SANTA BARBARA CITY COLLEGE

TO:       Board of Trustees
         Dr. Glenn G. Goeder, Superintendent/President

FROM:    Daniel Oroz, Affirmative Action Officer

SUBJECT: Annual Affirmative Action Program
         Activity Report - 1975

In accordance with the District's Affirmative Action Program Plan adopted by
the Board of Trustees on August 7, 1975, an annual Affirmative Action Program
progress report is required to be submitted to the Board of Trustees and
Superintendent-President. The report that follows is a summary report of
action items undertaken by the District in 1975 to meet Affirmative Action
and Equal Opportunity legal requirements set forth in Executive Order 11246
and the District's Affirmative Action Program Plan.

My thanks to all the members of the Affirmative Action Committee and the
Board of Trustees Sub-committee on Affirmative Action for the assistance
and advice provided during the past year towards meeting the goals of the
District's Affirmative Action Program.

1. WRITTEN AFFIRMATIVE ACTION PROGRAM PLAN ADOPTED

On August 7, 1975 the Board of Trustees adopted a written Affirmative
Action Program Plan. The Plan was developed by the Affirmative Action
Committee in cooperation with the Board of Trustees Sub-committee on
Affirmative Action. The committee had over 40 meetings during the year
during which several campus issues and problems related to Affirmative
Action were discussed with recommendations and solutions provided.

2. RECRUITMENT

The Affirmative Action Officer reviewed the Classified and Certificated
recruitment and hiring Policies and Procedures to determine whether
possible discriminatory practices exist.

To insure that equal employment opportunity and promotional opportunities
are open to all qualified employees, the Personnel Office implemented the
following Recruitment Activities:

... All permanent Classified and Certificated vacancies were advertised
for at least two weeks. The job announcements were sent to all
minority, female, and physically handicapped oriented organizations
and schools indicated in the Affirmative Action Distribution List.
For Classified, over 7,455 announcements were sent and for Certificated,
over 4,000 were sent. The Affirmative Action Committee revised the
Affirmative Action Distribution List several times during the year.

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cc: Affirmative Action Committee
    Administrative Deans
... All job announcements carried the statement "An Affirmative Action—Equal Opportunity Employer".

... Paid advertisements were placed during the year in the Santa Barbara News-Press and in the following minority and female oriented newspapers and magazines:

"Affirmative Action Register" (National)
"Sentinal" (Los Angeles)
"Metro Gazette" (Los Angeles)
"The Spokeswoman" (National)

... All legal announcements posted: Wage and Hour, Age, sex/ethnic (FEPC, EEOC/OFCC).

3. SELECTION

... Screening committees have been used in the selection process for all Classified and Certificated vacancies. For each vacancy, minority and females have been named to the committee.

... Upon completion of each selection process for both Classified and Certificated vacancies, an Employment Audit Report has been completed providing the ethnic/sexual composition of submitted applications, interviewed applicants and screening committees.

... A case file has been developed for documentation in case of EEOC/FEPC discrimination complaints and investigations.

... Both the Classified and Certificated official application forms were revised to conform with EEOC and FEPC legal requirements. New forms were designed, printed and are currently in use.

... All Classified and Certificated job specifications have been revised to insure that no criteria exists which would have as an effect the exclusion of minorities, women or the physically handicapped.

... EEO/AA Orientation: Each screening/interviewing committee has received orientation by the Personnel Department as to the "Do's and Don'ts" of interviewing/screening. In addition, an "Orientation for Interviewing Committees" booklet has been developed and is used in training all screening/interviewing committees regarding Federal and State EEO laws.

... The Classified Rules and Regulations pertaining to selection (recruitment and anti-nepotism) were reviewed by the Affirmative Action Committee/Affirmative Action Officer during the year and recommendations for changes in procedures and policies were adopted by the Board of Trustees.
4. JOB CLASSIFICATION

The District engaged the services of Employee Management Services to perform a Classification and Salary Survey for classified employees. The consultant has reviewed all job specifications and is writing new ones which reflect the current duties and responsibilities of the positions. Any inequities in salaries paid men and women for comparable work would be eliminated. All job titles have been "de-sexed". All job qualifications are also being reviewed as to their validity and job relatedness.

The final recommendation of the salary survey took into consideration the job market salary sex bias when considering clerical/secretarial position, traditionally filled by females.

5. DISCRIMINATION COMPLAINTS

Informal Complaints

The Affirmative Action Officer met during the year with applicants regarding job related complaints of discrimination. All were investigated and resolved on an informal basis.

The complaints were as follows:

(1) Sex Discrimination - Employment (Certificated)
(1) Racial Discrimination - Employment (Certificated)
(1) Age Discrimination - Employment (Classified)

Formal Complaints

The Affirmative Action Officer represented the District in the following formal Agency discrimination complaint investigations:

(1) FEPC age discrimination complaint - Employment. Investigation indicated complaint had no merit.
(1) FEPC reverse discrimination complaint - Employment. No finding by FEPC, pending.

6. IN-SERVICE ORIENTATION/TRAINING/DISTRIBUTION OF POLICY

... The Affirmative Action Officer met with 135 Classified Employees at three scheduled meetings in January and provided an orientation review regarding the Affirmative Action Program.

... The Affirmative Action Officer provided two Affirmative Action Inservice Training Workshops in September for Faculty Personnel during the Inservice training sessions.
The Affirmative Action Officer and Affirmative Action Committee met with all Dept./Div. Chairpersons with pending 1975-1976 Certificated vacancies in January to discuss Affirmative Action recruitment and selection procedures. Follow-up meetings by the Affirmative Action Officer and Dean of Instruction with Certificated Screening/Interviewing Committees were held (10 meetings total).

To provide for Classified employee Upward Mobility preparation, the Personnel Department is cooperating with Pepperdine University in establishing a Bachelor of Science Degree Program in School Business Management. The School Business Management Program is to be held on weekends at Santa Barbara City College and County Superintendent of Schools. Publicity was provided and Classified employees counseled and encouraged to participate in the program.

The Affirmative Action Officer served as guest lecture on Affirmative Action on various occasions: Political Science Classes, History Classes, EOPS, School Boards.

Affirmative Action orientation presentation as part of Classified Employee Professional Growth Program.

Three articles were published in the Channels regarding the Affirmative Action Program and Title IX.

7. GOALS & TIMETABLES

As required by law, a Utilization and Work Force Analysis was completed on January 12, 1976. The analysis was distributed to the Affirmative Action Committee, Administrators, Department Heads, and the Board of Trustees.

The Affirmative Action Officer periodically completed and distributed to appropriate department heads statistical ethnic/sexual data summaries.

The Affirmative Action Officer, working closely with the Data Processing Department, updated and organized a data processing file to provide various Affirmative Action printouts. The new Federal EEOC report (EEO-6) was programmed during the year and is ready for submission to EEOC.

8. AFFIRMATIVE ACTION - STUDENT BODY

The Administrative Dean, Student Service submitted to the Chancellors Office in accordance with a new State Law (ACR 151), a District plan for addressing and overcoming by 1980, ethnic, economic, and sexual under-representation in the District's Student Body as compared to the composition of our local high school students. (Attachment A)
The District implemented the new Federal Title IX regulations pertaining to Sex Discrimination. All student program heads were advised of the action items required by Title IX. Meetings were held during the year with the Assistant Dean, Student Services and the Athletic Director to begin an evaluation of the District's Athletic program as required by Title IX. The evaluation is to be completed prior to July 21, 1976. A District Sex Non-discrimination and Student Discrimination Grievance Policy was drafted and notification made to all students of the policy by the Channels on February 6, 1976.

9. AFFIRMATIVE ACTION SUB-CONTRACTOR REQUIREMENTS

As required by E.O. 11246 all appropriate off-campus subcontractors have been notified of their responsibility for implementation of the Equal Opportunity Clause and certification of non-segregated facilities. All (5) have signed an affirmation of intended compliance. The Affirmative Action Officer has attended all appropriate contractor pre-award bid conferences.

Subcontractors:

J. W. Bailey Construction Company - 1/20/76
Childrens Center

William Melcher Construction Company - 1/14/76
Fire Access Road

Clarence-Jack Lambert Inc. - 10/3/75
Site Development

Aeromedia Corporation - 7/3/75

Don Greene Contract Inc. - 6/19/75

10. COMMUNITY AND FEMALE/MINORITY ORGANIZATIONS

The College's image and reputation as an Affirmative Action employer has been greatly enhanced by staff and faculty participation in various community and minority/female orientated organizations.

Attachment B provides a list of the Affirmative Action Committee members who have during the year participated in these activities.

11. DISTRICT PROGRAMS

Other activities and programs implemented by the District which have served to encourage and assist minorities and females:
- EOPS PROGRAM
- HUMAN RELATIONS PROGRAM - H.S./RECRUITING/PEER COUNSELING
- TUTORIAL CENTER & ENGLISH LAB
- COLLEGE READINESS PROGRAM - Summer
- LEARNING RESOURCE CENTER
- BASIC SKILLS & ENGLISH/MATH
- WOMEN'S CENTER AND REENTRY PROGRAM
- GRANTS E.G. PROJECT REACH
- FINANCIAL AIDS AND PLACEMENT OFFICE (WORK STUDY)
- CAREER DEVELOPMENT FACILITY
- CURRICULUM: ETHNIC STUDIES
  - COSMETOLOGY
  - COMMUNITY HEALTH TECH PROGRAM
  - INTERIOR DESIGN
  - MANPOWER DEVELOPMENT
  - MDTA
  - CHICANO STUDIES
  - AMERICAN NATIVE STUDIES
  - WOMEN'S STUDY PROGRAM
  - ENGLISH SECOND LANGUAGE (ESL)
  - AFRO AMERICAN STUDIES
- CHILD CARE CENTER
- VETERAN'S OFFICE
- CAREER DAYS
- HEALTH FAIR & CLINICS
- UNIVERSITY & COLLEGE DAY (RECRUITING)

The Coordinator of Student Services and Activities met with the Affirmative Action Committee in May 1975 and reviewed the Student Placement Office procedures to insure non-discrimination in job referrals. As a result, changes were made in the Registration Forms and Bulletin Board Listing format.

The Continuing Education Division developed a special Affirmative Action Recruitment effort to attract instructors in the non-credit program. Contact was made by the Division with various minority organizations at UCSB and from the local community soliciting applications from interested instructors. Minority/Sex statistical data has also been developed to review Affirmative Action progress.
12. DISTRICT PERMANENT POSITIONS FILLED (CLASSIFIED)

January - December, 1975

<table>
<thead>
<tr>
<th></th>
<th>MALE</th>
<th>FEMALE</th>
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<tbody>
<tr>
<td>Minority</td>
<td>7</td>
<td>7</td>
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<tr>
<td>Other</td>
<td>9</td>
<td>26</td>
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<td>16</td>
<td>33</td>
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1974

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<tr>
<td>Total New Hires</td>
<td>49</td>
</tr>
<tr>
<td>Total Females</td>
<td>33 (67%)</td>
</tr>
<tr>
<td>Total Minority</td>
<td>14 (29%)</td>
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Minorities:

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<tr>
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<tbody>
<tr>
<td>Total Minority Applications</td>
<td>251 (14.5% of total 1,729 applications received)</td>
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<tr>
<td>Total Minority Interviewed</td>
<td>77 (25.5% of total 301 interviewed)</td>
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<tr>
<td>Total Minority Hired</td>
<td>14 (29% of total 49 hired)</td>
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Females:

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<tbody>
<tr>
<td>Total Female Applications</td>
<td>1,108 (64% of total 1,729 applications received)</td>
</tr>
<tr>
<td>Total Females Interviewed</td>
<td>218 (72.4% of total 301 interviewed)</td>
</tr>
<tr>
<td>Total Females Hired</td>
<td>33 (67% of total 49 hired)</td>
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Promotions (Current employee hired into advertised vacancies)

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<tbody>
<tr>
<td>Total</td>
<td>7</td>
</tr>
<tr>
<td>Minority</td>
<td>1  (14%) of total 7 promotions</td>
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<tr>
<td>Female</td>
<td>6  (86%) of total 7 promotions</td>
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</table>

<table>
<thead>
<tr>
<th>Classification Series</th>
<th>Total Hired</th>
<th>Minority Hired (%)</th>
<th>Female Hired (%)</th>
</tr>
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<tbody>
<tr>
<td>Professional</td>
<td>1</td>
<td>0 (0%)</td>
<td>1 (100%)</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>32</td>
<td>8 (25%)</td>
<td>28 (88%)</td>
</tr>
<tr>
<td>Technical/Para-Professional</td>
<td>5</td>
<td>0 (0%)</td>
<td>2 (40%)</td>
</tr>
<tr>
<td>Skilled Craft</td>
<td>1</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>9</td>
<td>6 (67%)</td>
<td>2 (22%)</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>48</strong></td>
<td><strong>14 (29%)</strong></td>
<td><strong>33 (69%)</strong></td>
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13. **DISTRICT CERTIFICATED PERMANENT POSITIONS FILLED**

(New Hires For 1975-1976 School Year)

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<tr>
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<th>FEMALE</th>
</tr>
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<tbody>
<tr>
<td>Minority</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>7</td>
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**Minorities:**

<table>
<thead>
<tr>
<th>Total Minority Applications:</th>
<th></th>
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<tbody>
<tr>
<td>Total Minority Interviewed:</td>
<td>15 (17.4%)</td>
</tr>
<tr>
<td>Total Minority Hired:</td>
<td>4 (27%)</td>
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</tbody>
</table>

**Females:**

| Total Female Applications: | 186 (34.6%) |
| Total Females Interviewed: | 34 (39.5%) |
| Total Females Hired:       | 7 (47%)     |

Total Candidates Interviewed: 86
Total Applications Submitted for 15 Vacancies: 537

* Ethnic Survey Data Sheets had not been implemented.
Santa Barbara Community College District has accepted "the responsibility for extending the opportunities for Community College education to all who may profit therefrom regardless of economic, social, and educational status", by the establishment and development of:

(1) A centralized Financial Aid and Placement Office with a coordinator, receptionist and job placement clerk, a financial aid clerk, a clerk for College Work Study (CWS) and a clerk for student assistance. (1969)

(2) A Learning Resources Center with a director and appropriate instructional staff to provide for both college-preparation (especially remedial English and Math) and regular academic courses. (1970) Expanded in 1974 to include self paced individualized English modules.

(3) A Tutorial Center with a full-time director, a secretary, and fifty (50) paid tutors, as well as volunteer workers. (1970) Expanded in 1974 to include over eighty (80) tutors covering a wide academic spectrum.

(4) A College Readiness Program in conjunction with the Neighborhood Youth Corps, providing summer school for High School Juniors and Seniors. (1970) Expanded in the summer of 1974 to include more high school seniors and potential EOPS freshman for fall, 1974.

(5) A Human Relations Program with two Human Relations assistants currently responsible for certain recruiting and retention functions with the counseling, peer counseling and EOPS programs, and for establishing and maintaining communication with the minority community. (1971)

(6) A Peer Counseling Program with sixteen (16) paid peer counselors who assist in the EOPS programs for recruitment and retention. (1971) In 1973 this was expanded to include several volunteer peer counselors under the supervision of professional counselors who assist students in the general campus community.

(7) An in-service training program for peer counselors conducted by members of the professional counseling staff. (1971) Expanded in Spring, 1974 to provide one
class for the volunteer peer counselors taught by two professional counselors and another separate class for the paid peer counselors taught by the EOPS Counselor/Director and another professional counselor.

(8) A series of Personal Development courses taught by members of the professional counseling staff including topics such as study skill, career testing and self appraisal. (1964)

(9) An American Ethnic Studies Division with courses in history, literature, culture, and language related to the Native American, the Afro-American and the Chicano (Mexican-American) taught by an instructional staff of six persons. (1972)

(10) An English writing Laboratory to assist any student to enter the transfer English program without specific placement by examination. Eight (8) paid student workers and thirteen (13) volunteer faculty members operate the lab forty-five (45) hours per week to assist those with problems in English Composition. (1972)

(11) English-as-a-Second Language (ESL) classes with tutors, pre and post diagnostic examinations and individualized instruction. (1973)

(12) A Career Development Facility operated by the professional counseling staff providing tests, counseling and information about future careers. (1973)

(13) A Child Care Center authorized to accommodate forty-five (45) children of SBCC students who are past, present or future recipients of Welfare. (1972)

(14) A Veterans Office manned by a counselor and two representatives from the Veteran's Administration and a full time secretary provided by the District. (1974)


(16) The employment of a full-time minority Affirmative Action Officer/Personnel Director in Fall, 1974.
(17) A collective effort on the part of the Vocational-Technical Division and EOPS staff to develop and recruit minorities and low income students to three new programs: Cosmotology, Interior Design and Community Health Technician. (1974)

(18) An effort on the part of EOPS to recruit and retain minority and low income ex-offenders from nearby State and Federal Correctional Institutions. (1973)

Santa Barbara Community College has established and developed programs for identifying those students that are affected by language, social and economic handicaps in the following manner:

(1) In the registration process through student self identification.

(2) Through the student's application for financial aid.

(3) Referrals from the local high schools and local low income minority community to the Human Relations assistants and the Peer Counselors.

(4) Referrals from instructors, counselors, the tutorial director, and the Veteran's Office.

(5) Articulation with the District's Continuing Education Division.

(6) Identification by the EOPS Counselor/Director and staff.

(7) From high school visitations by counselors, the financial aids officer and the EOPS staff.

Santa Barbara Community College has established and developed services, techniques and activities directed to the recruitment and retention of the students identified in part 3.2 with the following methods:

A. Recruitment

(1) Use of the counseling center's contacts in the local high schools.

(2) Human Relations assistants and Peer Counselors contact those minority seniors at local high schools who participate in the free lunch program.
(3) Human Relations assistants and Peer Counselors visit and participate in low income and minority community organizations.

(4) Students from the NYC and Upward Bound programs are recruited.

(5) Students in Continuing Education classes such as G.E.D., bilingual and ESL are recruited.

(6) Disadvantaged students are also referred from the Veteran's Office and other campus departments.

(7) Ex-offenders are recruited from nearby State and Federal Correctional institutions, or referred from probation and parole authorities.

B. Retention

(1) Courses that relate to the student's Ethnic and cultural heritage are provided through the American Ethnic Studies Division.

(2) The Learning Resource Center provides remedial and developmental courses in the area of Math and English.

(3) The Counseling Center provides courses in Personal Development in the areas of study skills, personal appraisal and career testing.

(4) The Career Development Facility provides testing and counseling to give students direction for possible courses and future careers to pursue.

(5) The Tutorial and English lab provide individual assistance in writing and practically all academic areas of the College.

(6) ESL (English-as-a-Second Language) courses provide self-paced, individualized instruction in learning to read, write, and speak English.

(7) The COPS, Human Relations assistants and Peer Counselors provide a program of intensive individual counseling to assist the student in obtaining his academic goal.
(8) Evaluations are obtained from the instructors twice a semester to assess the students' progress and to give assistance where needed.

(9) The Financial Aid and Placement Office provides direct grants, part-time work and loans to needy students who are enrolled in at least twelve verifiable units.

(10) Referrals of EOPS students are made to other campus and community supportive services to alleviate problems that prevent the student from pursuing his educational goals.

3.4 As a result of the coordinating efforts made by the EOPS Director and staff, the College has a policy of providing the above cited services to low income and minority students with first priority.

3.5 The following are the methods and techniques that the Santa Barbara Community College District will use in evaluating EOPS:

(1) By participating in the statewide EOPS, EDP or cost effectiveness evaluation study.

(2) By participating in the EOPS end of the year report to the Board and the Chancellor's Office.

(3) By establishing a continuing evaluation through the monthly EOPS advisory committee meetings.

(4) The EOPS Director will conduct a product evaluation of the student's progress at the end of each semester (units completed and GPA attained)

(5) A process evaluation of components of the entire project will be conducted by the Assistant to the President of the College.

(6) An evaluation of the project in terms of the goals and objectives established for the EOPS project will be conducted by the Administrative Dean, Student Services, and Activities.
ATTACHMENT B

AFFIRMATIVE ACTION COMMITTEE ORGANIZATIONAL ACTIVITY

ALICIA ABESILLA: Association of Mexican-American Educators
La Raza Faculty Association
La Casa De La Raza
El Concilio De La Raza
Calif. Com. Colleges EOPS Assoc.
Junta Directiva, SBCC (On-Campus)
SBCC Women's Center

ABELINO BAILON: El Concilio De La Raza
Centro Familiar de Santa Barbara
City Schools District
La Raza Faculty, Assoc. Calif.
Community Colleges
Santa Barbara County Schools
Junta Directiva, SBCC

ROBERTO ROBLED0: Junta Directiva
A.M.A.E.
La Raza Fac. Assoc.

LYNDA RODRIGUES: Nat'l. Organ. for Women Dean,
Administration & Counselors
Calif. Organ. for Women
Deans, Admin. & Counselors

BARBARA LINDEMANN: Santa Barbara County Commission
on the Status of Women
National Organization for Women
Faculty Sponsor, People's
Bicentennial Committee

DAN OROZ: Junta Directive, SBCC
El Concilio De La Raza
Affirmative Action Office Council,
Santa Barbara County