TO: Board of Trustees
    Dr. Peter MacDougall
FROM: Daniel Oroz, Director of Personnel/Affirmative Action Officer
DATE: September 4, 1989

The report that follows is the thirteenth annual summary report of actions taken by the District in 1988-89 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

1-89AAREPO.RT-1b

Encl. 1
Item 2.2-a
9/14/89
1. **NEW HIRES FOR 1988-89**

**ADMINISTRATIVE/MANAGEMENT**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Total New Hires</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>3</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Total Females</td>
<td>2(50%)</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>
</tr>
<tr>
<td>Total Minority</td>
<td>0</td>
<td>2(28.6%)</td>
<td>1(14.3%)</td>
<td>0</td>
<td>2(33.3%)</td>
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</tbody>
</table>

**FACULTY**

<table>
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<tbody>
<tr>
<td>Total New Hires</td>
<td>10</td>
<td>12</td>
<td>16</td>
<td>8</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Total Females</td>
<td>6(60%)</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>
</tr>
<tr>
<td>Total Minority</td>
<td>2(20%)</td>
<td>1(8.3%)</td>
<td>1(6.3%)</td>
<td>3(38%)</td>
<td>0</td>
<td>4(33.3%)</td>
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</table>

**CLASSIFIED**

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>50</td>
<td>59</td>
<td>69</td>
<td>34</td>
<td>46</td>
<td>25</td>
</tr>
<tr>
<td>Female</td>
<td>31(62%)</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>
</tr>
<tr>
<td>Minority</td>
<td>17(32%)</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>
</tr>
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</table>

**Positions with Promotional Applications**

- Promotion Rate 1988-89

<table>
<thead>
<tr>
<th></th>
<th>12</th>
<th>7(58.3%)</th>
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</thead>
<tbody>
<tr>
<td>Positions filled by Promotion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-faculty</td>
<td>MALES</td>
<td>FEMALES</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>EXECUTIVE ADMIN/MANAGERIAL</td>
<td>I</td>
<td>B</td>
</tr>
<tr>
<td>PROFESSIONAL NON-FACULTY</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>SECRETARIAL/CLERICAL</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SERVICE/MAINTENANCE</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>SKILLED CRAFTS</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TECHNICAL/PARAPROFESSIONAL</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>UNASSIGNED</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total non-faculty</strong></td>
<td>1</td>
<td>6</td>
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<tr>
<td>Faculty</td>
<td></td>
<td></td>
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<tr>
<td>Career Education</td>
<td></td>
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<tr>
<td>Health and P.E.</td>
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<tr>
<td>Humanities</td>
<td></td>
<td></td>
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<tr>
<td>Instruct. Support/Stu. Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total faculty</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**RUN TOTAL | MALES | FEMALES | TOTAL**
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|       |       |       |       |       |       |       |       |       |       |       |       |       |       |
3. RECRUITMENT

GENERAL:

a. The Personnel Department increased significantly in 1988-89 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 1988-89: 9,500

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

e. Nationwide advertising was expanded to include the Chronicle of Higher Education, Affirmative Action Register, Black Issues in Higher Education, Hispanic Hotline, California Job Journal, Community College Week and AACJC Career Line.

f. The District funded individual out-of-area recruitment by department heads for two positions (Marine Technology, P.E./Track Coach).

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 policy on AIDS, following a study by the Affirmative Action Officer. The AIDS policy was adopted by the Board of Trustees on September 22, 1988. In-Service training on AIDS for faculty and staff has taken place during the year.

b. The Affirmative Action Committee has reviewed the new Staff Diversity Affirmative Action State Plan adopted by the Chancellor's Office pursuant to AB1725. The Affirmative Action Officer advised the Committee of major changes to the Affirmative Action Program.

c. A revised Affirmative Action Orientation Check List was developed and distributed. The checklist incorporates the increased monitoring/tracking process by the Affirmative Action Officer required by AB1725.

d. The Affirmative Action Officer developed an Affirmative Action flow chart for 1988-89 faculty positions, showing for each position the total number of applications, minorities, females at each stage in the interview process. The data was reviewed in detail by the Committee.

e. The Affirmative Action Committee developed, after several brainstorming sessions, a list of suggestions for possible implementation designed to assist in the district's recruitment and Affirmative Action efforts. Many of the suggestions have been acted upon and others are under consideration. All were helpful.

f. The district's Affirmative Action Advertising budget was significantly increased on a permanent basis. The budget was augmented by regular district funds and by AB1725 Faculty & Staff diversity funds. The district's Affirmative Action advertisement efforts were able to be expanded for the spring semester 1989 recruitment season, as a result of this increase.

g. In-Service training related to Affirmative Action issues coordinated during the year by this department included the following:
## g. In-Service (continued)

<table>
<thead>
<tr>
<th>DATE</th>
<th>SPEAKER</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>February 8, 1989</td>
<td>Susan Broderick</td>
<td>&quot;AIDS&quot; - Management Breakfast</td>
</tr>
<tr>
<td>January 30/31, 1989</td>
<td>Dan Oroz</td>
<td>&quot;Sexual Harassment: Intent vs. Impact&quot; - Video</td>
</tr>
<tr>
<td>September 6, 1989</td>
<td>Dr. Uri Trusman</td>
<td>Fall keynote address at Faculty In-Service: &quot;Reflections on Teaching a Changing Population&quot;</td>
</tr>
<tr>
<td>September 6, 1989</td>
<td>Faculty</td>
<td>Plenary Session: &quot;Faculty Initiatives for a Changing Student Population&quot;</td>
</tr>
<tr>
<td>March, 1989</td>
<td>John Eggler, Pat Nunez, Jenny Webber</td>
<td>Faculty Spring In-Service: Retention Strategies for Underrepresented Students</td>
</tr>
<tr>
<td></td>
<td>John Eggler &amp; Pat Nunez</td>
<td>Part-time Faculty workshop: &quot;Instructional Strategies for Retention of Culturally Diverse Students&quot;</td>
</tr>
<tr>
<td>June 5, 1989</td>
<td>Clark Group</td>
<td>&quot;Cultural Diversity&quot; Workshops for Counselors, Faculty and Staff</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 a discrimination complaint based upon retaliation filed by a former District employee.

7. **AFFIRMATIVE ACTION STUDENT BODY**

   a. **Curricula:** The District offered several credit and non credit courses in 1988-89 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.
AFFIRMATIVE ACTION REPORT
COURSES OFFERED - 1988-89

ADAPTIVE PROGRAMS FOR THE INFIRM ELDERLY
Adaptive Cooking
Adaptive Food Services
Art Appreciation
Art Awareness
Body/Mind Dynamics
Basic Living Skills
Creative Communication
Culture, Customs and Cuisine
Expressive Awareness
Food for Thought, Talk & Taste
Imagery & Movement
Journalism
Lip Reading
Music Appreciation
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
PreVocational Skills
Sensory Awareness
Social Awareness
Survey of the Arts
Techniques for Enhancing Learning & Memory
Technology for the Disabled
Travels and Explorations
Words for Thought
World of Interest
World of Music

BASIC EDUCATION
Basic Reading: Comprehension and Writing Skills
Basic Reading: Reading, Writing & Mathematics
Basic Reading: Spelling and Word Attack Skills
Civics Preparation for Amnesty
Individualized Instruction
Preparation for Citizenship Examination

BUSINESS EDUCATION
Career Exploration: Getting Employed
Career Exploration: Getting Started
Financial Survival for Women
Introduction to Microcomputers & DOS for Seniors
Investing in the Stock Market for Women
Living Trusts
Personal Finances: Taking Control
Planning Now for Retirement Then
What It Takes to Find A Job
SANTA BARBARA CITY COLLEGE
AFFIRMATIVE ACTION REPORT ON COURSES - 1988-89

FALL 1988

Cultural Anthropology
Cultures Around the World
Afro-American in U.S. History
Racism in America
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 Women
Adaptive Music Appreciation
Native American Culture
The Indian in Literature
Self-Defense: Coed
Self-Defense: Women
Career Planning and Decision Making
Orientation: Re-Entry Adults
Orientation: Disabled Students
Racism in America
Adaptive PE: Sports
Adaptive PE: Wilderness Experience
Sociology of Sex Roles
Math Anxiety Seminars

SPRING 1989

Cultural Anthropology
Cultures Around the World
Assessment: Learning Disabilities
Afro-American Music
Afro-American in U.S. History
Literature by Black Authors
Racism in America
Mexican-American Chicano Culture
American Sign Language
The Exceptional Child
Contemporary Women Writers
English as a Second Language
Cultural Geography
Personal Health for Women
History of Women
Orientation: Disabled Students
Orientation: Re-Entry Adults
Adaptive PE: Sports
Adaptive Music Appreciation
Adaptive PE: Wilderness Experience
The American Indian
Indian Culture
Career Planning and Decision Making
Self Defense
Sociology of Sex Roles
Tradeswomen and New Careers
Math Anxiety
CURRENT EVENTS

Contemporary Africa
Hungry Club Forum: The Housing Crisis—What Can Be Done?

ENGLISH

Southern Women Writers
Women's Fiction & Autobiography

ENGLISH AS A SECOND LANGUAGE

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

HEALTH

Arthritis Self-Help Course
Euthanasia and the Right to Die
Geriatric Pharmacology Overview
Geriatric Pharmacology in Skilled Nursing Facilities
Introduction to Medical Spanish
Home Health Care Nursing: Caring for A Loved One at Home
New Approaches to Health:
  Alzheimers Disease: Does It Run In Families?
  Calcium & Common Sense - Osteoporosis Update
  Taking the Pain Out of Arthritis
Reducing Your Risk: Cardiovascular Education Program
Senior Forum:
  Financing Long Term Care
  Fitness & Nutrition
  Update on Alzheimer's Disease

HOME & FAMILY

Adaptive Cooking
Do It Yourself: A Home Repair Workshop for Women

LANGUAGES

American Sign Language, Levels I & II
Spanish for the Workplace

MUSIC

Choral Singing for Women
Gospel Singing Workshop

PARENT EDUCATION

Dyslexia: Challenges & Achievements
Enjoy Your Pregnancy
Preparation for Childbirth
Single Parents' Day: Quality Time: Making Contacts that Count; Taking Care of You
Strengthening Your Step Family
Winning As a Step Family
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
Compulsivity: Conquering Compulsive Behaviors
For Women Who Feel Like Nothing Without a Man
Healing from Trauma
Homelessness: Issues & Solutions
How to Stop Smoking
Journeying through Menopause
More Alive after 55
More Alive at 65
Prime Time: A Day for Older Women
The Divorce Experience: Practical Aspects of Pulling It Together
The Myth of Alcoholism as a Disease
Transforming Addictive Relationships
Why Men Are the Way They Are
Women: From Alcoholism to Sobriety

SEWING
Corte y confeccion para principiantes
Women's Custom Pattern Making (Beginning and Advanced)

bt/document/afirm89
SANTA BARBARA CITY COLLEGE

TO: Dr. Peter MacDougall
Superintendent/President

FROM: Lynda Fairly
Vice President, Student

RE: Student Affirmative Action Report for 1988-89

The ethnic diversity of the local high school district and SBCC has been gradually changing over the past few years. SBCC has seen a significant increase in Hispanic students since 1983. In Spring 1983, we enrolled 1,020 Hispanics and in Spring 1989, we enrolled 1,934 for an 89.6% increase.

Another comparison with our local high school district:

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<thead>
<tr>
<th></th>
<th>Fall 1987</th>
<th>Fall 1989</th>
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</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>White</td>
<td>63%</td>
<td>60%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>29%</td>
<td>32%</td>
</tr>
<tr>
<td>Black</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Asian/Filipino</td>
<td>4%</td>
<td>4%</td>
</tr>
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</table>

At SBCC:

<table>
<thead>
<tr>
<th></th>
<th>Fall 1987</th>
<th>Spring 1989</th>
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<tbody>
<tr>
<td>American Indian</td>
<td>.8%</td>
<td>1.0%</td>
</tr>
<tr>
<td>White</td>
<td>77.7%</td>
<td>75.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>14.8%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Black</td>
<td>2.2%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Asian/Filipino</td>
<td>4.5%</td>
<td>4.3%</td>
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</tbody>
</table>

This report will summarize the efforts of individual departments in reaching, contacting and assisting underrepresented students.

HIGH SCHOOL RECRUITMENT ACTIVITIES

I. EOPS/Cal-SOAP

   A. Recruitment

      1. Site Visitations per year/per high school

<table>
<thead>
<tr>
<th></th>
<th>1987-88</th>
<th>1988-89</th>
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</thead>
<tbody>
<tr>
<td>Assemblies</td>
<td>27</td>
<td>51</td>
</tr>
<tr>
<td>Counselor meetings</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>Liaison staff visits</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Parent (evening/weekend)</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>
2. SBCC campus visitations by high school students 13 13

3. Mail (letters, brochures, newsletters, etc.) 27940 30,000+

B. Services for students with unique needs

1. Cal-SOAP employed seven college work study students as tutors and peer-advisors at San Marcos, Dos Pueblos, Santa Barbara, Carpinteria High schools and Carpinteria and Santa Barbara Junior High schools. Target population, students historically underrepresented in post-secondary education.

2. Cal-SOAP received a $13,392 augmentation grant to serve an additional 200 students with academic support services. Carpinteria Junior School was selected as the new school site for 1988-89. Services offered include: Career education, tutoring, peer-advising, college information, and the opportunity to visit Santa Barbara City College. Middle school component currently is offered at Santa Barbara Junior High School and Carpinteria High School.

3. Cal-SOAP co-sponsored with SBCC Continuing Education Division/Adult Education a two night series for parents of seniors entitled "FINANCING A COLLEGE EDUCATION---WHO WILL PAY?" Series taught by B. Cordero (SBCC), Carol Echt (SB Scholarship Foundation), Alice Myers (Westmont).

4. 375 targeted high school students were guests of Cal-SOAP (transportation and lunch provided) for the annual Cinco de Mayo Festival.

5. EOPS provides 5 staff, 10 peer-advisors for translators for all students in need. (In 1987-88 we provided 5 staff and 12 peer advisors).

Goal for 1989-90 is to retain 5 staff members and hire 15 peer-advisors for students in need (Spanish, Vietnamese, etc.).

6. Coordinated Internship program with community agencies (Federal, State, non-profit) to provide meaningful job sites for second year vocational students enrolled at SBCC. Twenty-five job sites on and off campus were created for students in need.

7. Sub-component of EOPS involved the Mentor Program, a program designed to assist underrepresented students in the improvement and understanding of college life by assigning them to a SBCC faculty or Staff member.

<table>
<thead>
<tr>
<th></th>
<th>1987</th>
<th>1988</th>
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<tbody>
<tr>
<td>Mentors</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>Mentees</td>
<td>20</td>
<td>40</td>
</tr>
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2
8. Coordinated transitional services to four-year institutions with Transfer Center and their newly created Transfer Achievement Program (TAP) designed to serve those underrepresented minority students who desire transfer to CSU's and UC's. Twelve EOPS students were assisted by TAP during the 1988-89 year.

9. Provided childcare services for single-parents through coordinated efforts of Children's Center, VEA, SBCC Foundation, Federal and State agencies. One hundred and sixty students assisted with childcare needs totalling over $100,000.

C. Augmented Students Financial Assistance Program

1. High School district provided summer stipends for low-income, underrepresented 11th graders to attend summer session at SBCC; also provided Summer Youth Employment (SYEP) for these students.

D. Improved Matriculation of Targeted Students

1. Coordination with Admissions and Assessment offices to provide priority assessment testing for targeted students.

2. Five co-sponsored activities were coordinated through Student Outreach Services during the 1988-89 year. SOS group consists of SBCC/EOPS, Cal-SOAP, UCSB, MESA, Upward Bound, Partnership, Westmont. Activities provided were Leadership Conference, Pre-College Fair Night for students and parents, Student-Affirmative Action Day at Westmont, production of a college "Quick Reference" manual.

STATISTICAL DATA

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<td></td>
</tr>
<tr>
<td>Male</td>
<td>41%</td>
<td>51%</td>
<td>39%</td>
<td>51.1%</td>
</tr>
<tr>
<td>Female</td>
<td>59%</td>
<td>49%</td>
<td>61%</td>
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</tr>
<tr>
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<td>American Indian</td>
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<tr>
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<td>3%</td>
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<td>51%</td>
<td>63%</td>
<td>38%</td>
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</tr>
<tr>
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<td>31%</td>
<td>29%</td>
<td>44%</td>
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<td>1%</td>
<td>.07%</td>
<td>0%</td>
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</table>

EOPS efforts will continue to focus on the recruitment of low-income minorities and women. Progress has been made in the recruitment of Hispanic students, which is a major mission goal of the entire SBCC campus. Plan for 1989-90 in the area of High School recruitment for Cal-SOAP an EOPS/CARE will involve an enhancement of existing services (i.e., recruitment, information dissemination, meetings,
etc.). EOPS/CARE served the highest number of students in its history during the 1988-89 year and our goal is to increase that number by no less than 6%. (569 students served in ’88-89; goal for ’89-90 is 600).

II. RELATIONS WITH SCHOOLS

A. Recruitment Activities

1. Coordination of class presentations, campus tours and special events between Counseling, Cal-SOAP and EOPS. Both EOPS and Counseling have assigned liaison counselors to local high schools.

2. Cal-SOAP Junior high students participated in an interest survey, a tour of the college campus and specific programs according to their interests, with a presentation on opportunities in higher education.

3. Presentations to parents groups of SBCC and higher education.

4. Tours of vocational areas for community/high school occupational classes.

5. Presentations to adult evening high school classes.


B. Services for Unique Needs

1. Bi-lingual (Spanish/English) presentations to area elementary and secondary ESL classes on the value and accessibility of higher education.

2. Bi-lingual mailing to homes of all 9-12 grade students by the SBCC/SB High School District Articulation Council to promote higher education, ease the transition to college and market articulated technical programs.

3. A Bi-lingual component for minority students and parents was held prior to the annual College Fair. This described the segments of higher education in California and instructed students on how to get the most out of the Fair.

4. EDUCATION PAY$ OFF - A bi-lingual booklet for high school drop-outs was distributed to recent drop-outs and throughout the community (1,500 copies).

C. Statistical Data

Thirty-two in-class presentations, 11 bi-lingual class presentations, 28 campus tours for minority, ESL and vocational students, weekly campus tours, 10 presentations to parents, 18 presentations to larger student groups, 23 information sessions on high school campuses, 7 presentations to adult evening high school classes, 5 mailings to
homes (9-12), 408 seniors tested and oriented.

D. Activities Planned to Increase Our Underrepresented Ethnic Groups
1. Continue current activities, expand into all area junior high schools, begin to expand into more elementary schools.
2. Expand testing/orientation to ESL seniors.
3. Provide more joint UCSB/SBCC presentations to parents and students in junior and senior high schools.

E. Goals for 1989-90
1. Hire Special Program advisor to assist in expanding programs.
2. Extend current activities to reach more ESL and minority students.
3. Provide more joint UCSB/SBCC presentations in local schools and to parents groups.
4. More involvement of faculty and better coordination with EOPS in all outreach activities.

III. ADMISSIONS AND RECORDS

A. High School Recruitment Activities
1. Schedules taken to high schools (by liaison counselors).
2. Credit by Articulation form developed.

IV. STUDENT ACTIVITIES OFFICE

A. High School Recruitment
1. Site Visitations per year per high school for Student Activities Programs, i.e., Student Senate, Associated Student Scholarship Program, and Cheerleading.
   a. Class Visitations 5
   b. Special Group Meetings 4
   c. Liaison Staff Visitation 2
2. Letters, newspapers, brochures, flyers, etc.
   a. 11 separate dispursements
3. SBCC campus tours by high school students.
   a. Four for the year
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.

COLLEGE RECRUITMENT ACTIVITIES

I. TRANSFER CENTER - TRANSFER ACHIEVEMENT PROGRAM

A. TAP

The Transfer Achievement Program (TAP), formerly known as the Minority Transition Program, is designed to provide a developmental structure to transfer-related activities thereby facilitating the transfer process for underrepresented students. Specifically, the program is designed to:

1. Increase underrepresented student awareness regarding transfer programs and services.
2. Document the increase of minority transfers to four-year colleges and universities.
3. Continue to provide in-depth counseling and advising to underrepresented minority students.
4. Advocate for and coordinate necessary transfer-support services available at SBCC and four-year institutions.
5. Participate with high school outreach and recruitment activities.
6. Develop a TAP Club which will include study groups, peer advisors and support groups.

B. Recruitment

1. To introduce the TAP program and its services, five orientation sessions were held in the Fall, 1988. Each session had an average of 29 students attending.

   Four orientation sessions were held in the Spring, 1989. An average of 14 students attended each of the sessions.

2. TAP hosted about 150 underrepresented students on May 5, 1989. The purpose of the event was to introduce Cal-SOAP students to Santa Barbara City College and specifically to TAP.

3. TAP visited and made presentations to student assemblies at Santa Barbara High School, Carpinteria High School, Dos Pueblos High School, San Marcos High School and Santa Barbara Junior High School.
4. Coordinated with the California Student Opportunity and Access Program (Cal-SOAP) to track and recruit former high school students attending SBCC.

5. Presentations regarding the TAP and Transfer Center services were made at EOPS, DSS, ESL and two Chicano Studies classes.

6. Mailed over 1,500 personalized letters to underrepresented SBCC students.

7. Handed out and mailed approximately 5,000 brochures.

C. Services for Unique Needs

1. Hired a bilingual/bi-cultural coordinator and Special Program Advisor for the Transfer Achievement Program (each position at 19 hours per week).

2. Walk-up orientation and counseling was made available on a daily basis. Coordinated and facilitated the referral process of students to five TAP academic counselors.

3. Provided individualized, in-depth counseling to TAP students.

4. Coordinated transfer related support services at SBCC and at four-year institutions for transfer students.

5. Disseminated a TAP Newsletter to SBCC minority students.

6. Tracked and contacted all minority students who picked up application materials for transfer admission during the 1988-89 academic year.

7. Coordinated five student trips for underrepresented students to:

   October 12, 1988                   CPSLO
   February 12, 1989                 CSUN
   March 17, 1989                    Westmont
   April 13 & 14, 1989 (overnight)   CPSLO
   April 20 & 21, 1989 (overnight)   UC Berkeley
   May 12, 1989                      UCLA

8. Advocated on a case-by-case basis for EOP/SAA Special Action transfer applicants to UCSB.

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

10. Provided intensive follow-up of minority applicants to CSU, UC, out of state and independent colleges.

11. Provided support to transfer students experiencing problems with housing, financial aid, admissions, registrations and emotional separation from family and community college networks.
12. Tracked transfer progress of underrepresented students utilizing the Student Transfer Task Inventory (STTI).

13. Wrote and submitted a proposal to obtain funding to provide summer follow-up to TAP students.

14. A presentation was given to selected business representatives from the Santa Barbara community regarding the TAP services during a formal luncheon on April 12, 1989.

15. A TAP reception honoring and congratulating TAP students admitted to four-year colleges was held on May 25, 1989.

16. Officially implemented the Guaranteed Admissions Contract with UCSB for underrepresented TAP students that have completed at least 12 transferable units.

D. Statistical Data

Underrepresented minority students (Black, Chicano/Latino, Native American, Filipino and Pacific Islander) represented 20.43% of students utilizing the Transfer Center in 1988-89. Participation rates by underrepresented minority students more closely approached parity with ethnic enrollment than any prior year. Table one provides detail of ethnic participation.

E. Activities Planned to Increase Underrepresented Ethnic Groups and Goals for 1989-90

1. Increase the number of TAP members to 500 and introduce study groups and a TAP club.

2. Enhance the scope and utilization of the Student Transfer Task Inventory (STTI) for increased student involvement in transfer preparation and success.

3. Increase the number of Guaranteed Admission Contracts to UCSB.

4. Identify and expand academic support services for TAP students with low GPA’s or on academic probation.

5. Increase the number of underrepresented minority student applications to four-year colleges.

6. Develop a plan which will allow follow-up services during the summer for those TAP students transferring in the Fall, 1990. Some of the follow-up services would include assistance with their financial aid application process, housing, personal counseling and support for students that are the first members of their family to attend college.
Table I
Transfer Center-Transfer Achievement Program 1988-89

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Total Number of Student Sessions</th>
<th>Unduplicated Student Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaskan &amp; Native American</td>
<td>47 (1.04%)</td>
<td>22 (.98%)</td>
</tr>
<tr>
<td>Asian</td>
<td>155 (3.45%)</td>
<td>87 (3.90%)</td>
</tr>
<tr>
<td>Black</td>
<td>153 (3.40%)</td>
<td>63 (2.82%)</td>
</tr>
<tr>
<td>White</td>
<td>3,248 (72.37%)</td>
<td>1,629 (73.08%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>698 (15.48%)</td>
<td>348 (15.61%)</td>
</tr>
<tr>
<td>Filipino</td>
<td>49 (1.09%)</td>
<td>14 (.62%)</td>
</tr>
<tr>
<td>Other</td>
<td>68 (1.51%)</td>
<td>43 (1.92%)</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>47 (1.04%)</td>
<td>9 (.40%)</td>
</tr>
<tr>
<td>Unreported</td>
<td>23 (.51%)</td>
<td>14 (.62%)</td>
</tr>
<tr>
<td>Total Figures</td>
<td>4,488</td>
<td>2,229</td>
</tr>
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</table>

II. EOPS

A. Overview/Objectives of the Program

EOPS/CARE 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/CARE 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. CARE-support for single parents
9. Internship program for two-year vocational students

B. Program Coordination

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

1. Admissions - To insure priority registration for its students.
2. Assessment - To insure that students are tested at the earliest convenience and that results are provided to the staff in a timely manner
3. Instruction - To insure that faculty and other SBCC staff are aware of and sensitive to the unique needs of our students.

4. Counseling - To insure that pertinent degree and transfer is provided. In addition, our program is closely linked to the SBCC - Transfer and Transfer Achievement Program (TAP), Mentor Program, Financial Aid and ESL departments and programs.

Statistical Data

<table>
<thead>
<tr>
<th></th>
<th>EOPS</th>
<th>SBCC</th>
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<tr>
<td>Female</td>
<td>59%</td>
<td>49.7%</td>
<td>61%</td>
<td>49.6%</td>
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<tr>
<td>Ethnicity</td>
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<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>2%</td>
<td>0.6%</td>
<td>2%</td>
<td>.88%</td>
</tr>
<tr>
<td>Asian/Pacific Is.</td>
<td>9%</td>
<td>3.8%</td>
<td>7%</td>
<td>3.7%</td>
</tr>
<tr>
<td>Black</td>
<td>6%</td>
<td>2.0%</td>
<td>8%</td>
<td>2.2%</td>
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<tr>
<td>White</td>
<td>51%</td>
<td>78.4%</td>
<td>39%</td>
<td>75.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>31%</td>
<td>14.4%</td>
<td>44%</td>
<td>17.8%</td>
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</table>

Recruitment among the SBCC student body will continue to be a major emphasis of EOPS/CARE. Through our coordination with the Office of Financial Aid, cultural awareness activities, classroom presentations and interaction with Faculty and Staff our increased efforts should aid in our increasing our overall EOPS student population by no less than 6% of the total number of students served the previous year.

III. GENDER EQUITY/SINGLE PARENT/REENTRY ADULTS

A. Recruitment

1. Development and distribution of brochures.

2. Implementation of publications; review policy to check compliance with Affirmative Action guidelines.

3. Newspaper articles for classes and workshops.


5. Limited individual and agency mailings.
B. Services for Unique Needs
   1. Individual counseling - academic, career, personal.
   2. Resource and referral.
   3. Childcare grants.
   4. Scholarships.
   5. Arranged for an instructor and counselor to attend conferences for continuing education in gender equity; in-service on apprenticeships for counseling staff.

C. Statistical Data
   1. Orientations - 16
   2. Classes/workshops - 78
   3. Individual appointments - 407

D. Activities Planned to Increase Underrepresented Minorities
   1. Promotional information in Summer Bridge EOPS Program.
   2. Letters to students enrolling in vocational education courses.
   3. Coordination with TAP program as appropriate.

E. Goals for 1989-90
   1. Continue individual one-to-one counseling services.
   2. Applied technology classes and vocational education career workshops for non-traditional students.
   3. Update gender equity brochure.
   4. Sponsor Women's Month activities.
   5. Keep abreast of state requirements for compliance with Affirmative Action mandates and consult with administration and staff as appropriate.
   7. Two discovery day orientations.
   8. Community presentations, as requested.
IV. STUDENT ACTIVITIES

A. Overview and Objectives to 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.

B. Statistical Data Student Activities

1. Senate
   a. Gender
      Male 10  56%
      Female 8  44%
      Total 18 100%
   b. Ethnicity
      White 12  67%
      Black 1  6%
      Hispanic 5  28%
      Total 18 100%
   c. Disabled 1  6%

2. Cheerleading
   a. Gender
      Male 1  5%
      Female 18  95%
      Total 19 100%
   b. Ethnicity
      Black 1  5%
      Hispanic 3  16%
      White 15  80%
      Total 19 100%
   c. Disabled - None

3. Clubs
   a. Gender
      Male 164 49%
      Female 172 57%
      Total 336 100%
   b. Ethnicity and Disabled - No data available
4. Student Representation on College Committees

a. Gender
   Male  10  56%
   Female  8  44%
   Total  18  100%

b. Ethnicity
   Black  1  6%
   White  12  67%
   Hispanic  5  26%
   Total  18  100%

c. Disabled  1  6%

C. 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 to increasing participation of underrepresented groups directly through the implementation of the Student Senate Scholarship Program or graduating high school seniors and football and basketball cheerleading squads.

V. CAREER CENTER

A. Recruitment Activities

1. 35 class presentations were made to Essential Skills 40, 44, English 10, and English 1 classes to promote DISCOVER and Career Center services.

2. Six classroom presentations to high school classes SBCC and Career Center services.

3. Four resume/interviewing workshops

4. Bi-lingual special program advisors were given an in-service on DISCOVER and brought ESL students into use DISCOVER and the Career Center.

5. The Career Assessment Inventory is offered in Spanish.

6. Publications aimed at minority students are available in the Career Center, i.e., Minorities Issues and Hispanic Times

7. Video tapes and publications aimed at women in non-traditional careers are available in the Career Center
B. Services for Unique Needs

1. Eight "How to Choose a Major" workshops were designed for undecided/undeclared students.

2. Career Testing/career counseling available for community re-entry adults.

3. Materials in Spanish developed for "How to Choose a Major" workshop.

4. Publicity for these workshops was focused on ESL an EOPS students.

C. Statistical Data

Students who use the Career Center resource library do not need to sign. Therefore, data for all activities is not available. It is also difficult to identify Black students by surname. Sign in is required for using DISCOVER, the Career Assessment Program and workshops.

1. 115 re-entry community adults went through the Career Assessment program.

2. 63 students with Hispanic surnames went through one hour career counseling/test interpretation appointments. (The number of total students was 227.)

3. 13 students with Hispanic surnames enrolled and completed "Career Planning A Self-Directed Approach", for Fall 88/Spring 89.

4. 25 students with Hispanic surnames attended "How to Choose a Major" workshops. (Total attendance 97.)

5. 80 students with Hispanic surnames used DISCOVER. (Total users who signed in were 428.)

D. Activities Planned to Increase our Underrepresented Ethnic Groups

1. Continue to train and use Bi-lingual special program advisors to recruit ESL students into the Career Center.

2. To continue to make presentations to pre-collegiate English classes and ESL classes on DISCOVER and career services.

3. To present "How to Choose a Major" workshops to level 3, 4, 5 ESL classes utilizing materials in Spanish.

4. To encourage underrepresented students to attend Orientation to College workshops through EOP and ESL program.

5. To work more closely with underrepresented student athletes regarding setting career and educational goals.
VI. JOB PLACEMENT OFFICE

A. Recruitment Activities

1. The Spring Job Fair introduced students to a wide variety of career opportunities and made students aware of the Job Placement Office.

2. The Job Placement Office displayed materials at registration to inform students about its service.

B. Services for Unique Needs

1. The Job Placement Office routes all job openings appropriate for ESL students to the ESL office. In addition, all vocational, technical and business jobs are also routed to appropriate departments.

2. The office works closely with Disabled Student Services by sharing information about job openings, employers who hire special ability students and labor market information.

C. Statistical Data

Students by ethnicity, who have registered with the Job Placement Office:

- Anglo: 879
- Black: 75
- Hispanic: 280
- Asian: 40
- Hawaiian: 2

Total: 1276

D. Activities Planned to Increase our Underrepresented Ethnic Group

1. The percentage of minority students from the above figure is 31%. The Placement Office is more concerned about finding a satisfactory job fit for these students than increasing recruitment strategies. Underrepresented students especially ESL students often need assistance in job readiness skills. The Placement Office will continue to identify and refer students who need additional assistance to career counseling, interview and resume video tapes and job search workshops.

2. To continue to invite government and state organizations to the annual job fair. They are primarily interested in recruiting minorities and women. Promote this event to minority students.

3. To continue to inform the EOP and CARE program of job openings which call for minority applicants.
4. Continue to work with Disabled Student Services Job Developer to share job contacts/labor market information.

VII. FINANCIAL AID PROGRAM

The Financial Aid Office continues to facilitate access to post secondary educational opportunity by helping students overcome financial obstacles impeding their access to a college education.

A. Additional Services Provided in 1988-89 (as of 6/30/89)

1. Performed needs analysis, awarded and disbursed summer stipends for low income, disadvantaged EOPS Summer Bridge participants.

2. Participated in SBCC College Night and College Day activities by providing financial aid information for parents and students.

3. Provided summer employment opportunities for low income, disadvantaged Summer Youth Employment Program (SYEP) participants.


5. Provided Financial Aid Orientation Workshops for parents at College Nights sponsored by Cal-SOAP and local feeder high schools.

B. Services for Students with Unique Needs

1. Provided bi-lingual BOGG intake services during arena registration period to address the unique needs of SBCC's English as a Second Language (ESL) students.

2. Provided Financial Aid Orientation Workshops for all SBCC ESL classes prior to Spring 89 semester.

Statistical Data

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<tr>
<td>Ethnicity</td>
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<td>Asian/Pac Islander</td>
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<tr>
<td>White/All Others</td>
<td>62.5</td>
<td>78.40</td>
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<tr>
<td>Hispanic</td>
<td>22.9</td>
<td>14.40</td>
</tr>
</tbody>
</table>
The Office of Financial Aid will continue to focus on developing and providing services designed to facilitate the access of students from groups currently underrepresented in higher education. In particular, during the 1989-90 academic year, the Office of Financial Aid will focus on improving the delivery of its services to SBCC’s ESL population through the development of bi-lingual financial aid brochures and through the development of a core of bi-lingual student advisors recruited from the ESL student population.

VIII. ADMISSIONS AND RECORDS

A. Recruitment

1. Schedules mailed to community residences.
2. Schedules taken to high schools (by liaison counselors).
3. Schedules taken to area libraries, recreation centers, businesses, Casa de la Raza and the Franklin Center.

B. Services for Unique Needs

1. ESL information table at registration.
2. ESL hourly worker in Admissions and Records in evening during first three weeks of school.
3. EOPS/DSS priority registration times.
4. Arranged with ESL for priority registration for ESL students.
5. Matriculation controls tailored for ESL students (viz orientation included as part of assessment).
6. Students who indicate ESL or DSS on application given specific program/testing information.

C. Activities Planned to Increase Underrepresented Groups

1. Recruit bi-lingual staff.
2. Translate application into Spanish, if deemed necessary.

D. Miscellaneous

1. Parking brochure translated into Spanish.
2. Three Admissions staff enrolled in Spanish, two bookstore staff taking Spanish.
3. Job notification for all new hires indicate bi-lingual desirable (currently, two full time staff are bi-lingual).
4. Requested student characteristics be generated for minority students only.
5. Title IX nondiscrimination statement developed for college brochures.

6. Primary language added to application.

E. Goals for 1989-90

1. Further modify application for admission.

2. Recruit bi-lingual staff.

3. Prepare student characteristics report for minority population as well as entire college population.

IX. DISABLED STUDENT SERVICES

A. Recruitment

The following activities were implemented in 1988/89 to increase recruitment of underrepresented student groups:

1. Three special campus tours for high school students with disabilities.

2. Three presentations to high school special education counselors and instructors about SBCC DSS services.

3. Two presentations to faculty of Cate and Laguna Blanca Schools about SBCC DSS services.

4. One presentation to faculty of Carpinteria High School about SBCC DSS services.

5. Symposium for parents of high school students with disabilities in cooperation with CANHC.

6. DSS staff participation on high school special education transfer program.

7. DSS staff meetings with representatives of all community organizations meeting the needs of the disabled.

8. SBCC DSS information printed in three major national publications addressing the needs of the disabled.

B. Services for Unique Needs

In 1988/89, the Disabled Student Services Department has provided educational and vocational support services to students with disabilities who are registered in credit or non-credit classes. Services have included alternative testing, special parking, notetakers, readers, writers, interpreters, proofreaders, tutors, mobility aids, equipment loan.
The Department has offered five programs this year:

1. The Learning Disabilities Program developed learning strategies to maximize success in regular college classes. In addition to special classes, this program offered assessment, advisement and liaison with the campus and community.

2. The Adapted Physical Education Program offered classes in adapted fitness, Adapted Wilderness Experience and a college quadriplegic rugby team sponsored by the Disabled Student Club.

3. The new High Tech Center provided adapted computer assisted instruction, such as cognitive rehabilitation or word processing for students with dyslexia. In addition, the center offered adapted technology including voice synthesized word processing for blind students and electronic key guards for students with orthopedic disabilities.

4. The Job Placement Program for students with disabilities offered instruction in career planning as well as job placement assistance. In cooperation with Department of Vocational Rehabilitation, a job counselor was available to help disabled students obtain work and provide supportive services such as financial assistance for tuition, books or transportation. Twenty-one disabled students were placed in full time jobs and twelve part-time.

5. The Disabled Student Services Counseling Program provided specialized advisement, registration assistance, special orientation to the college, and liaison with faculty and staff on campus as well as with community agencies. In addition, the counseling program provided the services and accommodations necessary for a successful college experience.

C. Statistical Data

In 1988/89, the total number of students with disabilities in the SBCC credit program was 501. The ethnic distribution was as follows:

<table>
<thead>
<tr>
<th>Ethnic Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Asian</td>
<td>8</td>
</tr>
<tr>
<td>Black</td>
<td>18</td>
</tr>
<tr>
<td>White</td>
<td>405</td>
</tr>
<tr>
<td>Hispanic</td>
<td>44</td>
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<tr>
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<td>Pacific Islander</td>
<td>4</td>
</tr>
</tbody>
</table>

D. Activities Planned to Increase Underrepresented Groups

1. DSS's request to include disabled students in the definition of underrepresented groups was acknowledged by the Academic Senate and included in their statement on underrepresented students.
2. DSS staff is participating on the Academic Senate's underrepresented student action committee.

3. DSS sponsored the first in a series of SBCC DSS presentations on "Access".

4. Informational Access is being addressed through the use of photographs and video footage of students from underrepresented ethnic groups who have disabilities. DSS is encouraging the use of these visuals in more SBCC publications/media.

5. Attitudinal Access is being addressed through an ongoing DSS awareness training program, providing individual or group information to increase awareness of students with disabilities.

6. Architectural Access is being addressed through an ongoing architectural barrier removal program.

7. Communication Access is being addressed through meetings with a consultant on bi-lingual assessment of disabilities.

E. Goals for 1989-90

1. DSS publications will be available in Spanish, Chinese and other languages, on request.

2. A DSS video will be produced for in-service.

3. New courses in adapted computer instruction for the disabled will be offered.

4. A disabled student speakers bureau will be established.

5. The number of adapted SBCC computer stations will be increased.

6. DSS will establish an "Access Advisory Committee".

7. An hourly DSS staff person who is fluent in American Sign Language will be hired to increase the number of underrepresented deaf students on campus.
X. ATHLETICS

A. 1988-1989 Athletic Ethnic Breakdown

<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>
<td>0</td>
<td>6</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Basketball (men)</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Basketball (women)</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Cross country (men)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Cross country (women)</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Football</td>
<td>13</td>
<td>5</td>
<td>2</td>
<td>32</td>
</tr>
<tr>
<td>Golf</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Tennis (men)</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Tennis (women)</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Track (men)</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Track (women)</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Volleyball (men)</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Volleyball (women)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>23</td>
<td>4</td>
<td>139</td>
</tr>
</tbody>
</table>

The percentage of minority athletes in the total program during the past year has stayed the same. Seventy-one percent of the athletes were white in both years, with most of the minority representation coming from men's basketball and football and women's track teams. The representation of men and women athletes favor the men by a margin of 71 percent, which is an increase over the previous year for women.

B. Recruitment

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, athletes were represented at College Night; and a special football presentation was once again given for the local athletes and their parents.

C. Goals for 1989-90

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

1. The hiring of a full time track and cross country coach.
2. The development of a recruitment video.
3. The addition of men's soccer and women's softball team.

(affirmat/p#7)

21
SANTA BARBARA CITY COLLEGE

AFFIRMATIVE ACTION COMMITTEE ORGANIZATIONAL COMMUNITY ACTIVITY - 1988-89

DUPART, Trish
Association for California College Tutorial and Learning Assistance
College Reading and Learning Association
Tres Condados Girl Scout Council

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
Youth Endowment Committee

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
Santa Barbara Scholarship Foundation
Contemporary Arts Forum
Foundation for Santa Barbara City College

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

MORENO, Elida
Faculty Association of California Community Colleges
California Teachers of English to Speakers of Other Languages
La Casa de la Raza, Board of Directors
Latinos for Better Government
United Farm Workers of America
Hispanic Women’s Network
Under-represented Students Action Committee