

LOS RIOS COMMUNITY COLLEGE DISTRICT

FALL BOARD RETREAT AGENDA

Friday, October 3, 2025 at 5:30pm

Saturday, October 4, 2025 at 9:00am

Meeting Location:

Los Rios Community College District
Board Room
1919 Spanos Court
Sacramento, CA 95825

FRIDAY, OCTOBER 3, 2025

1. CALL TO ORDER

Board President

2. ORAL COMMUNICATIONS

The public may comment on any items within the Board's jurisdiction, even if the items are not on the agenda only during this portion of the meeting. However, the law prohibits action by the Board on non-agenda items. Speakers are limited to up to three minutes. If you wish to speak to a particular item on the current board agenda, your comments will be taken up at the time the Board takes up that item.

Members of the public have two options to offer public comment:

- 1. Email your full name and the matter you wish to speak about to board@losrios.edu by 3:00pm on the day of the meeting, and you will be called on by the Board President during this portion of the meeting.*
- 2. Submit a yellow "Speaker's Card" to the Clerk of the Board before the meeting is called to order.*

3. FUTURE DIRECTIONS DISCUSSION

A. Draft 2026 Board Meeting Calendar and Schedule of Agenda Items (page 3)	Brian King
B. Board Self-Evaluation (page 7)	Brian King
C. Budget Update (page 8)	Mario Rodriguez

4. CLOSED SESSION

Closed session may be held as authorized by law for matters including, but not limited to collective bargaining (Rodda Act), Education Code provisions, pending litigation, etc.

- Pursuant to Government Code section 54957: Public Employee Evaluation: Contract Officers
- Pursuant to Government Code section 54957: Public Employee Evaluation: Chancellor

5. ACTION

A. Contract Officer Contracts (page 14)	Brian King
B. Chief Counsel Employment Agreement (page 15)	Brian King

NOTE: Board action is needed to continue the meeting to the following day.

SATURDAY, OCTOBER 4, 2025

6. UPDATE AND DISCUSSION OF DISTRICT INITIATIVES

A. Facilities Master Planning Process (<i>page 17</i>)	Mario Rodriguez
B. Capital Needs and Bond Possibility (<i>page 18</i>)	Mario Rodriguez
C. Recruitment, Hiring, and Equal Employment Opportunity (<i>page 19</i>)	Mario Rodriguez

7. ADJOURNMENT

LOS RIOS BOARD OF TRUSTEES			
Kelly Wilkerson President ▪ Area 4	Deborah Ortiz Vice President ▪ Area 6	Dustin Johnson ▪ Area 1 Robert Jones ▪ Area 2 John Knight ▪ Area 3	Colette Harris-Mathews ▪ Area 5 Tami Nelson ▪ Area 7 Brianna Pham ▪ Student Trustee
Regular Board Meetings are generally held every second Wednesday of the month at 5:30 pm ▪ <i>Note:</i> Meeting times and locations are subject to change. For current information, call the District Office at (916) 568-3039. Next Regular Board Meeting: October 15, 2025			
Public records provided to the Board for the items listed on the open session portion of this agenda will be posted on the District's website: www.losrios.edu as soon as they are available.			
Help Us Help You Los Rios Community College District strives to make reasonable accommodations in all of its programs, services and activities for all qualified individuals with disabilities. Notification (568-3039) 48 hours in advance will enable the District to make arrangements to ensure meeting accessibility. The District will swiftly resolve those requests consistent with the ADA and resolving any doubt in favor of accessibility.			
Los Rios Community College District Indigenous Land Acknowledgment Statement In the spirit of community and social justice, we acknowledge the land on which our four colleges reside as the traditional homelands of the Nisenan, Maidu, and Miwok tribal nations. These sovereign people have been the caretakers of the health of the rivers, the wildlife, the plant life, and the overall eco-social balance in the greater Sacramento region since time immemorial. Despite centuries of genocide and occupation, the Nisenan, Maidu, and Miwok continue as vibrant and resilient tribes and bands, both Federally recognized and unrecognized. Tribal citizens of these nations continue to be an active and important part of our Los Rios college community. We take this opportunity to acknowledge the land and our responsibility to the original peoples, the present-day Nisenan, Maidu, and Miwok tribal nations.			

LOS RIOS COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES ANNUAL FALL RETREAT

SUBJECT: Draft 2026 Board Meeting Calendar and Schedule of Agenda Items	DATE: October 3-4, 2025
AGENDA ITEM 3.A STRATEGIC PLAN GOAL(S): 1,2,3,4,5	TYPE OF BOARD CONSIDERATION: Board Information

BACKGROUND

The Board of Trustees approves its annual meeting calendar at its December meeting each year. An initial draft of proposed 2026 meeting dates is attached for review and input. An updated draft will also be presented for First Reading at the November 12, 2025 meeting. Regular board meetings are generally scheduled on the second Wednesday of the month (potential schedule conflicts are noted in the attachment) at 5:30pm. A preliminary schedule of agenda items and information reports for 2026 is also attached.

RECOMMENDATION

This item is presented for the Board of Trustees' information and discussion.



LOS RIOS
COMMUNITY
COLLEGE DISTRICT



DRAFT 2026 Board Meeting Calendar

Regular board meetings are generally the second Wednesday of the month
(unless otherwise noted) at 5:30 pm

Proposed Meeting Date	Notes
January 14, 2026	Regular Second Wednesday, no conflict
February 18, 2026	Location: FLC Second Wednesday (Feb 11) would fall on the final day of ACCT Summit (Feb 8-11); shifting one week later allows trustees to attend summit
February 27-28, 2026	Spring Board Retreat (Friday evening/ Saturday morning)
March 11, 2026	Second Wednesday, and is before Los Rios spring recess (March 16–22), meeting avoids conflict with March events; before CCLC CEO Symposium (March 19-21) A2MEND Dates to be confirmed
April 8, 2026	Regular Second Wednesday; before Metro Chamber Cap-to-Cap (April 18-22)
May 13, 2026	Second Wednesday; after CCLC Trustees Conference (May 1–3) and
June 10, 2026	Regular Second Wednesday, no conflict
July 8, 2026	Regular Second Wednesday, no conflict
August 12, 2026	Regular Second Wednesday, no conflict
September 9, 2026	Regular Second Wednesday, no conflict
October 2-3, 2026	Fall Board Retreat (Friday evening/ Saturday morning)
October 14, 2026	Location: SCC Regular second Wednesday (post-ACCT Congress Oct 21–24)
November 18, 2026	Second Wednesday (Nov 11) falls on the Veterans' Day holiday; shift one week later
December 16, 2026	Third Wednesday, to comply with CA Ed Code §1009 requiring annual organizational meeting on or after second Friday in December

Convocation Dates: Friday, January 16 & Friday, August 21

Commencement: Thursday, May 21 + Friday, May 22

Meeting Location(s):

District Office Board Room – 1919 Spanos Court, Sacramento, CA 95825

Folsom Lake College (FLC) – 10 College Parkway, Folsom, CA 95630

Sacramento City College (SCC) – 3835 Freeport Boulevard Sacramento, CA 95822



**DRAFT 2026 BOARD OF TRUSTEES CALENDAR OF
ANNUAL BOARD AGENDA ITEMS**

*The schedule below includes routine annual action agenda items as well as informational reports
requested by the Board of Trustees*

Additional agenda items will be added to the schedule as needed

January 2026		
Financial Aid and Admissions & Records Update	Information	Deputy Chancellor Nye

February 2026 (Location: FLC)		
Folsom Lake College Program Spotlight	Information	President Pimentel

Spring Board Retreat		
Board Self-Evaluation Review	Information	Board/Chancellor King
Budget & Enrollment Update	Information	Executive VC Rodriguez
Review of 2026 Board Meeting Calendar and Schedule of Agenda Items	Information	Board/Chancellor King

March 2026		
Supporting Student Success (Cal-GETC, Course Renumbering, AI)	Information	Deputy Chancellor Nye
Classified Employee of the Year Nomination	Action	President Garcia

April 2026		
Los Rios Strategic Plan Update	Information	Deputy Chancellor Nye
CCCT Election	Action	Chancellor King

May 2026		
NAGPRA Policy	First Reading	Deputy Chancellor
Sustainability Update	Information	Executive VC Rodriguez
Resolution Recognizing Classified Employees	Action	Chancellor King
Chancellor's Final Evaluation	Closed Session	Chancellor King

June 2026		
2026-27 Budgets	Action	Executive VC Rodriguez
Five Year Capital Outlay Plan	Action	Executive VC Rodriguez

July 2026		
TBD		

August 2026		
Health Services Expansion	Information	Deputy Chancellor Nye
Annual Pay Rate Schedules	Action	Executive VC Rodriguez

September 2026		
Zero Textbook Cost and Dual Enrollment	Information	Deputy Chancellor Nye
Citizens' Bond Oversight Annual Report	Information	Executive VC Rodriguez
2026-27 Adopted Budget	Action	Executive VC Rodriguez

Fall Board Retreat		
Evaluation of Contract Officers	Closed Session	Chancellor
Contract Officer Contract Extensions / Step Increases	Action	Chancellor
Board Self-Evaluation	Information	Board/Chancellor
2027 Board Meeting Calendar (first draft)	Information	Chancellor
Budget & Enrollment Update	Information	Executive VC Rodriguez
Recruitment & Hiring	Information	Executive VC Rodriguez
Building/Bond Program	Information	Executive VC Rodriguez
Update on Board Goals & Strategic Plan	Information	Chancellor

October 2026 (Location: SCC)		
Sacramento City College Program Spotlight	Information	President Garcia

November 2026		
TBD		

December 2026		
Election Results and Seating of Elected Officials	Action	Chancellor
Annual Organizational Meeting	Action	Board/Chancellor
2025-26 Annual Audit Report	Action	Executive VC Rodriguez
Program Development Funds	Information	Executive VC Rodriguez

LOS RIOS COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES ANNUAL FALL RETREAT

SUBJECT: Board Self-Evaluation	DATE: October 3-4, 2025
AGENDA ITEM 3.B STRATEGIC PLAN GOAL(S): 1,2,3,4,5	TYPE OF BOARD CONSIDERATION: Board Information

BACKGROUND

Annually, the Board of Trustees completes a self-evaluation instrument, discusses the results of the survey among themselves, and makes modifications in their working as a Board as a result of the conversation. This ongoing process of self-evaluation, planning and modifications based on that evaluation has produced significant innovation and continuous improvement within Los Rios over the years.

RECOMMENDATION

This item is presented for the Board of Trustees' information and discussion.

LOS RIOS COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES ANNUAL FALL RETREAT

SUBJECT: Budget Update	DATE: October 3-4, 2025
AGENDA ITEM 3.C STRATEGIC PLAN GOAL(S): 5	TYPE OF BOARD CONSIDERATION: Board Information

BACKGROUND

Staff will provide the Board of Trustees with an update on the recently approved system budget request and state revenue trends early in the fiscal year.

RECOMMENDATION

This item is presented for the Board of Trustees' information and discussion.



COMMUNITY COLLEGE UPDATE

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

BOG Approves 2026-27 System Request

 **BY KYLE HYLAND**

At its September 16, 2025, meeting, the California Community Colleges (CCC) Board of Governors (BOG) approved the [2026-27 System Budget and Legislative Request](#) (System Request) presented by the California Community Colleges Chancellor’s Office (CCCCO) staff.

The process to develop the 2026-27 System Request began in July and in August the CCCCCO hosted a working session with members of the Consultation Council about concepts for inclusion in the proposal. In light of forecasted economic uncertainty, the System Request focuses on advancing the three Strategic Directions of Vision 2030:

- Equitable Baccalaureate Attainment
- Equitable Workforce and Economic Development
- Generative Artificial Intelligence and the Future of Learning

We highlight the proposals and corresponding financial requests below. (All requests would utilize Proposition 98 funds unless noted otherwise. Details within each area are provided in Appendix B of the System Request link above.)

Equitable Baccalaureate Attainment	
Cross-Sector Partnerships and Coordination	\$40.7 million one-time \$2 million ongoing
Targeted Supports for Focused Learner Populations	\$24.2 million one-time \$105 million ongoing

Robust Financial Aid	\$1.5 million one-time \$10 million ongoing \$70 million ongoing (General Fund)
Faculty and Staff Supports	\$10 million one-time \$85 million ongoing
Equitable Workforce and Economic Development	
California Apprenticeship Initiative and Related and Supplemental Instruction	\$15 million one-time \$69 million ongoing
Campus-Based Microgrids (energy systems that can operate during power outages)	\$45 million one-time (Proposition 4)
Economic and Workforce Development Modernization	\$41.1 million ongoing
Los Angeles Recovery and Rebuild Initiative	\$20 million one-time
The Future of Learning and Generative Artificial Intelligence	
Common Cloud Data Platform	\$9 million ongoing \$36 million one-time
California Virtual Campus	\$3.9 million ongoing
Integrated Technology Cost-of-Living Adjustment	\$10.6 million ongoing

A portion of the “Robust Financial Aid” request noted above is an annual General Fund cost of \$60 to \$70 million to support a \$1.1 billion investment towards the statewide lease-revenue bond approach adopted in the 2024–25 State Budget, which enables colleges to construct affordable student housing projects. The “Faculty and Staff Supports” includes a \$55 million ongoing request to fully fund the 90% reimbursement rate for the Part-Time Faculty Office Hours Program.

The document also includes proposed investments for core resources and the CCCCCO as well as legislative and policy requests.

Core Resources	
Student Centered Funding Formula (SCFF) and Strong Workforce Program Base Restorations	\$60 million one-time To be determined ongoing
Enrollment Growth	\$112.5 million ongoing
Deferred Maintenance	\$60 million ongoing

Chancellor's Office Capacity	
Vision 2030 Innovation Catalyst Fund	Budget neutral
Requests for Chancellor's Office Positions	\$5 million ongoing (General Fund)
Legislative Mandates and Budget Priorities	To be determined

Additionally, the CCCCCO requests two SCFF formula changes: (1) to recognize credit full-time equivalent students (FTES) at the higher of the three-year average or the amount reported in the current year, and (2) to eliminate the 10% cap on funded FTES growth.

2026-27 Legislative and Policy Requests

- **Streamline CalWORKS Program Eligibility**—Maximize direct aid and remove employer match requirement
- **Streamline Legislative Reporting Requirements**—Modernize reporting requirements and alleviate workload burdens
- **Update California College Promise Program**—Clarify eligibility requirements for students and institutions
- **Increase Baccalaureate Degree Attainment Among Underserved Student Populations**—Pursue expanded transfer opportunities and further enable students to pursue baccalaureate degree opportunities, and to attain baccalaureate degrees with a focus on policies supporting rural and underserved populations
- **Strengthen Access to Dual Enrollment**—Streamline participation and expand the reach of dual enrollment programs
- **Supporting Artificial Intelligence Literacy and Workforce Development**—Support AI literacy efforts and AI workforce development opportunities, with an added focus on supporting rural and underserved communities

Now that the System Request has been approved, the CCCCCO will present the document to the Newsom Administration as they begin to build their 2026-27 State Budget proposal, which needs to be released by January 10, 2026. For the legislative and policy requests, the CCCCCO will likely reach out to legislators to author those proposals; however, policy proposals can also be handled via the State Budget process through the budget trailer bills.

The next BOG meeting is scheduled for November 18, 2025, which is the last BOG meeting for the 2025 calendar year.



COMMUNITY COLLEGE UPDATE

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Finance Bulletin Shows Mixed Economic Signals

 [BY WENDI MCCASKILL](#)

Today, September 24, 2025, the Department of Finance (DOF) issued its September 2025 *Finance Bulletin*, indicating that state General Fund revenues for 2025-26 are exceeding projections included in the June Enacted Budget.

In August, total revenues exceeded Budget Act estimates by \$1.7 billion (12.8%). This is primarily the result of higher-than-projected August personal income tax (+\$1.1 billion), other revenues (+\$326 million), and corporation tax (+\$286 million) receipts. Increases in these revenues were offset by lower-than-expected Pooled Money Investment Account Interest revenues (-\$55 million) and sales and use tax revenues (-\$27 million). As displayed below, since the beginning of the fiscal year (July), revenues from the "Big Three" taxes, which are responsible for the bulk of the state's resources for government program funding, came in \$1.15 billion above Budget Act estimates.

2025-26 Fiscal Year-to-Date "Big Three" Tax Revenues
(In millions)

	Forecast	Actual	Difference
Personal Income Tax	\$16,064	\$17,431	\$1,367
Corporation Tax	\$1,443	\$1,303	-\$140
Sales and Use Tax	\$5,504	\$5,427	-\$77
Total	\$23,011	\$24,161	\$1,150

Source: DOF

Second quarter economic growth is up, with U.S. real gross domestic product (GDP) growing at a 3.3% seasonally adjusted annual rate in the second quarter of 2025, an improvement over the 0.5% first quarter contraction. In

contrast to last year at this time, when personal consumption contributed heavily to GDP growth, growth in the second quarter of 2025 was driven primarily by net exports, according to the DOF. U.S. headline inflation increased to 2.9% in August. Core inflation remained steady at 3.1%. According to the DOF, the August acceleration in inflation was attributed to a broad-based increase in consumer prices.

The August U.S. unemployment rate increased by 0.1% to 4.3%, with the U.S. adding 22,000 jobs, while most U.S. employment sectors lost jobs. California's unemployment rate remained at 5.5%, which is currently the second-highest unemployment rate in the nation. The state added 3,800 jobs in August, and July's figures were revised to show a loss of 300 jobs. In contrast to the nation, California had more sectors gaining than losing jobs in August. Those California sectors experiencing job losses include government; professional and business services; construction; manufacturing; and trade, transportation, and utilities. Private education and health services, leisure and hospitality, information, other services, mining and logging, and financial activities experienced job gains in California.

Building activity has decreased 1.2% since June 2025 and 6.6% compared to July 2024. At \$884,050, the median sales price of existing single-family homes is down 0.3% since July 2024. Existing single-family home sales in July decreased 1.0% month over month and have declined 4.1% since July 2024.

As we look ahead, the upcoming October 15, 2025, extended deadline for Los Angeles County taxpayers will provide further tax receipts to compare against forecasted revenues.

LOS RIOS COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES ANNUAL FALL RETREAT

SUBJECT: Contract Officer Contracts	DATE: October 3-4, 2025
AGENDA ITEM 5.A STRATEGIC PLAN GOAL(S): 5	TYPE OF BOARD CONSIDERATION: Board Action

BACKGROUND

Annually at the Fall Board Retreat, the Board of Trustees evaluates the District's Contract Officers with the Chancellor in closed session.

RECOMMENDATION

It is recommended that the Board of Trustees take appropriate action on the contracts of the District Officers.

LOS RIOS COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES ANNUAL FALL RETREAT

SUBJECT: Chief Counsel Employment Agreement	DATE: October 3-4, 2025
AGENDA ITEM 5.B STRATEGIC PLAN GOAL(S): 5	TYPE OF BOARD CONSIDERATION: Board Action

BACKGROUND

With the resignation of Chief Counsel, Jacob Knapp, the District conducted multiple recruitments for the position of Chief Counsel. A comprehensive nationwide search was conducted resulting in a final recommendation by the Chancellor.

STATUS

Upon completion of the inclusionary search process, it is recommended that Alyssa (Aly) Rutsch Bivins be appointed as Chief Counsel. Dr. Bivins earned her Juris Doctorate from Duke University School of Law. She brings experience representing educational institutions and other public entities.

Dr. Bivins is an education law attorney and partner at a law firm where she advises California public education institutions. With nearly a decade of legal practice representing school districts, community college districts, and joint powers authorities, she has experience in matters involving governance, student and employee discipline, special education, and Title IX.

Dr. Bivins counsels governing boards and senior administrators on compliance with the Brown Act, the Public Records Act, Family Education Rights and Privacy Act (FERPA), Americans with Disabilities Act (ADA), and Title IX. She brings experience in board advisement, policy development, administrative hearings, and litigation before state and federal courts. Her work includes drafting and revising board policies and regulations, negotiating contracts, and guiding districts through complex student and employee matters.

Beyond direct client representation, Dr. Bivins has trained education leaders at statewide conferences, authored publications on emerging legal issues, and served as a leader in her law firm's statewide Special Education Practice Group. In addition, she has been involved in teaching, mentoring, podcast hosting, and service on professional committees.

The significant contract terms of the recommended contract for Dr. Bivins include:

- A term of approximately nine (9) months (October 6, 2025 - June 30, 2027);
- An initial salary of \$277,896.46 annually - Step 2 of Range B and an educational incentive (\$4,425.74) from the 2025-26 Management Salary Schedule;
- Health and welfare benefits - the Officer may select and participate in any District medical, dental, and other health plans available to other District scheduled administrators. Without regard to which health plan the Officer chooses, the Officer's out-of-pocket cost for such premiums shall be no greater than any scheduled administrator for the lowest cost traditional health care plan (excluding Deductible Health Maintenance Organization or other nontraditional plans); and
- Auto Expense - \$550/month for In-District Travel.

RECOMMENDATION

It is recommended that the Board of Trustees approve the hiring of Alyssa (Aly) Rutsch Bivins as Chief Counsel, including the material terms outlined above.

LOS RIOS COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES ANNUAL FALL RETREAT

SUBJECT: Facilities Master Planning Process	DATE: October 3-4, 2025
AGENDA ITEM 6.A STRATEGIC PLAN GOAL(S): 5	TYPE OF BOARD CONSIDERATION: Board Information

BACKGROUND

Staff will provide the Board of Trustees with an update on the District's facilities master planning process.

RECOMMENDATION

This item is presented for the Board of Trustees' information and discussion.

LOS RIOS COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES ANNUAL FALL RETREAT

SUBJECT: Capital Needs and Bond Possibility	DATE: October 3-4, 2025
AGENDA ITEM 6.B STRATEGIC PLAN GOAL(S): 5	TYPE OF BOARD CONSIDERATION: Board Information

BACKGROUND

Staff will provide the Board of Trustees with an update on the District's capital needs and bond possibility.

RECOMMENDATION

This item is presented for the Board of Trustees' information and discussion.

LOS RIOS COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES ANNUAL FALL RETREAT

SUBJECT: Recruitment Hiring, and Equal Opportunity	DATE: October 3-4, 2025
AGENDA ITEM 6.C STRATEGIC PLAN GOAL(S): 5	TYPE OF BOARD CONSIDERATION: Board Information

BACKGROUND

Staff will provide the Board with an update on recent recruitments and hires over the past year, along with additional historical information. Three reports are included: (1) a breakdown of recruitment efforts and how candidates advanced through the process, (2) a summary of tenure-track faculty positions from the most recent cycle, and (3) a ten-year overview of regular faculty hiring. All charts include details on the race and ethnicity of candidates and, where appropriate, the college where the hiring took place. The Board will also receive an update on our annual EEO plan, scheduled for inclusion at the October regular meeting. Because recruitment and hiring are closely tied to the efforts outlined in our EEO plan, presenting both updates together provides a more complete picture of our progress.

RECOMMENDATION

This item is presented for the Board of Trustees' information and discussion.

Los Rios Community College District

Classified & Management

Recruitment Efforts Report

2024-2025 Fiscal Year

One of the main responsibilities of the Human Resources Department is to recruit and facilitate the hiring of talented individuals that provide our district with a workforce that mirrors the demographics of our student body and community. **This report highlights the recruitment efforts of the Los Rios Community College District during the 2024-2025 fiscal year** to meet this goal.

RECRUITMENT SUMMARY: APPLICANT RACE & ETHNICITY

Total Applicants			
Race & Ethnicity	Classified	Management	Total
American Indian or Alaskan Native	0.8%	0.8%	0.8%
Asian	19.9%	10.2%	18.5%
Black or African American	11.7%	20.5%	13.0%
Declined to State	6.1%	9.3%	6.6%
Hispanic or Latinx	15.2%	11.4%	14.6%
Native Hawaiian or Pacific Islander	1.4%	0.3%	1.2%
Other, Non-White	1.7%	2.0%	1.8%
Two or More Races	10.4%	10.3%	10.4%
White	32.9%	35.2%	33.2%
Total	100.0%	100.0%	100.0%
<i>Total Reported Underrepresented:</i>			60.3%

Total Eligible Applicants			
Race & Ethnicity	Classified	Management	Total
American Indian or Alaskan Native	0.8%	0.7%	0.8%
Asian	18.6%	10.1%	17.1%
Black or African American	11.8%	20.3%	13.3%
Declined to State	6.1%	9.3%	6.7%
Hispanic or Latinx	14.9%	12.1%	14.4%
Native Hawaiian or Pacific Islander	1.5%	0.4%	1.3%
Other, Non-White	1.7%	1.7%	1.7%
Two or More Races	10.4%	10.3%	10.4%
White	34.3%	35.1%	34.4%
Total	100.0%	100.0%	100.0%
<i>Total Reported Underrepresented:</i>			58.9%

Total Applicants Interviewed			
Race & Ethnicity	Classified	Management	Total
American Indian or Alaskan Native	0.7%	1.4%	0.8%
Asian	18.4%	11.0%	17.3%
Black or African American	11.1%	15.3%	11.7%
Declined to State	6.1%	7.2%	6.2%
Hispanic or Latinx	16.4%	17.1%	16.5%
Native Hawaiian or Pacific Islander	1.7%	0.6%	1.5%
Other, Non-White	1.8%	0.9%	1.7%
Two or More Races	10.8%	9.2%	10.6%
White	33.0%	37.3%	33.6%
Total	100.0%	100.0%	100.0%
Total Reported Underrepresented:			60.2%

Total Applicants Hired			
Race & Ethnicity	Classified	Management	Total
American Indian or Alaskan Native	0.0%	0.0%	0.0%
Asian	16.3%	6.7%	15.0%
Black or African American	11.6%	6.7%	10.9%
Declined to State	2.1%	10.0%	3.2%
Hispanic or Latinx	17.4%	20.0%	20.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
Other, Non-White	0.5%	0.0%	0.5%
Two or More Races	9.5%	10.0%	9.5%
White	42.6%	46.7%	43.2%
Total	100.0%	100.0%	100.0%
Total Reported Underrepresented:			53.6%

VOLUME OF APPLICATIONS AND POSITIONS ADVERTISED (REGULAR, PERMANENT POSITIONS)

	No. of Positions Advertised	Total Applications Received	Average Pool Size
2023-2024			
Classified	240	13,508	56
Management	50	2,321	46
Grand Total	290	15,829	51

POOL SIZES BY POSITION TYPE

Position		# of Apps.
Classified:		
Smallest	Instructional Assistant – Aeronautics (SCC)	1
Largest	College Safety Officer (DO/PS)	205
Management:		
Smallest	Police Captain (DO/PS)	1
Largest	Dean of Student Services (FLC)	152

WHERE APPLICANTS HEAR ABOUT US

Los Rios' Career Page (NEOGOV)	72.1%
Indeed	8.7%
Higher Ed Jobs	4.2%
Los Rios CCD Website	2.9%
Handshake	2.5%
LinkedIn	1.7%
Google	1.0%
CCC Registry	0.9%
Glassdoor	0.6%
The Chronicle of Higher Ed	0.4%
Community College Jobs	0.2%
Diversity Jobs	0.1%
Other/Miscellaneous	4.6%

Los Rios Community College District

Full-Time Faculty

Recruitment Efforts Report

Spring & Fall 2025 Hires

(Recruitment Period - 2024-2025 Academic Year)

One of the main responsibilities of the Human Resources Department is to recruit and facilitate the hiring of talented individuals that provide our district with a workforce that mirrors the demographics of our student body and community. Faculty recruitment begins well in advance for the upcoming academic year. **This report highlights the recruitment efforts of the Los Rios Community College District that began during the 2024-2025 academic year for mid-year hires in Spring 2025 and subsequent Fall hires for the 2025-2026 academic year.** The previous year's Fall semester is included for total academic year and comparison data.

RECRUITMENT SUMMARY: APPLICANT RACE & ETHNICITY

Total Applicants				
Race & Ethnicity	Fall 2024	Spring 2025	24/25 AY	Fall 2025
American Indian or Alaskan Native	0.6%	1.6%	1.0%	0.3%
Asian	18.3%	24.1%	20.5%	17.6%
Black or African American	11.4%	11.6%	11.5%	8.3%
Declined to State	7.5%	6.7%	7.2%	9.0%
Hispanic or Latinx	10.8%	6.3%	9.1%	5.0%
Native Hawaiian or Pacific Islander	0.6%	1.1%	0.8%	0.3%
Other, Non-White	0.0%	1.3%	0.5%	2.1%
Two or More Races	10.7%	5.2%	8.6%	9.0%
White	40.1%	42.1%	40.9%	48.4%
Total	100.0%	100.0%	100.0%	100.0%
Total Reported Underrepresented:	52.4%	51.2%	51.9%	42.6%

Total Eligible Applicants				
Race & Ethnicity	Fall 2024	Spring 2025	24/25 AY	Fall 2025
American Indian or Alaskan Native	0.4%	0.5%	0.4%	0.3%
Asian	16.0%	22.0%	18.2%	14.9%
Black or African American	10.3%	9.9%	10.2%	7.2%
Declined to State	8.1%	7.7%	8.0%	9.5%
Hispanic or Latinx	10.9%	7.0%	9.4%	5.1%
Native Hawaiian or Pacific Islander	0.6%	1.0%	0.7%	0.1%
Other, Non-White	0.0%	1.0%	0.4%	2.1%
Two or More Races	11.4%	5.0%	9.1%	9.0%
White	42.3%	45.7%	43.6%	51.8%
Total	100.0%	100.0%	100.0%	100.0%
Total Reported Underrepresented:	49.6%	46.5%	57.2%	38.8%

Total Applicants Interviewed				
Race & Ethnicity	Fall 2024	Spring 2025	24/25 AY	Fall 2025
American Indian or Alaskan Native	0.4%	1.1%	0.7%	0.5%
Asian	15.1%	18.4%	16.3%	10.3%
Black or African American	12.4%	9.9%	11.5%	8.4%
Declined to State	8.6%	5.3%	7.4%	8.6%
Hispanic or Latinx	14.0%	7.8%	11.7%	4.5%
Native Hawaiian or Pacific Islander	0.2%	1.4%	0.7%	0.0%
Other, Non-White	0.0%	1.1%	0.4%	1.7%
Two or More Races	12.4%	4.6%	9.5%	11.5%
White	36.9%	50.4%	41.9%	54.7%
Total	100.0%	100.0%	100.0%	100.0%
<i>Total Reported Underrepresented:</i>	54.5%	44.3%	50.7%	36.8%

Total Applicants Hired				
Race & Ethnicity	Fall 2024	Spring 2025	24/25 AY	Fall 2025
American Indian or Alaskan Native	0.0%	5.3%	1.4%	0.0%
Asian	19.6%	21.1%	20.0%	15.2%
Black or African American	13.7%	10.5%	12.9%	9.1%
Declined to State	7.8%	10.5%	1.4%	1.5%
Hispanic or Latinx	9.8%	10.5%	10.0%	10.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%
Other, Non-White	0.0%	5.3%	1.4%	0.0%
Two or More Races	11.8%	10.5%	11.4%	9.1%
White	37.3%	26.3%	34.3%	54.5%
Total	100.0%	100.0%	100.0%	100.0%
<i>Total Reported Underrepresented:</i>	54.9%	63.2%	57.1%	43.9%

VOLUME OF APPLICATIONS AND POSITIONS ADVERTISED

	No. of Positions Advertised	Total Applications Received	Average Pool Size
Fall 2024	73	1,780	27.0
Spring 2025	20	1,106	32.5
24/25 Academic Year Total	93	2,886	29.8
Fall 2025	80	2,241	43.9

WHERE APPLICANTS HEAR ABOUT US
(Applications received during 2024-2025 AY)

Los Rios' Career Page (NEOGOV)	61.67%
Higher Ed Jobs	22.59%
Indeed	4.21%
Los Rios Website	1.97%
LinkedIn	1.88%
The Chronicle of Higher Ed	1.85%
Google	1.55%
CCC Registry	0.78%
Handshake	0.75%
Community College Jobs	0.36%
Glassdoor	0.36%
Facebook	0.12%
Diversity Jobs	0.03%
Other/Miscellaneous	1.88%

Los Rios Community College District
New Faculty Hires: Spring 2025/Fall 2025
(Excludes Long-Term Temporary Positions)

Districtwide		
Spring Hires	18	
Fall Hires	67	
Total Faculty Hires	85	
Faculty Background:		
Previous LRCCD Adjunct	53	<i>(62.4%)</i>
Faculty Diversity Internship Program (FDIP)	9	<i>(10.6%)</i>
Out of State	3	<i>(3.5%)</i>
Ph.D. or Ed.D Degree	27	<i>(31.8%)</i>
Master's Degree	39	<i>(45.9%)</i>
Bachelor's or Associate's Degrees	16	<i>(18.8%)</i>
Female	48	<i>(56.5%)</i>
Male	37	<i>(43.5%)</i>
Average Age	44	
Faculty Representing Diversity		
American Indian or Alaskan Native	1	<i>(1.2%)</i>
Asian	15	<i>(17.6%)</i>
Black or African American	9	<i>(10.6%)</i>
Declined to State	4	<i>(4.7%)</i>
Hispanic or Latino	8	<i>(9.4%)</i>
Native Hawaiian or Pacific Islander	0	<i>(0.0%)</i>
Two or More Races	8	<i>(9.4%)</i>
White	40	<i>(47.1%)</i>
Total Underrepresented	41	<i>(48.2%)</i>
Recruitment		
Total # Applicants	3,177	
Largest Applicant Pool (<i>English - CRC</i>)	174	
Smallest Applicant Pool (<i>Nursing/RN - ARC</i>)	3	
Average Applicant Pool	40	

Full-Time Faculty Recruitment Summary

New Faculty Beginning Employment: Spring 2025/ Fall 2025

Location	Filled	*Unfilled	Total
ARC	40	0	40
CRC	14	5	14
FLC	13	0	13
SCC	18	0	18
Total	85	5	85

*Unfilled numbers represent failed searches that will be recruited this coming year.

Race & Ethnicity	Sex	ARC	CRC	FLC	SCC	Total
American Indian or Alaskan Native	F	0	0	0	0	0
	M	1	0	0	0	1
American Indian or Alaskan Native Total		1	0	0	0	1
Asian	F	5	0	1	3	9
	M	3	0	1	2	6
Asian Total		8	0	2	5	15
Black or African American	F	1	2	1	1	5
	M	2	1	1	0	4
Black or African American Total		3	3	2	1	9
Declined to State	F	1	0	0	1	2
	M	1	1	0	0	2
Declined to State Total		2	1	0	1	4
Hispanic or Latinx	F	2	0	1	1	4
	M	1	1	0	2	4
Hispanic or Latinx Total		3	1	1	3	8
Native Hawaiian or Pacific Islander	F	0	0	0	0	0
	M	0	0	0	0	0
Native Hawaiian or Pacific Islander Total		0	0	0	0	0
Two or More Races	F	2	0	1	2	5
	M	1	2	0	0	3
Two or More Races Total		3	2	1	2	8
White	F	12	4	4	3	23
	M	8	3	3	3	17
White Total		20	7	7	6	40
Total		40	14	13	18	85

Los Rios Community College District

Regular Faculty Hires: Race & Ethnicity

by Academic Year

Race & Ethnicity	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		2022-23		2023-24		2024-25		*2025-26		Grand Total	% of Total Hires	All Reg Faculty Total	% of All Reg Faculty Total
American Indian or Alaskan Native	1	1.3%	0	0.0%	2	3.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	1.4%	0	0.0%	4	0.9%	13	1.4%
Asian	10	12.7%	8	19.0%	6	11.1%	7	8.4%	1	25.0%	3	11.5%	3	10.7%	1	6.7%	12	16.7%	11	16.4%	62	13.2%	107	11.5%
Black or African American	8	10.1%	4	9.5%	8	14.8%	11	13.3%	1	25.0%	4	15.4%	2	7.1%	1	6.7%	10	13.9%	6	9.0%	55	11.7%	65	7.0%
Declined to State	0	0.0%	0	0.0%	0	0.0%	1	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	4.2%	2	3.0%	6	1.3%	29	3.1%
Hispanic or Latinx	9	11.4%	7	16.7%	7	13.0%	14	16.9%	0	0.0%	7	26.9%	6	21.4%	4	26.7%	13	18.1%	6	9.0%	73	15.5%	138	14.8%
Native Hawaiian or Pacific Islander	0	0.0%	0	0.0%	0	0.0%	2	2.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.4%	2	0.2%
Two or More Races	0	0.0%	1	2.4%	3	5.6%	8	9.6%	0	0.0%	1	3.8%	2	7.1%	2	13.3%	1	1.4%	8	11.9%	26	5.5%	49	5.3%
White	51	64.6%	22	52.4%	28	51.9%	40	48.2%	2	50.0%	11	42.3%	15	53.6%	7	46.7%	32	44.4%	34	50.7%	242	51.5%	530	56.8%
Grand Total	79	100%	42	100%	54	100%	83	100%	4	100%	26	100%	28	100%	15	100%	72	100%	67	100%	470	100%	933	100%

*For the current year - this data is reported at the start of the Fall semester, therefore it only includes Fall new hires. Spring new hires of the current year will be added to next year's report.

2025 Equal Employment Opportunity (EEO) Annual Certification Form

District Name:	Los Rios Community College District
District Contact:	Alexander Casareno
Title:	Director - Diversity, Compliance & Title IX
Email:	casarea@losrios.edu
Phone no.:	(916) 568-3063

In July of 2021, the Board of Governors of the California Community Colleges adopted new Equal Employment Opportunity (EEO) regulations to provide the necessary framework for more robust and accountable EEO programs. As a part of the framework, districts must complete annual reporting of EEO-related activities to receive EEO funds appropriated by the Legislature.¹

California Code of Regulations, title 5, Section 53024.2 sets forth the categories of information that must be reported as part of this annual certification:

(a) Districts shall certify annually to the Chancellor that they have timely complied with all the following:

- (1) recorded, reviewed, and reported the data required regarding qualified applicant pools and longitudinal data;
- (2) reviewed and updated, as needed, the Strategies Component of the district's EEO Plan;
- (3) investigated and appropriately responded to formal harassment or discrimination complaints filed pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of this division;
- (4) expended Equal Employment Opportunity funds in accordance with the purposes set forth in subdivision (c) of section 53030.

This form combines the reporting of all items listed in Section 53024.2 into a single document, expressly subsuming and replacing the EEO Fund District Expenditure Report and the Multiple Method Allocation Certification Forms used in past years.

Instructions:

1. Complete Section B, Part 1.
2. Use the provided Excel template to complete Section B, Part 2: Longitudinal Data Reporting.
3. Complete Sections C, D, and E.
4. Complete Section A.
5. Obtain the required signatures for Section F.
6. Submit the Annual Certification Form and the Section B, Part 2 data (using the provided Excel template) in one email to eeosubmissions@CCCCO.edu by **September 1, 2025**.

¹Section 87102 of the Education Code provides in relevant part: (a) As a condition for the receipt of funds pursuant to Section 87107, the governing board of the community college district that opts to participate under the article shall periodically submit to the board of governors an affirmation of compliance with this article, and, to promote faculty diversity, commencing with the 2023–24 academic year, shall implement strategies from the Multiple Methods identified by the office of the Chancellor of the California Community Colleges. Each participating community college district's equal employment opportunity program shall ensure participation in, and commitment to, the program by community college district personnel. Each participating community college district's equal employment opportunity plan shall include steps that the community college district will take to eliminate improper discrimination or preferences in its hiring and employment practices. Each plan shall address how the community college district will make progress in achieving the ratio of full-time to part-time faculty hiring, as indicated in Section 87482.6, while still ensuring equal employment opportunity.

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Section A: Certification Components Checklist

As required by California Code of Regulations, Title 5, Section 53024.2(a), districts must annually certify compliance with the items listed below.

Before submitting this Annual Certification Form to the Chancellor's Office, ensure this checklist is complete.

Collection and Analysis of Recruitment, Retention, and Longitudinal Data

- (1) The district has **recorded and reviewed** the required data regarding qualified applicant pools and employees. (Sections 53004 & 53006)
 - ☒ Yes
 - ☐ No
- (2) The district has **reported** the required data regarding qualified applicant pools and employees. (Sections 53004 & 53006)
 - ☒ Yes
 - ☐ No

EEO Strategies Updates

- (3) The district has reviewed and updated, as needed, the Strategies Component of the district's EEO Plan. (Sections 53003(c)(1), 53024.1)
 - ☒ Yes
 - ☐ No

Response to Harassment and Discrimination Complaints

- (4) The district has investigated and appropriately responded to formal harassment or discrimination complaints filed pursuant to subchapter 5 (commencing with Section 59300) of chapter 10 of division 6 of title 5. (Sections 53003(c)(4), 53026)
 - ☒ Yes
 - ☐ No

Use of EEO Funds

- (5) The district has expended EEO funds in accordance with the purposes set forth in subdivision (c) of Section 53030.
 - ☒ Yes
 - ☐ No

Section B: Collection and Analysis of Recruitment, Retention, and Longitudinal Data

Section B, Part 1: Summarizing Actions, Strategies, Measurements, and Outcomes

Instructions:

1. Refer to your district's EEO Plan Components 10-12 and report on your strategies for recording and reviewing data related to the recruitment and retention of monitored groups. For reference:
 - Component 10: A Process for Gathering Information and Periodic Longitudinal Analysis of the District's Employees and Applicants
 - Component 11: A Process for Utilizing Data to Determine Whether Monitored Groups Are Underrepresented Within District Job Categories
 - Component 12: Methods for Addressing Underrepresentation

EEO Plan: Data Collection and Review for Applicants and Employees	
<ul style="list-style-type: none">• Briefly describe the tools and methods your district uses to collect applicant and employee data.• Describe any efforts made during the EEO Plan period to increase voluntary self-identification of race/ethnicity, gender and/or disability.• Explain how your district collects data for longitudinal hiring phase analyses or steps being taken to begin doing so.	<p>The District will collect applicant demographic data through the applicant tracking system NeoED, and employee demographic data through the Human Resources management system PeopleSoft. Data will focus on the seven identified job categories: 1) administrative/executive, 2) faculty (tenure-track/tenured) & faculty (adjunct), 3) Professional (non-faculty), 4) clerical/secretarial, 5) technical/paraprofessional, 6) skilled craft, 7) service/maintenance.</p> <p>To increase self-identification of race/ethnicity/gender and disability, applicants and employees are reminded that disclosure is voluntary and used only for reporting data. Their specific choices for race/ethnicity and gender are not shared with supervisors/co-workers/the public. Appendix A reports adverse impact analysis for full-time faculty hiring in 2024-2025. Appendix B reports underrepresentation for full-time faculty applicants and employees.</p>

Reviewing applicant and employee data for adverse impact	How does your district review data to identify potential adverse impact?	List analysis methods and statistical measures (e.g., longitudinal hiring analyses, longitudinal hiring phase analyses; 80% rule, statistical probability measures):	Indicate frequency (e.g., quarterly, annually):
	The District will employ adverse impact analysis at each recruitment step: from the initial applicant pool, to the qualified applicant pool, to interviews, to offers of employment.	The District will 1) calculate the selection rate for each demographic group, 2) observe which group has the highest selection rate), 3) calculate the impact ratios by comparing the selection rate of each demographic group with that of the highest group, 4) observe whether the selection rate for any group is substantially less, (i.e., less than 4/5 or 80%) than the selection rate for the highest group.	Annually for full-time faculty hiring. To the extent possible, every three years across all job classifications.
Reviewing applicant and employee data for underrepresentation	How does your district review data to determine potential underrepresentation?	List analysis methods and statistical measures (e.g., data sources used to measure external availability; 80% rule, statistical probability measures):	Indicate frequency (e.g., quarterly, annually):
	The district will compare annual demographic data of applicants to annual student demographic data to determine underrepresentation in the hiring process. To review employee data for underrepresentation, the district will compare annual student demographic data to employee demographic data.	To determine potential underrepresentation, data representation analysis will help us understand how student demographic data compares with applicant data and employee data.	Underrepresentation regarding faculty hiring and student demographics will be analyzed annually. Underrepresentation regarding all hiring across all job categories and student demographics will occur every three years.

Actions Taken (including actions in progress prior to EEO Plan submission)	
Describe key actions taken to address any findings of adverse impact at different hiring phases (e.g., minimum qualifications review, first interview, second interview, job offer, etc.):	<p>To address adverse impact findings:</p> <ol style="list-style-type: none"> 1) All hiring committees develop screening criteria that focus on the job description to be inclusive who may as the goal is to hire the best applicant, not a specific applicant. 2) All hiring committees develop interview questions that are focused on the job announcement to avoid unintended bias. 3) All hiring committees have an Equity Representative whose purpose is to prevent problems in hiring due to bias, problems in the hiring process, and problems that may result in discriminatory impact. 4) Cluster hiring has been implemented at two colleges in the District (American River College and Sacramento City College) with a focus on explicitly recruiting diverse applicants who want to improve the success of underrepresented students. The overall goal of cluster hiring includes: broadening the applicant pool to increase the opportunity to hire faculty of color to reverse adverse impact among employees from monitored groups. Note: Data on adverse impact in faculty hiring is included as Appendix A.
Describe key actions taken to address any findings of underrepresentation , including modifications to recruitment strategies:	<p>Addressing underrepresentation is a long-term goal. The strategies implemented are long-term strategies:</p> <ol style="list-style-type: none"> 1. Faculty are asked where to focus recruitment to help broaden the applicant pool. 2. Faculty from affinity groups help recruit at CCC Registry recruitment fairs. 3. All members of hiring committees complete "Hiring the Best" training focused on (a) federal and state laws regarding nondiscrimination, (b) the educational benefits of workforce diversity; (c) elimination of bias in hiring decisions; (d) best practices in serving on a selection/screening committee, and (e) the role of the EEO Advisory Committee in promoting EEO. 4. The Faculty Diversity Internship Program exists to help build a diverse faculty that reflects the demographics of the student body, and to prepare faculty for teaching diverse populations that exist in the District. 5. The "Equity Reflection" in faculty performance reviews came into being because of faculty wanting to promote diversity, equity, and inclusion among the faculty. 6. Two colleges have implemented cluster hiring to increase the diversity of faculty.

Assessing the Success of Key Actions Implemented	
<p>How did you assess the success of the actions taken to mitigate adverse impact?</p> <p>Include evaluation methods and data used.</p>	<p>To assess the success of the actions taken to mitigate adverse impact, the District has:</p> <ol style="list-style-type: none"> 1. Required all hiring committees to submit screening criteria and interview questions to the appropriate Equity Officer so that data can be analyzed for adverse impact. Equity Officers review screening criteria and interview questions to identify area of potential bias. 2. Required all faculty complete the Equity Reflection in performance review. As described in the Collective Bargaining Agreement, this data is kept by Performance Review Committee with a goal of continuous improvement of teaching and learning. 3. Required that all hiring committee Equity Representatives are trained and prepared to address immediate problems as they arise in hiring. Chairs of hiring committees are expected to provide support for Equity Representatives in their committee duties; Equity Officer at the College and the District office provide support for all Equity Representatives during the hiring process. 4. Implemented a new applicant tracking system to allow the District to keep better records of all stages of all recruitments. The results of faculty recruitment in 2024-2025 have informed the adverse impact analysis of faculty hiring contained in Appendix A.
<p>How did you assess the success of key actions taken to reduce underrepresentation?</p> <p>Include evaluation methods and data used.</p>	<p>To assess the success of key actions taken to reduce underrepresentation, the District has:</p> <ol style="list-style-type: none"> 1. Analyzed if targeted recruitment has resulted in diverse applicant pools. (See Appendix B for the size and diversity of faculty recruitment for 2024-2025.) 2. Assured all hiring committees develop screening criteria and interview questions relevant to the job postings. The Recruitment office and/or the college and District Equity Officers regularly review screening criteria and interview questions to assure both are relevant to the specific job posting. 3. Assured all hiring committee members are up-to-date on training regarding the educational benefits of a diverse workforce, the importance of eliminating bias in hiring decisions, best practices in hiring with a focus on diversity, equity, and inclusion, and the role of the EEO Advisory Board in the hiring training. Hiring the Best training. Currently, almost 2/3 of all employees are trained. 4. Followed FDIP graduates to know who is hired into Los Rios as faculty. 5) Analyzed demographic representation of faculty applicants and faculty hires compared to students at each college. (See Appendix for this analysis for the 2024-2025 academic year.)

Observed Outcomes (Include Data Examples If Available)		
Adverse impact	As a result of your district's actions to address adverse impact, what specific outcomes have you observed (e.g., changes in applicant pool composition by race, ethnicity, and/or gender; reduction or elimination of adverse impact in specific selection process phases; reduction or elimination of adverse impact in hiring outcomes)?	List any significant conditions impacting your district's efforts during the EEO Plan period (e.g., hiring freezes, creation of new positions, elimination/consolidation of positions)
	Adverse impact analysis of faculty hiring for 2024-2025. Two colleges have implemented cluster hiring in 2024-2025. Data analysis of who was hired at each college, with a focus on the impact of cluster hiring initiative at American River College and Sacramento City College should be ready in Fall 2025. (Not all pertinent data is available currently.)	Cluster hiring is an initiative that does take time for all applicable constituents to fully understand and embrace for successful implementation.
Underrepresentation	As a result of your district's actions to address underrepresentation, what specific outcomes have you observed (e.g., reduction or elimination of underrepresentation in specific job categories; changes in workforce composition by race, ethnicity, and/or gender; changes in external availability data and/or sources)?	List any significant conditions impacting your district's efforts during the EEO Plan period (e.g., lack of hiring opportunities, creation of new positions, elimination/consolidation of positions)
	Specific outcomes observed include: 1. Hiring the Best training continues to explicitly guide discussion of the educational benefits of a diverse workforce, the importance of eliminating bias in hiring decisions, and best practices in hiring with a focus on diversity, equity, and inclusion. These discussions help refine the training. 2. Almost 2/3 of all employees are trained in Hiring the Best.	At anytime during the year, employees may need to be trained in Hiring the Best, and there may not always be training opportunities readily available.

Innovative Strategies Reporting (If Applicable)

If applicable, highlight any innovative strategies, resources, or tools your district has used and their observed and/or anticipated impact:

Faculty cluster hiring was piloted at Sacramento City College in 2023-2024. A preliminary analysis was conducted and included in the 2024 EEO Annual Certification Form. As the SCC pilot was the first time the District had employed this particular strategy to help diversify the faculty, the analysis raised several questions pertinent to each position that was recruited at SCC compared to the other colleges where recruitment happened without a cluster hire focus, including:

Did cluster hiring enhance the opportunity for applicants from monitored groups?

Did cluster hiring impact the total number of applications to SCC compared to the total number of applications at the colleges where cluster hiring was not implemented?

Overall, cluster hiring at SCC in 2024 resulted in SCC hiring more faculty from monitored groups compared to the other colleges, where cluster hiring did not occur. As cluster hiring was again implemented in 2025 at SCC and for the first time at ARC, a logical question to consider is: How does cluster hiring help to diversify the cohort of candidates who were hired during the 2024-2025 academic year?

Section B, Part 2: Longitudinal Data Reporting

Instructions:

1. Submit **applicant and employee** data for the **2022-23, 2023-24, and 2024-25** years using the provided [Excel template](#).

Data must include the number of applicants and employees, broken down by race, ethnicity, gender, and disability status, for each EEO6 job category.

- **Applicant Data Timeframe:** Include all applicant data from **July 1-June 30** of each reporting year.
- **Employee Data Timeframe:** Report **active employees as of November 1st** of each reporting year.
- **Compile demographic data** for applicants and employees, including:
 - Job Classification Reporting Categories
Classify employees following CCCC's [MIS EB07](#) data element dictionary, using Chancellor's Office MIS standards and **EEO6 category labels:**
 - Academic, **Tenured/ Tenure-Track**
 - Academic, **Temporary**
 - Clerical/ Secretarial
 - Executive, Admin., Managerial
 - Professional (Non-Faculty)
 - Service/ Maintenance
 - Skilled Crafts
 - Technical/ Paraprofessional
 - Race and Ethnicity Reporting Categories
Categorize applicants and employees by race/ethnicity per CCCC's [MIS EBD1](#) data element dictionary:
 - American Indian/ Alaska Native
 - Asian
 - Black/African American
 - Hispanic/Latino
 - Multi-Ethnicity
 - Pacific Islander/HI Native
 - Unknown/Blank
 - White/Non-Hispanic
 - Gender Reporting Categories
Categorize applicants and employees by gender per CCCC's [MIS EB03](#) data element dictionary:
 - Female
 - Male
 - Non-Binary
 - Unknown/Blank

➤ Disability Status Categories

Categorize applicants and employees by ability status per CCCCCO's [MIS EB06](#) data element dictionary:

- Disabled
- Not Disabled
- Unknown/Blank

2. **Enter data into the Section B, Part 2 Longitudinal Data Reporting Excel template** available [here](#). Using this template is required for submission.
3. **Save your workbook** using the following format:
year_district_EEOAnnualCert (e.g., **2025_LRCCD_EEOAnnualCert**).
4. **Submit** your Excel workbook along with the **EEO Annual Certification Form** to eeosubmissions@ccccc.edu. Submission is **incomplete** without the **Section B, Part 2 Longitudinal Data Reporting Excel workbook**.

Section C: EEO Strategies Updates (EEO Plan Component 13 and other EEO Plan Components)

In this section, provide updates on district pre-hiring, hiring, and post-hiring strategies expressed in the EEO Plan.

Section C, Part 1: EEO Plan Component 13

Instructions:

1. Use your district's EEO Plan Component 13 submission to guide the completion of this section. If your district did not use the [Component 13 template](#) in its EEO Plan, transfer your EEO Plan Component 13 submission into the template before completing this section.
2. Remove any rows (e.g., implementation strategies) that do not apply to your district's Component 13 submission.
3. Add lines for any additional or alternative strategies, as necessary.
4. Only include the strategies and metrics relevant to the current point in time when completing the Annual Certification Form, as reported by year in the Component 13 matrix (Year 1, Year 2, Year 3).

Example:

Implementation	What/When	Effectiveness Metrics and Review	Observed Outcomes: What successes have you observed? What challenges have you encountered?
PRE-HIRING			
Addressing diversity issues in a transparent and collaborative fashion. (53024.1(o))	Year 1: Implement new applicant tracking software in which applicant pool data can be disaggregated by EEO categories, and prospective division/department.	Year 1: Review applicant pool data for all full-time faculty and part-time faculty for 2023-2024 academic year.	90% of applicants were tracked using the new software, 10% of applicants completed their applications prior to the full transition to the new software. Analysis of Adverse Impact and Underrepresentation is underway utilizing data collected. Preliminary findings indicate Black (2%) and Latinx (9%) applicants continue to be underrepresented in faculty application submissions. Year 2: District intends to complete and analyze Year 1 data and develop strategies to address identified Adverse Impact and Underrepresented groups.

[Form begins on the next page]

Implementation	What/When	Effectiveness Metrics and Review	Observed Outcomes: What successes have you observed? What challenges have you encountered?
PRE-HIRING			
Provide training to employees, students & trustees. (53024.1(d))	Y1/Y2: Hiring the Best and Equity Representative training are provided to students and employees who will serve on hiring committees. The Trustees are trained at their annual retreat withing their election cycle.	Goal achieved when employee/ student training is greater than training status of students/ employees who are not scheduled to serve on a committee.	Success: Goal is being met and is on-going. 34 separate trainings were held across the District in 2024-2025. Board of Trustees were trained at their annual Fall retreat. Challenge: Goal is laudable, and achievable, but with almost 3000 employees, 34 trainings in a year is not enough to reach everyone. An individual employee's annual training will expire at anytime during the two-year period in which they are eligible to serve on a hiring committee, and they will need to be retrained to serve on a hiring committee.
Convey in publications and website the district's commitment to diversity & EEO. (53024.1(j))	Y1/Y2: a) Evaluate Los Rios website to ensure the EEO Plan is posted and accessible to the public. b) Review/update as necessary statement of commitment to diversity/ EEO in publications and website. Y2: Engage EEO Advisory Committe on who is responsible for developing/maintaining content around issues of diversity/equity/inclusion in district publications and on the websites.	Goals achieved when: a)EEO Plan is posted and accessible to the public. b) District commitment to EEO is updated/posted to websites/publications. c) Point persons responsible for developing/ maintaining content around DEI in district publications are identified and communicated, and as appropriate, posted to websites.	Successes: Goals achieved. The EEO Plan is accessible to the public. District commitment to EEO is updated and posted to District/College websites. Each College website and District website has a page dedicated to Our Values with a specific focus on diversity and equity. EEO Advisory Committee understands responsibility for developing/maintaining content around issues of DEI on the District websites are the Equity Officers, Public Information Officers, and Administration at the Colleges and at the District Office. Challenges: While the District's commitment to DEI is clear, sometimes the public wonders how an action can be consistent with DEI. For example, someone is not hired, and they believe it was a violation of DEI without explaining why, or someone will believe that a commitment to DEI means we are only looking to hire from specific protected groups.

Review and update District EEO/DEI policy statement. (53024.1(k))	Y2: Review EEO policy and DEI statement, and update, as necessary.	Goals achieved when EEO policy statement and DEI statements are reviewed, updated as appropriate, and made available to the public on the District's websites.	Success: Goal met. EEO policy and DEI statements have been reviewed and posted under "Our Values" on all District websites.
Providing EEO/diversity enhancement resources and assistance to other districts. (53024.1(m))	Y2/Y3: Determine how the district could provide EEO/diversity enhancement resources/assistance to other districts. This determination must discuss the potential challenges such a strategy would pose to Los Rios. Potential challenges may include: time and availability of staff, interest from other districts for such assistance.	Goals achieved when in Y2/Y3 the district will have discussed if or how the district could provide EEO diversity enhancement resources and assistance to other districts.	<p>Successes: Goals in progress. The conversation of how the district could provide EEO diversity enhancement resources to other districts has occurred organically when other districts reached out for requests, and when the district reached out to another district for assistance. This year, the district has engaged with the Contra Costa Community College District and the Peralta Community College District on implementing and improving the Faculty Diversity Internship Program. We continue conversations with Peralta regarding recruitment. The VC of HR is central to the conversations.</p> <p>Challenges: While the goal of providing diversity enhancement resources to other districts is in progress, assessing and implementing the shared goals of the districts still needs to be decided. For example, how do we help each other with recruitment, and how do we implement successes at one district into our district?</p>

Addressing diversity issues in a transparent and collaborative fashion. (53024.1(o))	Y2: EEO Advisory Committee will be asked to devise a recruitment plan that respects the inclusion of voices and efforts of individuals and community organizations that share the Los Rios vision of an inclusive college where diverse students can find a home where they are challenged to reach their full potential.	Goal achieved when a recruitment plan has been devised.	Challenge: Goal not achieved. This goal will need to be moved to year 3. The Recruitment Office will meet with the EEO Advisory Committee to discuss what a Recruitment Plan could look like that is transparent and collaborative.
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Implementation	What/When	Effectiveness Metrics and Review	Observed Outcomes: What successes have you observed? What challenges have you encountered?
HIRING			
Consistent and ongoing training for hiring committees.* (53024.1(c)) *Cross reference EEO Plan Component 8.	Y2: Create online database or system to track training status.	Goal will be met when an online database or system to track training status has been developed.	Success: Goal in progress. The four colleges maintain separate databases to track training status of employees. The District Office maintains a database where all District employee training for hiring is maintained. Challenge: When an employee's training status lapses, employees do not necessarily know that has happened. The desire is to send employees a notification that their training status will lapse so they can seek an opportunity to be re-trained.

Maintain updated job descriptions and job announcements. (53024.1(f))	Y2/Y3: Update and review job descriptions and announcements as needed.	Goal will be achieved when outdated job descriptions are updated.	<p>Success: Goal in progress. All classified job descriptions are being reviewed. When there is a recruitment for a classified position, the new job description applies.</p> <p>Challenges: The process of reviewing and updating job descriptions is laborious and time-consuming. The goal was to have this completed in 2024-2025, for classified positions, but clearly, this endeavor will extend into 2025-2026 and beyond.</p>
Board of trustees receives training on elimination of bias in hiring and employment at least once every election cycle. (53024.1(g))	Y2: Elimination of bias training provided to Board of Trustees every election cycle.	Goal will be achieved when training is provided to the Board of Trustees and recorded in the database as discussed under 53204.1(c).	<p>Success: Goal achieved and will continue to be implemented. Board of Trustees was trained at their annual retreat on October 4, 2024. The next training will occur at the annual retreat during the next election cycle in 2026.</p>

Assess "sensitivity to diversity" of all applicants. (53024.1(l))	Y2: The EEO Advisory Committee will be asked to draft assessment criteria.	Goal will be achieved when assessment criteria have been drafted.	<p>Success: Goal in progress. The EEO Advisory Board has suggested criteria for assessing "sensitivity to diversity within the applications" during the Spring 2024 semester. This will be continued in Fall 2025 and completed in Spring 2026.</p> <p>Challenge: The EEO Advisory Board recognizes that assessing "sensitivity to diversity of all applicants" cannot be top-down, but must be, to some degree, specific to colleges and departments/offices who will be responsible for specific recruitments.</p>
Maintaining updated curricula, texts, and/or course descriptions. (53024.1(n))	Y1-Y3: Establish that the district's system to maintain and update curricula, texts, and/or course descriptions per 532024.1(C) is maintained.	Goal will be achieved when there is a record of where and how curricula, text, and course descriptions to expand the global perspective are maintained and made available to the public.	Success: Goal achieved. Socrates is the District's curriculum management system. District Curriculum Coordinating Committee maintains document changes, including program and course proposals/deletions. The public can access all updated curricula, text , and course descriptions at the website of each college.

<p>Dedication of specified staff to EEO.</p>	<p>Y2: Create online database or system to track training status. (For all employees who will focus on EEO in hiring).</p>	<p>Goal will be met when online database has been created so employee readiness to serve as the EEO focus on all hiring committees can be gauged.</p>	<p>Success: Goal achieved. Each college and the District Office maintain a tracking system of employees who can serve as the EEO focus on all hiring committees.</p> <p>Challenge: When an employee's training status lapses, they do not necessarily know that has happened. The desire is to send employees a notification that their training status will lapse so they can seek out an opportunity to be re-trained. (Training every two years is required to serve on a hiring committee, or to serve as an equity representative on a hiring committee.)</p>
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Implementation	What/When	Effectiveness Metrics and Review	Observed Outcomes: What successes have you observed? What challenges have you encountered?
Focused outreach and publications.	Y1-Y3: Continue ongoing, multi-pronged recruitment and hiring efforts towards further attracting and retaining a diverse workforce.	Goals met when District records where recruitment is focused compared to results of where applicants heard of the specific job opportunity. Goals further met when we can use this data to improve recruitment.	<p>Success: Goal in progress. In Y2, the District has continued support for the Faculty Diversity Internship Program and has worked with 2 other multi-college districts to understand how to improve FDIP with specific outreach to underrepresented communities. The District has partnered with the local state university to develop outreach strategies, including videos, toward specific underrepresented communities.</p> <p>Challenge: To determine the best resources, such as Job Elephant, to improve recruitment to specific underrepresented communities.</p>

Procedures for addressing diversity throughout hiring steps and levels	Y1-Y3: Addressing diversity throughout hiring steps and levels are discussed in the Equity Handbook for Hiring. The EEO Plan explains the procedures for addressing diversity in the hiring process. The EEO Plan does not supplant the procedures.	Goals achieved when hiring committees understand 1) that the Equity Handbook for Hiring guides diversity for all levels of hiring.	<p>Success: Goal in progress. Hiring committees continue to request the Equity Handbook for Hiring. The District Academic Senate is revising the Faculty Hiring Manual, and the Equity Handbook for Hiring will be crucial in providing answers to how to ensure faculty hiring is equitable.</p> <p>Challenge: For classified hiring, there is not a specific handbook. That needs to be developed.</p>
Recruitment efforts and strategies such as: <ul style="list-style-type: none"> • Use of demographic data • Job Fairs • Community College Career Connect • Relationships with external organizations & colleges 	Y1-Y3: The District will seek input from its affinity groups to help update its list of community-based and professional organizations as specific places to recruit for specific jobs where there may be an underrepresentation of employees from a monitored group.	Y1-Y3: Goals will be achieved as places for specific recruitment provided through affinity groups are attended.	Successes: Goals in progress. Affinity group members attended Community College Job Fairs, and the LGBTQ Center Job Fair was attended by employees and affinity group members.

Implementation	What/When	Effectiveness Metrics and Review	Observed Outcomes: What successes have you observed? What challenges have you encountered?
POST-HIRING			
Conduct campus climate surveys & use this information. (53024.1(a))	Post-Hiring Y2: Continued implementation of survey with a focus on addressing how to improve the working enrollment so that the colleges are places where diversity, equity, inclusion, and belonging thrive.	Goal met when the survey is finalized and results are shared.	<p>Goal in progress: Y1: The EEO Advisory Committee discussed the survey for final discussion in year 2. Y2: The purpose of the survey and the draft of the survey was discussed; a decision was to not change the survey that was in place.</p> <p>Challenge: In year 3, a new goal will be to determine when the survey will be implemented, evaluated, and disseminated with the colleges.</p>

Professional development, mentoring, support and leadership opportunities for new employees. (53024.1(e))	Y1-Y3: Continued support of the Faculty Diversity Internship Program.	Y1 - Y3: Goal will be achieved as FDIP continues with yearly evaluation with focus on a)re- presentation of interns compared to student and faculty diversity, b) preparation of interns for hiring process, c) who is hired as faculty.	<p>Successes: Goal in progress. Y1: 16 interns completed FDIP. Two interns attained staff promotional after completing FDIP. Y2: FDIP Task Force was successful in moving the internship from Spring semester to Fall semester. 23 interns completed in Y2. One intern from Y1 was hired as full-time faculty for 2025-26, and one intern from Y2 was hired as full-time faculty for 2025-26.</p> <p>Challenges: 1) Evaluation is underway, but not yet ready. 2) How to determine how many interns over the years who have been hired are still actively employed by the District.</p>
Timely and thoroughly investigate all harassment & discrimination complaints & take appropriate corrective action in all instances where a violation is found. (53024.1(h))	Y1 - Y3: a) Timely & thorough investigation of all harassment & discrimination complaints in support of inclusive work environments, b) Timely & thorough investigation of all violations of the hiring process in support of elimination of bias.	Y1 - Y3: Goals met with archived databases of employment or hiring investigations with a focus on allegations, investigation methods (formal or informal), determination, and appropriate corrective action as needed.	<p>Y2: Goal in progress. Formal archiving of all employment investigations with a focus on allegations, investigation methods (formal or informal), and appropriate corrective action as needed.</p> <p>Challenge: The new goal is a database searchable by year, complainant/respondent, investigation methods. Prior to the pandemic, hard copies of investigation results were stored. Post-pandemic, records are largely digital but not centrally stored.</p>

Survey applicants who decline offers & use the information. (53024.1(p))	Y2-Y3: Collect data on which applicants decline offers.	Goal will be met when 1) we are able to collect data on applicants who decline offers of employment, and 2) we know how to use this data to improve recruitment and hiring.	Goal will be met when 1) we are able to collect data on applicants who decline offers of employment, and 2) we know how to use this data to improve recruitment and hiring.
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<p>ADD ADDITIONAL/ ALTERNATIVE STRATEGIES IN ADDITIONAL ROWS HERE.</p>	<p>Y1 - Y3: Cluster hiring will be analyzed with a focus on how the workforce has been diversified. Student success data for faculty hired through cluster hiring will shared with those professors for a focus on continuous improvement. Y1 - Y3: Adverse impact analysis will focus on understanding how District efforts to diversify the workforce has been successful in achieving that goal.</p>	<p>Goals will be met when: 1) cluster hiring is fully analyzed, 2) faculty hired under cluster hiring have received data on student success, 3) adverse impact analysis helps the District understand how successful its efforts have been to diversify the workforce.</p>	<p>Goal in progress. Success: Y1 results of faculty cluster hiring at Sacramento City College were included in the 2024 EEO Annual Certification Form. Y2 results of cluster hiring at ARC and SCC will be analyzed and reported in Y3.</p> <p>Challenge: Analyzing faculty hiring data requires the colleges to report their data. This does not always happen on the timeline of HR.</p>
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Section C, Part 2: Additional EEO Plan Components (if Applicable)

Some districts submitted pre-hiring, hiring, and post-hiring strategies beyond the Component 13 form. Section B outlined a detailed update on strategies used to address elements of Components 10, 11, and 12. If applicable, use the following table to report on strategies from the EEO Plan that fall outside of Components 10-13.

Instructions:

- 1. Use your district’s EEO Plan submission to guide the completion of this section.
- 2. For reviewers' reference, include the relevant EEO Plan Component number in the "Component Number" column.
- 3. Add lines as necessary.
- 4. Only include the strategies and metrics relevant to the current point in time when completing the Annual Certification Form.

Component Number	Actions Taken	Actions Taken Toward Establishing Effectiveness Metrics and Review	Observed Outcomes: What successes have you observed? What challenges have you encountered?

Section C, Part 3: Supports for Strategy Implementation (If Applicable)

If applicable, what kinds of supports would benefit your district's efforts to implement EEO strategies?

Section D: Response to Harassment and Discrimination Complaints

In addition to the requirement that community college districts investigate and appropriately respond to formal harassment or discrimination complaints filed pursuant to section 59300 et seq. of title 5 of the California Code of Regulations, section 59340(b) requires districts to provide an annual report detailing the number and disposition of complaints alleging unlawful discrimination.

Instructions:

1. **Enter the district officer or designee's contact details** in the "District Officer or Designee" table. Use the designated box to note any changes in appointment during 2024-25.
2. **Enter the total number of discrimination complaints and informal charges received** for employees and non-employees in 2024-25 in the appropriate boxes.
3. **Enter the total number of resolved discrimination complaints and informal charges** for employees and non-employees in 2024-25 in the appropriate boxes.
4. **For employees**, use the "Employee Types of Complaints and Resolution" table to report the number of complaints and informal charges received in 2024-25 by protected category (e.g., race, gender).
 - For each category, enter the number of complaints and informal charges in the applicable resolution column.
 - The "Total" column will calculate automatically.
 - If reporting in the "Other" category, list the specific protected category (e.g., Religion) in the text box and provide totals and resolution details for each.
5. **For non-employees**, complete the corresponding "Non-Employee Types of Complaints and Resolution" table.
 - For each category, enter the number of complaints and informal charges in the applicable resolution column.
 - The "Total" column will calculate automatically.
 - If reporting in the "Other" category, list the specific protected category (e.g., Religion) in the text box and provide totals and resolution details for each.

District Officer or Designee	
Name of District Officer or Designee responsible for receiving complaints:	Alexander Casareno
Title of District Officer or Designee responsible for receiving complaints:	Director of Diversity, Compliance & Title IX
Email of District Officer or Designee responsible for receiving complaints:	CasareA@losrios.edu
Indicate changes to District Officer or Designee appointment during 2024-25:	N/A

Employee Complaints Received		
Employee Complaints	Number of discrimination complaints received in 2024-25:	16
	Number of informal charges received in 2024-25:	7
Non-Employee Complaints Received		
Non-Employee Complaints	Number of discrimination complaints received in 2024-25:	16
	Number of informal charges received in 2024-25:	7
	Total number of discrimination complaints and informal charges received: <i>The total is calculated automatically.</i>	46

Employee Complaints Resolved		
Employee Complaints	Number of discrimination complaints resolved in 2024-25:	12
	Number of informal charges resolved in 2024-25:	7
Non-Employee Complaints Resolved		
Non-Employee Complaints	Number of discrimination complaints resolved in 2024-25:	16
	Number of informal charges resolved in 2024-25:	6
	Total number of discrimination complaints and informal charges resolved: <i>The total is calculated automatically.</i>	41

Employee Types of Complaints and Resolution					
Based on the total number of discrimination complaints and informal charges received in 2024-25, provide the following information:					
Provide the number of complaints and informal charges based on the following protected categories:		Provide the number of complaints and informal charges that are:			
	Total Calculated automatically	Sustained in Whole	Sustained in Part	Not Sustained	Currently Unresolved
Race	3			3	
Gender	1			1	
Sexual harassment	4			3	1
Disability/Medical Condition	2				2
Other	14			13	1
In the box below, list the specific "Other" protected categories, report the total number for each, and describe the status (e.g., Religion (4 total; 1 Sustained in Whole; 2 Not Sustained; 1 Currently Unresolved)).					
Age discrimination: 1 not sustained; 1 currently unresolved Race/Sexual Harassment: 1 not sustained Religious discrimination: 2 not sustained Retaliation: 4 not sustained Violation of EEO in hiring (non-specific violation of the process): 4 not sustained					

Non-Employee Types of Complaints and Resolution					
Based on the total number of discrimination complaints and informal charges received in 2024-25, provide the following information:					
Provide the number of complaints and informal charges based on the following protected categories:		Provide the number of complaints and informal charges that are:			
	Total Calculated automatically	Sustained in Whole	Sustained in Part	Not Sustained	Currently Unresolved
Race	3			3	
Gender	1			1	
Sexual harassment	12		1	10	1
Disability/Medical Condition	6			6	
Other	1			1	
In the box below, list the specific "Other" protected categories, report the total number for each, and describe the status (e.g., Religion (4 total; 1 Sustained in Whole; 2 Not Sustained; 1 Currently Unresolved)).					
Retaliation: 1 not sustained					

Unresolved Complaints from Previous Academic Years	
If applicable, provide the number of complaints from previous academic years (i.e., complaints that arose before the 2024-25 academic year) that remain unresolved.	Employee: <input type="text"/>
	Non- Employee: <input type="text"/>
For each unresolved complaint, briefly explain the factors preventing resolution:	
<div></div>	

Section E: Use of EEO Funds

EEO Funds do not include EEO One-Time Funding or funding from Innovative Best Practices Grants. Expenditures from these sources should be reported in the “other funds” columns.

Instructions:

1. **Enter the total unexpended allocation from 2022-23** in the "Total Unexpended Allocation from 2022-23" box.
2. **Enter the total amount allocated to the EEO/Diversity Allocation Fund for 2023-24** in the "2023-24 Allocation" box.
3. **Enter the total 2023-24 expenditures** in the "2023-24 Expenditures" box.
4. **Break down expenditures by controlling accounts.** If funds other than the EEO/Diversity Allocation Fund were used, provide the total amount in the “other funds” column.
5. If applicable, explain unspent funds, planned use, and expected timelines.
6. **Break down expenditures by performance indicators.** If funds other than the EEO/Diversity Allocation Fund were used, provide the total amount and the funding source in the “Other Fund Expenditures” column.
7. Where relevant, explain how activities align with the Strategies Component of the district’s EEO Plan.

Report	EEO/Diversity Allocation Fund (Ed. Code § 87108)
Total Unexpended Allocation from 2022-23 (Carry Over)	\$ 22,604.00
2023-24 Allocation	\$ 136,986.00
2023-24 Expenditures (Provide a breakdown of expenditures in the columns outlined in green below)	\$113,032.73
Unexpended Allocations <i>calculated automatically</i>	\$ 159,590.00

Controlling Account	EEO/Diversity Allocation Fund (Ed. Code § 87108)	Other Funds	Total <i>Calculated automatically</i>
1000 Academic Salaries	\$ 55,761.78		\$ 55,761.78
2000 Classified Salaries	\$ 0.00		\$ 0.00
3000 Employee Benefits	\$ 20,195.95		\$ 20,195.95
4000 Supplies & Materials	\$ 0.00		\$ 0.00
5000 Other Oper. Exp. & Svcs.	\$ 37,075.00		\$ 37,075.00
6000 Capital Outlay	\$ 0.00		\$ 0.00
7000 Other Outgo	\$ 0.00		\$ 0.00
Total <i>Calculated automatically</i>	\$ 113,032.73	\$ 0.00	\$ 113,032.73
Unexpended Allocations (If Applicable)			
Explain why funds are unexpended.	Allocated funds are unexpended mainly because the funds budgets for faculty coordinator of FDIP were not as much as projected.		
Describe any actions or strategies to utilize the funds and outline the anticipated dates.	<p>To spend down unexpended funds, the following strategies will be employed:</p> <p>Increase faculty mentor stipends for FDIP mentors from \$12000 to \$24000 by December 2025/January 2026. (Individual stipends would rise from \$500 for an academic year to \$1000.) Total cost: \$12000.</p> <p>Provide a one-time stipend for FDIP interns of \$1000 for academic year: estimated at \$24000. By May 2026.</p> <p>Training on ADA implementation: \$10000 by May 2026.</p>		

Performance Indicators	EEO Diversity Fund Expenditures (Ed. Code § 87108)	Other Fund Expenditures Identify amount and source	Description of Activities Where relevant, explain how activities align with the Strategies Component of the district's EEO Plan.
1. Activities designed to encourage students to become qualified for, and seek, employment as community college faculty or administrators.	\$ 43,761.78	Enter funding source below:	.80 total FTE re-assign time Campus Facilitators. ESAs for faculty mentors and presenters. FDIP Interns and Mentors. (Component 12: building a pipeline of candidates for employment)
2. Outreach and recruitment.	\$ 25,075.00	Enter funding source below:	
3. Professional development on equal employment opportunity.	\$ 12,000.00	Enter funding source below:	Stipends for faculty mentors in FDIP. (Component 12: building a pipeline of candidates for employment)
4. Professional development on DEIA.		Enter funding source below:	Transition to new applicant tracking system.
5. Accommodations for applicants and employees with disabilities pursuant to title 5, section 53025.	\$ 12,000.00	Enter funding source below:	Training for ADA. (Component 12: addresses diversity issues in a transparent and collaborative fashion (53021.I(o))
6. Other reasonable and justifiable activities to promote equal employment opportunities. Please list activities in "Description of Activities" column.		Enter funding source below:	

Section F: Signatures – Affirmation of Accuracy and Completeness

I CERTIFY THAT THIS ANNUAL CERTIFICATION FORM IS ACCURATE AND COMPLETE.

Chair, Equal Employment Opportunity Advisory Committee

Name:	Title:
Signature:	Date:

Chief Human Resources Officer

Name:	Title:
Signature:	Date:

Chief Executive Officer (Chancellor or President/Superintendent)

Name:	Title:
Signature:	Date:

President/Chair, District Board of Trustees

Date of governing board's approval/certification:	
Name:	Title:
Signature:	Date:

Appendix A:

Adverse Impact Analysis of Faculty Hiring in Los Rios (2024 – 2025)

Executive Summary:

- Both Folsom Lake College (FLC) and Sacramento City College (SCC) have an explicit Strategic Planning focus on diversifying the faculty; the results of faculty hiring 2024-2025 suggest that it is possible to attain that goal.
- Adverse impact in hiring at FLC and SCC did not exist during the 2024-2025 academic year.
- While adverse impact did exist at one stage in the recruitment process at both FLC and SCC, in the end both colleges hired a majority of candidates from monitored groups.
- ARC and SCC implemented cluster hiring in Spring 2025 with different results: ARC hired a majority of white applicants and SCC hired a majority applicants from monitored groups. (An analysis of cluster hiring is not possible at this time as all pertinent data is not yet available.)
- The impact of cluster hiring to diversify the faculty cannot be known for certain at this point. The implementation of cluster hiring may have contributed to SCC hiring a majority of candidates from monitored groups, but FLC achieved similar results without implementing cluster hiring
- While American River College (ARC) and Cosumnes River College (CRC) also have an explicit Strategic Planning focus on diversifying faculty, the results of faculty hiring in 2024-2025 did not result in a majority of candidates hired from monitored groups.

Analysis of Faculty Hiring

Applying the 4/5th (80%) rule of adverse impact for new faculty hires at each of the four Los Rios colleges reveals that adverse impact for monitored groups, (i.e., people of color) may or may not occur with an explicit focus to diversify the faculty. In 2024-2025, both FLC and SCC hired more faculty of color than white faculty. FLC has a Strategic Plan goal to “Ensure equitable academic achievement across all racial, ethnic, socio-economic, and gender groups.” To realize this goal, FLC has a specific strategy to “Hire diverse faculty to reflect the student population.” (FLC [2023 Strategic Plan](#)). Students from monitored groups make up roughly half of the FLC student population: 50.96%, but less than a third of full-time faculty identify as part of a monitored group: 29.14%. SCC has a Strategic Master Plan goal to “Recruit, retain, nurture and mentor employees from minoritized groups, including employees of color, LGBTQIA+ employees, and employees with disabilities.” To accomplish this goal, the College will employ two specific strategies to change the reality of who is hired by:

- engaging in recruitment, hiring, and training efforts that attract and retain employees that reflect our student demographics and possess skills needed to

work with our student populations, including culturally responsive practices and bilingualism

- exploring alternative approaches to hiring, including cluster hiring. ([Sacramento City College Strategic Plan](#))

Sacramento City College has a student population of almost 70% of students from monitored groups, but only 40% of full-time faculty are from a monitored group. Adverse analysis of faculty hiring at FLC and SCC show that both colleges are on the way to achieving their specific desire to diversify the faculty as shown in tables A and B:

Table A: Adverse Analysis of Faculty Hired at FLC in Spring 2025

Demographic	Hires	Selection Rate
White	5	46%
Monitored Groups (Af Amer: 2 (18%); AAPI: 2 (18%); Hisp: 1 (9%); Other non- white: 1 (9%))	6	54%
Impact Ratio: $46\%/54\% = 85\%$. $85\% > 80\%$. No adverse impact exists for applicants from monitored groups.		

Table B: Adverse Analysis of Faculty Hired at SCC in Spring 2025 (Cluster Hiring Implemented)

Demographic	Hires	Selection Rate
White	8	47%
Monitored Groups (AAPI: 4 (23%); Hisp: 3 (18%); Multi-Ethnic: 2 (12%))	9	53%
Impact Ratio: $47\%/53\% = 88\%$. $88\% > 80\%$. No adverse impact exists for applicants from monitored groups.		

At FLC and SCC, applicants from monitored groups did not experience disproportionate representation in hiring. Applicants from monitored groups overall at FLC and SCC were the largest demographic of faculty hired at each college. FLC did not implement faculty cluster hiring, but SCC did implement faculty cluster hiring. Thus, it is unclear if cluster hiring had a statistically significant impact at SCC since FLC achieved similar results without implementing cluster hiring. To further determine if cluster hiring may have impacted who was hired at SCC, or if other factors were more impactful, it would be useful to look at the applicant pools at each college.

➤ *Analysis of Applicant Pools to Determine Adverse Impact*

In the 2024 EEO Annual Certification Form, it was reported that adverse impact in hiring occurred at ARC, CRC , and FLC. At SCC , 80% of faculty hired in 2023-2024 were from monitored groups, which was the largest percentage of faculty of color to be hired anywhere in Los Rios in recent memory. While it was not concluded in 2024 that faculty cluster hiring was responsible for the 80% of faculty hired from monitored groups at SCC, it was noted that faculty cluster hiring did produce results that were somewhat unprecedented. This year, with FLC and SCC hiring more faculty from monitored groups than members of the current majority of faculty at each college, examining the stages of the recruitment process may help determine if adverse impact existed at all during recruitment, and if it did, where the impact stopped to enable selection of applicants from groups who have historically been adversely impacted during faculty hiring.

○ Folsom Lake College: 11 Faculty Recruitments

At Folsom Lake College in Spring 2025, overall applicants from monitored groups were the majority of applicants from the start of the recruitment process all the way through offering of the 11 positions.

Stage 1: Total Applicants: 515 (100%)	Stage 2: Dept. Review: 372 (100%)	Stage 3: 1st Level Interview: 103 (100%)	Stage 4: Finalist Interview: 24 (100%)	Stage 5: Hired: 11 (100%)
White: 188 (36.5%)	White: 144 (38.7%)	White: 48 (46.6%)	White: 10 (42%)	White: 5 (46%)
Monitored Groups: 295 (57.28%) (Af Am: 45 (8.7%); Amer Ind: 4 (.8%), AAPI: 146 (28.3%); Hisp: 40 (7.8%); Other Non-White: 12 (2.3%); Multi-Ethnic: 48: (9.3%)	Monitored Groups: 204 (54.8%) (Af Am: 34 (9.1%); Amer Ind: 1 (.3%); AAPI: 96 (25.8%); Hisp: 31 (8.3%); Other Non-White: 8 (2.2%); Multi-Ethnic: 34: (9.1%)	Monitored Groups: 51 (49.5%) (Af Am: 13 (12.6%); AAPI: 19 (18.4%); Hisp: 7 (6.8%); Other Non-White: 2 (1.9%); Multi-Ethnic: 10: (9.7%)	Monitored Groups: 13 (48%) (Af Am: 4 (17%); AAPI: 4 (17%); Hisp: 2 (8%); Other Non-White: 1 (4%); Multi-Ethnic: 2: (8%)	Monitored Groups: 6 (54%) (Af Am: 2 (18%); AAPI: 2 (18%); Hisp: 1 (9%); Other Non-White: 1 (1%)
Decline to State: 32 (6.22%)	Decline to State: 24 (6.5%)	Decline to State: 4 (3.9%)	Decline to State: 1 (4%)	

When applying the 4/5th (80%) rule for adverse impact to the recruitment stages, the results show that applicants of color did experience adverse impact at a certain point during the hiring process, but that adverse impact did not negatively impact the hiring of candidates of color:

Stage 1: Human Resources Review of All Applicants to Stage 2: Department Review			
Demographic	Applicants (Total)	Moved to Next Stage	Selection Rate

White	188	144	76.6%
Monitored Groups	295	204	69.2%
Impact Ratio: 69.2%/76.6% = 90%. 90% > 80%. Adverse impact does not exist for applicants from monitored groups.			

Stage 2: Department Review to Stage 3: 1 st Level Interview			
Demographic	Applicants (Total)	Moved to Next Stage	Selection Rate
White	144	48	33.3%
Monitored Groups	204	51	25%
Impact Ratio: 25%/33.3% = 75%. 75% < 80%. Adverse impact did exist at this point for applicants from monitored groups.			

Stage 3: 1 st Level Interview to Stage 4: Finalist Interview			
Demographic	Applicants (Total)	Moved to Next Stage	Selection Rate
White	48	10	20.8%
Monitored Groups	51	23	25.5%
Impact Ratio: 20.8%/25.5% = 81%. 81% > 80%. There is no adverse impact for white applicants. Applicants from monitored groups had the higher selection rate and adverse impact does not exist for applicants from monitored groups at this point in the process.			

Although there was observable adverse impact for candidates of color for FLC faculty positions going from department review to those selected for 1st level interview, that disparity did not negatively impact candidates of color through the remainder of the hiring process. Candidates of color were more likely to be finalists than white candidates, and in the end, more candidates of color were offered faculty positions than were white candidates, and the result was no adverse impact in hiring for faculty candidates of color at FLC.

○ Sacramento City College: 17 Faculty Recruitments

In Spring 2025, overall applicants from monitored groups were the majority of applicants at SCC from the start of the recruitment process all the way through offering of the 17 positions:

Stage 1: Total Applicants: 554 (100%)	Stage 2: Dept. Review: 342 (100%)	Stage 3: 1 st Level Interview: 120 (100%)	Stage 4: Finalist Interview: 32 (100%)	Stage 5: Hired: 17 (100%)
White: 223 (40%)	White: 158 (46.2%)	White: 58 (48.3%)	White: 15 (46.9%)	White: 8 (47%)
Monitored Groups: 293 (54.8%)	Monitored Groups: 161 (47.1%)	Monitored Groups: 54 (45%)	Monitored Groups: 16 (50%) (Af Am: 3 (9.4%); Amer Ind: 1 (3.1%);	Monitored Groups: 9 (52%) (AAPI: 4 (23%); Hisp: 3 (18%);

(Af Am: 64 (12%); Amer Ind: 3 (.5%); AAPI: 124 (22.5%); Hisp: 43 (8%); Other Non-White: 10 (2%); Multi-Ethnic: 49 (9%)	(Af Am: 26 (7.6%); Amer Ind: 3 (.9%); AAPI: 64 (18.7%); Hisp: 33 (9.4%); Other Non-White: 5 (1.5%); Multi-Ethnic: 23 (6.7%)	(Af Am: 9 (7.5%); Amer Ind: 1 (.8%); AAPI: 22 (18.3%); Hisp: 11 (9.2%); Multi-Ethnic: 11 (9.2%)	AAPI: 4 (12.5%); Hisp: 4 (12.5%); Multi-Ethnic: 4 (12.5%)	Multi-Ethnic 2 (12%)
Decline to State: 38 (7%)	Decline to State: 23 (6.7%)	Decline to State: 8 (6.7%)	Decline to State: 1 (3.1%)	

When applying the 4/5th (80%) rule for adverse impact to the recruitment stages, the results show that applicants of color did experience adverse impact at a certain point during the hiring process, but that adverse impact did not negatively impact the hiring of candidates of color:

Stage 1: Human Resources Review of All Applicants to Stage 2: Department Review			
Demographic	Applicants (Total)	Moved to Next Stage	Selection Rate
White	223	158	70.9%
Monitored Groups	293	161	54.9%
Impact Ratio: 54.9%/70.9% = 77.4%. 77.4% < 80%. Adverse impact does exist for applicants from monitored groups.			

Stage 2: Department Review to Stage 3: 1 st Level Interview			
Demographic	Applicant (Total)	Moved to Next Stage	Selection Rate
White	158	58	36.7%
Monitored Groups	161	54	33.5%
Impact Ratio: 33.5%/36.7% = 91.2%. 91.2% > 80%. Adverse impact does not exist for applicants from monitored groups.			

Stage 3: 1 st Level Interview to Stage 4: Finalist Interview			
Demographic	Applicant (Total)	Moved to Next Stage	Selection Rate
White	58	15	25.8%
Monitored Groups	51	16	31.3%
Impact Ratio: 25.8%/31.3% = 82.4%. 82.4% > 80%. There is no adverse impact for white applicants. Applicants from monitored groups had the higher selection rate and adverse impact does not exist for applicants from monitored groups at this point in the process.			

Although there was observable adverse impact for applicants of color for SCC faculty positions going from human resources review of the 554 total applications to department review of applications, that disparity did not negatively impact candidates of color through the remainder of the hiring process. Candidates of color were more likely to be finalists than white candidates, and in the end, more candidates of color were offered faculty positions than were white candidates, and the result was no adverse impact in hiring for faculty candidates of color at SCC.

- Summary

While faculty recruitment at SCC in Spring 2025 focused on the implementation of cluster hiring, FLC faculty recruitment did not focus on cluster hiring. Yet both colleges had similar results in hiring faculty from monitored groups. An analysis of adverse impact through the stages of the hiring processes both at FLC and SCC shows that at one point in each process, there was adverse impact for applicants of color. However, those instances of adverse impact did not negatively impact hiring faculty of color at both colleges. While a goal of cluster hiring is to broaden the applicant pool to recruit faculty from the desired groups, apparently cluster hiring is not the only manner to broaden the applicant pool for that purpose. It could be worthwhile to understand how each college, FLC and SCC, viewed faculty recruitment in Spring 2025 to achieve the result of hiring more faculty from monitored groups than at any time in the recent past at both colleges. Notably, whether cluster hiring was implemented or not, the majority of applicants throughout the process remained applicants from monitored groups at both colleges.

- **Adverse Impact in Faculty Hiring at American River College & Cosumnes River College**

ARC and CRC both have explicit goals to improve student success with a focus on teaching. The ARC Strategic Plan focus has a specific goal of “Exemplary Teaching, Learning, and Working Environment.” The Plan recognizes that “exemplary teaching, learning, and working environment” happens when the College:

. . . ensures an equitable, safe, and inclusive teaching, learning, and working environment. Culturally relevant curriculum, innovative, high- quality instructional methods and technologies, exemplary academic and student support services, and comprehensive and integrated professional development create the best conditions for teaching and learning. ([American River College Strategic Plan](#))

The CRC Strategic Plan equity goal is to “Foster an equitable and anti-racist institutional environment across decision-making practices, employee development and support, and instructional practices.” One explicit strategy to achieve this goal is to “Recruit, hire, retain, and support employees reflective of the demographics of CRC students.” ([Cosumnes River College Strategic Plan](#)) ARC and CRC both have a majority of students from monitored groups: 59.46% students of color at ARC and 75.64% students of color at CRC . Faculty of color at both colleges do not currently reflect the student population: 36.43% at ARC and 45.54% at CRC . While both ARC and CRC are clear in their goals to improve student learning and success by diversifying the faculty, Spring 2025 hiring demonstrates that such a goal is ongoing and can be elusive to achieve.

- American River College: 26 Faculty Recruitments

Out of 26 faculty recruitments in Spring 2026, ARC hired 16 faculty who identify as white and eight (8) faculty who identify as part of a monitored group. These results occurred even though ARC implemented faculty cluster hiring as shown in Table C:

Table C: Adverse Analysis of Faculty Hired at ARC in Spring 2025 (Cluster Hiring

Demographic	Hires	Selection Rate
White	16	62%
Monitored Groups (AAPI: 4 (15%); Hisp: 2 (8%); Multi-Ethnic: 2 (8%))	8	32%
Decline to State	2 of 26	8%
Impact Ratio: $32\%/62\% = 52\%$. $52\% < 80\%$. Adverse impacts exists for applicants from monitored groups.		

Analysis of applicant data reveal that applicants from monitored groups were represented greater in number than white applicants and that adverse impact began during Stage 3 of recruitment when candidates were interviewed at the first level:

Stage 1: Total Applicants:	Stage 2: Dept. Review:	Stage 3: 1 st Level Interview:	Stage 4: Finalist Interview:	Stage 5: Hired:
969 (100%)	732 (100%)	226 (100%)	47 (100%)	26 (100%)
White: 427 (44.1%)	White: 332 (45.4%)	White: 117 (51.8%)	White: 26 (55.3%)	White: 16 (62%)
Monitored Groups: 462 (47.6%) (Af Am: 94 (9.7%); Amer Ind: 15 (1.5%); AAPI: 194 (20%); Hisp: 87 (9%); Other Non-White: 18 (1.9%); Multi-Ethnic: 54 (5.6%)	Monitored Groups: 339 (46.2%) (Af Am: 67 (9.2%); Amer Ind: 5 (.7%); AAPI: 111 (15.2%); Hisp: 75 (10.2) Other Non-White: 12 (1.6%); Multi-Ethnic: 69 (9.4%)	Monitored Groups: 54 (45%) (Af Am: 19 (8.4%); Amer Ind: 2 (.9%), AAPI: 27 (11.9%); Hisp: 13 (10.2%); Other Non-White: 4 (1.8%) Multi-Ethnic: 20 (8.8%)	Monitored Groups: Data not available	Monitored Groups: AAPI: 4 (15%), Hisp 2 (8%), Multi-Ethnic 2 (8%)
Decline to State: 80 (8.3%)	Decline to State: 61 (8.3%)	Decline to State: 14 (6.2%)	Decline to State: Data not available	Decline to State: 2 (8%)

With a larger number of total applicants from monitored groups compared to white applicants, adverse impact does not exist at Stage 1 for monitored groups: $44.1\%/47.6\% = 92.6\%$, which is greater than 80%.

Stage 1: Human Resources Review of All Applicants to Stage 2: Department Review			
Demographic	Applicant (Total)	Moved to Next Stage	Selection Rate
White	427	332	77.7%
Monitored Groups	462	339	73.3%
Impact Ratio: $73.3\%/77.7\% = 94\%$. $94\% > 80\%$. Adverse impact does exist for applicants from monitored groups.			

Stage 2: Department Review to Stage 3: 1st Level Interview			
Demographic	Applicant (Total)	Moved to Next Stage	Selection Rate
White	332	117	35.2%
Monitored Groups	339	54	15.9%
Impact Ratio: $15.9\%/35.2\% = 45.1\%$. $45.1\% < 80\%$. Adverse impact does exist for applicants from monitored groups.			

These data show that adverse impact for faculty applicants at American River College began at first level interviews. (As data for monitored groups at Stage 4 of the hiring process is not yet available, adverse impact from Stage 3 to Stage 4 cannot be calculated at this time.)

- Cosumnes River College: 12 Faculty Recruitments

CRC has the most diverse student population in the Los Rios Community College District (75.65% students of color) and the most diverse full-time faculty: (45.54% faculty of color). But achieving the goal of faculty “reflective of the demographics of CRC students” is not easy to attain even when the majority of applicants to faculty positions are applicants from monitored groups as shown in Table D:

Table D: Adverse Analysis of Faculty Hired at CRC in Spring 2025

Demographic	Hires	Selection Rate
White	8	67%
Monitored Groups (Af Amer: 3(25%); Multi-Ethnic: 1 (8%))	4	33%
Impact Ratio: $32\%/67\% = 48\%$. $48\% < 80\%$. Adverse impact exists for monitored groups.		

A majority of applicants at CRC were from monitored groups, and that majority was just shy of $\frac{1}{2}$ of the total number of applicants:

Stage 1: Total Applicants:	Stage 2: Dept. Review:	Stage 3: 1st Level Interview:	Stage 4: Finalist Interview:	Stage 5: Hired:
750 (100%)	561 (100%)	138 (100%)	30 (100%)	12 (100%)
White: 324 (43.2%)	White: 256 (45.6%)	White: 70 (50.7%)	White: 17 (56.7%)	White: 8 (66.7%)
Monitored Groups: 368 (49.1%)	Monitored Groups: 254 (45.2%)	Monitored Groups: 61 (44.2%)	Monitored Groups: 12 (40%)	Monitored Groups: 4 (33%)
(Af Am: 78 (10.4%); Amer Ind: 5 (.7%); AAPI: 147 (19.6%); Hisp: 74 (9.9%); Other Non-White: 11 (1.5%); Multi-Ethnic: 53 (7.1%)	(Af Am: 54 (9.6%); Amer Ind: 1 (.2%); AAPI: 99 (17.6%); Hisp: 56 (10.0%); Other Non-White: 8 (1.4%); Multi-Ethnic: 36 (6.4%)	(Af Am: 17 (12.3%); AAPI: 19 (13.8%); Hisp: 15 (10.9%); Other Non-White: (1.4%) Multi-Ethnic: 5 (5.8%)	(Af Am: 6 (20%), Hisp: 3 (10%), Other Non-White: 1 (3.3%) Multi-Ethnic: (6.7%)	(Af Am: 3(25%), Multi-Ethnic: 1 (8.3%)
Decline to State: 58 (7.7%)	Decline to State: 51 (9.1%)	Decline to State: 7 (5.1%)	Decline to State: 1 (3.3%)	

When Human Resources moved the applications to the college for department review, applicants from monitored groups did not experience adverse impact in recruitment. Adverse impact of applicants from monitored groups did not exist throughout the various stages of recruitment to hiring of finalists:

Stage 1: Human Resources Review of Applicants to Stage 2: Department Review			
Demographic	Applicant (Total)	Moved to Next Stage	Selection Rate
White	324	256	79%
Monitored Groups	368	254	69%
Impact Ratio: 69%/79% = 87% < 80%. Adverse impact does not exist for applicants of monitored groups.			

Stage 2: Department Review to Stage 3: 1st Level Interview			
Demographic	Applicant (Total)	Moved to Next Stage	Selection Rate
White	256	70	27.3%
Monitored Groups	254	61	24%
Impact Ratio: 24%/27.3% = 87.9%. 87.9% > 80%. Adverse impact does not exist for applicants from monitored groups.			

Stage 3: 1st Level Interview to Stage 4: Finalist Interview			
Demographic	Applicant (Total)	Moved to Next Stage	Selection Rate

White	70	17	24.2%
Monitored Groups	61	12	19.6%
Impact Ratio: $19.6\%/24.2\% = 81\%$. $81\% > 80\%$. Adverse impact does not exist for applicants from monitored groups.			

○ Summary:

While a majority of applicants at ARC and CRC were from monitored groups, both colleges hired a majority of white candidates who are not underrepresented among full-time faculty. At ARC, adverse impact began at the 1st interview stage, but because the data is not complete, it is not possible at this time to determine if that adverse impact continued to negatively impact candidates from monitored groups. At CRC, applicants from monitored groups were not adversely impacted through the recruitment process, but they were adversely impacted when offers for employment were made. At both ARC and CRC, with explicit goals of diversifying the faculty, candidates from monitored groups continued to be underrepresented in hiring.

Appendix B:

Data Regarding Underrepresentation Among Faculty Applicants and All Faculty Employees

Executive Summary:

While faculty from monitored groups continue to remain underrepresented in relation to the student population at the four Los Rios colleges, recent hires of new faculty suggest that changes in the faculty are possible so that faculty do reflect the student body. For example, at ARC AAPI new hires are greater in percentage than AAPI students, at CRC African American new hires are 3x greater in percentage than African American students, and at FLC African American new hires are 4x greater in percentage than African American students. Although not present in the data analyzed below, at SCC the White faculty in 2023-2024 was 57.14% and in 2024-2025, the White faculty are now 55.13%. Overall, these data show that changes in the faculty to be reflective of the students are possible, but change happens incrementally and may be more noticeable in specific places if not all at once.

➤ *Introduction*

In the 2023 EEO Plan, a stated goal for Component 10 was that:

The District's HR Department will annually review the District's workforce composition and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the EEO Plan, to provide data needed for the reports required by the Plan, to determine any additional measures to support equity, diversity, inclusion, and ensure equal employment opportunity, and to determine if significant underrepresentation of a monitored group may be the result of non-job related factors in the employment process.

Goal 2 of Los Rios Community College District Strategic Plan is to “ensure equity academic achievement across all racial, ethnic, socioeconomic, and gender groups.” To reach this goal, the District has set a specific indicator of achievement “to recruit, hire, and retain faculty, staff, and administrators who would reflect the diversity of students who attend our colleges.” ([Los Rios Community College District , 2024](#))

➤ *Results of Faculty hiring in 2024-2025*

Demographics of new full-time faculty hires at the four colleges are show below in tables 1 - 4. American River College hired 26 new faculty: White: 16 (61.5%); AAPI: 4 (15.4%); Hispanic: 1 (7.7%); Multi-Ethnic: 2 (7.7%); Decline to State: 2 (7.7%).

Table 1: American River College Discipline	Count	Ethnicity
Administration of Justice	1	White
Art	1	White
Automotive Technology	2	White
Biology	2	Asian/Pacific Islander (1); White (1)
Business	1	Decline to State
Counselor	2	Asian/Pacific Islander (1); Hisp (1)
Deaf Culture & Sign Language Studies	1	Asian/Pacific Islander
Diesel Technology	1	White
Early Childhood Education	1	White
Electronics Technology	1	White
Engineering	1	White
English as a Second Language	1	White
English	1	White
Foreign Language	1	White
Horticulture	1	White
Hospitality Management	1	White
Legal Studies	1	Multi-Ethnic
Marketing	1	White
Nursing (Registered Nurse)	1	White
Psychology	1	White
Public Service Librarian	1	White
Sacramento Regional Public Safety Training Center Coordinator	1	White
Welding	1	White

Cosumnes River College hired 12 new faculty: White: 8 (66.7%); African American: 3 (25%); Multi-Ethnic: 1 (8.3%).

Table 2: Cosumnes River College		
Discipline	Count	Ethnicity
Accounting	1	White
Automotive Technology	1	White
Biology	1	White
Chemistry	1	White
Counselor	1	White
English as a Second Language	1	White
English	1	African American
Ethnic Studies	1	African American
Mathematics/Statistics	1	White
Nutrition	1	White
Psychology	1	African American
Theatre	1	Multi-Ethnic

Folsom Lake College hired 11 new faculty, a majority of whom are from monitored groups: White: 5 (45.5%); African American: 2 (18.2%); AAPI: 2 (18.2%); Hispanic: 1 (9.1%); Other Non-White: 1 (9.1%).

Table 3: Folsom Lake College		
Discipline	Count	Ethnicity
Biology	1	White
Chemistry	1	White
College Nurse	1	Asian/Pacific Islander
Communication Studies	1	White
Computer Information Science	1	Other Non-White
Counselor	1	Hispanic
Early Childhood Education	1	White
Economics	1	White
Ethnic Studies	1	Asian/Pacific Islander

Fire Technology	1	African American
Psychology	1	African American

Sacramento City College hired 17 new faculty, a majority of whom are from monitored groups: White: 6 (35%), AAPI: 3 (17%), Hispanic: 4 (24%), Multi-Ethnic: 4 (24%).

Table 4: Sacramento City College Discipline	Count	Ethnicity
Accounting	1	Asian/Pacific Islander
Astronomy/Physics	1	Hispanic
Aviation (Air Traffic Control)	1	White
Biology	1	White
Communication Studies	1	White
Computer Information Science	1	Asian/Pacific Islander
Counselor	1	Hispanic
Deaf Culture & Sign Language Studies	3	Hispanic (1); White (2)
Early Childhood Education	1	Hispanic
Economics	1	Asian/Pacific Islander
English as a Second Language	1	Multi-Ethnic
Ethnic Studies	1	Multi-Ethnic
History	1	Multi-Ethnic
Nursing	1	White
Psychology	1	Multi-Ethnic

➤ *Review of Applicant and Employee Data for Underrepresentation*

To determine potential representation, data representation analysis will show how student demographic data compares with applicant data and employee data. Tables 5 - 8 compares ethnicity of faculty applicants to student diversity, faculty diversity, and diversity of new faculty hires at each college during the Spring 2025 faculty hiring efforts.

Table 5 (below) shows that at ARC:

- Students from monitored groups form the majority of ARC students, and applicants from monitored groups form the majority of faculty applicants.
- White new hires are almost double the percentage of White students, almost 20 percentage points greater than White applicants overall, and 7 percentage points greater than White faculty.
- The percentage of Hispanic faculty applicants is almost 4x less than the percentage of Hispanic students, and more than 2x less than the percentage of Hispanic faculty. The percentage of Hispanic new hires is almost 5x times less than the percentage of Hispanic students.
- Multi-Ethnic new hires are 1 percentage point greater than Multi-Ethnic students, 2 percentage points greater than Multi-Ethnic applicants overall, and 5 percentage points greater than Multi-Ethnic faculty.
- There were no new hires identifying as African American, American Indian, and Other Non-White. There were no ARC students or ARC faculty identifying as Other Non-White.

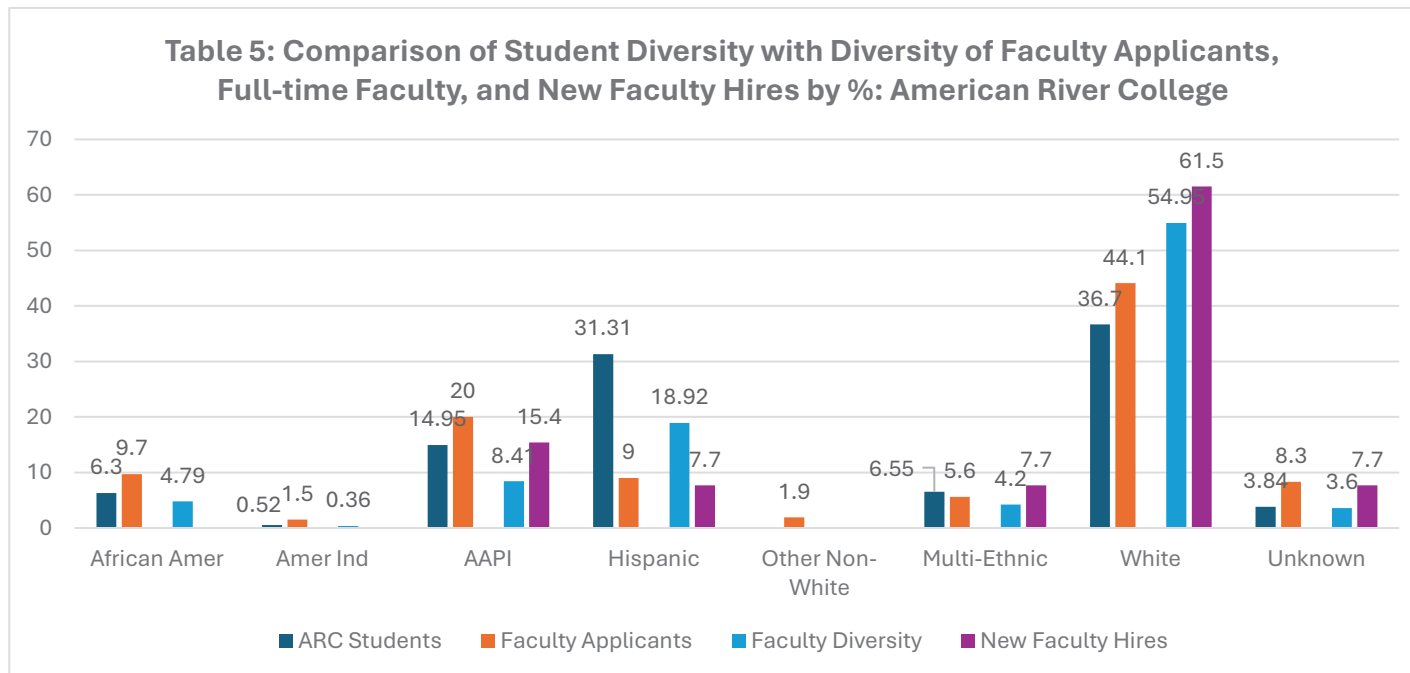


Table 6 (below) shows that at CRC:

- Students of color are the majority of students at CRC, and applicants from monitored groups are underrepresented overall.
- The percentage of new faculty hires who are White is 3x greater than the percentage of White CRC students, and more than 20 percentage points greater than white applicants overall, and more than 20 percentage points than White faculty.
- The percentage of new African American faculty hires is almost 3x greater than the percentage of African American students, more than double the percentage of African American applicants, and more than 3x greater than the percentage of African American faculty.
- The percentage of Multi-Ethnic new hires is almost double Multi-Ethnic faculty and is 1 percentage point greater than the percentage of Multi-Ethnic students and 1 percentage point greater than Multi-Ethnic applicants overall.
- There were no new hires identifying as American Indian, Asian American/Pacific Islander, Hispanic, Other Non-White, and Decline to State. There were no CRC students or CRC faculty identifying as Other Non-White.

Table 6: Comparison of Student Diversity with Diversity of Faculty Applicants, Full-time Faculty, and New Faculty Hires by %: Cosumnes River College

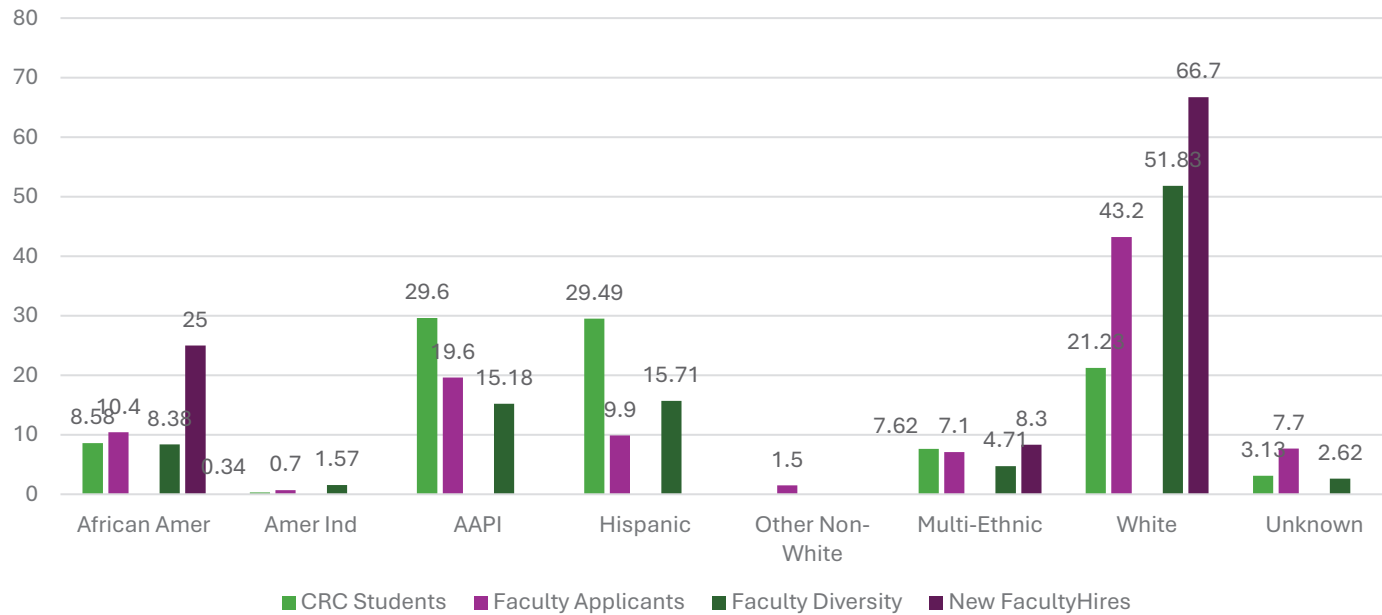


Table 7 (below) shows that at FLC:

- African American new hires by percentage almost 4x greater than African American students, 2x greater than African American applicants overall, and 4x greater than faculty.
- By percentage, AAPI new hires are 3 points greater than AAPI students, 10 points greater than AAPI applicants overall, and 2x greater than AAPI faculty.
- By percentage, Hispanic new hires are 3x less than Hispanic students, 2 points less than Hispanic applicants overall, and 3 points less than Hispanic faculty.

- White hires by percentage are almost on par with white students, 9 points less than white applicants overall, and 20 points less than white faculty.
- One new hire identifies as Other Non-White, which is more than 4x the percentage of Other Non-White applicants overall. No FLC students or faculty identify as Other Non-White.
- No new hires identify as American Indian, Multi-Ethnic, or Decline to State.

Table 7: Comparison of Student Diversity with Diversity of Faculty Applicants, Full-time Faculty, and New Faculty Hires by %: Folsom Lake College

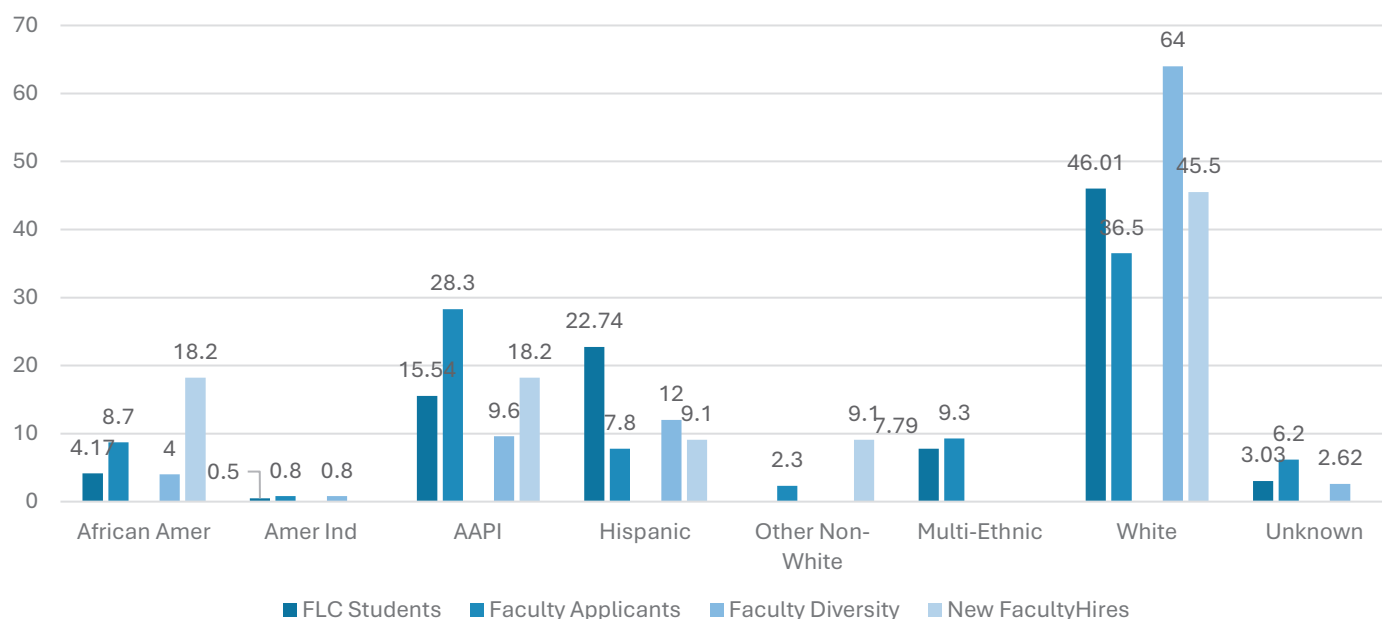
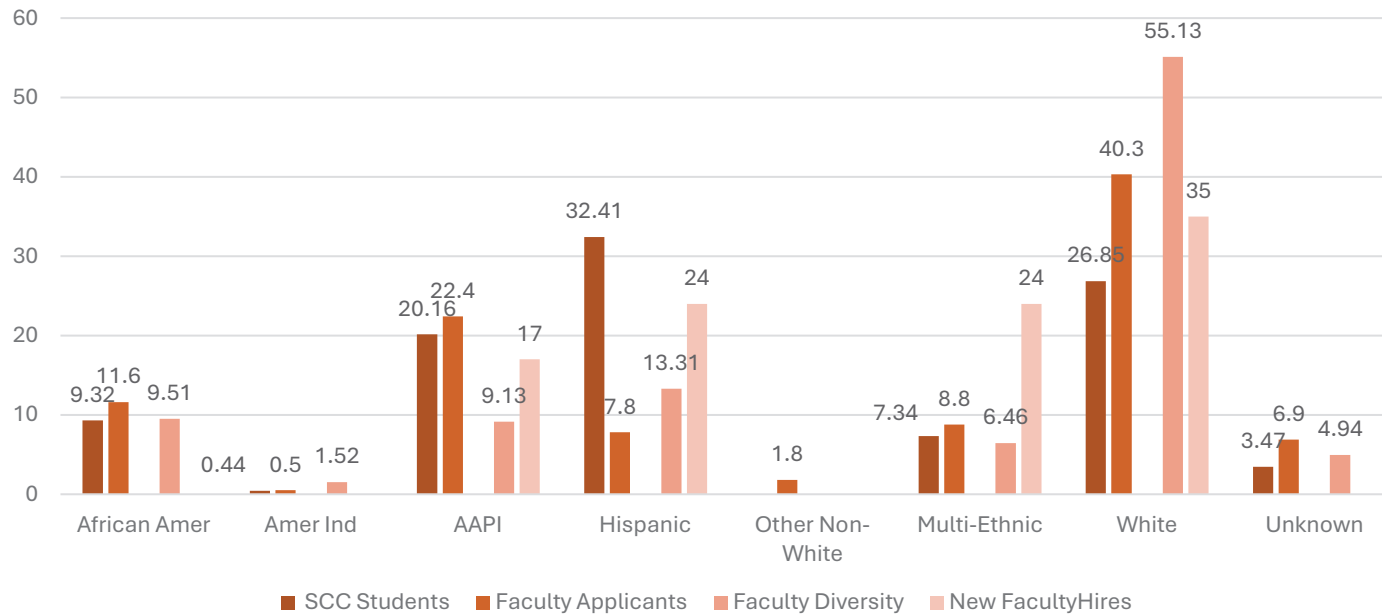


Table 8 (below) shows that at SCC:

- AAPI new hires are 3 points less than AAPI students, 5 points less than AAPI applications overall, and 8 points greater than AAPI faculty.
- By percentage Hispanic new hires are 8 points less than Hispanic students, almost 3x greater than Hispanic applicants overall, and more than double the percentage of Hispanic faculty.
- By percentage, Multi-Ethnic new hires are more than 3x greater than Multi-Ethnic students, almost 4x greater than Multi-Ethnic applications, and almost 3x greater than Multi-Ethnic faculty.
- White new hires are 9 percentage points greater than White students, 5 points less than White applications overall, and 20 percentage points less than White faculty.
- No new hires identify as American Indian, Other Non-White, or Decline to State. No SCC students or faculty identify as Other Non-White.

Table 8: Comparison of Student Diversity with Diversity of Faculty Applicants, Full-time Faculty, and New Faculty Hires by %: Sacramento City College



➤ Conclusion

The Los Rios Community College District remains committed to improving student learning and student success by providing faculty who are reflective of the student body. While the student body continues to grow in diversity, faculty diversity has not kept pace. This report demonstrates that faculty diversity is possible with an explicit focus on change, but that focus may not be enough to produce the desired results. The data behind this current analysis should be analyzed further by Recruitment to determine recommendations for increasing applicant diversity; in addition to the intentional focus on change, that focus must be supported through intentional strategies and programs to attract and retain diverse faculty hires.

Analysis of Cluster Hiring: Spring 2025

Executive Summary:

- ✓ For the second year in a row, SCC implemented clustering hiring during Spring faculty recruitment, and for the second year in a row, SCC hired a majority of faculty from monitored groups¹.
- ✓ SCC had fewer applicants per position than all the other colleges with a result of more diverse hires than ARC and CRC.
- ✓ At SCC, applicants of color were more likely to be finalists than white applicants, and in the end more candidates of color were offered faculty positions than were white candidates
- ✓ At SCC, there was no adverse impact with regards to faculty hired from monitored groups.
- ✓ ARC implemented cluster hiring for the first time in Spring 2025.
- ✓ ARC hired fewer faculty from monitored groups than the other colleges, and there was adverse impact in the hiring process for applicants from monitored groups during the recruitment process.
- ✓ While FLC did not implement cluster hiring, FLC hired more diverse faculty than all the other colleges.

Introduction:

The promise and attractiveness of cluster hiring lies in the ability of the initiative to attract a diverse pool of applicants leading to the likelihood of increasing the numbers of diverse hires. This promise aligns with the Los Rios Strategic Plan strategy to “increase recruitment outreach to diversify applicant pools,” in the effort to realize Goal 2 of the Strategic Plan: “Ensure equitable academic achievement across all racial, ethnic, socioeconomic, and gender groups.” As a promising practice to improve employee diversity, an additional goal of cluster hiring would be to prevent adverse impact in hiring through a diverse applicant pool.

¹ Monitored groups include categories of race/ethnicity other than white. The term monitored groups is used in the Equal Employment Opportunity Annual Certification Form. These data were analyzed for that reporting.

In Spring 2024, Sacramento City College piloted cluster hiring for faculty recruitment. A preliminary analysis of cluster hiring after SCC’s pilot in Spring 2024 raised the question of whether fewer applicants would choose to apply to the college with a cluster hiring focus as it could mean an additional step when applying. The Spring 2024 preliminary analysis of cluster hiring at SCC also resulted in four conclusions that should be considered in evaluating further efforts of cluster hiring in the District:

- 1) If cluster hiring resulted in fewer applicants compared to the other colleges, cluster hiring also resulted in an applicant pool that was more diverse than the other colleges.
- 2) If potential applicants are not applying because of cluster hiring, the question remains whether those applicants are going to be competitive in an environment focused on cluster hiring.
- 3) While there were numerous positions hired across the District in the same disciplines, the applicant pools in those disciplines were not necessarily the same.
- 4) While the District has long had a goal of hiring a diverse workforce that reflects the student body, cluster hiring may be the most significant way to get there.

During Spring 2025 faculty recruitment, Sacramento City College implemented cluster hiring for the second time and American River College implemented cluster hiring for the first time. (Cosumnes River College and Folsom Lake College have not implemented cluster hiring.) At ARC and SCC, the cluster hiring focus in Spring 2025 explicitly asked faculty applicants to bring their “lived experiences and authentic selves to contribute to discourse and action in supporting our Brown, Indigenous, and/or People (BIPOC) communities.” ARC required faculty applicants to answer two of seven supplemental questions, and SCC required answers to three of five supplemental questions. Applicants to ARC and SCC who did not provide these supplemental questions were disqualified from review and not forwarded to the colleges for screening.

Results of Cluster Hiring Initiatives at ARC and SCC:

- *Q1: Did the cluster hiring initiatives at ARC and SCC result in a larger number of diverse hires than the colleges where cluster hiring was not implemented?*

Table 1 below shows the results of faculty hiring across the District in Spring 2025.

Table 1: Los Rios Full-Time Faculty Hiring – Spring 2025	American River College 26 positions hired (100%)	Cosumnes River College 12 positions hired (100%)	Folsom Lake College 11 positions hired (100%)	Sacramento City College 17 positions hired (100%)
African American	0 (0%)	3 (25%)	2 (18.2%)	0 (0%)

American Indian	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Asian Amer/Pacific Islander	4 (15.4%)	0 (0%)	2 (18.2%)	4 (23.5%)
Hispanic	2 (7.7%)	0 (0%)	1 (9.1%)	3 (17.6%)
Other Non-White	0 (0%)	0 (0%)	1 (9.1%)	0 (0%)
Multi-Ethnic Races	2 (7.7%)	1 (8.3%)	0 (0%)	2 (11.8%)
White	16 (61.5%)	8 (66.7%)	5 (45.5%)	8 (47.1%)
Not Disclosed	2 (7.7%)	0 (0%)	0 (0%)	0 (0%)

Sacramento City College hired 52.9% people of color with a cluster hire focus, and American River College hired 30.8% people of color with a cluster hire focus. Notably, while Folsom Lake College did not implement a cluster hire focus, FLC hired the largest percentage of new faculty identifying as people of color at 54.5% in Spring 2025.

➤ Q2: Did the cluster hiring initiatives at ARC and SCC result in reduced applications?

Table 2 shows the number of applications and hire of positions hired at each of the four colleges.

Table 2: Applicants at Each College & Number of Positions Hired: Spring 2025				
Applicants	American River College	Cosumnes River College	Folsom Lake College	Sacramento City College
All Applicants	969	750	517	554
Number of Faculty Hired	26	12	12	17
Applicants per Position	37.27	62.50	46.17	32.59

ARC and SCC with cluster hiring did have fewer applications per position than CRC and FLC where cluster hiring was not implemented.

➤ Q3: Did cluster hiring at ARC and SCC result in more or less diverse applicant pools compared to CRC and FLC?

Table 3 shows the diversity of the applicant pools at each of the four colleges.

Table 3: Diversity of Applicants at Each College: Spring 2025			
ARC Total Applicants 969 (100%)	CRC Total Applicants: 750 (100%)	FLC Total Applicants: 515 (100%)	SCC Total Applicants: 554 (100%)
White: 427 (44.1%)	White: 324 (43.2%)	White: 188 (36.5%)	White: 223 (40.3%)
Monitored Groups: 462 (47.7%)	Monitored Groups: 368 (49.2%)	Monitored Groups: 295 (57.2%)	Monitored Groups: 293 (52.9%)

(Af Am: 94 (9.7%); Amer Ind: 15 (1.5%), AAPI: 194 (20%); Hisp: 87 (9%); Other Non-White: 18 (1.9%); Multi-Ethnic: 54: (5.6%)	(Af Am: 78 (10.4%); Amer Ind: 5 (.7%), AAPI: 147 (19.6%); Hisp: 74 (9.9%); Other Non-White: 11 (1.5%); Multi-Ethnic: 53: (7.1%)	(Af Am: 45 (8.7%); Amer Ind: 4 (.8%), AAPI: 146 (28.3%); Hisp: 40 (7.8%); Other Non-White: 12 (2.3%); Multi-Ethnic: 48: (9.3%)	(Af Am: 64 (11.6%); Amer Ind: 3 (.5%); AAPI: 124 (22.4%); Hisp: 43 (7.8%); Other Non-White: 10 (1.8%); Multi-Ethnic: 49: 8.8%)
Decline to State: 80 (8.2%)	Decline to State: 58 (7.6%)	Decline to State: 32 (6.3%)	Decline to State: 38 (6.8%)

Although there were fewer applicants per available position at ARC and SCC with cluster hiring than at CRC and FLC without cluster hiring, diverse applicants were the majority of applicants at each college.

➤ *Q4: Did cluster hiring reduce adverse impact in hiring for people of color?*

Adverse impact or disparate impact exists when the selection rate of hiring negatively impacts members of a protected class, for example race and ethnicity. The data shows that overall there was not disparate impact among monitored groups hired at SCC, but there was disparate impact for monitored groups at ARC during the recruitment process.

○ American River College

American River College had 26 successful faculty recruitments in Spring 2025. Table 4 shows that out of the 26 faculty recruitments, ARC hired 16 faculty who identify as white and eight (8) faculty who identify as part of a monitored group. These results occurred even though ARC implemented cluster hiring.

Table 4: Adverse Analysis of Faculty Hired at ARC in Spring 2025 (Cluster Hiring Implemented)		
Demographic	Hires	Selection Rate
White	16	62%
Monitored Groups (AAPI: 4 (15%); Hisp: 2 (8%); Multi-Ethnic: 2 (8%))	8	32%
Decline to State	2 of 26	8%
Impact Ratio: $32\%/62\% = 52\%$. $52\% < 80\%$. Adverse impacts exists for applicants from monitored groups.		

Analysis of applicant data reveal that applicants from monitored groups ARC were represented greater in number than white applicants and that adverse impact began during Stage 3 of recruitment when candidates were interviewed at the first level:

Stage 1: Total ARC Applicants:	Stage 2: Dept. Screening:	Stage 3: 1 st Level Interview: 226 (100%)	Stage 4: Finalist Interview:	Stage 5: Hired:
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969 (100%)	732 (100%)		47 (100%)	26 (100%)
White: 427 (44.1%)	White: 332 (45.4%)	White: 117 (51.8%)	White: 26 (55.3%)	White: 16 (62%)
Monitored Groups: 462 (47.6%) (Af Am: 94 (9.7%); Amer Ind: 15 (1.5%); AAPI: 194 (20%); Hisp: 87 (9%); Other Non-White: 18 (1.9%); Multi-Ethnic: 54 (5.6%)	Monitored Groups: 339 (46.2%) (Af Am: 67 (9.2%); Amer Ind: 5 (.7%); AAPI: 111 (15.2%); Hisp: 75 (10.2) Other Non-White: 12 (1.6%); Multi-Ethnic: 69 (9.4%)	Monitored Groups: 54 (45%) (Af Am: 19 (8.4%); Amer Ind: 2 (.9%), AAPI: 27 (11.9%); Hisp: 13 (10.2%); Other Non-White: 4 (1.8%) Multi-Ethnic: 20 (8.8%)	Monitored Groups: Data not available	Monitored Groups: AAPI: 4 (15%), Hisp 2 (8%), Multi-Ethnic 2 (8%)
Decline to State: 80 (8.3%)	Decline to State: 61 (8.3%)	Decline to State: 14 (6.2%)	Decline to State: Data not available	Decline to State: 2 (8%)

With a larger number of total applicants from monitored groups compared to white applicants, adverse impact does not exist at Stage 1 for monitored groups: $44.1\%/47.6\% = 92.6\%$, which is greater than 80%.

Stage 1: Human Resources Review of All Applicants to Stage 2: Department Review			
Demographic	Applicant (Total)	Moved to Next Stage	Selection Rate
White	427	332	77.7%
Monitored Groups	462	339	73.3%
Impact Ratio: $73.3\%/77.7\% = 94\%$. $94\% > 80\%$. Adverse impact does exist for applicants from monitored groups.			

Stage 2: Department Review to Stage 3: 1 st Level Interview			
Demographic	Applicant (Total)	Moved to Next Stage	Selection Rate
White	332	117	35.2%
Monitored Groups	339	54	15.9%
Impact Ratio: $15.9\%/35.2\% = 45.1\%$. $45.1\% < 80\%$. Adverse impact does exist for applicants from monitored groups.			

These data show that adverse impact for faculty applicants at American River College began at first level interviews. (As data for monitored groups at Stage 4 of the hiring process is incomplete for all ARC faculty hires in Spring 2025, adverse impact from Stage 3 to Stage 4 cannot be calculated at this time.)

- Sacramento City College

In Spring 2025, overall applicants from monitored groups were the majority of applicants at SCC from the start of the recruitment process all the way through offering of the 17 positions as shown in table 5:

Table 5: Total Applicants: 554 (100%)	Stage 2: Dept. Review: 342 (100%)	Stage 3: 1st Level Interview: 120 (100%)	Stage 4: Finalist Interview: 32 (100%)	Stage 5: Hired: 17 (100%)
White: 223 (40.3%)	White: 158 (46.2%)	White: 58 (48.3%)	White: 15 (46.9%)	White: 8 (47%)
Monitored Groups: 293 (52.9%) (Af Am: 64 (11.6%); Amer Ind: 3 (.5%); AAPI: 124 (22.4%); Hisp: 43 (7.8%); Other Non-White: 10 (1.8%); Multi-Ethnic: 49: (8.8%)	Monitored Groups: 161 (47.1%) (Af Am: 26 (7.6%); Amer Ind: 3 (.9%); AAPI: 64 (18.7%); Hisp: 33 (9.4%); Other Non-White: 5 (1.5%); Multi-Ethnic: 23: (6.7%)	Monitored Groups: 54 (45%) (Af Am: 9 (7.5%); Amer Ind: 1 (.8%), AAPI: 22 (18.3%); Hisp: 11 (9.2%); Multi-Ethnic: 11: (9.2%)	Monitored Groups: 16 (50%) (Af Am: 3 (9.4%); Amer Ind: 1 (3.1%), AAPI: 4 (12.5%); Hisp: 4 (12.5%); Multi- Ethnic: 4 (12.5%)	Monitored Groups: 9 (52%) (AAPI: 4 (23%); Hisp: 3 (18%); Multi-Ethnic 2 (12%)
Decline to State: 38 (6.8%)	Decline to State: 23 (6.7%)	Decline to State: 8 (6.7%)	Decline to State: 1 (3.1%)	

When applying the 4/5th (80%) rule for adverse impact to the recruitment stages, the results show that applicants of color did experience adverse impact at a certain point during the hiring process, but that adverse impact did not negatively impact the hiring of candidates of color:

Stage 1: Human Resources Review of All Applicants to Stage 2: Department Review			
Demographic	Applicants (Total)	Moved to Next Stage	Selection Rate
White	223	158	70.9%
Monitored Groups	293	161	54.9%

Impact Ratio: $54.9\%/70.9\% = 77.4\%$. $77.4\% < 80\%$.
Adverse impact does exist for applicants from monitored groups.

Stage 2: Department Review to Stage 3: 1 st Level Interview			
Demographic	Applicant (Total)	Moved to Next Stage	Selection Rate
White	158	58	36.7%
Monitored Groups	161	54	33.5%
Impact Ratio: $33.5\%/36.7\% = 91.2\%$. $91.2\% > 80\%$. Adverse impact does not exist for applicants from monitored groups.			

Stage 3: 1 st Level Interview to Stage 4: Finalist Interview			
Demographic	Applicant (Total)	Moved to Next Stage	Selection Rate
White	58	15	25.8%
Monitored Groups	51	16	31.3%
Impact Ratio: $25.8\%/31.3\% = 82.4\%$. $82.4\% > 80\%$. There is no adverse impact for white applicants. Applicants from monitored groups had the higher selection rate and adverse impact does not exist for applicants from monitored groups at this point in the process.			

Although there was observable adverse impact for applicants of color for SCC faculty positions going from human resources review of the 554 total applications to department review of applications, that disparity did not negatively impact candidates of color through the remainder of the hiring process. Candidates of color were more likely to be finalists than white candidates, and in the end, more candidates of color were offered faculty positions than were white candidates, and the result was no adverse impact in hiring faculty candidates of color at SCC.

➤ *Comparison of Faculty Hiring in Spring 2025 in Common Disciplines at the Four Colleges*

Table 6 shows the results of faculty hiring in common disciplines at each of the four colleges. Common disciplines hired at ARC and other colleges include: Biology, Counselor, Deaf Studies, Economics, Early Childhood Education, English, English as a second language, Nursing, and Psychology. Common disciplines hired at SCC and other colleges include: Accounting, Biology, Communication Studies, Counselor, Deaf Studies, Early Childhood Education, Economics, English English as a Second Language, Nursing and Psychology.

Table 6: Ethnicity of Applicants Screened, Interviewed, and Hired by the Colleges in Common Disciplines (Spring 2025)					
Discipline	American River College	Cosumnes River College		Folsom Lake College	Sacramento City College
Accounting		Applicants Screened: 13	Applicants Interviewed: 9		Applicants Screened: 10 Applicants Interviewed: 7

		African American: 2 (15.4%) Amer Ind: 0 (0%) AAPI: 1 (7.7%) Hispanic: 1 (7.7%) Multi-Ethnic: 0 (0%) White: 9 (69.2%) Not disclosed: 0 (0.0%)	0 (%) 0 (0%) 1 (11.1%) 0 (0%) 0 (0%) 8 (88.9%) 0 (0%)		African American: 0 (0%) Amer Ind: 0 (0%) AAPI: 2 (10%) Hispanic: 0 (0%) Multi-Ethnic: 0 (0%) White: 8 (80.4%) Not disclosed: 0 (0.0%)	0 (0%) 0 (0%) 1 (14.3%) 0 (0%) 0 (0%) 6 (87.5%) 0 (0%)
		Finalists: 2 (white) Hired: 1 (white)			Finalists: 1 (AAPI), 2 (white) Hired: 1 (AAPI)	
Discipline	American River College* (Anatomy & Physiology)		Cosumnes River College	Folsom Lake College (Microbiology)		Sacramento City College
Biology (Specializations) *ARC had two Biology recruitments (Anatomy & Physiology and Non-Majors)	Applicants Screened: 28 African American: 1 (3.6%) Amer Ind: 0 (0%) AAPI: 9 (32.1%) Hispanic: 0 (0%) Other Non-White: 1 (3.6%) Multi-Ethnic: 3 (10.7%) White: 12 (42.9%) Not disclosed: 2 (7.1%)	Applicants Interviewed: 9 0 (%) 0 (0%) 2 (22.2%) 0 (0%) 0 (0%) 1 (11.1%) 0 (0%) 6 (66.7%) 0 (0%)		Applicants Screened: 28 African American: 2 (7.1%) Amer Ind: 0 (0%) AAPI: 8 (28.6%) Hispanic: 1 (3.6%) Multi-Ethnic: 4 (14.3%) White: 13 (46.4%) Not disclosed: 0 (0.0%)	Applicants Interviewed: 12 2 (16.7%) 0 (0%) 2 (16.7%) 0 (0%) 2 (16.7%) 6 (50%)	
	Finalists: 1 (AAPI), 1 (white) Hired: 1 (AAPI)			Finalists: 1 (AAPI), 1 (Multi-Ethnic), 1 (white) Hired: 1 (white)		

Discipline	American River College		Cosumnes River College		Folsom Lake College		Sacramento City College	
Biology (Non-Majors)	Applicants Screened: 52 African American: 1 (1.9%) Amer Ind: 0 (0%) AAPI: 17 (32.7%) Hispanic: 2 (3.8%) Other Non-White: 0 (0%) Multi-Ethnic: 2 (3.8%) White: 26 (50%) Not disclosed: 4 (7.1%)	Applicants Interviewed: 12 0 (%) 0 (0%) 2 (16.7%) 1 (8.3%) 0 (0%) 0 (0%) 9 (75%) 0 (0%)	Applicants Screened: 31 African American: 0 (0%) Amer Ind: 0 (0%) AAPI: 13 (41.9%) Hispanic: 2 (6.5%) Multi-Ethnic: 1 (3.2%) White: 15 (48.4%) Not disclosed: 0 (0.0%)	Applicants Interviewed: 12 0 (%) 0 (0%) 5 (41.7%) 0 (0%) 1 (8.3%) 6 (50%) 0 (0%)			Applicants Screened: 47 African American: 1 (2.1%) Amer Ind: 0 (0%) AAPI: 6 (12.8%) Hispanic: 2 (4.3%) Multi-Ethnic: 6 (12.6%) White: 28 (59.6%) Not disclosed: 4 (8.5%)	Applicants Interviewed: 7 0 (0%) 0 (0%) 0 (0%) 0 (0%) 2 (28.6%) 4 (57.1%) 1 (14.3%)
	Finalists: 1 (white), 1 (Not-disclosed) Hired: 1 (white)		Finalists: 1 (Multi-Ethnic), 2 (white) Hired: 1 (white)				Finalists: 1 (Multi-Ethnic, 1 (white)) Hired: 1 (white)	
Discipline	American River College		Cosumnes River College		Folsom Lake College		Sacramento City College	
Communication Studies					Applicants Screened: 38 African American: 5 (13.2%) Amer Ind: 0 (0%) AAPI: 5 (13.2%) Hispanic: 3 (7.9%) Multi-Ethnic: 3 (7.9%) Other Non-White: 1 (2.6%)	Applicants Interviewed: 12 1 (8.3%) 0 (0%) 1 (8.3%) 0 (0%) 1 (8.3%) 0 (0%) 9 (75%)	Applicants Screened: 25 African American: 2 (8%) Amer Ind: 0 (0%) AAPI: 1 (4%) Hispanic: 1 (4%) Multi-Ethnic: 3 (12%) Other Non-White: 1 (4%) White: 16 (64%) Not disclosed: 0 (0%)	Applicants Interviewed: 10 2 (20%) 0 (0%) 1 (10%) 0 (0%) 1 (10%) 0 (0%) 6 (60%) 0 (0%)

			White: 19 (50%) Not disclosed: 2 (5.3%)	0 (0%)				
			Finalists: 3 (white) Hired: 1 (white)		Finalists: 1 (African American), 1 (Multi-Ethnic), 2 (White) Hired: 1 (white)			
Discipline	American River College		Cosumnes River College		Folsom Lake College		Sacramento City College	
Computer Information Science					Applicants Screened: 11 African American: 0 (0%) Amer Ind: 0 (0%) AAPI: 5 (45.5%) Hispanic: 1 (9.1%) Other Non-White: 1 (25%) Multi-Ethnic: 0 (0%) White: 4 (36.4%) Not disclosed: 0 (0%)	Applicants Interviewed: 4 0 (0%) 0 (0%) 1 (25%) 1 (25%) 1 (25%) 0 (0%) 1 (25%) 0 (0%)	Applicants Screened: 6 African American: 0 (0%) Amer Ind: 0 (0%) AAPI: 2 (33.3%) Hispanic: 0 (0%) Multi-Ethnic: 1 (16.7%) White: 3 (50%) Not disclosed: 0 (0%)	Applicants Interviewed: 6 0 (0%) 0 (0%) 2 (33.3%) 0 (0%) 1 (16.7%) 3 (50%) 0 (0%)
					Finalists: 1 (Hispanic), 1 (Other Non-White) Hired: 1 (Other Non-White)		Finalists: data incomplete Hired: 1 (AAPI)	
Discipline	American River College		Cosumnes River College		Folsom Lake College		Sacramento City College	
Counselor 1 (ARC had two separate Counselor Recruitments)	Applicants Screened: 77 African American: 10 (13%) Amer Ind: 1 (1.3%) AAPI: 8 (10.4%)	Applicants Interviewed: 22 3 (13.6%) 0 (0%) 3(13.6%) 8 (36.4%)	Applicants Screened: 80 African American: 17 (21.3%) Amer Ind: 1 (1.3%) AAPI: 3 (13.6%)	Applicants Interviewed: 18 5 (27.8%) 0 (0%) 2 (11.1%) 8 (44.4%)	Applicants Screened: 55 African American: 5 (9.1%) Amer Ind: 0 (0%) AAPI: 7 (12.7%) Hispanic: 17 (30.9%)	Applicants Interviewed: 15 2 (13.3%) 0 (0%) 3 (20%) 4 (26.7%)	Applicants Screened: 70 African American: 9 (12.9%) Amer Ind: 1 (1.4%) AAPI: 12 (17.1%) Hispanic: 22 (31.4%) Multi-Ethnic: 5 (7.1%)	Applicants Interviewed: 17 3 (17.6%) 0 (0%) 1 (5.9%) 9 (52.9%) 0 (0%)

	Hispanic: 25 (32.5%) Other Non-White: 1 (1.3%) Multi-Ethnic: 7 (9.1%) White: 20 (26%) Not disclosed: 5 (6.5%)	0 (0%) 2 (9.1%) 5 (22.7%) 1 (4.5%)	Hispanic: 26 (32.5%) Multi-Ethnic: 6 (7.5%) White: 13 (16.3%) Not disclosed: 4 (5%)	1 (5.6%) 1 (5.6%) 1 (5.6%)	Multi-Ethnic: 4 (7.3%) White: 18 (32.7%) Not disclosed: 4 (7.3%)	1 (6.7%) 4 (26.7%) 1 (6.7%)	Other Non-White: 1 (1.4%) White: 15 (21.4%) Not disclosed: 5 (7.1%)	0 (0%) 3 (17.6%) 1 (5.9%)
	Finalists: 1 (white), 1 (AAPI) Hired: 1 (AAPI)		Finalists: 3 (Hispanic), 1 (white) Hired: 1 (white)		Finalists: 1 (AAPI), 1 (Hispanic), 1 (Not disclosed) Hired: 1 (Hispanic)		Finalists: 2 (African American), 2 (Hispanic), 2 (white) Hired: 1 (Hispanic), 2 (white)	
Discipline	American River College		Cosumnes River College		Folsom Lake College		Sacramento City College	
Counselor 2	Applicants Screened: 68 African American: 7 (10.3%) Amer Ind: 1 (1.5%) AAPI: 12 (17.6%) Hispanic: 20 (19.4%) Other Non-White: 0 (0%) Multi-Ethnic: 8 (11.8%) White: 17 (25%) Not disclosed: 3 (4.4%)	Applicants Interviewed: 20 2 (10%) 0 (0%) 3 (15%) 8 (40%) 0 (0%) 2 (10%) 4 (20%) 1 (5%)						
	Finalists: data incomplete Hired: 1 (Hispanic)							
Discipline	American River College		Cosumnes River College		Folsom Lake College		Sacramento City College	
Deaf Studies	Applicants Screened: 10	Applicants Interviewed: 7 0 (%)					Applicants Screened: 7 African American: 0 (0%)	Applicants Interviewed: 6 0 (0%)

	African American: 1 (1.9%) Amer Ind: 0 (0%) AAPI: 3 (30%) Hispanic: 0 (0%) Multi-Ethnic: 0 (0%) White: 7 (70%) Not disclosed: 0 (0%)	0 (0%) 2 (28.6%) 0 (0%) 0 (0%) 5 (71.4%) 0 (0%)			Amer Ind: 0 (0%) AAPI: 0 (0%) Hispanic: 0 (0%) Multi-Ethnic: 0 (0%) White: 7 (100%) Not disclosed: 0 (0%)	0 (0%) 0 (0%) 0 (0%) 0 (0%) 6 (100%) 0 (0%)	
	Finalists: data incomplete Hired: 1 (white)				Finalists: data incomplete Hired: 1 (White)		
Discipline	American River College		Cosumnes River College	Folsom Lake College		Sacramento City College	
Early Childhood Education	Applicants Screened: 21 African American: 4 (19%) Amer Ind: 0 (0%) AAPI: 1 (4.8%) Hispanic: 1 (4.8%) Other Non-White: 1 (4.8%) Multi-Ethnic: 5 (23.8%) White: 8 (38.1%) Not disclosed: 1 (4.8%)	Applicants Interviewed: 8 2 (25%) 0 (0%) 1 (12.5%) 0 (0%) 0 (0%) 2 (25%) 2 (25%) 1 (12.5%)		Applicants Screened: 23 African American: 4 (17.4%) Amer Ind: 0 (0%) AAPI: 0 (0%) Hispanic: 0 (0%) Multi-Ethnic: 4 (17.4%) White: 12 (52.2%) Not disclosed: 2 (8.7%)	Applicants Interviewed: 10 2 (20%) 0 (0%) 0 (0%) 0 (0%) 2 (20%) 5 (50%) 1 (10%)	Applicants Screened: 12 African American: 2 (16.7%) Amer Ind: 0 (0%) AAPI: 0 (0%) Hispanic: 1 (8.3%) Other Non-White: 1 (8.3%) Multi-Ethnic: 2 (16.7%) White: 5 (41.7%) Not disclosed: 1 (10.4%)	Applicants Interviewed: 8 1 (12.5%) 0 (0%) 0 (0%) 1 (12.5%) 0 (0%) 2 (25%) 3 (37.5%) 1 (12.5%)
	Finalists: 1 (white), 1 (Not disclosed) Hired: 1 (white)			Finalists: 1 (Multi-Ethnic), 1 (white) Hired: 1 (white)		Finalists: 1 (Hispanic), 1 (White) Hired: 1 (Hispanic)	
Discipline	American River College		Cosumnes River College	Folsom Lake College		Sacramento City College	

Economics			Applicants Screened: 103 African American: 5 (4.9%) Amer Ind: 0 (0%) AAPI: 56 (54.4%) Hispanic: 3 (2.9%) Other Non-White: 1 (1%) Multi-Ethnic: 4 (3.9%) White: 29 (28.2%) Not disclosed: 5 (4.9%)	Applicants Interviewed: 10 1 (7.7%) 0 (0%) 6 (46.3%) 1 (7.7%) 0 (0%) 0 (0%) 5 (38.5%) 0 (0%)	Applicants Screened: 37 African American: 4 (8.1) Amer Ind: 0 (0%) AAPI: 12 (32.4%) Hispanic: 2 (5.4%) Other Non-White: 1 (2.7%) Multi-Ethnic: 4 (10.8%) White: 13 (35.1%) Not disclosed: 0 (0%)	Applicants Interviewed: 8 0 (0%) 3 (37.5%) 0 (0%) 0 (0%) 1 (12.5%) 4 (50%) 0 (0%)
			Finalists: 1 (African American), 1 (AAPI), 2 (white) Hired: 1 (white)		Finalist: 2 (AAPI), 1 (white) Hired: 1 (AAP1)	
Discipline	American River College		Cosumnes River College		Folsom Lake College	Sacramento City College
English	Applicants Screened:110 African American: 10 (9.1%) Amer Ind: 0 (0%) AAPI: 5 (4.5%) Hispanic: 11 (10%) Other Non-White: 1 (.9%) Multi-Ethnic: 12 (10.9%) White: 59 (53.6%) Not disclosed: 12 (10.9%)	Applicants Interviewed: 12 2 (16.7%) 0 (0%) 0 (0%) 1 (8.3%) 0 (0%) 2 (16.7%) 7 (58.3%) 0 (0%)	Applicants Screened:143 African American: 9 (6.3%) Amer Ind: 0 (0%) AAPI: 11 (7.7%) Hispanic: 9 (6.3%) Other Non-White: 5 (3.5%) Multi-Ethnic: 10 (7%) White: 81 (56.6%)	Applicants Interviewed: 14 2 (14.3%) 0 (0%) 1 (7.1%) 1 (7.1%) 1 (7.1%) 2 (4.3%) 5 (35.7%) 2 (14.3%)		

			Not disclosed: 18 (12.6%)					
	Finalists: 1 (white), 1 (Not-disclosed) Hired: 1 (white)		Finalists: 2 (African American), 1 (Other Non-White), 1 (white) Hired: 1 (African American)					
Discipline	American River College		Cosumnes River College		Folsom Lake College	Sacramento City College		
English as a Second Language	Applicants Screened: 55 African American: 2 (3.6%) Amer Ind: 0 (0%) AAPI: 10 (18.2%) Hispanic: 1 (1.8%) Multi-Ethnic: 5 (9.1%) White: 29 (52.7%) Not disclosed: 8 (14.5%)	Applicants Interviewed: 10 0 (%) 0 (0%) 0 (0%) 1 (8.3%) 1 (10%) 6 (60%) 3 (30%)	Applicants Screened: 48 African American: 3 (6.3%) Amer Ind: 0 (0%) AAPI: 13 (27.1%) Hispanic: 2 (4.2%) Multi-Ethnic: 4 (8.3%) White: 21 (43.8%) Not disclosed: 5 (10.4%)	Applicants Interviewed: 12 0 (%) 0 (0%) 1 (8.3%) 0 (0%) 1 (8.3%) 8 (66.7%) 2 (16.7%)		Applicants Screened: 51 African American: 3 (5.9%) Amer Ind: 1 (2%) AAPI: 10 (19.6%) Hispanic: 1 (2%) Other Non-White: 1 (2%) Multi-Ethnic: 4 (7.8%) White: 26 (51%) Not disclosed: 5 (9.8%)	Applicants Interviewed: 13 0 (0%) 0 (0%) 3 (23.1%) 0 (0%) 0 (0%) 2 (15.4%) 7 (53.8%) 1 (7.7%)	
	Finalists: 2 (white), 1 (Not disclosed) Hired: 1 (white)		Finalists: 2 (white), 1 (Not disclosed) Hired: 1 (white)			Finalists: 1 (AAPI), 2 (Multi-Ethnic), 2 (white) Hired: 1 (Multi-Ethnic)		
Discipline	American River College		Cosumnes River College		Folsom Lake College		Sacramento City College	
Ethnic Studies			Applicants Screened: 24 African American: 8 (33.3%) Amer Ind: 0 (0%) AAPI: 4 (16.7%) Hispanic: 5 (20.8%) Other Non-	Applicants Interviewed: 9 6 (66.7%) 0 (0%) 0 (0%) 1 (11.1%) 0 (0%) 0 (0%) 2 (22.2%)	Total applicants: 28 African American: 5 (17.9%) Amer Ind: 1 (3.6%) AAPI: 6 (21.4%) Hispanic: 5 (17.9%) Other Non-White: 1 (3.6%)	Applicants Interviewed: 11 3 (27.3%) 0 (0%) 4 (36.4%) 1 (9.1%) 0 (0%) 1 (9.1%)	Applicants Screened: 11 African American: 1 (9.1%) Amer Ind: 0 (0.0%) AAPI: 10 (90.9%) Hispanic: 0 (0%) Multi-Ethnic: 0 (0%) White: 0 (0%) Not disclosed: 0 (0%)	Applicants Interviewed: 7 0 (0%) 0 (0%) 7 (100%) 0 (0%) 0 (0%) 0 (0%)

			White: 1 (4.2%) Multi-Ethnic: 3 (12.5%) White: 2 (8.3%) Not disclosed: ` 1 (4.2%)	0 (0%)	Multi-Ethnic: 5 (17.9%) White: 3 (10.7%) Not disclosed: 2 (7.1%)	2 (18.2%) 0 (0%)		
			Finalists: 2 (African American) Hired: 1 (African American)		Finalists: 2 (African American), 1 (AAPI), 1 (white) Hired: 1 (AAPI)		Finalists: data incomplete Hired: 1 (AAPI)	
Discipline	American River College		Cosumnes River College		Folsom Lake College		Sacramento City College	
Nursing	Applicants Screened: 1 White: 1 (100	Applicants Interviewed: 1 1 (100%)					Applicants Screened: 2 White: 2 (100%)	Applicants Interviewed: 2 2 (100%)
	Finalist: 1 (white) Hired: 1 (white)						Finalists: data incomplete Hired: 1 (white)	
Discipline	American River College		Cosumnes River College		Folsom Lake College		Sacramento City College	
Psychology	Applicants Screened: 22 African American: 1 (4.5%) Amer Ind: 0 (0%) AAPI: 4 (18.2%) Hispanic: 1 (4.5%) Multi-Ethnic: 4 (18.2%) White: 7 (31.8%) Not disclosed: 5 (22.7%)	Applicants Interviewed: 11 0 (%) 0 (0%) 3 (27.3%) 0 (0%) 2 (18.2%) 4 (36.4%) 2 (18.2%)	Applicants Screened: 28 African American: 2 (7.1%) Amer Ind: 0 (0%) AAPI: 5 (17.9%) Hispanic: 3 (10.7%) Other Non-White: 1 (3.6%) Multi-Ethnic: 4 (14.3%) White: 11 (39.3%) Not disclosed: 2 (7.1%)	Applicants Interviewed: 10 1 (10.0%) 0 (0%) 2 (20%) 2 (20%) 0 (0%) 0 (0%) 5 (50.0%) 0 (0%)	Applicants Screened: 44 African American: 4 (9.1%) Amer Ind: 0 (0.0%) AAPI: 1 (2.3%) Hispanic: 1 (2.3%) Other Non-White: 2 (4.5%) Multi-Ethnic: 7 (15.9%) White: 23 (52.3%) Not disclosed: 6 (13.6%)	Applicants Interviewed: 9 1 (11.1%) 0 (0%) 0 (0%) 1 (11.1%) 1 (11.1%) 5 (55.6%) 1 (11.1%)	Applicants Screened: 20 African American: 3 (15%) Amer Ind: 0 (0.0%) AAPI: 3 (15%) Hispanic: 1 (5%) Multi-Ethnic: 3 (15%) White: 7 (35%) Not disclosed: 3 (15%)	Applicants Interviewed: 8 1 (12.5%) 0 (0%) 0 (0%) 0 (0%) 1 (12.5%) 3 (37.5%) 3 (37.5%)

	Finalist: 1 (white) Hired: 1 (white)	Finalists: 1 (African American), 1 (white) Hired: 1 (African American)	Finalists: 1 African American, 2 (white) Hired: 1 (African American)	Finalists: data incomplete Hired: 1 (Multi-Ethnic)
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While there were fewer applicants overall applying to American River College and Sacramento City College with a cluster hire focus, the data in Table 5 reveal that in specific disciplines, ARC and SCC did screen more applicants than the other colleges depending upon the discipline. ARC screened more applicants for Biology (Non-Majors) and ESL than did CRC without a cluster hiring focus. In Counseling, ARC screened more applicants than did FLC. And, in Biology with a Specialization, ARC and FLC screened the same number of applicants. SCC screened more applicants in Biology (Non-Majors) than did CRC and more applicants for Counselor than did FLC. SCC also screened more applicants for Early Childhood Education than did FLC and ARC.

Because there were differences in how many applicants applied to a specific college even within the same discipline, it could be useful to understand why applicants would choose to apply for a specific discipline at one college, but not at the other colleges. Did the cluster hire supplemental questions at ARC and SCC turn people away, or were there other reasons that can account for why people would apply to one college but not another? For example, in Psychology ARC and SCC screened 22 and 20 applicants respectively, but CRC and FLC without cluster hiring screened 28 and 44 applicants, respectively. If the reason is because cluster hiring did turn away some applicants, are there also other considerations that need to be considered such as location, size of the college, or even demographics of the college? Also with regards to hiring in common disciplines, specific considerations to understand the hiring results may include:

- What factors may have contributed to a diverse hire at ARC and not at FLC in Biology with a Specialization?
- What factors may have contributed to a non-diverse hires in Biology (Non-Majors), Deaf Studies, and Nursing at the colleges hiring in those disciplines, including ARC?
- What factors may have contributed to diverse hires for Counselor at ARC, FLC, and SCC², and a non-diverse hire at CRC?
- What factors may have contributed to a non-diverse hire at ARC and a diverse hire at CRC in English?
- What factors may have contributed to a non-diverse hire at ARC and diverse hires at CRC, FLC, and SCC in Psychology?

Because SCC had fewer applicants screened at the College in the disciplines of Accounting, Early Childhood Education, and ESL than the other colleges hiring in those disciplines, it may be worthwhile for SCC to consider what happened throughout the entire recruitment process to result in diverse hires in those disciplines as compared to the hires at the other colleges in those same disciplines.

² SCC hired two Counselors with one recruitment: 1 white and 1 Hispanic.

Conclusion:

As a promising equal employment opportunity practice to help diversify the workforce recognized by the California Community Colleges Chancellor's Office, implementing cluster hiring in faculty recruitment is also consistent with the Los Rios Strategic Plan strategy to "increase recruitment outreach to diversify applicant pools." For the second year in a row, SCC implemented clustering hiring during Spring faculty recruitment, and for the second year in a row, SCC hired a majority of faculty from monitored groups. In Spring 2025, SCC had fewer applicants per position than all the other colleges with a result of more diverse hires than ARC and CRC. Also, In Spring 2025, there was no adverse impact with regards to faculty hired from monitored groups at SCC. In its first year implementing cluster hiring, ARC hired fewer faculty from monitored groups than the other colleges and there was adverse impact in the hiring process for applicants from monitored groups.

With regards to adverse impact analysis, because applicants from monitored groups at ARC were represented greater in number than white applicants, and because adverse impact began during Stage 3 of recruitment when candidates were interviewed at the first level, it may be worthwhile for the College to consider what happened before and during first level interviews that may have resulted in the outcomes reported above for common hiring across the District.

Because overall applicants of color were more likely to be finalists than white applicants at SCC, and in the end because more candidates of color were offered faculty positions than were white candidates with the result of no adverse impact in hiring for faculty candidates of color, it may be worthwhile for SCC to consider what happened during and after second level interviews that resulted in a reality of more than half of the 17 new hires being diverse hires.

Two years of cluster hiring in the District may be a beginning to understand the impact of such an intentional focus on faculty recruitment. The Spring 2024 and Spring 2025 cluster hiring results at SCC can suggest the initiative may be a worthwhile focus to diversify the faculty. At ARC, one year of cluster hiring did not result in the promised goal of increased faculty diversity, so it may be useful to fully unpack how the initiative was implemented to understand how to improve results should cluster hiring continue. Finally, because FLC hired more faculty of color than even SCC where cluster hiring was implemented, understanding how FLC achieved that reality may be useful to understand the factors which did contribute to FLC's success. It may be that achieving the goal of diversifying the faculty is possible without an initiative such as cluster hiring.

Applicant Job Category by Race/Ethnicity

Applicant Job Category by Race/Ethnicity for 2022-23 Fiscal Year

2022-23 Fiscal Year	American Indian/		Asian		Black/ African-		Hispanic/ Latino		Multi-Ethnicity		Pacific		Unknown/Blank		White/ Non-		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Ten	2	0.0048	63	15.2%	71	17.1%	60	14.5%	56	13.5%	3	0.7%	28	6.7%	132	31.8%	415
Academic, Temporary	12	0.008	212	14.2%	191	12.8%	131	8.8%	162	10.9%	1	0.1%	115	7.7%	667	44.7%	1491
Clerical/ Secretarial	22	0.0081	562	20.8%	257	9.5%	441	16.3%	333	12.3%	18	0.7%	210	7.8%	865	31.9%	2708
Executive, Admin., Mana	4	0.0024	213	12.7%	310	18.5%	211	12.6%	176	10.5%	5	0.3%	159	9.5%	599	35.7%	1677
Professional (Non-Facult	3	0.0037	192	23.7%	91	11.2%	144	17.8%	89	11.0%	3	0.4%	51	6.3%	236	29.2%	809
Service/ Maintenance	2	0.004	84	16.7%	87	17.3%	102	20.3%	52	10.4%	9	1.8%	17	3.4%	149	29.7%	502
Skilled Crafts	5	0.0746	8	11.9%	2	3.0%	7	10.4%	10	14.9%	2	3.0%	3	4.5%	30	44.8%	67
Technical/ Paraprofessio	13	0.0059	438	19.9%	257	11.7%	406	18.4%	269	12.2%	27	1.2%	169	7.7%	626	28.4%	2205

Applicant Job Category by Race/Ethnicity for 2023-24 Fiscal Year

2023-24 Fiscal Year	American Indian/		Asian		Black/ African-		Hispanic/ Latino		Multi-Ethnicity		Pacific		Unknown/Blank		White/ Non-		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Ten	11	0.006	330	18.0%	225	12.3%	226	12.3%	191	10.4%	10	0.5%	136	7.4%	706	38.5%	1835
Academic, Temporary	16	0.0072	397	18.0%	291	13.2%	198	9.0%	217	9.8%	3	0.1%	212	9.6%	873	39.6%	2207
Clerical/ Secretarial	28	0.007	697	17.5%	470	11.8%	636	15.9%	663	16.6%	42	1.1%	317	7.9%	1141	28.6%	3994
Executive, Admin., Mana	38	0.0153	336	13.5%	417	16.8%	355	14.3%	286	11.5%	15	0.6%	210	8.5%	827	33.3%	2484
Professional (Non-Facult	3	0.003	283	28.7%	91	9.2%	138	14.0%	105	10.6%	11	1.1%	64	6.5%	291	29.5%	986
Service/ Maintenance	2	0.0063	46	14.6%	60	19.0%	64	20.3%	32	10.2%	9	2.9%	17	5.4%	85	27.0%	315
Skilled Crafts	0	0	2	6.7%	1	3.3%	5	16.7%	4	13.3%		0.0%		0.0%	18	60.0%	30
Technical/ Paraprofessio	9	0.0041	457	20.7%	212	9.6%	405	18.3%	269	12.2%	25	1.1%	171	7.7%	664	30.0%	2212

Applicant Job Category by Race/Ethnicity for 2024-25 Fiscal Year

2024-25 Fiscal Year	American Indian/		Asian		Black/ African-		Hispanic/ Latino		Multi-Ethnicity		Pacific		Unknown/Blank		White/ Non-		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Ten	35	0.0091	757	19.7%	413	10.8%	324	8.4%	307	8.0%	11	0.3%	377	9.8%	1611	42.0%	3835
Academic, Temporary	54	0.0111	729	15.0%	579	11.9%	417	8.6%	473	9.8%	12	0.2%	547	11.3%	2038	42.0%	4849
Clerical/ Secretarial	39	0.0065	1148	19.0%	657	10.9%	919	15.2%	755	12.5%	48	0.8%	459	7.6%	2016	33.4%	6041
Executive, Admin., Mana	32	0.0104	354	11.5%	597	19.4%	363	11.8%	307	10.0%	19	0.6%	302	9.8%	1099	35.8%	3073
Professional (Non-Facult	15	0.0074	582	28.5%	214	10.5%	250	12.3%	193	9.5%	4	0.2%	179	8.8%	603	29.6%	2040
Service/ Maintenance	20	0.0233	120	14.0%	162	18.9%	132	15.4%	89	10.4%	8	0.9%	53	6.2%	273	31.9%	857
Skilled Crafts	4	0.0184	12	5.5%	17	7.8%	52	24.0%	26	12.0%	1	0.5%	12	5.5%	93	42.9%	217
Technical/ Paraprofessio	26	0.0067	789	20.4%	463	12.0%	599	15.5%	494	12.8%	19	0.5%	318	8.2%	1161	30.0%	3869

Applicant Job Category by Gender

Applicant Job Category by Gender for 2022-23 Fiscal Year

2022-23 Fiscal Year	Female		Male		Non-Binary		Unknown/Blank		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Tenure-Track	222	53.5%	181	43.6%	5	1.2%	7	1.7%	415
Academic, Temporary	752	50.4%	685	45.9%	18	1.2%	36	2.4%	1491
Clerical/ Secretarial	1906	70.4%	717	26.5%	30	1.1%	55	2.0%	2708
Executive, Admin., Managerial	912	54.4%	705	42.0%	12	0.7%	48	2.9%	1677
Professional (Non-Faculty)	475	58.7%	309	38.2%	8	1.0%	17	2.1%	809
Service/ Maintenance	119	23.7%	379	75.5%	1	0.2%	3	0.6%	502
Skilled Crafts	3	4.2%	64	90.1%	1	1.4%	3	4.2%	71
Technical/ Paraprofessional	1339	62.2%	780	36.2%	35	1.6%		0.0%	2154

Applicant Job Category by Gender for 2023-24 Fiscal Year

2023-24 Fiscal Year	Female		Male		Non-Binary		Unknown/Blank		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Tenure-Track	872	47.5%	879	47.9%	34	1.9%	50	2.7%	1835
Academic, Temporary	1171	53.1%	933	42.3%	47	2.1%	56	2.5%	2207
Clerical/ Secretarial	2602	65.1%	1142	28.6%	176	4.4%	74	1.9%	3994
Executive, Admin., Managerial	1321	53.2%	1063	42.8%	25	1.0%	75	3.0%	2484
Professional (Non-Faculty)	471	47.8%	473	48.0%	17	1.7%	25	2.5%	986
Service/ Maintenance	59	18.7%	250	79.4%	2	0.6%	4	1.3%	315
Skilled Crafts	0	0.0%	30	100.0%	0	0.0%	0	0.0%	30
Technical/ Paraprofessional	1190	53.8%	924	41.8%	63	2.8%	35	1.6%	2212

Applicant Job Category by Gender for 2024-25 Fiscal Year

2024-25 Fiscal Year	Female		Male		Non-Binary		Unknown/Blank		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Tenure-Track	1871	46.8%	1921	48.0%	77	1.9%	133	3.3%	4002
Academic, Temporary	2508	50.0%	2275	45.3%	91	1.8%	144	2.9%	5018
Clerical/ Secretarial	4089	65.8%	1820	29.3%	183	2.9%	118	1.9%	6210
Executive, Admin., Managerial	1581	49.0%	1518	47.1%	37	1.1%	89	2.8%	3225
Professional (Non-Faculty)	1154	55.5%	857	41.2%	37	1.8%	32	1.5%	2080
Service/ Maintenance	178	20.3%	673	76.7%	6	0.7%	20	2.3%	877
Skilled Crafts	6	2.6%	222	96.9%	0	0.0%	1	0.4%	229
Technical/ Paraprofessional	2047	51.3%	1759	44.1%	82	2.1%	101	2.5%	3989

Applicant Job Category by Disability Status

Applicant Job Category by Disability Status for 2022-23 Fiscal Year

2022-23 Fiscal Year	No Disability		Disability		Unknown/Blank		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Tenure-Track	64	16.0%	11	2.7%	326	81.3%	401
Academic, Temporary	246	16.5%	43	2.9%	1202	80.6%	1491
Clerical/ Secretarial	458	16.9%	103	3.8%	2147	79.3%	2708
Executive, Admin., Managerial	334	19.9%	35	2.1%	1308	78.0%	1677
Professional (Non-Faculty)	5	0.7%	16	2.4%	650	96.9%	671
Service/ Maintenance	89	17.7%	12	2.4%	401	79.9%	502
Skilled Crafts	11	16.4%	0	0.0%	56	83.6%	67
Technical/ Paraprofessional	376	17.1%	77	3.5%	1752	79.5%	2205

Applicant Job Category by Disability Status for 2023-24 Fiscal Year

2023-24 Fiscal Year	No Disability		Disability		Unknown/Blank		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Tenure-Track	292	15.9%	66	3.6%	1477	80.5%	1835
Academic, Temporary	339	15.4%	52	2.4%	1816	82.3%	2207
Clerical/ Secretarial	572	14.3%	160	4.0%	3262	81.7%	3994
Executive, Admin., Managerial	468	18.8%	42	1.7%	1973	79.5%	2483
Professional (Non-Faculty)	132	13.4%	15	1.5%	840	85.1%	987
Service/ Maintenance	43	13.7%	10	3.2%	262	83.2%	315
Skilled Crafts	5	16.7%	4	13.3%	21	70.0%	30
Technical/ Paraprofessional	307	13.9%	80	3.6%	1825	82.5%	2212

Applicant Job Category by Disability Status for 2024-25 Fiscal Year

2024-25 Fiscal Year	No Disability		Disability		Unknown/Blank		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Tenure-Track	2953	73.8%	651	16.3%	398	9.9%	4002
Academic, Temporary	3720	74.1%	811	16.2%	487	9.7%	5018
Clerical/ Secretarial	4556	73.4%	982	15.8%	672	10.8%	6210
Executive, Admin., Managerial	2463	76.4%	465	14.4%	297	9.2%	3225
Professional (Non-Faculty)	1642	78.1%	251	11.9%	210	10.0%	2103
Service/ Maintenance	704	80.3%	97	11.1%	76	8.7%	877
Skilled Crafts	209	91.3%	11	4.8%	9	3.9%	229
Technical/ Paraprofessional	2955	74.1%	601	15.1%	434	10.9%	3990

Employee Job Category by Race/Ethnicity

Employee Job Category by Race/Ethnicity for Fall 2022

Fall 2022	American Indian/		Asian		Black/ African-		Hispanic/ Latino		Multi-Ethnicity		Pacific		Unknown/Blank		White/ Non-		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Temporary	7	0.01	78	11.4%	58	8.5%	71	10.3%	67	9.8%	3	0.4%	20	2.9%	382	55.7%	686
Academic, Temporary	5	0.005	108	10.0%	86	8.0%	81	7.5%	131	12.2%	4	0.4%	57	5.3%	603	56.1%	1075
Clerical/ Secretarial	1	0.004	37	13.9%	25	9.4%	38	14.2%	53	19.9%	2	0.7%	5	1.9%	106	39.7%	267
Executive, Admin., Managerial	0	0	13	14.0%	15	16.1%	22	23.7%	5	5.4%	0	0.0%	5	5.4%	33	35.5%	93
Professional (Non-Faculty)	3	0.011	38	13.7%	16	5.8%	27	9.7%	45	16.2%	0	0.0%	0		148	53.4%	277
Service/ Maintenance	2	0.02	12	12.2%	11	11.2%	13	13.3%	14	14.3%	0	0.0%	3	3.1%	43	43.9%	98
Skilled Crafts	0	0	1	3.3%	0	0.0%	3	10.0%	4	13.3%	0	0.0%	2	6.7%	20	66.7%	30
Technical/ Paraprofessional	0	0	36	16.4%	16	7.3%	27	12.3%	27	12.3%	1	0.5%	7	3.2%	105	47.9%	219

Employee Job Category by Race/Ethnicity for Fall 2023

Fall 2023	American Indian/		Asian		Black/ African-		Hispanic/ Latino		Multi-Ethnicity		Pacific		Unknown/Blank		White/ Non-		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Temporary	7	0.01	83	12.0%	56	8.1%	74	10.7%	74	10.7%	1	0.1%	22	3.2%	375	54.2%	692
Academic, Temporary	7	0.006	120	10.7%	93	8.3%	82	7.3%	142	12.6%	5	0.4%	53	4.7%	623	55.4%	1125
Clerical/ Secretarial	1	0.004	29	11.7%	21	8.5%	34	13.8%	53	21.5%	2	0.8%	6	2.4%	101	40.9%	247
Executive, Admin., Managerial	0	0	12	12.8%	16	17.0%	23	24.5%	4	4.3%	0	0.0%	5	5.3%	34	36.2%	94
Professional (Non-Faculty)	4	0.014	48	17.0%	14	4.9%	29	10.2%	51	18.0%	1	0.4%	2	0.7%	134	47.3%	283
Service/ Maintenance	2	0.02	13	13.0%	13	13.0%	12	12.0%	16	16.0%	0	0.0%	3	3.0%	41	41.0%	100
Skilled Crafts	0	0	1	3.2%	0	0.0%	3	9.7%	4	12.9%	0	0.0%	2	6.5%	21	67.7%	31
Technical/ Paraprofessional	0	0	42	15.6%	28	10.4%	41	15.2%	43	15.9%	1	0.4%	7	2.6%	108	40.0%	270

Employee Job Category by Race/Ethnicity for Fall 2024

Fall 2024	American Indian/		Asian		Black/ African-		Hispanic/ Latino		Multi-Ethnicity		Pacific		Unknown/Blank		White/ Non-		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Temporary	8	0.012	79	11.9%	57	8.6%	71	10.7%	66	9.9%	1	0.2%	17	2.6%	367	55.1%	666
Academic, Temporary	8	0.007	129	10.9%	101	8.6%	98	8.3%	156	13.2%	5	0.4%	53	4.5%	629	53.4%	1179
Clerical/ Secretarial	1	0.004	30	13.0%	22	9.6%	34	14.8%	46	20.0%	4	1.7%	4	1.7%	89	38.7%	230
Executive, Admin., Managerial	0	0	10	10.3%	15	15.5%	25	25.8%	4	4.1%	0	0.0%	6	6.2%	37	38.1%	97
Professional (Non-Faculty)	6	0.02	47	15.6%	16	5.3%	28	9.3%	56	18.6%	1	0.3%	5	1.7%	142	47.2%	301
Service/ Maintenance	1	0.01	15	14.3%	13	12.4%	16	15.2%	16	15.2%	0	0.0%	4	3.8%	40	38.1%	105
Skilled Crafts	0	0	2	5.9%	0	0.0%	3	8.8%	5	14.7%	0	0.0%	2	5.9%	22	64.7%	34
Technical/ Paraprofessional	0	0	43	15.5%	28	10.1%	40	14.4%	39	14.1%	1	0.4%	9	3.2%	117	42.2%	277

Employee Job Category by Gender

Employee Job Category by Gender for Fall 2022

Fall 2022	Female		Male		Non-Binary		Unknown/Blank		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Tenure-Track	386	56.3%	300	43.7%	0	0.0%	0	0.0%	686
Academic, Temporary	595	55.3%	475	44.2%	2	0.2%	3	0.3%	1075
Clerical/ Secretarial	216	80.9%	50	18.7%	1	0.4%		0.0%	267
Executive, Admin., Managerial	48	51.6%	44	47.3%	1	1.1%	0	0.0%	93
Professional (Non-Faculty)	171	61.7%	106	38.3%	0	0.0%	0	0.0%	277
Service/ Maintenance	21	21.4%	77	78.6%	0	0.0%	0	0.0%	98
Skilled Crafts	1	3.3%	29	96.7%	0	0.0%	0	0.0%	30
Technical/ Paraprofessional	109	49.8%	110	50.2%	0	0.0%	0	0.0%	219

Employee Job Category by Gender for Fall 2023

Fall 2023	Female		Male		Non-Binary		Unknown/Blank		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Tenure-Track	396	57.2%	296	42.8%	0	0.0%	0	0.0%	692
Academic, Temporary	617	54.8%	500	44.4%	6	0.5%	2	0.2%	1125
Clerical/ Secretarial	209	84.6%	37	15.0%	1	0.4%	0	0.0%	247
Executive, Admin., Managerial	52	55.3%	41	43.6%	1	1.1%	0	0.0%	94
Professional (Non-Faculty)	175	61.8%	107	37.8%	0	0.0%	1	0.4%	283
Service/ Maintenance	20	20.0%	80	80.0%	0	0.0%	0	0.0%	100
Skilled Crafts	2	6.5%	29	93.5%	0	0.0%	0	0.0%	31
Technical/ Paraprofessional	150	55.6%	120	44.4%	0	0.0%	0	0.0%	270

Employee Job Category by Gender for Fall 2022

Fall 2024	Female		Male		Non-Binary		Unknown/Blank		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Tenure-Track	365	54.8%	301	45.2%	0	0.0%	0	0.0%	666
Academic, Temporary	656	55.6%	514	43.6%	5	0.4%	4	0.3%	1179
Clerical/ Secretarial	187	81.3%	41	17.8%	2	0.9%	0	0.0%	230
Executive, Admin., Managerial	54	55.7%	43	44.3%	0	0.0%	0	0.0%	97
Professional (Non-Faculty)	187	62.1%	111	36.9%	0	0.0%	3	1.0%	301
Service/ Maintenance	24	22.9%	81	77.1%	0	0.0%	0	0.0%	105
Skilled Crafts	2	5.9%	32	94.1%	0	0.0%	0	0.0%	34
Technical/ Paraprofessional	156	56.3%	117	42.2%	1	0.4%	3	1.1%	277

Employee Job Category by Disability Status

Employee Job Category by Disability Status for Fall 2022

Fall 2022	No Disability		Disability		Unknown/Blank		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Tenure-Track	247	36.0%	11	1.6%	428	62.4%	686
Academic, Temporary	1051	97.9%	0	0.0%	23	2.1%	1074
Clerical/ Secretarial	142	53.2%	2	0.7%	123	46.1%	267
Executive, Admin., Managerial	80	86.0%	1	1.1%	12	12.9%	93
Professional (Non-Faculty)	154	46.0%	4	1.4%	119	59.1%	277
Service/ Maintenance	54	55.1%	0	0.0%	44	44.9%	98
Skilled Crafts	9	30.0%	0	0.0%	21	70.0%	30
Technical/ Paraprofessional	99	45.2%	3	1.4%	117	53.4%	219

Employee Job Category by Disability Status for Fall 2023

Fall 2023	No Disability		Disability		Unknown/Blank		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Tenure-Track	259	37.4%	11	1.6%	422	61.0%	692
Academic, Temporary	1050	97.7%	0	0.0%	25	2.3%	1075
Clerical/ Secretarial	119	48.2%	3	1.2%	125	50.6%	247
Executive, Admin., Managerial	81	86.2%	1	1.1%	12	12.8%	94
Professional (Non-Faculty)	158	55.8%	4	1.4%	121	42.8%	283
Service/ Maintenance	63	63.0%	0	0.0%	37	37.0%	100
Skilled Crafts	10	32.3%	1	3.2%	20	64.5%	31
Technical/ Paraprofessional	135	50.0%	4	1.5%	131	48.5%	270

Employee Job Category by Disability Status for Fall 2024

Fall 2024	No Disability		Disability		Unknown/Blank		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Tenure-Track	257	38.6%	12	1.8%	397	59.6%	666
Academic, Temporary	1145	97.1%	0	0.0%	34	2.9%	1179
Clerical/ Secretarial	122	53.0%	5	2.2%	103	44.8%	230
Executive, Admin., Managerial	85	87.6%	0	0.0%	12	12.4%	97
Professional (Non-Faculty)	175	58.1%	5	1.7%	121	40.2%	301
Service/ Maintenance	69	65.7%	0	0.0%	36	34.3%	105
Skilled Crafts	10	29.4%	1	2.9%	23	67.6%	34
Technical/ Paraprofessional	154	55.6%	5	1.8%	118	42.6%	277