TO: Board of Trustees
Dr. Glenn G. Gooder

FROM: Daniel Oroz, Director of Personnel/Affirmative Action Officer


February 23, 1977

The report that follows is the second annual summary report of actions taken by the District in 1976 to meet its Affirmative Action and Equal Opportunity requirements as set forth in Executive Order 11246 and the District's Affirmative Action Program Plan.

The subject areas covered in this report are as follows:

1. EMPLOYMENT - CERTIFICATED
2. EMPLOYMENT - CLASSIFIED
3. RECRUITMENT
4. SELECTION
5. JOB CLASSIFICATION
6. DISCRIMINATION COMPLAINTS/GRIEVANCE RESOLUTION
7. IN-SERVICE AFFIRMATIVE ACTION TRAINING/ORIENTATION/DISTRIBUTION OF POLICY
8. GOALS & TIMETABLES
9. AFFIRMATIVE ACTION - STUDENT BODY (TITLE IX)
10. AFFIRMATIVE ACTION SUB-CONTRACTOR REQUIREMENTS
11. COMMUNITY AND FEMALE/MINORITY ORGANIZATION PARTICIPATION
12. DISTRICT PROGRAMS

cc: Administrative Deans
Affirmative Action Committee
1. **EMPLOYMENT - CERTIFICATED**

<table>
<thead>
<tr>
<th>Minority</th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

| Total New Hires: | 10   |
| Total Females:   | 4 (40%) |
| Total Minority:  | 3 (30%) |

**Minorities:**

- Total Minority Applications: 58 (5.5% of total of 1,056 applications received)
- Total Minority Interviewed: 10 (20.8% of total of 48 interviewed)
- Total Minority Hired: 3 (30% of total of 10 hires)

**Females:**

- Total Female Applications: 363 (34.4% of total of 1,056 applications received)
- Total Females Interviewed: 23 (47.9% of total of 48 interviewed)
- Total Females Hired: 4 (40% of total of 10 hires)

DO: jm
2/3/77
2. **EMPLOYMENT - CLASSIFIED**

**DISTRICT PERMANENT POSITIONS FILLED (CLASSIFIED)**

**January - December, 1976**

<table>
<thead>
<tr>
<th></th>
<th>MALE</th>
<th>FEMALE</th>
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</thead>
<tbody>
<tr>
<td>Minority</td>
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<tr>
<td>Other</td>
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<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

Total New Hires: 41  
Total Females: 21 (51%)  
Total Minority: 11 (27%)  

1975  
Total New Hires: 49  
Total Females: 33 (67%)  
Total Minority: 14 (29%)

**Minorities:**

Total Minority Applications: 216 (17% of total 1,307 applications received)  
Total Minority Interviewed: 57 (27% of total 214 interviewed)  
Total Minority Hired: 11 (27% of total 41 hired)

**Females:**

Total Female Applications: 517 (40% of total 1,307 applications received)  
Total Females Interviewed: 118 (55% of total 214 interviewed)  
Total Females Hired: 21 (51% of total 41 hired)

**Promotions:** (Current employee hired into advertised vacancies)

Total: 3  
Minority: 1 (33% of total 3 promotions)  
Female: 2 (67% of total 3 promotions)

**General Classification**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Total Hired</th>
<th>Minority Hired</th>
<th>Female Hired</th>
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<tr>
<td>Professional/Management</td>
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<td>1 (50%)</td>
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<tr>
<td>Secretarial/Clerical</td>
<td>18</td>
<td>4 (22%)</td>
<td>17 (94%)</td>
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<tr>
<td>Technical/Para-Professional</td>
<td>12</td>
<td>3 (25%)</td>
<td>4 (33%)</td>
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<tr>
<td>Skilled Craft</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Service/Maintenance</td>
<td>9</td>
<td>3 (33%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>41</strong></td>
<td><strong>11 (27%)</strong></td>
<td><strong>21 (51%)</strong></td>
</tr>
</tbody>
</table>

(2)
3. RECRUITMENT

General:

a) The Personnel Department continued in 1976 its efforts to seek out and recruit highly qualified minorities and women to broaden its pool of qualified applicants. All permanent classified positions were advertised for at least two weeks. All certificated positions, with the exception of one reinstatement, were advertised several weeks.

b) All job announcements carried the statement "An Affirmative Action - Title IX Employer".

c) All legal announcements were posted: Wage/Hour, FEPC, EEOC, and Title IX.

d) A District policy for travel cost reimbursement for out of state Affirmative Action applicants was developed.

Classified:

a) A total of approximately 5,500 job announcements were sent out including minority, female, and physically handicapped organizations using the Affirmative Action Distribution List.

b) Ads were placed in the Santa Barbara News Press and Los Angeles Times.

Certificated:

a) A total of approximately 3,500 job announcements were sent to the California Community Colleges' Black/Chicano Studies Departments and Deans of Instruction/Directors of Personnel; California State College and University Black/Chicano Studies Departments and Placement Offices; private university and major university Black/Chicano Studies Departments and Placement Offices.

b) The following instructional positions were advertised nationally in the Affirmative Action Register in February 1976:

.....Librarian

.....Women's Athletic Coordinator/Coach/Instructor

.....Chemistry

.....Biology

.....Nursing (LVN)
4. SELECTION

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

b) 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.

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

d) 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.

e) 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.

f) 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.

g) On Wednesday, March 3, 1976 at 3:30 in Social Science Room #2, a meeting was called of all Department Chairpersons with certificated vacancies for 1976-77 for purposes of Affirmative Action orientation by the Affirmative Action Officer, Chairperson of the Affirmative Action Committee, and the Dean of Instruction. During the meeting, a comprehensive Affirmative Action orientation took place (orientation guide booklet, rating sheets, goals, documentation, advertisement, committee procedures, etc.)

5. JOB CLASSIFICATION

The District conducted a comprehensive position classification and salary survey of all classified positions. As a result of the study, the following changes were made to the position classification program:

a) All class specifications were rewritten to adequately reflect the duties and responsibilities of positions studied.

b) The principle of "equal pay for equal work" was followed to eliminate sexual bias which could be reflected in the organizations surveyed for prevailing salary rates paid. As a check against this probability, a point evaluation system was used against several key classes to determine if relationships across series lines were proper. (See attachment A for summary of the problem of achieving salary equity for women.)
c) Classification titles were changed to remove all titles which supported male preference in classification. Wherever possible, substitution for the term "man" was made in the class titles.

d) The qualifications indicated in the specifications were carefully reviewed to insure that they did not contain artificial barriers which might be discriminatory. This caused the lowering of some qualifications, but the consultants pointed out that this should have little or no effect on the quality of the individuals hired as the District has the right to hire the best qualified applicant.

As a result of the consultant's use of the point evaluation system and the evaluation of positions across series lines, a large number of positions, traditionally filled by women, were upgraded. Final results of this upgrading:

.....Of the 170 District employees studied, 105 (62%) were increased in salary.

.....Of the 48 employees in clerical series, 47 (98%) were increased in salary.

.....Of the 21 employees in the secretarial series, 19 (90%) received an increase in salary.

See attachment B for E.M.S. Salary Study summary results.

6. DISCRIMINATION COMPLAINTS/GRIEVANCE RESOLUTION

Informal:

.....Two (2) employee complaints regarding their non-selection on a promotional opportunity (Classified).

Formal:

The Director of Personnel/Affirmative Action Officer represented the District in the formal agency discrimination complaints.

.....One (1) EEOC Reverse Discrimination Complaint (Employment/Certificated Hourly). No finding against the District by FEPC in an earlier decision, as the case had no merit. The applicant subsequently submitted same complaint to a different agency, EEOC.

.....One (1) EEOC Sex Discrimination Complaint (Employment/Certificated Hourly). Case pending.
7. **IN-SERVICE AFFIRMATIVE ACTION ORIENTATION/TRAINING/DISTRIBUTION OF POLICY**

a) The Director of Personnel/Affirmative Action Officer met with Department Heads on March 3, 1976 for Affirmative Action orientation and training. Follow-up meetings were held with Certificated screening/interviewing committees. Approximately 20 Certificated employees received this Affirmative Action orientation/training.

b) The Assistant Personnel Director met with all Classified employee screening/interviewing committees during the year, providing Affirmative Action orientation and training to Classified employees. Individual meetings with Department Heads were held during the year by the Director of Personnel/Affirmative Action Officer to provide Affirmative Action guidance and review. A total of approximately 120 Classified employees received this Affirmative Action orientation/training during the year.

c) On March 8, 1976 the District sent the Director of Athletics and the Assistant Dean, Student Activities to a Title IX Training Workshop in Los Angeles.


e) The Director of Personnel/Affirmative Action Officer implemented a Management Development Training Program which included a series of training sessions for District Management/Supervisory employees. (October 7, 21; November 4, 17, 1976) One session included a review of women's concerns and issues dealing with "Administrative Women".

f) A Title IX Student Notice of Non-Discrimination Policy was developed and posters made for posting throughout the campus.

g) By memo, on December 10, 1976, the Superintendent/President and the Director of Personnel/Affirmative Action Officer informed all employees and supervisors of the District's position in regards to promotion-from-within whenever possible and the Affirmative Action Plan requirement for supervisor counseling of their employees.

h) One article was published in the Channels regarding Title IX and its non-discrimination policy and grievance procedures for students were announced.

i) Director of Personnel/Affirmative Action Officer spoke on the program "Forum", KEYT, with Jim Williams as moderator and described the District Affirmative Action Plan.
8. GOALS AND TIMETABLES

a) The Board of Trustees Subcommittee on Education Policies and members of the Affirmative Action Committee met on February 25, April 9, 1976, to review H.E.W. guidelines for determining Affirmative Action goals and timetables and especially the issue of determining "availability" of persons in the work force for Certificated vacancies. Upon conclusion of the two meetings, the Affirmative Action Officer, following the agreed upon recommendations of the Board Subcommittee, developed District Goals and Timetables for both Certificated and Classified employees.

b) The Goals and Timetables were submitted by the Director of Personnel/Affirmative Action Officer to the Board of Trustees on June 10, 1976 for their approval. After review of the submitted Goals and Timetables, the Board referred them back to the Subcommittee for additional review and statistical information on graduate degree data for determining "availability" of minorities and women. The Director of Personnel/Affirmative Action Officer then contacted several governmental agencies including H.E.W.-Office of Civil Rights; Administrative Offices, University of California; the Chancellor's Office; California State Universities and Colleges; the California Postsecondary Education Commission; and the National Center for Educational Statistics. None of the agencies had completed degree data by ethnic background. H.E.W. indicated that such data was being collected and would be available in approximately two years.

9. AFFIRMATIVE ACTION - STUDENT BODY

a) The Administrative Dean, Student Services prepared, in accordance with ACR 151, an updated review of the District's efforts for addressing and overcoming by 1980, ethnic, economic and sexual under-representation in the District Student Body as compared to the composition of our local high school students. (See attachment C.)

b) Title IX: The Director of Personnel/Affirmative Action Officer, in his capacity of the District's Title IX Compliance Officer, held meetings on April 8 and 21, 1976, with all designated program/department heads to outline their responsibility for self-evaluation modifications and documentation. Each program/department head submitted the self-evaluation report for administrative review with the final report being submitted to the Superintendent/President on June 9, 1976. (Copies of the final report are available in the Personnel Department.) In accordance with the provisions of Title IX, the District, on July 30, 1976, submitted to H.E.W. Form 639, "Assurance of Compliance with Title IX of the Education Amendments of 1972 and the Regulation Issued by H.E.W."

The Director of Personnel/Affirmative Action Officer also developed and publicized via campus posters and the Channels (2/6/76), a District Sex Non-Discrimination and Student Discrimination Grievance Policy. (See attachment D.)
A summary of actions taken by the District in meeting its responsibility and commitment to Sex Non-discrimination in P.E./Athletics is contained in attachment E.

On November 13, 1976, the Director of Personnel/Affirmative Action Officer and the Director of Women's Athletics appeared at the County Commission on the Status of Women public hearings on Title IX.

c) Currícula: The District offered several credit and non-credit courses in 1976 which were designed to meet the needs of minorities and women in the community and on campus. The courses contributed to a better understanding of the contributions and special needs of minorities and women in society. Attachment F provides a listing of these courses.

10. AFFIRMATIVE ACTION SUB-CONTRACTOR REQUIREMENTS

As required by E.O. 11246, all appropriate off-campus sub-contractors have been notified of their responsibilities for implementation of the Equal Opportunity clause and certification of non-segregated facilities. All four have signed an affirmation of intended compliance. The Director of Personnel/Affirmative Action Officer has attended all appropriate contractor pre-award bid conferences.

Sub-contractors:

Maulhardt Electric - 11/9/76
Tennis court lighting, Pershing Park

Don Greene Contractor, Inc. - 11/11/76
Pershing Park - Phase 3

Oilfield Electric Company - 10/8/76
La Playa Stadium flood lighting

Martin E. Roe - 7/7/76
Site Development - Phase IB

11. 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 oriented organizations.

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

12. 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 & READING/Writing LABS
COLLEGE READINESS PROGRAM - SUMMER
LEARNING RESOURCES CENTER
BASIC SKILLS & ENGLISH/MATH (ESL)
WOMEN'S CENTER AND REENTRY PROGRAM*
GRANTS e.g. BILINGUAL/BICULTURAL
FINANCIAL AID AND PLACEMENT OFFICE (WORK STUDY)
CAREER DEVELOPMENT FACILITY
CHILD CARE CENTER
VETERAN'S OFFICE
CAREER DAYS
HEALTH FAIR & CLINICS
UNIVERSITY & COLLEGE DAY (RECRUITING)

*see attachment H for special report
Achieving Salary Equity

Individual Equity Within Job Classification

Example: A man and woman both work as printing press operators in one division. The woman has 7 years applicable experience and is rated very adequate in her job. The man has 3 years applicable experience and is rated very adequate in his job. Their salaries are identical.

To determine the existence of this type of discrimination, compare mean salaries, ranges, length of service, relevant qualifications, and (on a case-by-case basis) assessment of merit, by companywide classifications and within administrative units, for men and women.

De facto patterns of lower means or range for women are "wage schedules related to sex" and require investigation on a case-by-case basis of all female employees in a given unit and classification. The burden of proof that there is not sex discrimination should lie with the immediate supervisor. Parity between men and women (assuming equal merit) is required by law.

Individual Salary Equity Between Job Classifications

Example: A man works as an Administrative Services officer and a woman works as an Administrative Assistant, but careful analysis of actual duties performed indicates that the woman is working at the level of Administrative Services officer. Their years of applicable experience are comparable. Because of the difference in classification, the man earns more than the woman.

To determine the existence of this type of discrimination, look carefully for individual women in either highly sex-linked jobs or lower categories of job series, and investigate actual duties to see if they should be reclassified.
General Salary Equity Between Job Classifications

Salary discrimination is often based on de facto distribution of workers between sex-linked job classifications.

Example: The company has two jobs - maids and custodians. Maids are primarily female and custodians primarily male. Salary for custodians exceeds that of maids, although actual duties are very similar. (They do not have to be identical to be judged equal under the law.)

To determine the existence of this type of discrimination, all classifications that are highly sex-linked should be compared carefully in the context of equal pay for equal work laws to determine whether the formal classifications simply obscure unequal payment of wages to women.

If the case can be made that members of these classifications are in fact performing equal work, this kind of sex differential falls within equal pay laws and is thus illegal. Employees may obtain back pay.

General Salary Equity in the General Market

Salary differentials are often based on the general depression of women's salaries in the labor market.

Example: Women with college degrees work as senior clerical workers with a starting salary of $500/month and carry substantial decision-making responsibilities involving budget control, discretionary decision, etc. Men without high school diplomas work as gardeners in the same company, carry no decision-making duties, make no discretionary decisions, but receive a starting salary of $650/month.

To determine the existence of this kind of discrimination, the employer compares de facto sex-linked classifications in terms of level of skill and education required in jobs and degree of responsibility in each.

Corrective action is not required unless wages of women in such classifications are clearly oppressive or out of line with industry-wide
### F.M.S. Salary Study

**Number of Employees by Series**

<table>
<thead>
<tr>
<th>Increase in # Ranges</th>
<th>% Salary Increase</th>
<th>Total Employees</th>
<th>ACCT. Series</th>
<th>A-S-B Series</th>
<th>Clerical Series</th>
<th>E.D.P.</th>
<th>Custodial</th>
<th>Grounds</th>
<th>Maint.</th>
<th>Warehouse</th>
<th>Manage</th>
<th>Para/Prof</th>
<th>Prod.</th>
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<table>
<thead>
<tr>
<th>Decrease in # Ranges</th>
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<tr>
<td><strong>Total</strong></td>
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**Analysis:**

- 32% of total employees receive no increase and no decrease (55 of 170); of these 42% (23 of 55) are in custodial series and 24% (13 of 55) are Para-Professional.

- 62% of total employees receive an increase (105 of 170) averaging 4.3%.

- 5% of total employees are "Y" rated (10 of 170).

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**Na:** 5/21/76
SANTA BARBARA CITY COLLEGE

OFFICE OF ADMINISTRATIVE DEAN, STUDENT SERVICES

TO: Mr. Dan Oroz, Affirmative Action Officer
Mr. Abelino Bailon, Chairperson, Affirmative Action Committee

FROM: Al Silvera

DATE: June 23, 1976

SUBJECT: Affirmative Action for Student Body

The attached report is submitted to meet the requirements of the District. It is presented in a format which should comply also with ACR 151. If I can be of further assistance, please call on me.

ALS/mjm

cc: Dr. Glenn G. Gooder
SANTA BARBARA CITY COLLEGE

OFFICE OF ADMINISTRATIVE DEAN, STUDENT SERVICES

1975-76 AFFIRMATIVE ACTION PROGRAM PLAN FOR STUDENT BODIES (ACR 151)

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 Aids and Placement Office with a coordinator, receptionist and job placement clerk, a financial aids clerk, a clerk for College Work Study (CWS) and a clerk for student assistance. (1969) Increased levels of funding in federal programs have kept pace with college enrollment figures.

(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. New facilities and equipment provided in the new Humanities Building have enabled further service this year and for the future.

(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. A new facility in 1975 has provided for extensive growth in service. New funding has enabled an increase in staff and services.

(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 freshmen for fall, 1974. In 1976, the Summer Readiness Program will be in conjunction with the Community Action Commission.

(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) In 1975, a new position was added to the staff by means of EOPS/VEA funds and will be continued in 1976-77.

(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. In 1976, the number of peer counselors was 24.

(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 class for the paid peer counselors taught by the EOPS Counselor/Director and another professional counselor. Workshops and seminars have also been held in cooperation with other community colleges in the Tri-Counties area, i.e., Cuesta, Allan Hancock, Ventura, Oxnard, and Moorpark.

(8) A series of Personal Development courses taught by members of the professional counseling staff, including topics such as study skills, 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) Each year courses have been added in an effort to expand curricular offerings.

(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) This program was significantly enlarged in 1975 and includes services to relocated Vietnamese, as well as Spanish-speaking students.
(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) A new $340,000 facility is currently being built to house this program.

(14) A Veterans Office manned by a counselor and two representatives from the Veterans 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: Cosmetology, Interior Design, and Community Health Technician. (1974) This effort continues.

(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 Veterans 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 Veterans 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 Resources 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 labs 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 EOPS 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 student's progress and to give assistance where needed.

(9) The Financial Aids 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.

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.

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.
STUDENT NOTICE OF NON-DISCRIMINATION POLICY

As required by Title IX of the Education Amendments of 1972, this notice is disseminated to all students, applicants for admission and employment, employee organizations, and other members of the college community:

A. Santa Barbara Community College District does not discriminate on the basis of sex in its educational programs or activities which it operates and it is required by Title IX not to discriminate in such a manner.

B. Student and employees grievances and complaints regarding alleged discrimination will be resolved on a prompt and equitable basis. Whenever a student complaint of discrimination occurs, students should follow the Student Grievance Procedures outlined in the District's Standards of Conduct for Members of this College Community and Guidelines for Due Process. The District Affirmative Action Officer/Director of Personnel Services will, if requested, act in an advisory capacity. Employee grievances are resolved in accordance with procedures outlined in the District's Affirmative Action Program Plan.

C. The District Affirmative Action Officer/Director of Personnel Service is designated as the Title IX compliance officer:

Daniel Oroz
Located in bungalow T-4
Telephone ext. 261
TO: Dan Oroz, Personnel Director

FROM: Ed DeLacy, Athletic Director

SUBJ: Title IX

DATE: October 6, 1976

In the past three years, we have gone from offering no women's varsity competition to our present offering of five, (cross-country, volleyball, basketball, tennis, track.)

In 1976, we have hired a women's athletic coordinator who also coaches two of our women's sports.

The athletic teams that share facilities with men's teams do so on an equal basis of time and by rotating the prime time hours.

Our women's athletic uniforms are comparable to the men's teams.

Our meal allowances are the same for both.

We have recently converted a male faculty locker room in order to offer a similar room for women.

We are in the process of building an entrance to the school's single athletic training facility to accommodate both women and men.

We plan to offer more women's sports as soon as the interest becomes sufficient to do so.
CONTINUING EDUCATION DIVISION
SANTA BARBARA CITY COLLEGE

COURSES FOR WOMEN - 1975-1977

FALL 1975

THE HANDYMAN'S HERE, AND SHE'S A WOMAN.
CHORAL SINGING FOR WOMEN
WOMEN'S WEEK SERIES
WOMAN, AS HEAD OF HOUSEHOLD
CAREER COUNSELING & FUTURE PLANNING FOR WOMEN
FASCINATING WOMANHOOD
SEXUALITY AND WOMEN
LADIES' CUSTOM PATTERN MAKING
KNOW YOUR CAR - FOR WOMEN ONLY
INTRODUCTORY TO BASIC CARPENTRY, DESIGNED FOR WOMEN
PHYSICAL EDUCATION FOR WOMEN

WINTER 1976

ASSERTIVENESS TRAINING FOR WOMEN
SELF-DEFENSE FOR WOMEN
THE HANDYMAN'S HERE, AND SHE'S A WOMAN
PHYSICAL EDUCATION FOR WOMEN
SUCCESSFUL MANAGEMENT FOR WOMEN
CAREER COUNSELING AND FUTURE PLANNING FOR WOMEN
FASCINATING WOMANHOOD
CHORAL SINGING FOR WOMEN
KNOW YOUR CAR - FOR WOMEN ONLY
INTRODUCTORY TO BASIC CARPENTRY, DESIGNED FOR WOMEN
LADIES' CUSTOM PATTERN MAKING

SPRING 1976

MODERN WOMEN IN GREAT FILMS
WOMEN, KNOW YOUR RIGHTS
ASSERTIVENESS TRAINING FOR WOMEN
CAREER COUNSELING AND FUTURE PLANNING FOR WOMEN
CHORAL SINGING FOR WOMEN
THE HANDYMAN'S HERE, AND SHE'S A WOMAN
PHYSICAL EDUCATION FOR WOMEN
KNOW YOUR CAR - FOR WOMEN ONLY
INTRODUCTION TO BASIC CARPENTRY, DESIGNED FOR WOMEN
LADIES' CUSTOM PATTERN MAKING
FALL 1976

WOMEN IN POLITICS
WOMEN ON THE WAY, AND WAYS TO BE A WOMAN
FASCINATING WOMANHOOD
ASSERTIVENESS TRAINING FOR WOMEN
CAREER COUNSELING AND FUTURE PLANNING FOR WOMEN
CHORAL SINGING FOR WOMEN
THE HANDYMAN'S HERE, AND SHE'S A WOMAN
SELF-DEFENSE FOR WOMEN
LADIES' CUSTOM PATTERN MAKING
PHYSICAL EDUCATION FOR WOMEN
THE EMERGING WOMAN IN MANAGEMENT
KNOW YOUR CAR - FOR WOMEN ONLY
INTRODUCTION TO BASIC CARPENTRY, DESIGNED FOR WOMEN

WINTER 1977

LA CHICANA - FROM AZTLAN TO E.R.A.
THINK YOURSELF INTO SHAPE - FOR WOMEN
MENOPAUSE: MYTHS AND FACTS
WOMEN ARTISTS ON FILM
CAREER COUNSELING AND FUTURE PLANNING FOR WOMEN
ASSERTIVENESS TRAINING FOR WOMEN
CHORAL SINGING FOR WOMEN
SELF-DEFENSE FOR WOMEN
PHYSICAL EDUCATION FOR WOMEN
LADIES' CUSTOM PATTERN MAKING
THE EMERGING WOMAN IN MANAGEMENT
KNOW YOUR CAR - FOR WOMEN ONLY
INTRODUCTION TO BASIC CARPENTRY, DESIGNED FOR WOMEN
HOW TO RE-ENTER THE JOB MARKET, ESPECIALLY SO FOR A WOMAN

2/8/77
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2/77
AFFIRMATIVE ACTION COMMITTEE ORGANIZATIONAL ACTIVITY - 1976

ALICIA ABESILLA: Association of Mexican American Educators
La Raza Faculty Association
El Concilio De La Raza
Calif. Comm. Colleges EOPS Association
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 Association, Calif. Comm. Colleges
Santa Barbara County Schools
Junta Directiva, SBCC

JOHN FORSYTH: Tri-County Foreign Language Association
Santa Barbara City College Fund
American Civil Liberties Union
Amnesty International, U.S.A.

M'LISS GARZA: Reforma, National Organization of Spanish
Speaking Librarians
California Library Association
La Raza Faculty Association of Calif. Comm. Colleges
Bibliotecas Chicanas
SBCC Women's Center Steering Committee
Junta Directiva, SBCC

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

DANIEL OROZ: Junta Directiva, SBCC
El Concilio De La Raza
Affirmative Action Office Council, S. B. County

ROBERTO ROBLEDÓ: Junta Directiva, SBCC
A.M.A.E.
La Raza Faculty Association

and Counselors
California Organization for Women Deans, Admin.
and Counselors
Association of Calif. Comm. College Administrators

MAGDALENA TORRES: Steering Committee, SBCC Women's Center
La Raza Faculty Association
La Casa De La Raza
Junta Directiva, SBCC
Mujeres Por La Raza, SBCC Women's Center

ATTACHMENT G
The Women's Center exists on the SBCC campus to serve the needs of women in the community as well as on the campus for the achievement of educational, vocational, and personal goals. Like Women's Centers on college campuses throughout the country, it is clearly emerging from the philosophy underlying the women's movements; that is, that our society has for too long had a double standard for men and women which penalizes women economically and educationally, and makes it difficult for women to become individualists and to develop their full human potential.

Workshops have been developed which are open to all persons dealing with a variety of topics including personal, career and academic development, nutrition, assertiveness training, health, legislative change, women on welfare, the Chicana, new roles for black women, re-entry.

At the District In-Service Training Program for supervisors and administrators, participants became aware, through a workshop by the Women's Center Director, of the need to provide training time for women on campus.

A survey of women on the campus conducted by the Women's Center in the Fall, 1976 indicated interest in a variety of topics such as communication skills, assertiveness training, fitness for the sedentary worker, renegotiating roles and responsibilities in the family, etc.

A mailing list of women new to the campus, the Women's Center, and in some cases, new to Santa Barbara, has been developed and includes almost 600 names. These persons have become aware of issues related to women's changing status and have come to see the Center as both a reflection of and instrument for change.

When visitors to the Center express an interest in working for SBCC, they are directed to the Personnel Office as well as the bulletin board in the Administration Building.

We have connected individual women, whether staff or faculty, students, or others, to other more appropriate agencies in the community when we cannot assist them here. We have also begun to develop ties to such places as the Young Mother's High School (an alternative H.S. for pregnant women who usually remain there until graduation sponsored by S. B. City Schools), the County Welfare Department, etc. in the hope of encouraging women to continue their education. In spite of great obstacles, counselors have been assigned to the Center for a total of 5 hours a week to assist individuals with this process.

In general, then, the Women's Center seeks to establish itself as a testing ground for innovative methods of recruitment for school and work, innovative programs which are educational and improve morale, build skills and self-confidence, and overcome the archaic array of myths and stereotypical images of women which make it so difficult for individual women to improve their lives. Finally, the Center expresses to the community, the fact that SBCC acknowledges that there is a social problem vis-a-vis women's rights and opportunities and that the campus is providing human power to affect constructive social change.
TOPICS OF WORKSHOPS HELD IN 1976 FOR WOMEN:

Getting Settled, A Workshop for Women New to Santa Barbara

Menopause: Myths and Facts

Physical Fitness for the Sedentary Worker: Video Playback Method
Analyzing Postural Alignment and Designing Individual Exercise Plans

Three Laws Which Discriminate Against Women

Changing Roles for Black Women

The Chicana: From Atzlan to E.R.A.

Nutrition: Diet for Energy and Fitness

"Math Anxiety" Clinic

Grounding for Life: Massage and Meditation

Personal Development Workshops: e.g. 1) Values Clarification and Decision Making, 2) Personal Growth, and 3) Peer Counseling Training

Assertiveness Training

Films: e.g. Biographies of famous women, management training, and plays

Career Development and Resume Writing Workshops (in cooperation with Counseling Department)

Administrative Women - Women in the Executive Suite (SBCC Management Development Training Program)

LIAISONS WITH THE FOLLOWING AGENCIES AND ORGANIZATIONS HAVE BEEN DEVELOPED:

The County Welfare Department
S. B. County Schools - Dr. E. Ruiz
Social Advocates for Youth
The Young Mother's High School Program (City)
American Association of University Women
S. B. and U.C.S.B. Women's Center

Prepared by: Lois Phillips, Director
SBCC Women's Center
February 1977