SANTA BARBARA CITY COLLEGE

TO: Dr. Peter MacDougall
    Affirmative Action Committee

FROM: Lynda Fairly
        Vice President, Student Affairs

DATE: November 19, 1986

RE: Student Affirmative Action Report for 1985-86 and
    Plan for 1986-87

I. AFFIRMATIVE ACTION FOR HIGH SCHOOL RECRUITMENT

The following evaluation and plan has been completed based
upon the data below. The programs of SBCC will be compared to
the Santa Barbara High School District data as of 10/85.

- Santa Barbara High School District: (Fall, 1985)

Ethnicity - percent of 12th grade students:

<table>
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Sex:

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- Santa Barbara City College: (Fall, 1985)

Ethnicity:

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Sex:

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This section of the report will address: efforts to search out
and contact qualified students; additional services provided for
students with unique needs; augmented student financial
assistance programs, and improved matriculation for disadvantaged
and under-represented students.
A. Extended Opportunity Programs & Services (EOPS) and Financial Aid Program

1. Recruitment
   a. Site visitations per year per high school by EOPS/Financial Aid
      - Assemblies 2
      - Counselor Meetings 2
      - Lunch-time Set-Up 4
      - Liaison Visitations 8
      - Parent Evenings 1
   b. SBCC campus visitations by high school students
      EOPS/Cal-SOAP 6 per year
   c. Mail (Letters, newsletter, brochures, etc.)
      EOPS/Cal-SOAP 10,000 total
   d. Produced TV PSA's (30-second) concerned with high school retention
      Total of 7

2. Additional services for students with unique needs
   a. Translators for all students in need - Spanish, Vietnamese, etc.
   b. Transportation to city college for cultural activities
   c. Tutorial classes at two of the five feeder high schools
   d. Cal-SOAP class for parents

3. Augmented financial assistance
   a. High school district provided summer stipends for low income, under-represented 11th graders to attend summer session at SBCC
   b. Additional information provided to prospective students through the media regarding waivers of enrollment fees

4. Improved matriculation activities
   a. Coordinated high school visitations with the High School Relations Counselor
b. Participated on Matriculation Committee which coordinated priority registration for EOPS students and emphasized an expanded assessment program in order to maintain access

5. **Statistics for 1985-86:**

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Santa Barbara City College appears to be doing an above average job in providing information regarding educational opportunities for high school students. Continued emphasis on good relations with high school faculty/staff members and use of college-level role models will enhance our effectiveness.

**B. Counseling Services - High School Relations Counselor**

1. **High School Recruitment** (see attached outline)

   a. Coordination with the California Student Opportunity and Access Program (Cal-SOAP) and Extended Opportunity Program and Services (EOPS) to provide general information sessions and campus tours to visiting Cal-SOAP students attending EOPS cultural activities. These included: Asian Day, Women's Day, Black History Day, and Cinco de Mayo. In addition, on Cinco de Mayo, an Occupational Fair brought an educational component to the celebration.

   b. To further strengthen minority student outreach services, SOS was formed. This group -- Student Outreach Services -- is comprised of SBCC, UCSB and Cal-SOAP program coordinators. Its goal is to better unify and promote outreach services in local schools.

   c. "SBCC Preview," an evening presentation of SBCC programs to high school seniors and their parents, included a Spanish-speaking counselor leading a group in Spanish and letters of invitation in both English and Spanish to encourage attendance of Hispanic students and parents.
d. Non-traditional career presentations included eight classroom visits to local schools. "You Can Be Anything You Want To Be," a slide-show depicting women and men in non-traditional careers was shown and a brochure on non-traditional careers distributed.

e. Each high school is assigned a liaison counselor from both the SBCC Counseling Office and the EOPS Office. Specific activities vary from school to school, but each includes the following: a senior assembly each semester providing information on SBCC admission and programs, financial aid and EOPS; in-class career presentations; an Occupational Fair, and direct student contact.

2. Additional Services for Unique Needs

a. Santa Barbara High School - weekly visits during Spring semester at the lunch hour provide on-site information. Once monthly a Spanish-speaking counselor is on-site.

b. Carpinteria High School - in-class presentation interpreting test scores and providing pre-orientation information.

c. San Marcos High School - An in-service for faculty by EOPS staff on cross-cultural approaches in counseling and teaching.

d. Student Planning Guide - minorities depicted

3. Financial Assistance

- None required

4. Improved Matriculation

a. High School Relations Counselor coordinated flow of information between the high school district and SBCC regarding scheduling of assessment, registration and modifications of the program

b. Newsletter developed and sent out monthly to the local high schools

5. Plan for 1986-87

a. To reach minority students in the schools more effectively, direct student contact between SBCC minority students and high school minority students will be implemented.
b. Revision of the high school outreach brochure will include photos of minority and under-represented students on campus.

c. Minority students enrolled in the Advanced Student Program will receive information on the SBCC Minority Transition Program.

d. Cal-SOAP classes in the high school will be visited to provide information on SBCC.

e. More SBCC Minority faculty will be contacted to participate in outreach to local schools.

C. Counseling – Transfer Center – Minority Transition Program

1. High School Recruitment

a. Coordinated a bulk mailing with the California Student Opportunity and Access Program (Cal-SOAP) to provide general information regarding the Minority Transition Program. (Approximately 2,400 bilingual—Spanish and English—letters were mailed).

b. Participated in the Student Outreach Services (SOS) "Student Leadership Conference" at Westmont College for minority junior high and high school students. Workshop topic included "Minority Women in Higher Education."

c. Coordinated outreach to UCSB/EOP black students who were deferred to SBCC to provide information on upgrading eligibility requirements as a transfer student.

d. Disseminated information on the Minority Transition Program to all high school minority Advanced students enrolled at SBCC.

2. Additional Services for Unique Needs

a. Monthly visits during the Spring, 1986 semester at Santa Barbara High School during the lunch hour to provide on-site bilingual SBCC information.

b. Participated in the SBCC/Cal-SOAP Cinco de Mayo celebration by providing a general bilingual information session, and campus tours.

c. Coordination of monthly appointments with a Cal Poly, SLO's Student Academic Services Educational Opportunity Program/Affirmative Action - EOP/SAA representative and EOPS potential Cal Poly trans-
fers.

d. Bilingual counseling and advising services to ESL students regarding early preparation for transfer.

e. In-service for EO/PS Peer Advisors regarding transferring to four-year institutions and admissions through EOP/SAA programs.

f. Intensive follow-up of SBCC/UCSB black student transfers to obtain information regarding educational goals and assessment of current counseling services.

g. UCSB-EOP workshop for SBCC minority student transfers.

h. Referrals to Disabled Students Services for information on program services.

3. Financial Assistance

a. Application fee waivers for the California State University and University of California systems.

b. Financial Aid workshops coordinated with the Transfer Center for potential transfer students.

c. Dissemination of applications for the National Hispanic Scholarship Fund and The Youth Opportunity Scholarship for Spanish-surnamed college students.

d. Dissemination of information on scholarship opportunities for minorities to Hispanic, Black, Native American and Asian SBCC students.

e. Created a resource book on scholarships, fellowships and loans for potential transfer students.

f. Distribution of financial aid brochures for transfers on Cal Poly, SLO, UCSB, UC Berkeley, Westmont and other colleges and universities.

4. Improved Matriculation

a. Appropriate referrals of minority students for assessment to determine appropriate coursework in preparation for transfer.

b. Appropriate course programming for minority students needing Math and English to fulfill subject deficiencies for transfer eligibility requirements.

c. Referrals to Tutorial Center of minority students on probation or who were experiencing difficulties in
courses.

d. Referrals to Counseling Staff by major for semester-by-semester programming of new students.

e. Transcript evaluations of minority transfers to determine transfer status and grade point averages.

5. Statistics for 1985-86

**PERCENTAGE OF SBCC MINORITY STUDENTS BY ETHNICITY**
**SPRING, 1986**

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<td>Filipino</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>21.2% of SBCC Students are Ethnic Minorities</strong></td>
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16.6% of SBCC Students are Under-Represented Ethnic Minorities

**PERCENTAGE OF SBCC MINORITY STUDENT POPULATION WHO ARE TRANSFERS BY ETHNICITY, SPRING, 1986**

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<tr>
<td>Filipino</td>
<td>35   1.6%</td>
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<td><strong>TOTAL:</strong></td>
<td><strong>625  40.1% of SBCC Minority Students Have Indicated Transfer</strong></td>
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PERCENTAGE OF SBCC MINORITY POPULATION WHO ARE TRANSFERS AND UNDER-REPRESENTED BY ETHNICITY
SPRING, 1986

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UNDER-REPRESENTED MINORITY STUDENTS AS % OF

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<td><strong>594</strong></td>
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BREAKDOWN OF SBCC MINORITY STUDENT TRANSFERS BY ETHNICITY AND INSTITUTION, SPRING, 1986

SUMMARY OF MINORITY STUDENT CONTACTS

a. Contacts through mailings - 1770
b. Contacts with potential transfers through presentations and workshops - 71
c. Contacts with high school students, their parents and counselors (includes the Cal-SOAP, Santa Barbara High School visitations, and bulk mailings - 2480
e. Contacts with potential minority students via evening telephone calls - 506

6. Plans for 1986-87

a. Publish and disseminate the "Directory of Outstanding SBCC Minority College Sophomores" to four-year institutions as a recruitment tool for potential minority students.
b. Conduct workshops on a weekly basis specifically for minority students regarding transfer information, admission requirements and EOP/SAA programs.

c. Train and supervise two Transfer Center Minority Peer Advisors to assist the Minority Transition Program counselor with outreach to SBCC minority students.

d. Publish a Minority Transition Program newsletter.

e. Outreach to the ESL program, primarily the advanced classes for dissemination of transfer opportunities for minority students.

f. Increase classroom outreach targeting Ethnic Studies, Foreign Languages, English 10, Math 7 and Math 11.

g. Develop a general Transfer Center flyer for the SBCC Spanish-speaking population.

h. Continue to participate in Cal-SOAP related activities to include a transfer component.

i. Provide in-services to EOPS Program Advisers and Peer Advisors regarding transfer as an EOP applicant.

j. Increase outreach to minority students enrolled in the Advanced Student Program.

k. Nominate minority transfer students who are eligible for scholarship opportunities, e.g., the Business Administration Scholarship Program for Minority Community College Sophomores throughout the year.

l. Continue to disseminate information regarding scholarships and financial aids for minority students on a timely basis. (Update current resources).

m. Participate in special workshops for junior high and high school students, when requested by the Cal-SOAP and UCSB Partnership Program, on minorities in higher education.

D. Counseling Services – Career Center

1. High School Recruitment

   a. Testing packages and counseling made available on an individual basis to non-SBCC students.

   b. Participated in recruitment assemblies, job fairs and classroom speaking engagements.
2. Additional Services for Unique Needs
   a. None required

3. Financial assistance
   a. None required

4. Improved Matriculation
   a. Undecided/nondeclared students have access to career materials to help in selecting a major and career direction.
   b. The results aid students in determining course of study and enhances counselor's knowledge of students' achievements vs. goals.

5. Plan for 1986-87
   a. Coordinate high school/business relations activities with Career Center offerings to let more students know what services are available.
   b. Expand the Orientation Program to include a Career Center module.

E. Matriculation

1. Recruitment
   a. Intensified outreach activities to feeder high schools through bilingual mailings to targeted groups, assigning bilingual counselors to schools with the highest minority enrollment. Monthly newsletters to high school staff and personnel and presentations to all seniors/juniors on offerings at SBCC.
   b. Joined forces with Cal-SOAP, Career Center, Assessment and Transfer Center in presenting SBCC to various schools and community groups to insure consistency and accuracy in meeting diverse participants/needs.
   c. Introduced visitations to local businesses, community agencies, etc. by SBCC Student Services staff to identify non-high school attendees who might be interested in SBCC.

2. Additional Services for Unique Needs
   a. Revised high school, advanced students, single parents, re-entry and alternative career materials to make certain we're presenting SBCC in an accu-
rate and meaningful way.

b. Joined forces with EOPS and Student Services in the Cinco de Mayo celebration to provide an educational component to these festivities that was targeted at increasing awareness of SBCC offerings to minorities.

c. Increased assessment dates and offerings to local high school students. In addition, improved attendance by offering on individual high school campuses dual dates for testing.

d. Made provisions for non-English speaking and disabled students to be aware of special assessment opportunities including dates, places, and personnel available to assist in admissions, counseling, etc.

3. Financial assistance

   - None required

4. Improved Matriculation

   a. More students were assessed, advised and enrolled in classes according to achievement levels in math, writing and reading.

   b. Better coordination between admissions, assessment, advising and instructional activities to the point the students have better information regarding procedures, requirements and expectations for individual classes/programs.

5. Plans For 1986-87

   a. Implementation of mandatory advisement for all new college students who have been assessed and fall under the definition of matriculation, i.e., transfer, degree or certificate as a goal at SBCC. This should increase certainty that those in need are identified earlier.

   b. Increased computer assistance in enforcing mandatory placement for all students scoring below English 90 level to make certain those in need of remediation/developmental classes are doing such.

   c. Introduction of multiple orientation options to accommodate the diverse interest and needs of SBCC students. Included in these options will be a credit class for all new students interested.

   d. Expanding Early Warning Pilot program from English, math and Essential Skill classes to other division/departments of the college.
F. Articulation Procedures

1. High School Recruitment
   a. Promoted and made available articulation agreements, admissions requirements and A-F deficiency make-up options between SBCC and UC’s, CSU’s and independent four-year colleges on an individual basis to assist with academic planning and goals-setting.

2. Additional Services for Unique Needs
   a. Provided training to EOP’s staff in use of admissions and articulation guides requirements of both the UC’s and the CSU’s.
   b. Disseminated articulation guides through the Transfer Center, counseling services, EOPS and special outreach services provided through the Minority Transition Program.

3. Financial Assistance
   - None required

4. Improved Matriculation
   a. Coordination of articulation information flow between articulation officer and Counseling/EOPS staff improving transfer counseling.
   b. Transferrable courses were identified in the college catalog.

5. Plan for 1986-87
   a. Implement an Articulation Project designed to make a concerted one to two year college-wide effort to improve curricular articulation with four-year colleges and universities. The primary goal of the project will be to involve both faculty and student services staff in the proactive development of new and updated articulation agreements.

Project implementation will be carried out by an Articulation Officer working under the purview of the Transfer Center and a Project Advisory/Task Team consisting of the Articulation Officer, two faculty, the Director of the Transfer Center, a counselor, and the Director of the UCSB Transition Program.

b. Targeted student mailings to minority and special populations promoting the availability of articulation guides between UCSB and Cal Poly, San Luis
c. ASSIST -- a new project -- will initialize a computer-based articulation and course check system that will directly support matriculation and services for unique populations as part of the Transfer Center Program's efforts for outreach to under-represented populations.

G. Admissions and Records

1. High School Recruitment
   a. Schedules mailed to residences in the community and taken to high schools by the Counseling staff
   b. Schedule made available at community agencies, YMCA, libraries, churches, etc.

2. Additional Services for Unique Needs
   a. Application modified
      1) Question added: "Do you want to take ESL classes?"
      2) Less information required for non-US citizens
   b. ESL information table at registration
   c. EOPS priority registration day
   d. In-service held for staff - working with foreign students, ESL students, disabled students
   e. Bilingual staff members

3. Financial assistance
   a. Coordinated with the Financial Aids Office - the fee waiver and deferred fee programs

4. Improved Matriculation
   a. Priority Registration for new students who are advised and assessed early

5. Plan for 1986-87
   a. Person from ESL program available in Admissions evenings during program change periods
   b. Future changes in applications to determine student needs
   c. In-service for staff - unique needs of students from
Pacific Rim area

H. Disabled Student Services

1. High School Recruitment/Additional Services for Unique Needs

  a. Updated original videotape and edited by KEYT into 30-second public service announcements promoting DSS at SBCC
  
b. Updated a Disabled Student Services brochure (at press due November, 1986)
  
c. Distributed DSS and Learning Disabilities brochure to local high schools and community agencies
  
d. Greater contact and stronger ties were continued with community agencies serving high school students with disabilities:

    1) DSS staff was provided in-service for the hearing impaired by Independent Living Resource Center
    2) Two DSS staff members serve on the Advisory Board of Jodi House (Head trauma advocacy group)
    3) The coordinator of DSS participated and was a presenter at the First Annual Head Injury Dilemma Conference for the Tri-Counties area
    4) The Disabled/Is Abled student club and DSS sponsored the Annual Disabilities Awareness Day in Spring, 1986 where local agencies participated and local high school students and the public were invited
    5) Representatives from several agencies working with the disabled are active members of SBCC's Disabled Student Services Advisory Committee, including a staff member from Santa Barbara County Schools, Special Education Program.

2. Improved Matriculation for Students with Disabilities

  a. The DSS 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.

  b. Articulation for disabled students between the Santa Barbara High School District and SBCC has been improved. During 1985-86, students from three feeder high schools visited SBCC and DSS. Two DSS staff members met with students with disabilities at Dos Pueblos High School in Spring, 1986 for their enrollment at SBCC in Fall, 1986.
c. Several potential SBCC students from local high schools were enrolled at SBCC in a 1/2-unit learning disabilities assessment class, under the advanced placement program, to help verify their disability before Summer and Fall, 1986.

d. The first ever DSS Summer Readiness Program for new, returning and continuing students with disabilities was implemented during Summer, 1986.

e. A learning disabilities assessment class for 1/2-unit was offered during the last two weeks of August, prior to Fall, 1985 and four times during Fall, 1985 and Spring, 1986.

f. During Summer, 1986, two DSS certificated staff were available to provide SBCC placement tests in English and Math to verified disabled students.

g. During 1985-86, the campus Learning Disabilities Verification Committee increased its review of the results of students being assessed for possible learning disabilities.

h. The learning disabilities staff continued to make appropriate referrals and placements of non-learning disabled students after the assessment process. During 1985-86, 111 students were involved in this process.

i. Collaboration efforts were continued with local colleges for SBCC students with disabilities:

1) A computerized list of disabled students was forwarded to the campus Transfer Center and close communication was kept between both departments throughout 1985-86.

2) The coordinator of DSS at UCSB is an active member of SBCC's Advisory Committee. At the end of Fall, 1985, at least one physically disabled SBCC student transferred to UCSB.

3) Representatives from the DSS at Cal Poly University, SLO visited SBCC's Disabled Student Services throughout 1985-86 and participated in our Disabilities Awareness Day in Spring, 1986.

4) Graduate students from Westmont and UCSB were involved in classroom and assessment field experiences and group counseling with SBCC students with learning disabilities during 1985-86.

3. Plans for 1986-87

a. Updating the articulation agreement between SBCC-DSS and SBHSD-SE.
b. Strengthening the transfer of SBCC disabled students to Cal Poly State University, SLO through the SBCC Transfer Center.

II. AFFIRMATIVE ACTION FOR COLLEGE STUDENT BODY

Each program evaluated itself to determine whether any of the following exist: discrimination; ethnic/sexual/handicapped under-representation or program inequities based upon sex; job recruitment and job placement which discriminates on the basis of sex or race, etc.

A. Extended Opportunity Programs & Services/Financial Aids/Student Activities

1. Overview and Objectives

a. Student Activities: Provide opportunities for students to participate in student government, college governance, co-curricular activities, interpersonal relations and develop leadership abilities.

b. Financial Aid: Provide access to post-secondary educational opportunities for students who might otherwise be denied access due to financial barriers.

c. Extended Opportunity Programs & Services: Provide student support services to low-income and under-represented minorities "above and beyond" those student support services provided to the general student body.

2. Statistical Data

a. Student Activities
No data available; will commence data collection in 1986-87

b. Financial Aid

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<td>Black</td>
<td>93</td>
<td>7.2</td>
</tr>
<tr>
<td>Asian/Pac. Is.</td>
<td>112</td>
<td>8.6</td>
</tr>
<tr>
<td>Unknown</td>
<td>8</td>
<td>.7</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>1,295</td>
<td>100.0</td>
</tr>
</tbody>
</table>
3) Handicap
   No data available

c. Extended Opportunity Programs and Services

1) Gender
   Male   214   41
   Female 311   59
   TOTAL: 525  100

2) Ethnicity
   American Indian 9   1.7
   White       222  42.3
   Hispanic    177  33.7
   Black       43   8.2
   Asian/Pac. Is. 74  14.1
   Unknown     0   0
   TOTAL: 525 100.0

3) Handicap
   No data available

3. Affirmative Action steps taken or planned to increase number of minorities and women in each program

a. Student Activities
   Will continue to promote women and minority participants with special emphasis on under-represented minorities. Will seek cooperation of EOPS program to assist in task.

b. Financial Aid
   Will continue to provide financial aid information to all segments of student population in need with a special emphasis on low-income minorities and low-income females. Current data indicates financial aid resources are distributed equitably.

c. EOPS
   Will continue to focus on low-income minorities and women. EOPS has significantly increased the number of women served by the program. We will continue to recruit vigorously in our local high schools and community.

   Minority tracking progress being refined and hopefully computerized in the future so as to follow each student from high school and through SBCC to their goal.

B. Counseling - Non-Traditional Careers for Women & Men

1. Overview and Objectives of the Program
a. To inform, encourage and recruit women and men into non-traditional careers

b. To provide support for retention in courses and placement in careers

c. To raise the awareness of the community, SBCC faculty, administrators and staff

2. Statistical Data

a. A total of 52 students have participated in the Career Exploration program (spending a day with a role model in their non-traditional career choice)

b. Class visitations (19) contacting 141 students were made by gender equity counselors presenting the services of the program

c. A 3-year review of 42 vocational textbooks has been completed

d. A total of 65 counseling appointments and 38 phone contacts were made regarding non-traditional careers for women and men

e. A total of 36 displaced homemakers/single parents were counseled and 19 phone contacts were recorded

f. Employer contacts totalling 66 were made and 7 students were referred for employment possibilities

3. Affirmative steps to be taken to increase the number of minorities and women/men in each program

a. Development of new flyer including non-traditional career majors for men

b. Adaptation of Myers-Briggs personality description sheets to highlight non-traditional career choices

c. Development of a displaced homemaker class through Adult Education

d. Development of an SBCC Technical Skills class designed to introduce women to non-traditional skills

e. Offering individual tutorial services for non-traditional career students with role model tutors who can provide peer support
C. Re-Entry Adults

1. Overview and Objectives of Program
   a. To provide individual and group counseling for re-entry adults in their transition semester
   b. To raise the awareness of faculty, staff and students to the special needs of re-entry adults, especially women
   c. To acquaint re-entry adults with services offered on campus to support them in their first semester
   d. To assist re-entry adults in the development of a positive self image, academic success, and career life planning
   e. To evaluate the services to insure effectiveness

2. Statistical Data (See schematic sheet "Re-Entry Adult Services" for 1982-1986)

3. Affirmative steps to be taken to increase number of minorities and women
   a. Development of a series of videotapes for Channel 19 Public Access Television. These will be part of the program "Now Hiring" and will focus on re-entering the job market, returning to school to improve job skills, and non-traditional careers
   b. Development of an organized reference guide for women's scholarship and those for Re-Entry Adults Fund raising for Latimer Scholarship.
   c. Develop a committee that will coordinate with departmental faculty a plan to present, during Women's Week (March, 1987), in their classes facts about a "famous" woman/women in their specific fields
   d. Remain up-to-date on current state programs and coordinate with community resources (e.g., VEA, GAIN, TIDE, SOLO, South Coast Business Network, etc.)

D. Counseling – Career Center

1. Overview & Objectives
   a. To provide career counseling with specialized attention to those who are changing careers.
   b. To provide opportunities for those students who
are undecided about their career goals to learn more about the possibilities that exist at SBCC vs. their achievements.

c. To develop closer relationships with businesses to give students a better idea of the requirements and benefits of particular careers.

2. Statistical Data

a. The Career Center was used approximately 7,600 times last year. Although the Career Center does not ask students to sign in when they use the facility, we were able to obtain the names of students who used specific career planning activities/services

b. The number of students with Spanish surnames who enrolled in P.D. 91 - Career Planning this Fall numbered 10. This represents about 25% of the total enrollees in the class (38)

c. The number of students with Spanish surnames who engaged in the testing program for career assessment numbered 20 out of 204. This number represents about 10% of the total number of students tested and counseled.

d. The Career Center does not record the number of handicapped students who use the facility nor the male to female ratio

3. Affirmative steps taken or planned to increase the number of minorities and women

a. It is the consensus of the Career Center staff that our current methods of publicity are not effective in attracting minority students to the Career Center. The following activities will hopefully increase the numbers of minority students that use the facility:

1. The Counseling Department has hired an hourly career counselor to work out of the Career Center this year. This individual has worked with EOPS students in previous years, and as a result, receives student referrals from that program. This person will serve as a liaison between the Career Center and EOPS programs by disseminating information on Career Center activities/services and work with the Special Program Advisors regarding EOPS students

2. The acquisition of a video tape designed to teach Spanish speaking and Vietnamese students appropriate interview skills, is expected to bring in
more ESL students to the Career Center. The video tape was produced by the ESL department and ESL students will be referred to the Career Center to view the tape.

E. Counseling - Job Placement

1. Overview & Objectives

a. The Job Placement Office makes employment opportunities available to students at Santa Barbara City College through a variety of ways. Employment information and job openings are disseminated on campus with the intent of reaching as many students as possible. The following describes how minorities and under-represented students are reached:

* The Job Placement Office and job bulletin board are located in close proximity to the EOPS Program. Walk-in traffic among students receiving those services tends to be high (See attached for ethnic breakdown of student users)

* Job openings are routed to the ESL department which posts these openings on their bulletin board.

* Job openings are routed to classroom instructors when appropriate

* The Job Placement Office currently has a Hispanic, bi-lingual person on staff who is a representative of the California State Employment Department. He assists in the Placement Office and conducts outreach on campus by being located in the Campus Center 3 days a week. Although he is responsible to serve all students, he is capable and eager to work with and recruit Hispanic and Spanish-speaking students

* The Job Placement Office works with Santa Barbara County Job Partnership Training Program by referring appropriate students to their training program. Last year, the office housed a recruiter from the JTPA program one day a week.

* The Placement Office works with the Disabled Student Services on occasion. The Job Placement Office though, has not kept a record of handicapped students that have used its services. A closer link needs to be developed between the vocational counselor in DSS and the Job Placement Office so that student referrals may increase.

* The EOPS and CARE programs are notified when em-
ployment representatives come to campus to recruit students.

* The Job Placement Officer visits selected ESL classes to inform students about job opportunities and application procedures

* The Job Placement Officer is a member of the Santa Barbara Youth Employment Board. The purpose of this organization is to oversee the operations of the Youth Employment Service of Santa Barbara.

* The Annual Job Fair is announced to community organizations that serve minority populations

2. Statistical Data

Below is a report from the Job Placement Office of the ethnic breakdown for August and September, 1986:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>140</td>
</tr>
<tr>
<td>Male</td>
<td>168</td>
</tr>
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<td><strong>TOTAL:</strong></td>
<td><strong>308</strong></td>
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**Race/Ethnic**

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>212</td>
</tr>
<tr>
<td>Hispanic</td>
<td>65</td>
</tr>
<tr>
<td>Black</td>
<td>16</td>
</tr>
<tr>
<td>Asian</td>
<td>12</td>
</tr>
<tr>
<td>INA (Info not available)</td>
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</tr>
<tr>
<td>Hawaiian/Samoan/Guamanian</td>
<td>0</td>
</tr>
<tr>
<td>Other Pac. Is.</td>
<td>0</td>
</tr>
<tr>
<td>Filipino</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL:** 308

3. Affirmative steps taken or planned to increase the number of minorities and women

  a. Job Placement outreach to take place in Campus Center several times a week - the expected outcome is to reach more minority students due to proximity to ESL classes.

  b. Job Development services directed to ESL students.

F. Disabled Student Services

  1. Overview and Objectives of Disabled Student Services
Our major goal is to provide supportive services to SBCC students with professionally verified physical, communicative and learning disabilities. We are committed to assisting these students to participate fully in the college's mainstream curriculum.

The following full range of support services are provided to achieve the above objective and goal: mobility and instructional aides, interpreters for the deaf, readers, notetakers, college assessment, test-taking facilitation, class scheduling, registration assistance, tram, van and parking arrangements. Also a wide range of instruction is offered including: word attack skills, writing/dictation, spelling, career development, basic math, orientation, organizational skills, adaptive P.E., adaptive music appreciation, micro-computers and assessment for the learning disabled.

2. Statistical Data

During academic year 1985-86, 415 unduplicated students received services from Disabled Student Services. One hundred and eleven of these students underwent assessment procedures for possible learning disabilities and were found to be non-learning disabled. Information on their sex and ethnic status was not readily available for these students. However, this information is available for the remaining 304 verified disabled students. Females comprised 47%, or 144 and males were 53%, or 160 of all disabled students. White students were 81%, or 247, Latino students 15% or 44, and Black and other minority students were 4% or 13. Total minority students were 19% or 57.

3. Affirmative steps taken to increase the participation of minorities and women

a. There has been an increase of student referrals from ESL, EOPS, CARE, and the Campus Child Care Center to Disabled Student Services.

b. There has been increased cooperation between DSS and all instructional services, especially Business Office Education; Landscape Horticulture; Early Childhood Education; Music; Computer Science; Hotel, Restaurant, Culinary Department; Health Technology, and several other academic departments.

Future Plans for the College:

There is a growing concern throughout the state regarding significant under-representation and under-preparation of minority group students -- particularly Hispanics and Blacks. SBCC, as an entire college, should consider the following
activities (some from "Affirmative Action of the Crossroads: A Manifest for Change" report):

**Outreach** - improve the public perception of our community college as a viable institution which can well serve the needs of ethnic and language minorities.

1. Coordinate outreach efforts with community-based organizations
2. Cultivate on-going communication and linkages with community agencies
3. Develop media presentations regarding local programs and services
4. Plan and execute intersegmentally-coordinated outreach and recruitment efforts to minority communities
5. Develop an 8th grade outreach summer program

**Student Needs** - redirect and increase educational and support services to ensure retention of minority students who, through appropriate assessment and placement, may then be able to succeed.

1. Coordinate early outreach visitations to junior and senior high schools with teams from two- and four-year institutions to communicate academic expectations for success in college.

2. Implement an effective matriculation and assessment program which incorporates prescriptive support systems and consistent advisement for the duration of the student's academic career.

3. Fully implement an early warning system with appropriate support services.

4. Develop a faculty/staff - student mentor program to increase student retention, student transfer rate, and improve faculty/staff-student interpersonal relationships.

5. Greater integration of minority students into all academic and vocational programs.

6. Define student expectations and develop effective programs to meet educational needs of under-represented minority students.

7. Provide student orientation seminars related to life skills necessary to success, including financial or debt management, time management, study skills, test-taking, notetaking, career exploration, etc.

8. Encourage faculty to participate in academic advisement activities.
**Instructional** - involve the faculty and staff in specific activities directed toward the retention of minorities.

1. Encourage intersegmental establishment of:
   a. joint curriculum committees to develop curriculum and course articulation
   b. on-going staff development and cross-cultural training as they affect pedagogy and methodology of educating Black and Hispanic students

2. Disseminate existing and relevant information regarding vocational education curricular goals and objectives, job demand trends, career options, resource centers and articulation efforts between K-12 and community college's vocational education programs.

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D-14
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