TO:       Board of Trustees  
           Dr. Peter MacDougall
FROM:    Daniel Oroz, Director of Personnel/Affirmative Action Officer
SUBJECT: Annual Affirmative Action  
         Program Activity Report - 1984-85
DATE:    September 23, 1985

The report that follows is the ninth annual summary report of actions taken by the District in 1984-85 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 - CERTIFIED
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
     I-aareport-bb
     150

Encl. 2
Item2.3-a
10/10/85
1. **EMPLOYMENT - CERTIFICATED**

   **District Permanent Positions Filled 1984-85**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
<td>Minority</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Other</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Total New Hires</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Total Females</td>
<td>4 (57%)</td>
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</tr>
<tr>
<td>Total Minority</td>
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</tbody>
</table>

   **Annual Comparative Data**

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<tr>
<td>Total New Hires</td>
<td>7</td>
<td>12</td>
<td>6</td>
<td>8</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Total Females</td>
<td>4 (57%)</td>
<td>10 (83.3%)</td>
<td>1 (16.6%)</td>
<td>2 (25%)</td>
<td>1 (50%)</td>
<td>4 (100%)</td>
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<tr>
<td>Total Minority</td>
<td>0</td>
<td>4 (33.3%)</td>
<td>0</td>
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</table>

2. **EMPLOYMENT CLASSIFIED**

   **District Permanent Positions Filled, Fiscal Year 1984-85**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>New Hires</td>
<td>48</td>
</tr>
<tr>
<td>Reassignments</td>
<td>11</td>
</tr>
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</table>

   **59**

   **Annual Comparative Data (New Hires)**

<table>
<thead>
<tr>
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<tr>
<td>Total</td>
<td>48</td>
<td>26</td>
<td>27</td>
<td>26</td>
<td>56</td>
<td>24</td>
</tr>
<tr>
<td>Female</td>
<td>25 (52.1%)</td>
<td>22 (48.1%)</td>
<td>17 (65.4%)</td>
<td>34 (60.7%)</td>
<td>14 (58.3%)</td>
<td></td>
</tr>
<tr>
<td>Minority</td>
<td>13 (27.1%)</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>
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</table>
2. **EMPLOYMENT - CLASSIFIED** (continued)

1984-85 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>2</td>
<td>1 (50%)</td>
<td>2 (100%)</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>18</td>
<td>17 (94.5%)</td>
<td>2 (11.2%)</td>
</tr>
<tr>
<td>Technical/Para-Professional</td>
<td>21</td>
<td>6 (28.6%)</td>
<td>3 (14.3%)</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>7</td>
<td>1 (14.3%)</td>
<td>6 (85.7%)</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>48</td>
<td>25 (52.1%)</td>
<td>13 (27.2%)</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>5</td>
<td>4 (80%)</td>
<td>1 (20%)</td>
</tr>
<tr>
<td>Transfers/Reassignments</td>
<td>6</td>
<td>5 (83.4%)</td>
<td>2 (33.4%)</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>11</td>
<td>9 (81.9%)</td>
<td>3 (27.3%)</td>
</tr>
</tbody>
</table>

**Promotions**

<table>
<thead>
<tr>
<th>Positions with Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotional Applications</td>
</tr>
<tr>
<td>Positions filled by Promotion</td>
</tr>
<tr>
<td>Promotion Rate</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>5 (55.6%)</td>
</tr>
</tbody>
</table>

3. **RECRUITMENT**

**GENERAL:**

a. The Personnel Department continued in 1984-85 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 1984-85 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 AAO, working with the Affirmative Action Committee, and the Board Educational Policies Committee, revised the District's Affirmative Action Goals and Timetables. This revision incorporated the Chancellor’s Office Mandated Availability Data which were used to set the goals and timetables. The Board of Trustees approved the revised Goals and Timetables on December 13, 1984 and they were sent to the Chancellor’s Office as required by law.

   b. The AAO, working with the Affirmative Action Committee, developed input for the Accreditation Report on “Standard Three, Institutional Staff”. The committee’s input was incorporated into the college’s final accreditation report.

   c. The AAO attended the state affirmative action conference on October 15-17. The conference included several legal presentations on the subjects of "goals versus quotas", sexual harrassment, and "comparable worth".
5. **PERSONNEL POLICIES AND PRACTICES** - Continued

d. Two classified employee in-service programs were presented as follows:

   9/6/84     M. Grosboll       "Success Through Self-Esteem"
   1/31/85    L. Griffith-Lawson "Front Line Presence"

6. **DISCRIMINATIONS COMPLAINTS/GRIEVANCES**

   a. The AAO in consultation with legal counsel prepared a response to the
   Department of Fair Employment and Housing regarding an age
   discrimination complaint filed against the Maintenance Department.

7. **AFFIRMATIVE ACTION STUDENT - BODY**

   a. **Curricula:** The district offered several credit and non credit courses
      in 1984-85 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 A provides a listing of
      these courses.

   b. **Women'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 B.

8. **AFFIRMATIVE ACTION SUB-CONTRACTOR REQUIREMENTS**

   As required by E.O. 11246, all appropriate off-campus sub-contractors have
   been notified by the Business Manager of their responsibilities for
   implementation of the Equal Opportunity clause and certification on non-
   segregated facilities.

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 C 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 D.
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' 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
Fall 1984-Spring 1985

AFFIRMATIVE ACTION REPORT OF COURSES - 1984-1985

Fall 1984
Introduction Cultural Anthropology
African-Oceanic Art.
Afro-American in U.S. History
Afro-American Culture
Literature by Black Authors
Mexican-Américo Chicano History
Spanish for the Native Speaker
History of Mexican Art
Intercultural Communication
American Sign Language I
Writing Tutor: Learning Disabled
English as a Second Language
Personal Health - Women
Topics: Women's Cycle
History of Women
Human Sexuality
The American Indian
Indian Culture
Career Planning
Test for Self-Appraisal
Peer Counsel Seminar (EOP)
Orientation: Re-Entry Adult
Orientation: Disabled Student
Career Planning & Decision Making
Assessment - Disabled
Career Planning: Disabled
SBCC/Ucsb Minority Transfer
SBCC/UCSB Transitional
Peer Counseling
Beg./Int. Body Conditioning
Int./Adv. Physical Fitness
Sociology of Sex Roles

Spring 1985
Cultures Around the World
Women in Art
Human Sexuality
Afro-American Chicano History
Spanish for the Native Speaker
English as a Second Language
Cultural Geography
Personal Health - Women
The American Indian
Indian Culture
Indian in Literature
Career Planning
Test for Self-Appraisal
Peer Counseling Seminar (EOP)
Orientation: Disabled
Career Planning & Decision Making
Peer Counseling
Beg./Int. Body Conditioning
Indiv. Fitness Program
Beg./Int./Adv. Physical Fitness
Track & Field - Women
Adapt: Senior Fitness
Amer Women - Social Rev.
Basketball - Women
Sociology of Sex Roles
Cont. Problems Amer Society
Bus/Professional Communication
Intercultural Communication
American Sign Language

tj 7/2/85
ADAPTIVE PROGRAMS FOR THE INFIRM ELDERLY & THE DISABLED:
Adaptive Cooking
Adaptive Crafts
Adaptive Food Services
Adaptive Gardening
Advanced Lip Reading
Art Therapy
Basic Education
Basic Education for Survival and Vocational Skills
Basic Living Skills
Beginning Lip Reading
Body/Mind Dynamics
Communication Skills
Contemporary Awareness
Coping with Aloneness
Creative Communication
Creative Expression
Creative Writing
Culinary Gardening
Culture, Customs and Cuisine
Culture, Customs and Language
Current Events
Eurhythmics
Expressive Awareness
Foodlore and Folklore
Garden Appreciation
Imagery and Movement
Journalism
Music Appreciation
Music for All Seasons and Reasons
Music of Our Lives and Times
Music Therapy
Nature Study
Our Lives and Times
Pre-Vocational Skills
Prose and Poetry
Rhythmic Movement
Sensory Awareness
Sensory Awareness Through Movement
Socialization Skills
Song and Story
Survey of the Arts
Words for Thought
World of Interest
World of Music
BASIC EDUCATION:
Basic Reading, Spelling, and Writing
Essential Living Skills
Preparation for Citizenship

BUSINESS EDUCATION:
American Sign Language for the Medical Setting
Career and Job Search for Women
Financial Planning for Women
Introduction to American Sign Language (Levels I, II, and III)
Investing in the Stockmarket for Women
Literary Braille
Making Permanent Part-Time & Job-Sharing Work for You
Office Skills
Signing Exact English
Computer Programming for the Blind

ENGLISH, LITERATURE, WRITING:
Preserving Life Experiences on Tape
Taping Autobiographies
This is Your Life: Seniors' Writing Workshop

ENGLISH AS A SECOND LANGUAGE:
ESL - Preliterate, Beginning, Advanced Beginning,
Intermediate, Advanced
Vocational ESL

HEALTH:
Advanced Activity Director Workshop
Basic Homemaking Skills and Care of the Elderly
Community Health Forum (Lectures):
  Joint Replacement Update
  Surgical Diseases of the Elderly
  Update on Stroke: Prevention, Diagnosis, Treatment
Family Health (Lectures):
  Current Management and Diagnosis of Brain
  and Spinal Cord Disorders
  Hormones for Osteoporosis
  New Developments in Contact Lenses and Low Vision Aids
    for the Partially-Sighted
  Sexual Dysfunction in Older Patients
Introduction to Medical Spanish
Medical and Clerical Conversational Spanish (Levels I and II)
Native Folk Healing Arts: Shamans, Curanderas, Prophets
New Approaches to Health (Lectures):
  Exercise: Aging's Tool for Wellness
  Medical Issues: Myths and Facts of Aging
  New Frontiers in Aging
Nursing Home Activity Directors' Workshop
Project Re-Entry Training (for Stroke Victims)
Taking Good Care of Yourself: For Women
Understanding Alzheimer's Disease
MUSIC:
Choral Singing for Women

PARENT EDUCATION:
Bright Child: Poor Reader
Early Pregnancy Preparation for Natural Childbirth
Prepared (Natural) Childbirth

PERFORMING ARTS:
Introduction to Theatre for Older Adults

PHOTOGRAPHY:
Fundamental Photography for Women
Photography for the Active Retired

PHYSICAL FITNESS AND DANCE:
Physical Fitness for Men and Women
Physically Fit and Over 40

PSYCHOLOGY:
Adult Children of Alcoholics:
  Social, Psychological, Medical Implications
  Connections, Meanings, Transformations
Alcoholism in the Family: A Prevention Approach
Caring for your Parents in their Dependent Years
Color Him a Success: Wardrobe Planning for Men
Drug Use and Abuse
How to Stop Smoking
Is There an Alcoholic in Your Life?
Men and Women: A Time for Healing
Men in Perspective
Of Macho, Mice and Men
Perspectives on Eating Disorders and Obesity
Planning Ahead: Creating Options for Retirement
The Successful Woman: Staying On Track
Understanding Addiction
Women in Perspective

REAL ESTATE:
Real Estate Options for Retirement:
  Keep and/or Use It?

SEWING:
Pants: Pattern Adjustments, Fitting,
  Construction Techniques for Women
Ladies' Custom Pattern Making (Beginning & Advanced)
AFFIRMATIVE ACTION REPORT-WOMEN'S PROGRAMS

I. RE-ENTRY ADULTS

II. ALTERNATIVE CAREER COUNSELING

RESPECTFULLY SUBMITTED

MARGARET F. KEARNS
13 JUNE 85
I. RE-ENTRY ADULTS

Objectives & Activities

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

1. 2 Discovery Days were presented. This is a special orientation for students over 25. The 3 hour program features continuing re-entry adults plus SBCC staff speaking on personal successes, registration procedures, and student services.

   84-85
   Fall      Spring
   50        35
   (13 men)  (9 men)

Evaluations have been very positive.

2. 9 continuing re-entry students volunteered to assist all new students (especially re-entry adults) at Fall and Spring registrations.

   220 new students were served.

3. Re-entry adults are referred to the Re-entry counselor when calling for individual appointments. Academic, career, and personal counseling is offered to the student to insure academic success.

   -368 counselor contacts and 161 telephone contacts were made.

B. To raise the awareness of faculty, staff, and students to the special needs of re-entry adults, especially women.

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

2. Women's Day, March 13, 1985, reached 300 people. The theme was "Minority Women" and was cosponsored by counseling and E.O.P.S.. The speakers were:

   -Lydia Ledesma (S. California Chicano network)-"Future Job Market for Women"
   -Ronda Arneson (CARE student)-"Difficulties of Re-entering as a Single Parent"
   -Andrea Harris (black scholarship student)-"You can do it"
Other student and community participants included singers and dancers.

3. 2 $75.00 scholarships were awarded to women in non-traditional majors. 2 re-entry students in marine diving technology and engineering received their Jane Lattimer scholarships.

4. 2 staff potlucks were held for women this year with emphasis on networking and getting what you want out of your job.
   - 45 women attended

C. To acquaint re-entry adults with services offered on campus to support them in their first semester.
   1. Discovery Day
   2. A Re-entry Club met 3 times in the fall semester.
      - 26 students attended

D. To assist re-entry adults in the development of a positive self image, academic success, and career life planning.
   1. Women's Day
   2. Career Testing is offered to students through the Career Center
      - 71 re-entry students were served

E. To evaluate the services to insure effectiveness.
   1. All workshops and programs (except for Women's Day) have written evaluations.
   2. This year was an accreditation year for SBCC. Please see addendum I.
ALTERNATIVE CAREER COUNSELING

Vocational Education

Gender Equity, Support Services for Women, Displaced Homemakers

The long range goals are:

- To inform, encourage, and recruit women and men into non-traditional careers.
- To provide support for retention in courses and placement in careers.
- To raise the awareness of the community, SBCC faculty, administrators, and staff.
Objectives & Activities

Subpart 3
Gender Equity
Overcoming Sex Bias and Sex Stereotyping

A. Research ways to overcome sex bias and sex stereotyping in vocational education.
   1. The Gender Equity coordinator attended two conferences plus a one week Leadership conference that addressed these issues.
   2. Various reading and audio visual materials were reviewed and utilized in this area.
   3. The Gender Equity advisory committee met 5/09/85. -9 community and staff people attended

B. Examination of current curriculum materials to assure that they are free of sex stereotyping.
   1. A project of evaluating textbooks in vocational courses was continued from last year utilizing established guidelines. All available books in Graphics, Computer Science, and Administration of Justice were examined, 16 books were reviewed.

C. Inservice training for counselors, teachers, and administrators concerning ways of effectively overcoming sex bias and stereotyping.
   1. Inservice for career counselors is offered at weekly meetings throughout the year.
   2. An inservice showing the videotape "Sixty Minutes" was offered on 3/11/85. The college purchased the videotape. -21 people attended
   3. Individual inservice contact is done with vocational education instructors throughout the year. -127 instructor contacts were made
   4. An article on "Key to Success-Women in Non-traditional Occupational Education" was written for SBCC's Occupational Education Newsletter.
5. 13 articles appeared in local or school newspapers addressing women and/or men in alternative careers.

Subpart 2
Support Services for Women

A. Counseling on the nature of non-traditional programs and on how to overcome difficulties encountered in these programs.
   1. Individual alternative career counseling and support.
      - 178 counseling contacts and 86 telephone contacts were made
   2. 35 vocational class visitations were made discussing alternative careers and the Career Exploration program.
   3. Non-traditional career information was discussed at high school and college classes, and community organizations.
      - 8 meetings and classes were attended
   4. 2 Discovery Days (special orientation for the re-entry adult) were given and alternative careers for women and men were discussed at length.
      - 85 people attended

B. Provision of materials and information concerning the "world of work" in non-traditional jobs.
   1. 2000 "Women These Careers Pay Well" brochures were disbursed throughout the community and college.
   2. "Women These Careers Pay Well" brochure was updated and two fields were added, Administration of Justice and Graphics Communication (Addendum II).

C. Locating jobs for graduates and/or assisting in finding employment in non-traditional jobs.
   1. 19 people were given job referrals.
   2. 4 engineering technician students attended California State Northridge's "Women in Technology" conference in May. Employers were there to recruit and hire women.
D. Providing job development support services, to include inviting persons employed in non-traditional jobs to be lecturers and providing field trips to businesses and industries to understand the nature of the work and setting.

1. The Career Exploration program was continued this year. This program links a student interested in a non-traditional career with a person (of the same sex) who is working in the alternative career. The student spends from 2-8 hours on location.

-17 students participated in this program

2. An Appreciation Tea was given for the community employers and employees that have participated in the Career Exploration program since 1983 (140 letters were sent to employers, students, and staff).

-47 people attended

3. 3 career seminars were presented.
   a. "Alternative Career Opportunities with Local Employers" was presented on 12/05/84. Personnel analysts from Delco Electronics, City of SB, County of SB, and UCSB were the speakers.

-48 people attended

b. Electronics and Computer Repairs career seminar had a woman speaker which emphasised this area for women.

-37 people attended

c. Administration of Justice career seminar had a woman speaker who discussed being a woman law enforcement officer.

-28 people attended

E. Increasing the numbers of women instructors in non-traditional fields to provide role models for those women preparing for the non-traditional jobs.

1. The theme of Women's Day (March 13th) was "Minority Women." Lydia Ledesma, special program coordinator for the Assistant Vice Chancellor at UCI and a member of the National Network of Hispanic Women spoke on "Careers of the Future for Women."

-300 people attended
2. Cheryl Fontana, owner of a local graphics company spoke to the Graphics Communication Club on "Building a Portfolio."

3. Women have been added to vocational advisory committees:
   a. Administration of Justice
   b. Graphics Communication

4. Increased women staffing in vocational areas:
   a. Drafting and Computer assisted Drafting
   b. Marine Diving Technology

Subpart 2
Displaced Homemakers

A. A Displaced Homemaker is:

1. A person who is a homemaker but because of the dissolution of marriage must go to work
2. A homemaker who is a part-time worker who needs full-time work
3. A woman who is in a traditional female job and desires to enter a non-traditional occupation
4. A man who is in a traditional male job and desires to enter a non-traditional occupation

Note: 3 & 4 refer to statistics for Support Services for Women-1 & 2

B. Operation of special courses which prepare these students on how to seek employment.

1. 2 P.D. 11-Job Finding as a Skill classes were offered this year. Both classes had low enrollment. As a result displaced homemakers were seen on an individual basis.
   - 75 counseling contacts and 21 telephone contacts were made
   - 85 contacts were made with community employers, personnel officers, or employees (All of these contacts were not made for displaced homemakers-only, however rapport was established for future job placement)

2. A course outline was researched and developed to expand Personal Development 11 from .5 to 3 units. The purpose of this was to
recruit displaced homemakers to the class and to offer a more thorough approach to job seeking. A decision was made to offer a 3 unit P.D. 10-Career Planning course especially for displaced homemakers in the fall. The course outlines were similar enough to create a smooth transition. It is believed this will provide a better service to the displaced homemaker.

The Gender Equity program has been in existence since April 1980. The thrust of the program is to meet the student's individual needs and aspirations to insure success. The five years experience has taught us that, especially in non-traditional careers, each person has her/his own way of taking the step into the world of work.
<table>
<thead>
<tr>
<th>School Year</th>
<th>Discovery Day (Orientation program)</th>
<th>P.D.9 Orientation Class</th>
<th># Re-entry Adults taking career testing</th>
<th># Re-entry Adults counseled by re-entry counselor</th>
<th>Workshops/Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>81-82</td>
<td>Fall 42</td>
<td>P.D. 4&amp;5 21 (Women Awareness Class) P.D. 12 23 (Assertiveness co-ed)</td>
<td>10</td>
<td>274</td>
<td>11 workshops (classes cancelled as a result of state's defunding)</td>
</tr>
<tr>
<td></td>
<td>Spring 36</td>
<td>P.D. 4&amp;5 17 P.D. 12 16</td>
<td></td>
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<tr>
<td>82-83</td>
<td>Fall 67</td>
<td>P.D. 9 15</td>
<td></td>
<td>20</td>
<td>200 new re-entry students served by 7 continuing re-entry students at Fall and Spring registration (CARE program initiated serving single parents)</td>
</tr>
<tr>
<td></td>
<td>(10 men)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Spring 41</td>
<td>P.D. 9 14</td>
<td></td>
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<tr>
<td></td>
<td>(4 men)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>83-84</td>
<td>Fall 42</td>
<td>P.D. 9 under 15 students class did not make</td>
<td>40</td>
<td>241</td>
<td>Re-entry Adult counselor on sabbatical for Fall semester</td>
</tr>
<tr>
<td></td>
<td>(8 men)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Spring 27</td>
<td>P.D. 9 &quot; &quot; &quot; &quot;</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>(6 men)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>84-85</td>
<td>Fall 50</td>
<td>P.D. 9 &quot; &quot; &quot; &quot;</td>
<td></td>
<td>71</td>
<td>220 new re-entry students served by 9 continuing re-entry students at Fall and Spring registration</td>
</tr>
<tr>
<td></td>
<td>(13 men)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 35</td>
<td>P.D. 9 &quot; &quot; &quot; &quot;</td>
<td></td>
<td>161 telephone contacts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(9 men)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
BAILON, Abelino
Assoc. Calif. Community College Administrators
La Raza Faculty Association, Calif. Community Colleges

FLEWELLEN, Elinor C.
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 Advancement of Colored People (NAACP)

GARZA, M'Liss
American Association of Women in Community and Junior Colleges
California Clearing House on Library Instruction
California Library Assoc.; California Comm. Colleges Chapter
Reforma; National Organization of Spanish Speaking Librarians
Women's Sports Foundation
Southern California Online Users' Group

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

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

OROZ, Daniel
Channel Coast Regional Training Center
El Concilio De La Raza
Santa Barbara County Affirmative Action Officer Council
Santa Barbara Personnel Association
Tri-County Schools Personnel Association

MAC LIN, Lily
American Assoc. of Women in Community and Junior Colleges
California School Employees Association
Shelter Services for Women, Santa Barbara Chapter
Santa Barbara Humane Society

SHAPIRO, Janet
Adult Dyslexic Group of Santa Barbara - Advisory Board
Assoc. for Children and Adults with Learning Disabilities (ACLD)
Calif. Assoc. for Neurologically Handicapped Child. & Adults (CHANC)
Calif. Assoc. for Post-Secondary Educators of the Disabled (CAPED)
Council for Exceptional Children (CEC)
Council for Learning Disabilities (CLD)
Orton Dyslexia Society - President of the California Branch
The 1984-85 academic year has been a satisfying and a productive one for the Disabled Student Services program.

This year, 362 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. From and parking arrangements were available to students. New Vista provided a local grant of $6,432 for the purchase of a new van to be delivered in August, 1985. Inquiries were also made into the donation and purchase of a new van with a lift. Additionally, a wide range of instruction was offered to disabled students, including classes in word attack skills, note-taking/dictation, spelling, career development, basic mathematics, personal development, and adaptive physical education and these offerings were expanded to include an Adaptive Music Appreciation class. In Spring 1985, a $2,500 grant was received from the California Community Colleges, Fund for Instructional Improvement to further supplement this class.

The cooperative effort was continued 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 determined that 423 unduplicated disabled students were served throughout the non-credit division during the 1984-85 academic year.

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

The Disabled Student Services' staff and Advisory Committee collaborated to establish an articulation process between D.S.S., U.C.S.D., and the SB K-12 districts to be implemented in Fall 1985. There was also collaboration in establishing a 504 sub-committee that provided input into the district's Handicapped Transition Plan, Phase
The most major goal of the Disabled Student Services program to increase faculty and student awareness of disabilities through AWARE, an inservice newsletter, was continued in the College Memorandum.

The students and staff in the Disabled Student Services program in 1983-84 developed three videotapes about the disabled student in college. During 1984-85 these videotapes were opened to other colleges, with the profits being divided evenly between D.S.S. and the college's Audio-Visual department. Video tapes were taken of our annual Disabilities Awareness Day in Spring, 1985 in order to update the original three video tapes during 1985-86.

Outreach, both on and off campus has been a continuing part of the program this year. In addition to providing in-service to several departments, Learning Disabilities Specialists have provided a great deal of support to individual faculty members with learning disabled students in their classes. The Learning Disabilities Specialists with the input from the Disabled Student Services Advisory Committee developed a new Learning Disabilities Brochure that will be printed and ready for distribution in 1985-86.

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 SECC and the Disabled Student Services program. The D.S.S. at SECC participated in the Santa Barbara High School District's "Transition Cooperative" project. A cooperative model for planning and developing transitional services for handicapped youth funded by the U.S. Department of Education, Office of Special Education and Rehabilative Services.

Greater contact and stronger ties were developed with community agencies serving the disabled. These included a D.S.S. staff inservice on services for the hearing impaired provided by the Independent Living Resource Center staff, two D.S.S. staff members appointed to the Advisory Board of Jodi House, and volunteer information and advice on pertinent software to be used with head-injured students from an occupational therapist from Memorial Hospital.
The career education specialist improved, developed and taught a
career planning class for all disabled students at SBCC. As a
vocational counselor, he provided interest and aptitude testing, test
interpretation, resume writing, employment referrals and work study.
He presented the nationally acclaimed "Mindmills," disabilities
awareness workshop to the Health Technology faculty. He attended
meetings of the Santa Barbara Industry Education Council, the Job
Training Partnership Act, the Private Industry Council. A JTPA grant
of $8,270 was used to train two visually impaired students in the use
of microcomputers. Proposals were submitted to JTPA and the State
Department of Rehabilitation to provide part-time certificated and
classified job developers that were both funded for 1985-86.

Collaboration efforts were continued with local colleges for learning
disabled students. Graduate students were involved in classroom and
assessment field experiences and group counseling was provided on our
campus.

New software was purchased to augment the programs of two Apple IIe
microcomputers and printer. This software was purchased from grant
funds received from VEA. This included software to be used with
learning disabled, vision impaired and head-injured students.

In addition to computer software, new equipment was donated in the
form of a monarch arm ergometer for adaptive P.E. from New Vistas, a
local philanthropic agency.

DISC, the Disabled Isolated Students Club, was involved in several
projects. The students held several successful bake sales, and they
also sold club t-shirts. In addition, the club and DSS program
sponsored a very successful Disabilities Awareness Day in Spring, with
the first ever faculty and staff wheelchair race and a bake sale with
the proceeds going to the hungry in Ethiopia. A slide show of the
SBCC disabled students 1984 summer rafting trip was held as well as
several barbecues and a trip to the L.A. Museums. The club also paid
for the meals of 4 LD volunteers at a thank you luncheon for staff and
volunteers. The club also contributed a $100 adaptive device to the
student telephone in T-5 and they were very active in articulating
parking and accessibility needs of the disabled to the college
administration. The club again sponsored a clothing drive for needy
individuals and donated all the 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 the people with disabilities.

The following projects were also accomplished during the 1984-85
The academic year, the campus learning disabilities verification committee continued 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, Personal Development 15, Assessment: Learning Disabilities (1.5) units was developed, proposed to and accepted by the College Curriculum Committee to be taught beginning summer, 1985. Essential Skills 60: Organizational Skills for the Learning Disabled was developed and taught in spring 1985. In addition, the department continued 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 was a satisfying and enjoyable year for the Disabled Student Services program. The support of the administration, faculty, and classified staff who assisted in enabling disabled students to reach their full potential is appreciated.

cc: D. Gruz
C. Silmane
T. Nuglin
J. Shapiro
M. Lawson
S. Conti
M. Rehm
M. Kinrose