SANTA BARBARA COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees  
   Dr. Peter MacDougall

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


DATE: August 22, 1988

The report that follows is the twelfth annual summary report of actions taken by the District in 1987-88 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. NEW HIRES
2. EMPLOYEE POPULATION
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
cc: Cabinet
    Affirmative Action Committee
    College Planning Committee, c/o J. Romo
    Management Distribution List
    Division Chair Council, c/o J. Romo

1-88AAREPO.RO-db
1. **NEW HIRES FOR 1987-88**

**ADMINISTRATIVE/MANAGEMENT**

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<tr>
<td>Total New Hires</td>
<td>7</td>
<td>7</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>1</td>
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<tr>
<td>Total Females</td>
<td>1 (14.3%)</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>
<td>2 (28.6%)</td>
<td>1 (14.3%)</td>
<td>0</td>
<td>2 (33.3%)</td>
<td>0</td>
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**FACULTY**

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<tr>
<td>Total New Hires</td>
<td>12</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>8 (66.7%)</td>
<td>9 (56.3%)</td>
<td>4 (50%)</td>
<td>2 (66.7%)</td>
<td>10 (83.3%)</td>
<td>1 (20%)</td>
</tr>
<tr>
<td>Total Minority</td>
<td>1 (8.3%)</td>
<td>1 (6.3%)</td>
<td>3 (38%)</td>
<td>0</td>
<td>4 (33.3%)</td>
<td>0</td>
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**CLASSIFIED**

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<tr>
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</thead>
<tbody>
<tr>
<td>Total</td>
<td>59</td>
<td>69</td>
<td>34</td>
<td>46</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>Female</td>
<td>39 (66.1%)</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>
</tr>
<tr>
<td>Minority</td>
<td>17 (28.8%)</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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</table>

**Positions with Promotional Applications**

<table>
<thead>
<tr>
<th>Promotion Rate 1987-88</th>
<th>16</th>
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</table>

**Positions filled by Promotion**

| Promotion Rate 1987-88 | 9 (56.3%) |
2. EMPLOYEE CURRENT POPULATION

SANTA BARBARA CITY COLLEGE
1987-88 REGULAR FACULTY

FEMALES 40.2%
70

MALES 59.8%
104

MINORITIES 13.2%
23

OTHER 86.8%
131

P-3

P-4
3. **RECRUITMENT**

**GENERAL:**

a. The Personnel Department continued in 1987-88 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."

c. Job announcements were sent out for all permanent positions using the affirmative action distribution list which includes minority, female and handicapped oriented organizations. 250 job announcements are distributed for each faculty position and 103 for each classified position. Total estimated job announcements distributed in 1987-88: 10,200

d. Ads were placed in the Santa Barbara News-Press and other local newspapers.

c. Job announcements for all certificated permanent positions filled in 1987-88 were sent to the California Community Colleges' Black/Chicano Studies Departments and Deans of Instruction/Directors of Personnel; California State College and University Black/Chicano Studies departments and Placement Offices; private university and major university Black/Chicano Studies Departments and Placement Offices. In addition, nationwide advertising was in the Chronicle of Higher Education and Affirmative Action Register.

4. **SELECTION**

a. Screening committees have been used in the selection process for Classified and Certificated vacancies. For each vacancy, minorities and females have been named to the committee.

b. The AAO monitored the classified and certificated selection process to ensure 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

Four Affirmative Action Committee meetings were held during the Fall and Spring semesters. Major topics of discussion, issues addressed, and actions taken during the year included the following:

a. Developed plan to strengthen affirmative action efforts for hourly faculty by providing for AA advertising for hourly vacancies and development of an affirmative action "applicant pool" for use by department heads when making hourly appointments. Plan implemented.

b. Prepared a plan for the Superintendent-President to provide for increased involvement, commitment and responsibility for affirmative action faculty hiring by area Deans.

c. Affirmative action advertising budget permanently increased from $2,000 to $4,000 for classified and $3,600 approved for certificated affirmative action advertising on temporary basis (Lottery funds). Funds expended in expanded affirmative action recruiting, e.g., multiple ads in Affirmative Action Register, Chronicle of Higher Education and Black Issues in Higher Education.

d. Conducted a legal study on AIDS in the work place and developed a possible policy draft for the District covering both students and employees. Participated in Infectious Disease Committee review of AIDS policy, making changes and providing advice as appropriate. Study included review of latest legal cases, statements from the Centers for Disease Control, and model policy statements from other colleges and private industry.

e. Updated District Affirmative Action three-year goals and timetables. Approved by Board of Trustees on August 27, 1987.

f. Statistical Program Report on Affirmative Action hiring was prepared for review by the Superintendent-President, District administrators, and Affirmative Action Committee.

g. In-Service training related to affirmative action issues provided during the year included the following:

<table>
<thead>
<tr>
<th>DATE</th>
<th>SPEAKER</th>
<th>TOPIC</th>
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</thead>
<tbody>
<tr>
<td>March 15, 1988</td>
<td>Dr. Leo Estrada</td>
<td>&quot;The Responsibility to Know and the Ability to Understand&quot;</td>
</tr>
<tr>
<td>March 15, 1988</td>
<td>Ms. Keiko Inoue</td>
<td>&quot;The Asian American: Myths of the Model Minority&quot;</td>
</tr>
<tr>
<td>March 15, 1988</td>
<td>Mr. David Lawyer</td>
<td>&quot;Defining Quality Instructional Processes for Technological students with Basic Skills Deficiencies&quot;</td>
</tr>
</tbody>
</table>
g. In-Service (continued)

<table>
<thead>
<tr>
<th>DATE</th>
<th>SPEAKER</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 15, 1988</td>
<td>Mr. Manuel Unzueta</td>
<td>&quot;Understanding the Culture of Hispanic Students&quot;</td>
</tr>
<tr>
<td>February 3, 1988</td>
<td>Ms. Mary Dowell</td>
<td>&quot;Sexual Harassment&quot;</td>
</tr>
<tr>
<td>May 4, 1988</td>
<td>Dr. Sunny Laub</td>
<td>&quot;Minority Recruitment&quot;</td>
</tr>
</tbody>
</table>

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 an age discrimination complaint filed by a former District employee. The complaint was dropped and 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 1987-88 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 of 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
CONTINUING EDUCATION DIVISION

AFFIRMATIVE ACTION REPORT
COURSES OFFERED - 1987-88

ADAPTIVE PROGRAMS FOR THE INFIRM ELDERLY
Adaptive Food Services
Art Appreciation
Art Awareness
Body/Mind Dynamics
Basic Education for Survival and Vocational Skills
Community Awareness
Contemporary Awareness
Creative Communication
Creative Expression
Culture, Customs and Cuisine
Expressive Awareness
Foodlore and Folklore
Garden Appreciation
Journalism
Lip Reading
Music and You
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
Social Awareness
Travels and Explorations
Words for Thought
Work and Social Adjustment Services
Work Skills Orientation and Training
World of Interest
World of Music

BASIC EDUCATION
Basic Reading: Comprehension and Writing Skills
Basic Reading: Spelling and Word Attack Skills
Basic Reading, Spelling, Writing and Mathematics
Preparation for Amnesty
Preparation for Citizenship Examination
Programmed Learning: Basic Skills

BUSINESS EDUCATION
Career Exploration: Getting Employed
Financial Planning for Women
Introduction to American Sign Language (I, II, & III)
Investing in the Stock Market for Women
Legal and Financial Planning: Who Makes Decisions When You Can't?
Literary Braille
Managing Your Retirement Income
Office Skills
Retirement Planning - Tailor Made or Off the Rack
What It Takes to Find A Job
SANTA BARBARA CITY COLLEGE
AFFIRMATIVE ACTION REPORT ON COURSES - 1987-88

FALL 1987

Introduction to Cultural Anthropology
Afro-American in U.S. History
Afro-American Culture
Assessment: Learning Disabilities
Intercultural Communication
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
The Indian in Literature
Indian Culture
Self-Defense: Coed
Self-Defense: Women
Career Planning and Decision Making
Orientation: Re-Entry Adults
Orientation: Disabled Students
Racism in America
Topics in Personal Development
Tradeswomen and New Careers
Adaptive PE: Weight Training
Adaptive PE: Wilderness Experience
Modern Marriage
Sociology of Sex Roles
Comparative Politics/Revolution
Math Anxiety

SPRING 1988

American Sign Language
Fingerspelling
Introduction to Cultural Anthropology
Career Planning: Disabled Students
Afro-American in U.S. History
African-Oceanic Art
Literature by Black Authors
Racism in America
Mexican-American History
Mexican-American Chicano Culture
American Sign Language
The Exceptional Child
English as a Second Language
Cultural Geography
Personal Health for Women
History of Women
Orientation: Disabled Students
Orientation: Re-Entry Adults
Adaptive PE: Weight Training
Adaptive Music Appreciation
Adaptive PE: Wilderness Experience
The American Indian
Indian Culture
Career Planning and Decision Making
Assessment: Learning Disabilities
Self Defense
Modern Marriage
Contemporary Problems
Sociology of Sex Roles
Tradeswomen and New Careers
Math Anxiety

GEN: course.affirm
CURRENT EVENTS
Critical Issues in World Affairs:
  Drug Abuse: A World Problem (4 part series)
Critical Issues in World Affairs: (Lectures)
  Santa Barbara and the Homeless
  Politics of Homelessness

ENGLISH
Women’s Fiction
Women’s Self-Portraits: From Diaries and Autobiographies to Personal Fiction
Writing Lab Tutorial

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

HEALTH
American Sign Language for the Medical Setting
Arthritis Update ’87
Community Health Forum: Lectures: AIDS: The Deadly Crisis, The Local Responsibility
Freedom from Pain Workshop
Introduction to Medical Spanish
Myth, Ritual and Healing
Neurological Update: Parkinson’s, Multiple Sclerosis & Epilepsy
New Approaches to Health:
  Growing Young: The Rejuvenation Strategy
  Health Fraud: A National Scandal
  The War on Drugs: An Inner Struggle
  Living Longer: The Harvard Study of Fitness & Mortality
Project Reentry Training (for stroke victims)
Religion, Spirits and Healing (Chumash)
Senior Forum:
  Health Care Decisions: Difficult Times, Difficult Choices
  The Consumer’s Dilemma: How to Pay for Health Care
  Directions in Health Care Coverage: Surveying the Legislative Landscape
Update on Alzheimer’s Disease

MUSIC
Choral Singing for Women

PARENT EDUCATION
Coping Skills for Adoptive Families
Coping with Pregnancy
Family Night (Bilingual)
Preparation for Childbirth
Single Parents’ Day: Keys to Successful Co-parenting
So Now You Are Pregnant
PHYSICAL FITNESS AND DANCE
African Dance
Fitness for Life
Fitness for Men and Women
Physically Fit and Over 40
Seniors Square & Folk Dancing
Tai Chi Ch’uan

PSYCHOLOGY AND PERSONAL DEVELOPMENT
ABC’s of Eating Disorders
Adult Children of Alcoholics: Minimizing the Risks
Adult Survivors of Child Abuse: Yesterday’s Victim; Today’s Hero
Caring for Your Aging Parents: A Balancing Act
Elder Abuse and Neglect: A Practical Approach to Identification and Intervention
For Women Who Feel Like Nothing Without a Man
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
Why Men/Women Are the Way They Are
Women: From Alcoholism to Sobriety

SEWING
Women’s Custom Pattern Making (Beginning and Advanced)
SANTA BARBARA CITY COLLEGE

TO: Dr. Peter MacDougall
FROM: Lynda Fairly
Vice President, Student Affairs
DATE: June, 1988
SUBJECT: Student Affirmative Action Report for 1987-88

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 11/87:

- **Santa Barbara High School District:** (Fall, 1987)

  **Ethnicity:**
  - American Indian: 1%
  - White: 63%
  - Hispanic: 29%
  - Black: 3%
  - Asian/Filipino/Pac. Is.: 4%

- **Santa Barbara City College:**

  **Ethnicity:**
  - American Indian: 0.8%
  - White: 77.7%
  - Hispanic: 14.8%
  - Black: 2.2%
  - Asian/Filipino: 4.5%

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.

I. **High School Recruitment**

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

1. Coordination with the California Student Opportunity and Access Program (Cal-SOAP), English as a Second Language programs (ESL), Regional Occupational Program (ROP), 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.

2. "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.

3. A special event for high school minority students and their parents was held in October, prior to our annual College/University Night to present offerings available at SBCC.

4. Special Hispanic cultural events offered included Hispanic Women’s Week, Cinco de Mayo, and presentations to elementary schools and parents of students.

5. To increase minority student awareness regarding the Transfer Center programs and services.

B. Additional Services for Unique Needs

1. ESL information table at registration.

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

3. EOPS/DSS priority registration day.

4. Hired bilingual staff, i.e. Special Program Advisors.

II. Transfer Center - Minority Transition Program

The program is designed to:

1. To increase minority student awareness regarding transfer programs and services.

2. To document the increase of minority transfers to four-year colleges and universities.

3. To continue to provide in-depth counseling and advising to under-represented minority student potential transfers.
4. To develop a Transfer Center Minority Peer Advisor Program.

5. To develop programs involving staff and faculty from four-year colleges and universities.

A. Services Provided for Students with Unique Needs


2. Walk-up counseling in the Campus Center to maximize the visibility of MTP and TAP.

3. Dissemination of a Fall and Spring MTP Newsletter to SBCC minority students.

4. Direct mailing to minority students not utilizing the Transfer Center.

5. Participation in walk-up counseling in the Campus Center to promote MTP services and activities.

6. Coordination of referrals from the Foreign Student Assistance Program to serve prospective foreign student transfers.

7. Recruitment of late transfer applicants for Fall 1988.

8. Provide individualized, in-depth counseling to MTP caseload (refer to Tables 1, 2, 3, 4).

9. Participated in the SBCC Mentor Program with a minority student caseload of three (3) students.

10. Tracking and telephone follow-up with all minority students who picked up application materials for transfer admission during the 1988-89 academic year.

11. Telephone campaign undertaken to identify transfer-eligible students from population of minority students with 30 or more cumulative units.


13. Advocated on a case-by-case basis for EOP/SAA Special Action transfer applicants to UCSB.
14. Developed program services for prospective transfer admission applicants to CPSLO (2 workshops).

15. Coordinated referrals for transcript evaluations by four-year college representatives.

16. Intensive follow-up of minority applicants to CSU and UC campuses including CSUN, CPSLO, SDSU, CSU Fresno, CSULB, UCB, UCD.

17. Coordinated activities targeting minority women participating in the re-entry program (Gender Equity, EOPS, CARE).

18. Approximately 2,500 TAP posters/flyers have been distributed.

19. Direct mailings to minority student future transfers as follows:
   • 1,150 program descriptions mailed to minority students currently enrolled indicating a goal of transfer.
   • 1,150 letters to enrolled minority students to announce TAP orientation sessions.

20. TAP orientation sessions conducted:
    • Thursday, May 26th (13 participants)
    • Friday, June 3rd (10 participants)

21. Telephone campaign directed to future transfers - approximately 1,000 students contacted to promote MTP and TAP program offerings.

C. Plans for 1988-89

1. Continue to 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 monitoring new procedures.

Project implementation will be carried out by the Articulation Officer working under the purview of the Transfer Center Coordinator.
2. Continue to expand on mailings to targeted minority and special populations promoting the availability of articulation guides between UCSB and Cal Poly, San Luis Obispo.

3. Project ASSIST will be introduced and implemented. This is a computer-based articulation and course check system that will directly support matriculation objectives.

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

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

6. Sponsor a Minority Student Transfer Night in conjunction with our annual College/University Night.

7. Introduce the Transfer Achievement Program (TAP) to local high school students and offer educational incentive grants to minority students.

8. Expand on Minority Transition Program offerings in areas of earlier identification if minority students enrolled at SBCC who are interested in transferring to four-year institutions to assist marketing offerings at SBCC.

D. Improved Matriculation

1. Assisted in assessment of targeted students.

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

3. Introduced Student Tracking Program designed to assist the monitoring of minority students' progress.

III. Admissions and Records

A. High School Recruitment

1. Schedules mailed to residences in the community.

2. Schedules taken to high schools by the counseling staff.
TABLE 1  Minority Transfer Program Contacts by Ethnicity for Fall 1987

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Initial Contacts</th>
<th>Total Number of Appointments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaskan/Native American</td>
<td>2 (2.11%)</td>
<td>2 (1.00%)</td>
</tr>
<tr>
<td>Anglo</td>
<td>11 (11.58%)</td>
<td>27 (13.57%)</td>
</tr>
<tr>
<td>Asian</td>
<td>3 (3.16%)</td>
<td>8 (3.52%)</td>
</tr>
<tr>
<td>Black</td>
<td>8 (8.42%)</td>
<td>16 (8.03%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>65 (68.42%)</td>
<td>135 (67.84%)</td>
</tr>
<tr>
<td>Pilipino</td>
<td>4 (4.21%)</td>
<td>10 (5.03%)</td>
</tr>
<tr>
<td>Other foreign</td>
<td>2 (2.10%)</td>
<td>2 (1.00%)</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>95</strong></td>
<td><strong>199</strong></td>
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TABLE 2  Minority Transfer Program Contacts by Ethnicity for Spring 1988

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Initial Contacts</th>
<th>Total No. of Appointments</th>
</tr>
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<tbody>
<tr>
<td>Alaskan/Native American</td>
<td>4 (4.26%)</td>
<td>2 (1.24%)</td>
</tr>
<tr>
<td>Anglo</td>
<td>10 (10.64%)</td>
<td>20 (12.42%)</td>
</tr>
<tr>
<td>Asian</td>
<td>4 (4.26%)</td>
<td>7 (4.35%)</td>
</tr>
<tr>
<td>Black</td>
<td>7 (7.47%)</td>
<td>21 (13.04%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>65 (69.15%)</td>
<td>100 (62.11%)</td>
</tr>
<tr>
<td>Pilipino</td>
<td>4 (4.26%)</td>
<td>12 (7.45%)</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>94</strong></td>
<td><strong>161</strong></td>
</tr>
</tbody>
</table>
3. Schedules made available at community agencies, YMCA, libraries, etc.

4. Applications provided Fall, 1987 for Fall, 1988 – taken to high schools – given to Cal-SOAP students.

B. Additional Services for Unique Needs

1. Application modified:
   - Asian/Pacific Islander ethnic groups separated into two groups.
   - 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.

2. ESL information table at registration.

3. Bilingual hourly worker available in Admissions evenings during the program change period.

4. EOPS/DSS priority registration day.

5. Bilingual staff members.


C. Financial Assistance

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

D. Improved Matriculation

1. Priority registration for select continuing students who meet with a counselor and new matriculating students.

2. Expand the summer matriculation counseling services for students with disabilities.

3. Expand the summer service for alternative placement tests for students with disabilities.
IV. Matriculation

A. Recruitment

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

2. 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.

3. Expanded visits to local businesses/community agencies etc. by SBCC Student Services staff to identify/assist employees who are interested in SBCC.

B. Additional Services for Unique Needs

1. 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, i.e. "Women, Have You Looked at These Careers?" and Re-entry brochures.

2. Continued to cooperate with EOPS and Student Services staff in special activities to provide an educational component to increase awareness of SBCC offerings to minorities, i.e. Women's History Month. Women's Day, Hispanic Women's Week.

3. Increased assessment and orientation offerings to local high school students. Expanded one-day orientation and advising at SBCC for local feeder high schools.

4. 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 and goal-setting.

5. Developed and published a bilingual handbook on educational opportunities available for high school drop-outs.
6. Provided training to EOPS and Counseling in use of admissions and articulation guides/requirements of both the UC’s and the CSU’s.

7. Disseminated articulation guides through the Transfer Center, counseling services, EOPS and special outreach services provided through the Minority Transition Program.

V. Career Center

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 1987-88 year were 27 for Hispanic and 5 for Asians.

b. The number of minority students who enrolled in Career Planning PD 91 during Fall 1987 totalled five. This figure represents 20% of all the students who enrolled in the course.

c. The number of minority students who enrolled in Orientation to College - PD 91 during Fall semester, 1987, totalled 45. This figure represents 22% of all the students who enrolled in the course.

d. During the school year 1987-88, five presentations were made about the Career Center, Job Placement Office and Counseling Department to 280 ESL students. This was done as part of an Orientation to College program designed for ESL students.

e. The number of students with Hispanic surnames who used DISCOVER since December 1987 is 25. This figure represents 9% of all students who used DISCOVER.

f. To continue to use the bilingual SPA’s to recruit ESL students into the Career Center.

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

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

i. To continue to use the video tape designed to teach Spanish-speaking and Asian students appropriate interview skills.
j. To coordinate Orientation to College workshops so that increased numbers of ESL and minority students attend.

k. To promote Career Planning and Orientation to College classes to EOP and ESL students.

VI. Job Placement

A. 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.

B. Recruitment Activities

1. 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 below for ethnic breakdown of student users.)

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

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

4. 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.
C. Statistical Data

Below is a report from the Job Placement Office of the ethnic breakdown of students who used the office between August 1987 and May 1988.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>941</td>
</tr>
<tr>
<td>American Indian</td>
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<tr>
<td>Hispanic</td>
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<tr>
<td>Black</td>
<td>45</td>
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<tr>
<td>Asian</td>
<td>46</td>
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<tr>
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<tr>
<td>Guamanian</td>
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<tr>
<td>Other Pac. Is.</td>
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<td>Filipino</td>
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<tr>
<td>INA (Info not avail.)</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,257</strong></td>
</tr>
</tbody>
</table>

The percentage of students from an ethnic minority is 25%.

D. Affirmative steps Taken or Planned to Increase the Number of Minorities and Women

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 the ESL job board.
- Informing EOP Program and CARE Program about employers who are recruiting for minorities and women.

VII. Gender Equity Non-Traditional Careers for Men and Women

A. Overview

1. To inform, encourage and recruit women and men into non-traditional careers.

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

3. To raise the awareness of the community, SBCC faculty, administrators and staff.
B. Statistical Data

1. A total of 61 students have participated in the Career Exploration program (spending a day with a role model in their non-traditional career choice).

2. A total of 325 counseling appointments were made regarding non-traditional careers for women and men.

3. A total of 50 Displaced Homemakers/Single Parents were counseled.

4. Information about employment opportunities are routinely posted in the Counseling Office, as well as in Job Placement, and contacts with instructors as appropriate.

5. An in-service presentation for Vocational Education staff and one for Counseling staff were provided; 23 individual instructor contacts were made. SBCC also provided a full day faculty in-service program on March 15, 1988. Faculty Enrichment had an in-service Fall 1987.

6. Five video tapes are now available for instruction and in-service:
   - "On Equal Terms"
   - "Speaking Out"
   - "Twenty Years of NOW" (National Organization of Women)
   - "Nothing but Options"
   - "Breaking Out"

7. Support for non-traditional instructional aide in Nursing and Automotive Services.

8. To assist re-entry adults in the development of a positive self-image, academic success, and career life planning.

9. To evaluate the services to insure effectiveness.

10. Two "Discovery Days" orientations for new students over 25; 53 participants.

11. Individual appointments totaled 117.

12. Two $100.00 Jane L. Latimer scholarships were awarded to re-entry and non-traditional majors in Automotive and Biology majors.
13. PD9 - Orientation to College for Re-entry Adults (14 students). PD91 - Orientation to College Assertiveness Workshop (19 students).

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

15. Child care funds supported day care for students who are single parents.

16. PD10 - Career Planning class, had 116 students; Math Anxiety (PD91) had 39 students.

17. Ten single-parent lectures.

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

1. 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.

2. Adult Education classes: "Getting Happily Employed" oriented to Re-directed Homemakers (38 students); development of further classes oriented to this population.


4. Women's Month activities including workshops, film series, displays, Women's Day, Hispanic Women's Week.

5. Applied Technology 1 and 2 developed to introduce women to vocational majors (25 students).
VIII. EOPS AND CAL-SOAP

A. Recruitment

1. Site visitations per year, per high school:

<table>
<thead>
<tr>
<th></th>
<th>86-87</th>
<th>To date 87-88</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assemblies</td>
<td>15</td>
<td>12</td>
<td>27</td>
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<tr>
<td>Counselor Meetings</td>
<td>7</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Lunch-time set-up</td>
<td>11</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Liaison staff visitation</td>
<td>29</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Parent (evenings/weekends)</td>
<td>12</td>
<td>8</td>
<td>15</td>
</tr>
</tbody>
</table>

2. SBCC campus visitations by high school students:

EOPS/Cal-SOAP

- 5
- 2
- 13

3. Mail (letters, newsletters, brochures, etc.):

CAL-SOAP, EOPS, SOS, C.A.R.E. 15,000

16,440

27,940

4. Produced TV PSA's (30 second spots) - all concerned with high school retention:

1986

1987-88

7 PSA's produced

- A. Completed 5 (O.J. Simpson, France Nuyen, George Takei, Nuchie Nashoba, Mike Farrell)

- B. Currently producing four PSA's in Spanish; celebrities to be used: Esai Morales, Anna Alicia (others being contacted)

Producing flyer and brochure advertising services of EOPS for dissemination to high schools, community will be available 6/30/88.

B. Services for Students with Unique Needs:

1. Provided 5 staff, 12 peer advisors for translators for all students in need - Spanish, Vietnamese, etc. (In 1986-87 we provided 5 staff and 6 peer advisors).

2. Transportation provided to City College for six cultural activities and seven non-cultural activities.
3. Tutorial classes provided at two of five feeder high schools (same as 1986-87); in addition, after school tutoring services for high school students have been expanded through coordination with the Urban Teachers and Afro-American agencies.

Cal-SOAP received a $7,000 augmentation grant to provide services to one local junior high school, where they offer career education, tutoring, peer advising and the opportunity for SBCC campus visits to designated students.

4. Provided four student/parent workshops to feeder high school students, involving EOPS, Financial Aid, PSAT's and other post-secondary education opportunities.

5. Coordinating with San Marcos High School (recipient of a $10,000 grant) in their newly created Minority Mentor Program.

6. Third annual leadership conference held at Westmont 63 student participants.

   Hispanic 43
   Black 15
   Asian 3
   White 2

Overnite residential experience
Grades 9-12 Tri-counties

7. Junior High Effort

   122 Tutorial
   133 Peer Advising
   139 Campus Visits
   30 Academic Plans
   157 Career Seminars
   54 Noon-time Presentations
   1,559 Pieces of Information (printed)

All of the above "unduplicated"

8. High School Effort

Parents: Tri-counties parent conference (350)
         Afro-American Community Group (50)
9. Cinco De Mayo - Cal-SOAP

Total participants: 387
Educational component: 244

For the 88-89 academic year

NAACP: Endowment for youth committee will be added as a consortium member.

C. Augmented Students Financial Assistance Program

- 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.

D. Improved Matriculation of Target Students

1. Assisted in assessment of targeted students; coordinated with assessment office.

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

Statistical Data

<table>
<thead>
<tr>
<th></th>
<th>1986-87 (Actual)</th>
<th>1987-88</th>
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<tr>
<td></td>
<td>EOPS</td>
<td>HSD</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>41</td>
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<td>Female</td>
<td>59</td>
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<td>.38</td>
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<tr>
<td>Asian Pac. Is.</td>
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<td>4.4</td>
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<tr>
<td>Black</td>
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<tr>
<td>Unknown</td>
<td>1.7</td>
<td>.07</td>
</tr>
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</table>

Narrative: EOPS, it appears, is continuing its excellent job in actively recruiting and providing information regarding educational opportunities for high school students. Recent changes in Title V regulations will provide the program with a much broader student base to recruit from, thereby increasing the number of under-represented students who enroll at SBCC. Staff relations with feeder high school personnel are positive and will improve even more due to our increased recruitment efforts.

*Research evaluation SBHSD 10/87
E. Overview/Objectives of the Program for College Student Body

EOPS is designed to provide student support services to low-income and underrepresented minority students "above and beyond" those student support services provided to the general student body. EOPS services include:

1. Outreach and Recruitment
2. Orientation to College
3. Counseling (assessment, academic/vocational, personal, career, peer advising)
4. Instructional Support Services (tutoring, Personal Development instruction, book services)
5. Financial Assistance
6. Special Activities (Cultural Awareness, EOPS Student Club)
7. University Transition
8. C.A.R.E. (single parents)
9. Internship Program for two (2) year vocational students

F. Program Coordination

Our EOPS program has sought to integrate itself into the college by coordinating its program efforts with:

- Admissions - To insure priority registration for its students.

- Assessment - To insure that students are tested at the earliest convenience and that results are provided to the staff in a timely manner.

- Instruction - To insure that faculty and other SBCC staff are aware of and sensitive to the unique needs of our students.

- Counseling - To insure that pertinent degree and transfer information is provided. In addition, our program is closely linked to the SBCC - UCSB Transition, Minority Transfer and Mentor programs.
### Statistical Data

<table>
<thead>
<tr>
<th></th>
<th>1986-87</th>
<th>1987-88</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EOPS</td>
<td>SBCC</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
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<tr>
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</tr>
<tr>
<td>Female</td>
<td>59.0</td>
<td>48.9</td>
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<tr>
<td><strong>Ethnicity</strong></td>
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<td>Asian/Pac. Is.</td>
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</tr>
<tr>
<td>Black</td>
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<td>2.0</td>
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<tr>
<td>White</td>
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<td>78.9</td>
</tr>
<tr>
<td>Hispanic</td>
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<td>13.2</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.0</td>
<td>0.70</td>
</tr>
</tbody>
</table>

**Narrative:** EOPS will continue to focus on low income minorities and women. New changes in Title V regulations governing EOPS serve only to increase the number of low income and minority students who can be recruited by our program. Although increased efforts and coordination with 4-year transfer programs is a high priority for our program, EOPS will continue to be a program that accomodates the students' specific educational or vocational interests and needs.

### IX. Financial Aids Program

The Financial Aid Office assists by providing access to post-secondary educational opportunities for students who might otherwise be denied access due to financial barrier.

#### A. Additional Services Provided in 1987-88 (as of 6/13/88)

1. Conducted need-analysis and packaged summer stipends for EOPS Summer Bridge Program.

2. Participated in SBCC College Night and College Day to provide parents and students financial aid information.


4. During Assessment Week, provide Financial Aid orientations to new SBCC students.

5. Provided Congressional Methodology update to High School counselors at Transfer Center workshop.
B. Financial Aid Statistical Data

<table>
<thead>
<tr>
<th></th>
<th>1986-87</th>
<th>1987-88 (as of 6/13/88)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>1,419</td>
<td>1,334</td>
</tr>
<tr>
<td>Female</td>
<td>815</td>
<td>713</td>
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<tr>
<td>Male</td>
<td>604</td>
<td>621</td>
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<tr>
<td>Ethnic Code</td>
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<tr>
<td>Black</td>
<td>87</td>
<td>81</td>
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<tr>
<td>Asian</td>
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<tr>
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<td>277</td>
<td>290</td>
</tr>
<tr>
<td>Other</td>
<td>932</td>
<td>850</td>
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</tbody>
</table>

X. Student Activities Office

A. Affirmative Action for High School Recruitment

1. Site Visitation per year per high school for Student Activities Programs, i.e. Student Senate, Associated Student Scholarship Program, Cheerleading, Articulation Program Speech Tournament.
   - Class Visitations 8
   - Special Group Meetings 7
   - Liaison Staff Visitation 1

2. Letters, Newspapers, Brochures, Flyers, etc.
   - 6 Separate Disbursements

3. SBCC Campus Tours by High School Students
   - 2 Per Year

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

B. Affirmative Action for the College Student Body

1. Overview and Objectives of the Program: Student Activities provides opportunities for students to participate in student government, college clubs, cheerleading, co-curricular activities, college governance, development of personal leadership skills and interpersonal relations.
2. Statistical Data Student Activities

(1) Senate
   a. Gender
      Male 12 75%
      Female 4 25%
      Total 16 100%
   b. Ethnicity
      White 12 75%
      Black 1 6%
      Hispanic 3 19%
      Total 16 100%
   c. Disabled 1 6%

(2) Cheerleading
   a. Gender
      Male 0 0
      Female 14 100%
      Total 14 100%
   b. Ethnicity
      Black 2 14%
      Hispanic 4 29%
      White 8 57%
      Total 14 100%
   c. Disabled - None

(3) Clubs
   a. Gender
      Male 157 53%
      Female 139 47%
      Total 296 100%
   b. Ethnicity and Disabled - No data available

(4) Student Representation on College Committees
   a. Gender
      Male 12 60%
      Female 8 40%
      Total 20 100%
b. Ethnicity
   Black     1     6%
   White     12    75%
   Hispanic  3    19%
   Total     16   100%

c. Disabled 0 0

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

Student Activities will continue its outreach efforts to promote outreach in the high schools in general. Special effort will be directed at increasing participation of under-represented groups directly through the implementation of the Student Senate Scholarship Program for graduating high school seniors starting in the Fall 1988, Tutorial Services for High School Students, Football and Basketball Cheerleading Squads.

XI. Athletics


<table>
<thead>
<tr>
<th>Sport</th>
<th>Black</th>
<th>Hispanic</th>
<th>Indian /Asian</th>
<th>Anglo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
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<td>5</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
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</tr>
<tr>
<td>Men</td>
<td>9</td>
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<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Women</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Cross Country</td>
<td></td>
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<tr>
<td>Men</td>
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<td>9</td>
</tr>
<tr>
<td>Women</td>
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<td>0</td>
<td>0</td>
<td>2</td>
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<td>Football</td>
<td>14</td>
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<td>36</td>
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<tr>
<td>Total</td>
<td>27</td>
<td>26</td>
<td>2</td>
<td>137</td>
</tr>
</tbody>
</table>
Sixty one percent of the athletes are anglo with most of the minority representation coming from men's basketball and football. The representation of men and women athletes favor the men by a margin of 84 percent. Low numbers were present in women's basketball, women's cross country and women's track and field.

The coaches used the usual methods of recruiting such as campus visits, telephone calls, tours, home visits and attendance at local high school athletic events. In addition, athletics were represented at college night and a special football presentation was given to the local athletes and their parents.

Some of the future events and activities that should prove helpful in minority recruitment are:

1. The hiring of a full time women's track and cross country coach.
2. The development of a recruitment video.
3. The addition of men's soccer and women's softball team.
4. The implementation of the new academic-athletic improvement program.

XII. Disabled Student Services

A. Overview and Objectives of Disabled Student Services

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

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, personal, academic, vocational counseling, job placement, mobility assistance by tram or van, learning disabilities assessment, arrangements for taped books, brailled or large print matter, accessibility maps, brailled maps, visualtek, brailled typewriter, adapted computer and typewriter keyboards.

B. Statistical Data

During academic year 1987-88, (477) unduplicated students received services from Disabled Student Services. Seventy-five (75) of these students underwent assessment for possible learning disabilities and were found to be non-learning disabled or had not completed the assessment process.

Of the Four hundred and two (402) verified disabled students:

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>47%</td>
</tr>
<tr>
<td>Male</td>
<td>53%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
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<tbody>
<tr>
<td>White</td>
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</tr>
<tr>
<td>Latino</td>
<td>12%</td>
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<tr>
<td>Black</td>
<td>1.5%</td>
</tr>
<tr>
<td>Other</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

C. Affirmative Steps Taken To Increase The Participation of Minorities and Women

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

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

XIII. Articulation

A. High School Recruitment

1. Four agreements were developed and approved by the entities participating.

2. The new "Education Pays Off" booklet was published in English and Spanish. It outlines the opportunities available to the high school drop-out. It outlines services available, requirements and contact people.

3. A poster contest was held and a new poster promoting the articulation agreements will be widely displayed in the SB community.
B. **Additional Services for Unique Needs**

1. Provided training to EOFS, counseling, and division and department heads/staff in use of admissions and Articulation guides/requirements of both the UC's and the CSU's.

2. Disseminated Articulation guides through the Transfer Center, counseling services, EOFS and special outreach services provided through the Minority Transition Program.

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

C. **Improved Matriculation**

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

2. Transferrable courses were identified in the college catalog.

D. **Plan for 1988-89**

1. 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.

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

3. Project ASSIST will be introduced and implemented. This is 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.
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 Assn. for the Advancement of Colored People (NAACP)

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

LOMELI, Filiberto
Goleta Valley Art Association
Surgical Eye Expedition International, Inc.
Santa Barbara Art Museum

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
Association of California Community Colleges Administrators
Chief Instructional Officers Association
California Association of Community Colleges
Hispanic Achievement Council
Planned Parenthood of Santa Barbara
Matriculation Assessment Advisory Board

TRAVIS, Thomas
Goleta Valley Chamber of Commerce
Association of California Community Colleges Administrators