LOS RIOS COMMUNITY COLLEGE DISTRICT

BOARD MEETING AGENDA
Wednesday, October 15, 2025
5:30pm

Meeting Location:
Cosumnes River College
WIN-150
8401 Center Parkway
Sacramento, CA 95825

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. SPECIAL ORDER OF BUSINESS

A. Chancellor Search Process Update *(page 3)*	Alyssa Bivins

4. CONSENT CONSIDERATIONS

A member of the Board may request that an item be removed for further discussion and separate action.

A. Board Meeting Minutes: September 10, 2025 *(page 4)*	Brian King
B. Curriculum Proposals: Los Rios Colleges *(page 15)*	Jamey Nye
C. Resolution No. 2025-16: Liability Coverage for District Volunteers *(page 31)*	Mario Rodriguez
D. Resolution No. 2025-17: Child Development Center Contracts *(page 33)*	Mario Rodriguez
E. Special Event Authorization *(page 35)*	Alyssa Bivins
F. Ratify: Affiliation and Other Agreements *(page 37)*	Mario Rodriguez
G. Ratify: Bid Transactions *(page 38)*	Mario Rodriguez
H. Disposition of Surplus Equipment *(page 39)*	Mario Rodriguez
I. Disposition of Surplus Equipment- Salvage Value Greater than $5,000 *(page 40)*	Mario Rodriguez
J. Disposition of Surplus Equipment- Disposal Value Greater than $5,000 *(page 41)*	Mario Rodriguez
K. Ratify: Grants and Contracts Awarded *(page 42)*	Brian King
L. Purchase Orders, Warrants, Checks and Electronic Transfers *(page 44)*	Mario Rodriguez
M. Los Rios Community College District Equal Employment Opportunity Certification Form *(page 46)*	Mario Rodriguez
N. Human Resources Transactions *(page 125)*	Mario Rodriguez

5. ACTION

A. LRSA Salary Schedule Revision, 2025-2026 *(page 147)*	Mario Rodriguez
B. Contract Officer Contracts *(page 149)*	Brian King

6. INFORMATION

A. Cosumnes River College - Advancing Equity and Student Success Through Learning Resources *(page 151)*	Ed Bush

7. BOARD MEMBER REPORTS

8. FUTURE AGENDA ITEMS

9. REPORTS and COMMENTS
- Student Association
- Classified Senate
- Academic Senate
- Other Recognized Constituencies
- Chancellor's Report

10. 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. Closed Session is not open to the public.

A. Conference with Labor Negotiators (Government Code section 54957.6). Agency designated representatives: Chancellor Brian King and Executive Vice Chancellor Mario Rodriguez. Employee organizations: SEIU Local 1021, LRCFT, LRCEA, and LRSA

B. Conference with Labor Negotiators (Government Code section 54957.6). Agency designated representatives: Laura Schulkind. Unrepresented Employee: Chancellor

11. OPEN SESSION: REPORT OF ANY ACTION TAKEN IN CLOSED SESSION, IF NECESSARY

12. ADJOURNMENT

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** October 15, 2025

SUBJECT:	Chancellor Search Update: Job Posting and Screening Committee	ATTACHMENT: None	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 1-5	
AGENDA ITEM:	Special Order of Business Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	*Alyssa R. Bivins* Alyssa Bivins, Chief Counsel	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	*Brian King* Brian King, Chancellor	ACTION	
		INFORMATION	X

BACKGROUND/ STATUS:

The Board of Trustees hired PPL, Inc., an executive search firm, to assist in the hiring of its next Chancellor. The application for the future Chancellor was posted on August 18, 2025 and will close on October 15, 2025. PPL will provide updates on the job posting, the screening committee meetings, and future meetings once applicants are screened.
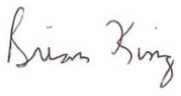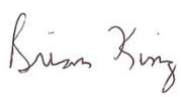
RECOMMENDATION:

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

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** October 15, 2025

SUBJECT:	Board Meeting Minutes: September 10, 2025	ATTACHMENT: None	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 5	
AGENDA ITEM:	Consent Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King, Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION	
		INFORMATION	

STATUS:

The minutes of the Board of Trustees meetings held on September 10, 2025 are attached for the Board's review and consideration.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the minutes of the meetings held on September 10, 2025.

LOS RIOS COMMUNITY COLLEGE DISTRICT
Board Meeting Minutes
Wednesday, September 10, 2025

1. CALL TO ORDER

In the absence of the Board's President and Vice President, Board Secretary Chancellor King called the meeting to order at 5:30pm in the Board Room at 1919 Spanos Court, Sacramento, CA 95825.

A motion was made by Trustee Johnson, seconded by Trustee Harris-Mathews, that Trustee Knight serve as President Pro Tem for the meeting.

Motion carried; 4:0

Present:
Colette Harris-Mathews
Dustin Johnson
John Knight
Tami Nelson

Brianna Pham, Student Trustee

Brian King, Chancellor

Absent:
Kelly Wilkerson, President
Deborah Ortiz, Vice President
Robert Jones

2. ORAL COMMUNICATIONS

Sheila Swanson addressed the Board of Trustees regarding concerns at Folsom Lake College.

Michael Henderson addressed the Board of Trustees regarding the district's management of the PREP program.

Belinda Lum addressed the Board of Trustees regarding the district's management of the PREP program.

Veronica Lopez played a recorded message on behalf Teresa Farley Duran for the Board of Trustees regarding the management of the PREP program.

Chancellor King acknowledged Executive Vice Chancellor Mario Rodriguez, Associate Vice Chancellor of Facilities Management Pablo Manzo, and FLC President Art Pimentel for the recent "Real Estate Project of the Year" award honoring the new Folsom Lake College Science building.

3. SPECIAL ORDER OF BUSINESS

A.   *Chancellor Search Update: Timeline, Website, and Hiring Committee Composition*

The Board of Trustees hired PPL, Inc., an executive search firm, to assist in the hiring of its next Chancellor. PPL, Inc., provided an update on the job posting, interest received, applications, and the hiring committee.

4. CONSENT CONSIDERATIONS

A motion was made by Trustee Johnson, seconded by Trustee Pham, that the Board of Trustees approve Consent Consideration items A through K.

Motion carried; 4:0

A. *Board Meeting Minutes: August 13, 2025*

That the Board of Trustees approve the minutes of the board meetings held on August 13, 2025.

B. *Curriculum Proposals: Los Rios Colleges*

That the Board of Trustees approve the curriculum proposals for American River, Cosumnes River, and Folsom Lake Colleges.

C. *2025-26 Education Protection Account Expenditure Plan*

That the Board of Trustees adopt for the 2025-26 fiscal year the plan to designate compensation costs for the classroom instruction as funded by EPA. Upon approval, the District will update its website to reflect the Board's action.

D. *District Annual Investment Report*

That the Board of Trustees accept the District's Annual Investment Report for fiscal year 2024-25.

E. *Special Event Authorization*

That the Board of Trustees approve or ratify the applications listed herein.

Date of Event	College	Location	Name of Event	Alcohol
10/10/2025	FLC	Harris Center	Harris Center Presents: Junior Marvin & the Legendary Wailers	Beer and wine
10/11/2025	FLC	Harris Center	Folsom Lake Symphony Presents: The Big Picture	Beer and wine
10/12/2025	FLC	Harris Center	Folsom Lake Concert Assoc. Presents: The Next Generation Leahy	Beer and wine
10/16/2025	FLC	Harris Center	Harris Center Presents: Sara Evans	Beer and wine

F. *Ratify: Affiliation and Other Agreements*

That the Board of Trustees ratify and/or approve the bid transaction as listed herein.

ALLIED HEALTH AGREEMENTS FOR CLINICAL PLACEMENTS/ INTERNSHIP AGREEMENTS

Listed below are Allied Health Agreements for clinical placements and Internships for Los Rios students. Pursuant to the agreements, the District is obligated to cooperate and provide educational services. The agreements do not require payment or receipt of funds.

Agency	Clinical Program	Campus	Contract Date	Term
Teamwork Therapies	PTA/OTA[1]	SCC	06/26/2025	Evergreen
Vanderbilt Physical Therapy and Lymphedema	PTA/OTA[1]	SCC	08/6/2025	Evergreen
WellSpace Health	Dental Hygiene	SCC	08/25/2025	Evergreen

[1]PTA/OTA: Physical Therapy Assistant/Occupational Therapy Assistant

G. *Ratify: Bid Transactions*

That the Board of Trustees ratify and/or approve the bid transaction as listed herein.

CHANGE ORDERS				
Bid №	Change Amount	Change Number	Vendor	New Contract Total
23003	$321,363.12	7	John F. Otto	$68,113,830.50
22015	$1,089,659.00	11	John F. Otto	$62,548,446.65
23020R	$164,355.43	4	Rodan Builders	$12,124,741.49

BID AWARDS					
Bid №	Description	№ of Responses	Award Date	Successful Vendor	Total Contract

| 25010 | ARC PE Men Locker Room HVAC Improvement | 3 | 8/22/2025 | Mesa Energy Systems, Inc. | $136,591.00 |
| 25012 | FLC – El Dorado Center SMSR Building Foam and Coat Project | 3 | 8/11/2025 | Pacific Polymers, Inc. | $118,418.00 |

H. *Disposition of Surplus Equipment*

That the Board of Trustees approve the disposal of the items listed in the September agenda packet per Education Code section 81452.

I. *Ratify: Grants and Contracts Awarded*

That the Board of Trustees ratify and/or approve the grant and contract awards listed herein, pursuant to Board Policy 8315.

Title, Description, Term, Project Administrator	College/Unit	Amount	Source
Rebuilding Nursing Infrastructure Grant • Funding will be used to sustain and expand RN to BSN enrollments through investment in our partnership with CSUS nursing programs, faculty recruitment, training and retention, and curricular and student support. • 07/01/2025 - 06/30/2027 • Administrator: Paulette Lopez, Dean, Education and Health Professions Division	SCC	$850,000	California Community Colleges Chancellor's Office
Strengthening Workforce Education Excellence of Programming Security (SWEEPS) • Funding will be used to participate in UC Davis-led cybersecurity research. CRC faculty will serve on a curriculum development team responsible for educational programming, as well as lead outreach efforts to other community colleges and help to recruit secure programming learners. • 07/19/2024 – 07/19/2025 • Administrator: Tyler Rollins, Dean, Business and Computer Science	CRC	$25,000	National Security Agency
Teaching Old Projects New Tricks AI Powered PBL • Funding will be used to pilot AI-Enhanced Project-Based Learning in engineering education. It will support students to take control of their learning processes by developing their own learning scaffolds, rather than following a rigid manual. • 04/01/2025 – 09/30/2026 • Administrator: Dr. Lorena Navarro, Dean, Math, Science and Engineering	FLC	$35,322	California Education Learning Lab
Utility Line Clearance Arborist and Pre-Inspector • Funding will be used to provide in-the-field and classroom instruction to increase the skills and knowledge necessary to perform tree crew work and inspection, ultimately contributing to wildfire risk-mitigation efforts. • 05/01/2024 – 05/29/2026	FLC	$140,392	Butte-Glenn Community College District

• Administrator: Janiene M. Langford, Director of Educational Options			

J. *Purchase Orders, Warrants, Checks and Electronic Transfers*

That the Board of Trustees approve the numbered purchase orders, warrants, checks and electronic transfers that are reflected on the schedule below.

PURCHASE ORDERS		
General Fund	0001141413 – 0001142492 B260318-B260546	$ 14,141,653.46
Capital Outlay Fund	0003020544-0003020648	
Child Development Fund	0006001288-0006001299 B681003-B681015	
Self-Insurance Fund	0009000569-0009000572	
WARRANTS		
General Fund	884747-885815	$ 21,692,844.26
General Fund-ARC Instructional Related	014069-014082	
General Fund–CRC Instructional Related	025010-025053	
General Fund–FLC Instructional Related	032477-032496	
General Fund–SCC Instructional Related	050144-050179	
Capital Outlay Fund	838826-838943	
Student Financial Aid Fund	902001-902008	
Child Development Fund	955609-955619	
Self-Insurance Fund	976890-976897	
ODSFD	-	
Payroll Warrants	602665- 603093	$ 16,073,551.34
Payroll Vendor Warrants	73936-74041	
July Leave Process	603094-604308	
CHECKS		
Financial Aid Disbursements (PeopleSoft)	-	$ 2,598,117.22
Clearing Checks	-	$ -
Parking Checks	-	$ -
Student Clubs Agency Fund – ARC	7446-7458	$ 85,252.82
Student Clubs Agency Fund – CRC	6872-6798	
Student Clubs Agency Fund – FLC	3563-3590	
Student Clubs Agency Fund – SCC	5609-5622	
Foundation – ARC	8190-8320	$ 1,940,515.32
Foundation – CRC	3525-3607	
Foundation – FLC	2898-2930	
Foundation – SCC	8047-8362	
Foundation – DO	2696-2746	
Associated Students Trust Fund – ARC	-	$ -
Associated Students Trust Fund – CRC	-	
Associated Students Trust Fund – FLC	-	
Associated Students Trust Fund – SCC	-	
Regional Performing Arts Center Fund	-	$ -
ELECTRONIC TRANSFERS		
GENFD Financial Aid	-	$ 71,335.00
Board of Equalization	-	$ -
PARS Wire	-	$ 39,050.65
Retiree Health Trust	-	$ -
CDTFA-ACH	-	$ -
Envoy	-	$ -
Payroll Direct Deposit Advices	1362696-1370737	$ 29,978,622.64

Other Payroll Transactions	-	$ 556.00
Keenan Wire	-	$ 73,088.69
PITCO Wire	-	$ 5,246.44
SB85 Debt Relief	-	$ -
Self-Insurance Fund	-	$ 67,296.90
PO 1139689	-	$ 2,347.50
PAC GOSERVICE Wire	-	$ -
Fidelity Wire	-	$ 120,446.24
Regional Transit Wire	-	$ -
Scholarships	-	$ 5,822.00

K. *Human Resources Transactions*

That the Board of Trustees approve the human resources transactions listed in the September board agenda packet.

5. ACTION

A. *Resolution No. 2025-14: Ratification of Purchase Agreement and Residential Lease*

A motion was made by Trustee Nelson seconded by Trustee Pham, that the Board of Trustees approve Resolution No. 2025-14 ratifying the purchase and lease agreements related to the property transfer. The resolution also authorizes the use of lease revenue bond financing and grants authority to designated District staff to execute and deliver all necessary bond documents in connection with the issuance of the bonds.

Roll Call Vote:
Aye: Harris-Mathews, Johnson, Knight, Nelson
No: None
Absent: Jones, Ortiz, Wilkerson
Student Trustee: Aye
Motion carried; 4:0:3

B. *Resolution No. 2025-15: Authorization to Sign and Execute Documents*

A motion was made by Trustee Johnson, seconded by Trustee Harris-Mathews, that the Board of Trustees approve Resolution No. 2025-15 authorizing a designated individual to sign and execute all documents, including title documents, related to the purchase and transfer of a property.

Roll Call Vote:
Aye: Harris-Mathews, Johnson, Knight, Nelson
No: None
Absent: Jones, Ortiz, Wilkerson
Student Trustee: Aye

Motion carried; 4:0:3

    C. <u>*American River College Commemorative Naming for the ARC Career Technical*</u>
       <u>*Education Building*</u>

A motion was made by Trustee Nelson, seconded by Trustee Pham, that the Board of Trustees approve the area namings for SMUD, in recognition of their generous support and sponsorship of the Career Technical Education Building, the Culinary Arts and Hospitality Management program and the American Indian Summer Institute at American River College.

Roll Call Vote:
Aye: Harris-Mathews, Johnson, Knight, Nelson
No: None
Absent: Jones, Ortiz, Wilkerson
Student Trustee: Aye
Motion carried; 4:0:3

    D. <u>*Public Hearing: Adoption of 2025-26 Proposed Budgets*</u>

A motion was made by Trustee Johnson, seconded by Trustee Harris-Matthews, that the Board of Trustees conducted a public hearing to receive comments on the proposed budgets and adopt the 2025-26 proposed budgets for the General Fund (Z budget), Instructionally-Related, Special Revenue, Capital Projects, Debt Service, Enterprise, Internal Service, Fiduciary, Trust and Auxiliary Funds of the District for filing with the appropriate County/State agencies.

Roll Call Vote:
Aye: Harris-Mathews, Johnson, Knight, Nelson
No: None
Absent: Jones, Ortiz, Wilkerson
Student Trustee: Aye
Motion carried; 4:0:3

6. INFORMATION

    A. <u>*Citizens' Bond Oversight Committee Annual Report 2024-25*</u>

Executive Vice Chancellor Rodriguez and Associate Vice Chancellor Manzo presented the annual report of the Citizens' Bond Oversight Committee. This item was presented to the Board of Trustees for information and discussion.

7. BOARD MEMBER REPORTS

Trustee Johnson attended the New Faculty Reception and Faculty Senate Retreat.

Trustee Harris-Mathews attended New Faculty Reception and Faculty Senate Retreat. She also attended all four college convocations.

Truste Nelson attended the Cosumnes River College convocation.

Trustee Pham reported out from the CCLC Student Trustee conference. She also attended the FLC Oak Hall Grand Opening and the CRC and ARC convocations and served on the student panel at the New Faculty Orientation. Today was the first Student Advisory Committee of the semester.

8. FUTURE AGENDA ITEMS

No future agenda items were requested.

9. REPORTS AND COMMENTS

The following constituency representatives presented reports to the Board:
      Nathaniel Petueli, Student Advisory Committee
      Paula Cardwell, District Academic Senate President
      Jason Newman, LRCFT

10. ADJOURNMENT

President Pro Tem Knight adjourned the meeting at 7:05 pm.

_____
BRIAN KING
Chancellor and Secretary to the Board of Trustees

Draft minutes presented to the Board of Trustees: October 15, 2025

1. CALL TO ORDER

The special board meeting was called to order by President Pro Tem Knight at 7:05 pm, in the Board Room at 1919 Spanos Court, Sacramento, CA 95825.

Present:
   Colette Harris-Mathews
   Dustin Johnson
   John Knight
   Tami Nelson

   Brianna Pham, Student Trustee

   Brian King, Chancellor

Absent:
   Kelly Wilkerson, President
   Deborah Ortiz, Vice President
   Robert Jones

2. ORAL COMMUNICATIONS

There were no public comments.

3. CLOSED SESSION

The following board members went into closed session at 7:06 pm: Ms. Harris-Matthews, Mr. Johnson, Mr. Knight, Ms. Nelson.

A.   Conference with Labor Negotiators (Government Code section 54957.6). Agency designated representatives: Chancellor Brian King and Executive Vice Chancellor Mario Rodriguez. Employee organizations: SEIU Local 1021, LRCFT, LRCEA, and LRSA

4. OPEN SESSION: REPORT OF ANY ACTION TAKEN IN CLOSED SESSION, IF NECESSARY

No reportable action was taken in closed session.

5. ADJOURNMENT

President Pro Tem Knight adjourned the meeting at 8:12 pm.

_____

BRIAN KING
Chancellor and Secretary to the Board of Trustees
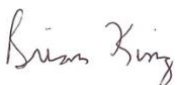
Draft minutes presented to the Board of Trustees: October 15, 2025

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** October 15, 2025

SUBJECT:	Curriculum Proposals: Los Rios Colleges	ATTACHMENT: None	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 1, 3	
AGENDA ITEM:	Consent Item B	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	*Jay Nye* Jamey Nye, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	*Brian King* Brian King, Chancellor	ACTION	
		INFORMATION	

STATUS:

The District Curriculum Coordinating Committee reviews college proposals for new, modified, or deleted courses and programs; general education guidelines, graduation competencies, grading policies, course placement into disciplines, and discusses and acts on other curriculum related issues. The attached curriculum was approved by committee consensus on September 26, 2025.

The District Curriculum Coordinating Committee membership includes the following representatives:
<u>American River College</u>: Faculty - Aaron Bradford (Chair), Andrew Halseth, Megen Bevens; Admin - Doug Herndon/Angela Milano; <u>Cosumnes River College</u>: Faculty – Karl Zoller (Chair), Jorge Baca, Todd Drybread; Admin - Robert Montanez/Michael Lawlor; <u>Folsom Lake College</u>: Faculty - Andi Hicks (Chair), Suha Al Juboori, Hugo Balmaceda Gonzalez; Admin – Greg McCormack/Carlos Lopez; <u>Sacramento City College:</u> Faculty - Renee Medina (DCCC Chair), Kandace Knudson, Duane Leonard; Admin - Devoun Stewart/Deb Saks; <u>Articulation</u>: Shannon Gilley; <u>District Academic Senate:</u> Paula Cardwell; <u>DO Admin</u>: Jamey Nye/Frank Kobayashi.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the curriculum proposals for American River, Cosumnes River, Folsom Lake and Sacramento City Colleges.

Los Rios Community College District

Recommendation for Adoption by the Board of Trustees

Oct 15, 2025

COURSE PROPOSALS

New to District Courses

Cosumnes River College

1. **MATH 87 Peer Assisted Learning for Math 400 (0.5 units)**

   Prerequisite: None.

   Corequisite: MATH 400

   27 hours laboratory

   This discussion section course provides students who are concurrently enrolled in MATH 400 an opportunity to meet with their peers twice a week to work collaboratively in small groups through problem set designed by mathematics faculty members. The discussion section will be run by a student facilitator who will provide and guide the groups through the problems. Pedagogical strategies that encourage active, engaged learning are employed by the student facilitator to facilitate student success in MATH 400. It is recommended for students who want supplemental and challenging problems to test their conceptual understanding of the material from MATH 400. Students must be concurrently enrolled in MATH 400 in order to enroll in MATH 87. This course is graded on a pass/no-pass basis.

   Justification: Note from curriculum chair: This course was originally launched as a revision of MATH 70. After consultation from the Office of Instruction, it was decided to launch this as a new course, to avoid an outcome wherein a student that has previously taken the old version of MATH 70 (to the unit limit) would be ineligible to take this new peer-assisted course. Here is the original explanation by the faculty developer: Students taking Math 400 have a need for enhanced coursework to help them conceptualize concepts from the class and to test their understanding of the course material. This course/section supports those Math 400 students by giving them the opportunity to work in small groups with their peers to develop their own understanding of the material under the guidance of an experienced student facilitator.

Folsom Lake College

1. **AI 311 Python for Applied AI and Visualization (4 units)**

   Prerequisite: None.

   54 hours lecture, 54 hours laboratory

This course equips students with the foundational concepts and practice of Python programming, AI/ML tools and techniques, and visualization: Data, variables and structures, functions, AI datasets, arrays, lists, tuples, and objects; AI/ML algorithms and programming process; visualization and performance analysis for applications using current libraries/packages with NumPy, Pandas, Scikit-learn, TensorFlow, Keras, Matplotlib, and Seaborn.

Justification: This course provides the fundamentals of Python in AI programming and practice using AI datasets, AI/ML libraries/packages, and visualization tools and techniques. Visualization is an essential component of assessing machine learning models during training. This course will be part of the AS degree in Applied Artificial Intelligence

2. **AI 315 Deep Learning I (3 units)**

   Prerequisite: AI 300 with a grade of "C" or better

   54 hours lecture

   This course provides students with the fundamental concepts of Deep Learning (DL) as a subset of Machine Learning (ML), including basic practice of DL and its applications, multi-layer neural network architectures in DL models, propagation algorithms, parameters, and collections of data, and DL tools/libraries/packages.

   Justification: This course provides the foundations of Deep Learning (DL) and its practices through the use of available tools and current libraries/packages. It selects various sets of DL models with multi-layered neural networks and applies complex algorithms to selected neural network models. This first course in DL will be part of the certificate of achievement in "Deep Learning".

3. **AI 316 Applied Generative Artificial Intelligence I (3 units)**

   Prerequisite: AI 300 with a grade of "C" or better

   54 hours lecture

   This course introduces students to the fundamental concepts of Applied Generative Artificial Intelligence (GenAI) as part of AI technologies and application development. It explores basic practices of GenAI and its applications, large language models (LLMs), transformer architecture, retrieval-augmented generation (RAG), the world of graphics processing units (GPUs) and neural processing units (NPUs), and hands-on GenAI application development.

   Justification: This course equips students with foundational knowledge and hands-on skills in generative AI, including LLMs, transformer models, and application development. It prepares learners to understand and apply GenAI technologies in real-world contexts and emerging tech careers. This first course in Applied Generative AI will be part of the "Applied Generative AI" certificate.

4. **AI 400 Applied Generative Artificial Intelligence II (3 units)**

   Prerequisite: AI 316 with a grade of "C" or better

   54 hours lecture

This Advanced Generative Artificial Intelligence (GenAI) applications course will introduce Advanced GenAI applications in areas such as Healthcare and Autonomous Systems, forefront technologies and advanced techniques in testing and building combined GenAI and Retrieval-Augmented Generation (RAG) applications through complex and multi-language and data models, and applying advanced prompt engineering and concepts of federated learning (FL) in application development.

Justification: This course addresses the need for advanced practical skills in building and testing GenAI applications using cutting-edge models such as Generative Adversarial Networks (GANs), Variational Autoencoders (VAEs), Retrieval-Augmented Generation (RAG), and transformer-based architectures. Through extensive hands-on projects, students will gain experience applying these advanced techniques to develop innovative, high-performance AI solutions for real-world challenges. This second course in Applied Generative AI will be part of the "Applied Generative AI" certificate.

5. **AI 402 Deep Learning II (3 units)**

   Prerequisite: AI 315 with a grade of "C" or better

   54 hours lecture

   This Advanced Deep Learning (DL) course will provide forefront technologies and techniques for testing and building applications using complex and multi-layered neural networks (NNs), generative adversarial networks (GANs), variational autoencoders (VAEs), deep reinforcement learning (DRL), and other transformers and unsupervised models.

   Justification: This course applies advanced DL technologies and techniques in testing and building applications through complex and multi-layered neural networks (NNs), deep reinforcement learning (DRL), generative adversarial networks (GANs), variational autoencoders (VAEs), and other transformers/models; provides extensive hands-on DL projects and opportunities to connect and collaborate with AI professionals for possible career opportunities and learning about future development and trends. This advanced second course in DL will be part of the certificate of achievement in "Deep Learning".

6. **RADTEC 321 Radiographic Anatomy and Positioning II (3 units)**

   Prerequisite: None.

   Corequisite: RADTEC 322

   Enrollment Limitation: Students must be admitted to the Radiologic Technology Program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying their portion of the college's liability insurance policy.

   54 hours lecture

   This course introduces students to the general anatomy of the lower extremities, pelvis and hip. Students will learn about anatomical planes, projections, positions, and the required views needed to demonstrate anatomy for diagnosis. Students will also learn the required technical factors for each view and how best to protect patients from radiation.

Justification: The Allied Health Department is collaborating with Sutter Health to develop a Radiologic Technology program for the greater Sacramento region. This course is a required component of that program and provides students with the background needed to be successful.

7. **RADTEC 322 Radiographic Anatomy and Positioning II Lab (0.5 units)**

Prerequisite: None.

Corequisite: RADTEC 321

Enrollment Limitation: Students must be admitted to the Radiologic Technology Program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying their portion of the college's liability insurance policy.

27 hours laboratory

This lab course introduces students to the general anatomy of the lower extremities, pelvis, and hip. Students will differentiate anatomical planes, projections, positions, and the required views needed to demonstrate anatomy for diagnosis. Students will apply the required technical factors for each view and how best to protect patients from radiation.

Justification: The Allied Health Department is collaborating with Sutter Health to develop a Radiologic Technology program for the greater Sacramento region. This course is a required component of that program and provides students with the background needed to be successful.

8. **RADTEC 326 Radiobiology (2 units)**

Prerequisite: None.

Enrollment Limitation: Students must be admitted to the Radiologic Technology Program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying their portion of the college's liability insurance policy.

33 hours lecture, 9 hours laboratory

This course provides a comprehensive foundation in the principles and practices of radiation safety. Students will explore both fundamental and advanced concepts in radiation protection, radiobiology, and radiation physics. Emphasis is placed on the safe use of ionizing radiation across all imaging modalities, understanding its effects on the human body at both the cellular and systemic levels. The course also covers regulatory and advisory exposure limits, as well as the implementation of effective radiation safety protocols for both patients and healthcare personnel.

Justification: The Allied Health Department is collaborating with Sutter Health to develop a Radiologic Technology program for the greater Sacramento region. This course is a required component of that program and provides students with the background needed to be successful.

9. **RADTEC 327 Principles of Radiation Exposure and Equipment (3 units)**

   Prerequisite: None.

   Enrollment Limitation: Students must be admitted to the Radiologic Technology Program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying their portion of the college's liability insurance policy.

   51 hours lecture, 9 hours laboratory

   This course introduces students to the fundamental principles of digital imaging and image storage in medical radiography. Topics include Computed Radiography (CR), Digital Radiography (DR), Picture Archiving and Communication Systems (PACS), digital image characteristics, and image acquisition processes. The course also covers quality control and management practices for CR, DR, and PACS. A hands-on lab component is included to reinforce theoretical concepts and enhance practical learning.

   Justification: The Allied Health Department is collaborating with Sutter Health to develop a Radiologic Technology program for the greater Sacramento region. This course is a required component of that program and provides students with the background needed to be successful.

10. **RADTEC 335 Radiographic Cross Sectional Anatomy (2 units)**

    Prerequisite: None.

    Enrollment Limitation: Students must be admitted to the Radiologic Technology Program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying their portion of the college's liability insurance policy.

    36 hours lecture

    This course offers students a comprehensive study of diagnostic imaging, featuring Computed Tomography (CT) and Magnetic Resonance Imaging (MRI) scans of the cranium, facial bones, brain, spine, neck, thorax, abdomen, pelvis, and upper and lower extremities. It provides a full-body perspective, illustrating various anatomical planes and imaging sequences for a deeper understanding of medical diagnostics.

    Justification: The Allied Health Department is collaborating with Sutter Health to develop a Radiologic Technology program for the greater Sacramento region. This course is a required component of that program and provides students with the background needed to be successful.

11. **RADTEC 339 Radiographic Pathology (2 units)**

    Prerequisite: None.

    Enrollment Limitation: Students must be admitted to the Radiologic Technology Program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying their portion of the college's liability insurance policy.

36 hours lecture

This course introduces students to the most frequently encountered radiographic pathologies. It provides a comprehensive review of each organ system, including the respiratory, cardiovascular, skeletal, gastrointestinal, urinary, reproductive, and nervous systems.

Justification: The Allied Health Department is collaborating with Sutter Health to develop a Radiologic Technology program for the greater Sacramento region. This course is a required component of that program and provides students with the background needed to be successful.

12. **RADTEC 361 Radiographic Technology Practicum I (4 units)**

Prerequisite: None.

Enrollment Limitation: Students must be admitted to the Radiologic Technology Program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying their portion of the college's liability insurance policy.

216 hours laboratory

This course introduces students to the clinical setting, providing hands-on experience in patient care and radiographic positioning. Emphasis is placed on positioning techniques for the thorax, abdomen, and upper extremities. Students will gain a foundational understanding of anatomical planes, projections, and positioning terminology, as well as the standard views required for accurate diagnosis. The course also covers appropriate technical factors for each radiographic view and emphasizes best practices in radiation protection to ensure patient safety. Students will also be required to provide their own transportation to the partner health care facility which may be outside of the Sacramento region.

Justification: The Allied Health Department is collaborating with Sutter Health to develop a Radiologic Technology program for the greater Sacramento region. This course is a required component of that program and provides students with the clinical practicum required for Radiologic Technologist licensure.

13. **RADTEC 362 Radiographic Technology Practicum II (6 units)**

Prerequisite: None.

Enrollment Limitation: Students must be admitted to the Radiologic Technology Program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying their portion of the college's liability insurance policy.

324 hours laboratory

This course introduces students to the clinical setting, providing hands-on experience in patient care and radiographic positioning. Emphasis is placed on positioning techniques for the lower extremities, pelvis and hip. Students will gain a foundational understanding of anatomical planes, projections, and positioning terminology, as well as the standard views required for accurate diagnosis. The course also covers appropriate technical factors for each radiographic view and

emphasizes best practices in radiation protection to ensure patient safety. Students will also be required to provide their own transportation to the partner health care facility which may be outside of the Sacramento region.

Justification: The Allied Health Department is collaborating with Sutter Health to develop a Radiologic Technology program for the greater Sacramento region. This course is a required component of that program and provides students with the clinical practicum required for Radiologic Technologist licensure.

14. **RADTEC 363 Radiographic Technology Practicum III (4 units)**

Prerequisite: None.

Enrollment Limitation: Students must be admitted to the Radiologic Technology Program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying their portion of the college's liability insurance policy.

216 hours laboratory

This course introduces students to the clinical setting, providing hands-on experience in patient care and radiographic positioning. Emphasis is placed on positioning techniques for the thorax, abdomen, pelvis, hip, and upper and lower extremities. Students will gain a foundational understanding of anatomical planes, projections, and positioning terminology, as well as the standard views required for accurate diagnosis. The course also covers appropriate technical factors for each radiographic view and emphasizes best practices in radiation protection to ensure patient safety. Students will also be required to provide their own transportation to the partner health care facility which may be outside of the Sacramento region.

Justification: The Allied Health Department is collaborating with Sutter Health to develop a Radiologic Technology program for the greater Sacramento region. This course is a required component of that program and provides students with the clinical practicum required for Radiologic Technologist licensure.

15. **RADTEC 364 Radiographic Technology Practicum IV (8 units)**

Prerequisite: None.

Enrollment Limitation: Students must be admitted to the Radiologic Technology Program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying their portion of the college's liability insurance policy.

432 hours laboratory

This course introduces students to the clinical setting, providing hands-on experience in patient care and radiographic positioning. Emphasis is placed on positioning techniques for the thorax, shoulder, and spine. Students will gain a foundational understanding of anatomical planes, projections, and positioning terminology, as well as the standard views required for accurate diagnosis. The course also covers appropriate technical factors for each radiographic view and emphasizes best practices in radiation protection to ensure patient safety. Students will also be

required to provide their own transportation to the partner health care facility which may be outside of the Sacramento region.

Justification: The Allied Health Department is collaborating with Sutter Health to develop a Radiologic Technology program for the greater Sacramento region. This course is a required component of that program and provides students with the clinical practicum required for Radiologic Technologist licensure.

16. **RADTEC 365 Radiographic Technology Practicum V (9 units)**

Prerequisite: None.

Enrollment Limitation: Students must be admitted to the Radiologic Technology Program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying their portion of the college's liability insurance policy.

486 hours laboratory

This course introduces students to the clinical setting, providing hands-on experience in patient care and radiographic positioning. Emphasis is placed on positioning techniques for the cranium, gastrointestinal, genitourinary, reproductive systems, as well as trauma-related cases. Students will gain a foundational understanding of anatomical planes, projections, and positioning terminology, as well as the standard views required for accurate diagnosis. The course also covers appropriate technical factors for each radiographic view and emphasizes best practices in radiation protection to ensure patient safety. Students will also be required to provide their own transportation to the partner health care facility which may be outside of the Sacramento region.

Justification: The Allied Health Department is collaborating with Sutter Health to develop a Radiologic Technology program for the greater Sacramento region. This course is a required component of that program and provides students with the clinical practicum required for Radiologic Technologist licensure.

Removal of Courses

American River College

1. **ENGRD 15 Strategic Reading (3 units)**

Prerequisite: None.

54 hours lecture

This is a multifaceted course meant to engage all aspects of foundational reading skills. Topics include vocabulary strategies, textbook comprehension, and study skills, all of which can be applied to other courses. This course is not open to students who have successfully completed ENGRD 56 or ENGWR 56.

Justification: Non-support English writing and reading courses that are 100-level and below cannot be offered because of current law and guidance from the CCCCO.

2. **ENGRD 116 Preparation for Academic Study (3 units)**

   Prerequisite: None.

   54 hours lecture

   This course analyzes expository and argumentative essays, textbooks, and literature in preparation for ENGRD 310 and other transfer-level classes across the disciplines. It emphasizes recognition of an author's thesis, supporting details, point of view, purpose, and tone through an in-depth analysis of an essay's structure. This course also focuses on the application of study strategies for comprehending and retaining information from textbooks in preparation for tests.

   Justification: Non-support English writing and reading courses that are 100-level and below cannot be offered because of current law and guidance from the CCCCO.

3. **ENGRD 117 Reading Center: Individualized Support Skills for ENGRD 116 (0.5 units)**

   Prerequisite: None.

   9 hours lecture

   This course offers instruction in intermediate reading skills. It provides supplementary practice to students who are concurrently enrolled in ENGRD 116. Pass/No Pass only.

   Justification: Non-support English writing and reading courses that are 100-level and below cannot be offered because of current law and guidance from the CCCCO.

4. **ENGRD 299 Experimental Offering in English - Reading (0.5 - 4 units)**

   Prerequisite: None.

   Justification: Non-support English writing and reading courses that are 100-level and below cannot be offered because of current law and guidance from the CCCCO.

5. **ENGWR 50 Developmental Composition (3 units)**

   Prerequisite: None.

   54 hours lecture

   This course focuses on developmental writing skills, emphasizing the connection between writing and reading with the goal of building fluency. It includes writing in response to assigned readings as well as practicing the writing process: prewriting, thesis development and organization of ideas, drafting of essays, and revision.

   Justification: Non-support English writing and reading courses that are 100-level and below cannot be offered because of current law and guidance from the CCCCO.

6. **ENGWR 56 Integrated Reading, Writing and Study Skills (6 units)**

   Prerequisite: None.

   108 hours lecture

   This course emphasizes the interrelationships among reading, writing, and study skills at the basic skills level. Course content, activities, and assignments integrate all three areas, providing opportunities to improve reading and writing skills in a student-centered environment. This course provides students with ongoing practice with the reading and writing processes and covers strategies for reading and writing in response to a variety of texts. Additional topics include a review of campus services and programs and effective study strategies. This is a learning community course taught by one reading and one writing instructor. Completing this course is equivalent to completing both ENGRD 15 and ENGWR 50. This course is not open to students who have already completed ENGRD 15, ENGWR 50, ENGWR 51, or ENGRD 56 with a grade of "C" or better.

   Justification: Non-support English writing and reading courses that are 100-level and below cannot be offered because of current law and guidance from the CCCCO.

7. **GERON 302 Psychology of Aging: Adult Development and Aging (3 units)**

   Prerequisite: None.

   Advisory: Eligibility for ENGL C1000/C1000H (formerly ENGWR 300/480) or ESLW 340

   54 hours lecture

   This course covers the physical, psychological, and social aspects of the aging process including the interactions between the elderly and the rest of society. Topics include an analysis of stereotypes, social bonds, environmental factors, sexuality, physical health, mental health, death, and bereavement. This course is not open to students who have completed PSYC 374.

   Justification: This course no longer meets the program's or students' needs and has been replaced by GERON 305.

8. **IDES 355 Residences: Designed 4 Life (3 units)**

   Prerequisite: None.

   54 hours lecture

   This course covers the successful design of residences for a variety of users with different abilities related to age, mobility, etc. It encompasses specialty and adaptive appliances, plumbing fixtures, cabinetry, appropriate finish materials, space planning, and furnishings. In-person or virtual field trips may be required.

   Justification: The course is no longer supported because the Design4Life certificate is in the process of being deleted.

9. **PSYC 374 Psychology of Aging: Adult Development and Aging (3 units)**

   Prerequisite: None.

   Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340

   54 hours lecture

   This course covers the physical, psychological, and social aspects of the aging process including the interactions between the elderly and the rest of society. Topics include an analysis of stereotypes, social bonds, environmental factors, sexuality, physical health, mental health, death, and bereavement. This course is not open to students who have completed GERON 302.

   Justification: This course no longer meets the program's or students' needs and has been replaced by PSYC 375.

Sacramento City College

1. **BIOL 310 General Biology (4 units)**

   Prerequisite: None.

   Advisory: ENGL C1000 or ESLW 340 with a grade of "C" or better

   54 hours lecture, 54 hours laboratory

   This course introduces the major concepts of biological science with an emphasis on human biology. It is intended for non-science majors and disciplines requiring a broad overview of Biology or to meet transfer requirements. Topics covered include: scientific inquiry and literacy, cell biology, metabolism, Mendelian and molecular genetics, evolution, anatomy and physiology, animal behavior, and ecology. The laboratory activities are designed to further investigate and illuminate each topic area. Students may be required to purchase eye protection and disposable gloves. Field trips outside of class time may be required. Additionally, students may be required to provide their own transportation to field trip sites.

   Justification: This course is being deleted due to BIOL 308 and 309 providing overlap of course content.

2. **COMM 270 Communication Laboratory (0.5 - 3 units)**

   Prerequisite: None.

   Corequisite: Concurrent enrollment in at least one Communication course.

   27 - 162 hours laboratory

   This course provides individualized, self-paced, and/or small group instruction in basic oral communication skills. Individualized instructional modules are designed to help the student acquire or improve communication skills in specific areas including public speaking,

argumentation, small group communication, forensics speaking, intercultural communication, and interpersonal communication. Students may work with peer tutors and instructors to improve their understanding and skills in speech organization, preparation of presentation aids, delivery of oral messages, creating group agendas, etc. The course is graded as Pass/No Pass. Students earn 0.5 units for every 27 hours of coursework completed, allowing them to earn from 0.5-3 units.

Justification: The department has not taught COMM 270 for over a decade. We no longer have a Communication Lab.

3. **COMM 374 Forensics Laboratory (1 - 3 units)**

   Prerequisite: None.

   Advisory: COMM 301 or COMM 311 with grades of "C" or better

   9 - 18 hours lecture, 27 - 108 hours laboratory

   Through individualized instruction and participation in public speaking events, academic debate, or literature interpretation, students will develop speaking, organization, and listening skills, as well as the ability to recognize matters of political, social, and economic importance. This course helps students develop their skills as critical thinkers and competent speakers, giving practice in preparing for and participating in at least one officially sanctioned intercollegiate forensics competition. Areas of interest include academic debate, platform speeches (persuasive, informative, speech to entertain, communication analysis), limited preparation speeches (impromptu, extemporaneous), and oral interpretation of literature performances. As all students must participate in at least one intercollegiate forensics tournament, field trips to tournaments and other speaking events are required. The course may be taken four times for a maximum of twelve units.

   Justification: The department has not offered this class in over a decade. SCC has not had an active Speech and Debate team since 2012.

4. **ECE 302 Computer Skills for Educators (3 units)**

   Prerequisite: None.

   54 hours lecture

   This course is designed for educators of early childhood, elementary, and adolescent children. The course provides a comprehensive overview of the use of computer education and technology in the classroom in order to enhance the education advancement of the child and facilitate ease of instruction and administration for the teacher. The course provides hands-on experience in the use of computer applications, educational software, and problem-solving skills through the development of an electronic portfolio process.

   Justification: This course is being deleted as the course objectives and topics no longer meet the needs of today's educators.

5. **ECE 402 Infants with Atypical Development (3 units)**

   Prerequisite: None.

   Advisory: ECE 330 and ECE 312 with grades of "C" or better

   54 hours lecture

   This course is designed to acquaint the student with the characteristics of atypical infant assessment procedures and techniques for intervention in the developmental areas of sensory stimulation and integration, motor development, cognition, language, social, and self-help skills. The course will explore community services, agencies, career opportunities in fields related to the infant with atypical development.

   Justification: This course is being deleted as it is no longer needed. The course topics are addressed in ECE 330 and ECE 400.

6. **GEOG 353 Introduction to the Global Positioning System (GPS) (1 unit)**

   Prerequisite: None.

   Advisory: CISC 300 or equivalent with a grade of "C" or better

   16 hours lecture, 6 hours laboratory

   This course introduces the Global Positioning System (GPS). Topics include how this location systems works, hands-on operation of the technology, real-world applications, computer interfaces, GIS, and other mapping software. A field trip may be required which could include a nominal fee.

   Justification: This course has not been offered in many years and is not currently relevant to our students for transfer or other purposes.

7. **HUM 352 Religious Themes in Western Art, Literature and Music (3 units)**

   Prerequisite: None.

   Advisory: ENGWR 300 with a grade of "C" or better.

   54 hours lecture

   This course explores major religious themes and their influence on cultural forms such as visual art, literature, philosophy, music, and film. The course emphasizes increasing students' appreciation of the works studied and encourages students to recognize the relationship between these works and the social context in which they were produced.

   Justification: It appears that this course has not been taught in over 25 years, and will not likely be taught in the future.

PROGRAM PROPOSALS

New Programs

Cosumnes River College

1. **Business Information Technology**

   The Associate in Science Business Information Technology degree provides general knowledge in business and in-depth knowledge of a variety of business technology applications. Program topics include: accounting, organization and supervision of business activities, business communications, business computer applications, diversity, and intercultural communications in the workplace. The Business Information Technology A.S. degree is the final step in a stackable program consisting of the Business Information Professional I certificate, Business Information Professional II certificate, and this degree. Students who complete this degree program will have met the requirements to earn the Business Information Professional I certificate and Business Information Professional II certificate.

   Justification: The Business Information Professional A.S. degree is designed specifically to meet the needs of area businesses in need of qualified employees to fill employment gaps. This degree is the final step in a stackable program consisting of two certificates and the Business Information Professional A.S. degree. The skills and knowledge obtained by completing this degree are needed for employment and salary advancement, based on data from the Center of Excellence (COE). The Labor Market Data report from the COE recommends that we move forward with the creation of this degree. This degree is part of a collaborative grant project involving American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College.

Folsom Lake College

1. **Music**

   Completion of this degree provides a basic foundation in music. Program offerings include course work in music theory and aural skills, applied instrumental and vocal instruction, and ensemble performance. The Associate in Arts in Music for Transfer provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to the California State University system. The Associate Degree for Transfer (ADT) student completion requirements (as stated in SB1440 law): (1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following: (A) The California General Education Transfer Curriculum (CAL-GETC). (B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district. (2) Obtainment of a minimum grade point average of 2.0. AA-Ts also require that students must earn a "C" or better in all courses required for the major or area of emphasis. A "P" (Pass) grade is also an acceptable grade for courses in the major if the course is taken on a Pass/No Pass basis.

   Justification: This program is offered to increase the options for our music students in terms of transfer, alongside the AA Degree.

2. **Radiologic Technology**

The Radiology Technology program prepares students for careers as Radiologic Technologists in the medical field. Upon obtaining the required certification and licensure, graduates may pursue employment in hospitals, outpatient clinics, medical offices, and other healthcare settings. This 24-month program spans Summer, Fall, and Spring semesters over two consecutive years. Upon successful completion, students earn an Associate of Science (A.S.) Degree in Radiology Technology and become eligible to sit for both the California Department of Public Health, Radiologic Health Branch (DPH-RHB) state licensing exam and the national certification exam administered by the American Registry of Radiologic Technologists (ARRT). Prospective students are strongly encouraged to complete all General Education requirements for the associate degree prior to entering the program.

Justification: Currently in the process of adding RADTEC curriculum to SOCRATES and aiming to also begin the adding the A.S. degree and program. The required courses have not all been created yet, but will be added once done.

Program Removals(s)

American River College

1. **Event Design Coordinator**

This certificate offers courses to help with event planning and design coordination careers for Interior Designers. Events from fundraisers to weddings will be addressed. Our curriculum teaches the basics of the eventscape and how to incorporate it with space planning skills.

Justification: The content of the Event Design Coordinator is already embedded throughout the core Interior Design curriculum, and it is not treated as a separate area of study, making the standalone certificate redundant. In addition, the department does not have the FTE to support this certificate, and it has not been offered since the fall of 2022.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** October 15, 2025

SUBJECT:	Resolution No. 2025-16: Liability Coverage for District Volunteers	ATTACHMENT: Yes	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 5	
AGENDA ITEM:	Consent Item C	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Executive Vice Chancellor, Finance and Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

Presently, there are approximately 670 volunteers, including student volunteers, who donate their time in various capacities throughout the District. In order for the volunteers to be covered under the Statewide Association of Community Colleges (SWACC) Memorandum of Coverage for "liability", it is recommended that the Governing Board approve a resolution stating that the District recognizes volunteers and that an approved list of volunteer services will be updated and maintained.

STATUS:

A recent survey of volunteer activity in the District reveals the following volunteer services are being performed.

Volunteer Groupings	Number of Volunteers
Academic & Foundations a. Tutors	7
b. Student and event helpers, etc.	80
Athletics/PE (coaches, trainers, etc.)	246
Drivers (i.e. field trips)	7
Others (Harris Center, Veteran's Center, etc.)	330
Total	**670**

RECOMMENDATION:

It is recommended that the Board of Trustees approve Resolution No. 2025-16 regarding liability coverage for volunteers.

LOS RIOS COMMUNITY COLLEGE DISTRICT

American River ▪ Cosumnes River ▪ Folsom Lake ▪ Sacramento City Colleges

R E S O L U T I O N

№ 2025-16

Liability Coverage for District Volunteers

WHEREAS, the Los Rios Community College District recognizes the need for and benefit derived from individuals and groups providing volunteer services to the District; and

WHEREAS, the Los Rios Community College District desires to provide liability coverage for the individuals in their capacity as volunteers to the District while they are performing services for the District in accordance with District policies and regulations: Now, therefore,

BE IT RESOLVED that**,** for the purposes of extending this coverage to official volunteers of the District, all individuals who directly volunteer to provide services to the District, and whose volunteer services are accepted in accordance with District policies and regulations shall be covered by the District's general liability insurance program. The type of volunteer service shall be on file at the appropriate District or local site office prior to commencing volunteer services.

PASSED AND ADOPTED as Los Rios Community College District Resolution No. 2025-16 this fifteenth day of October 2025, by the following called vote:

AYES	NOES	ABSENT

Kelly Wilkerson, Board President

Attest:

Brian King
Chancellor and Secretary to the Board

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** October 15, 2025

SUBJECT:	Resolution No. 2025-17: Child Development Center Contracts	ATTACHMENT: Yes	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 1	
AGENDA ITEM:	Consent Item D	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Executive Vice Chancellor, Finance and Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

The Los Rios Community College District operates Child Development Centers at three of the colleges - American River College, Cosumnes River College, and Sacramento City College. Each site is primarily funded by contracts from the State of California. Due to changes in the organization of subsidized child care, the funding is now divided between the Department of Education which funds State Preschool (CSPP) and the Department of Social Services which funds General Child Care (CCTR). Each year Los Rios applies for the funding and receives contracts to offer subsidized child care services, in accordance with the contracts, at the three colleges named above.

STATUS:

Resolution No. 2025-17 is required by the Department of Education and the Department of Social Service as part of the application process. The contract will not require a separate resolution.

RECOMMENDATION:

It is recommended that the Board of Trustees approve Resolution No. 2025-17 to authorize the application for and execution of the contracts for the Child Development Centers from the Department of Education (CDE) and Department of Social Services (CDSS).

LOS RIOS COMMUNITY COLLEGE DISTRICT

American River ▪ Cosumnes River ▪ Folsom Lake ▪ Sacramento City Colleges

R E S O L U T I O N

№ 2025-17

Authorizing Execution of a Contract from the California Department of Education and California Department of Social Services (Child Care and Development Services)

WHEREAS, the Los Rios Community College District, a local governmental entity, (hereinafter referred to as "Contractor") desires to enter into contracts with the California Department of Education ("CDE") and the California Department of Social Services (CDSS) for the purpose of providing child care and child development services for the Fiscal Year 2026-2027, and to authorize the designated personnel to sign application and contract documents pursuant to our contracts; Now therefore,

BE IT RESOLVED, that the Los Rios Community College District Board of Trustees hereby authorize the application for and execution of contracts for the CCTR program with CDSS and the CSPP program with CDE; and

BE IT FURTHER RESOLVED, that any individual employed by the Contractor in the positions of: Executive Vice Chancellor, Finance and Administration and Associate Vice Chancellor of Finance are hereby authorized on behalf of and in the name of Contractor and as its official act and deed to sign and otherwise enter into contracts for the CCTR program and the CSPP program by and between Contractor and CDSS and CDE respectively.

PASSED AND ADOPTED as Los Rios Community College District Resolution № 2025-17 this fifteenth day of October 2025, by the following called

AYES	NOES	ABSENT

_____
Kelly Wilkerson, President of Board of
Trustees

Attest:

_____
Brian King, Chancellor and Secretary to the
Board

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** October 15, 2025

SUBJECT:	Special Event Authorization	ATTACHMENT: None
		ENCLOSURE: None
		STRATEGIC PLAN GOAL(S):
AGENDA ITEM:	Consent Item E	TYPE OF BOARD CONSIDERATION:
RECOMMENDED BY:	*Alyssa R. Bivins* Alyssa Bivins, Chief Counsel	CONSENT/ROUTINE X FIRST READING
APPROVED FOR CONSIDERATION:	Brian King, Chancellor *Brian King*	ACTION INFORMATION

BACKGROUND:

Pursuant to Board Policy 1414, special events are shows, private parties, concerts, theatrical productions, and other events held on a District premises for which the principal attendees are members of the general public or invited guests and not students of the District.

STATUS:

At the below-listed special event(s), event sponsor has submitted an application for permission to serve alcohol.

Date of Event	College	Location	Name of Event	Alcohol
11/6/2025	FLC	Harris Center	Grinch	Beer and wine
11/7/2025	FLC	Harris Center	Grinch	Beer and wine
11/8/2025	FLC	Harris Center	Grinch	Beer and wine
11/8/2025	FLC	Harris Center	Grinch	Beer and wine
11/9/2025	FLC	Harris Center	Grinch	Beer and wine
11/14/2025	FLC	Harris Center	Robert Cray	Beer and wine
11/18/2025	FLC	Harris Center	Chicago	Beer and wine
11/19/2025	FLC	Harris Center	Chicago	Beer and wine

11/20/2025	FLC	Harris Center	Chicago	Beer and wine
11/21/2025	FLC	Harris Center	Chicago	Beer and wine
11/21/2025	FLC	Harris Center	Chicago	Beer and wine
11/22/2025	FLC	Harris Center	Chicago	Beer and wine
11/22/2025	FLC	Harris Center	Chicago	Beer and wine
11/23/2025	FLC	Harris Center	Chicago	Beer and wine

RECOMMENDATION:

It is recommended that the Board of Trustees approve or ratify the applications listed herein.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** October 15, 2025

SUBJECT:	Ratify: Affiliation and Other Agreements	ATTACHMENT: None	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 4	
AGENDA ITEM:	Consent Item F	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Executive Vice Chancellor, Finance and Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:
Pursuant to Education Code section 81655, and Board Policy 8315, all agreements to which the District is party must be approved by or ratified by the Board of Trustees. Where agreements are not authorized or ratified by other means, this Board item is used to ensure compliance with this obligation.

STATUS:
Pursuant to Board Policy 8315, the agreements listed below are hereby presented for approval/ratification.

ALLIED HEALTH AGREEMENTS FOR CLINICAL PLACEMENTS/ INTERNSHIP AGREEMENTS

Listed below are Allied Health Agreements for clinical placements and Internships for Los Rios students. Pursuant to the agreements, the District is obligated to cooperate and provide educational services. The agreements do not require payment or receipt of funds.

Agency	Clinical Program	Campus	Contract Date	Term
Enloe Medical Center	PTA/OTA[1]	SCC	08/25/2025	Evergreen
Caterpillar Playground	PTA/OTA[1]	SCC	09/08/2025	Evergreen
Menlo Park Fire District	PMED[2]	ARC	9/17/2025	EXP:9/17/2028
Yak Kiddy Yak Speech Therapy Services	SLPA[3]	ARC	9/29/2025	Evergreen
Auburn Oaks Care Center	DM[4]	ARC	9/2/2025	Evergreen

[1]PTA/OTA: Physical Therapy Assistant/Occupational Therapy Assistant, [2]PMED: Paramedic Program, [3]Speech-Language Pathology Assistant Program, [4]DM: Dietary Management

RECOMMENDATION:
It is recommended that the Board of Trustees ratify and/or approve the agreements identified in this Board Agenda item.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** October 15, 2025

SUBJECT:	Ratify: Bid Transactions	ATTACHMENT: None
		ENCLOSURE: None
		STRATEGIC PLAN GOAL(S): 5
AGENDA ITEM:	Consent Item G	TYPE OF BOARD CONSIDERATION:
RECOMMENDED BY:	Mario Rodriguez, Executive Vice Chancellor, Finance and Administration	CONSENT/ROUTINE — X
		FIRST READING
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION
		INFORMATION

BACKGROUND:

Pursuant to Board Policy 8315 the bid transactions listed herein are presented for approval and/or ratification.

CHANGE ORDERS				
Bid №	Change Amount	Change Number	Vendor	New Contract Total
23017	$115,750.00	12	John F. Otto	$51,953,212.75

RECOMMENDATION:

It is recommended that the Board of Trustees ratify and/or approve the bid transaction as listed herein.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** October 15, 2025

SUBJECT:	Disposition of Surplus Equipment	ATTACHMENT: None	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 5	
AGENDA ITEM:	Consent Item H	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Executive Vice Chancellor of Finance and Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

The Education Code regulates the procedures by which a Community College District can dispose of real and personal property. Education Code section 81452 provides that the governing board may, by unanimous vote, dispose of items valued at $5,000 or less by private sale without advertising or selling the items at public auction. The District has held previous auctions, but they have generally cost more than they have netted for the District.

STATUS:

The District has a quantity of surplus materials that needs to be disposed of, such as outdated desks and computers. The District has located a scrap dealer who will take selected surplus items for recycling. Any items remaining will be disposed.

The surplus items to be recycled or disposed of are either irreparable, obsolete, in poor condition or not needed for district/college operations and include the following: 3 3D printers; 54 computers; 3 dryer cabinets; 1 magnifier; 34 monitors; 6 overhead projectors; 2 printers; 2 projectors; 2 televisions; 57 UPS units and 20 UPS batteries.

These items have a value of less than $5,000.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the disposal of the listed items per Education Code section 81452.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** October 15, 2025

SUBJECT:	Disposition of Surplus Equipment – Salvage Value Greater than $5,000	ATTACHMENT: None	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 5	
AGENDA ITEM:	Consent Item I	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Executive Vice Chancellor, Finance and Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

The Education Code regulates the procedure by which a community college district can dispose of real and personal property. Education Code section 81450-81450.5 provides that the governing board may, sell for cash, exchange for value or donate any personal property belonging to the district if the property is not required for school purposes, or if it should be disposed of for the purpose of replacement, or if it is unsatisfactory or not suitable for school use. The methods for disposal differ based upon the estimated value of the equipment. Whereas, most equipment is disposed of either through the State of California or, if the State will not accept, through a scrap dealer, items with a value greater than $5,000 either individually or in aggregate, require a public auction, noticed as required by law.

STATUS:

The District will auction the following items which in aggregate have a value greater than $5,000: 2003 Ford Ambulance; 1984 Buick Lesabre Hearse; Ford Ambulance and Cadillac Brougham. Due to the poor condition of the items, the equipment is no longer suitable for school use. The District, via public auction, intends to sell to the highest bidder or donate to an interested school/public entity.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the disposal of the listed item per Education Code section 81450-81450.5.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** October 15, 2025

SUBJECT:	Disposition of Surplus Equipment – Disposal Value Greater than $5,000	ATTACHMENT: None	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 5	
AGENDA ITEM:	Consent Item J	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Executive Vice Chancellor, Finance and Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

The Education Code regulates the procedure by which a community college district can dispose of real and personal property. Education Code section 81452 (c) provides that if the board, by a unanimous vote of those members present, finds that the property is of insufficient value to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the board, or it may be disposed of in the local public dump on order of any employee of the district empowered for that purpose by the board.

STATUS:

The food trailer located at Consumnes River College has remained unused for the past 10-12 years and is in poor condition. It is inoperable in its current state and poses liability risks. Due to its deteriorated condition, the food trailer has not attracted any interest from potential buyers or recyclers. After conducting a thorough assessment, it is recommended that the Board of Trustees approve the disposal of the food trailer. Therefore, in accordance with Education Code 81452(c), the District intends to dispose in the local public dump.
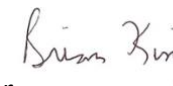
RECOMMENDATION:

It is recommended that the Board of Trustees approve disposal in the local public dump of the food trailer per Education Code section 81452 (c).

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** October 15, 2025

SUBJECT:	Ratify: Grants and Contracts Awarded	ATTACHMENT: None	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 1, 2, 3, 4, 5	
AGENDA ITEM:	Consent Item K	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	*Brian King* Brian King, Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	*Brian King* Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

Pursuant to Board Policy 8315, executed agreements for the following grant and/or contract awards are hereby presented for approval and/or ratification.

Title, Description, Term, Project Administrator	College/ Unit	Amount	Source
Child Development Training Consortium • Funding supports the implementation of the CDTC program and the activities of the CDTC Administrator, who provides career and education guidance to child development students. • 09/01/2025 – 06/20/2026 • Administrator: Paulette Lopez, Dean, Education and Health Professions	SCC	$18,400	Yosemite Community College
Nursing Program – Rebuilding Nursing Infrastructure Grant • Funding will be used to sustain and enhance ARC's nursing programs through a partnership with CSU Sacramento and San Jose State University, specialty adjunct faculty recruitment and training, and further investment in the SIM lab and immersive technology. • 07/01/2025 – 09/30/2027 • Administrator: Narine Madramootoo, Dean, Health and Education	ARC	$1,150,000	California Community Colleges Chancellor's Office
Peace Officer Standards and Training Supervisory Course • Funding will be used to provide an 80-hour supervisory course which is specifically designed for first-level supervisors in the public safety sector. • 07/02/2025 - 06/30/2026 • Administrator: Derrick Booth, Associate Vice President, Instruction, Workforce Development	ARC	$187,710.60	CA Department of General Services

Student Learning Outcomes (SLO) • Funding will support FLC's work on SLO assessment. Specifically, it will enable professional development to create a common understanding of the benefits of SLO assessments and provide resources for SLO assessments across all courses and programs. • 07/02/2025 - 06/30/2026 • Administrator: Lisceth Brazil-Cruz, Dean, Equity and Institutional Effectiveness	FLC	$200,000	California Community Colleges Chancellor's Office
Youth Empowerment Strategies for Success/Independent Living Program • Funding is being used to help foster youth prepare for independence and to help current and foster youth transition into self-sufficiency and adulthood. • 07/01/2025 – 06/30/2026 • Administrator: Raquel Arata, Dean, Work Experience	ARC	$22,000	Foundation for California Community Colleges

RECOMMENDATION:

It is recommended that the Board of Trustees ratify and/or approve the grant and contract awards listed herein, pursuant to Board Policy 8315.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** October 15, 2025

SUBJECT:	Purchase Orders, Warrants, Checks and Electronic Transfers	ATTACHMENT: Yes	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 5	
AGENDA ITEM:	Consent Item L	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Executive Vice Chancellor, Finance and Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

A listing of purchase orders, warrants, checks and wires issued during the period of August 16, 2025 through September 15, 2025 is on file in the District Business Services Office for review.

RECOMMENDATION:
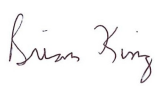
It is recommended that the Board of Trustees approve the numbered purchase orders, warrants, checks and electronic transfers that are reflected on the attached schedule.

PURCHASE ORDERS		
General Fund	0001142068 – 0001143079 B260523-B260648	$ 5,316,853.26
Capital Outlay Fund	0003020570-0003020694	
Child Development Fund	0006001300-0006001305	
Self-Insurance Fund	0009000573-0009000574	
WARRANTS		
General Fund	885816-886923	$ 15,744,391.28
General Fund-ARC Instructional Related	014083-014124	
General Fund–CRC Instructional Related	025054-025065	
General Fund–FLC Instructional Related	032497-032509	
General Fund–SCC Instructional Related	050180-050202	
Capital Outlay Fund	838944-839022	
Student Financial Aid Fund	902009-902062	
Child Development Fund	955620-955630	
Self-Insurance Fund	976898-976903	
ODSFD	-	
Payroll Warrants	604309- 604751	$ 10,294,323.85
Payroll Vendor Warrants	74042-74160	
August Leave Process	604752-607853	
CHECKS		
Financial Aid Disbursements (PeopleSoft)	-	$ 27,542,403.50
Clearing Checks	-	$ -
Parking Checks	-	$ -
Student Clubs Agency Fund – ARC	7459-7467	$ 256,050.86
Student Clubs Agency Fund – CRC	6799-6834	
Student Clubs Agency Fund – FLC	3591-3625	
Student Clubs Agency Fund – SCC	5623-5693	
Foundation – ARC	8321-8372	$ 129,291.65
Foundation – CRC	3608-3648	
Foundation – FLC	2931-2956	
Foundation – SCC	8363-8381	
Foundation – DO	2747-2755	
Associated Students Trust Fund – ARC	-	$ 15,384.16
Associated Students Trust Fund – CRC	1183-1188	
Associated Students Trust Fund – FLC	1092-1094	
Associated Students Trust Fund – SCC	-	
Regional Performing Arts Center Fund	-	$ -
ELECTRONIC TRANSFERS		
GENFD Financial Aid	-	$ 1,087,595.00
Board of Equalization	-	$ -
PARS Wire	-	$ 61,364.62
Retiree Health Trust	-	$ -
CDTFA-ACH	-	$ -
Envoy	-	$ -
Payroll Direct Deposit Advices	1370738-1377334	$ 16,674,529.15
Other Payroll Transactions	-	$ 925.00
Keenan Wire	-	$ 112,710.36
PITCO Wire	-	$ 7,843.06
SB85 Debt Relief	-	$ -
Self-Insurance Fund	-	$ 90,400.49
PO Wire	-	$ 54,050.00
PAC GOSERVICE Wire	-	$ -
Fidelity Wire	-	$ 208,463.72
Escrow Wire	-	$ 2,510,821.59
Scholarships	-	$ 9,750.00

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** October 15, 2025

SUBJECT:	Los Rios Community College District Equal Employment Opportunity Certification Form	ATTACHMENT: Yes	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 5	
AGENDA ITEM:	Consent Item M	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Executive Vice Chancellor, Finance and Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

The Board of Trustees approved the Los Rios Community College Equal Employment Opportunity Plan at its meeting of 11/8/23. The Year 1 Annual Report was approved on 9/11/24. California Code of Regulations, title 5 § 53024.2, sets forth the categories of information that must be reported as part of the annual certification including:

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 complaint filed pursuant to title 5 § 53024.2
4. expended Equal Employment Opportunity funds in accordance with the purposes set forth in title 5 § 53030(c).

STATUS:

This Annual Equal Employment Opportunity Certification report includes an Adverse Impact Analysis of Faculty Hiring in Los Rios for 2024-2025 (Appendix A) and Data Regarding Underrepresentation Among Faculty Applicants and All Employees (Appendix B).

RECOMMENDATION:

It is recommended that the Board of Trustees approve and adopt the annual Equal Employment Opportunity Certification 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.**

_____

[1]Section 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.

Contents

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
• 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.	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. 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.

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.):	To address adverse impact findings: 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 th portunity 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:	Addressing underrepresentation is a long-term goal. The strategies implemented are long-term strategies: 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	
How did you assess the success of the actions taken to mitigate **adverse impact?** Include evaluation methods and data used.	To assess the success of the actions taken to mitigate adverse impact, the District has: 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.
How did you assess the success of key actions taken to reduce **underrepresentation?** Include evaluation methods and data used.	To assess the success of key actions taken to reduce underrepresentation, the District has: 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 CCCCO'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 CCCCO'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 CCCCO's MIS EB03 data element dictionary:
        - Female
        - Male
        - Non-Binary
        - Unknown/Blank

> ➢ Disability Status Categories
> Categorize applicants and employees by ability status per CCCCO'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@cccco.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.	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.

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? |

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.

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.	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. 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.
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).	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.

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.	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. 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.
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.

Dedication of specified staff to EEO.	Y2: Create online database or system to track training status. (For all employees who will focus on EEO in hiring).	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.	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. 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.)

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.	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.

Challenge: To determine the best resources, such as Job Elephant, to improve recruitment to specific underrepresented communities. |

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.	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. Challenge: For classified hiring, there is not a specific handbook. That needs to be developed.
Recruitment efforts and strategies such as: • 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.	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. Challenge: In year 3, a new goal will be to determine when the survey will be implemented, evaluated, and disseminated with the colleges.

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.	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. 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.
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.	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. 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.

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.

| ADD ADDITIONAL/ ALTERNATIVE STRATEGIES IN ADDITIONAL ROWS HERE. | 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. | 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. | 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.

Challenge: Analyzing faculty hiring data requires the colleges to report their data. This does not always happen on the timeline of HR. |

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: *The total is calculated automatically.*	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: *The total is calculated automatically.*	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:	Total *Calculated automatically*	Provide the number of complaints and informal charges that are:			
		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:	Total *Calculated automatically*	Provide the number of complaints and informal charges that are:			
		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:**	
	Non- Employee:	
For each unresolved complaint, briefly explain the factors preventing resolution:		

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 *calculated automatically*	$ 159,590.00

Controlling Account	EEO/Diversity Allocation Fund (Ed. Code § 87108)	Other Funds	Total *Calculated automatically*
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 *Calculated automatically*	$ 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.	To spend down unexpended funds, the following strategies will be employed: 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. Provide a one-time stipend for FDIP interns of $1000 for academic year: estimated at $24000. By May 2026. Training on ADA implementation: $10000 by May 2026.

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.l(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 CERTIFCATION 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.

- o 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: 1st 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: 1st 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.

> o   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: 1st 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: 1st 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: 1st 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.

- o 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.

- o 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: 969 (100%)	Stage 2: Dept. Review: 732 (100%)	Stage 3: 1st Level Interview: 226 (100%)	Stage 4: Finalist Interview: 47 (100%)	Stage 5: Hired: 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%/7.7% = 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.)

- o   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 ½ of the total number of applicants:

Stage 1: Total Applicants: 750 (100%)	Stage 2: Dept. Review: 561 (100%)	Stage 3: 1st Level Interview: 138 (100%)	Stage 4: Finalist Interview: 30 (100%)	Stage 5: Hired: 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%) (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%)	Monitored Groups: 254 (45.2%) (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%)	Monitored Groups: 61 (44.2%) (Af Am: 17 (12.3%); AAPI: 19 (13.8%); Hisp: 15 (10.9%); Other Non-White: (1.4%) Multi-Ethnic: 5 (5.8%)	Monitored Groups: 12 (40%) (Af Am: 6 (20%), Hisp: 3 (10%), Other Non-White: 1 (3.3%) Multi-Ethnic: (6.7%)	Monitored Groups: 4 (33%) (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.			

o   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.

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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 employe 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 5: Comparison of Student Diversity with Diversity of Faculty Applicants, Full-time Faculty, and New Faculty Hires by %: American River College
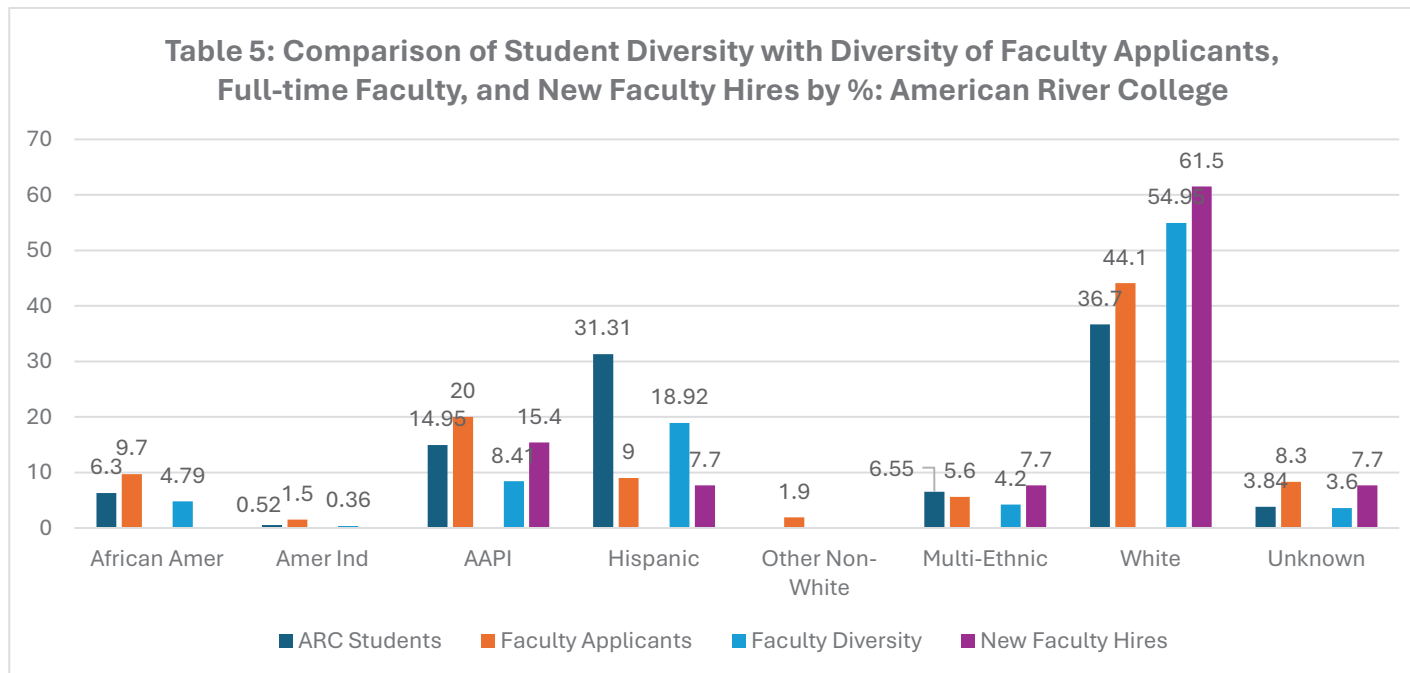
Table 6 (below) shows that at CRC:

- 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
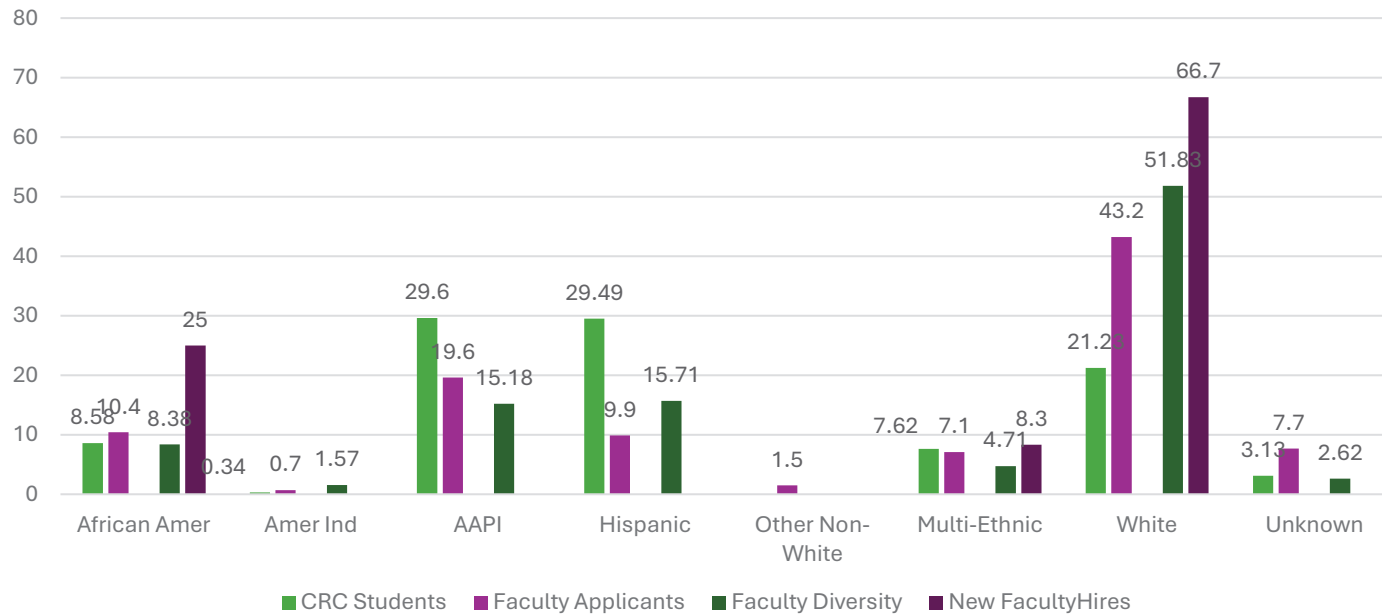
Table 7 (below) shows that at FLC:

- 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

Legend: FLC Students, Faculty Applicants, Faculty Diversity, New FacultyHires

Category	FLC Students	Faculty Applicants	Faculty Diversity	New FacultyHires
African Amer	4.17	8.7	4	18.2
Amer Ind	0.5	0.8		0.8
AAPI	15.54	28.3	9.6	18.2
Hispanic	22.74	7.8	12	9.1
Other Non-White		2.3		9.1
Multi-Ethnic	7.79	9.3		
White	46.01	36.5	64	45.5
Unknown	3.03	6.2		2.62
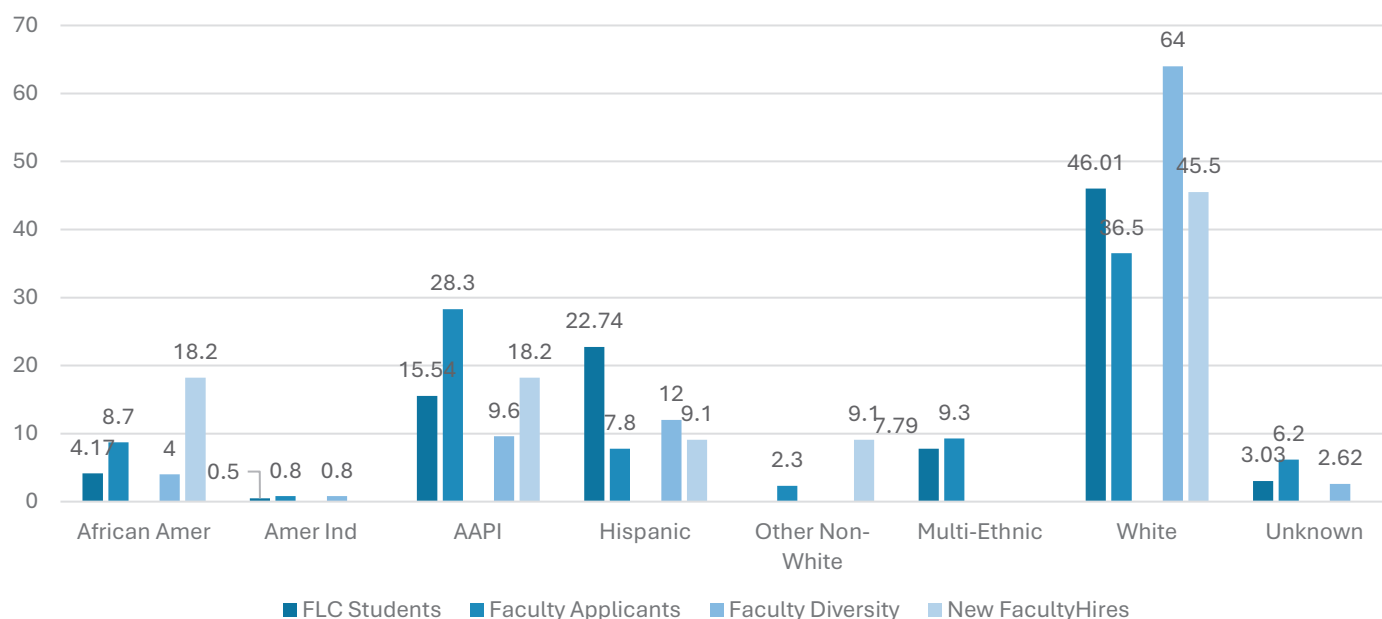
Table 8 (below) shows that at SCC:

- 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

	SCC Students	Faculty Applicants	Faculty Diversity	New Faculty Hires
African Amer	9.32	11.6	9.51	
Amer Ind	0.44	0.5		1.52
AAPI	20.16	22.4	9.13	17
Hispanic	32.41	7.8	13.31	24
Other Non-White			1.8	
Multi-Ethnic	7.34	8.8	6.46	24
White	26.85	40.3	55.13	35
Unknown	3.47	6.9	4.94	
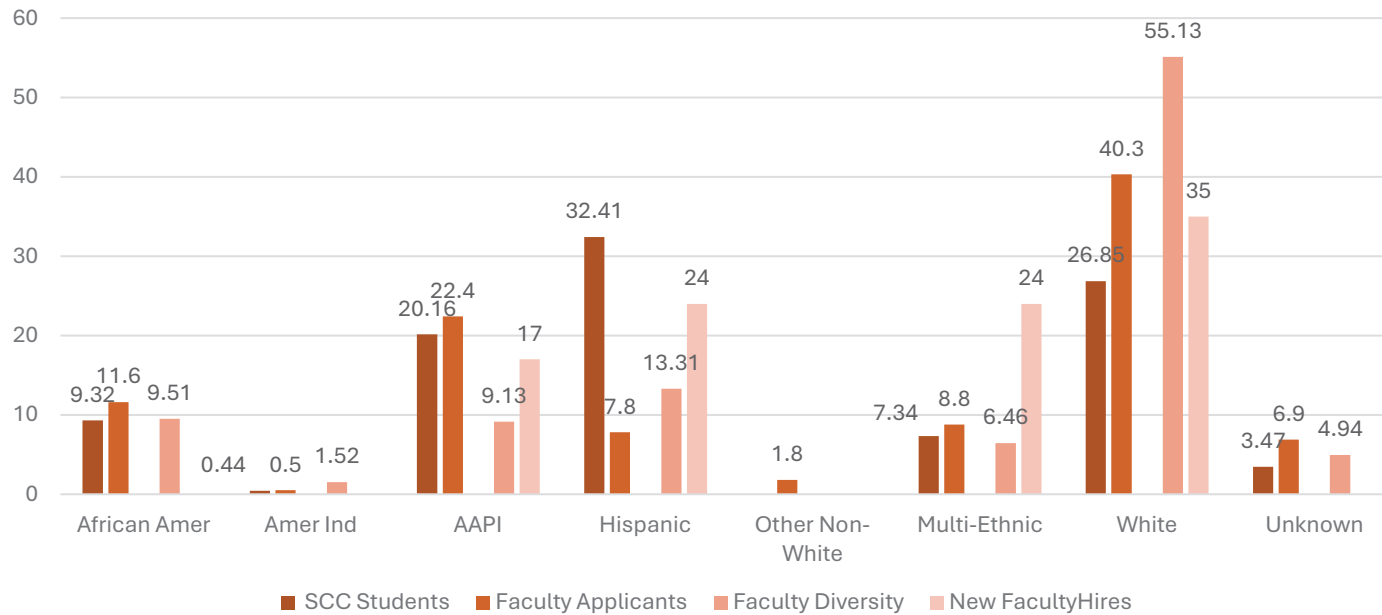
➤ *Conclusion*

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 groups[1].

- ✓ 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.

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[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.

o 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: 1st Level Interview: 226 (100%)	Stage 4: Finalist Interview:	Stage 5: Hired:

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%/7.7% = 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 incomplete for all ARC faculty hires in Spring 2025, adverse impact from Stage 3 to Stage 4 cannot be calculated at this time.)

- o   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: 1st 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: 1st 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

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

Discipline	American River College		Cosumnes River College		Folsom Lake College		Sacramento City College	
					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%)

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

	American River College		Cosumnes River College	Folsom Lake College	Sacramento City College	
	African American: 1 (1.9%)	0 (0%)			Amer Ind: 0 (0%)	0 (0%)
	Amer Ind: 0 (0%)	2 (28.6%)			AAPI: 0 (0%)	0 (0%)
	AAPI: 3 (30%)	0 (0%)			Hispanic: 0	0 (0%)
	Hispanic: 0 (0%)	0 (0%)			Multi-Ethnic: 0 (0%)	0 (0%)
	Multi-Ethnic: 0 (0%)	5 (71.4%)			White: 7 (100%)	6 (100%)
	White: 7 (70%)	0 (0%)			Not disclosed: 0 (0%)	0 (0%)
	Not disclosed: 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**	**Applicants Interviewed: 8**		**Applicants Screened: 23**	Applicants Interviewed: 10	**Applicants Screened: 12**	**Applicants Interviewed: 8**
	African American: 4 (19%)	2 (25%)		African American: 4 (17.4%)	2 (20%)	African American: 2 (16.7%)	1 (12.5%)
	Amer Ind: 0 (0%)	0 (0%)		Amer Ind: 0 (0%)	0 (0%)	Amer Ind: 0 (0%)	0 (0%)
	AAPI: 1 (4.8%)	1 (12.5%)		AAPI: 0 (0%)	0 (0%)	AAPI: 0 (0%)	0 (0%)
	Hispanic: 1 (4.8%)	0 (0%)		Hispanic: 0 (0%)	2 (20%)	Hispanic: 1 (8.3%)	1 (12.5%)
	Other Non-White: 1 (4.8%)	0 (0%)		Multi-Ethnic: 4 (17.4%)	5 (50%)	Other Non-White: 1 (8.3%)	0 (0%)
	Multi-Ethnic: 5 (23.8%)	2 (25%)		White: 12 (52.2%)	1 (10%)	Multi-Ethnic: 2 (16.7%)	2 (25%)
	White: 8 (38.1%)	2 (25%)		Not disclosed: 2 (8.7%)		White: 5 (41.7%)	3 (37.5%)
	Not disclosed: 1 (4.8%)	1 (12.5%)				Not disclosed: 1 (10.4%)	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	Applicants Interviewed: 10	Applicants Screened: 37	Applicants Interviewed: 8
			African American: 5 (4.9%)	1 (7.7%)	African American: 4 (8.1	0 (0%)
			Amer Ind: 0 (0%)	0 (0%)	Amer Ind: 0 (0%)	0 (0%)
			AAPI: 56 (54.4%)	6 (46.3%)	AAPI: 12 (32.4%)	3 (37.5%)
			Hispanic: 3 (2.9%)	1 (7.7%)	Hispanic: 2 (5.4%)	0 (0%)
			Other Non-White: 1 (1%)	0 (0%)	Other Non-White: 1 (2.7%)	0 (0%)
			Multi-Ethnic: 4 (3.9%)	0 (0%)	Multi-Ethnic: 4 (10.8%)	1 (12.5%)
			White: 29 (28.2%)	5 (38.5%)	White: 13 (35.1%)	4 (50%)
			Not disclosed: 5 (4.9%)	0 (0%)	Not disclosed: 0 (0%)	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	Applicants Interviewed: 12	Applicants Screened:143	Applicants Interviewed: 14		
	African American: 10 (9.1%)	2 (16.7%)	African American: 9 (6.3%)	2 (14.3%)		
	Amer Ind: 0 (0%)	0 (0%)	Amer Ind: 0 (0%)	0 (0%)		
	AAPI: 5 (4.5%)	0 (0%)	AAPI: 11 (7.7%)	1 (7.1%)		
	Hispanic: 11 (10%)	1 (8.3%)	Hispanic: 9 (6.3%)	1 (7.1%)		
	Other Non-White: 1 (.9%)	0 (0%)	Other Non-White: 5 (3.5%)	1 (7.1%)		
	Multi-Ethnic: 12 (10.9%)	2 (16.7%)	Multi-Ethnic: 10 (7%)	2 (4.3%)		
	White: 59 (53.6%)	7 (58.3%)	White: 81 (56.6%)	5 (35.7%)		
	Not disclosed: 12 (10.9%)	0 (0%)		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**	**Applicants Interviewed: 10**	**Applicants Screened: 48**	**Applicants Interviewed: 12**			**Applicants Screened: 51**	**Applicants Interviewed: 13**
	African American: 2 (3.6%)	0 (%)	African American: 3 (6.3%)	0 (%)			African American: 3 (5.9%)	0 (0%)
	Amer Ind: 0 (0%)	0 (0%)	Amer Ind: 0 (0%)	0 (0%)			Amer Ind: 1 (2%)	0 (0%)
	AAPI: 10 (18.2%)	0 (0%)	AAPI: 13 (27.1%)	1 (8.3%)			AAPI: 10 (19.6%)	3 (23.1%)
	Hispanic: 1 (1.8%)	1 (8.3%)	Hispanic: 2 (4.2%)	0 (0%)			Hispanic: 1 (2%)	0 (0%)
	Multi-Ethnic: 5 (9.1%)	1 (10%)	Multi-Ethnic: 4 (8.3%)	1 (8.3%)			Other Non-White: 1 2%)	0 (0%)
	White: 29 (52.7%)	6 (60%)	White: 21 (43.8%)	8 (66.7%)			Multi-Ethnic: 4 (7.8%)	2 (15.4%)
	Not disclosed: 8 (14.5%)	3 (30%)	Not disclosed: 5 (10.4%)	2 (16.7%)			White: 26 (51%)	7 (53.8%)
							Not disclosed: 5 (9.8%)	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**	**Applicants Interviewed: 9**	**Total applicants: 28**	**Applicants Interviewed: 11**	**Applicants Screened: 11**	**Applicants Interviewed: 7**
			African American: 8 (33.3%)	6 (66.7%)	African American: 5 (17.9%)	3 (27.3%)	African American: 1 (9.1%)	0 (0%)
			Amer Ind: 0 (0%)	0 (0%)	Amer Ind: 1 (3.6%)	0 (0%)	Amer Ind: 0 (0.0%)	0 (0%)
			AAPI: 4 (16.7%)	1 (11.1%)	AAPI: 6 (21.4%)	4 (36.4%)	AAPI: 10 (90.9%)	7 (100%)
			Hispanic: 5 (20.8%)	0 (0%)	Hispanic: 5 (17.9%)	1 (9.1%)	Hispanic: 0 (0%)	0 (0%)
			Other Non-	0 (0%)	Other Non-White: 1 (3.6%)	0 (0%)	Multi-Ethnic: 0 (0%)	0 (0%)
				2 (22.2%)		1 (9.1%)	White: 0 (0%)	0 (0%)
							Not disclosed: 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%) 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)

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 SCC[2], 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.

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[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 / EEO6 Category	American Indian/ Headcount (#)	Row %	Asian Headcount (#)	Row %	Black/ African- Headcount (#)	Row %	Hispanic/ Latino Headcount (#)	Row %	Multi-Ethnicity Headcount (#)	Row %	Pacific Headcount (#)	Row %	Unknown/Blank Headcount (#)	Row %	White/ Non- Headcount (#)	Row %	Total 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 / EEO6 Category	American Indian/ Headcount (#)	Row %	Asian Headcount (#)	Row %	Black/ African- Headcount (#)	Row %	Hispanic/ Latino Headcount (#)	Row %	Multi-Ethnicity Headcount (#)	Row %	Pacific Headcount (#)	Row %	Unknown/Blank Headcount (#)	Row %	White/ Non- Headcount (#)	Row %	Total 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 / EEO6 Category	American Indian/ Headcount (#)	Row %	Asian Headcount (#)	Row %	Black/ African- Headcount (#)	Row %	Hispanic/ Latino Headcount (#)	Row %	Multi-Ethnicity Headcount (#)	Row %	Pacific Headcount (#)	Row %	Unknown/Blank Headcount (#)	Row %	White/ Non- Headcount (#)	Row %	Total 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 EEO6 Category	American Indian/ Headcount (#)	Row %	Asian Headcount (#)	Row %	Black/ African- Headcount (#)	Row %	Hispanic/ Latino Headcount (#)	Row %	Multi-Ethnicity Headcount (#)	Row %	Pacific Headcount (#)	Row %	Unknown/Blank Headcount (#)	Row %	White/ Non- Headcount (#)	Row %	Total Headcount (#)
Academic, Tenured/ Ter	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., Man	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-Facul	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/ Paraprofessio	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 EEO6 Category	American Indian/ Headcount (#)	Row %	Asian Headcount (#)	Row %	Black/ African- Headcount (#)	Row %	Hispanic/ Latino Headcount (#)	Row %	Multi-Ethnicity Headcount (#)	Row %	Pacific Headcount (#)	Row %	Unknown/Blank Headcount (#)	Row %	White/ Non- Headcount (#)	Row %	Total Headcount (#)
Academic, Tenured/ Ter	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., Man	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-Facul	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/ Paraprofessio	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 EEO6 Category	American Indian/ Headcount (#)	Row %	Asian Headcount (#)	Row %	Black/ African- Headcount (#)	Row %	Hispanic/ Latino Headcount (#)	Row %	Multi-Ethnicity Headcount (#)	Row %	Pacific Headcount (#)	Row %	Unknown/Blank Headcount (#)	Row %	White/ Non- Headcount (#)	Row %	Total Headcount (#)
Academic, Tenured/ Ter	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., Man	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-Facul	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/ Paraprofessio	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 Gendery 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 Gendery 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 Gendery 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

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** October 15, 2025

SUBJECT:	Human Resources Transactions	ATTACHMENT: Yes	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 5	
AGENDA ITEM:	Consent Item N	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Executive Vice Chancellor, Finance and Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION	
		INFORMATION	

RECOMMENDATION:

It is recommended that the Board of Trustees approve the Human Resources transactions on the attached pages.

MANAGEMENT

APPOINTMENT(S)

Name	Position	Effective Date(s)

American River College

Harps, Marwa (M.A., Delta State University, Mississippi)	Dean of Student Engagement and Completion	11/03/25

District Office – Facilities Management

Duchaine, Eric (B.B., Western Illinois University)	Director (II) of Facilities Maintenance	10/20/25

APPOINTMENT(S) TO CATEGORICALLY FUNDED POSITION(S)

Name	Position	Effective Date(s)

American River College

Perez Martinez, Angelica (M.A., California State University, Sacramento)	Project Director (X) for TRIO Educational Talent Search (ETS)	11/01/25 – 08/30/26
Roberson, Steven (Ed.D., California State University, Sacramento)	Associate Vice President of Student Services and Equity	10/16/25 – 06/30/26

Cosumnes River College

Mendoza Plascencia, Oscar (M.A., California State University, Sacramento)	Director (VII) of Basic Needs and Student Support	10/01/25 – 09/30/26
Pasamonte, Raul (M.A., California State University, Sacramento)	Asian American, Native American Pacific Islander Serving Institution (AANAPISI) Grant Project Director (VII)	10/01/25 – 09/30/26
Sanchez, Melissa (M.A., California State University, Sacramento)	Latina/o Student Success Director (VII)	10/01/25 – 06/30/27
Wilson, Trinity (M.A., Mills College)	Director (VI) of TRIO Programs	10/01/25 – 09/30/26

District Office

Garcia, Yolanda (M.A., University of LaVerne)	Associate Vice President of Student Services	01/01/25 – 06/30/26 (*Revised*)
Peshon McGarry, Mariko (Ph.D., University of San Diego)	Associate Vice President of Student Services	07/01/25 – 09/10/25 (*Revised*)

MANAGEMENT

APPOINTMENT(S) TO TEMPORARY POSITION(S)

Name	Position	Effective Date(s)

American River College

Perez Martinez, Angelica   Interim Project Director (X) for TRIO Educational Talent Search (ETS)
  (M.A., California State University, Sacramento)

06/03/25 – 10/31/25
(*Revised*)

Roberson, Steven   Interim Associate Vice President of Student Services and Equity
  (Ed.D., California State University, Sacramento)

04/01/25 – 10/15/25
(*Revised*)

District Office

Khang, Peter   Interim Chief Counsel – *Step 5*
  (J.D., Lincoln Law School of Sacramento)

02/05/24 – 11/07/25
(*Revised*)

Sacramento City College

Esquivido-Hernandez, Vanessa Interim Dean of Retention and Persistence
  (Ph.D., University of California, Davis)

01/22/25 – 02/11/26
(*Revised*)

Lee, Dennis   Interim Dean of Planning, Research & Institutional Effectiveness
  (M.A., University of Akron, Ohio)

08/18/25 – 07/20/26
(*Revised*)

LEAVE(S) OF ABSENCE

Name	Position	Type	Effective Date(s)

Sacramento City College

| Brown, Davin | Vice President of Student Services | Health | 07/24/25 – 10/12/25 (*Revised*) |

SEPARATION(S)

Name	Position	Effective Date(s)

Sacramento City College

| Bates, Rukiya | Dean of Retention and Persistence | 09/08/25 |

MANAGEMENT

<u>Khang, Peter, Interim Chief Counsel</u>

Significant Contract Terms:

Salary: $257,026 annually – Step 5, Level B, plus an educational incentive on the 2025-2026 Management Salary Schedule

Health/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 costs 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).

Auto Expenses: $550/month for In-District Travel

F A C U L T Y

APPOINTMENTS TO TEMPORARY POSITIONS

Name	Subject/Position	Effective Date(s)

American River College

Name	Subject/Position	Effective Date(s)
Kraft, Mary Ellen (M.S.N., University of California, San Francisco)	Nursing (Registered Nurse-RN) Assistant Professor, L.T.T.	08/21/25 – 12/18/25
Rawlins, Jenna (M.A., California State University, Sacramento)	Sociology Assistant Professor, L.T.T.	08/21/25 – 12/18/25

Folsom Lake College

Name	Subject/Position	Effective Date(s)
Walden, Ashley (M.A., California State University, Chico)	Athletics Coordinator 80% / Kinesiology Assistant Professor, 20%, L.T.T.	08/01/25 – 12/31/25

Sacramento City College

Name	Subject/Position	Effective Date(s)
Todd, Craig (B.S., University of Florida)	Mechanical Electrical Technology Assistant Professor, L.T.T.	08/21/25 – 12/18/25

LEAVES OF ABSENCE

Name	Subject/Position	Type	Effective Date(s)

American River College

Name	Subject/Position	Type	Effective Date(s)
Chakurian, Daphne	Nursing (Registered Nurse-RN) Assistant Professor (Medical Surgical Focus)	Medical	08/22/25 – 10/12/25
Roy, Deboleena	Chemistry Professor	Type C	01/15/26 – 05/21/26
Truong, Binh	Mathematics Professor	Type C	01/15/26 – 05/21/26

Cosumnes River College

Name	Subject/Position	Type	Effective Date(s)
Ly, Lap	Mathematics Professor	Type C	01/15/26 – 05/21/26

F A C U L T Y

REASSIGNMENTS / TRANSFERS

Name	Subject/Position	Effective Date(s)

American River College

Baiz, Louis	Physical Education Professor, 85% / Athletic Coordinator, 15% From: Kinesiology & Athletics Professor, 70% / Athletic Coordinator, 30%	08/21/25
Giorgi, Mark	Physical Education Professor, 70% / Athletic Coordinator, 30% From: Physical Education Professor	08/12/25

RETIREMENTS

Name	Subject/Position	Effective Date(s)

American River College

Russell, Gail (After 24 years of regular service)	Theatre Arts Professor	05/22/26

Sacramento City College

Austin, Grace (After 18+ years of regular service)	Psychology Professor	12/19/25
Barbaria, Miriam (After 27 years of regular service)	Spanish Professor	05/22/26
Hanson, Luther (After 27+ years of regular service)	Theatre Arts Professor	05/22/26
Masterson, Patricia (After 26+ years of regular service)	Sign Language Studies Professor	12/19/25

F A C U L T Y

2025–2026 SABBATICAL AND PROFESSIONAL DEVELOPMENT LEAVE – REVISIONS

The following is a revision from the 2025 - 2026 Sabbatical and Professional Development Leaves approved by the Board of Trustees on April 9, 2025.

American River College

Type A Leave Time

The proposal has been revised for the following faculty member as indicated below:

Employee	Discipline	Percent	Semester	Annual FTE
Crowder, Michael	English Professor	.50%	Fall 2025	.250
			Spring 2026	.250

SEPARATION(S) OF SERVICE

Name	Subject/Position	Effective Date(s)

Folsom Lake College

Name	Subject/Position	Effective Date(s)
Zeller, Gloyd (Deceased)	Business Professor (20% PTT) (After 45 years of service)	08/07/25

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2025
American River College

Name	Subject	FTE
Hashima, Edward	History	2 %

TEMPORARY, PART-TIME EMPLOYEES Summer 2025
American River College

Name	Subject	FTE
Albrecht, Christian	Administration of Justice	1 %
Allie, Diana	Counselor	1 %
Ayers, Harold	Administration of Justice	1 %
Cardoza, Manuel	Administration of Justice	1 %
Esque, Melanie	Administration of Justice	1 %
Harris, Merridith	Administration of Justice	1 %
Kalman, Mikalai	Cross Term	4 %
Kalman, Mikalai	Cross Term	4 %
Moore, Mathew	Administration of Justice	1 %
Wann, William	Coordinator	20 %

TEMPORARY, PART-TIME EMPLOYEES Summer 2025
Cosumnes River College

Name	Subject	FTE
Barkley, Michelle	Nurse	30 %
Mapeso, Ray	Counselor	2 %
Torres, Jessica	Counselor	2 %
Yeung Whamond, Esther	Counselor	2 %

TEMPORARY, PART-TIME EMPLOYEES Summer 2025
Folsom Lake College

Name	Subject	FTE
Atiabet, Evelyne	Certified Nurse Assistant	40 %
Navarro Rodriguez, Celina	Counselor	1 %

TEMPORARY, PART-TIME EMPLOYEES Summer 2025
Sacramento City College

Name	Subject	FTE
Sah, Tasneem	Counselor	7 %

TEMPORARY, PART-TIME EMPLOYEES Fall 2025
American River College

Name	Subject	FTE
Abdullah, Zainab	Ethnic and Cultural Studies	20 %
Abraham, Hannah	Study Skills	8 %
Al Hilfi, Bashar	Computer Networking	24 %
Albrecht, Christian	Administration of Justice	0 %

FTE appearing as 0% for the current or upcoming semester is pending determination of assignment / load. FTE in previous semesters will appear as 1% for assignments between 0% and 1%.   *=New Employee   **=Returning Employee
Employees hired under equivalency criteria pursuant to Ed. Code Section 87359, Title V, Section 53430(a), and Board Policy 5123 will be identified as follows: A1;A3;A4;B1;B2;B3;B4=Experience / Education | A2 = Education | A5;B5 = Experience

TEMPORARY, PART-TIME EMPLOYEES Fall 2025
American River College

Name	Subject	FTE
Alder, Katreena	Speech Communication	20 %
Alsarraj, Jian	Counselor	0 %
Austin, Debra	Reading	3 %
Ayala, Danielle	ESL Speaking/Listening	20 %
Bashir, Sharjil	Counselor	44 %
Bassett, Jason	Administration of Justice	0 %
Berkheimer, Ciara	Registered Nursing	57 %
Bernacchi, Christopher	Administration of Justice	0 %
Bickel, David	Administration of Justice	0 %
Bluette, Chad	Administration of Justice	0 %
Bonilla, Sara	Administration of Justice	0 %
Bradshaw, Don	Administration of Justice	0 %
Burns, Julie	Administration of Justice	0 %
Cahalan, Courtney	English	40 %
Campas, Steven	Administration of Justice	0 %
Cardoza, Manuel	Administration of Justice	0 %
Carter, Allison	English	60 %
Carter, Stephen	Electronics & Electric Technology	67 %
Casella, Jacob	Administration of Justice	0 %
Castillo, Scott	Administration of Justice	0 %
Chavolla, Art	Administration of Justice	0 %
Ciobanasiu, Jonathan	English	40 %
Connors, Valerie	Coordinator	40 %
Crawford, Christopher	Registered Nursing	46 %
Cudworth, Robert	Administration of Justice	0 %
Davalle, Nathan	Administration of Justice	0 %
Davis, Donald	Administration of Justice	0 %
Diwan, Sarah	ESL Writing	18 %
Douglas, Jennifer	Registered Nursing	56 %
Duggins, Michael	Administration of Justice	0 %
Esque, Melanie	Administration of Justice	0 %
Fleck, Jessica	Sociology	40 %
Foley, Morgan	Administration of Justice	0 %
Franco, Albert	Administration of Justice	0 %
French, Scott	Administration of Justice	0 %
French, Scott	Coordinator	0 %
Garbutt, Jared	Nutrition, Foods, and Culinary Arts	40 %
Ghan, Courtney	English	40 %
Giorgetti, Leonardo	Italian	67 %
Gonzales, Nathan	Biology, General	9 %
Gorsuch, Susan	Administration of Justice	0 %
Gutierrez, Julio	Alt. Fuels and Advanced Transportation Tec	33 %
Hammack, Tara	Registered Nursing	55 %
Hardy, Thomas	ESL Integrated	17 %
Hayes, David	Administration of Justice	0 %
Herman, Kathryn	Counselor	59 %
Hernandez, Derrick	Health Education	40 %
Hernandez, Israel	Administration of Justice	0 %
Hisel, Kathleen	Counselor	55 %
Huggins, Ross	Administration of Justice	10 %
Hutson, Natisha	Academic Guidance	20 %
Ingraham Lintamo, Lashanna	Welding Technology	37 %

FTE appearing as 0% for the current or upcoming semester is pending determination of assignment / load. FTE in previous semesters will appear as 1% for assignments between 0% and 1%.   *=New Employee   **=Returning Employee
Employees hired under equivalency criteria pursuant to Ed. Code Section 87359, Title V, Section 53430(a), and Board Policy 5123 will be identified as follows: A1;A3;A4;B1;B2;B3;B4=Experience / Education | A2 = Education | A5;B5 = Experience

TEMPORARY, PART-TIME EMPLOYEES Fall 2025
American River College

Name	Subject	FTE
Jacobs, David	Philosophy	60 %
Jay, Susan	General Work Experience	20 %
Jenkins, Tanisha	Counselor	22 %
Johnson, Krystal	Administration of Justice	0 %
Jungkeit, James	Administration of Justice	0 %
Kalman, Mikalai	Diesel Technology	25 %
Kaneyuki, Brent	Administration of Justice	0 %
Kaur, Amanpreet	Sign Language	66 %
Koontz, Michael	English	20 %
Kozlov, Maksim	Automotive Collision Repair	32 %
Kwong, Kenneth	Coordinator	0 %
Laird, Brian	Administration of Justice	0 %
Lewis, Bridget	Painting & Drawing	2 %
Lommori, Michael	Administration of Justice	0 %
Long, Mary	Counselor	38 %
Loveland, Reyna	Registered Nursing	13 %
Mann, Scott	Administration of Justice	0 %
Maples, Inga	Counselor	25 %
Marion, Derrick	Administration of Justice	0 %
Mayes, Orrlando	Administration of Justice	0 %
Meux, Brian	Administration of Justice	0 %
Mitchell, Christopher	Fire Technology	60 %
Mow, Jessica	Counselor	19 %
Mueller, Robert	Administration of Justice	0 %
Palaspas, Candice	Counselor	60 %
Palmer, Gary	Administration of Justice	0 %
Pezone, John	Administration of Justice	0 %
Pillay, Rajiv	Welding Technology	66 %
Ponce, Carlos	Administration of Justice	0 %
Pryde, Marvin	Registered Nursing	20 %
Robison, Bradley	Administration of Justice	0 %
Rocha-Fernandez, Yulissa	Counselor	13 %
Rother, Joshua	Commercial Art	26 %
Samarina, Irina	Music	7 %
Santos, Aaron	Emergency Medical Services	16 %
Shepherd, Elden	Administration of Justice	0 %
Silva, Nancy	Film Studies	30 %
Siniy, Svetlana	Registered Nursing	7 %
Smith, Sally	Administration of Justice	20 %
Solomon, Enrico	Administration of Justice	0 %
Souza, Renee	Administration of Justice	0 %
Staten, Keith	Paralegal	25 %
Stevens, DeAnna	Coordinator	0 %
Susz, Tiffany	Administration of Justice	0 %
Sweeney, Thomas	Administration of Justice	0 %
Swift, Charles	Administration of Justice	0 %
Tadlock, Duane	Administration of Justice	0 %
Talley, Adam	Registered Nursing	67 %
Terrell, Jameiz	Coordinator	0 %
Thomas, Iohla	Administration of Justice	0 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2025
American River College

Name	Subject	FTE
Tomashevskiy, Nadia	Registered Nursing	15 %
Toomey, Daniel	Administration of Justice	0 %
Truong, Huy	Paramedic	22 %
Uptegrove, Jim	Administration of Justice	0 %
Vang, Julie	Counselor	19 %
Viado, Abigail	Registered Nursing	3 %
Vlamis, Christopher	Administration of Justice	0 %
Vlamis, Christopher	Coordinator	0 %
Voetsch, Brandon	Administration of Justice	0 %
Voudouris, Theodore	Administration of Justice	0 %
Welshons, Brian	Administration of Justice	0 %
Wheeler, Liberty	Registered Nursing	2 %
Wong, Kim	Administration of Justice	0 %
Wright, Willie	Administration of Justice	0 %
Zandvakili, Elham	ESL Writing	15 %
Zandvakili, Elham	ESL Speaking/Listening	15 %

TEMPORARY, PART-TIME EMPLOYEES Fall 2025
Cosumnes River College

Name	Subject	FTE
Bassett, Christopher	Applied Photography	14 %
Becker, Kathleen	Chemistry, General	33 %
Collins, Clifford	Applied Photography	25 %
Goerzen, Kylee	Physics, General	33 %
Graham, Frank	English	40 %
Kaneko, Hiroyo	Applied Photography	14 %
Miller, Matthew	Dramatic Arts	20 %
Mondragon-Lopez, Sergio	Counselor	1 %
Mondragon-Lopez, Sergio	Counselor	16 %
Mustafa, Naryman	ESL Integrated	40 %
Parker, Mishae	Counselor	8 %
Parker, Mishae	Counselor	12 %
Ra, L. Doi	ESL Speaking/Listening	20 %
Rosco Wysinger, Janayla	Counselor	18 %
Rosco Wysinger, Janayla	Counselor	7 %
Shelton, Anthony	Dramatic Arts	10 %
Timberlake, Matthew	Psychology, General	25 %
Vetter, Jacqlyn	English	20 %
Williams, Kaitlyn	Mathematics, General	44 %

TEMPORARY, PART-TIME EMPLOYEES Fall 2025
Folsom Lake College

Name	Subject	FTE
Andersen, James	Emergency Medical Services	48 %
Bates, Andrew	Administration of Justice	60 %
Benavides, Edward	Computer Programming	35 %
Buch, Dipali	Business and Commerce, General	25 %
Castro, Livia	Other Information Technology	25 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2025
Folsom Lake College

Name	Subject	FTE
Christensen, Kalee	Mathematics Skills	19 %
Gray, Robert	Physical Education	30 %
Hall, Javelin	English	11 %
Hanrahan, Molly	Intercollegiate Athletics	49 %
Johnson, Kyle	Mathematics, General	67 %
Kittle, Robert	Physical Education	15 %
Kittle, Robert	Intercollegiate Athletics	47 %
Llontop, Carlos	Technical Theater	50 %
Mahoney, Shannon	Dramatic Arts	5 %
McGhee, Kelly	Counselor	51 %
Nevins, Andrew	English	25 %
Radekin, Rachel	Counselor	20 %
Scrogins, Joshua	Physics, General	7 %
Shepard, Leon Benwar	Music	22 %
Smiley, Rose	Chemistry, General	52 %
Williams, Joshua	Physics, General	7 %

TEMPORARY, PART-TIME EMPLOYEES Fall 2025
Sacramento City College

Name	Subject	FTE
Anderson, Silvia	Child Development Administration and Mana	20 %
Andrus, Ammoron	Environmental Control Technology (HVAC)	28 %
Angello, James	Art	28 %
Beck-Wegner, Noemi	Psychology, General	20 %
Camargo, Stephenee	Nursing	49 %
Campos, Claudia	Cosmetology and Barbering	48 %
Collins, Michael	History	20 %
Davis, Lachanda	Philosophy	20 %
Ferro, Emmiyan	Ethnic and Cultural Studies	20 %
Figueroa, Jose	Administration of Justice	20 %
Fleck, Jessica	Sociology	20 %
Garcia, Isela	Cosmetology and Barbering	15 %
Goodwin, Alexandria	Nutrition, Foods, and Culinary Arts	20 %
Hung, Gary	Counselor	8 %
Johnson, Camille	Sociology	14 %
Kramer, Chad	Other Engineering and Related Industrial Te	15 %
Madrigal, Abraham	Counselor	29 %
Mathis, Jaqueline	Academic Guidance	20 %
McGiffert, Jerel	Academic Guidance	20 %
McGiffert, Jerel	Counselor	19 %
McGiffert, Jerel	Counselor	20 %
Mendoza, R,	English	40 %
Meza, Ryan Angel	Applied Photography	60 %
Nakhjavan, Bahar	Chemistry, General	27 %
Nguyen, Cuong	Counselor	13 %
Onic, Tracy	Railroad and Light Rail Operations	44 %
Parziale, Matthew	Chemistry, General	53 %
Perez, Dalila	Counselor	2 %
Perez, Dalila	Counselor	38 %
Quiggle, Dexter	Dental Hygienist	32 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2025
Sacramento City College

Name	Subject	FTE
Reid-Cramer, Randell	Cosmetology and Barbering	44 %
Reyes Cruz, Nanette	Librarian	44 %
Rodriguez, Nicolasa	Ethnic and Cultural Studies	20 %
Singh, Jasbindar	Health Occupations, General	40 %
Singh, Jashnil	Registered Nursing	50 %
Souza, Robert	Environmental Control Technology (HVAC)	8 %
Sparks, Genevieve	Geology	20 %
Stapleton, Geraldine	Accounting	13 %
Tabel, Bless	Occupational Therapy Technology	5 %
Thuston, Marrin	English	20 %
Times, Stephanie	Academic Guidance	20 %
Times, Stephanie	Counselor	3 %
Times, Stephanie	Counselor	37 %
Traugott, Jacob	Academic Guidance	20 %
Vargas, Victor	Counselor	17 %
Vargas, Victor	Counselor	17 %
Walker, Melissa	Dental Assistant	48 %
Widman, Hannah	Physical Education	30 %
Wilkins, Kareasa	ESL Writing	20 %
Williams, Alton	Sociology	20 %
Wyckoff, Bryan	Speech Communication	20 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2025
American River College

Name	Subject	FTE
Ahmadi, Al	Electronics & Electric Technology	15 %
Ahmadi, Al	Telecommunications Technology	30 %
Alexander, Carie	Counselor	20 %
Badilla, Araceli	Job Seeking/Changing Skills	7 %
Borcz, Robyn	English	27 %
Boyer, Alba	Italian	13 %
Bradford, Aaron	Creative Writing	20 %
Carnero, Mark	Ethnic and Cultural Studies	40 %
Carnero, Mark	General Work Experience	13 %
Chakurian, Daphne	Registered Nursing	10 %
Driscoll, Jane	ESL Writing	18 %
Fertel, Kristine	ESL Integrated	23 %
Garcia-Adams, Ines	Spanish	27 %
Giorgi, Mark	Physical Education	60 %
Gomez, Martin	Counselor	6 %
Hartman, Galen	Automotive Collision Repair	3 %
Heiser, Ceydy	Spanish	67 %
Ilaga, Lisa	Respiratory Care/Therapy	18 %
Leibrock, Rachel	Journalism	30 %
Leung, Noue	English	60 %
Messier, Christopher	Welding Technology	22 %
Moore, Christopher	Automotive Technology	40 %
Moran, Jeffrey	ESL Writing	3 %

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REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2025
American River College

Name	Subject	FTE
Moran, Jeffrey	ESL Integrated	2 %
Rose, Valarie	Mortuary Science	13 %
Simon, Rachael	Registered Nursing	10 %
Sjolund, Joe	Counselor	1 %
Stewart, Daniel	Chemistry, General	48 %
Tabish, Syeda Momina	Computer Programming	15 %
Weissbart, Brian	Chemistry, General	30 %
Winger, Jason	Administration of Justice	0 %
Zepeda, Daniela Alexandra	Counselor	19 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2025
Cosumnes River College

Name	Subject	FTE
Aldredge, Teresa	Counselor	2 %
Alino, Vera	Chemistry, General	33 %
Andrews, David	Horticulture	47 %
Duffy, Marjorie	Information Technology, General	27 %
Edwards, Ea	Counselor	2 %
Esty, Juana	Counselor	2 %
Falloon, Matthew	English	20 %
Gage, Ambyr	English	40 %
Hutcheson, Heather	English	20 %
Jones-Thomas, Brandy	Human Services	40 %
Marslek, Michael	Accounting	60 %
McDowell, Stephen	Chemistry, General	33 %
Mederos, Lisa-Marie	Business and Commerce, General	60 %
Nahlen, Kari	Physical Education	20 %
Pandey, Rajeev	Chemistry, General	33 %
Phan, Man	Marketing & Distribution	20 %
Villarreal, Thien-Huong	Sociology	48 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2025
Folsom Lake College

Name	Subject	FTE
Atiabet, Evelyne	Certified Nurse Assistant	30 %
Fannon, Sean	Psychology, General	30 %
Fuson, Joy	Mathematics Skills	7 %
Griffin, Nicole	English	40 %
Harris, David	Dramatic Arts	10 %
Mukarram, Abida	Computer Software Development	35 %
Navarro Rodriguez, Celina	Counselor	4 %
Pipkin, Kevin	Mathematics Skills	13 %
Rahman Jackson, Lishia	Counselor	16 %
Redfield, Molly	Commercial Music	41 %
Runner, Sandy	Business Administration	35 %
Zavala, Daniel	Counselor	32 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2025

FTE appearing as 0% for the current or upcoming semester is pending determination of assignment / load. FTE in previous semesters will appear as 1% for assignments between 0% and 1%.   *=New Employee   **=Returning Employee

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Sacramento City College

Name	Subject	FTE
Beebe, Katelyn	Dental Assistant	32 %
Bomberry, Deskaheh	Intercollegiate Athletics	31 %
Cervantes, Jordan	Counselor	11 %
Chave, Joshua	Counselor	9 %
Crandley, Patrick	Electronic Game Design	21 %
Crandley, Patrick	Animation	28 %
Cypret, Phillip	Aviation Airframe Mechanics	17 %
Dana, Maureen	English	6 %
Eifler, Tristan	Chemistry, General	21 %
Frame, Jonathan	Environmental Control Technology (HVAC)	13 %
Frank, Paul	Political Science	20 %
Freas, Adam	Counselor	10 %
Gamulao, Canuto	Registered Nursing	21 %
Gentry, Richard	Industrial Systems Technology and Maintena	20 %
Gentry, Richard	Environmental Control Technology (HVAC)	7 %
Giovannetti, Lynne	Fashion Production	28 %
Goehring, Kevin	Aeronautical & Aviation Technology	33 %
Goodchild, Rebecca	Academic Guidance	20 %
Goodchild, Rebecca	Librarian	20 %
Hanson, Luther	Dramatic Arts	20 %
Hastie, Kelsie	History	20 %
Hoerl, Ada	Health Occupations, General	13 %
Hopkins, Frances	Nursing	13 %
Jackson, Charisse	Licensed Vocational Nursing	1 %
Jackson, Charisse	Academic Guidance	20 %
Jones, Andrew	Physical Education	25 %
Jones, Andrew	Study Skills	35 %
Kiel, Jeannette	Psychology, General	20 %
Kiel, Jeannette	Women's Studies	20 %
Knudson, Kandace	Academic Guidance	20 %
Lane, Tammie	Dental Assistant	16 %
Layton, Jessica	Photography	20 %
Loomis, Debora	ESL Integrated	40 %
Marquez, Sabrina	Cosmetology and Barbering	41 %
Mesa, Felicia	Registered Nursing	13 %
Osorio, Cesar	Nursing	30 %
Siu, Jennifer	Registered Nursing	13 %
Sullivan, Christopher	Physiology (Includes Anatomy)	20 %
Villalva, Janelle	Nursing	34 %
Wyatt, David	Biology, General	19 %

C L A S S I F I E D

APPOINTMENT(S)

Name	Position	Assigned to	Effective Date(s)
Ala, Lorenzo	Police Communication Dispatcher	DO	09/08/25
Alekyan, Jonathan	Information Technology Specialist II - Audio/Video Media Support	FLC	09/29/25
Dhanda, Jasjit	College Safety Officer	DO	10/01/25
Encarnacion, Vhonn Ryan	Instructional Assistant – Photography	SCC	09/08/25
Flores, Maliah	Student Support Assistant	ARC	09/15/25
HabibAzad, Mahdi	Custodian	FLC	10/06/25
Hughes, Jade	Instructional Assistant – Learning Resources, 10 months	ARC	09/15/25
Inuman, Donna	Child Development Center Teacher, 9 months	CRC	09/02/25 *(Revised)*
Latif, Lemar	Account Clerk II	DO	10/13/25
Lovelace, Brian	Custodian	FLC	09/29/25
Merlo, Mallory	Clerk III, 75%	CRC	09/15/25
Raymond, Christopher	Instructional Assistant – Chemistry, 9 months	ARC	10/01/25
Shankar, Kamil	Financial Aid Supervisor	DO	10/06/25
Torres, Lusero	Athletic Trainer	ARC	09/30/25
Van Riper, Delaney	Instructional Services Assistant II	SCC	10/01/25
Zahedi Amrei, Roja	Student Support Assistant	DO	09/22/25

APPOINTMENT(S) LIMITED TERM

Name	Position	Assigned to	Effective Date(s)
Osife, Celeste	Student Support Assistant, 10 months	CRC	09/22/25-06/30/28

C L A S S I F I E D

LEAVE(S) OF ABSENCE

Name	Position	Type of Leave	Assigned to	Effective Date(s)
Hayden, Lisa	Student Support Specialist	Personal, 20%	SCC	08/25/25-12/19/25
Hill, Akaysia	Mental Health Advocate	Personal, 23%	CRC	08/18/25-12/19/25

PLACEMENT ON 39-MONTH RE-EMPLOYMENT LIST

Name	Position	Assigned to	Effective Date(s)
Tolly, Shelby	Health Services Assistant	DO	09/09/25

PROMOTION(S)

Name	New Position (Current Position)	Assigned to	Effective Date(s)
Stout, Victoria	Student Support Specialist (Administrative Assistant I	SCC ARC)	09/18/25

RELEASED FROM EMPLOYMENT (PROBATIONARY)

Employee ID#	Position	Assigned to	Effective Date(s)
1342257	Instructional Services Assistant II	SCC	09/09/25

RESIGNATION(S)

Name	Position	Assigned to	Effective Date(s)
Alford, Shani	Grant Coordination Clerk	SCC	07/26/25
Dudley, Jada	Student Support Assistant	CRC	10/04/25
Kotcher, Lindsie	Student Support Specialist	ARC	09/03/25
Trumbly, Rebecca	Counseling Clerk II	SCC	09/17/25

C L A S S I F I E D

RETIREMENT(S)

Name	Position	Assigned to	Effective Date(s)
Callaway, Ronda	Counseling Supervisor (After 17+ years of regular service)	FLC	01/06/26
Cox, Daniel	Lead Facilities Planning and Engineering Specialist (After 11+ years of regular service)	FM	12/31/25
Reed, Jeanne	Instructional Assistant – Campus Computer Laboratory (After 28+ years of regular service)	ARC	09/25/25

Temporary Classified Employees
Education Code 88003 (Per AB 500)
The individuals listed below are generally working in short term, intermittent or interim assignments during the time frame designated.

American River College

Name	Title	Effective Date	End Date
Al Abdo Al Haluf, Muhamed	Custodian	09/22/2025	06/30/2026
Ali, Nora	Laboratory Technician	09/11/2025	06/30/2026
Ameeri, Ismail	Counseling Clerk I	09/08/2025	06/30/2026
Arias, Ernesto	Assistant Coach	08/25/2025	06/30/2026
Baldacchino, Marco	Assistant Coach	08/25/2025	06/30/2026
Bohlin, Michelle	Student Support Assistant	07/01/2025	06/30/2026
Boyer, Ashlie	Special Projects	07/01/2025	06/30/2026
Brunnquell, Matthew	Assistant Coach	09/02/2025	06/30/2026
Gentry, Kahlan	Clerk III	08/27/2025	06/30/2026
Gonzalez, Catherine	Clerk III	07/01/2025	06/30/2026
Goodall, Kyle	Maintenance Technician I	07/01/2025	06/30/2026
Haynes, Levon	Assistant Coach	08/25/2025	06/30/2026
Heilman, Zainab	Special Projects	08/25/2025	06/30/2026
Hernandez-De Leon, Diana	Student Support Assistant	09/01/2025	06/30/2026
Huell, Shalin	Art Model	09/22/2025	06/30/2026
Knott, Dustin	Special Projects	07/01/2025	06/30/2026
Lance, Jabari	Clerk I	07/01/2025	06/30/2026
Meneghetti, Aurora	Special Projects	08/15/2025	06/30/2026
Meyer, Kaitlin	Special Projects	08/25/2025	06/30/2026
Miller, Hannah	Assistant Coach	08/25/2025	06/30/2026
Mokeddem, Zaineb	Counseling Clerk II	11/25/2025	06/30/2026
Molla-Galvan, Kayla	Special Projects	07/01/2025	06/30/2026
Morriese, Arthur	Special Projects	07/01/2025	06/30/2026
Mosleh, Yasameen	Clerk I	08/25/2025	06/30/2026
Robinett, Natalja	Instructional Assistant	08/25/2025	06/30/2026
Quintal, Antoinette	Art Model	07/01/2025	06/30/2026
Shagan, Jennah	Instructional Assistant	09/02/2025	06/30/2026
Torres, Lusero	Athletic Trainer	09/15/2025	06/30/2026

Cosumnes River College

Name	Title	Effective Date	End Date
Bosanek, Jillian	Special Projects	09/02/2025	06/30/2026
Kaebnick, Mark	Special Projects	09/01/2025	06/30/2026
Molinari, Patrick	Groundskeeper	08/20/2025	06/30/2026
Mysaysana, Sara	Clerk I	08/25/2025	06/30/2026
Niem, Serafina	Clerk I	08/25/2025	06/30/2026
Oddo, Jerome	Art Model	09/11/2025	06/30/2026
Salamanca, Carlitos	Special Projects	08/01/2025	06/30/2026
Singh, Akash	Clerk I	08/25/2025	06/30/2026
Sriram, Kaushik	Special Projects	08/27/2025	06/30/2026

Name	Title	Effective Date	End Date
Taylor, Jennifer	Instructional Assistant	08/01/2025	06/30/2026
Ware, Davina	Educational Center Assistant	09/02/2025	06/30/2026
Wolfinger, Christopher	Athletic Trainer	09/15/2025	06/30/2026

District Office / Business and Economic Development Center / Facilities Management / Police Services

Name	Title	Effective Date	End Date
Abdullah, Anis	Campus Patrol	09/15/2025	06/30/2026
Alaya, Abdullah	Campus Patrol	09/10/2025	06/30/2026
Alderman, Chad	Campus Patrol	07/30/2025	06/30/2026
Bziashvili, Aleksandre	Campus Patrol	09/01/2025	06/30/2026
Crawford, Melody	Student Support Assistant	09/29/2025	06/30/2026
Gorova, Anastasiya	Clerk II	09/25/2025	06/30/2026
Ilami, Bardya	Campus Patrol	09/03/2025	06/30/2026
Kumar, Priyeshniel	Special Projects	10/08/2025	06/30/2026
Le, James	Student Support Assistant	09/29/2025	06/30/2026
Lee, Phoebe	Student Support Assistant	09/29/2025	06/30/2026
Lozano, Cindy	Campus Patrol	09/01/2025	06/30/2026
Maharaj, Aaron	Campus Patrol	09/01/2025	06/30/2026
McKay, Hannah	Payroll Clerk	07/01/2025	06/30/2026
Merene, Shayla	Campus Patrol	09/01/2025	06/30/2026
Thao, Yeng	Campus Patrol	09/01/2025	06/30/2026
Valenzuela, Jessica	Police Communication Dispatcher	09/22/2025	06/30/2026
Yakubovskaya, Yekaterina	Campus Patrol	09/25/2025	06/30/2026

District Office-Sacramento City College

Name	Title	Effective Date	End Date
Arnett, Aidan	Financial Aid Clerk I	08/26/2025	06/30/2026

Folsom Lake College

Name	Title	Effective Date	End Date
Ahmadi, Fatima	Reader/Tutor I	09/08/2025	06/30/2026
Albin, Joy	Special Projects	09/25/2025	06/30/2026
Allen, Briajanae	Intercollegiate Game Technician	09/08/2025	06/30/2026
Anderson, Kayla	Instructional Assistant	08/25/2025	06/30/2026
Beaudette, Emily	Reader/Tutor I	09/09/2025	06/30/2026
Beltram, Blake	Reader/Tutor I	09/25/2025	06/30/2026
Bosch, Nicholas	Reader/Tutor I	09/09/2025	06/30/2026
Cazemir, Ecaterina	Reader/Tutor I	09/08/2025	06/30/2026
Cruces, Acacia	Special Projects	09/03/2025	06/30/2026
Crum, Ryan	Reader/Tutor I	09/03/2025	06/30/2026
Diba, Melody	Reader/Tutor I	08/25/2025	06/30/2026
Enkhbold, Ankhzaya	Reader/Tutor I	09/02/2025	06/30/2026

Name	Title	Effective Date	End Date
Ferguson, Allyson	Reader/Tutor I	08/25/2025	06/30/2026
Foster, Keira	Reader/Tutor I	08/25/2025	06/30/2026
Golsong, Giana	Clerk I	08/25/2025	06/30/2026
Guler, Douglas	Special Projects	07/01/2025	06/30/2026
Hirsch, Benjamin	Reader/Tutor I	09/25/2025	06/30/2026
Holgate, Nathaniel	Reader/Tutor I	08/25/2025	06/30/2026
Iralina, Daniya	Reader/Tutor I	08/25/2025	06/30/2026
Kalyushik, Olha	Instructional Assistant	08/25/2025	06/30/2026
Lagrutta, Rick	Art Model	07/01/2025	06/30/2026
Latif, Raham	Reader/Tutor I	08/25/2025	06/30/2026
Maeding, Sophie	Reader/Tutor I	09/25/2025	06/30/2026
Majeski, Michael	Assistant Coach	07/01/2025	06/30/2026
Manuola, Steven	Instructional Assistant	08/25/2025	06/30/2026
McIntyre, Morgan	Reader/Tutor I	09/08/2025	06/30/2026
Mendell, Ian	Clerk I	08/25/2025	06/30/2026
Miller, Kendall	Clerk II	09/25/2025	06/30/2026
Moreno, Ande	Special Projects	09/03/2025	06/30/2026
Nielsen, Emma	Clerk I	09/03/2025	06/30/2026
Nunn, Julia	Student Support Assistant	08/25/2025	06/30/2026
Pactol, Thomas	Special Projects	09/03/2025	06/30/2026
Peters, Jonathan	Assistant Coach	09/02/2025	06/30/2026
Rahimi, Sadaf	Reader/Tutor I	08/25/2025	06/30/2026
Reynolds, Sydney	Reader/Tutor I	08/28/2025	06/30/2026
Saunders, Krystal	Reader/Tutor I	09/02/2025	06/30/2026
Schaefer, Keilani	Instructional Assistant	08/25/2025	06/30/2026
Setters, Michael	Reader/Tutor I	08/25/2025	06/30/2026
Sheikhshoaei, Mohammad	Instructional Assistant	08/25/2025	06/30/2026
Swenson, Ronnie	Instructional Assistant	07/01/2025	06/30/2026
Verlin, Sydnee	Assistant Coach	08/25/2025	06/30/2026
Viola, Michael	Account Clerk II	09/25/2025	06/30/2026
Vlasovets, Anastasiia	Clerk III	09/25/2025	06/30/2026
Walden, Cynthia	Intercollegiate Game Technician	09/03/2025	06/30/2026
Walden, Jerry	Intercollegiate Game Technician	09/03/2025	06/30/2026
Wickham, Kennedy	Reader/Tutor I	09/03/2025	06/30/2026
Woehl, Tevi	Account Clerk II	09/16/2025	06/30/2026
Yarmohammadi, Negina	Reader/Tutor I	09/09/2025	06/30/2026
Zeunges, Catherine	Intercollegiate Game Technician	09/10/2025	06/30/2026
Zubrilina, Elena	Reader/Tutor I	08/25/2025	06/30/2026

Sacramento City College

Name	Title	Effective Date	End Date
Afuola, Jimina	Student Support Specialist	09/01/2025	06/30/2026
Ali, Warda	Special Projects	08/25/2025	06/30/2026
Arroyo, Esmeralda	Assistant Coach	09/24/2025	06/30/2026
Bailey, Lester	Student Support Assistant	09/01/2025	06/30/2026
Chen, Andrew	Instructional Assistant	08/13/2025	06/30/2026

Name	Title	Effective Date	End Date
Do, Amy	Educational Center Clerk	08/25/2025	06/30/2026
Ellis, Robert	Assistant Coach	08/27/2025	06/30/2026
Gallegos, Joel	Student Support Specialist	09/19/2025	06/30/2026
Hackett, Hailee	Assistant Coach	09/02/2025	06/30/2026
Hard, Inger	Special Projects	08/25/2025	06/30/2026
Karas, Steven	Assistant Coach	08/25/2025	06/30/2026
Kwong, Rachel	Assistant Coach	09/17/2025	06/30/2026
Lafitte, Kyra	Clerk III	08/26/2025	06/30/2026
Lake, Mateo	Special Projects	09/11/2025	06/30/2026
Mandella, Sophia	Clerk I	08/25/2025	06/30/2026
Martinez, Rebekah	Special Projects	08/25/2025	06/30/2026
McCarty, William	Special Projects	08/25/2025	06/30/2026
Mendoza, David	Assistant Coach	09/17/2025	06/30/2026
Mireles, Estella	Special Projects	09/15/2025	06/30/2026
Nekaien, Maryam	Clerk I	09/26/2025	06/30/2026
Omeze, Chidi	Student Support Specialist	09/01/2025	06/30/2026
Paniagua, Nadia	Special Projects	09/11/2025	06/30/2026
Paz, Andrea	Clerk I	08/25/2025	06/30/2026
Ramirez, Melanie	Special Projects	08/25/2025	06/30/2026
Rance, Monique	Special Projects	09/25/2025	06/30/2026
Robarts, Andrew	Special Projects	08/25/2025	06/30/2026
Robinett, Natalja	Instructional Assistant	08/25/2025	06/30/2026
Scott, Michael	Custodian	09/05/2025	06/30/2026
Seewanglat, Pairin	Clerk I	09/25/2025	06/30/2026
Smith, Louis	Custodian	09/22/2025	06/30/2026
Smith, Storm	Special Projects	08/25/2025	06/30/2026
Sumpter, Maishia	Student Support Specialist	08/25/2025	06/30/2026
Thornton, Cynthia	Special Projects	08/25/2025	06/30/2026
Topete, Jolie	Special Projects	08/25/2025	06/30/2026
Vera, Lissethe	Clerk I	08/25/2025	06/30/2026
Xiong, Lu	Special Projects	08/25/2025	06/30/2026
Young, Haley	Instructional Assistant	08/25/2025	06/30/2026

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** October 15, 2025

SUBJECT:	LRSA Salary Schedule Revision, 2025-2026	ATTACHMENT: Yes	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 5	
AGENDA ITEM:	Action Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Executive Vice Chancellor, Finance & Administration	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION	X
		INFORMATION	

BACKGROUND:

The LRSA and District Job Classification Study Committee recently completed a review of seven (7) Supervisor job descriptions in accordance with Section 5.12 of the LRSA collective bargaining agreement. Employee comments were carefully considered and jointly reviewed by all committee members. As a result of that process, it was determined that the pay ranges for the Education Center Supervisor, Sacramento Regional Public Safety Training Center (SRCJTC) Office Supervisor and Facilities Management - Heating/Ventilation/Air Conditioning (HVAC)/Plumbing (HVAC) Supervisor required adjustment. It is recommended that the Education Center Supervisor and SRCJTC Office Supervisor move from range 20V and 21V, respectively, to range 23V. Also recommended is that HVAC Supervisor move from range 24V to range 25V. The annual pay increase at step 1 with these adjustments will be:

- Education Center Supervisor $10,113
- SRCJTC Office Supervisor $6,873
- HVAC Supervisor $3,791

These changes align the positions with other supervisor classifications requiring comparable minimum qualifications and ensure more appropriate differentiation between supervisor and the positions they supervise.

STATUS:

Effective November 1, 2025, the proposed Interim 2025-2026 LRSA Salary Schedule would be modified as reflected in the attachment.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the revised Interim 2025-2026 LRSA Salary Schedule with the changes reflected on the attached.

Los Rios Community College District
2025-2026
Salary Ranges for LRSA Supervisory Positions (E)
DRAFT

Job Code	Title	Range	Annual Salary		
908	Accounts Payable Supervisor	24V	94,751	-	119,891
636	Admissions & Records Supervisor	24V	94,751	-	119,891
901	Business Services Supervisor	26V	102,483	-	129,674
656	College Operations Supervisor	22V	87,603	-	110,846
637	Child Development Center Supervisor	20V	80,994	-	102,483
912	College IT Systems Supervisor	34V	140,255	-	177,468
905	Counseling Supervisor	20V	80,994	-	102,483
603	Custodial Supervisor	19V	77,879	-	98,542
902	Custodial/Receiving Supervisor	22V	87,603	-	110,846
613	**Educational Center Supervisor [1]**	**23V**	**91,107**	**-**	**115,280**
651	Employee Benefits Supervisor	24V	94,751	-	119,891
615	Facilities Maintenance - Electrical Systems Supervisor	24V	94,751	-	119,891
601	Facilities Maintenance - Grounds Supervisor	24V	94,751	-	119,891
609	**Facilities Maintenance - Heating/Ventilation/Air Conditioning (HVAC)/Plumbing Supervisor [2]**	**25V**	**98,542**	**-**	**124,686**
617	Facilities Maintenance - Structures Supervisor	24V	94,751	-	119,891
642	Facilities Maintenance - Transportation Supervisor	24V	94,751	-	119,891
622	Facilities Management Operations Supervisor	19V	77,879	-	98,542
923	Facilities Projects Supervisor	31V	124,686	-	157,768
611	Financial Aid Supervisor	24V	94,751	-	119,891
927	Financial Aid Systems Supervisor	26V	102,483	-	129,674
657	Fiscal Services Supervisor	26V	102,483	-	129,674
624	General Accounting Supervisor	28V	110,846	-	140,255
910	General Services Supervisor, Risk Management	24V	94,751	-	119,891
289	Hospitality Management - Culinary Supervisor	20V	80,994	-	102,483
913	Instructional Laboratory Supervisor	22V	87,603	-	110,846
612	IT Application Systems Supervisor	35V	145,866	-	184,566
685	IT Production Services Supervisor	35V	145,866	-	184,566
688	IT Service Delivery Supervisor	35V	145,866	-	184,566
684	IT Technical Services Supervisor	35V	145,866	-	184,566
290	Maintenance Technician Supervisor	19V	77,879	-	98,542
619	Media Resources Supervisor	26V	102,483	-	129,674
295	Mental Health Clinician Supervisor	26V	102,483	-	129,674
623	Payroll Supervisor	26V	102,483	-	129,674
915	Police Communications Supervisor	24V	94,751	-	119,891
240	Police Sergeant	27V	106,582	-	134,861
900	Printing Services Supervisor	19V	77,879	-	98,542
628	Purchasing Supervisor	24V	94,751	-	119,891
909	**SRPSTC Office Supervisor [3]**	**23V**	**91,107**	**-**	**115,280**
682	Student Life Supervisor	20V	80,994	-	102,483
681	Student Support Supervisor	20V	80,994	-	102,483

[3] SRPSTC Office Supervisor range updated from 21V to 23V effective 11/01/2025

[2] Facilities Maintenance - HVAC/Plumbing Supervisor range updated from 24V to 25V effective 11/01/2025

[1] Educational Center Supervisor range updated from 20V to 23V effective 11/01/2025

The salary ranges above are base amounts and do not include longevity increments.

2025-2026 payrates include a continuing improvement of 6% above base payrates for 2024-2025.

(E) Exempt positions--not entitled to overtime.
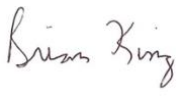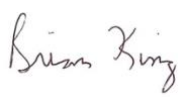
Effective: July 1, 2025

Board Approved: August 13, 2025

Board Revised: October 15, 2025

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** October 15, 2025

SUBJECT:	Contract Officer Contracts	ATTACHMENT: None	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 5	
AGENDA ITEM:	Action Item B	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King, Chancellor	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION	X
		INFORMATION	

STATUS:

Annually at the Fall Board Retreat, the Board of Trustees evaluates the District's Contract Officers with the Chancellor in closed session. At the direction of the Board, this item was moved from the Board Retreat to the regular October 15th Board of Trustees meeting for action.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the recommended actions on the contracts of the District Contract Officers as noted on the attached list.

Los Rios District Officer Contract Recommendations: October 2025

a) *Extend the contracts to June 30, 2028, for the District Officers listed:*

Paula Allison, Chief Advancement Officer
Manveer Bola, Associate Vice Chancellor, Information Technology
Carrie Bray, Vice Chancellor, Human Resources
Edward Bush, President, Cosumnes River College
Daria Lisa Cardoza, President, American River College
Albert Garcia, President, Sacramento City College
Pablo Manzo, Associate Vice Chancellor, Facilities Management
Jamey Nye, Deputy Chancellor
Sonia Ortiz-Mercado, Associate Vice Chancellor, Educational Services
Artemio Pimentel, President, Folsom Lake College
Mario Rodriguez, Executive Vice Chancellor, Finance and Administration
Gabriel Ross, Chief Strategy and Communications Officer

b) *Extend the contracts to June 30, 2027, for the District Officers listed:*

Hironobu Frank Kobayashi, Associate Vice Chancellor, Instruction
Aisha Lowe, Associate Vice Chancellor, Planning, Research, and Institutional Effectiveness (PRIE)
Jamie Ruggles, Associate Vice Chancellor, Finance
Harvey Woo, Chief of Police

c) *Grant annual step increases to those eligible on the Management Salary Schedule as listed:*

Paula Allison, Chief Advancement Officer (from B/3 to B/4)
Manveer Bola, Associate Vice Chancellor, Information Technology (from A/3 to A/4)
Carrie Bray, Vice Chancellor, Human Resources (from B/2 to B/3)
Daria Lisa Cardoza, President, American River College (from B/2 to B/3)
Albert Garcia, President, Sacramento City College (from B/4 to B/5)
Hironobu Frank Kobayashi, Associate Vice Chancellor, Instruction (from A/1 to A/2)
Aisha Lowe, Associate Vice Chancellor, Planning, Research, and Institutional Effectiveness (PRIE) (from A/1 to A/2)
Sonia Ortiz-Mercado, Associate Vice Chancellor, Educational Services (from A/3 to A/4)
Artemio Pimentel, President, Folsom Lake College (from B/3 to B/4)
Mario Rodriguez, Executive Vice Chancellor, Finance and Administration (from C/4 to C/5)
Gabriel Ross, Chief Strategy and Communications Officer (from B/3 to B/4)
Jamie Ruggles, Associate Vice Chancellor, Finance (from A/4 to A/5)
Harvey Woo, Chief of Police (from A/4 to A/5)

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES   **DATE:** October 15, 2025

SUBJECT:	Cosumnes River College - Advancing Equity and Student Success Through Learning Resources	ATTACHMENT: None	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 1, 2, 3	
AGENDA ITEM:	Information Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Ed Bush, President *Edward C. Bush*	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor *Brian King*	ACTION	
		INFORMATION	X

BACKGROUND:
The Library and Learning Resources Division at Cosumnes River College is a central partner in advancing student success and equity. The division ensures that every student has access to the technology, skills, and academic support needed to reach their goals.

Guided by data and student feedback, the division continues to innovate and align services across the campus. Library instruction, tutoring, and technology lending impact thousands of students each year, while the Zero Textbook Cost and Open Educational Resources initiative has saved students over $16.6 million to date.

The Library also plays a key role in the college's transition to a new bookstore model, ensuring students have timely access to course materials. Through collaborative efforts such as AI literacy workshops, restorative justice approaches to academic conduct, and integrated learning support centers, the division removes barriers and creates welcoming spaces where all students can thrive.

Through targeted professional development for librarians, tutors, and staff—including mental health, de-escalation, and culturally responsive training—the division strengthens its ability to serve a diverse student body.

STATUS:
CRC faculty and management will deliver a presentation highlighting the wide array of support provided to students through the Library and Learning Resources Division. They will showcase how the division serves as a central partner in advancing student success and equity by ensuring every student has access to the technology, learning materials, and academic support needed to thrive.

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