TO: Board of Trustees
Dr. Peter MacDougall

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

SUBJECT: Annual Affirmative Action
Program Activity Report - 1986-87

DATE: July 15, 1987

The report that follows is the eleventh annual summary report of actions taken by the District in 1986-87 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. DISTRICT PROGRAMS
11. AFFIRMATIVE ACTION COMMITTEE

Attachments (5)
cc: Cabinet
Affirmative Action Committee
I-87AAREPO.RT-bb

Encl. 1
Item 2.2-a
9/17/87
1. **EMPLOYMENT - ADMINISTRATIVE/MANAGEMENT**

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<td>3</td>
<td>6</td>
<td>4</td>
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<td>Total Females</td>
<td>1(14.3%)</td>
<td>1(33.3%)</td>
<td>4(66.6%)</td>
<td>3(75%)</td>
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<tr>
<td>Total Minority</td>
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<td>0</td>
<td>2(33.3%)</td>
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2. **EMPLOYMENT - FACULTY**

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<tr>
<td>Total New Hires</td>
<td>16</td>
<td>8</td>
<td>3</td>
<td>12</td>
<td>5</td>
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<tr>
<td>Total Females</td>
<td>9(56.3%)</td>
<td>4(50%)</td>
<td>2(66.7%)</td>
<td>10(83.3%)</td>
<td>1(20%)</td>
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<tr>
<td>Total Minority</td>
<td>1(6.3%)</td>
<td>3(38%)</td>
<td>0</td>
<td>4(33.3%)</td>
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3. **EMPLOYMENT CLASSIFIED**

**Annual Comparative Data (New Hires)**

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<tr>
<td>Total</td>
<td>69</td>
<td>34</td>
<td>46</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>Female</td>
<td>33(47.8%)</td>
<td>23(67.6%)</td>
<td>24(52.1%)</td>
<td>21(84%)</td>
<td>13(48.1%)</td>
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<tr>
<td>Minority</td>
<td>18(26.1%)</td>
<td>6(17.6%)</td>
<td>11(23.9%)</td>
<td>8(32%)</td>
<td>9(33.3%)</td>
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**Positions with Promotional Applications**

Promotion Rate 1986-87

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<tr>
<th></th>
<th>14</th>
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<tbody>
<tr>
<td>Positions fille by Promotion</td>
<td>9 (64.3%)</td>
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</tbody>
</table>
3. **RECRUITMENT**

**GENERAL:**

a. The Personnel Department continued in 1986-87 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 1986-87 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.

3. **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/FEH 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. Four Affirmative Action Committee meetings were held during the Fall and Spring semesters. Major topics of discussion and issues addressed during the year included the following:

1) Review of Affirmative Action Officers' Annual Report to the Board of Trustees.

2) Review of Faculty and Staff hiring for 1986-87.

3) Affirmative Action recruitment budget reviewed and recommendations made for increase to CPC and Superintendent/President. Budget augmented for 1986-87 only ($2,00 advertising/$2,000 clerical.)

4) Review of the State of California Vocational Education Affirmative Action Compliance Audit and District follow-up.

5) Student Affirmative Action Report prepared for 1985-86 and plan for 1986-87 presented to the Affirmative Action Committee by the Vice President of Student Affairs.

6) Reviewed the Classified Management hiring policy for possible change in the number of names submitted by the committee for consideration for hire. No change was recommended.

b. The Affirmative Action Officer implemented the Immigration Reform Act of 1986: Appropriate training, legal research, written District guidelines, review by Affirmative Action Committee, DCC, and CPC. Procedures developed for appropriate record keeping, tracking system, and employment verification.

c. The Affirmative Action Officer developed a District Non-Discrimination Policy/Confidentiality Guidelines which all selection committee members must sign in order to participate in the selection process at SBCC.

d. A Sexual Harassment Seminar was presented for the District Management group on March 3, 1987. The seminar presentation included a review of case law, examples of sexual harassment, definition of sexual harassment and how to respond and deal with sexual harassment grievances and complaints.

e. The Affirmative Action Officer and the Affirmative Action Committee prepared a recommendation to review the District's AB 803 Discrimination Complaint procedure. The revision would provide that discrimination complaints be investigated by an appointed confidential committee instead of being processed by the employee grievance procedures. The change was recommended by legal counsel in order to preserve the confidentiality of the employee filing the complaint and to better meet the legal timelines contained in AB 803.
6. Discrimination Complaints/Grievance
   a. The Affirmative Action Officer in consultation with legal counsel, prepared a response to the Department of Fair Employment and Housing (FEH) regarding a race discrimination complaint filed by a District employee. The complaint was investigated by the FEH Department and the case was dismissed (closed).
   b. The Affirmative Action Officer in consultation with legal counsel, prepared a response to the Department of Fair Employment and Housing (FEH) regarding a sexual harassment complaint filed against a District employee.

7. Affirmative Action Student Body
   a. Curricula: The District offered several credit and non credit courses in 1986-87 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. Report on Affirmative Action for High School Student Recruitment and College Student Body:
      In accordance with state law (ACR 151) and the District's Affirmative Action Program Plan, the Vice President, Student Affairs annually prepares a report on the District's Affirmative Action efforts for the Student Body. This report is included as 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 provides a list of Affirmative Action Committee members who have during the year participated in such organizations.
10. **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 EMPLOYMENT
   . . . . MINORITY STUDENT RECRUITMENT/TRANSITION PROGRAM
   . . . . MATRICULATION PROGRAM

11. **AFFIRMATIVE ACTION COMMITTEE**

The District's Affirmative Action Committee continued to meet during the school year to assist in the administration of the District's Affirmative Action Program. Minutes of the meeting were maintained with reports made to the Superintendent-President on its activity.
SANTA BARBARA CITY COLLEGE

AFFIRMATIVE ACTION COMMITTEE ORGANIZATIONAL COMMUNITY ACTIVITY - 1986-87

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 the Advancement of Colored People (NAACP)

JETER, Kevin
California Association 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

LOMELI, Filiberto
Goleta Valley Arts Association

OROZ, Daniel
Channel Coast Regional Training Center
Latinos for Better Government
Santa Barbara County Affirmative Action Officer Council
Santa Barbara Personnel Association
Tri-County Schools Personnel Association

ROMO, John
Latinos for Better Government
Association of California Community Colleges Administrators
Chief Instructional Officers Association
California Association of Community Colleges

SHAPRIO, 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
AFFIRMATIVE ACTION REPORT
COURSES OFFERED - 1986-87

ADAPTIVE PROGRAMS FOR THE INFIRM ELDERLY
Adaptive Food Services
Art Appreciation
Art Awareness
Art Therapy
Body/Mind Dynamics
Basic Education for Survival and Vocational Skills
Community Awareness
Contemporary Awareness
Creative Communication
Creative Expression
Expressive Awareness
Foodlore and Folklore
Garden Appreciation
Journalism
Lip Reading
Music and You
Music Appreciation
Music for All Seasons and Reasons
Music of Our Lives and Times
Natural Sciences: Discoveries and Explorations
Nature Study
Our Lives and Times
Sensory Awareness
Silver Tones Among the Gold
Social Awareness
Survey of the Arts
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: Comprehension and Writing Skills
Basic Reading: Spelling and Word Attack Skills
Basic Reading: Spelling, Writing and Mathematics
Preparation for Citizenship
Programmed Learning: Basic Skills

BUSINESS EDUCATION
Career Exploration: Getting Employed
Career Exploration: Getting Started
Financial Planning for Women
Introduction to American Sign Language (I,II, & III)
BUSINESS EDUCATION (Cont’d)
Investing in the Stock Market for Women
Legal and Financial Planning: Who Makes Decisions When You Can’t?
Literary Braille
Making Permanent Part-Time and Job-Sharing Work for You
Managing Your Retirement Income
Office Skills

CURRENT EVENTS
Critical Issues in World Affairs:
Seeking Global Solutions to Chronic Hunger
UN International Year of Shelter for the Homeless

ENGLISH
Women’s Literature
Women’s Self-Portraits: From Diaries and Autobiographies to Personal Fiction

ENGLISH AS A SECOND LANGUAGE
Beginning, Advanced Beginning, Intermediate, & Advanced ESL
Computer-Enhanced ESL
ESL Conversation Workshop
Pre-English Beginning ESL
A Second Language for You and Your Child

HEALTH
American Sign Language for the Medical Setting
Basic Homemaking Skills and Care of the Elderly
Community Health Forum: Medical Advances in Treating Hearing Loss
Convalescent Care at Home
Family Health:
Psychiatric Problems in Older Patients
What Community Resources Are Available for Mental Health Outpatients?
Freedom from Pain Workshop
Introduction to Medical Spanish
Myth, Ritual and Healing
Neurological Update: Parkinson’s, Multiple Sclerosis & Epilepsy
New Approaches to Health:
Aging with Vitality
Living Longer: The Harvard Study of Fitness and Mortality
Taking the Pain Out of Arthritis
The Legal Crusade for Patients to Control Their Medical Rights
War on Drugs: The Inner Struggle
Prime Time: Preparing for the Pleasures/Problems of Aging
Project Reentry Training (for stroke victims)
Religion, Spirits and Healing (Chumash)
Senior Forum:
Directions in Health Care Coverage/
Surveying the Legislative Landscape
Protecting Your Medical Rights
The Consumer’s Dilemma: How to Pay for Health Care
Stroke: How to Rehabilitate, How to Prevent, What is Possible?
Understanding Alzheimer’s
HOME AND FAMILY
Do-It-Yourself: A Home Repair Workshop

MUSIC
Choral Singing for Women

PARENT EDUCATION
Coping Skills for Adoptive Families
Coping with Pregnancy
Early Pregnancy Preparation for Natural Childbirth
Lifelong Issues in Adoption
Preparation for Childbirth
Single Parents' Day: You Are Not Alone
So Now You Are Pregnant

PHYSICAL FITNESS AND DANCE
African Dance
Fitness for Life
Fitness for Men and Women
Physically Fit and Over 40
Tai Chi Ch’uan

PSYCHOLOGY AND PERSONAL DEVELOPMENT
Adult Children of Alcoholics: Minimizing the Risks
Adult Survivors of Child Abuse:
  Steps to Healing
  Yesterday’s Victim; Today’s Hero
Breaking Free: Healing and Recovery for Adults Abused as Children
Caring for Your Aging Parents: A Balancing Act
Does Someone You Know Have an Eating Disorder?
Elder Abuse and Neglect: A Practical Approach to Identification and Intervention
From Addiction to Health: The Family Approach
How to Stop Smoking
More Alive at 65
Planning Ahead: Creating Options for Retirement
Prime Time: On Becoming a Woman of Age, Wisdom and Power
Suffering in Silence: Elder Abuse in Santa Barbara
Women: From Alcoholism to Sobriety

SEWING
Women’s Custom Pattern Making (Beginning and Advanced)
FALL 1986
Introduction to Cultural Anthropology
African Art
Human Sexuality
Afro-American in U.S. History
Afro-American Culture
Literature by Black Authors
Mexican-American Chicano History
Spanish for the Native Speaker
History of Mexican Art
American Sign Language
English as a Second Language
Personal Health for Women
History of African Civilization
History of Women
Adaptive Music Appreciation
The American Indian
Indian Culture
Self-Defense: Coed
Self-Defense: Women
Career Planning
Career Planning and Decision Making
Orientation: Re-Entry Adults
Orientation: Disabled Students
Topics in Personal Development
Adaptive PE: Aquatics
Adaptive PE: Weight Training
Modern Marriage
Sociology of Sex Roles
Designing a Multi-Cultural Curriculum
Comparative Politics/Revolution
Math Anxiety

SPRING 1987
Introduction to Cultural Anthropology
Human Sexuality
Afro-American in U.S. History
Literature by Black Authors
Racism in America
Mexican-American History
Spanish for Native Speakers
Intercultural Communications
American Sign Language
The Exceptional Child
English as a Second Language
Cultural Geography
Personal Health for Women
History of Women
History of Mexico
Orientation: Disabled Students
Orientation: Re-Entry Adults
Adaptive PE: Weight Training
Adaptive Music Appreciation
The American Indian
Indian Culture
Indian in Literature
Career Planning and Decision Making
Assessment: Learning Disabilities
Self Defense
Modern Marriage
Contemporary Problems
Sociology of Sex Roles
Promotable Women

COURSES: AF.ACT
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 10/86:

- Santa Barbara High School District: (Fall, 1986)

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- Santa Barbara City College

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<tr>
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<td>Asian/Filipino</td>
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<td>49.0</td>
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<tr>
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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. **Transfer Center - Minority Transition Program (1986-87)**

**OVERVIEW**

The Minority Transition Program is part of the Transfer Center project designed to provide: (1) general college and transfer information to minority high school students, (2) in-depth counseling and advising to under-represented minority college students transferring to four-year colleges or universities, and (3) programs involving staff and faculty from four-year institutions. The following presents affirmative action for high school recruitment and affirmative action for student body (program objectives, activities and plans for 1987-88).

1) **Recruitment**

   a. Correspondence
      - Cal-SOAP - 1,500 bilingual letters (Spanish and English) letters with Transfer Center bro-
        chures
      - Minority Advanced Students - 32 letters
      - Monthly site visitations - Santa Barbara High

2) **Additional Services for Students with Unique Needs**

   a. Participation in Leadership Conferences
      - Migrant Education Leadership Conference/
        Carpinteria High School (4-25-87)
      - Student Outreach Services Leadership
        Conference/Westmont College (5-29-87)

   b. College Informational Workshops
      - Cal-SOAP/Santa Barbara High School (Total-2)
      - UCSB's Partnership Program (Dos Pueblos, San
        Marcos and Santa Barbara High Schools) Total-3
      - Hispanic Achievement Week/Santa Barbara Junior
        High School (Total-2)

3) **Improved Matriculation Activities**

   a. Individual counseling appointments with students

   b. Liaison activities with special high school
      programs to disseminate college information
      (ESL, LINK, Upward Bound, Partnership, and
      Cal-SOAP)
4) Plans for 1987-88

a. Continue and expand outreach with high school programs (Cal-SOAP, Upward Bound, Migrant Education, Partnership, LINK, MESA and Academic Enrichment)

b. Continue and expand activities with the SBCC High School Relations Program with a focus on minority high school students

c. Sponsor a Minority Student Transfer Day. The day will be centered around students already attending, but focus on potential minority students from the local high schools. Minority faculty and staff will be encouraged to participate

d. Recommend to the Transfer Center Director to sponsor a Minority Student Transfer Scholarship. The scholarship would be an encouragement for high school students to attend SBCC and then transfer.

B. High School Recruitment

OVERVIEW

The High School Relations Program at Santa Barbara City college has as a primary goal outreach to under-represented student populations. Specific activities are detailed on the monthly activities chart. Below is a summary of those activities and a plan for future activities.

1. Recruitment

a. Coordination with the California Student Opportunity and Access Program (Cal-SOAP) and Extended Opportunity Program and Services (EOPS) at SBCC to provide general information sessions in classes, tours of the SBCC campus, and improved matriculation activities in the form of Senior Orientation Days.

b. Enrollment of minority students increased 39.3% in the Advanced Student Program from Fall, 86 to Spring, 87. This was due in part to information distributed through Cal-SOAP. Information on the Minority Transition Program was sent to all minority advanced students.

c. "SBCC Preview," an evening to introduce parents and students to SBCC, was more directly aimed to minorities. The main speaker was Hispanic and delivered part of his presentation in Spanish. Also
one of the student speakers was a Hispanic male and another a non-traditional female (in engineering). The invitation to parents was in both Spanish and English, Spanish-speaking tour guides and counselors were available. In addition, telephone contact was made with all Cal-SOAP families and a bus from Carpinteria (a high migrant/Hispanic population) was made available. Attendance of Hispanics at SBCC Preview was up from the previous year.

d. Contact with the Migrant Education program was established. All high school outreach activities included this population.

e. Each high school was assigned a liaison counselor from Counseling and EOPS.

f. Non-traditional career presentation in the high schools continued. "You Can Be Anything You Want To Be," a slide show depicting women and men in non-traditional careers, was shown and literature distributed.

g. A student "rep" program was initiated. Ten SBCC students, including four minorities and four women, assisted in outreach activities.

h. The "Questions and Answers" brochure for high school students was revised. Photos highlighted minorities.

i. Matriculation activities (i.e., admissions, assessment and orientation) were improved on each high school campus. Numbers of students tested doubled (313 from 122), 275 students attended Orientation sessions and are eligible to pre-register in early August.

j. Spanish-speaking special program advisors and a counselor visited the highest minority population high school weekly throughout Spring semester.

2. Plans for 1987-88 (New Projects)

a. Develop a student minority mentor program (SBCC-high schools). San Marcos High would like to start a pilot project next Fall.

b. Develop relations with the UCSB minority outreach programs in local schools.

c. Organize two SBCC Preview nights for parents of juniors and seniors — in Fall and Spring.
d. Provide a Pre-SAT class, targeted toward minority 11th graders, with Cal-SOAP.

C. Admissions and Records

1. High School Recruitment

   a. Schedules mailed to residences in the community.

   b. Schedules taken to high schools by the counseling staff.

   c. Schedules made available at community agencies, YMCA, libraries, etc.

   d. Applications provided Fall, 1986 for Fall, 1987 - taken to high schools - given to Cal-SOAP students.

2. Additional Services for Unique Needs

   a. Application modified:

      1. Asian/Pacific Islander ethnic groups separated into two groups.

      2. Questions added:

         - DISABILITIES ("I have a physical and/or learning disability and am interested in receiving special support services.")

         - ENGLISH AS A SECOND LANGUAGE STATUS ("English is not my first and/or native language and I would like to enroll in English As A Second Language (ESL) classes.")

         NOTE: Students answering "YES" to the above are given special brochures and information provided by the ESL and DSS departments.

   b. ESL information table at registration.

   c. ESL hourly worker available in Admissions evenings during the program change period.

   d. EOPS/DSS priority registration day.

   e. Bilingual staff members.

3. Financial Assistance

   a. BOGG, Fee Waiver and Fee Deferred Programs coordinated with the Financial Aids Office.

4. Improved Matriculation

   a. Priority registration for select continuing students who meet with a counselor.
b. Priority registration for new students who are advised and assessed early.

5. **Plan for 1987-88**
   a. Future changes on application to determine student needs.
   b. In-service training for staff.

D. **Career Center**

1. **High School Recruitment**
   a. Career counseling and testing is available on an individual basis to high school students. This year only a few students took the career tests, while approximately 25 high school students saw a counselor for career counseling.
   b. Participated in one recruitment assembly, two classroom presentations on the Career Center/career planning process, one presentation to a parent-student night, Carpinteria High School, and three presentations to high school students during Senior Orientation Days.

2. **Additional Services for Unique Needs**
   a. None required

3. **Financial Assistance**
   a. None required

4. **Plan for 1987-88**
   a. To work more closely with career/ROP counselors from local high schools and to inform them about SBCC Career Center activities on a monthly basis.
   b. To attempt to coordinate ROP high school tours to the college with the presentation of the monthly career seminars. High school students may find this added activity highly informative.

E. **Disabled Student Services**

1. **High School Recruitment/Additional Services for Unique Needs**
   a. Distributed new DSS and LD brochures to local high schools and community agencies.
b. DSS staff presented information on SBCC services for students with disabilities at "SBCC Preview" -- an evening presentation of SBCC programs to high school seniors and their parents.

c. Four presentations at Santa Barbara high schools to provide DSS information to high school students with disabilities.

d. Half-day campus orientation for high school students with learning disabilities using SBCC L.D. students as guides.

e. Half-day campus orientation for high school students with hearing impairments using SBCC hearing impaired students as guides.

f. Evening presentation at San Marcos for parents of high school seniors with learning disabilities.

g. DSS staff participation on Santa Barbara High School District's "Transition Cooperative," a project to assist disabled students to move from high school to college or work.

h. Cooperative Planning meeting with high school Special Education Directors, psychologists and Resource Room teachers.

i. Two DSS staff members serve on the Advisory Board of Jodi House -- Head Trauma Advocacy Group.

j. The Learning Disabilities Specialists gave presentations at the annual CAPED Conference (California Association for Post Secondary Educators of the Disabled), the Orton Dyslexia Society's Tri-County Spring Conferences, and the Annual CANHC Tri-County Conference (California Association for Neurologically Handicapped Children and Adults).

k. The two Learning Disabilities Specialists served on the board of the California Tri-County Branch of the Orton Dyslexia Society.

l. The Learning Disabilities Specialists established "Project Heroes" -- a program for the tri-counties whereby adults with disabilities visit disabled children in classrooms around the community to recruit students with disabilities.

m. The DSS counselor gave presentations for the Orton Dyslexia Society, Work Training, the State Department of Forestry, Project Interdependence, Department of Rehabilitation, Independent Living Resource
n. Representatives from agencies working with the disabled are active members of SBCC's Disabled Student Services Advisory Committee.

o. The Disabled/IsAbled student club and DSS sponsored the Annual Disabilities Awareness Day. Local agencies, high school students and the community participated. Two local TV stations covered the event on the evening news.

2. Improved Matriculation for Students with Disabilities

   a. DSS offered alternative placement testing for students with disabilities. This service is advertised on all the literature regarding matriculation.

   b. The Learning Disabilities Assessment offered academic aptitude assessment in addition to the Math and English Placement tests.

   c. The Learning Disabilities specialists gave a presentation at the SBCC Matriculation conference.

   d. Two additional days of matriculation counseling for students with disabilities will be offered at the end of June.

   e. DSS staff attended matriculation steering committee and sub-committee meetings.

   f. Referral of students who have unusual difficulties on the Math and English Placement tests. These students receive LD Assessment to determine whether or not they have a learning disability.

   g. An Early Warning Program was implemented for all students with disabilities. Progress reports were reviewed and appropriate recommendations made.

   h. An Orientation for new students who are hearing impaired will be offered in June.

3. Plans for 1987-88

   a. Offer Learning Disabilities Assessment at the beginning of August during SBCC's summer orientation program.
b. Expand the summer matriculation counseling services for students with disabilities.

c. Expand the summer service for alternative placement tests for students with disabilities.

F. Matriculation

1. Recruitment

a. Continued to expand outreach activities to feeder high schools and businesses through bilingual mailings to targeted groups, assigning bilingual counselors to schools with the highest minority enrollment. Newsletters sent to high schools and business staff and personnel, and presentations given to all seniors/juniors on offerings at SBCC and at local businesses.

b. Joined forces with Cal-SOAP, Transition Program, 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. Updated high school, advanced students, single parents, re-entry and alternative career materials to make certain we are presenting SBCC in an accurate and meaningful way.

b. Continued to cooperate with EOPS and Student Services staff in special activities to provide an educational component to 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. Introduced one-day orientation and advising at SBCC for local feeder high schools.

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.

e. Hired two bilingual Special Program Advisors and a part-time credentialed minority counselor to meet needs of under-represented students.

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 ESL and instructional activities to the point where the students have better information regarding procedures, requirements and expectations for individual classes/programs.

5. **Plan for 1987-88**

   a. Expansion of mandatory advisement for all new first-time college students who have been assessed and fall under the definition of matriculation, i.e. transfer, degree or certificate as a goal at SBCC.

   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 taking such.

   c. Introduction of multiple orientation options to accommodate the diverse interests 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 SKills classes to other divi-sions/departments of the college.

   e. Concerted effort in hiring hourly bilingual counselors to meet needs of diverse student population.

6. **Articulation Procedures**

   1. **High School Recruitment**

      a. Promoted and made available articulation agree-ments, admissions requirements between SBCC, 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 EOPS, counseling and division and department heads/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.

c. Expanded and introduced Articulation materials and agreements for different UC, CSU and independent college majors to counseling staff.

3. Financial Assistance

- None required

4. Improved Matriculation

a. Coordination of Articulation information flow between Articulation Officer and counseling/EOPS staff and Transition Coordinator to improve transfer counseling information.

b. Transferrable courses were identified in the college catalog.

5. Plan for 1987-88

a. Expand the Articulation activities to make a concerted college-wide effort to improve curricular Articulation with four-year colleges and universities. The primary goal of the project is to involve both faculty and Student Services staff in the pro-active development of new and updated Articulation agreements and initiating new procedures.

Project implementation will be carried out by the Articulation Officer working under the purview of the Transfer Center Coordinator.

b. Expand on mailings to targeted minority and special populations promoting the availability of Articulation guides between UCSB and Cal Poly, San Luis Obispo.

c. Project ASSIST will be introduced and implemented. This is a computer-based Articulation and course check system that will directly support matricula-
tion and services for unique populations as part of the Transfer Center program's efforts for outreach to under-represented populations.

d. Reassign bilingual counselor to part-time to do Articulation Officer responsibilities.

H. EOPS/Financial Aids

1. High School Recruitment

   a. Site visitations per year per high school by EOPS and Financial Aids:

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<thead>
<tr>
<th></th>
<th>Actual 86-87</th>
<th>Projected (10/86)</th>
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<tbody>
<tr>
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<td>Counselor Meetings</td>
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<td>4</td>
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<td>Liaison Staff</td>
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<tr>
<td>Visitations</td>
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<td>8</td>
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<tr>
<td>Parent Evenings</td>
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<td>1</td>
</tr>
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</table>

   b. SBCC campus visitations by high school students EOPS/Cal-SOAP - 5 for 1986-87

   c. Mail (letters, newsletters, brochures, etc. Cal-SOAP, EOPS, Student Outreach Services (SOS) brochures - TOTAL: 15,000

   d. Produced TV PSA's (30-second) - concerned with high school retention. Total of 7 for 1986; currently producing 4 additional PSA's (30-second) with emphasis on four minority celebrities (O.J. Simpson, France Nuyen, George Takei, Buffy St. Marie) for 1987.

   Produced two different posters and flyers advertising services of EOPS for dissemination to high schools, community agencies, etc.

2. Services for Students with Unique Needs

   a. Provided five staff, six peer advisors as translators for all students in need - Spanish, Vietnamese, etc.

   b. Transportation provided to SBCC for five cultural activities.

   c. Tutorial classes provided at two of five feeder high schools.

   d. Provided four student/parent workshops to feeder high school students involving financial, EOPS,
PSAT's, post-secondary educational opportunities.

3. **Financial Assistance**

   a. High school district provided summer stipends for low-income, under-represented 11th graders to attend summer session at SBCC; also provided Summer Youth Employment (SYEP) jobs for these students.

4. **Improved Matriculation**

   a. Assisted in assessment of targeted students.

   b. Coordinated efforts with Student Outreach Services group (UCSB, Cal-SOAP, Westmont, Upward Bound, SBCC).

   c. Created Minority Tracking Committee; designed to address the recruitment of minority students not recruited/served by EOPS.

4. **Statistical Data (1986-87)**

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<tr>
<th>Sex:</th>
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<th>Figures As Of 5/87 EOPS</th>
<th>Figures As Of 5/87 HSD</th>
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<th>Figures As Of 5/87 HSD</th>
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<td>20.58</td>
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<tr>
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<td>1.7</td>
<td>.07</td>
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**Narrative:** As stated in the 10/10/86 Student Affirmative Action report, Santa Barbara City College appears to be doing an above average job in actively recruiting and providing information regarding educational opportunities for high school students. By becoming involved with outreach efforts to the high schools, SBCC will effectively increase the number of under-represented students who enroll at our institution. EOPS and Financial Aid (in conjunction with programs like Cal-SOAP and SOS) will continue their emphasis on good relations with the feeder high schools.
I. Student Activities

1. High School Recruitment
   
a. Site visitations per year per high school for Student Activities programs, i.e., Student Senate, Personal Leadership Conference, cheerleading, speech tournament.
      - Class visitations - 1
      - Special group meetings - 2
      - Liaison staff visitation - 1
   
b. Letters, newspapers, brochures, flyers, etc. - 4 separate dispersions.
   
c. SBCC campus tours by high school students - 2 per year.

2. Services for Students With Unique Needs
   
   - None required

NARRATIVE: Student Activities will be increasing their efforts to improve ethnic and sexual representation in their programs in the upcoming year, especially in the areas of Student Senate, student representatives to the college committees and cheerleading.

J. Athletics

1. High School Recruitment
   
a. All of our thirteen sports recruit extensively in the local high schools. The recruitment methods are as follows:
      - Identification of local student athletes
      - High school campus visitations by coaching staffs
      - High school awards banquet attendance by SBCC coaching staff
      - Home visits by coaches to local student athletes
      - Telephone and direct mail to student athletes
      - Coaches bring local athletes to SBCC for tour
      - Seniors were invited to special recruitment events, such as football spring bar-be-que and a special college visitation evening for parents and athletes
      - Athletic department members were represented
in the All College night
- Local student athletes and coaches were given
tickets and invited to attend all of SBCC's
sporting events

II. AFFIRMATIVE ACTION FOR COLLEGE STUDENT BODY

A. Transfer Center - Minority Transition Program

1. OVERVIEW

   a. To increase minority student awareness regarding
      the Minority Transition Program.

   b. To develop a Transfer Center Minority Peer Advis-
      or Program.

   c. To document the increase of minority student
      transfers to Cal Poly, SLO, Westmont, UCSB and
      other four-year colleges and universities.

   d. To continue to provide in-depth counseling and
      advising to under-represented minority students.

2. Services Provided for Students With Unique Needs

   a. Published and disseminated the "Directory of
      Outstanding Minority SBCC Community College
      Sophomores" to four year colleges and univer-
      sities.

   b. Trained and supervised one Transfer Center
      minority peer advisor.

   c. Published a Fall and Spring Minority Transition
      Program Newsletter.

   d. Published a bilingual (Spanish and English) Trans-
      fer Center Newsletter for ESL and/or Spanish-
      speaking students.

   e. Increased outreach to the ESL program and dissem-
      inated transfer information (newsletter and class-
      room presentations).

   f. Increased classroom outreach targeting Ethnic
      Studies, Foreign Languages, English and Math.

   g. Coordinated monthly appointments with representa-
      tives from Cal Poly, SLO's Student Academic Ser-
      vices, Educational Opportunity Program/Student
      Affirmative Action and Minority Engineering Pro-
      gram.
h. Provided seminars for minority students with speakers from: UCSB’s Minority Engineering Program, Cal Poly, SLO’s Minority Engineering and Cal Poly, SLO’s IBM Faculty Loan/Math Specialist for Technical Majors program.

i. Participated in Cal-SOAP related activities.
j. Continued liaison activities with EOPS Special Program Advisors and students.
k. Provided in-services to EOPS Program Advisors and Peer Advisors.
l. Coordinated referrals from the Foreign Student Program Assistant to work with Prospective Hispanic foreign student transfers.
m. Coordinated activities with SBCC/UCSB’s Transition Program Director (admissions applications, transcript evaluations and deferrals).
n. Coordinated field trips to Cal Poly, SLO for minority student transfers.
o. Coordinated a Black Student/Faculty Exchange.
p. Distributed information on the Educational Opportunity Program/Student Affirmative Action for the California State Universities and the Universities of California.
q. Participated in the SBCC Mentor Program with a minority student caseload.

3. Augmented Financial Assistance

a. Provided fee waivers for minority and low income transfer applicants.
b. Distributed applications on scholarship opportunities including SBCC’s CASHE 3000 scholarship search.
c. Distributed financial aid information/brochures on four-year colleges and universities.

4. Improved Matriculation Activities

a. Appropriate referrals of minority students for assessment to determine appropriate course programming.
b. Course programming for minority students needing Math and English to fulfill subject deficiencies for transfer eligibility requirements.

c. Individualized Educational Plans (IEP's) for current EOP and/or financial aid recipients.

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

e. Referrals to Counseling Staff by academic major of students needing semester-by-semester programming and/or degree checks.

f. Transcript evaluations of potential minority transfers to determine eligibility for admissions.
5. Statistics for 1986-87

Table 1
Percentage of SBCC Minority Students By Ethnicity and Semester

**FALL 1986**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>0.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>4.8%</td>
</tr>
<tr>
<td>Black</td>
<td>2.0%</td>
</tr>
<tr>
<td>Filipino</td>
<td>0.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>13.2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21.4%</td>
</tr>
</tbody>
</table>

Of SBCC Students Are Ethnic Minorities

**SPRING 1987**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>0.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>4.2%</td>
</tr>
<tr>
<td>Black</td>
<td>2.0%</td>
</tr>
<tr>
<td>Filipino</td>
<td>0.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>13.4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21.1%</td>
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</table>

Of SBCC Students Are Ethnic Minorities
Table 2
Percentage of SBCC Minority Students Indicating Transfer by Ethnicity and Semester

**FALL 1986**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage of Minority Students Indicating Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>42</td>
</tr>
<tr>
<td>Asian</td>
<td>201</td>
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<tr>
<td>Black</td>
<td>120</td>
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<tr>
<td>Filipino</td>
<td>39</td>
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<tr>
<td>Hispanic</td>
<td>452</td>
</tr>
<tr>
<td>TOTAL</td>
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</table>

Of SBCC Minority Students Have Indicated Transfer Compared to 42% of Non-Minority Students Indicating Transfer

**SPRING 1987**

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<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage of Minority Students Indicating Transfer</th>
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</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>40</td>
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<tr>
<td>Asian</td>
<td>214</td>
</tr>
<tr>
<td>Black</td>
<td>118</td>
</tr>
<tr>
<td>Filipino</td>
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<tr>
<td>Hispanic</td>
<td>481</td>
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<tr>
<td>TOTAL</td>
<td>884</td>
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Of SBCC Minority Students Have Indicated Transfer Compared to 50.2% of Non-Minority Students Indicating Transfer
Table 3  
Percentage of SBCC Minority Students Who Are Transfers and Under-Represented By Ethnicity and Semester

FALL 1986

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage of Under-Represented Minority Transfers</th>
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<tbody>
<tr>
<td>American Indian</td>
<td>42 4.9%</td>
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<tr>
<td>Black</td>
<td>120 14.1%</td>
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<td>Filipino</td>
<td>39 4.6%</td>
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<tr>
<td>Hispanic</td>
<td>452 52.9%</td>
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<td>653 78.5 Of Minority Transfers Are Under-Represented</td>
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SPRING 1987

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage of Under-Represented Minority Transfers</th>
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<tbody>
<tr>
<td>American Indian</td>
<td>40 4.5%</td>
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<tr>
<td>Black</td>
<td>118 13.2%</td>
</tr>
<tr>
<td>Filipino</td>
<td>31 3.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>481 54.4%</td>
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<tr>
<td></td>
<td>670 75.6% Of Minority Transfers Are Under-Represented</td>
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Table 4

Breakdown of SBCC Minority Student Transfers By Ethnicity and Institution

FALL 1987

<table>
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<tr>
<th>Ethnicity</th>
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<th>SLO</th>
<th>Other</th>
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TOTALS  4059  156  291  2284  1129  216  521  122  201


SPRING 1987

<table>
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<tr>
<th>Ethnicity</th>
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<td>942</td>
<td>172</td>
<td>455</td>
<td>93</td>
<td>162</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTALS  4576  140  305  2288  1149  236  562  126  199

Note. N=9686, C.C.= Community College, No responses= 105
Statistics based on report from Central Coast Computing Authority (5-5-87)
6. **Affirmative Action Planned to Increase Number of Minorities and Women**

a. Publish and disseminate the "Directory of Outstanding Minority SBCC College Sophomores" with the Los Angeles Harbor College Ford Foundation Project.

b. Expand the Transfer Center's peer advisor program.

c. Publish a Fall and Spring Minority Transition Program Newsletter.

d. Coordinate activities and outreach with the Adult Re-Entry Program Coordinator with a focus on minority women.

e. Increase classroom outreach to disseminate transfer information to minority students.

f. Continue liaison activities with the ESL Program and EOPS.

g. Continue in-depth counseling and advising with potential minority student transfers.

h. Sponsor an Outstanding Minority Student Transfer Award.

i. Recommend that the college sponsor a Minority Forum Series that will offer workshops, guest speakers, and exposure to minority transfer graduates.

j. Disseminate college/transfer information to community agencies working with the minority population.

B. **Career Center**

1. **OVERVIEW**

a. To provide career counseling to re-entry adults who are either changing careers or forced to re-enter the job market.

b. To increase the numbers of minority students who receive career counseling and use the Career Center.

c. To increase numbers of disabled students who use the Career Center.
2. **Statistical Data**

Re-entry Adults -- Students and Non-Students

The Career Center keeps a record of all students who receive career counseling/test interpretations. Students who participate in the process fill out an information card which tells us if a student is re-entry.

a. During the 1986-87 school year, 71 students indicated they were re-entry adults. This figure represents 24% of all the students who went through test interpretation/career counseling.

b. The number of re-entry adults who were non-students numbered 100. This represents 33% of all the testers. (These are students over 25, who are either making career changes or re-entering the job market).

3. **Minority Students**

The Career Center does not require students to sign in for all activities/services they use. The activities which require name collecting are: career counseling appointments, enrollment in Career Planning -- PD 91, and Orientation to College -- PD 91.

a. The numbers of students with Spanish and Asian surnames who engaged in career counseling/test interpretations for the 1986-87 year were 31. The few Black students who use the Career Center/career counseling services were included here also. This figure represents 10% of all the students who engaged in this particular activity.

b. The number of minority students who enrolled in Career Planning -- PD 91 during Spring, 1987 totalled 4. This figure represents 16% of all the students who enrolled in the course.

c. The number of minority students who enrolled in Orientation to College -- PD 91 during Spring semester, 1987 totalled 1. This figure represents 9% of all the students who enrolled in the course.

d. During the school year 1986-87, 3 presentations were made about the Career Center, Job Placement Office and Counseling Department to 175 ESL students. This was done as part of an orientation to college program designed for ESL students.
e. In Spring, 1987, two bilingual Special Program Assistants received an in-service on the Career Center for the purpose of disseminating this information to ESL students.

f. The Counseling Department had hired an hourly career counselor to work out of the Career Center this year. This counselor also works as a counselor to the EOP program. As a result of her combined position, it was predicted that EOP students would seek her out for career counseling. During January, February, March and April, Diane Edwards has seen 24 minority students for career counseling. This figure represents approximately 11% of her counseling load.

4. Resources

a. The Career Center will acquire a video tape designed to teach Spanish-speaking and Asian students appropriate interview techniques. (The video tape is almost complete; final editing still needs to be done).

b. A video tape was produced in Spring, 1987 on Careers in Licensed Vocational Nursing. The speakers featured Jackie Huth, a LVN instructor; Ellie Carillo, a personnel specialist and nurse recruiter for Cottage Hospital, and Rita Samniegro, a Hispanic re-entry adult who graduated from the college's LVN program. She served as an exciting role model for Hispanic women and men by describing her entry into the nursing field.

5. Disabled Students

The Career Center does not record the number of disabled students who use the facility. Disabilities are not always apparent.

a. In April, 1987, three tours of the Career Center were given by Steve Conti, counselor for the Disabled Student Services, for students in the program. A total of 31 students attended.

b. Information about Career Center activities and seminars, and the newsletter are distributed to Disabled Student Services. Counselor from DSS meets with the Director periodically for the purpose of exchanging career information, updating and referrals.

6. Affirmative Steps Taken or Planned to Increase the Number of Minorities and Women
He assists in the Placement Office and conducts outreach on campus by being located in the Campus Center three 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.

e. This individual left in January. The new EDD representative is not bilingual and has not done outreach.

f. 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.

This year, representatives from the Private Industry Council participated in the annual Job Fair to recruit students for JTPA training programs.

g. 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.

h. The EOPS and CARE programs continue to be notified when employment representatives come to campus to recruit students.

i. The Job Placement Office visits selected ESL classes to inform students about job opportunities and application procedures.

This activity was not done this year, but the following activities replaced them:

1. Approximately 175 ESL students received information about the Job Placement Office from the director of the Placement Office, at ESL orientation sessions.

2. All ESL classes were informed about the Job Fair. Several instructors took their classes to the event.

j. 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.
a. To use the bilingual SPA's to recruit ESL students into the Career Center (contingent on the rehiring of the SPA's).

b. To continue to employ the hourly career counselor whose liaison with the EOP program has resulted in increased minority contacts.

c. To continue to make classroom presentations to ESL and Essential Skills classes to promote the Career Center.

d. The acquisition of a video tape designed to teach Spanish-speaking and Asian students appropriate interview skills is expected to bring in more ESL students to the Career Center.

e. To coordinate Orientation to college workshops so that increased numbers of ESL and minority students attend.

f. To promote career planning and orientation to college classes to EOP and ESL students.

C. Job Placement

1. Overview

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.

2. Recruitment Activities

a. 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).

b. Job openings continue to be routed to the ESL department which posts these openings on their bulletin board.

c. Job openings are routed to classroom instructors when appropriate.

d. The Job Placement Office currently has had a Hispanic bilingual person on staff who is a representative of the California State Employment Department.
k. The annual Job Fair is announced to community organizations that serve minority populations. This Spring, six government and state organizations participated in the fair. They were primarily recruiting for minorities and women.

3. Statistical Data

Below is a report from the Job Placement Office of the ethnic breakdown of students that used the office between August 1986 to May 1987.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>726</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>196</td>
</tr>
<tr>
<td>Black</td>
<td>40</td>
</tr>
<tr>
<td>Asian</td>
<td>53</td>
</tr>
<tr>
<td>Hawaiian/Samoan</td>
<td>0</td>
</tr>
<tr>
<td>Guamanian</td>
<td>1</td>
</tr>
<tr>
<td>Other Pac. Is.</td>
<td>0</td>
</tr>
<tr>
<td>Filipino</td>
<td>2</td>
</tr>
<tr>
<td>INA (Info not available)</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL:** 1023

The percentage of students from an ethnic minority is 29%.

4. Affirmative Steps Taken or Planned to Increase the Number of Minorities and Women

a. The Job Placement Office will continue to conduct outreach to ESL and minority students by:

- Utilizing bilingual SPA's to publicize the office.
- Making classroom and group presentations about the office.
- Routing job orders to ESL job board.
- Informing EOP program and CARE program about employers who are recruiting for minorities and women.
- Utilizing the EDD representative in an expanded capacity to reach ESL and minority students.

D. EOPS/Financial Aids

1. OVERVIEW

a. Financial Aid: provides access to post-secondary educational opportunities for students who might otherwise be denied access due to financial barriers.
b. Extended Opportunity Program and 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. **Financial Aid**

<table>
<thead>
<tr>
<th>Gender</th>
<th>1985-86</th>
<th>1986-87</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percen.</td>
</tr>
<tr>
<td>Male</td>
<td>607</td>
<td>46</td>
</tr>
<tr>
<td>Female</td>
<td>688</td>
<td>54</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>1295</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

   b. **Extended Opportunity Programs and Services**

<table>
<thead>
<tr>
<th>Gender</th>
<th>1985-86</th>
<th>1986-87</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percen.</td>
</tr>
<tr>
<td>Male</td>
<td>214</td>
<td>41</td>
</tr>
<tr>
<td>Female</td>
<td>311</td>
<td>59</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>525</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

   **Narrative - 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.

   **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.
E. **Gender Equity** Non-Traditional Careers for Men and Women

1. **OVERVIEW**

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

   b. Class visitations (20) contacting 124 students were made by Gender Equity counselors presenting the services of the program.

   c. A follow-up of Vocational Textbook Review for Gender Bias was begun, contacting both instructors and editors.

   d. A total of 82 counseling appointments and 27 phone contacts were made regarding non-traditional careers for women and men.

   e. A total of 17 Displaced Homemakers/Single Parents were counseled and 13 phone contacts were recorded.

   f. Ten employer contacts were made and information about employment opportunities were shared with students.

   g. The Gender Equity Advisory Board met April 20, 87; twelve community and staff persons attended.

   h. An in-service presentation for Vocational Education staff and one for Counseling staff were provided; 55 individual instructor contacts were made.

   i. Three video tapes are now available for instruction and in-service:

      - "On Equal Terms"
      - "Speaking Out"
      - "Twenty Years of Now"
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; updated and reprinted "Women Have You Looked at These Careers?"; 2000 distributed.

b. Adaptation of Meyers-Briggs personality description sheets to highlight non-traditional career choices and class presentations for PD 2 and PD 10, as well as including this information on test battery feedback at the Career Center.

c. Development of a Displaced Homemaker class through Adult Education: "Getting Happily Employed" class was offered twice in Adult Education and once for Women's Week (Total: 43 people).

d. Approval of an SBCC Technical Skills class designed to introduce women to non-traditional skills: Applied Technology - Example: "Trades Women and New Careers."

e. Individual tutorial services for non-traditional career students with role model tutors who can provide peer support - automotive and electronics. A grant has been submitted to the VEA for additional funds for this project.

f. Women's Month displays which emphasized non-traditional roles and careers of women in history and women at SBCC; presentation of "Voices From the Well."

g. Re-organize video tape library in Career Center to make non-traditional career tapes more readily accessible to students.

F. Re-Entry Adults

1. OVERVIEW

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 to them 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

a. Two "Discovery Days" orientations for new students over 21; 51 participants.

b. Individual appointments totalled 304, phone contacts - 47.

c. Two $100.00 Jane L. Latimer scholarships were awarded to re-entry and non-traditional majors in Automotive and Biology majors.

d. PD 9 - Orientation to College for Re-Entry Adults was taught in Fall, 86 (25 students). Class did not have sufficient enrollment Spring, 87.

e. Letters of information about services for re-entry students were sent to 55 students who took assessment testing.

f. Three speaking engagements for community organizations presented information on re-entry adults and alternative careers.

g. PD 10 - Career Planning class had 101 students; Math Anxiety (PD 91) had 30 students.

3. Affirmative Steps to be Taken to Increase Number of Minorities and Women

a. Development of a series of video tapes for Channel 19 - Public Access Television. These will be part of two programs -- "Now Hiring" and "Today's Woman." These presentations focus on re-entering the job market, returning to school to improve job skills, and non-traditional careers.

b. Adult Education classes: "Getting Happily Employed" and "Which Way Do I Go?" oriented to Re-Directed Homemakers; development of further classes oriented to this population.

c. Development of an organized reference guide for women's scholarships and those for re-entry adults. Fund raising for Latimer Scholarship.

d. Development of a committee that will coordinate with departmental faculty a plan to present, during Women's Month (March, 1988) in their classes facts
about a "famous" woman/women in their specific fields. Provide women speakers through coor-
dination with Continuing Education on topics rele-
vant for re-entry adults.

e. Attend conferences, remain up-to-date on current
state programs, and coordinate with community re-
sources: VEA, GAIN, TIDE, SOLO, South Coast Busi-
ness Network, POWER, CARE and Support Services
Council.

G. Student Activities

1. OVERVIEW

Student Activities provides opportunities for students
to participate in student government, college clubs,
cheerleading, co-curricular activities in college
governance, development of personal leadership skills
and interpersonal relations.

2. Statistical Data

a. Senate

Gender:
Male 7 54%
Female 6 46%
13 100%

Ethnicity:
White 13 100%

Disabled: 0 0

b. Cheerleading

Gender:
Male 0 0
Female 13 100%

Ethnicity:
Black 4 31%
Hispanic 1 8%
White 8 62%
13 100%

Disabled: 0 0

c. Clubs

Gender:
Male 208 55%
Female 173 45%
381 100%
Ethnicity:
- Nat. Amer. 2 5%
- Asian/Pac. Is. 16 4%
- Black 3 8%
- White 287 75%
- Hispanic 69 18%
- Unknown 4 1%
- Total 381 100%

Disabled: No Data Available

d. Student Representation on College Committees

Gender:
- Male 7 54%
- Female 6 46%
- Total 13 100%

Ethnicity:
- White 13 100%

Disabled: 0 0

3. **Affirmative Action Steps Taken or Planned to Increase the Number of Minorities, Women and Disabled in the Program**

**NARRATIVE:** Student Activities will continue its outreach in the high schools in general. Special effort will be directed at increasing participation of under-represented groups directly and through the assistance of college liaison staff.

H. **Disabled Student Services**

1. **OVERVIEW**

   a. Our goal is to provide educational support services to SBCC students with professionally verified physical, communicative, visual and learning disabilities in order for them to be successful in regular college classes.

   b. The following services are available from the Disabled Student Services Office: mobility aids, interpreters for the deaf, readers, notetakers, writers, untimed tests, tape recorder loan, wheelchair loan, registration assistance, mobility assistance by tram or van, learning disabilities assessment, arrangements for taped books, brailled or large printed matter, accessibility maps,
brailled maps, visualtek, brailled typewriter, adapted computer and typewriter keyboards.


2. Statistical Data

a. During the academic year 1986-87, 380 unduplicated students received services from Disabled Student Services. Seventy of these students underwent assessment for possible learning disabilities and were found to be non-learning disabled. Of the 310 verified disabled students, 48% were female and 52% were male. The ethnicity of these students was: White-80%, Latino-10%, Black-4%, Other Minority-6%.

3. Affirmative Steps Taken to Increase the Participation of Minorities and Women

a. The department expanded interface with instructors, the Career Center, counselors, EOPS and ESL regarding gender equity, non-traditional employment and referrals to Disabled Student Services.

b. Community and college presentations and inservices were given regarding participation of disabled students.

I. Athletics

1. OVERVIEW

a. Of the two hundred and fourteen athletes in our programs this year, 63 were identified as recognizable minorities. The vast majority of these participated in Men's Basketball and Football. Forty-five women participated in athletics.

2. Statistical Data

<table>
<thead>
<tr>
<th>SPORT</th>
<th>BLACK</th>
<th>HISPANIC</th>
<th>ASIAN</th>
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<tbody>
<tr>
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<td></td>
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<tr>
<td>Men's Volleyball</td>
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<td>12</td>
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<td></td>
</tr>
<tr>
<td>Women's Tennis</td>
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</tr>
<tr>
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<td>Women's Volleyball</td>
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<td>Women's Cross Country</td>
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</tr>
<tr>
<td>Football</td>
<td>29</td>
<td>29</td>
<td>5</td>
<td>150</td>
</tr>
</tbody>
</table>

3. Additional Services for Unique Needs

a. Minorities and women are represented on our coaching staff. Frank Carbajal (Hispanic) is our Men's Basketball coach while Jason Oatis (Black) and Terry Harper (Hispanic) serve as assistant football and baseball coaches respectively. Pat Moorhouse is our Women's Tennis coach and Women's Athletic Coordinator while Mary Lou Stephenson coaches Women's Basketball and is assisted by Karen Horii. Our athletic support staff includes Mike Guillen (Hispanic) and Gloria Cathcart (Hispanic). Jason Oatis serves on the newly-founded Athletic Substance Abuse Prevention Committee.

4. Financial Assistance

a. Assistant football coach, Joe DiPoalo, served as a job coordinator for all athletes. Assistant Men's Basketball coach, Tom McCollum, administered computerized scholarship program (search) for all athletes.

b. Athletes were encouraged by coaches and other special assistants, such as Fred Slavin, to fill out financial aid forms.

5. Improved Matriculation

a. Assistant Women's Basketball coach, Karen Horii, served as a special academic progress watchdog for all athletes. She conducted grade checks, and communicated with teachers to alert her for academic problem athletes.

b. All athletes had to complete the departmental requirements in order to compete:

- High school transcripts to assist counseling;
- Fill out a two-year academic contract with a a counselor annually;
- Complete the following state and conference requirements: (1) carry 12 units during competition; (2) have a minimum GPA of 2.00; (3) must have passed 24 units between seasons for a second year of competition.

c. Coaches conduct an aggressive four-year college placement program for their student athletes.

6. **Plan for 1987-88**

   a. UCSB has initiated a minority athlete group therapy program. I have been invited to attend a session to determine if this type of organization is applicable to SBCC.

   b. Involve athletes in the minority mentor program recently established at the college.

   c. Investigate starting an athletic mentor program.

DMC
D-18
"AA"
SANTA BARBARA CITY COLLEGE
AFFIRMATIVE ACTION COMMITTEE ORGANIZATIONAL COMMUNITY ACTIVITY - 1986-87

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 the Advancement of Colored People (NAACP)

JETER, Kevin
California Association 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

LOMELEI, Filiberto
Goleta Valley Arts Association

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

ROMO, John
Latinos for Better Government
Association of California Community Colleges Administrators
Chief Instructional Officers Association
California Association of Community Colleges

SHAPRIO, 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