SANTA BARBARA COMMUNITY COLLEGE DISTRICT

TO:        Board of Trustees
           Dr. Peter MacDougall

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


DATE:      September 19, 1986

The report that follows is the tenth annual summary report of actions taken by the District in 1985-86 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
    1-86AAREPO.RT-bb

Enclosure / Item 2.26
10/9/86
1. EMPLOYMENT - CERTIFICATED

District Permanent Positions Filled 1985-86

<table>
<thead>
<tr>
<th>Total</th>
<th>Female</th>
<th>Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>4</td>
<td>3 (38%)</td>
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</table>

Annual Comparative Data (Faculty Hires)

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<tr>
<td>Total New Hires</td>
<td>8</td>
<td>7</td>
<td>12</td>
<td>6</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Total Females</td>
<td>4(50%)</td>
<td>4(57%)</td>
<td>10(83.3%)</td>
<td>1(16.6%)</td>
<td>2(25%)</td>
<td>1(50%)</td>
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<tr>
<td>Total Minority</td>
<td>3(38%)</td>
<td>0</td>
<td>4(33.3%)</td>
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2. EMPLOYMENT CLASSIFIED

Annual Comparative Data (New Hires)

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<tr>
<td>Total</td>
<td>34</td>
<td>48</td>
<td>26</td>
<td>27</td>
<td>26</td>
<td>56</td>
</tr>
<tr>
<td>Female</td>
<td>23(67.6%)</td>
<td>25(52.1%)</td>
<td>22(84.6%)</td>
<td>13(48.1%)</td>
<td>17(65.4%)</td>
<td>34(60.7%)</td>
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<tr>
<td>Minority</td>
<td>6(17.6%)</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>
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Positions with Promotional Applications filled by Promotion

| Promotion Rate | 7 | 4 (57.1%) |
SANTA BARBARA CITY COLLEGE
1981-82 Classified Population

Majority 72.7%
135

Minority 27.3%
51

Footnote

SANTA BARBARA CITY COLLEGE
1985-86 Classified Population

Majority 68.5%
128

Minority 31.5%
66

Footnote
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<tr>
<th>District</th>
<th>MALES</th>
<th>FEMALES</th>
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<tr>
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<tr>
<td>*** TOTAL</td>
<td>6</td>
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<tr>
<td>*** TOTAL</td>
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<tr>
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<tr>
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<tr>
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</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>
3. **RECRUITMENT**

**GENERAL:**

a. The Personnel Department continued in 1985-86 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 1985-86 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. The AAO monitored the classified and certificated selection process to insure that the selection process and devices (job announcements, evaluation criteria, questions) were based on job related criteria and complied with District, state and federal policy requirements.

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.

e. Classified promotions from within were made when considered to be appropriate and legal resulting in upward mobility opportunities for classified staff

5. **PERSONNEL POLICIES AND PRACTICES**

a. Five Affirmative Action Committee meetings were held during the Fall & Spring Semesters. Major topics of discussion and issues addressed during the year included the following:


2) Review of AA Officer's survey of current employment at SBCC by department. Report reviewed at DCC by AAO and AA Committee Chairperson.

3) Review of AA Officer's Annual Report to Board of Trustees.

4) Review of Faculty and Staff hiring for 1985-86.

5) Request submitted to CPC for increase in AA recruitment budget.

b. The AAO developed materials, reports, and statistics as required for an on-site Vocational Education Affirmative Action Compliance review (California State Department of Education). The audit reviewed the latest progress in complying with the Civil Rights Act of 1964, Title 9 (non-discrimination on basis of sex), Section 504 of Rehabilitation Act of 1973 (non-discrimination on basis of handicap).
c. Two classified employee in-service programs were presented as follows:
   November 1985  Dr. Robert Lindberg  "Time Management"
   May 1986      Cheri Jasinski     "Helping the Public"

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. The
      complaint was dismissed by FEH after review of the response.

7. AFFIRMATIVE ACTION STUDENT - BODY
   a. Curricula: The district offered several credit and non credit courses
      in 1985-86 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 / TRANSFER CENTER
... HEALTH FAIR & CLINICS
... UNIVERSITY & COLLEGE DAY (RECRUITING)
... PHYSICALLY LIMITED PROGRAM (HANDICAPPED)
... STEP, OPEN ROAD PROGRAM
CETA, SENIOR CITIZENS EMPLOYEMNT
... MINORITY STUDENT RECRUITMENT/TRANSITION PROGRAM
... MATRICULATION 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. Minutes of the meeting were maintained with reports made to the Superintendent-President on its activity.
<table>
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<tr>
<th>FALL 1985</th>
<th>Spring 1986</th>
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<tr>
<td>Introduction Cultural Anthropology</td>
<td>Introduction Cultural Anthropology</td>
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<tr>
<td>African Oceanic Art</td>
<td>Cultures Around the World</td>
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<td>Human Sexuality</td>
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<td>History of Mexican Art</td>
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<td>Topics: Women's Cycles</td>
<td>Indian Culture</td>
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<td>Test for Self-Appraisal</td>
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<td>The American Indian</td>
<td>Orientation Re-entry Adults</td>
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<td>Orientation Disabled Student Services</td>
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<td>Adaptive PE: Weight Training</td>
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<td>Modern Marriage</td>
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<td>Promotable Women</td>
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<td>Mex-American Chicano Culture</td>
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<td>Indian in Literature</td>
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AFFIRMATIVE ACTION REPORT
COURSES OFFERED - 1985-86

ADAPTIVE PROGRAMS FOR THE INFIRM ELDERLY AND THE DISABLED

Adaptive Cooking
Adaptive Food Services
Advanced Lip Reading
Art Therapy
Artists and Their Works
Beginning Lip Reading
Body/Mind Dynamics
Basic Education for Survival and Vocational Skills
Communication Skills
Community Awareness
Contemporary Awareness
Creative Communication
Creative Expression
Creative Imagery
Culture and Customs of Our World
Culture, Customs and Cuisine
Culture, Customs and Language
Expressive Awareness
Folklore and Folklore
Garden Appreciation
Imagery and Movement
Journalism
Lip Reading
Music and You
Music Appreciation
Music for All Seasons and Reasons
Music of Our Lives and Times
Music Therapy (I & II)
Nature Study
Our Lives and Times
Sensory Awareness (I & II)
Sensory Awareness through Art
Social Awareness
Travels and Explorations
Words for Thought
Work and Social Adjustment Services
Work Skills Orientation and Training
World of Interest
World of Music

BASIC EDUCATION
Basic Reading, Spelling, Writing and Math
Basic Reading: Word Attack Skills
Preparation for Citizenship

BUSINESS EDUCATION
American Sign Language for the Medical Setting
Financial Planning for Women
Financial Planning in Retirement
Fingerspelling Skills
Interpreter Survey Workshop
AFFIRMATIVE ACTION REPORT

COURSES OFFERED - 1985-86

BUSINESS EDUCATION (Cont'd)
Introduction to American Stock Market for Women
Introduction to American Sign Language (I, II, III)
Investing in the Stock Market for Women
Literary Braille
Making Permanent Part-Time and Job Sharing Work for You
Office Skills
Receptive Sign Language Skills

CURRENT EVENTS
Global Community Forum: Report on the Nairobi World Conference

ENGLISH AS A SECOND LANGUAGE
Beginning, Advanced Beginning, Intermediate, & Advanced ESL
Computer-Enhanced ESL
ESL Conversation Workshop
Pre-English Beginning ESL
Vocational ESL

HEALTH
AIDS: A Public Information Forum
Arthritis Update '85: Current Trends and Treatments
Basic Homemaking Skills and Care of the Elderly
Community Health Forum: AIDS--What We Know in 1986
Diabetes 1985: Coping and Control
Diabetes Self-Care Seminar
Exercise and Your Heart
Family Health (Lectures)
  Birthing Processes in the '80s: Practices and Controversies
  Nutrition and Aging in Women
Freedom from Pain Workshop
Home Care for the Chronically Ill or Disabled Child
Long-Term Planning for Seniors: Health Care Choices
Native Folk Healing Arts: Shamans, Curanderas, Prophets (I & II)
New Approaches to Health (Lecture)
  Risk Factors in Aging and Their Prevention
Project Reentry Training
Religion, Spirits and Healing (Chumash)
The Human Need for Calcium

HOME AND FAMILY
Do It Yourself: A Home Repair Workshop
Introduction to Basic Carpentry

HUMANITIES
The Strength of Black Families: Lessons from the Past,
  Pathways to Future

MUSIC
Choral Singing for Women

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

-2-
AFFIRMATIVE ACTION REPORT

COURSES OFFERED - 1985-86

PARENT EDUCATION  (Cont’d)
Prepared Natural Childbirth
So Now You Are Pregnant
The Alcohol/Drug Dilemma...MY Kid?

PHYSICAL FITNESS
Fitness for Life
Fitness for Men and Women
Physically Fit and Over 40

PSYCHOLOGY AND PERSONAL DEVELOPMENT
Adult Children of Alcoholics: Social, Psychological, and Medical Implications
Adult Survivors of Child Abuse: Yesterday’s Victim; Today’s Hero
Breaking the Overeating Habit: The Cognitive Approach
Caring for Your Aging Parents in Their Dependent Years
Caring for Yourself While Caring for Others
Eating Disorders: The Roads to Recovery
From Addiction to Health: The Family Approach
How to Stop Smoking
Loving Too Much: A Look at Relationship Addiction
Mind/Supermind (Lecture)
  The Goddesses in EveryWoman
More Alive at 65
Planning Ahead: Creating Options for Retirement
The Successful Woman: Creating Image and Impact
Understanding Addiction
Understanding Psychosomatic Disease
War and Peace: The Struggle and Recovery of Combat Veterans
Women in Transition: Empowering Ourselves
Women: From Alcoholism to Sobriety

SEWING
Ladies’ Custom Pattern Making (Beginning and Advanced)
AFFIRMATIVE ACTION REPORT 1985-1986

I. SEX BIAS
II. SINGLE PARENT/DISPALCED HOMEMAKER
III. RE-ENTRY ADULTS

RESPECTFULLY SUBMITTED

MARGARET F. KEARNS
RFB #34

ELIMINATION OF SEX BIAS, SEX STEREOTYPING, 
SEX DISCRIMINATION AND TO ENCOURAGE FEMALES 
TO BECOME ECONOMICALLY SELF-SUFFICIENT

Appropriate Uses

A. Special programs for students seeking careers nontraditional to their sex.
   1. A career seminar on architecture and drafting was presented and videotaped. 2 of the 4 speakers were women, 12 of the 15 people attending were women.
   2. 30 nontraditional videotapes are available at the Career Center. 11 women reviewed various videotapes.

B. Support groups for students in classes nontraditional to their sex - No activity.

C. Special programs that increase awareness of nontraditional occupations.
   1. 2 preregistration 3 hour orientations are offered for re-entry adults. The Dean of Occupational Education speaks on alternative careers in Santa Barbara. Attendance: Fall 55, Spring 28.
   2. 2 three unit Career Planning classes and 2 one unit Orientation for re-entry adult classes include 3 hours of films, videotapes, and speakers that address nontraditional careers. Attendance: Fall - P.D.9 - 28 people, P.D.10 - 40 people; Spring - P.D.10 - 35 people.
   3. The first week of March was Women's Week on campus.
      a. Wednesday 12:00-1:00 -- Beth Howar, airline pilot, small business owner, and single parent spoke on "The Adventure In All of Us." Attendance - 200.
      b. Thursday 1:00-2:00 -- Hilary Hauser, journalist, author, and underwater photographer, spoke on "Women and Adventure." Attendance - 59.
      c. 3 glass cases were decorated to carry through the nontraditional theme for the month. They were the Campus Center lobby, the foyer of the school library, and the main entrance of the Administration Building. The latter portrayed a woman astronaut reaching for a star; the week was dedicated to Christa McAuliffe.
      d. 8 articles appeared in local newspapers advertising gender equity programs.
   4. Gender equity counselor was a member of the city firefighters interview committee.

D. Role model presentations to students and trips to business and industry for students.
   1. In the last three years, SBCC has hired a full-time woman electronics instructor, full-time woman computer-assisted
design instructor, and a woman technician in landscape horticulture.

2. Women have been added to the advisory committees of Automotive, Graphic Communications, and Administration of Justice.

3. 4 nontraditional guest speakers discussed their careers in Career Planning classes.

E. Exploration activities, including job-shadowing, mentoring and career internships that expose students to nontraditional careers.
   1. The Career Exploration program has been in existence since 1983. 52 students have spent a day with a woman in a nontraditional career.

F. Identification of students interested or enrolled in nontraditional classes, including surveys and career interest activities.
   1. 19 class visitations were conducted. 141 students were addressed individually or in small groups. Gender Equity counselors introduced themselves, explained Career Exploration program, answered questions on academic and support services.
   2. 2 $100.00 scholarships were awarded during Women's Week to women in nontraditional majors at SBCC (second year of activity).

G. Programs that teach females areas in which they are traditionally deficient.
   1. A Technical Skills class is being researched. 65 need analysis questionnaires have been given to 20 college students, 19 business people, 19 high school students, and 7 college counselors. The class will cover mechanical reasoning, spatial relations, physical skills, test taking, basic tool identification and handling, technical math, and review of the trades in Santa Barbara. Projected date is Fall 1987.

H. Activities that show females the relationship between mathematics, science and vocational/technical careers, including math/science conferences.
   1. Personal Development 9, Math Anxiety is a 9 week-one unit course offered each semester. Math films are being previewed for purchase for this class.
   2. A Math-Science conference for girls grades 6 through 9 was given May 9. Gender Equity contributed posters of women in nontraditional careers plus 200 "Women These Careers Pay Well" brochures.

I. Special sessions and classroom activities on sex bias, sex stereotyping and sex discrimination.
   1. This area was addressed in Career Planning classes.
2. In 19 class visitations and all counseling appointments, students are advised to contact Gender Equity counselor if problems occur in this realm.

J. Special activities that increase the employability of minority females.
1. Women's Week in March always has a minority women emphasis with a career speaker.
2. The Career Center's Job Fair, May 7, had participants from fire, sheriff, highway patrol, police, and other nontraditional career areas.

K. In service programs for teachers, counselors, work experience coordinators, and administrators.
1. A workshop was presented November 1 in cooperation with TIDE and Vicki Stasch. 5 Vocational Education staff attended.
2. A 28 minute video was made demonstrating the game "What's My Line?" with 3 SBCC women students in alternative careers: small machine repair person, automotive mechanic, and farrier.

L. Child care and transportation for teen parents that will enable them to participate in vocational education programs, services and activities - No activity.

M. Purchase of curriculum materials and media that have primary focus on sex bias, stereotyping, and discrimination.
1. 2 videotapes are available: "Seventy Minutes" and "You Can Be Anything You Want To Be."

N. Special programs for males related to sex bias, stereotyping, and discrimination.
1. Men exploring nursing, early childhood education; and secretarial are contacted. The Career Exploration program is made available to them.

O. Programs that assist students in preparing for the dual roles of homemaker and wage-earner, male-female relationships, and the changing roles of males and females in the workplace and the family.
1. The Personal Development 9 class-orientation for re-entry adults addresses these subjects at length.

P. Elimination of sex bias and stereotyping in guidance and counseling, work experience, and job placement.
1. An extensive review of vocational education has been on going for three years. 42 books have been reviewed in 8 majors.

Q. Programs, activities, and materials on sexual harrassment - No activity.
RFB #35

TEEN AND OLDER SINGLE PARENT/DISPLACED HOMEMAKER

Appropriate Uses

A. Outreach and assessment activities.
   1. 2000 "Women These Careers Pay Well" brochures were distributed
      throughout the college and community.
   2. This brochure was shared with other educational institutions
      in the state. 3 programs have modified it to meet their
      outreach needs.
   3. 2 Discovery Days (special orientation for re-entry adults)
      were presented and alternative careers for women and men
      were discussed; 83 attended.
   4. 3 alternative career talks at women's organizations in
      the community were presented; 58 attended.
   5. Target Population counselor attended 14 high school occupational
      fairs, 8 class presentations, 14 high school and community
      special events and presented material and answered questions.

B. Guidance and counseling, including self-esteem, assertion,
   decision making, and exploration activities.
   1. 65 counseling appointments were seen regarding alternative
      careers. 36 phone contacts.
   2. 36 displaced homemakers/single parents were counseled.
      19 phone contacts.
   3. 273 counseling appointments were made with re-entry adults.
      64 phone contacts.

C. Employability skills, including personal development skills.
   1. 2 Personal Development 10 classes were taught. 27 displaced
      homemakers/single parents, and 20 minorities attended. The
      classes taught categories B, C, and D.

D. Job development, placement, and follow-up.
   1. 66 employer contacts were made.
   2. 7 students were referred for employment possibilities.
   3. Planning for a job developer classified position for this
      target population is in the initial stages.

E. Costs of providing additional hours of instruction at R.O.P
   centers and adult programs for teen parents, including child
care and transportation.

F. Child care and transportation for teen parents to enable them
   to participate in vocational programs, services, and activities.
G. Special training programs for single parents and homemakers.
   1. Career Exploration program and planning for technical skills class.

H. Support group meetings, seminars and conferences designed for single parents/displaced homemakers.
   1. Career Exploration class and planning for technical skills class.
II. 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. The 3 hour program features continuing re-entry adults plus SBCC staff speaking on personal successes, registration procedures, and student services.
      Fall: 85-86, 55 (15 men)
      Spring: 28 (3 men)
      Evaluations have been very positive.
   2. 7 continuing re-entry students volunteered to assist all new students (especially re-entry adults) at Fall and Spring registrations.
      140 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 are offered to the student to insure academic success.
      273 counselor contacts and 64 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 counselor's special interest in this group and requesting referrals.
   2. Women's Week, March 3-7, 1986 reached 259 people. The theme was "Women and Adventure." It was cosponsored by counseling and E.O.P.S. and dedicated to Christa McAuliffe. Along with special events, key women faculty contacted their departments and asked instructors to prepare a lecture on a woman in their discipline who had made an outstanding contribution. This idea was well-received by both students and staff.
The speakers were:
- Beth Howar (airline pilot, small business owner and single parent)- "The Adventure In All of Us"
- Hilary Hauser (journalist, author and underwater photographer)- "Women and Adventure"

Other activities:
- 3 glass cases were decorated to carry through the nontraditional theme for the month. They were the Campus Center lobby, the foyer of the school library, and the main entrance to the Administration Building. The latter portrayed a woman astronaut reaching for a star; the week was dedicated to Christa McAuliffe.
- 8 articles appeared in local newspapers advertising gender equity programs.

3. 2 $100.00 scholarships were awarded to women in non-traditional majors. 2 re-entry students in Electronics technology/Engineering and Biology received the Jane Lattimer scholarship.

4. 2 staff potlucks were held for women this year with emphasis on networking and getting what you want out of your job.
   - 65 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 9 times in the fall semester.
      - 15 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 Week and all services mentioned
   2. Career Testing is offered to students through the Career Center
      - re-entry students were served

E. To evaluate the services to insure effectiveness.
   1. All workshops and programs (except for Women's Week) have written evaluations.
<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>Special Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students Attending</td>
<td></td>
<td></td>
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<tr>
<td>82-83</td>
<td>Fall 67 (10 men)</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>
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<td>Spring 41 (4 men)</td>
<td>P.D.9 14</td>
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<td>83-84</td>
<td>Fall 42 (8 men)</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>
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<td>Spring 27 (6 men)</td>
<td>P.D.9 &quot; &quot; &quot;</td>
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<tr>
<td>84-85</td>
<td>Fall 50 (13 men)</td>
<td>P.D.9 &quot; &quot; &quot;</td>
<td>71</td>
<td>376</td>
<td>220 new re-entry students served by 9 continuing re-entry students at Fall and Spring registration</td>
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<tr>
<td></td>
<td>Spring 35 (9 men)</td>
<td>P.D.9 &quot; &quot; &quot;</td>
<td></td>
<td>161 telephone contacts</td>
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<tr>
<td>85-86</td>
<td>Fall 55 (15 men)</td>
<td>P.D.9 28</td>
<td>61 students 104 community</td>
<td>273</td>
<td>a) 140 new re-entry students served by 7 continuing re-entry students at Fall and Spring registration</td>
</tr>
<tr>
<td></td>
<td>Spring 28 (3 men)</td>
<td>P.D.9 under 15 students class did not make</td>
<td>165</td>
<td>64 telephone contacts</td>
<td>b) re-entry adult group was formed 15 students attended 9 Wednesdays 9:00am - 10:00am</td>
</tr>
<tr>
<td>Name</td>
<td>Affiliations</td>
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</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) |
| 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  
Electric 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 |
| ROBLEDO, Gilbert  | CCC EOPS Association  
California Assoc. Post-Secondary Educators of Disabled  
Board of Directors, UCSB Alumni Assoc. |
The 1985-86 academic year has been a satisfying and a productive one for the Disabled Student Services program.

This year 415 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. New Vistas provided a local grant of $7,991 for the purchase of a used van with a lift and was delivered in January, 1986. 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, adaptive physical education, adaptive music appreciation and these offerings were expanded to include a micro-computer class and an assessment class for the learning disabled.

The cooperative effort was continued with the Continuing Education Division of our district to count all disabled students being served throughout the entire district in all formal reports to the CCC Chancellor's office. It was determined that 414 unduplicated disabled students were served throughout the non-credit division during the 1985-86 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 and the department participated in the district's early registration procedure.

The Disabled Student Services staff and Advisory Committee participated in the Santa Barbara School District's transition cooperative project to assist disabled students to move from high school to college or work. The DSS Advisory Committee's 504 sub-committee provided valuable input into the district's Handicapped Transition Plan, Phase III and IV and with overall campus accessibility.

The students and staff in the Disabled Student Services program in 1983-84 developed three videotapes about the disabled student in college. During 1985-86, videotapes were taken of our Disabled
Student Services program in order to update these original videocassettes.

Outreach, both on and off campus has been a continuing part of the program this year. In addition to providing inservice 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 DSS Coordinator & Vocational Counselor, with the input from the Disabled Student Services Advisory Committee developed a new Disabled Student Services brochure that will be printed and ready for distribution in 1986-87.

Close communication and cooperation was continued 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. The D.S.S. at SBCC participated in the Santa Barbara High School District's "Transition Cooperative" project.

Greater contact and stronger ties were continued with community agencies serving the disabled. These included: DSS staff using services for the hearing impaired provided by the Independent Living Resource Center staff, two DSS staff members serving on the Advisory Board of Jodi House, and the Coordinator, DSS, participated and was a presenter at the Head Injury Dilemmas Conference held in Goleta, California for the tri-counties area in conjunction with Jodi House, Junior League, Memorial Hospital and the Santa Barbara Head Injury Support Group.

The Career Education Specialist continued to teach 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. A JTPA grant of $13,099 was used to develop jobs and place SBCC disabled students in permanent local employment. A grant was also received from the State Department of Rehabilitation to provide a certificated vocational counselor to develop jobs and place SBCC students and Department of Rehabilitation clients in permanent employment.

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 monies received from VEA. This included software to be used with disabled, vision-impaired, head-injured and with disabled students taking vocational classes and programs.

DISC, the Disabled Isabled Students Club, was involved in several projects. The students held several successful bake sales, and
also sold club T-shirts. In addition, the club and DSS program sponsored a very successful Disabilities Awareness Day in Spring, with the 2nd Annual Faculty and Staff Wheelchair Race and a bake sale. Several field trips were held, to the L.A. Museum, Hearst Castle, and the Hollywood Bowl. The club also paid for and end-of-the-year and thank you picnic for students, staff and volunteers. The club was very active in articulating accessibility needs of the disabled to the college administration. The club again sponsored the third annual clothing drive for needy individuals and donated all the clothing to the local Catholic Social Services and the Santa Barbara Women's Shelter for distribution. DISC's hard work has resulted in increased campus awareness of students with disabilities.

The following projects were also accomplished during the 1985-86 academic year. The campus learning disabilities verification committee increased its review of all 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 classes of learning disabilities assessment. 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 and selection model for the identification of students with learning disabilities. This project will begin implementation statewide in Fall semester, 1986.

The first ever Disabled Student Services Summer Readiness Program was developed during 1985-86 and will be implemented during Summer Session, from June 23 - August 1, 1986. It will consist of six, one-unit Personal Development, Essential Skills and Adaptive PE classes for new, returning and continuing disabled students.

A $5,000 Vocational Education Special Project, from the CCC Chancellor's Office was granted to begin July 1, 1986. This job shadowing project will take place at three local employers and the major goal is to enhance and make career counseling at SBCC current and relevant for students with disabilities.

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. Oroz
    D. Sloane
    P. Huglin
    J. Shapiro
    M. Lawson
    S. Conti
    W. Rehm
    S. Lambert
    S. Lobba
    G. Alvarez