TO:        Board of Trustees  
Dr. Peter MacDougall  

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

SUBJECT:    Annual Affirmative Action  
Program Activity Report - 1982-83  

DATE:       August 26, 1983  

The report that follows is the eighth annual summary report of actions taken  
by the District in 1982-83 to meet its Affirmative Action and Equal Opportunity  
requirements as set forth in Executive Order 11246 and the District's Affirma-
itive Action Program Plan.  

The subject areas covered in this report are as follows:  

1. EMPLOYMENT - CERTIFICATED  
2. EMPLOYMENT - CLASSIFIED  
3. RECRUITMENT  
4. SELECTION  
5. PERSONNEL POLICIES AND PRACTICES  
6. DISCRIMINATION COMPLAINTS/GRIEVANCE RESOLUTION  
7. AFFIRMATIVE ACTION - STUDENT BODY (TITLE IX)  
8. AFFIRMATIVE ACTION SUB-CONTRACTOR REQUIREMENTS  
9. COMMUNITY AND FEMALE/MINORITY ORGANIZATION PARTICIPATION  
10. HANDICAPPED PROGRAMS  
11. DISTRICT PROGRAMS  
12. AFFIRMATIVE ACTION COMMITTEE  

DO/tj  

cc: Cabinet  
    Affirmative Action Committee  
    President, Academic Senate  

Encl. 1  
Item  
2.3-a(2)  
9/7/83
1. EMPLOYMENT - CERTIFICATED

A. District Permanent Positions Filled 1982-83 School Year

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Total New Hires</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total Females</td>
<td>1 (16.6%)</td>
<td></td>
</tr>
<tr>
<td>Total Minority</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

B. Annual Comparative Data (Faculty Hires)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total New Hires</td>
<td>6</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Total Females</td>
<td>1(16.6%)</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>0</td>
<td>1(50%)</td>
<td>1(20%)</td>
</tr>
</tbody>
</table>

2. EMPLOYMENT - CLASSIFIED

A. District Permanent Positions Filled, Fiscal Year 1982-83

<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>8/1</td>
<td>6/12</td>
<td>27</td>
</tr>
<tr>
<td>Reassignments</td>
<td>2/0</td>
<td>3/6</td>
<td>11</td>
</tr>
<tr>
<td>TOTALS</td>
<td>10/1</td>
<td>9/18</td>
<td>38</td>
</tr>
</tbody>
</table>

B. Annual Comparative Data (New Hires)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>27</td>
<td>26</td>
<td>56</td>
<td>24</td>
<td>27</td>
<td>34</td>
</tr>
<tr>
<td>Female</td>
<td>13(48.1%)</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>9(33.3%)</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>
</tbody>
</table>
2. **EMPLOYMENT - CLASSIFIED** (continued)

C. **1982-83 EEO-6 Classification Detail** (New Hires)

<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>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>11</td>
<td>10(90.9%)</td>
<td>1(9.1%)</td>
</tr>
<tr>
<td>Technical/Para-Professional</td>
<td>9</td>
<td>3(33.3%)</td>
<td>1(11.1%)</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>7</td>
<td>0</td>
<td>7(100%)</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>27</td>
<td>13(48.1%)</td>
<td>9(33.3%)</td>
</tr>
</tbody>
</table>

D. **Reassignments**

<table>
<thead>
<tr>
<th>Type</th>
<th>Total</th>
<th>Female</th>
<th>Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotional</td>
<td>7</td>
<td>3(42.9%)</td>
<td>1(14.3%)</td>
</tr>
<tr>
<td>Other*</td>
<td>4</td>
<td>3(75%)</td>
<td>1(25%)</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>11</td>
<td>5(45.5%)</td>
<td>2(18.2%)</td>
</tr>
</tbody>
</table>

E. **Promotions**

<table>
<thead>
<tr>
<th>Positions with Promotional Applications</th>
<th>Promotions Filled by Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion Rate</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>7(58.3%)</td>
</tr>
</tbody>
</table>

3. **RECRUITMENT**

General:

a. The Personnel Department continued in 1982-83 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.

* Transfers/Reassignments
3. **CERTIFICATED:**

   a. Job announcements for all permanent positions filled in 1982-83 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'ts" 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.

5. **PERSONNEL POLICIES AND PRACTICES**

   a. Major revisions were made to the Faculty hiring procedures after extensive review and discussion by the AA committee and the Representative Council. The changes include: selection committee AA orientation, development of questions/evaluation factors for each vacancy, 3 names submitted to the Superintendent-President for each position for final selection.

   The revised hiring procedures were approved by the Board of Trustees and implemented for the Spring 1983 selection process.

   b. A new District Sexual Harrassment Policy was developed and approved by the Board of Trustees. The new policy defines sexual harassment (EEOC guidelines), provides a process for grievances and provides that any person who violates the policy will be subject to disciplinary action. The policy applies to both students and employees of the District. The policy was reviewed by the Representative Council, AA Committee, CSEA, and the Student Council. The new policy was published in the College Memorandum.
5. **PERSONNEL POLICIES AND PRACTICES** (continued)

c. The Affirmative Action Committee recommended to the Superintendent-President that the District's 1983-84 AA advertising budget be increased from $2000 to $4000 per year; however, due to fiscal conditions no increase was approved.

d. A new AA checklist was developed to be used in monitoring the faculty selection process. The checklist provides for committee orientation details, AA policy, reference check, legal guidance, etc.

e. The AAO Officer prepared a historical employment and hiring study for use by various committees on campus e.g. CPC, AA Committee, Representative Council. The summary is enclosed as Attachment A.

6. **DISCRIMINATION COMPLAINTS/GRIEVANCES**

a. On Jan. 18, 1983 the District was officially notified by the EEOC that it was dismissing a charge of racial discrimination filed by an applicant for a faculty position (Library) in 1975.

b. The AAO prepared a response to the Department of Fair Employment and Housing regarding an age discrimination complaint filed against the physics department/District. The AAO conducted an informal investigation of the selection process and prepared the appropriate legal response including necessary statistics and documentation.

7. **AFFIRMATIVE ACTION - STUDENT BODY**

a. Curricula: The District offered several credit and non-credit courses in 1982-83 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.

8. **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.

9. **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.
9. COMMUNITY AND FEMALE/MINORITY ORGANIZATIONS (continued)

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

10. 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.

11. DISTRICT PROGRAMS

... EOPS PROGRAM

... HUMAN RELATIONS PROGRAM - H.S./RECRUITING/PEER COUNSELING

... TUTORIAL CENTER & READING/Writing LABS

... COLLEGE READINESS PROGRAM

... 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

... CHILD CARE CENTER

... VETERAN'S OFFICE

... CAREER DAYS

... HEALTH FAIR & CLINICS

... UNIVERSITY & COLLEGE DAY (RECRUITING)

... PHYSICALLY LIMITED PROGRAM (HANDICAPPED)

... STEP, OPEN ROAD PROGRAM
CETA, SENIOR CITIZENS EMPLOYMENT

12. 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.
I. FACULTY (REGULAR)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Employees</th>
<th>Total Female/%</th>
<th>Total Minority/%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970-71</td>
<td>148</td>
<td>45 (30.4%)</td>
<td>10 (6.7%)</td>
</tr>
<tr>
<td>1978-79</td>
<td>183</td>
<td>64 (34.9%)</td>
<td>25 (13.7%)</td>
</tr>
<tr>
<td>1981-82</td>
<td>172</td>
<td>59 (34.3%)</td>
<td>20 (11.6%)</td>
</tr>
</tbody>
</table>

Total Hires (see attached)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Hires</th>
<th>Total Female/%</th>
<th>Total Minority/%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970-71 to</td>
<td>113</td>
<td>50 (44.2%)</td>
<td>21 (18.9%)</td>
</tr>
<tr>
<td>1982-83</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS: 1. The faculty population figures indicate a significant increase in the percentage of minorities and females employed at S.B.C.C. from 1970-71 to the present.

2. Faculty hiring figures indicate that close to 45% of the faculty hired since 1970-71 have been female and 18.9% minority. The hiring figures show a sharp decrease in the number of minorities hired since the 1979-80 school year (no minorities hired during that four-year period).

3. Chancellor's Office Report, 1981-82: Compared to State averages S.B.C.C. has approximately the same proportion of female faculty members (SBCC @ 34.3% vs. State @ 34.9%) and fewer minority faculty members (SBCC @ 11.6% vs. State @ 12.7%).

II. ADMINISTRATIVE/MANAGEMENT (EEO-6)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Employees</th>
<th>Total Female/%</th>
<th>Total Minority/%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975-76</td>
<td>25</td>
<td>3 (12%)</td>
<td>3 (12%)</td>
</tr>
<tr>
<td>1981-82</td>
<td>21</td>
<td>3 (14.3%)</td>
<td>6* (28.6%)</td>
</tr>
</tbody>
</table>

*does not include 3 minority promotions in late 1981-82

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Hires</th>
<th>Total Female/%</th>
<th>Total Minority/%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975-76 to</td>
<td>17</td>
<td>2 (11.7%)</td>
<td>5 (29.4%)</td>
</tr>
<tr>
<td>1981-82</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS: 1. The figures indicate that there has been little change or improvement in the numbers of females hired into Administration; however, there has been a significant increase in the number of minorities hired.
Affirmative Action Summary
(cont.)

COMMENTS: 2. There are no comparable figures (combined certificated and classified) for comparison with the Chancellor's Office Report; however, the report does include a summary of certificated administrators. The Report indicates we have fewer females in Administration compared to the State (SBCC @ 16.7% vs. State @ 23.5%) and more minorities in Administration compared to the State (SBCC @ 33.3% vs. State @ 21.2%).

III. CLASSIFIED (REGULAR)

<table>
<thead>
<tr>
<th>Total Employees</th>
<th>Total Female/%</th>
<th>Total Minority/%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1981-82</td>
<td>187</td>
<td>114 (60.9%)</td>
</tr>
</tbody>
</table>

COMMENTS: 1. Females and minorities appear to be well distributed across the entire classified service and into all job categories.

Prepared by Daniel Oroz, Affirmative Action Officer
October 21, 1982
/jw
### Survey of Current Employment

#### Faculty (Regular) -- New Hires

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Employees</th>
<th>Male</th>
<th>Female</th>
<th>Minority Group Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
<td>African-American</td>
</tr>
<tr>
<td></td>
<td>Empl</td>
<td></td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>1970-71</td>
<td>24</td>
<td>16</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>1971-72</td>
<td>9</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>1972-73</td>
<td>11</td>
<td>6</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>1973-74</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>1974-75</td>
<td>13</td>
<td>7</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>1975-76</td>
<td>15</td>
<td>7</td>
<td>8</td>
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</tr>
<tr>
<td>1976-77</td>
<td>9</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>1977-78</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1978-79</td>
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<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1979-80</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1980-81</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1981-82</td>
<td>8</td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1982-83</td>
<td>54</td>
<td>43</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>113</td>
<td>63</td>
<td>50</td>
<td>11</td>
</tr>
<tr>
<td>1982-83 (temp. hires)</td>
<td>15</td>
<td>2</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

* EEO-6 Definitions

Source: Employee Hire Listing (J. Woodward)
SANTA BARBARA CITY COLLEGE

FALL 1982/SPRING 1983

AFFIRMATIVE ACTION REPORT OF COURSES - 1982-1983

FALL 1982

History of Women
Sociology of Sex Roles
Orientation: Disabled
Orientation: Re-Entry Adults
Career Planning and Decision Making
Assertiveness Training
Awareness Group (Women)
Afro-American Culture
Afro-American in U.S. History
Mexican American Chicano History
Mexican American Chicano Culture
Spanish for Native Speakers
History of Mexican Art
The American Indian
The Indian in Literature
Psychology of the Bilingual Child
English as a Second Language
Contemporary Women Writers
American Sign Language I
American Sign Language II
American Sign Language Practicum
Chicano Literature
Promotable Women
Beginning Body Conditioning (Women)
Intermediate Body Conditioning (Women)

SPRING 1983

American Women/Social Revolution
History of Women
Sociology of Sex Roles
Contemporary Problems in American Society
Orientation: Disabled
Orientation: Re-Entry Adults
Career Planning and Decision Making
Afro-American in U.S. History
Afro-American Culture
Mexican American Chicano History
Spanish for the Native Speaker
History of Mexican Art
English as a Second Language
Development of the Bilingual Child
The Indian in Literature
Indian Culture
American Sign Language I
American Sign Language II
Personal Health for Women
Mexican American Chicano Culture
Adaptive Physical Education
Psychology of the Bilingual Child
Self-Defense: Coed
American Sign Language Practicum
Beginning Body Conditioning (Women)
Intermediate Body Conditioning (Women)

Attachment B
CONTINUING EDUCATION
SANTA BARBARA CITY COLLEGE

AFFIRMATIVE ACTION REPORT ON COURSES 1982-1983

This Is Your Life: Seniors' Writing Workshop
You and Your Aging Parents
Adult Children of Alcoholics
Retirement Planning for Couples
Early Pregnancy Preparation for Natural Childbirth
Prepared (Natural) Childbirth
Creative Crafts for Seniors
Do It Yourself: A Home Repair Workshop (Part of "The Handyman is a Woman" series)
The ABC's of Community Resources for Seniors
Family Health Series:
"Current Research & Treatment: Diabetes & Related Diseases in the Older Person"
"Crisis Medical Services for the Older Person: How to Know When It's An Emergency"
"Kidney Disease & Dialysis in the Older Patient"
"Psychological Disorders in the Older Person"

Physical Fitness for Women and Men
Sewing for Today's Woman
Pants Pattern-Fitting and Adjustment (For Women)
Ladies' Custom Pattern Making (Beginning and Advanced)
Volunteers in Training: Support Services for the Elderly
Self Defense for Women: How to Protect Yourself Against Attack
Conversational American Sign Language
Translating Verse into American Sign Language
Investing in Stock Market for Women Part I and II
Introduction to Medical Spanish: Communicating with Spanish-Speaking Patients
Medical & Clerical Conversational Spanish Level I
Current Trends in Geriatrics
Literary Braille
2-2-2-2

Lip Reading
American Sign Language Levels I & II
Reverse Signing Workshop
English as a Second Language—Beginning, Intermediate, Advanced
Emergency Adult Education Programs for Refugees
Social & Professional Arenas of the Minority Counselor
Strategies for Black Family Survival
The Successful Woman: Creating Image and Impact
Acting for Seniors
Signing Exact English (SEE) & (Int. SEE)
Women and World Hunger: The Role of Women in Food Production
The Successful Woman Moves Ahead

COURSES DESIGNED FOR SPECIAL NEEDS ADULTS OR INFORMED ELDERLY:

Alpha Training Center
Adaptive Cooking
Adaptive Gardening
Creative Expression through Puppetry
Body/Mind Dynamics
Sensory Awareness
Our Lives and Times
Fiddling & Other Fine Music
Music of our Lives & Times
Art Therapy
Nature Study
Rhythmic Movement
Current Events
Music Therapy
Words for Thought
The Imagery of Movement
New Directions
...is a two-fold counseling program. We serve adults returning to SBCC after a break in their education and people interested in non-traditional courses and careers. The adult re-entry program can provide encouragement, information and counseling while helping students explore future options. Alternative careers such as electronics, drafting, and sales for women, as well as nursery school for men, are career choices that offer marketable skills for a rapidly changing labor market.
RE ENTRY ADULTS

The adult learner population is growing faster than virtually any other segment of higher education. 42% of all SBCC's students are 26 yrs. or older. The potential for continued growth, especially in community based institutions is extensive. To convert this interest to participation, New Directions offers services which support this "new" student through the difficult transition semester.

I. GOALS AND ACTIVITIES

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

1. 2 Discovery Days were presented. This is an orientation of SBCC's registration and student services. (addendum 1)

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>82-83</td>
<td>67 (10 men)</td>
<td>41 (4 men)</td>
</tr>
<tr>
<td>81-82</td>
<td>42 (2 men)</td>
<td>36 (1 man)</td>
</tr>
</tbody>
</table>

Evaluations have been very positive.

2. A registration volunteer program was initiated in the spring. 7 continuing student volunteers who had re entered themselves previously; circulated registration with "Ask Me" buttons. The adults took 3 hour shifts through the 21 hours of new student registration. The program was well received. An expanded version will take place in the fall. Roughly 200 students were served.

3. Personal Development 9, a 9 week orientation course for re entry adults, presents information on the college's services, time management, goal setting, and family/school adjustments.

<table>
<thead>
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Evaluations range from good to excellent.

4. Re entry adults are referred to the New Directions counselor when calling for individual counseling appointments. Academic, career, and personal counseling are combined in the interview to insure academic success.

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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 6 different community organizations about returning to school.

2. The counselor appeared on "A Women's Place" KEYT TV show on 4/4/83. She discussed returning to SBCC and non traditional courses at SBCC.

C. To raise the awareness of faculty, staff, and students 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.

2. Women's Day - March 11, 1983 - reached about 200 people, Mayor Sheila Lodge spoke. She addressed the re entry issue.

3. The re entry adult advisory committee met 11/9/82. 12 people composed of SBCC staff and community people brainstormed ideas to serve re entry adults.

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 above).

2. Discovery Day, (see above).

E. To assist re entry adults in the development of positive self-image, academic success, and career/life planning.

1. Women's Day - various speakers addressed and stated objectives. 200 attended.

2. An Assertiveness Training class through Continuing Education was developed by the New Directions counselor in cooperation with Ellen Downing. The class was offered on campus in April following the P.D. 9 course; 26 people attending, 23 re entry adults. Although this class does not carry college credit, it is important to offer these skills during the transition semester. Because the Personal Development classes were defunded by the state last August, a continuing education class on campus became the viable option.

TOTAL RE ENTRY ADULTS SERVED - 753

NON TRADITIONAL CAREERS FOR WOMEN AND MEN

GENDER EQUITY - VOCATIONAL EDUCATION

Today's labor market is competitive and changing. Students need to know and realistically assess their career options. Work roles are also changing. Occupations once limited to men are now being sought after by women. Traditional
women's jobs are also being pursued by men. The purpose of this component of
New Directions is:

to inform and encourage women and men to consider alternative careers,
to provide support for retention in courses and placement in careers,
to provide information and raise the awareness of faculty, administrators,
and staff at the community college.

I. GOALS AND ACTIVITIES

A. To provide inservice training for counselors, administrators on overcoming
sex stereotyping.

1. Dr. Warren Farrell - May 6, 1983 - 47 people attended. The two
hour workshop focused on -
   - patterns of listening (male, female)
   - male life cycle
   - differing concepts of power
   - new frontiers for women
   - risk - taking

Evaluations were mixed. About 70% felt positively while 30% thought the
message was not communicated clearly.

2. Women In The Trades Inservice - December 8, 1983 - 11 faculty attended.
This one hour workshop included mostly vocational education instructors
and counselors. Two women: a journey-level cement mason and a journey-
level painter discussed their personal experiences in going through
the process of becoming a tradesperson. They talked about working with
men, hazing, and the necessity of personal support systems.

Evaluations were good.

3. Nursery School Inservice - March 17, 1983 - 9 staff attended. The two
hour inservice dealt with the problems and changes that are caused
with men in the nursery school program.

Evaluations stated enthusiasm with information and presentation.

4. Film: The Willmar Eight - October 27, 1982 - 11 attended. This one
hour workshop addressed the sexual discrimination harassment issue.

5. Inservice at department meetings:
   a. EOPS - 12/10/82 - 5 attended.
   c. Admin. of Justice Advisory meetings - 4/28/83 - 6 attended.
   d. Career Center meeting - Women in Oil videotape - 1/24/83 - 7 attended.

B. To counsel on the nature on non traditional careers programs and on how to
overcome difficulties encountered in these programs.
1. A letter to all students enrolled in non traditional courses is sent each semester. (addendum II)

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2. The letter is followed by class visitations to talk to individual students and instructors.

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3. Individual counseling resulted out of classroom visitations.

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4. A Math Anxiety class was offered this Spring. (Instructor was on sabbatical in Fall). This class was created to dismiss the student's belief system and past experiences that keep her/him from enrolling and succeeding at Math courses. This class is significant in supporting students to enroll in SBCC's technology classes such as electronics, engineering technician, geoscience technician, and computer science.

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G. To recruit women and men into these non traditional career programs by publicizing a wide variety of career options.

1. 1700 "Women These Careers Pay Well" brochures have been distributed throughout the community and college in the 82-83 school year. (addendum III)

   a. Walk in counseling Campus Center 78
   b. High School distribution 110
   c. College night 21
   d. SBCC preview 68
   e. Expanding Your Horizons (H.S. conference at UCSB) 67
   f. Women's Day 3/11/83 19
   g. South Coast Business Network talks in H.S. career classes 75
   h. Tri Counties Personnel Organization talk 11/18/82 17
   i. community agencies 60

2. 32 videotapes of women in non traditional careers are available in the career center. These videotapes are a result of Personal Development 14 - New Careers for Women.

   a. 10 tapes were viewed in the Career Center.
   b. Women in Automotive was viewed in Auto 20 Auto Mechanics - Spring (21 students).
   c. Women in Construction was viewed in Landscape Hort 61B Work exp.

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D. To provide role models which includes speakers that are in non traditional occupations and instructors that are in non traditional fields.

1. Women In The Trades career seminar - 12/8/82 - 61 people attended. This one hour seminar was videotaped and is part of the Career Center library. It received excellent publicity (addendum IV) and New Directions made contact with many women in the community who had an interest in alternative careers but did not know who to contact. The women cement mason and painter were good role models. They talked about their personal experiences and "how to be successful in a man's world"-construction.

Evaluations stated the program was outstanding.

2. Over the last two years SBCC has made efforts in enrolling instructors in non traditional fields.

- Jodi Simpson in Electronics
- Ginny Anderson teaching the Marine Diving Technicians
- Sue Chavin in Computer Science
- many women instructors in Drafting
- woman teaching assistant in geoscience technician program
- there was a woman teaching assistant in Auto II last year
- New Directions has suggested women to advisory committees in Automotive, Administration of Justice, and Drafting. All departments have been receptive. One person, a role model, has for reaching effects, for the student sees that it can be done and discovers the person is just like them.

E. To provide job development support systems.

1. This year monies from Voc. Ed. Subpart II Displaced Homemakers was appropriated to fulfill goal E. An 8 hour a week counselor/instructor offered varied services.

   a. 2 Job Finding As A Skill classes were offered. This .5 unit class meets 4 two hour sessions and focuses on resume writing, interview techniques and job hunting skills.

      1. April class - 20 students
      2. Second class begins 5/24/83.

   b. An article in the News Press appeared 1/1/83 to publicize the new services (addendum V). 77 people were counseled individually, 21 were seen more than once as of 5/19/83.

2. The Electronics internship program is in its second year. As in all gender equity programs, the success is slow and steady. The students work 15 hrs. a week and are paid. Two students received job offers after completion of internship. The instructor responsible has worked with community electronic firms for 3 yrs. The program is viable and valuable for student experience and future placement.

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3. The Gender Equity Advisory Committee met 11/15/82 - 14 people attended. with 4 community men from joint apprenticeship committees. Yearly objectives and events were announced followed by a brainstorming session focused on how to get and keep women in the apprenticeship program.

4. 140 letters have been sent to vocational education graduates (addendum VI) to offer assistance in job finding skills.

F. Research ways to overcome sex bias and sex stereotyping in vocational education.

1. Various reading materials were purchased and read concerning this area.

2. Conferences -
   a. Gender Equity Conf. - Los Angeles - 10/13-15/82
   b. Gender Equity Conf. - Moorpark - 5/13/83. The New Directions counselor was asked to speak about SBCC's "exemplary program" in Gender Equity.

TOTALS FOR NON TRADITIONAL CAREER PROGRAM
   5244 student contacts
   491 individual students counseled
   125 staff attended inservice functions

II. LIAISONS AND NETWORKING

Gender Equity has been in existence for 3 yrs. at SBCC. As the program has been developed, a main theme has produced the successful non traditional student. That theme has been referring and utilizing the varied services and staff of the college. The New Directions counselor is a member of the Career Center staff so all career counselors are aware of alternative careers. EOPS recruiters have taken the New Directions brochures to the High School. They have referred students and non traditional students have been referred to them, especially to the single parent CARE program. The New Directions counselor refers interested students to all the vocational education instructors who talk about what it's like in their courses and in their field.

The program utilizes the counselors who are responsible for the different majors. The tutorial center, learning assistance center, ESL program, and mental health counselors have all participated in the success of this program.
Student successes this year are:

1) a woman welding student is soon to be a metalworker apprentice.
2) a New Careers for Women class student was hired by City of Santa Barbara as an engineering technician.
3) a re entry adult has opened her own wallpaper hanging business.
4) a non traditional career student/re entry adult created her own internship at the County Building Inspection Dept.
5) a single parent is successfully taking welding and automotive classes.

This is the key for both the re entry adult and the non traditional career student. For academic success demands serving the needs of the whole person and helping them in their career/life planning process.

III. FUTURE NEW DIRECTIONS

A new brochure which has been developed this year will be ready for Fall 83.

This cover page is the cover of the brochure. Non traditional career seminars will be offered in conjunction with the Career Center's seminars. There will be continued networking with the City Personnel Dept., South Coast Business Network, tradeswomen in the community, Joint Apprenticeship Committees, and media contacts. There will be continued individual contacts with vocational education instructors and students to promote success. The re entry adult program will continue and expand because successful students are the best publicity.
AFFIRMATIVE ACTION COMMITTEE ORGANIZATIONAL COMMUNITY ACTIVITY - 1982-83

ABELINO RATION: Assoc. Calif. Community College Administrators
Community Free Employment Service
La Raza Faculty Association, Calif. Comm. Colleges

ELINOR C. FLEWELL: 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., Cwlf. Comm. Colleges Chapter
Sierra Club
Reforma, National Organization of Spanish Speaking Librarians
Women's Sports Foundation

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
El Concilio De La Raza
S.B. County Affirmative Action Officer Council
S.B. Personnel Assoc.
Tri-County Schools Personnel Assoc.

LYNDA FAIRLY: 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

Attachment D
JANE G. CRAVEN: California Association of Post-Secondary
Educators of the Disabled (CAPED)
CAPED, Region VI, Political Action Representative
California Association for Neurologically
   Handicapped Children and Adults (CANHC)
Association on Handicapped Student Service Programs
   in Post-Secondary Education (AHSSPPE)
The 1982-83 academic year has been an extremely busy and productive one for the Disabled Student Services program.

This year, 238 physically, communicatively, and learning disabled students received services from Disabled Student Services. As in previous years, the commitment to mainstreaming as many students as possible continued. A full range of support services including mobility aids, interpreters, readers, notetakers, assessment testing, test taking facilitation, and registration assistance as well as parking arrangements were available to students. Additionally, a wide range of classes including classes in word attack skills, writing/dictation, spelling, and basic mathematics were offered to learning disabled students. Next fall, these offerings will be expanded to include a reading/listening comprehension module.

This past year, a major goal of the Disabled Student Services program was to increase faculty and student awareness of disabilities. AWARE, an inservice newsletter, was included each month in the College Memorandum. Feedback received by staff members indicated that these newsletters, featuring topics ranging from "Students Who Use Wheelchairs" to "A Note About Learning Disabilities," were well-received. AWARE will be continued during the 1983-84 school year.

The students and staff in the Learning Disabilities program developed a short videotape about the learning disabled student in college. This was presented to the Board of Trustees as well as several departments and classes as part of an inservice presentation about students who learn differently. A slide-tape presentation of the program for disabled students was initiated. This presentation will be completed in the fall and will be used for outreach.

Outreach, both on and off campus has been a growing part of the program this year. In addition to providing inservice to several departments, the Learning Disabilities Specialist has provided a great deal of support to individual faculty members with learning disabled students in their classes. Occupational instructors were contacted by the Career Education Specialist to determine how to provide greater accessibility for individuals with various disabilities. Agencies involved with employment of disabled persons were contacted to discuss problems and solutions for employing disabled persons. Greater contact and stronger ties were
developed with community agencies serving the disabled. These include Recordings for the Blind, The Braille Institute, The Department of Rehabilitation, Independent Living Resource Center, Easy Lift, and Tri-Counties Regional Center. Continued outreach to and liaisons with community agencies serving disabled people is an important goal of this department.

We have also maintained close communication and cooperation with the Santa Barbara High School District. Improving articulation between the two systems has been a major goal of both SBHSD and SBCC. This year, for the first time, classes from the three feeder high schools were invited to visit SBCC and the Disabled Student Services program. Presentations by DSS staff members and tours of campus hosted by disabled students were part of this visitation day. Five groups of disabled high school students participated in this orientation. Response to these visitations was favorable and we plan to continue this program encouraging visitations earlier in the Spring. These efforts should result in an increased enrollment in the program.

Collaboration efforts with the University were initiated during the 1982-83 school year. This resulted in the field testing of a spelling program developed at UCSB for learning disabled students. Fifteen students participated in this project, which will continue next fall. Additionally, next fall will find both graduate and undergraduate students from UCSB involved in classroom and assessment field experiences on our campus. We will also participate in a research project examining the social, vocational, and academic status of LD and NLD young adults.

Another dimension was added to the Disabled Student Services program. Two Apple IIe microcomputers and a printer were purchased from grant monies received from New Vistas, Inc., a local funding agency. Presently, students are using the word processing capabilities of these microcomputers for test taking and assignment purposes. Students enrolled in Computer Science classes have also found these two microcomputers helpful as it allows them more time to work on required computer programs. The Disabled Student Services staff is in the process of reviewing educational software so that basic skills improvement will become an additional way in which certain students may utilize the computers. A Hewlett-Packard terminal has also been purchased for office use to assist in record keeping and report generation.

In addition to computer equipment, new equipment, including a wheelchair roller (a kind of treadmill for wheelchairs) was purchased for a growing adaptive physical education program. DISC, the P.E. department, Disabled Student Services, and the Student Senate jointly purchased a Tunturi exercycle to be used by able bodied students and when turned upside down, for cardiovascular fitness for mobility impaired students.
This year, we have enjoyed excellent publicity in the *Channels* with articles focusing on individual students, staff, and program developments. Stories about the Adaptive Physical Education program, the student fashion show, and Julie Mora, the wheelchair athlete sponsored by the Disabled Students Club in the Wheaties Search for Champions contest were released by the *Santa Barbara News Press*. Such publicity has certainly increased both campus and community awareness of the disabled student in college and we look forward to more of the same in the future.

DISC, the Disabled Students Club, was involved in several projects. A logo contest was held to find a club emblem. The students held two very successful bakesales, the proceeds of which went towards the purchase of club T-shirts, adaptive equipment, and student awards. In addition, the club sponsored a very successful Disabilities Awareness Day in May and Fashion Show for people in wheelchairs in June. Perhaps the most exciting club project this year has been the sponsoring of Julie Mora, a wheelchair athlete in the "Wheaties Search for Champions" contest. As a result of their hard work, DISC received the Outstanding Club Award at the recent Student Awards banquet. But more importantly, their hard work has resulted in increased campus awareness of people with disabilities. Needless to say, more exciting projects are planned for the 1983-84 school year.

The following projects were also completed during the 1982-83 academic year. Headed by Marty Cottler, Mental Health Counselor, weekly support groups for learning disabled students were held. A taped library of information about learning disabilities was developed. The AVT systems in reading program used by the Reading Study Skills Center was taped so that visually impaired and learning disabled students could increase their reading/listening comprehension. In addition, the department was chosen to participate in a pilot study to assist the California Community Colleges Chancellor's Office and the University of Kansas in testing a selection model for the identification of students with Learning Disabilities. This pilot is part of a project mandated by the Legislature of the State of California.

This has been a busy and productive year for the Disabled Student Services program. We have appreciated the support of the administration, faculty, and classified staff who have assisted in enabling disabled students reach their full potential and look forward to a successful 1983-84 school year!