SANTA BARBARA CITY COLLEGE

February 3, 1978

TO: Board of Trustees
   Dr. Glenn G. Goeder

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

SUBJECT: Annual Affirmative Action
       Program Activity Report - 1977

The report that follows is the third annual summary report of actions taken
by the District in 1977 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
13. HANDICAPPED PROGRAMS

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

DISTRIBUT PERMANENT POSITIONS FILLED (CERTIFICATED) 1977-78

<table>
<thead>
<tr>
<th></th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

Total New Hires: 8  
Total Females: 2 (25%)  
Total Minority: 2 (25%)

Minorities:
- Total Minority Applications: 119 (10.0% of total of 1,187 applications)
- Total Minority Interviewed: 14 (22.2% of total of 63 interviewed)
- Total Minority Hired: 2 (25% of total of 8 hires)

Females:
- Total Female Applications: 386 (32.5% of total of 1,187 applications)
- Total Females Interviewed: 23 (36.5% of total of 63 interviewed)
- Total Females Hired: 2 (25% of total of 8 hires)

DO: jw  
1/31/78
2. DISTRICT PERMANENT POSITIONS FILLED (CLASSIFIED)

January - December, 1977

<table>
<thead>
<tr>
<th></th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1977</th>
<th>1976</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total New Hires:</td>
<td>34</td>
<td>41</td>
</tr>
<tr>
<td>Total Females:</td>
<td>19 (56%)</td>
<td>21 (51%)</td>
</tr>
<tr>
<td>Total Minority:</td>
<td>9 (26%)</td>
<td>11 (27%)</td>
</tr>
</tbody>
</table>

**Minorities:**
- Total Minority Applications: 220 (20% of total 1,095 applications received)
- Total Minority Interviewed: 65 (24% of total 270 interviewed)
- Total Minority Hired: 9 (26% of total 34 hired)

**Females:**
- Total Female Applications: 509 (46% of total 1,095 applications received)
- Total Females Interviewed: 177 (66% of total 270 interviewed)
- Total Females Hired: 19 (56% of total 34 hired)

**Promotions:** (Current employee hired into advertised vacancies)
- Total: 8
  - Minority: 2 (25% of total 8 promotions)
  - Female: 6 (75% of total 8 promotions)

<table>
<thead>
<tr>
<th>General Classification</th>
<th>Total Hired</th>
<th>Minority Hired</th>
<th>Female Hired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional/Management</td>
<td>1</td>
<td>-</td>
<td>1 (100%)</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>15</td>
<td>4 (27%)</td>
<td>15 (100%)</td>
</tr>
<tr>
<td>Technical/Para-Professional</td>
<td>13</td>
<td>3 (23%)</td>
<td>3 (23%)</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>5</td>
<td>2 (40%)</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>34</strong></td>
<td><strong>9 (26%)</strong></td>
<td><strong>19 (56%)</strong></td>
</tr>
</tbody>
</table>
3. RECRUITMENT

General:

a) The Personnel Department continued in 1977 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, certificated at a minimum one month.

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) District application ethnic data sheets were updated to reflect changes in EEOC definitions of ethnic/race categories.

CLASSIFIED:

a) A total of approximately 7,200 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, Ventura Star Free Press, and Los Angeles Times.

CERTIFICATED:

a) A total of approximately 2,800 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 1977:

.....(2) English (Basic Skills - Reading/Writing)

.....Speech

.....Radiologic Technology

.....Stage Director, Theatre Arts

.....Assistant Dean, Student Activities

.....Assistant Dean, Educational Planning and Development

.....Assistant Dean, Instructional Operations
c) Letters mailed to major known Black organizations in California requesting names of Black oriented agencies for addition to District's distribution list for job announcements. In addition, a total of 16 universities identified as having large numbers of Black students were added to the distribution list.

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 maintained 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.

e) All Classified and Certificated job specifications were reviewed to insure that no selection criteria excludes 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 is used in training all screening/interviewing committees regarding Federal and State EEO laws.

5. **JOB CLASSIFICATION**

A change was made by the Personnel Department to provide that for supervisory vacancies, regular employees of the District (not applicable to outside applicants) may substitute, for the required supervisory experience, any combination of related experience, training, or education which provides evidence of supervisory skills. This was determined to be an artificial barrier to current employees of the District which was not in keeping with the Districts upward mobility and promotion from within policies.

6. **DISCRIMINATION COMPLAINTS/GRIEVANCE RESOLUTION**

**Informal:**

......None

**Formal:**

......One (1) EEOC Discrimination Complaint/Law Suit. No finding against the District in Los Angeles Federal District Court. Case dismissed.
7. IN-SERVICE AFFIRMATIVE ACTION ORIENTATION/TRAINING/DISTRIBUTION OF POLICY

a) The Director of Personnel/Affirmative Action Officer met with all Certificated Department Heads and Screening/Interviewing Committee prior to the 1977-78 recruiting year for Affirmative Action orientation and training. Follow-up meetings were held with Certificated screening/面试小组委员会。Approximately 46 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 135 Classified employees received this Affirmative Action orientation/training during the year.

c) Four workshops were held for all Classified employees as in-service training for Affirmative Action and Upward Mobility purposes. The workshops were provided by a professional consultant and were held during the month of March 1977. Attachment A provides a summary of subjects covered.


e) The Assistant Personnel Director was a District representative on a panel discussion, "Bilingual Careers in Education". The workshop was provided for District students in career counseling.

f) A Title IX and Handicapped Student Notice of Non-Discrimination Policy was developed and posters made for posting throughout the campus and distribution to appropriate agencies and organizations in the community.

g) A formal "New Employee Orientation Program" for new Classified employees was initiated in late 1977. The Orientation Program provides for a review of Affirmative Action/EEO concepts and the District Affirmative Action Program Plan. The grievance procedure is reviewed as well as elements of Personnel Program Elements. All new Classified employees are scheduled for this orientation within the first week of employment.

h) By Board of Trustees Action, the District joined the Channel Coast Regional Training Center, sponsored by the UCSB Extension in Santa Barbara. Participation in the consortium enables District employees to enroll at reduced fees.

i) Director of Personnel/Affirmative Action Officer and Assistant Personnel Director spoke on the program Chicano Studies on Cable T.V. and presented a program in both English and Spanish on the District Affirmative Action Program and the Personnel recruitment efforts of Santa Barbara City College.
j) Two statistical Affirmative Action Surveys were completed during the year showing minority/female distribution on campus. One survey provided this data by department/divisions. The data was provided to assist faculty, department heads and administrators in evaluating their departments in terms of minority/female representation.

8. GOALS AND TIMETABLES

The Board of Trustees Subcommittee on Educational Policies, the Affirmative Action Committee Chairperson and the Affirmative Action Officer met on the following dates to review guidelines for determining Affirmative Action goals and timetables and the issue of "availability" of qualified persons in the work force:

May 10, 1977
November 1, 1977
December 20, 1977

The Affirmative Action Officer provided statistical "availability" data to the Subcommittee as requested for their review at the above meetings. No agreement was reached by the Subcommittee as to the appropriate "availability" data for use in setting goals and timetables.

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 B)

b) Title IX: The Director of Personnel/Affirmative Action Officer reviewed the final Title IX Sex Non-Discrimination self-evaluation reports submitted by department heads. In accordance with Title IX provisions, a follow-up review was conducted by the Director of Personnel/Affirmative Action Officer to insure that all required program modifications were implemented and documented. Title IX Non-Discrimination notice placed in 1977-78 college catalog.

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 C.

c) Curricula: The District offered several credit and non-credit courses in 1977 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 D 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 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:**

- J.W. Bailey Construction Co. - 12/20/77
  Physical Science Complex
- J.W. Bailey Construction Co. - 8/30/77
  Marine Technology Complex

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 E provides a list of the Affirmative Action Committee members who have during the year participated in such organizations.

12. **HANDICAPPED**

   a) **504 Regulations**

   The Director of Personnel/Affirmative Action Officer was designated by the Board of Trustees as the official to coordinate District efforts for complying with the new 504 regulations of the Rehabilitation Action of 1973. The regulations require certain accommodations by the college to provide access and equal opportunity to handicapped persons on campus. A committee* to implement the 504 Self-Evaluation and completion of a "Transition Plan" for changes in facilities was appointed by the Superintendent-President. The Director of Personnel/Affirmative Action Officer was appointed chairperson of that committee.

   On December 2, 1977 the 504 committee submitted the Facilities Transition Plan regarding the removal of physical barriers. In developing this plan, the committee met a total of 8 times during the year. One subcommittee was appointed to develop a questionnaire for evaluation and one to write the plan. A total of 45 questionnaires were sent to faculty and program heads. The first report was written with the technical input of the Director of Facilities and Development.

   b) **Physically Limited Program**

   A full-time Enabler/Learning Disability Specialist was hired by the District. The Enabler will administer the Physically Limited Program on campus: counseling, preferred registration, on-campus parking, tutorial services, use of media center and health services.

*Don Trent, Dot Eberle, Sallee Marcussen, Burt Miller, Cal Reynolds
Richard Sanchez, Dan Oroz, Pablo Buckelew, Colleen Dougherty, Aurora Hernandez, Annette Rubino. (Last 3 community representatives)
13. **DISTRICT PROGRAMS**

   .....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)
   .....PHYSICALLY LIMITED PROGRAM (HANDICAPPED)
   .....STEP, OPEN ROAD PROGRAM
       CETA DISTRICT PARTICIPATION

*see attachment F for special report*
ALL MEETINGS HELD IN BOARD ROOM — 2:30 pm to 4:30 pm

SANTA BARBARA CITY COLLEGE IN-SERVICE TRAINING — MARCH, 1977

*AFFIRMATIVE ACTION ON CAMPUS - District Commitment to Equal Opportunity

**Friday**
**MARCH 4th** - "WE ARE ALL IN THIS TOGETHER" - Problem solving skills to make everyone a winner.

*THE THREE ME'S: Values, Objective Thoughts, & Feelings
*OPTIONS - The Problem is feeling there are only one or two
*CONTAMINATION/EXCLUSION - Sometimes confused, sometimes rigid
*PROBLEM SOLVING PROCESSES - are serious "funwork"

**Friday**
**MARCH 11th** - "WHAT DO YOU SAY AFTER YOU SAY HELLO?" - Developing communication skills which get me what I want rather than getting in my way.

*TRANSACTIONS - I say ? then you say ? and then what?
*GAMES - What happens when communication is NOT the goal?
*BEING STRAIGHT - Risking to increase probable results

**Friday**
**MARCH 18th** - "ANGER, GUILT, RESENTMENT & FEAR" - How to handle feelings, difficult people and situations on the job.

*FUZZIES & PRICKLIES - Different strokes for different folks
*RACKETS & TRADING STAMPS - Manipulating for favorite feelings
*LEVELING - Nine specific guidelines for getting the job done
*ASSERTING - Winning friends and influencing people

**Friday**
**MARCH 25th** - "DOING WHAT I WANT AND WANTING WHAT I DO...WITHOUT GETTING FIRED!" - How to enjoy what is happening NOW!

*I'M OK - YOU'RE OK: My attitude determines my actions
FROM RESCUING
to FACILITATING
PERSECUTING to NEGOTIATING
ISOLATING to INITIATING

*CHOOSING/OWNING - I am me and you are you; don't get confused
*BEING MYSELF

*********************************************************************************

These four programs, in introduction to effective on-the-job behavior, have two primary goals:

I. To provide information and learning processes through which employees may increase and/or enhance their possibilities for upward employment mobility;

II. To provide information and learning processes through which employees may increase the satisfaction and fulfillment obtained from their present situation.

The programs will include information about Transactional Analysis (a personality theory) and from Assertiveness Training (a behavioral change process). There will be structured opportunities for experiential learning, worksheets designed to stimulate your awareness of present productive and non-productive behavior patterns, and opportunities for large and small group discussion. NO PARTICIPANT WILL BE REQUIRED TO PARTICIPATE IN ANY PROCESS IN WHICH S/HE DOES NOT FEEL COMFORTABLE.

CONSULTANT/LEADER: LARRY Trettin, AWARENESS ASSOCIATES, VENTURA, CALIF.
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: January 30, 1978

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 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. Part-time staff was added in 1976 to help with the increased work load.

(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 1975 to include over one-hundred (100) 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 freshmen for fall, 1974. In 1976, the Summer Readiness Program was in conjunction with the Community Action Commission. The college has more recently accepted responsibility for the Readiness Program and provides for cooperative efforts with outside agencies when it is considered appropriate.

(5) A Human Relations Program with three Special Program 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. In 1976, the number of peer counselors was 24.

(7) An in-service 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. Pre-semester training seminars are provided for all paid peer counselors. 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) A Motivational Exploration class and a study skills class for EOPS students have been offered since 1976.

(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) Supplemented in 1975 with a Career Technician to work with low income minority students.
(13) A Child Care Center authorized to accommodate seventy-five (75) children of SBCC students who are past, present, or future recipients of welfare. (1972) A new $340,000 facility was completed in 1976 to house this program.

(14) A Veterans Office manned by a counselor and a representative 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) In 1975 a Horticultural Technology program was introduced.

(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 organization.

(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 provided through the American Ethnic Studies Division.

(2) The Learning Resources Center provides remedial and developmental courses in the areas 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 EOPS end-of-the-year report to the District Board of Trustees and the Chancellor's Office.

(2) By establishing a continuing evaluation through the monthly EOPS Advisory Committee meetings.

(3) The EOPS Director conducts a product evaluation of the student's progress at the end of each semester (units completed and GPA attained).

(4) 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.

(5) The EOPS Director continuously evaluates all components of the project each semester by discussing all aspects of the project with the heads of each component. Changes are made to provide the most effective and productive delivery of services to all EOPS students.
TO:    Dan Oroz, Personnel Director  
FROM:  Ed DeLacy and Pat Moorhouse  
SUBJ:  Title IX  
DATE:  January 30, 1978

Santa Barbara Community College currently offers five sports for women and nine for men. All five women's sports seem to be operating on a sound basis with good coaching, while participating at top competitive level. This fall our women's volleyball team finished third in the State and our women's cross country team finished fourth in the State. Last spring our women's tennis team finished first in the Western State Conference and our basketball and women track teams finished in the top half of their respective conferences. We are also looking forward to the time when softball can be offered as an athletic program. We feel that the activity is a very popular sport in Santa Barbara.

This year, all women's athletic teams come under the direction of the Commission on Athletics and the Western State Conference. They will receive the same consideration on scheduling, eligibility and playoff proposal. The conference by-laws have also been changed making it mandatory that each school be represented by at least one woman. Pat Moorhouse has also been selected by the Western State Conference as a female representative to the Commission on Athletics.

While gymnasium space appears to create the greatest conflict in scheduling problems, the women's programs have had the same advantages and disadvantages as the men.

One area of concern has been the inadequate team room for women that was hurriedly transformed for that purpose after being used as a male faculty locker room. The conversion still remains incomplete and ignored. The room needs a hair dryer, repainting and some form of carpeting to alleviate the cold condition of the floor and the room itself. The threshold leading into the locker room still remains in a state of disrepair that creates a general slovenly appearance. A better solution would be a new and larger facility that would house more athletes.

Meal money, travel and clothing budgets continue to remain the same for both men's and women's programs. The conversion of the men's training room into a co-ed facility has provided a solution that appears acceptable by all.

In conclusion, the conversion of an all male athletic program to a compatible co-ed program seems to be progressing smoothly. Minor adjustments still remain for both programs, but the overall condition seems one of acceptance and compatibility.
SANTA BARBARA CITY COLLEGE
CREDIT COURSES - SPRING 1977/FALL 1977

SPRING 1977

History of Women
History of African Civilization
Sociology of Sex Roles
Prison Society
Afro-American in U.S. History
Afro-American Culture
Black Politics
Afro-American Music
Literature by Black Authors
Mexican American Chicano History
Mexican American Chicano Culture
Intro. to Mexican Literature
Spanish for Native Speakers
History of Mexican Art
Racism in America
Ethnic Studies - Special Projects (3)
Ethnic Studies - Independent Studies (3)
The American Indian
Indian in Literature
English as a Second Language
African-Oceanic Art
Development of the Bilingual Child
Contemporary Women Writers
History of California
History of Mexico

FALL 1977

Community Relations
Afro-American in U.S. History
Afro-American Culture
Black Politics
Afro-American Music
Literature by Black Authors
Mexican American Chicano History
Mexican American Chicano Culture
Chicano Literature
Spanish for Native Speakers
History of Mexican Art
Contemporary Women Writers
English as a Second Language
Racism in America
History of Women
History of American West
Ethnic Studies - Independent Studies (2)
Ethnic Studies - Special Projects (2)
The American Indian
Indian Literature
Women in Contemporary America
Sociology of Sex Roles
Social Problems
History of African and Oceanic Art
Psychology of the Bilingual Child
La Mujer Chicana
Latin American Civilization
Indian Culture
SPRING 1977

OF WOMEN, BY WOMEN, FOR WOMEN AND MEN
VIRGINIA WOOLF AND ANAIS NIN
CAREER COUNSELING AND FUTURE PLANNING FOR WOMEN
MENOPAUSE: MYTHS AND FACTS
ASSERTIVE TRAINING FOR WOMEN
CHORAL SINGING FOR WOMEN
HOW TO RE-ENTER THE JOB MARKET (FOR WOMEN)
PHYSICAL EDUCATION FOR WOMEN
LADIES' CUSTOM PATTERN MAKING
A WOMEN'S GUIDE TO WALL STREET
KNOW YOUR CAR (AUTO MECHANICS) FOR WOMEN
INTRODUCTION TO BASIC CARPENTRY (DESIGNED FOR WOMEN)

FALL 1977

CREATIVE WOMEN
VIRGINIA WOOLF AND ANAIS NIN
MARRIAGE ENRICHMENT FOR WOMEN
CAREER COUNSELING AND FUTURE PLANNING FOR WOMEN
ASSERTION TRAINING FOR WOMEN
THE MOTHERHOOD MYSTIQUE
CHORAL SINGING FOR WOMEN
THE HANDYMAN'S HERE - AND SHE'S A WOMAN
PHYSICAL EDUCATION FOR WOMEN
LADIES' CUSTOM PATTERN MAKING
THE EMERGING WOMAN IN MANAGEMENT
INVESTMENTS FOR WOMEN
THINK YOURSELF THIN (FOR WOMEN)
HOW TO RE-ENTER THE JOB MARKET (FOR WOMEN)
KNOW YOUR CAR (AUTO MECHANICS) FOR WOMEN

WINTER 1978

VIRGINIA WOOLF AND ANAIS NIN - CREATIVE WOMEN
CAREER COUNSELING & FUTURE PLANNING FOR WOMEN
ASSERTION TRAINING FOR WOMEN
CHORAL SINGING FOR WOMEN
PHYSICAL EDUCATION FOR WOMEN
A WOMEN'S GUIDE TO WALL STREET
ADVANCED INVESTMENTS FOR WOMEN
KNOW YOUR CAR (AUTO MECHANICS) FOR WOMEN
LADIES' CUSTOM PATTERN MAKING
ALICIA ABESILLA: Calif. Comm. Colleges EOPS Association
Junta Directiva, SBCC (On-Campus)

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 LIVINGSTON: Reforma, National Organization of Spanish
Speaking Librarians
California Library Association, Comm. College Chapter
Bibliotecas Chicanas
Junta Directiva, SBCC
Calif. Clearing House on Library Instruction

EUJENIO LUJAN: Junta Directiva, SBCC
El Concilio De La Raza
County of S. B. Affirmative Action Committee
Regional Training Center

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

ROBERTO ROBLEDO: 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

MAGDELENA 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
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. Due to increasing numbers of "Displaced Homemakers", widows, and divorcees state and federal governments are recognizing problems of age and economic discrimination. To be able to function effectively in our society, these women must be given support.

Our Center provides an informal atmosphere which enables women to express feelings of anxiety, discuss personal problems and needs related to school re-entry. Our facility is furnished with comfortable chairs, coffee, and a warm, empathic staff consisting of a Counselor-Director, Assistant Director, and volunteers.

Workshops have been developed which are open to all persons dealing with a variety of topics (see page two), including personal, career and academic development.

We have developed a women's resource library to be used primarily for women's studies classes. The library includes material accumulated by the Women's Center Director, faculty, students and friends.

We display job and career employment information, as well as information on housing, child care, vocational and academic information and programs in the community.

Through well-publicized re-entry programs, we recruit students from the community, and feel we are helping to sensitize the college community to the needs of women.

The non-traditional student, particularly women, are increasing in great numbers. (On the rainiest Saturday of the year we had sixty-two participants to a full-day Women's Re-Entry program.) It may also be noted that from September 26 to December 12, 1977, one thousand names were counted on our daily sign-in sheet.

Each semester classes in "Value-Clarification and Decision-making" and "New Directions in Self Understanding" are offered, specifically for women to assist in their adjustment to the college, explore their development of self, improve self-confidence and enhance decision-making skills.

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 to enable women to lead more constructive, full-filled lives.
TOPICS OF WORKSHOPS HELD IN 1977-78 FOR WOMEN:

Re-entry Workshop and Discussion - On-going each Wednesday, 12:00 to 1:00

Rape Crisis Week and Self-defense Workshop

Assertiveness Training - Continuing Workshop sessions

Math Anxiety Clinic - to help dispel the myth that women are less adequate in mathematics than men.

Personal Development Workshops: e.g. 1) Values clarification and decision making 2) Personal growth, and 3) Peer counseling training

Career Development and Resume Writing

Job Finding As a Skill - Workshop in conjunction with Career Center and Counseling

"Holiday Blues" - On-going workshop held throughout the period prior to and immediately after the Thanksgiving, Christmas, Hannaka, and New Year's Holidays

Week-end Workshop for Re-Entry Women, with representatives of Women's Studies classes, Health and Business classes, counseling and financial aids representative

On-going Income Tax Assistance - February through April 14, by VITA (Volunteers in Income Tax Assessments)

Open Discussion group on Men's and Women's Relationships in Changing Times Conducted by Counselor, Photographer, Househusband, Herb Pearce

Workshop on Problems related to Alcohol - conducted by Peg Reese, of S.B. Alcoholism Services

Over 40? School or Job? - Two sessions of film and discussion on this important decision-making time for women

Program on "How Not to Be a Sex Object" - for women of all ages

Films: Various subjects of interest to women, e.g., "Women Get the Vote", "Women In Management", "Back to School - Back to Work"

Consciousness Raising - On-going group

MAIN ORGANIZATIONS TO WHICH WE HAVE MADE REFERRALS:

Family Service
Violence in the Family
Legal Aid Society
Bethel House
Rape Crisis Center
S.B. Alcoholism Services
Planned Parenthood
Child Abuse Listening Mediation

S.B. Co. Mental Health (S.B. & Goleta)
S.B. and U.C.S.B. Women's Centers
Widow-Widower's Group
Ventura College Women's Center