

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
Certification Form, Fiscal Year 2015/16**

District Name: San Joaquin Delta Community College District

The district met Multiple Method #1 (District's EEO Advisory Committee and EEO Plan).

- Yes
- No

The district met at least 5 of the remaining 8 Multiple Methods? (Please mark your answers.)

- Yes
 - Method 2 (Board policies and adopted resolutions)
 - Method 3 (Incentives for hard-to-hire areas/disciplines)
 - Method 4 (Focused outreach and publications)
 - Method 5 (Procedures for addressing diversity throughout hiring steps and levels)
 - Method 6 (Consistent and ongoing training for hiring committees)
 - Method 7 (Professional development focused on diversity)
 - Method 8 (Diversity incorporated into criteria for employee evaluation and tenure review)
 - Method 9 (Grow-Your-Own programs)
- No

I CERTIFY THAT THIS REPORT FORM IS COMPLETE AND ACCURATE. Please attach meeting agenda of when District's EEO Advisory Committee certified this report form.

Chair, Equal Employment Opportunity Advisory Committee.

Name: Valerie Stewart-Green Title: Diversity and Community Engagement Manager

Signature: *Valerie Stewart-Green* Date: May 9, 2016

Chief Human Resources Officer

Name: Dianna R. Gonzales Title: Vice President, Human Resources & Risk Management

Signature: *Dianna R. Gonzales* Date: May 9, 2016

Chief Executive Officer (Chancellor or President/Superintendent)

Name: Dr. Kathy Hart Title: Superintendent/President

Signature: *Kathy Hart* Date: 5/11/2016

President/Chair, District Board of Trustees
Date of governing board's approval/certification

Name: Claudia Moreno Title: President/Chair, Board of Trustees

Signature: *Claudia Moreno* Date: 5/17/16

Date Due at the Chancellor's Office: **June 1, 2016**

Return to: Javier Gonzalez (jgonzalez@ccccc.edu)

Chancellor's Office California Community Colleges: 1102 Q Street, Ste. 4500, Sacramento, CA 95811

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This form requires districts to report the various activities that they are implementing to promote Equal Employment Opportunity for each of the 9 *Multiple Methods*. The Chancellor's Office will select some of the practices reported and highlight them in an "EEO and Diversity Best Practices Handbook".

When providing explanation(s) and evidence of your district's success in implementing the *Multiple Methods*, please write a response suitable for publication in the best-practices handbook. Please keep narrative to no more than one page per *Multiple Method*.

Nine (9) Multiple Methods

Pre-Hiring

1. District's EEO Advisory Committee and EEO Plan
2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

Hiring

5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

Post-Hiring

7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

Does district meet Multiple Method #1 (District's EEO Advisory Committee and EEO Plan)?

Yes

No

Under the *Multiple Method* allocation model, districts must minimally have an operational District EEO Advisory Committee and an updated EEO Plan.

- In order to qualify for receipt of the EEO Fund, districts are required to submit a board-adopted EEO plan every three years to the Chancellor's Office. (Title 5, Section 53003).
- EEO Plans are considered active for three years from the date of when the District's Board of Trustees approved the plan.
- The districts are required to establish an EEO Advisory Committee to assist in the development and implementation of the EEO Plan. (Title 5, Section 53005).

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Please provide an explanation and evidence of meeting this Multiple Method, #1.

Section 53003(a) - The Board shall adopt a district-wide written EEO Plan. The District's EEO Plan was developed by the College Diversity Committee and presented for adoption to the Board of Trustees at its May 2013 meeting. Upon adoption, the EEO Plan was submitted to the Chancellor's Office. It is noted that although the Plan was submitted in 2013, for some reason, no record of receiving the plan was found by the Chancellor's Office. The District resubmitted the EEO Plan in June 2015 when the District learned the Chancellor's Office did not have a copy of the District's plan. The District's updated EEO Plan is due June 30, 2016 and will be presented to the Board at the June 14, 2016 BOT meeting. *Board of Trustees Agenda May 21, 2013, District's EEO Plan, Meeting Minutes, Copies of emails transmitting plan to Chancellor's Office.*

Section 53005 – Each community college district shall establish an EEO committee. The College Diversity Committee is a standing shared governance committee. The Diversity Committee is composed of "Director of Human Resources and Risk Management, Director of Career, Transfer and Outreach, one division dean/director, Director of Student Support Services (as an expert on services for the disabled), Director of Student Activities, three faculty members (two appointed by the California Teachers Association and one appointed by the Academic Senate) CTA, two classified members (appointed equally by the California School Employees Association and the Classified Senate), two students appointed by the Associated Students of Delta College, two community representatives. The committee membership shall include at least one each from the following categories: Asian/Pacific Islander, African-American, Hispanic, women, disabled, senior citizens, and veterans. Committee members may represent more than one category. Employees of the District may not serve as community representatives. **Executive Secretary:** Director of Human Resources and Risk Management." The Diversity Committee's responsibilities are: "Promote, implement, and maintain training programs and professional development activities for District employees that further understanding and sensitivity of individual and group diversity. Monitor, develop, and communicate policies, procedures, and practices that support a diverse campus community. Make recommendations for the promotion of equal employment and educational opportunities within the College including human resources practices and student equity. Monitor achievement of the goals of the Student Equity Plan."

The College Diversity Committee worked with Human Resources to develop the District's EEO Plan and presented it for adoption by the Board May 2013. The Diversity Committee is working to update the EEO plan, due June 30, 2016. *Administrative Procedure 2430 – Governance Committee Structure: College Diversity Committee; Diversity Committee Minutes March 14, 2013, Diversity Committee Agenda April 11, 2013.*

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To receive funding for that year's allocation amount, districts are also required to meet 5 of the remaining 8 Multiple Methods.

Does the District meet Method #2 (Board policies and adopted resolutions)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #2.

Section 53024.1(g). The district's board of trustees receives training on the elimination of bias in the hiring and employment at least once every election cycle. The training session specifically for the Board regarding their role in the recruitment and selection process was in June 2013, and again December 2013. Board Report: Employee Diversity March 2013 Board Workshop Recruitment and Hiring Process June 19, 2013; Board Report: Engaging the College and District Community in our Quest for a More Diverse Workforce December 2013. At that time, there was one new trustee elected. In December 2014, two additional new trustees were elected to the Board. Additional updates regarding the outcome of the District's hiring has been provided to the Board. Board of Trustees Agenda August 12, 2014; Board Report: Hiring Summary 2014/15 September 2015.

Overall – Board Policies and adopted resolutions. Section 53024.1(k). The district's mission statement conveys its commitment to diversity and inclusion. There are multiple policies and procedures in place that convey the District's commitment to diversity and inclusion. Specific Board Policies (BP) and Administrative Procedures (AP) are listed below and included as evidence. The District also recently updated its EEO/Diversity training and created an online training portal through Keenan Safe Colleges. All employees are required to take the training. BP1201 – District Vision Statement; AP2430 – College Diversity Committee and Cultural Awareness Programs (CAP) Committee; BP2740/AP2740 – Board Education and Orientation; BP2746/2746.1 – Evaluation of the Superintendent/President – Current evaluation forms also enclosed; BP3410 – Nondiscrimination Policy; BP7125.1 – Employment Requirements for Managers and Supervisors; AP7120 – Recruitment and Selection Procedures; Policy 3000 – Faculty Employment Policy. Campus-wide email regarding required training and updated training Power Point. Also, in addition to the College Diversity Committee, there is a shared governance committee, the Cultural Awareness Programs (CAPS) Committee, that also focuses on diversity and cultural awareness. The CAPS Committee sponsors various events such as observance of Black History Month, International Awareness Week, Hispanic Heritage Month, Native American Heritage Month, Kwanza Celebration, and Asian/Pacific American Heritage Month. The events include performances, guest speakers, and special films. Website postings of various CAPS Committee events.

Section 53024.1(0). The district addresses issues of inclusion/exclusion in a transparent and collaborative way. The Superintendent/President's goals for 2015/16 include the following: Develop a climate/culture of equity, inclusion, cooperation, and collaboration that values the input of each member of the Delta College Community. President's Goals 2015/16. Additionally, the District's Student Equity Plan has provided the vehicle for the District to engage the campus community in discussing ways to create a campus climate of diversity and inclusion. Employees from each of the employee groups and students spent dedicated time at workshops developing specific action items related to the District's Student Equity Plan. One initiative is to create a Campus Climate of Inclusion. Notes from SEP retreat June 2015. Participants were also provided the book "Beyond Diversity and Inclusion" by Dr. Jaye Goosby Smith. Dr. Goosby-Smith was also the keynote speaker at the "all employee flex day activity" at the beginning of the 2015/16 academic year. Email sent campus-wide from Superintendent/President with Flex Day agenda. Additionally, through the District's Student Equity Plan initiatives, the Interim Assistant Superintendent/Vice President of Student Services and the Academic Senate President helped to sponsor an event in partnership with University of the Pacific called "A Campus Day of Difference" to

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explore issues around diversity and inclusion. *Student Equity Plan Committee Meeting Minutes December 9, 2015; Post-survey data and analysis.*

The District provided the campus community a variety of webinars regarding diversity and equity which could be taken through the District's Professional Development Center or individually. *2015 State of Higher Education in California; M2C3 Webinars on Men of Color; The State of Higher Education in California; Asian American, Native Hawaiian, Pacific Islander.*

The District, in partnership with the Mary Magdalene Community Services – My Brother's Keeper (MBK) Mentoring Academy, hosted a series of mentoring programs to promote positive change and leadership for our men of color. *My Brother's Keeper Academy Calendar 2015/16.*

Does the District meet Method #3 (Incentives for hard-to-hire areas/disciplines)?

Yes

X No

Please provide an explanation and evidence of meeting this Multiple Method, #3.

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Does the District meet Method #4 (Focused outreach and publications)?

X Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #4.

Overall – Focused outreach and publications. As described in AP7120, Human Resources develops a recruitment plan with the hiring manager and other subject matter experts (SMEs). One component of the plan is to identify specific publications and outreach efforts designed to attract a qualified, diverse pool of candidates. Once a position closes, the applicant pool is reviewed to determine whether there are sufficient numbers of applicants as well as a diverse pool of applicants. If the pool is insufficient (either in number or diversity) the filing deadline is extended and Human Resources meets with the selection committee to identify and implement different recruitment strategies. For example, when the District was recruiting for an Athletic Director, the applicant pool was all male with one female applicant (we were replacing a female Athletic Director who had retired). We extended the filing deadline, spoke with the Division Dean and the former Athletic Director to identify other publications and schools to develop targeted outreach efforts. Human Resources and the selection committee also re-reviewed the job advertisement and job description to diversify the pool. In the end, we only increased the number of female applicants by three, but we were able to document our outreach efforts. We have also had discussions with the Diversity Committee to solicit ideas to increase the diversity of our applicant pools. Minutes from February 14, March 13, April 10, and May 12, 2012 meetings. Noted in the Board presentations (presented as evidence in Method #2) are listings of some of the targeted or focused outreach and publications.

Section 53024.1(a). The district conducts survey of campus climate on a regular basis. Delta College conducted a campus climate survey in 2013 as evidenced by the Employee Campus Climate Report 2013 and the Student Campus Climate Report 2013. In Spring 2016, the College administered a campus climate survey to students, staff, and faculty in the form of the Diverse Learning Environments Survey (DLE) in partnership with the Higher Education Research Institute (HERI) at UCLA. The goal of administering the DLE at Delta College was to support future decision-making that will promote a more inclusive educational and work environment. As evidence, the DLE Core Instrument 2016 is attached as well as the Diverse Learning Environments-Overview and Background which provides an overview of what factors are measured by the DLE and specifically outlines the campus climate measures (page 13). For the 2016 survey, we have a total of 1,604 student and 541 staff/faculty responses that have yet to be analyzed. We will receive a results report from HERI in July 2016 and be prepared to share the results with the campus community early in the Fall 2016 semester. We have contracted with HERI to administer the DLE again in Spring 2018.

Section 53024.1(d). The district provides cultural awareness training to the campus community. See response to Method #2 regarding CAPS Committee. Additionally, through the District's Student Equity Plan initiatives, the Plan specifically identifies partnering with the CAPS Committee to further enhance the cultural awareness to the campus community. Student Equity Plan pages 21-23. Also, in December 2015, Human Resources presented updated information from the Chancellor's Office to the presidents of each employee group (senates and unions) and several managers to solicit enhanced participation in the EEO training. December Kick-Off meeting presentation.

Section 53024.1(f). The district has audited and/or maintain updated job descriptions and/or announcements. Within the last two years, Human Resources completed district-wide classification and compensation studies for Confidential, Management, and Classified wherein all job descriptions were

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reviewed and updated. Board Agenda September 2013, October 2013, and May 2015. Templates were also developed for use in creating new job descriptions to ensure specific criteria, such as "Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students" is contained in every job description. Management and adjunct faculty job description templates. Additionally, prior to any recruitment, AP7120 requires job descriptions be reviewed and updated prior to beginning the recruitment process. Human Resources and the Selection Committees continue to adhere to this requirement.

Section 53024.1(j). **The district's publications and website convey its diversity and commitment to equal employment opportunity.** The District's Human Resources website contains a Notice of Nondiscrimination Copy of web page and advertisements also contain the statement that the District is an Equal Opportunity Employer Ad for Chronicle of Higher Education for faculty positions.

Section 53024.1(k). **The district's mission statement conveys its commitment** See response to Method #2.

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Does the District meet Method #5 (Procedures for addressing diversity throughout hiring steps and levels)?

X Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #5.

Section 53024.1(b) – Exit interviews. The Human Resources Department either meets with the individual employee and/or provides a form for the employee to complete upon separation from employment. Employee Exit Interview Form. The information is collected, and when appropriate, shared with management. Also, data is collected to identify trends and take appropriate action. The Human Resources department currently has 2 vacant HR Analyst positions (the position responsible for conducting and collecting the data) and therefore, exit interviews were not conducted this past year. Once the Human Resources Analyst positions are filled, we will resume the exit interviews, including improving the data collection and review.

Section 53024.1(h) – Handling of Title 5 complaints. The Vice President of Human Resources and Risk Management is the designated responsible District Office to handle Title 5 complaints. Upon receipt of a complaint (whether it is the formal filing of the complaint, an email or phone call alleging a violation Title 5 and the District’s policies prohibiting harassment and discrimination) an appointment is made to meet personally with the individual. The purpose of the initial meeting is to advise the potential complainant of the process using the Complaint Flow Chart, as well as describing the difference between the Informal and Formal process. The timeline to complete the investigation and issue findings is emphasized with the Complainant. The District also tracks each step of the process to ensure the complaint is handled in a timely manner. Complaint Form Checklist.

Section 53024.1(l) - District’s hiring procedures require applicants for all positions to demonstrate sensitivity to and understanding of diverse academic, socioeconomic All applicants must submit a response to the following Diversity Statement: Provide a statement about yourself that specifically demonstrates sensitivity to the needs of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students and the community at large. ****IMPORTANT NOTE: Failure to provide a statement will be considered an incomplete application and will not be processed for review by the selection committee.** SJDCCD Employment Application The District’s EEO training also contains strategies to screen and interview candidates to enhance diversity, including ways to assess the responsiveness to the District’s “diversity” questions. Slides 9 – 14 from District’s EEO training.

Section 53024.1(p) The district attempts to gather information from applicants who decline job offers to find out why, records this information, and utilizes it. When we have extended offers of employment that are subsequently declined, we attempt to find out why. When we have followed up, the candidates have not been responsive, or they’ll indicate they received another offer for more money, closer to home, or other reason for which we are not able to address. We do not have a formal system in place to track the numbers and results. Thankfully, rejection of our employment offers is not a frequent occurrence.

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Does the District meet Method #6 (Consistent and ongoing training for hiring committees)?

X Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #6.

Section 53024.1 (c) – Training on the elimination of bias in hiring and employment. The District develops and updates the EEO training through the Diversity Committee. Minutes from January 8, 2014 Diversity Committee meeting. For recruitments to hire for Spring 2016 and Fall 2016, the District updated the plan and required all employees to participate in the training, rather than only selection committee members. The reason the District required all employees to participate in the training was to broaden the participation of selection committee members campus-wide, as well as broaden the scope of the diversity training to the campus community. Campus-wide email from District's Diversity and Community Engagement Manager. See also copy of the EEO Training in Method 4. The information regarding Elimination of Bias in Hiring is reviewed by the Human Resources Specialist during the Selection Committee Orientation. Selection Committee Orientation

Section 53024.1.(i) – Compliance with AB1825, Supervisory Training The Staff Development Committee (a shared governance committee), developed an Employee Handbook, including a chart showing all mandatory training (as of August 2013) Employee Handbook The Handbook will be updated during the next year through the shared governance process, including updating the required training matrix. Through Keenan SafeColleges, Human Resources is able to track who has completed the training. Unfortunately, the process to ensure repeated compliance beyond the initial hire is a manual process. With two vacancies in key areas in Human Resources, the follow up to ensure compliance has not been consistent. The department is recommending the creation of a Human Resources Manager (redirecting funds from an existing vacancy) that will be responsible for the design and implementation of processes to ensure compliance with all mandated training requirements, such as Title IX, Title 5, AB1432 and AB1825. The recommendation to create the new position will be presented to the Board of Trustees May 17, 2016 and if approved, recruitment will begin immediately upon approval of the position. This is an area that the District will be 100% in compliance by the time of the next reporting.

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Does the District meet Method #7 (Professional development focused on diversity)?

X Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #7.

Section 53024.1 (e) – Variety of Programs to support newly hired employees. In 2008/09 the District launched its New Faculty Academy for all faculty hired into tenured track positions at the District. All new faculty meet at the beginning of the Fall semester and continue to meet monthly as a new faculty cohort throughout the academic year. The academy provides an opportunity for faculty from all disciplines to collaborate and shape the culture of the District. Article from District 2008/09 Student Success Newsletter; New Faculty Orientation agenda 2015/16.

The New Faculty Academy is very successful, the Strategic Goals for the District in 2012/13 included a plan to provide comprehensive orientation and professional development for all employees in a manner similar to the New Faculty Academy. The Staff Development Committee designed a new employee orientation to replicate the orientation faculty receive. District Strategic Goals – May 2012; Staff Development Committee Minutes October 9, 2012, Strategic Plan EMP Recommendation Reporting – March 2013; and Planning and Budget Committee Minutes April 8, 2013. Employee Handbook provided as evidence in Method 6.

The goal was to assign a mentor to each new employee and newly promoted employee. Human Resources worked with the hiring manager to identify a mentor for the new hire. The feedback from the individual selected to be the mentor was positive. However, the Staff Development Committee was not able to complete the design and implementation of a Mentor Training Program, including an evaluation instrument to measure the effectiveness of the program. Until a Mentor Training program is implemented, the assignment of a mentor is temporarily suspended. Offer letters to Classified employees.

Section 53024.1.(i) – Compliance with AB1825, Supervisory Training See response to Method 6.

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Does the District meet Method #8 (Diversity incorporated into criteria for employee evaluation and tenure review)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #8.

Overall. Although diversity is not specifically identified as a distinct component in the current evaluation instruments for faculty and classified staff (including tenure review), diversity is embedded in components of the faculty evaluations under Relationship with Students and Relationship with Staff. Appendix E Faculty, Counselor, and Librarian Evaluation Forms. Likewise, the classified evaluation contains a component evaluating the employee's ability to communicate and interact with others. Appendix E Classified Employee Evaluation Form. The evaluation form for managers does contain an element addressing diversity under Professional Attributes. San Joaquin Delta College Manager's Evaluation Form. The parties are in negotiations for a successor contract and updating the evaluation instruments is a shared interest of the District and the employee groups.

Section 53024.1(b) – Exit interviews. The Human Resources Department either meets with the individual employee and/or provides a form for the employee to complete upon separation from employment. Employee Exit Interview Form. The information is collected, and when appropriate, shared with management. If specifically requested by the employee, comments will be kept confidential as provided by Policy or legal requirements. For example, if an employee reports they are resigning because they were being harassed, Human Resources would follow up and take appropriate action. Also, data is collected to identify trends and take appropriate action. The Human Resources department currently has two vacant HR Analyst positions (the position responsible for conducting and collecting the data) and therefore, exit interviews were not conducted this past year. Once the positions are filled, we will resume the exit interviews, including data collection and analysis. Human Resources will then continue to work with managers to improve working conditions to ensure we develop a climate that values diversity and inclusion.

Section 53024.1(q) – Longitudinal analysis of various employment events such as hiring, promotion, retention, etc. The District assesses the data collected annually, primarily in its recruitment and selection process, in an effort to increase diversity in hiring. See evidence presented in Method 2 – hiring reports presented to the Board. Additionally, a full workforce analysis will be included in the June 2016 update of the District's EEO plan.

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Does the District meet Method #9 (Grow-Your-Own programs)?

X Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #9.

Grow-Your-Own Programs. In addition to the District's response to Method #7, the District has instituted a number of temporary promotional opportunities for classified and management positions. The need arose as the District has a number of new positions funded by grants and other categorical programs, such as SSSP and Student Equity Plan funding requiring positions to be filled quickly during the fiscal year. These recruitments were in addition to the over 60 recruitments Human Resources was required to conduct to fill positions by the beginning of Fall 2016 (e.g., over 16 faculty positions). The temporary promotional opportunity provides a means to advertise and encourage classified staff to pursue promotional opportunities, while still retaining reversionary rights to their permanent classified position (a risk-free way to try out the promotional opportunity). When the District is ready to fill the position on a permanent basis, the recruitment will be both internal and external as required by Title 5. Board of Trustee agenda items noting appointments.

San Joaquin Delta College

Diversity Committee

Date: May 9, 2016
11:30 a.m. – 1:00 pm
Location: Admin 208

Committee Members: Lisa Cooper, Delecia Nunnally, Danita Scott-Taylor, Wendy Byrd , Jazmin Amen, Jon Krupp, Stella Alonzo, Lisa Perez, Christina Rivera,

Chairperson: Dianna Gonzales/Valerie Stewart-Green

Recorder: Christina Rivera

College Mission Statement (BP 1200)

The mission of San Joaquin Delta College is to provide excellent post-secondary education that serves the needs of students, the College District and the community through continuing, transfer, career and technical education, and economic development. To achieve this objective, the faculty and staff are committed to providing comprehensive instructional programs, student services and public services that are high quality.

In fulfilling its mission, San Joaquin Delta College acts upon the following principles:

- Commitment to excellence requires effective collaboration, respect for cultural diversity, appreciation of historical perspective, open communication, high academic standards, a vital connection to the arts and cultures of the community, and competitive athletics.
- Student success and equity are founded on a well-coordinated and institutionally-integrated developmental education program.
- Educational resources are available to all students regardless of age, disability, gender, or ethnicity.
- Institutional renewal must include continuous improvement through new and revised curricula; the use of student learning outcomes to enhance student performance; new and effective technologies; and ongoing faculty and staff professional development.
- All aspects of the College encourage good citizenship, responsible leadership, ethical behavior, and the appreciation of lifelong learning.

Agenda

Old Business

None

New Business

1. Final Review: EEO Fund Multiple Method Allocation Model
2. Confirm date for next meeting to finalize EEO Plan



