TO: Board of Trustees  
Dr. Peter MacDougall

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

SUBJECT: Annual Affirmative Action  
Program Activity Report - 1983-84

DATE: September 27, 1984

The report that follows is the eighth annual summary report of actions taken by the District in 1983-84 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. 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

Attachments (5)  
cc: Cabinet  
Affirmative Action Committee
1. **EMPLOYMENT - CERTIFICATED**

   **District Permanent Positions Filled 1983-84**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Total New Hires</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Total Females</td>
<td>10 (83.3)</td>
<td></td>
</tr>
<tr>
<td>Total Minority</td>
<td>4 (33.3)</td>
<td></td>
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</table>

   **Annual Comparative Data (Faculty Hires)**

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total New Hires</td>
<td>12</td>
<td>6</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Total Females</td>
<td>10 (83.3%)</td>
<td>1 (16.6%)</td>
<td>2 (25%)</td>
<td>1 (50%)</td>
<td>4 (100%)</td>
<td>1 (50%)</td>
</tr>
<tr>
<td>Total Minority</td>
<td>4 (33.3%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1 (50%)</td>
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2. **EMPLOYMENT CLASSIFIED**

   **District Permanent Positions Filled, Fiscal Year 1983-84**

<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>3 5</td>
<td>1 17</td>
<td>26</td>
</tr>
<tr>
<td>Reassignments</td>
<td>0 2</td>
<td>1 9</td>
<td>12</td>
</tr>
<tr>
<td>TOTALS</td>
<td>3 7</td>
<td>2 26</td>
<td>38</td>
</tr>
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</table>

   **Annual Comparative Data (New Hires)**

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>26</td>
<td>27</td>
<td>26</td>
<td>56</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>Female</td>
<td>22 (84.6%)</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>
</tr>
<tr>
<td>Minority</td>
<td>8 (30.7%)</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>
</tr>
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</table>
2. EMPLOYMENT - CLASSIFIED (continued)

1983-84 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>1</td>
<td>1 (100%)</td>
<td>0</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>19</td>
<td>18 (94.7%)</td>
<td>6 (31.5%)</td>
</tr>
<tr>
<td>Technical/Para-Professional</td>
<td>5</td>
<td>3 (60%)</td>
<td>1 (20%)</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>1</td>
<td>0</td>
<td>1 (100%)</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>26</td>
<td>22 (84.6%)</td>
<td>8 (30.7%)</td>
</tr>
</tbody>
</table>

Reassignments

<table>
<thead>
<tr>
<th>Type</th>
<th>Total</th>
<th>Female</th>
<th>Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotional</td>
<td>9</td>
<td>8 (88.8%)</td>
<td>2 (22.2%)</td>
</tr>
<tr>
<td>Transfers/Reassignments</td>
<td>11</td>
<td>9 (81.8%)</td>
<td>2 (18.1%)</td>
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<tr>
<td><strong>TOTALS</strong></td>
<td>20</td>
<td>17 (85%)</td>
<td>4 (20%)</td>
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</tbody>
</table>

Promotions

<table>
<thead>
<tr>
<th>Positions with Promotional Applications</th>
<th>Positions filled by Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion Rate</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>10 (62.5%)</td>
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</tbody>
</table>

3. RECRUITMENT

General:

a. The Personnel Department continued in 1983-84 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.
3. **CERTIFICATED**

   a. Job announcements for all permanent position filled in 1983-84 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 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 for 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. The Affirmative Action Committee began its review of the Minority Retention/Recruitment efforts at Santa Barbara Community College. The review included a study of available statistics and reports by the various persons and offices responsible for the program. In addition, the Minority Transition Program was also reviewed by the committee. The committee commended the efforts of those responsible for the programs.

   b. The Affirmative Action Officer reviewed the new proposed procedures set forth by the Chancellor's Office for setting AA goals and timetables and submitted written recommendations for consideration by the state before the procedures are finalized.

   c. As required by AB 105 and Ed. Code 66903.1 (b), the Affirmative Action Officer provided a narrative evaluation of the District's affirmative action program. The report will be integrated into an overall report on affirmative service in the California Community Colleges.

   d. The AA officer prepared an affirmative action employment survey by department on campus. The survey was distributed to all departments to assist in their evaluation of minority and female department representation. The study is enclosed as Attachment A.
e. A comprehensive set of graphics were developed and distributed which show AA hiring and population statistics by year from 1975 through 1983. The graphics were provided for faculty, classified and management EEO-6 categories.

6. DISCRIMINATIONS COMPLAINTS/GRIEVANCES

a. The AAO in consultation with legal counsel prepared a response to the Department of Fair Employment and Housing regarding a discrimination complaint filed against the Computer Science and Math departments. After a lengthy investigation and an on-site visit by an FEH investigator, FEH, on 2/26/84, dismissed the complaint.

7. AFFIRMATIVE ACTION STUDENT - BODY

a. Curricula: The district offered several credit and non credit courses in 1983-84 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 on 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.

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
. . . . VETERANS' OFFICE
. . . . CAREER DAYS
. . . . HEALTH FAIR & CLINICS
. . . . UNIVERSITY & COLLEGE DAY (RECRUITING)
. . . . PHYSICALLY LIMITED PROGRAM (HANDICAPPED)
. . . . STEP, OPEN ROAD PROGRAM
     CETA, SENIOR CITIZENS EMPLOYMENT
. . . . MINORITY STUDENT RECRUITMENT/TRANSITION PROGRAM

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.
SANTA BARBARA CITY COLLEGE

TO: Department Heads
FROM: Dan Oroz
SUBJECT: Survey of Current Employees

October 28, 1983

Attached is a survey of current employees at Santa Barbara City College. The survey includes all regular and temporary contractual employees of the district as of 10/20/83.

The survey is provided to assist faculty and administrators in evaluating their departments in terms of minority and female representation.

Please call me if there are any questions regarding this survey.

CC: Superintendent/President
    Affirmative Action Committee
    Management Distribution List
<table>
<thead>
<tr>
<th>Department (Cost Center)</th>
<th>Total Employees</th>
<th>Total Males (%)</th>
<th>Total Females (%)</th>
<th>** Ethnic Group (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>02 American Ethnic Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>2</td>
<td>2(100)</td>
<td>0</td>
<td>1(50) 1(50)</td>
</tr>
<tr>
<td>04 Applied Science &amp; Tech.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>9</td>
<td>1(11.1)</td>
<td>8(88.9)</td>
<td>1(11.1) 8(88.9)</td>
</tr>
<tr>
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<td>2(100)</td>
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<tr>
<td>06 Applied Tech.</td>
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<td>Faculty</td>
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<tr>
<td>08 Art</td>
<td></td>
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<td></td>
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<tr>
<td>Faculty</td>
<td>5</td>
<td>4(80)</td>
<td>1(20)</td>
<td>5(100)</td>
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<tr>
<td>Classified</td>
<td>1</td>
<td>1(100)</td>
<td>0</td>
<td>1(100)</td>
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<tr>
<td>09 Business Education</td>
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<tr>
<td>Faculty</td>
<td>13</td>
<td>9(69.2)</td>
<td>4(30.8)</td>
<td>13(100)</td>
</tr>
<tr>
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<td>1(50)</td>
<td>1(50)</td>
<td>2(100)</td>
</tr>
<tr>
<td>14 Chemistry</td>
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<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>5</td>
<td>5(100)</td>
<td>0</td>
<td>1(20) 4(80)</td>
</tr>
<tr>
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<td>2</td>
<td>0</td>
<td>2(100)</td>
<td>1(50) 1(50)</td>
</tr>
<tr>
<td>18 Earth/Planetary Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>5</td>
<td>5(100)</td>
<td>0</td>
<td>5(100)</td>
</tr>
<tr>
<td>Classified</td>
<td>5</td>
<td>2(40)</td>
<td>3(60)</td>
<td>5(100)</td>
</tr>
</tbody>
</table>

* Includes Temporary Contracts  **AI=American Indian  A=Asian  B=Black  H=Hispanic  W=White
<table>
<thead>
<tr>
<th>Department</th>
<th>Total Employees</th>
<th>Total Males (%)</th>
<th>Total Females (%)</th>
<th>Ethnic Group (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td>AI</td>
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<td>44/45 Music-Drama</td>
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<tr>
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<td>5</td>
<td>4(80)</td>
<td>1(20)</td>
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</tr>
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<td>5</td>
<td>2(40)</td>
<td>3(60)</td>
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<td>50 PE/Recreation</td>
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<td>10</td>
<td>6(60)</td>
<td>4(40)</td>
<td>1(10)</td>
</tr>
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<td>5</td>
<td>3(60)</td>
<td>2(40)</td>
<td>1(20)</td>
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<td>52 Physics/Engineering</td>
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</tr>
<tr>
<td>Faculty</td>
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<td>4</td>
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<td>56/32 Spanish/Lang. Lab.</td>
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<td>1(100)</td>
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<td></td>
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<td>58 Speech/Theatre Arts</td>
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<td>3(75)</td>
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<td>13(86.7)</td>
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<td>Total Males (%)</td>
<td>Total Females (%)</td>
<td>Ethnic Group (%)</td>
</tr>
<tr>
<td>---------------------</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>AI</td>
</tr>
<tr>
<td><strong>TOTALS WITH TEMPORARY EMPLOYEE INCLUDED</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class/Cert. Mgt.</td>
<td>31</td>
<td>23</td>
<td>8</td>
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<tr>
<td>Faculty</td>
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<td>110</td>
<td>61</td>
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<td>Classified (CSEA/ Conf.)</td>
<td>171</td>
<td>71</td>
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<td><strong>TOTALS WITHOUT TEMPORARY EMPLOYEE INCLUDED</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class/Cert. Mgt.</td>
<td>31</td>
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<tr>
<td>Faculty</td>
<td>163</td>
<td>105</td>
<td>57</td>
<td>0</td>
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<tr>
<td>Classified (CSEA/ Conf.)</td>
<td>171</td>
<td>71</td>
<td>100</td>
<td>2</td>
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</tbody>
</table>
Santa Barbara City College
Fall 1983/Spring 1984

AFFIRMATIVE ACTION REPORT OF COURSES - 1983-1984

Fall 1983
Afro-American Culture
Afro-American in U.S. History
American Sign Language I
American Sign Language II
Body Conditioning for Women (Beginning)
Body Conditioning for Women (Intermediate)
History of Mexican Art
History of Mexico
History of Women
The American Indian
Indian Culture
The Indian in Literature
Mexican American Chicano Culture
Mexican American Chicano History
Orientation: Disabled
Orientation: Re-Entry Adults
Psychology of the Bilingual Child
Sociology of Aging
Sociology of Sex Roles
English as a Second Language
Spanish for the Native Speaker
Career and Life Planning
Career Planning and Decision Making
Job Finding as a Skill
Promotable Women
Self-Defense for Women

Spring 1984
Afro-American Culture
Afro-American in U.S. History
American Sign Language I
American Sign Language II
Body Conditioning for Women (Beginning)
Body Conditioning for Women (Intermediate)
History of Mexican Art
History of Women
The American Indian
Indian Culture
The Indian in Literature
Mexican American Chicano History
Mexican American Chicano Culture
Orientation: Disabled
Orientation: Re-Entry Adults
Development of the Bi-lingual Child
Personal Health for Woman
Contemporary Problems in American Society
Sociology of Human Aging
English as a Second Language
Spanish for the Native Speaker
Career Planning and Decision Making
Psychology of the Bilingual Child
Sociology of Sex Roles
Adaptive Physical Education
Self-Defense: Coed
Promotable Women
Mathematics Anxiety

:jdm
Instruction Office
May, 1984
Financial Planning for Women
Investing in the Stock Market for Women
This is Your Life: Seniors' Writing Workshop
New Approaches to Health: Vitamin E--Insulation Against Aging?
Demystifying Mental Illness
Premenstrual Syndrome
Community Health Forum:
Tangles in the Brain--Dealing with Alzheimer's
Understanding Arthritis
Family Health:
Urological Problems in Older Adults
Artery Replacement in Older Adults
Enjoying Menopause
Hearing Problems: Diagnosis and Treatment in the Older Patient
Women: What You've Always Wanted to Know About Alcohol & Drug Abuse
Homeless and Hungry
Understanding the Impact of Vietnam
Problems with Food: Women, Food & Fat--Eating Disorders
New Approaches to Health: Nutrition Against Aging
Prime Time: Preparing for the Pleasures/Problems of Aging
You and Your Aging Parents
Introduction to Medical Spanish (Communicating with Spanish-Speaking Patients)
Medical & Clerical Conversational Spanish
Self Defense for Men and Women
American Sign Language for a Medical Setting
Project Re-entry Training (for Stroke Victims)
Nursing Home Activity Director Workshop
Choral Singing for Women
Bright Child: Poor Reader
Early Pregnancy Preparation for Natural Childbirth
Prepared Natural Childbirth
Sex Education of Children in the Home (for Spanish-speaking)
Parenting Skills (taught in Spanish)
Effective Parenting (taught in Spanish)
Introduction to the Theatre for Older Adults
Physical Fitness for Men and Women
The Woman Within/The Man Within
Adult Children of Alcoholics
Friday Night Live: The Colorful Approach to Looking Your Best--For Men & Women
The Successful Woman: Creating Image and Impact
The Successful Woman Looks Ahead
The Busy Woman's Sewing Class
Sewing for Today's Woman
Ladies' Custom Pattern Making (Beg & Adv)
Pants Pattern Fitting for Women
Metal Shop for Men and Women
Do It Yourself: A Home Repair Workshop (The Handyman is a Woman series)
Introduction to Basic Carpentry (for women)
Introduction to Basic Carpentry for Women
Fundamentals of Cabinet Making (for Men & Women)
HELP FOR SPECIAL NEEDS ADULTS

English as a Second Language (Beginning, Intermediate & Advanced)
Emergency Adult Education Program for Refugees
Basic Education for Survival and Vocational Skills
Work and Social Adjustment Services
Work Skills Orientation
Alpha Training Center for Developmentally Disabled Adult
Creative Writing
Communication Skills
Creative Communications
The Art of Animation
Expressive Awareness
Intro. to American Sign Language
American Sign Language
Conversational American Sign Language
Reverse Signing Workshop
Beginning Lip Reading
Literary Braille
Signing Exact English (Beg. & Intermediate)
Sign Language Receptive Skills

SPECIAL ADAPTIVE PROGRAMS FOR THE AGED & INFIRM:

Adaptive Food Services
Our Lives and Times
Current Events
Communication Skills
Art Therapy
Nature Study
Song & Story
A World of Interest
Survey of the Arts
Creative Communication
Culinary Gardening
Journalism
Body/Mind Dynamics
Culture, Customs & Language
Adaptive Cooking
Sensory Awareness
Our Lives & Times

Words for Thought
Culture, Customs & Cuisine
Music of Our Lives & Times
Bell Tone Choir
Sensory Awareness Through Music
Imagery and Movement
Adaptive Gardening
Adaptive Crafts
Expressing Ourselves
Adaptive Gardening
Creative Expression
Foodlore & Folklore
Music Appreciation
Music for All Seasons & Reasons
Nature Study
Rhythm, Song and Movement

6/29/84 JP
Annual Affirmative Action Report

1983 - 1984

Women's Programs

I. Re-Entry Adults

II. Alternative Career Counseling

Respectfully submitted:

Margaret F. Kearns

15 June, 1984
I. RE-ENTRY ADULTS

The adult learner population is growing faster than virtually any other segment of higher education. 43% of all SBCC's students are 26 years or older. The potential for continued growth, especially in community based institutions is extensive. To convert this interest to participation, Re-entry counseling offers services which support this "new" student through the difficult transition semester.

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 I)

   | 83-84      | Fall | Spring |
   | 42 (8 men) |      | 27 (6 men) |

   Evaluations have been very positive.

2. 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.

3. Re-entry adults are referred to the Re-entry counselor when calling for individual counseling appointments. Academic, career and personal counseling are combined in the interview to insure academic success.
   196 students were seen and 34 phone calls were received.

B. To recruit re-entry adults by attending and forming 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 4 community organizations about returning to school. The counselor talked with 37 different businesses about the Career Exploration Program; each time
the college catalog was presented and the re-entry adult
counseling services were discussed.

2. The counselor appeared on "A Woman's Place" KEYT TV show
in September 1983. She discussed returning to SBCC and the
non-traditional courses offered 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 6, 1983 - reached around 150 people.(addendum II)
The theme was "Women in Action". The speakers were:
   Ms. Lucy Pino- active in the Chicano community, asked for
   a new activism to cause change.
   Mrs. Anita Mackey- an outstanding member of the black and
   senior citizen community, spoke on "Feeling good about
   yourself".
   Ms. Linda Keeney- a 40 year old Triathalon competitor,
   discussed how athletics has changed her life: her transition
   from disliking sports to a dedication to physical fitness.
   brought about self confidence and loss of fear.

A movie : Miles To Go was offered following the presentations.
This movie portrayed women on a survival backpacking expedition
where varied skills, emotions, personalities and lessons of life
are dealt with along the way.

Student participants included singers, dancers and a comedienne.

Two $50.00 scholarships were awarded.

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. 150 attended.

2. An Assertiveness Training class through Continuing Education is offered during the day. 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, a continuing education class on campus became the viable option.
II. ALTERNATIVE CAREER COUNSELING

Vocational Education- Support Services for Women, Gender Equity, Displaced Homemakers.

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 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.

GOALS AND ACTIVITIES

A. To counsel on the nature of non-traditional careers programs and on how to overcome difficulties encountered in these programs.

1. The Career Exploration Program was developed as a sabbatical project. This program is a vocational education counseling program which joins community with college in assisting students to discover the real world of employment. A student who is interested or enrolled in a non-traditional career will observe an employee who is currently working in the student's major, for one day, ranging from 2 to 8 hours. The employee presents the work environment and shares the knowledge he/she has gained through experience. (addendum III). 10 students were tested and counseled and met with role models in the Fall. 18 participated in the program in the Spring. 37 employers in the Fall and 15 employers in the Spring agreed to participate in the program. All 52 agreed to continue their commitment next year.

Two student comments are worth noting:

Nancy Lucia: "If I had done this for my first job, I would not have wasted three years discovering what I did in one day through the Career Exploration Program."

Ken Hayes: "It was time well spent to see not only what the job is, but what it is not. For me, that was just as important."
The student and employer evaluations have shown that the students who observed people benefit greatly whether they decide to continue their studies in the field or choose to look elsewhere. The on-the-job experience and the pros and cons of the career shared by the employee give them reality and insight into what the job is really like, something they have never had before.

2. Thirty-nine class visitations were made discussing alternative careers and the Career Exploration Program.

3. Individual alternative career counseling and support: 262 students were seen and 70 phone calls were received.

4. A Math Anxiety class was offered this Fall and Spring. 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.

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
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<tr>
<td>83-84</td>
<td>18</td>
<td>12</td>
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<td>82-83</td>
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<td>14</td>
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B. To recruit women and men into these non-traditional career programs by publicizing a wide variety of career options.

1. 1600 "Women These Careers Pay Well" brochures have been distributed throughout the community and college in the 83-84 school year. (addendum IV).

a. Walk-in counseling Campus Center
b. High school distribution
c. College night
d. SBCC preview
e. Women's Day 3/16/84.
f. South Coast Business Network talks in H.S. career classes
g. Community agencies
h. La Cumbre Educational Fair
2. 32 videotapes of women in non-traditional careers are available in the career center. These videotapes are a result of career seminars offered each year.
   a. 25 tapes were viewed by students in the Career Center.

3. Presented alternative courses and careers at four high school classes.

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

1. Minority Women in the Skilled Trades was presented November 30, 1983. This one hour seminar was videotaped and is available in the Career Center. A Chicano butcher, a black woman auto mechanic, and a union carpenter were members of the panel.

2. 4 career seminars: Nursery School, Dentistry, Veterinarian and Starting Your Own Business had non-traditional career people who shared their experiences.

3. 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
   - women instructors in Drafting
   - a woman teaching assistant in Geoscience Technician program
   - a woman teaching assistant in Auto II
   - women have been added to advisory committees in Automotive, Administration of Justice and Landscape Horticulture.

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

1. An evaluation of several of the vocational education textbooks was begun. This project will continue next year.

2. Various reading materials were purchased and read concerning this area.
3. The Career Exploration Advisory Committee met 12/6/83 - 20 people attended. The committee brainstormed and recommended changes in the employer recruitment phase of the project.

E. To identify, counsel and provide job finding skills to displaced homemakers in vocational education classes.

1. 28 people were counseled and 14 phone calls were received from people who qualified for the federal guidelines a, b, and c below. 262 students (non-traditional career students) that qualify for categories d and e are noted in A-3.

   a. Persons who were homemakers but because of dissolution of marriage must go to work.
   b. Single heads of household who lack job skills.
   c. Homemakers who are part-time workers and need to work full-time.
   d. Women who are in traditional female jobs and who desire to enter non-traditional occupations.
   e. Men who are in traditional male jobs and who desire to enter non-traditional occupations.

2. Community agencies were contacted and a counselor made a presentation at the Displaced Homemakers Task Force of the Commission on the Status of Women.

IN SUMMATION

The women's program has evolved into services in the vocational and non-traditional area. The program has followed this path for two reasons:

1) funding - which is paramount in the successful continuance of a service
2) women's financial demands - more and more women are in need of courses that offer:

   a. a liveable wage to support themselves and their children
   b. opportunities to find employment
   c. short term educational commitment for re-entry into the working world

-7-
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Association for Community Development, Santa Barbara
California Teachers Association
National Education Association
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Calif. Assoc. for Neurologically Handicapped Children
and Adults (CHANC)
Calif. Assoc. for Post-Secondary Educators of the
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DISABLED STUDENT SERVICES
ANNUAL REPORT
1983-84

The 1983-84 academic year has been a satisfying and a productive one for the Disabled Student Services program.

This year, 314 physically, communicatively, and learning disabled students received services from Disabled Student Services. As in previous years, the commitment to mainstreaming disabled students continued. A full range of support services including mobility aides, instructional aides, interpreters, readers, notetakers, assessment, testing, test taking facilitation, class scheduling, and registration assistance were provided. Tram and parking arrangements were available to students. Additionally, a wide range of instruction was offered to disabled students, including classes in word attack skills, writing/dictation, spelling, career development, basic mathematics, personal development, and adaptive physical education. Next fall, these offerings will be expanded to include an Adaptive Music Appreciation class.

For the first time ever a cooperative effort was begun with the Continuing Education division of our district to count all disabled students being served throughout the entire district. This complete accounting was included in all formal reports to the CCC Chancellor’s office. It was projected that 711 unduplicated disabled students were served throughout the non-credit division during the 1983-84 academic year.

Retention services for disabled students were begun this year. Scheduling workshops were provided for all disabled students prior to each registration. Academic counseling was provided for all disabled students on academic or progress probation. A streamlined method was developed to directly register all disabled students each term using the Hewlett-Packard terminal.

The Disabled Student Services staff and Advisory Committee collaborated to update the Chancellor’s office’s required Comprehensive Plan for services to disabled students at SBCC. This update brought into focus all the changes, modifications and additions that have been made to the local program since its inception in 1977. The plan includes 10 sections, 65 pages and extent of compliance with pertinent sections of title V.

Major remodeling, reroofing and painting was done to the Disabled Student Services facilities in T-3 and T-5 for overall pleasantness and accessibility for staff and students. New carpets were donated by Santa Barbara Research and funds through the SBCC Foundation allowed the
construction of 2 inner offices in T-3 and the expansion of the entrance and one inner office in T-5.

The major goal of the Disabled Student Services program to increase faculty and student awareness of disabilities through AWARE, an inservice newsletter, was continued each month in the College Memorandum.

The students and staff in the Disabled Student Services program developed three videotapes about the disabled student in college. One video tape was about disabled students in general and two were about learning disabled students and instructors that teach them. These were 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 completed. This presentation was used in the fall and is used for outreach.

Outreach, both on and off campus has been a continuing 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. Students with serious medical problems were identified from the application to the college and inputted into the district computer by the Disabled Student Services staff. A letter of information was sent to these students at the beginning of each semester. They were advised of available services and invited to participate in the program if eligible.

Close communication and cooperation was maintained with the Santa Barbara High School District. Articulation between the two systems has been improved. This year, students from the three feeder high schools visited SBCC and the Disabled Student Services program. Presentations by DSS staff members and tours of the campus, hosted by disabled students were part of this visitation day.

Greater contact and stronger ties were developed with community agencies serving the disabled. These included mutual staff meetings with Devereux Schools, the Department of Rehabilitation, Tri-Counties Regional Center, and Developmental Disabilities Board IX. Continued outreach to and liaisons with community agencies serving disabled people is an important goal of this department.

The career education specialist improved, developed and taught a career planning class for all disabled students at SBCC. As a vocational counselor she provided interest and aptitude testing, test interpretation, resume writing, employment referrals and work study. She collaborated with a counselor from the Department of Rehabilitation in presenting the nationally acclaimed "Windmills" - disabilities awareness workshops to the faculty and counselors. She attended meetings of the Santa Barbara Industry Education Council, the
Job Training Partnership Act, the Private Industry Council and with local employers to pursue job developing and training possibilities for disabled students at SBCC.

Collaboration efforts were continued with UCSB for learning disabled students. Additionally, both graduate and undergraduate students from UCSB were involved in classroom and assessment field experiences on our campus. We also participated in a research project examining the social, vocational, and academic status of LD and NLD young adults.

New equipment was purchased to augment the programs two Apple IIe microcomputers and printer. This equipment was purchased from grant monies received from VEA. This equipment includes a fan for the computer room, a visual tek large print display processor and t.v. screen converter, a ufonic voice system and ufonic speech composer software, an Echo II speech synthesizer located in the campus instructional computer center and vocal word processing software, and a key guard for one Apple IIe computer. Students continue to use 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 and extra equipment helpful as it allows them more time to work on required computer programs. The Disabled Student Services staff also purchased educational software so that basic skills improvement has become an additional way in which certain students utilize the computers. Anchor pads were also purchased for the two Apple IIe microcomputers and printer, the Hewlett Packard terminal and printer and for 2 student used typewriters.

In addition to computer equipment, used equipment was donated and renovated. Among these were an audiometer, hearing booth and an adult sized tri cycle, and a black and white t.v. screen.

This year, we have again enjoyed excellent publicity in the Channels with a major article focusing on individual students, staff, and program developments. Stories about the Disabilities Awareness Day, the student pizza benefit, and the track-a-thon fundraiser for the D.I.S.C. summer trip were released by the Santa Barbara News Press. Such publicity has increased both campus and community awareness of the disabled student in college.

DISC, the Disabled Isabled Students Club, was involved in several projects. The students held several very successful bakesales, and they also sold club t-shirts, and buttons. In addition, the club and DSS program sponsored a very successful Disabilities Awareness Day in Spring. Perhaps the most exciting club project this year has been the fund raising, through a pizza benefit and track-a-thon and planning for a club summer river and State Capitol trip. In addition, the club sponsored a food and clothes drive for
needy individuals and donated all the food and clothing to the local Catholic Social Services for distribution. As a result of their hard work, DISC members developed personal growth and leadership abilities. But more importantly, their hard work has resulted in increased campus awareness of people with disabilities.

The following projects were also completed during the 1983-84 academic year. Headed by Janet Shapiro, Learning Disabilities Specialist, a campus learning disabilities verification committee was established to review all of the results of students being assessed for possible learning disabilities. The staff also continued to make the appropriate referral and placement of non-learning disabled students after the extensive learning disabilities assessment. A taped library of information about learning disabilities was continued. The AVT systems in reading program used by the Reading Study Skills Center was taped and continued 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 satisfying and fruitful 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 to reach their full potential.

cc: D. Oroz
    S. Conklin
    P. Huglin
    M. Lawson
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