TO: Board of Trustees
    Dr. Peter MacDougall
FROM: Daniel Oroz, Director of Personnel/Affirmative Action Officer
SUBJECT: Annual Affirmative Action
        Program Activity Report - 1981-82
DATE: June 21, 1982

The report that follows is the seventh annual summary report of actions taken
by the District in 1981-82 to meet its Affirmative Action and Equal Opportunity
requirements as set forth in Executive Order 11246 and the District's Affirm-
ative 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/PERSONNEL POLICIES AND PRACTICES
6. DISCRIMINATION COMPLAINTS/GRIEVANCE RESOLUTION
7. IN-SERVICE AFFIRMATIVE ACTION TRAINING/orientation/distribution of
   policy
8. AFFIRMATIVE ACTION - STUDENT BODY (TITLE IX)
9. AFFIRMATIVE ACTION SUB-CONTRACTOR REQUIREMENTS
10. COMMUNITY AND FEMALE/MINORITY ORGANIZATION PARTICIPATION
11. HANDICAPPED PROGRAMS
12. DISTRICT PROGRAMS
13. AFFIRMATIVE ACTION COMMITTEE

DO/mej

cc: Cabinet
    Affirmative Action Committee
    President, Academic Senate

Encl #1
2.3-a(1)
9/9/82
1. **EMPLOYMENT - CERTIFIED**

   a. **DISTRICT PERMANENT POSITIONS FILLED 1981-82 SCHOOL YEAR**

<table>
<thead>
<tr>
<th>Minority</th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total New Hires:</td>
<td>9*</td>
<td></td>
</tr>
<tr>
<td>Total Females:</td>
<td>2 (22%)</td>
<td></td>
</tr>
<tr>
<td>Total Minority:</td>
<td>-0-</td>
<td></td>
</tr>
</tbody>
</table>

   *includes Supt./President

   b. **ANNUAL COMPARATIVE DATA (FACULTY HIRES)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total New Hires:</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Total Females:</td>
<td>2 (25%)</td>
<td>1 (50%)</td>
<td>4 (100%)</td>
<td>1 (50%)</td>
<td>2 (40%)</td>
</tr>
<tr>
<td>Total Minority:</td>
<td>-0-</td>
<td>-0-</td>
<td>-0-</td>
<td>1 (50%)</td>
<td>1 (20%)</td>
</tr>
</tbody>
</table>
DISTRICT PERMANENT POSITIONS FILLED, FISCAL YEAR 1981-82

<table>
<thead>
<tr>
<th></th>
<th>MINORITY MALE / FEMALE</th>
<th>OTHER MALE / FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW HIRES</td>
<td>5</td>
<td>4&lt;sup&gt;a&lt;/sup&gt;</td>
<td>12&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>REASSIGNMENTS</td>
<td>1</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

<sup>a</sup>includes 1 handicapped employee  
<sup>b</sup>includes 1 reinstated employee

**NEW HIRES**

Annual Comparative Data

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>26</td>
<td>56</td>
<td>24</td>
<td>27</td>
<td>34</td>
</tr>
<tr>
<td>FEMALE</td>
<td>17 (65.4%)</td>
<td>34 (60.7%)</td>
<td>14 (58.3%)</td>
<td>16 (59.3%)</td>
<td>19 (55.9%)</td>
</tr>
<tr>
<td>MINORITY</td>
<td>10 (38.5%)</td>
<td>12 (21.4%)</td>
<td>5 (20.8%)</td>
<td>7 (25.9%)</td>
<td>9 (26.5%)</td>
</tr>
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</table>

1981-82 EEO-6 Classification Detail

<table>
<thead>
<tr>
<th>GENERAL CLASSIFICATION</th>
<th>TOTAL</th>
<th>FEMALE</th>
<th>MINORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional/Management</td>
<td>2</td>
<td>1 (50%)</td>
<td></td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>11</td>
<td>9 (81.8%)</td>
<td>3 (27.3%)</td>
</tr>
<tr>
<td>Technical/Para-Prof.</td>
<td>4</td>
<td>4 (100.0%)</td>
<td>1 (25.0%)</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>9</td>
<td>3 (33.3%)</td>
<td>6 (66.7%)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>26</td>
<td>17 (65.4%)</td>
<td>10 (38.5%)</td>
</tr>
</tbody>
</table>

**VOLUNTARY REASSIGNMENTS**

<table>
<thead>
<tr>
<th>TYPE</th>
<th>TOTAL</th>
<th>FEMALE</th>
<th>MINORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROMOTIONAL</td>
<td>6</td>
<td>5 (83.3%)</td>
<td>1&lt;sup&gt;c&lt;/sup&gt; (16.7%)</td>
</tr>
<tr>
<td>OTHER</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>6</td>
<td>5 (83.3%)</td>
<td>1 (16.7%)</td>
</tr>
</tbody>
</table>

<sup>c</sup>Represents promotion into management position.

Positions with Internal Applications | Positions Filled Internally

<table>
<thead>
<tr>
<th>TYPE</th>
<th>13</th>
<th>6 (46.2%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROMOTIONAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>13</td>
<td>6 (46.2%)</td>
</tr>
</tbody>
</table>

<sup>*</sup>Transfers/Deotions
3. **RECRUITMENT**

   **General:**

   a) The Personnel Department continued in 1981-82 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 of one month.

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

**CLASSIFIED:**

   a) Job announcements were sent out for all permanent positions using the affirmative action distribution list which includes minority, female and handicapped oriented organizations.

   b) Ads were placed in the Santa Barbara News-Press and other local newspapers.

**CERTIFICATED:**

   a) Job announcements for all permanent positions filled in 1981-82 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. In addition, nationwide advertising was in the Chronicle of Higher Education and the Affirmative Action Register.

4. **SELECTION**

   a) Screening committees have been used in the selection process for 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) EEO/AA Orientation: Each screening/interviewing committee has received orientation by the Personnel Department as to the "Do's and Don't's" of interviewing/screening. In addition, an "Orientation for Interviewing Committees" booklet is used in training all certificated and classified screening/interviewing committees regarding Federal and State EEO laws.
<table>
<thead>
<tr>
<th>Category</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-Faculty</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive/Administrative/Mngmt</td>
<td>6/12</td>
<td>3/18</td>
<td>3/21</td>
<td></td>
</tr>
<tr>
<td>Professional Non-Faculty</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Technical/Para-Professional</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Skilled Craft</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>3</td>
<td>20</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td><strong>Non-Faculty</strong></td>
<td>5</td>
<td>4</td>
<td>29</td>
<td>3</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>1</td>
<td>1</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>Social Science</td>
<td>1</td>
<td>1</td>
<td>14</td>
<td>1</td>
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<tr>
<td>Humanities</td>
<td>2</td>
<td>25</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Health &amp; P. Ed.</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Career Education</td>
<td>1</td>
<td>25</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>2</td>
<td>1</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>7</td>
<td>3</td>
<td>39</td>
<td>153</td>
</tr>
</tbody>
</table>
4. **SELECTION** (Continued)

   e) The AAO provided advice and guidance during the selection process for the Administrative Dean, Student Services. In addition, counsel was provided throughout the Student Services reorganization, both planning and implementation.

   f) In accordance with the new Chancellor's Office AA guidelines, appropriate questions were prepared for all Classified and Certificated Selection Committees. The questions were consistent with established job related selection criteria.

   g) Acting as ex-officio consultant to the Board of Trustees, the AAO coordinated the Superintendent-President search and selection process. This included development of selection procedures, questions, job related criteria, recruitment, advertising, confidential interviews and references, general liaison and counsel.

5. **PERSONNEL POLICIES AND PRACTICES**

   a) On July 23, 1981, the Board of Trustees approved the AB 803 non-discrimination regulations which were prepared by the AAO. The regulations were submitted and were subsequently approved by the Chancellor's Office.

   b) The AA Committee and Gender Equity program sponsored District in-service training workshops for faculty, staff and administration on Sexual Harassment and presented two films, "The Work Place Hustle" and "Preventing Sexual Harassment."

   c) On November 20, 1981, the Superintendent-President attended an orientation meeting of the AA Committee. The Superintendent-President addressed the committee regarding his commitment to AA and heard the committee's plans and objectives for the coming year.

   d) The AAO kept the AA Committee and the Superintendent-President informed on the development of the 1981 Chancellor's Office AA Regulations. Appropriate written comments and recommendations were submitted to the Chancellor's Office for consideration prior to their issuance of the final regulations, adopted by the Board of Governors on December 11, 1981.

   e) The AAO and AA Committee conducted a review of the district's hiring procedures (administrators, classified, faculty) for possible needed revision. The review consisted of individual policy review, hiring review and an Applicant Flow Analysis/Adverse Impact Study prepared by the AAO.

   f) The bi-annual Federal EEO-6 statistical report, the new CPEC EEO statistical report and the EEO data required by AB 1550 for hourly faculty were completed and sent to the appropriate state agency.
6. DISCRIMINATION COMPLAINTS/GRIEVANCE RESOLUTION

Informal: Reviewed the Administrative Dean, Student Services selection procedure in response to charges of "preferential treatment" in the selection process.

Resolved by informal investigation and review of selection process.

Formal: None

7. IN-SERVICE AFFIRMATIVE ACTION ORIENTATION/TRAINING/DISTRIBUTION OF POLICY

a) The Director of Personnel/Affirmative Action Officer met with all Certificated Department Heads for Affirmative Action orientation and training.

b) The Classified Personnel Specialist 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.

c) The Affirmative Action Officer attended the following workshops and conferences for legal updates on EEO law:

(1) ABB03 Workshop: October 2, 1981 workshop at Fullerton CCD on implementation of ABB03 (discrimination complaint procedures).


d) District workshop on Sexual Harassment presented on May 25, 1982 to faculty, staff and management. BNA film "Preventing Sexual Harassment" shown.

e) The District continued providing, as part of its Affirmative Action upward mobility commitment, in-service training to a number of classified employees as indicated in Attachment A.

8. AFFIRMATIVE ACTION - STUDENT BODY

a) Curricula: The District offered several credit and non-credit courses in 1981-82 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 B provides a listing of these courses.

b) Woman's Program: The District continued its Woman's Program with programs designed to meet the changing needs of today's female student: job re-entry, personal counseling, job readiness skills, etc. A full report on the program is contained in Attachment C.
9. 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:

Kiln Room, Garfield School - J.W. Bailey Const. Co. 7/31/81
P.E. Building Wood Flooring - Haywards' of S.B. 8/3/81

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 oriented organizations.

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

11. HANDICAPPED

ENABLER/HANDICAPPED PROGRAM

A full-time Enabler/Learning Disability Specialist is employed by the District. The Enabler administers the Physically Limited Program on campus: counseling, preferred registration, on-campus parking, tutorial services, use of media center and health services, etc. A full report is contained in Attachment E.

12. 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 RE-ENTRY PROGRAM
. . . . GRANTS, e.g., BILINGUAL/BICULTURAL
. . . . FINANCIAL AID AND PLACEMENT OFFICE (WORK STUDY)
. . . . CAREER DEVELOPMENT FACILITY
12. **DISTRICT PROGRAMS** (Continued)
    . . . . 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

13. **AFFIRMATIVE ACTION COMMITTEE**

   The District's Affirmative Action Committee continued to meet during the school year to assist in the administration of the District's Affirmative Action Program.
<table>
<thead>
<tr>
<th>NAME</th>
<th>WORKSHOP</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Betty Bartels</td>
<td>The New Woman Supervisor</td>
<td>9/30/81</td>
</tr>
<tr>
<td>Terry Jones</td>
<td>&quot;</td>
<td>&quot;</td>
</tr>
<tr>
<td>Cecilia Tatsch</td>
<td>&quot;</td>
<td>&quot;</td>
</tr>
<tr>
<td>Nancy Roy</td>
<td>Skill &amp; Tact in Dealing with People</td>
<td>12/1/81</td>
</tr>
<tr>
<td>Shar-Lynn Timm</td>
<td>&quot;</td>
<td>&quot;</td>
</tr>
<tr>
<td>Mary Griffith</td>
<td>&quot;</td>
<td>&quot;</td>
</tr>
<tr>
<td>Vera Pelizzoni</td>
<td>&quot;</td>
<td>&quot;</td>
</tr>
<tr>
<td>Ellen Downing</td>
<td>&quot;</td>
<td>&quot;</td>
</tr>
<tr>
<td>Carole Purdie</td>
<td>&quot;</td>
<td>&quot;</td>
</tr>
<tr>
<td>Dee Sheets</td>
<td>&quot;</td>
<td>&quot;</td>
</tr>
<tr>
<td>Jan Martin</td>
<td>Administrative Training for Secretaries</td>
<td>2/4/82</td>
</tr>
<tr>
<td>Arlene Douglas</td>
<td>Professional Devel. Seminar for Sec.</td>
<td>3/9 &amp; 10/82</td>
</tr>
<tr>
<td>Kathleen Gebhardt</td>
<td>&quot;</td>
<td>&quot;</td>
</tr>
<tr>
<td>Darlene Gutierrez</td>
<td>&quot;</td>
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</tr>
</tbody>
</table>
FALL 1981

History of Women
Sociology of Sex Roles
Contemporary Problems in American Society
Orientation Disabled
Orientation Re-Entry Adults
Career Planning and Decision Making
Assertiveness Training
Awareness Group (Women)
Beg. Body Conditioning (Women)
Int. Body Conditioning (Women)
Afro-American in U.S. History
Afro-American Culture
Literature by Black Authors
Mexican American Chicano History
Mexican American Chicano Culture
Spanish for Native Speakers
History of Mexican Art
The American Indian
Indian Culture
The Indian in Literature
Ethnic Studies - Independent Studies
Psychology of the Bilingual Child
English as a Second Language
Contemporary Women Writers
History of African Civilization
American Sign Language I
American Sign Language II
American Sign Language Practicum
Fingerspelling

SPRING 1982

History of Women
History of African Civilization
Sociology of Sex Roles
Contemporary Problems in American Society
New Careers for Women
Orientation Re-Entry Adults
Career Planning and Decision Making
Assertiveness Training
Awareness Group (Women)
Beg. Body Conditioning (Women)
Int. Body Conditioning (Women)
Afro-American in U.S. History
Afro-American Culture
Afro-American Music
Literature by Black Authors
Mexican American Chicano History
Chicano and Mexican Art History
Spanish for the Native Speaker
Introduction to Mexican Literature
History of Mexican Art
English as a Second Language
Ethnic Studies - Independent Studies
Development of the Bilingual Child
The Indian in Literature
The American Indian
Indian Culture
California Indians
Native American Art
American Sign Language I
American Sign Language II
Fingerspelling
Personal Health for Women
AFFIRMATIVE ACTION REPORT ON COURSES 1981-1982

PANTS  PATTERN-FITTING AND ADJUSTMENT FOR WOMEN
PATTERN-FITTING AND ADJUSTMENT FOR WOMEN
EARLY PREGNANCY PREPARATION FOR NATURAL CHILDBIRTH
PREPARED (NATURAL) CHILDBIRTH
THIS IS YOUR LIFE: SENIORS' WRITING WORKSHOP
PHYSICAL EDUCATION FOR WOMEN
SANTA BARBARA: THE SPANISH-MEXICAN PERIOD
CURRENT TRENDS IN GERIATRICS
SIGNING EXACT ENGLISH (SEE)
INTRODUCTION TO BASIC CARPENTRY FOR WOMEN
INTRODUCTION TO MEDICAL SPANISH: COMMUNICATING WITH SPANISH SPEAKING PATIENTS
SPANISH FOR EMERGENCY PERSONNEL
CITIZENSHIP
CHORAL SINGING FOR WOMEN
INVESTING IN THE STOCK MARKET FOR WOMEN I, II, III
KNOW YOUR CAR FOR WOMEN
UNDERSTANDING HEARING DISORDERS
ARMCHAIR EXERCISES AND RELAXATION
AMERICAN SIGN LANGUAGE
ENGLISH AS A SECOND LANGUAGE -- ADVANCED, INTERMEDIATE, BEGINNING
ENGLISH AS A SECOND LANGUAGE FOR NURSES
LITERARY BRAILLE
LIP READING
EMERGENCY ADULT EDUCATION PROGRAM FOR REFUGEES

COURSES DESIGNED FOR SPECIAL NEEDS ADULTS OR INFIRMED ELDERLY:

ALPHA TRAINING CENTER
WORK TRAINING PROGRAM
ART THERAPY
CULTURE, CUSTOMS AND CUISINE
MUSIC THERAPY
FIDDLING AND OTHER FINE MUSIC
COMMUNICATION BEHAVIORS AND CREATIVE EXPRESSION
CRAFTS
ADAPTIVE COOKING OUTREACH
ARMCHAIR EXERCISES
ARTS, CRAFTS AND MUSIC THERAPY
OUR LIVES AND TIMES
ADAPTIVE COOKING AND FOOD RELATED SKILLS
BODY/MIND DYNAMICS
BODY IMAGE AND COMMUNICATIONS
CREATIVE EXPRESSION FOR THE INFIRMED ELDERLY
ADAPTIVE COOKING AND FOOD RELATED SKILLS
WORK TRAINING PROGRAM
CONTINUING EDUCATION
AFFIRMATIVE ACTION 1981-1982
2-2-2

HILLSIDE HOUSE
BASIC EDUCATION FOR SURVIVAL AND VOCATIONAL TRAINING
WORK & SOCIAL ADJUSTMENT SERVICES WORK SKILLS ORIENTATION & TRAINING
DAY TRAINING FOR DEVELOPMENTALLY DISABLED ADULTS
ACTIVITY PROGRAM FOR DEVELOPMENTALLY DISABLED ADULTS
RHYTHMIC MOVEMENT
JOURNALISM
DEVEREUX FOUNDATION
CONTEMPORARY EVENTS & PEOPLE
SONGMAKERS' WORKSHOP
LIVE BOOK REVIEW
NATURE STUDY
MUSIC APPRECIATION
BASIC EDUCATION
CREATIVE WRITING WORKSHOP
ADAPTIVE GARDENING
APPLIED THEATRE FOR THE HANDICAPPED
SENSORY AWARENESS
HOME MANAGEMENT
HORTICULTURE THERAPY
MUSIC THERAPY
CURRENT EVENTS
ANNUAL REPORT OF WOMEN'S PROGRAMS

Respectfully Submitted

by

Margaret F. Kearns
Introduction

This year Santa Barbara City College had an increase of students. The school continues to attract more re-entry adults and more women. 54.4% of the students are women. The Women's Program main theme continues to be converting interest into successful participation by being responsive to the personal and educational needs of the adult learner.

The three areas of focus are the Gender Equity program which serves women and men who are interested in non-traditional careers and is funded by Vocational Education funds, the Re-entry Adult program which supports adults through their difficult transition semester, and Women's Program which offers pertinent workshops, individual and group counseling, and support services for people referred from community agencies.

The Women's Program continued its efforts to procure a place on campus. Reports were written, meetings were held, the Dean of Student Services pursued the matter in terms of financing, facilities, and administration acceptance. The campus center lobby, student lounge, and staff lounge were all considered. However conflicts arose in all areas considered. This expanding program remains in a counselor's office.
GOALS AND OBJECTIVES

I. GENDER EQUITY - NON-TRADITIONAL CAREERS FOR WOMEN AND MEN

A. To decrease students’ resistance to the study of math and the sciences, making those non-traditional fields more appealing to them.

1. Personal Development 91 - Math Anxiety Seminar - 21 enrolled, 15 completed. This class is cofacilitated by a math instructor and counselor. It reviews math skills and attacks the student’s belief systems and past experience concerning math failure. These classes throughout the country have proven extremely successful in opening up career fields for people who denied themselves because of fear of math.

2. A Saturday conference for Jr. and Sr. High School women students on careers in Math, Science and Non-Traditional careers - 43 students and their parents attended at SBCC.

B. To provide individual and group counseling, and a support system to students and prospective students in non-traditional courses at SBCC.

1. 1000 letters were sent to students enrolled in non-traditional career classes: women in automotive, electronics, landscape horticulture, drafting, computer science, marine diving technology, engineering technology, welding, machine shop, advanced math courses; and men in health occupations, nursery school, interior design, and cosmetology. The letter (addendum I) introduced the program and offered support.

2. The letter was followed by the coordinator attending 17 vocational education classes and talking to students individually.

3. 207 women and men were counseled individually in regards to non-traditional coursework.

C. To expose students to successful female role models in non-traditional careers.

1. Personal Development 14 - New Careers for Women (Spring 1982), and videotapes from Spring 1981 class. 8 seminars were presented and videotaped.

<table>
<thead>
<tr>
<th>Attendance</th>
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<tbody>
<tr>
<td>Women as Geoscience Technicians and Geologists</td>
<td>27</td>
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<tr>
<td>Women in Management</td>
<td>21</td>
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<tr>
<td>Women Meat Cutters</td>
<td>11</td>
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<tr>
<td>Women Welders and Machinists</td>
<td>13</td>
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<tr>
<td>Women in Radio and TV</td>
<td>29</td>
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<tr>
<td>Women in Politics</td>
<td>16</td>
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<tr>
<td>Women in Utilities</td>
<td>18</td>
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<tr>
<td>Women in Industrial Sales</td>
<td>14</td>
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<tr>
<td>Total</td>
<td>149</td>
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</tbody>
</table>
2. 38 women viewed 14 non-traditional career videotapes at the Career Center.

D. To offer job search strategy workshops for vocational education majors.

1. 6 resume writing and interview technique workshops were offered. 65 people attended, 29 vocational education majors.

2. This summer a Job Finding as a Skill class will be offered.

E. To provide inservice to faculty and staff regarding gender equity, sexist attitudes and policies, and sexual harassment.

1. 2 sexual harassment workshops were offered.
   a. the film "Workplace Hussle" drew 11 people.
   b. the Business Communications Inc. film "Overcoming Sexual Harassment" drew 36 administrators, vocational education instructors, and staff.

2. Individual inservices with vocational education instructors were offered by the coordinator as a follow up to the films and printed materials.

3. Printed materials regarding this subject was placed in vocational education faculty boxes for perusal.

F. To recruit in the business community for programs that would provide skilled workers and at the same time, train women in non-traditional courses.

1. An electronic internship program was initiated this year. Students committed 15 hrs. a week to "hands on" experience in the large electronic firm. 8 women were placed initially 3 have been hired for the summer. This allows the student to experience the job while they are learning.

2. A Saturday class for women interested in firefighting was presented by a woman county firefighter. The class was very successful. 20 women enrolled.
   a. The only 2 women that passed the S.B. county agility test were women that had taken the course.
   b. Seasonal firefighters wrote that they had much better relations with their crew because of the course.
   c. Several of the women got accepted to reserve teams. This is a necessary step to employment.
   d. The personnel departments of all the firefighting
agencies now have a coordinated effort in recruiting women and minorities.

e. They have established a good referral network to support women finding employment in the tri-counties area.

f. The State Dept. of Forestry was so impressed with the instructor's results that she has been asked to develop this course for firefighting training throughout the state.

3. This year we have 24 women and men receiving certificates in their chosen non-traditional career and 11 receiving Associate of Science degrees.

4. The coordinator spoke to 6 different community organizations about the opportunities in non-traditional careers.

G. To offer and publicize a wide variety of career options for students.

1. 8 posters depicting women and men performing non-traditional jobs were posted around campus.

2. 1000 "Women These Careers Pay Well" have been dispensed to students and staff. (addendum II)

3. 300 "Women These Careers Pay Well" went out to community organizations and agencies that serve women. As of 6/15/82, 16 people have responded requesting further information or appointments.

H. To include women on non-traditional advisory committees for role modeling and specialized input.

1. Women were added to SBCC vocational education advisory committees of Landscape Horticulture, Electronics, Automotive, and Administration of Justice.

I. To assist displaced homemakers in transition to vocational education majors and the world of work.

1. Counselor contact was made with the Displaced Homemaker task force in the community. These women are being referred to SBCC for personal, career and pre-vocational counseling.

J. To increase communication between vocational education instructors and the Gender Equity Coordinator.

1. The coordinator made visits to the classroom and the vocational education instructor's offices. An effort was made to understand their career field and problems they encounter.

2. Requests for input and feedback regarding non-traditional career students was made to these instructors through memos. Personal contact followed.
GOALS AND OBJECTIVES

II. RE ENTRY ADULTS

A. To provide individual and group counseling to re-entry adults in their transition semester.

1. 2 Discovery Days were presented. This orientation for re-entry adults served 42 people in the fall and 36 in the spring. (addendum III)

2. Personal Development 9, a 9 week orientation course for re-entry adults, presented information of the college's services and instruction.

B. To recruit re-entry adults by attending and informing organizations in the community that serve re-entry adults such as women's organizations, men's clubs, child care facilities, business meetings, etc.

1. The counselor spoke with 5 different community organizations about returning to school.

C. To raise the awareness of faculty and staff to the special needs of re-entry adults.

1. This was done on an individual basis with the instructors by making them aware of the counselor's special interest in this group of students and requesting referrals.

D. To acquaint re-entry adults with services offered on campus to support them in their first semester.

1. Personal Development 9 - Orientation for Re-entry Adults, (see II A #2).

E. To assist re-entry adults in the development of positive self-image and personal growth.

1. Presentation of workshops and individual counseling.

2. P.D. 9 - Orientation for Re-Entry Adults
   P.D. 12 - Assertiveness Training
   P.D. 4,5 - Personal Awareness Group
GOALS AND OBJECTIVES

III. WOMEN

A. To provide individual and group counseling for women.

1. Personal Development 4,5 is a 18 week course where women can participate in an initial group experience. Self confidence and trust building, friendships, and personal motivation are a few of the topics explored. This class is very important. Since there is no center, this group serves as the place where women can come to take a look at themselves and the personal career choices they need to make, while initiating a network of friends who will support them. 38 women enrolled in the course.

2. Women were counseled individually by all the counselors.

B. To recruit women through outreach and speaking engagements to community organizations that serve women.

1. The Director spoke with 5 community organizations.

2. The Director is a member of the South Coast Business Women's network on excellent connection in reaching community women.

C. To assist and encourage women in developing leadership skills and a positive self image.

1. Personal Development 12 - Assertiveness Training
   The assertiveness training class serves women and men. 39 people enrolled.

2. As with P.D. 4,5 P.D. 12 serves as a resource for student improvement since there is no center.

D. To provide community and campus resources related to women's concerns.

1. The Women's Program receives an average of 9 calls a week from service agencies, probation, alcoholism programs, vocational rehabilitation, psychologists, and community organizations. The referrals range from child care to housing and job hunting to spouse abuse. The program offers whatever informations or support available.

E. To cooperate with the security coordinator in raising awareness and providing information on rape prevention.

1. The director and security coordinator work together on this issue.

F. To promote the awareness and understanding of the social, political, economic, and educational concerns of women.
1. This year several workshops were presented. All of them were open to women and men.

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Date</th>
<th>Attendance</th>
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<tbody>
<tr>
<td>Do Women Fear Success</td>
<td>10/12</td>
<td>36</td>
</tr>
<tr>
<td>Student Budgeting</td>
<td>10/27</td>
<td>39</td>
</tr>
<tr>
<td>Workplace Hussle</td>
<td>11/18</td>
<td>17</td>
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<tr>
<td>How to Convert Homemaking Skills to Job Marketable Skills</td>
<td>12/9</td>
<td>11</td>
</tr>
<tr>
<td>Women and Credit</td>
<td>11/19</td>
<td>36</td>
</tr>
<tr>
<td>Stress Management Workshop</td>
<td>12/3</td>
<td>31</td>
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<tr>
<td>Single Parenting I</td>
<td>2/22</td>
<td>11</td>
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<tr>
<td>Single Parenting II</td>
<td>3/8</td>
<td>13</td>
</tr>
<tr>
<td>Male Identity vs. the Changing Women's Role</td>
<td>3/24</td>
<td>11</td>
</tr>
<tr>
<td>Body Image Workshop</td>
<td>4/22</td>
<td>33</td>
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2. Women's Day on March 19 at the free speech area was a joint effort of E.O.P.S. and Women's Programs. Dr. Barbara Lindermann discussed the theme of the day "Challenges of Today's Woman". Student and community speakers followed.

3. The Personal Health for Women class had many excellent films and speakers. The Women's Program publicized these events through the calendar (addendum IV) and the News Press. This way people interested in special topics could attend a session.

G. To sensitize people to the changing roles of women and men in our society.

1. This is one of the main goals of the Gender Equity program (see objectives).

2. This year 2 of our workshops were geared for men: the Single Father and Male Identity vs. the Changing Women's Role.

H. 12 Women's Studies courses that support all of these objectives are offered each semester. The Women's Program publicizes, supports, and presents them in the semester schedule.
Conclusion

The Women's Program blended with Gender Equity and the Re-Entry Adult program significantly this year. The two latter programs serve both women and men. This year the Women's Program workshops did also. It is because of the changing roles of women and men that the Director thinks it is important to serve both. Gender Equity, Re-Entry Adult program, and Women's program serve more women than men and yet there are more and more men wishing to utilize our excellent services. It is because of this, the three different programs are being combined and taking on a new name - "NEW DIRECTIONS".

The three programs continue to expand. Students demand more time and the community expects more services. The Women's Program is the personal link that enables a student to go beyond their initial fears and enroll. The Women's Program is here to listen and support someone deciding on a "New Direction" in their life.
SANTA BARBARA CITY COLLEGE

AFFIRMATIVE ACTION COMMITTEE ORGANIZATIONAL COMMUNITY ACTIVITY - 1981-82

ABELINO BAILON: Assoc. Calif. Community College Administrators
Community Free Employment Service
Junta Directiva, S.B.C.C.
La Raza Faculty Association, Calif. Comm. Colleges

ELINOR C. FLEWELLEN: National Council of Teachers of English (NCTE)
Black Caucus, NCTE
Conference on College Composition and Communication
Association for Community Development, Santa Barbara
California Teachers Association
National Education Association
National Assoc. for the Advancement of Colored People (NAACP)

JOHN FORSYTH: American Civil Liberties Union
Amnesty International, U.S.A.

M'LISS GARZA: Calif. Clearing House on Library Instruction
Calif. Library Assoc., Calif. Comm. Colleges Chapter
Sierra Club
Junta Directiva, S.B.C.C.
Reform, National Organization of Spanish Speaking Librarians
Women's Sports Foundation

ROBERTA JACKSON: California Assoc. of Post-Secondary Educators of Disabled
Santa Barbara Council for the Retarded Board of Directors
Independent Living Resource Center, Board of Directors
Alpha Training Center Advisory Committee
International Year of Disabled Persons, S.B. Committee Co-Chair.

KEVIN JETER: Calif. Assoc. of Black Faculty and Staff Personnel
Afro-American Service Center
National Assoc. for the Advancement of Colored People (NAACP)
Project Alternative
Eclectic Communications, Inc.
Mental Health, Santa Barbara

RICHARD LA PAGLIA: Los Angeles Metropolitan YMCA
Board of Directors - Urban Action Committee
Los Angeles Central City YMCA Advisory Board

DANIEL OROZ: Channel Coast Regional Training Center
Congress of Raza Organizations
El Concilio De La Raza
Junta Directiva, S.B.C.C.
S.B. County Affirmative Action Officer Council

ATTACHMENT D
LYNDA RODRIGUES: Assoc. of Calif. Comm. College Administrators
Cal. Organization for Women Deans, Administrators, Counselors
Nat'l Organization for Women Deans, Administrators, Counselors
California Personnel and Guidance Association
National Association of Student Personnel
California College Personnel Association
Santa Barbara Business Network

JUDY SCHUCK: Calif. Assoc. of Post-Secondary Educators of the Disabled
Orton Dyslexia Society
Nat'l. Assoc. for Children and Adults With Learning Disabilities
California Assoc. for Neurologically Handicapped Children and Adults
International Year of the Disabled, S.B. Committee Co-Chair.
Disabled Student Services
Annual Report
1981-82

The academic year 1981-82 has been an extremely busy and productive one for the Disabled Student Services (DSS) program.

Although our enrollment has remained relatively stable - between 260 and 280 physically, communicatively, and learning disabled students - over the past two years, our activities and program offerings have increased significantly.

This year we have continued our commitment to mainstreaming as many students as possible by providing a full range of support services, including mobility aides, interpreters, readers, notetakers, and special testing, registration, and parking arrangements. At the same time, we have continued to enroll a significant number of students who needed to improve their basic skills before mainstreaming would be feasible, and we have served these students by offering classes in math, reading, spelling, written expression, and personal development.

Two areas which have noticeably expanded this year are the vocational development and learning disabilities components of DSS.

As the DSS program has developed, the need for a vocational strand has become increasingly apparent, and this year our vocational specialist has developed a vocational exploration curriculum, purchased extensive software through VEA funding, counseled numerous individuals, interfaced with myriad community agencies and businesses to find alternatives for students who have been inappropriately placed in our program, and worked closely with the Career Center. Again, our thrust has been to have as many of our students as possible utilize regular college services, but due to special needs and problems, 27 students made extensive use of our DSS vocational services. In the Learning Disabled program, probably as a result of a new brochure we published and increased faculty awareness, approximately 29 new referrals were received. Due to the extensive efforts of our learning disabilities specialist, a comprehensive assessment battery was completed on each of these students with 75% verified as learning disabled and eligible for special services.

Much of the growth in both these programs can be attributed to increased faculty awareness and cooperation. Faculty members continue to provide effective support for the disabled students in their classes, and DSS has each year increased its outreach to the rest of the college. This year our efforts included participation by the College Specialist in a panel on accessibility during faculty in-service, an informal informational luncheon for the Occupational Education instructors, special testing and consultation for various departments (particularly nursing and biology) and release time for our learning disabilities math specialist to work on the restructuring of the Math I program.
Outreach has been stressed with many other groups, in addition to the faculty, both on and off campus. We have had excellent publicity in the Channels with articles focusing on individual students, staff, program developments, and news regarding threatened funding cuts. The students' Special Abilities Union sponsored two highly successful Disabilities Awareness Days featuring information and simulated activities on all disability areas and raising $180 to be used for student awards and participation in student conferences. The College Specialist also participated in two radio interviews, concerning services for disabled students, but the most exciting publicity event was the production of a special television show about DSS which was produced by Dr. Peter Haslund for his Community in Process programs and which has been shown several times on Cable T.V.. Two videotapes of this program are currently housed in the LAC.

Other outreach has occurred through our involvement with community agencies, such as the Department of Rehabilitation and the Independent Living Resource Center, and our participation in activities for the International Year of the Disabled.

We have also maintained close cooperation and communication with the Santa Barbara School District through membership on their vocational education advisory board, presentations to their special education staff and students, and visits to the campus by seniors who expressed an interest in attending SBCC. These efforts have resulted in the enrollment in our program of at least 10 new students for Fall Semester, 1982.

In addition to program maintenance, development, and outreach, two other activities have consumed much of our time this year. One of these activities was our proposal to the State to make the P.E. facilities and the Adaptive P.E. class more accessible. With the assistance of Burt Miller and Charles Hanson, we were able to effectively present our needs to the Department of Finance which placed us among the top 15 funding projects for the State. However, with the current uncertainty that any projects will receive funding, we have decided to pursue an alternate strategy, and we are in the process of installing a lift on one of the college vans for trips between the upper campus and the P.E. facility.

The other time consuming activity was a visit to and review of our learning disabilities program (along with programs in 22 other colleges and universities) by staff members from the Department of Finance. Although they gave us almost no feedback concerning the review, they did indicate that our student records were in good order. Their report on learning disabilities programs in general and recommendation that funding for community college programs for disabled students be cut by 33% were subsequently rejected by the Legislature, but preparation for their visit and political action to respond to their recommendations required significant effort on the part of our entire staff.

The Department of Finance did identify the following two problem areas within learning disabilities programs throughout the State which have also been of concern to us at SBCC: 1) overlap between learning disabilities services and other special programs and 2) program evaluation. We have begun dialogue with ESL, Essential Skills and Continuing Education regarding the overlap issue, and we are expecting to receive direction next year from the Chancellor's Office, regarding program evaluation.
Our final activity of the year was a highlight for all our staff. We invited the students who are receiving degrees or certificates this year or who are transferring to other colleges to a recognition dinner in their honor and asked them to bring a faculty or staff member who had been instrumental in helping them reach their goals at SBCC. Our guests included a real cross section of the College, ranging from a cashier in the bookstore to a professor in political science, and they truly represented the widespread support our students and the DSS program have received this year from staff, faculty, and administration.

We have genuinely appreciated this support and look forward not only to continuing but to expanding our positive relationship with the College next year as we all work together to enable disabled students to reach their full potential.

Judy Schuck
Judy Schuck, College Specialist
Disabled Student Services
June 1982