TO: Board of Trustees  
Dr. Peter MacDougall  

FROM: Daniel Oroz, Vice President, Human Resources  

SUBJECT: Annual Affirmative Action  
Program Activity Report - 1989-90  

DATE: September 3, 1990  

The report that follows is the fourteenth annual summary report of actions taken by the District in 1989-90 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. DISTRICT PROGRAMS  
10. 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  

1-90AAREPO.RT-1b
1. **NEW HIRES FOR 1989-90**

**ADMINISTRATIVE/MANAGEMENT**

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

**FACULTY**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Total New Hires</td>
<td>15</td>
<td>10</td>
<td>12</td>
<td>16</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Total Females</td>
<td>5 (33.3%)</td>
<td>6 (60%)</td>
<td>8 (66.7%)</td>
<td>9 (56.3%)</td>
<td>4 (50%)</td>
<td>2 (66.7%)</td>
</tr>
<tr>
<td>Total Minority</td>
<td>3 (20%)</td>
<td>2 (20%)</td>
<td>1 (8.3%)</td>
<td>1 (6.3%)</td>
<td>3 (38%)</td>
<td>0</td>
</tr>
</tbody>
</table>

**CLASSIFIED**

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Total</td>
<td>48</td>
<td>50</td>
<td>59</td>
<td>69</td>
<td>34</td>
<td>46</td>
</tr>
<tr>
<td>Female</td>
<td>33 (68.75%)</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>
</tr>
<tr>
<td>Minority</td>
<td>20 (41.7%)</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>
</tr>
</tbody>
</table>

**Promotion Rate 1989-90**

<table>
<thead>
<tr>
<th>Positions with Promotional Applications</th>
<th>Positions filled by Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>11 (64.7%)</td>
</tr>
<tr>
<td></td>
<td>MALES</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------</td>
</tr>
<tr>
<td>Non-faculty</td>
<td></td>
</tr>
<tr>
<td>Executive Admin/Managerial</td>
<td>1</td>
</tr>
<tr>
<td>Professional Non-Faculty</td>
<td></td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>1</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>1</td>
</tr>
<tr>
<td>Skilled Crafts</td>
<td></td>
</tr>
<tr>
<td>Technical/Paraprofessional</td>
<td>1</td>
</tr>
<tr>
<td>Total non-faculty</td>
<td>1</td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>Career Education</td>
<td>3</td>
</tr>
<tr>
<td>Health and P.E.</td>
<td>7</td>
</tr>
<tr>
<td>Humanities</td>
<td>1</td>
</tr>
<tr>
<td>Instruc. Support/Stu. Services</td>
<td>2</td>
</tr>
<tr>
<td>Natural Science</td>
<td>1</td>
</tr>
<tr>
<td>Social Science</td>
<td>1</td>
</tr>
<tr>
<td>Total faculty</td>
<td>2</td>
</tr>
<tr>
<td>Run Total</td>
<td>1</td>
</tr>
</tbody>
</table>
3. **RECRUITMENT**

**GENERAL:**

a. With over 30 faculty or administrator positions to be filled for 1990-91, the Personnel Department conducted the most extensive recruitment program in SBCC history. AB1725 funds enabled the District to take new initiatives in its efforts, including expanded job advertising in affirmative action targeted publications. More than $15,000 was spent for advertising as compared to $1,000 a year spent a few years ago.

The District also participated in its first Affirmative Action Statewide Job Fair held in Los Angeles. The Job Fair was conducted by ACCCA Cal 88 Consortium and the Bay 10 Personnel Administrators and over 60 California Community Colleges participated. The Job Fair was extensively advertised in ethnic organizations nationwide. Over 800 applications were handed out and 72 completed job applications were returned. Five SBCC administrators/staff members participated in the fair.

AB1725 funds were also used by the Personnel Department to produce a full color recruitment brochure and a 30-minute color video which previews the college and describes the type of faculty positions the college is seeking. Both the color brochure and the color video were well received at the job fair. All applicants also received copies of the color brochure.

The Personnel Department has implemented the Chancellor's Office Faculty and Staff Diversity Registry. Personnel staff attended a workshop in Pasadena, March 7, 1990, on how to access the computerized applicant job bank. The computerized minority/female job applicant registry currently contains 7,000 plus files. Application forms are made available for the Diversity Registry in the Personnel Department.

b. In summary, the Personnel Department significantly increased its efforts in 1989-90 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 for a minimum of one month.

c. All job announcements carried the statement "An Affirmative Action Title IX Employer."

d. 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 1989-90: 12,600
e. Ads were placed in the Santa Barbara News-Press and other local newspapers. Job announcements for all certificated permanent positions filled in 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.


g. The Personnel Department began the advertisement of vacant part-time hourly faculty positions on a routine basis and has created an affirmative action applicant pool, which must be reviewed by department heads before positions can be filled (AB1725).

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

Five 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. The District’s Affirmative Action Program Plan was revised to comply with new AB1725 guidelines. The revised plan was approved by the Board of Trustees and submitted to the Chancellor’s Office for review and approval. Various technical changes to this policy included provisions regarding part-time faculty affirmative action, sensitivity to student diversity, adverse impact studies, and monitoring, etc.
b. The Vice President, Continuing Education, developed a new affirmative action hiring procedure for non-credit instructors. The policy was approved by the Board of Trustees. The District’s credit program faculty hiring procedures were revised in coordination with the Academic Senate to implement the new requirements of AB1725: part-time affirmative action procedures, sensitivity to student diversity.

c. The Affirmative Action Officer prepared and distributed various studies and reports including:

"1989-90 Applicant Flow Analysis" - tracks minorities/women at each stage in selection process for each position. Study for adverse impact.

"Affirmative Action Job Advertising Effectiveness for 1990-91" - shows percentage (%) of minority applications received at SBCC by source of referrals, e.g. Job Fair, AA Register.

d. In 1989-90, AB1725 Faculty and Staff Diversity Funds ($11,500) were received from the State for use in the District’s Affirmative Action Program. The funds were used to partially fund the District’s Affirmative Action recruitment, selection and training efforts. It is expected that these funds will continue to be received on an annual basis from the State.

e. The District’s three year Affirmative Action Goals and Timetables were revised, approved by the Board of Trustees and submitted to the State as required by State affirmative action regulations.

f. The Personnel Department purchased a two-part video titled "Valuing Diversity". The videos are available for use in the classroom and by staff in the Learning Resource Center.

g. The Affirmative Action Officer attended various workshops and training sessions on affirmative action and staff diversity including, ten monthly Southern 30 Personnel/Affirmative Action meetings in Los Angeles and a legal update called "The Court and Affirmative Action", December 15, 1989, at LAX.

h. In-Service training and activities related to affirmative action and student diversity issues taking place during the year included the following:

<table>
<thead>
<tr>
<th>DATE</th>
<th>SPEAKER</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 11, 1990</td>
<td>Onolee Zwicke</td>
<td>&quot;Cultural Awareness&quot;, Management Breakfast</td>
</tr>
<tr>
<td>September 5, 1989</td>
<td>Karolyn Hanna, Don Seaver</td>
<td>&quot;Reducing Attrition by Promoting Student Use of College Resources&quot;</td>
</tr>
<tr>
<td>September 5, 1989</td>
<td>Elida Moreno, Alyce Steidler</td>
<td>&quot;Classroom Strategies for Empowering and Engaging Students&quot;</td>
</tr>
<tr>
<td>September 5, 1989</td>
<td>John Eggler, Al Flinck</td>
<td>&quot;Stimulating Student Participation Through Group Testing and Group Study&quot;</td>
</tr>
</tbody>
</table>
In-Service (continued)

<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 5, 1989</td>
<td>Keith McLellan</td>
<td>&quot;Understanding Transfer: Perspectives for Faculty&quot;</td>
</tr>
<tr>
<td>January 3, 1990</td>
<td>David Lawyer, Sr.</td>
<td>&quot;The Importance of Music to the Martin Luther King Movement and Its Spirit&quot;</td>
</tr>
<tr>
<td>March 7, 1990</td>
<td>Janet Shapiro</td>
<td>&quot;Access - a Model of Integration for Community Colleges&quot;</td>
</tr>
<tr>
<td>March 13, 1990</td>
<td>Dr. Robert Eisenberger</td>
<td>&quot;Student Motivation and Responsibility&quot;</td>
</tr>
<tr>
<td>March 13, 1990</td>
<td>Dr. Robert Eisenberger</td>
<td>&quot;Discussion Session on Student Motivation and Responsibility&quot;</td>
</tr>
<tr>
<td>March 13, 1990</td>
<td>Al Vera-Graziano</td>
<td>&quot;One Way to Successfully Reduce Attrition Rates and Increase Student Productivity&quot;</td>
</tr>
<tr>
<td>April 11, 1990</td>
<td>John Romo</td>
<td>&quot;Multi-Cultural Challenges: Issues &amp; Possibilities Beyond the Numbers&quot;</td>
</tr>
<tr>
<td>May 2, 1990</td>
<td>Ana Castillo</td>
<td>&quot;An Afternoon with Poet, Novelist, Writer - Ana Castillo&quot;</td>
</tr>
</tbody>
</table>

6. DISCRIMINATION COMPLAINTS/GRIEVANCE

No formal FEH/EOC discrimination complaints were filed against the District in 1989-90.

7. AFFIRMATIVE ACTION STUDENT BODY

a. Curricula: The District offered several credit and non-credit courses in 1989-90 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 Vice President, Business Services of their responsibilities for implementation of the Equal Opportunity clause and certification on non-segregated facilities.
9. **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

10. **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.
FALL 1989 COURSES

APTECH 1: TRDS Women-New Careers
BLST 1: Afro-American US History
BLST 3: Afro-American Culture
BLST 11: Afro-American Music
CHSTU 1: Mexican American Chicano Studies
CHSTU 3: Mexican American Chicano Culture
CHSTU 19: History of Mexican Art
COMM 41: American Sign Language I
COMM 42: American Sign Language II
ESL 10: Beg Grammar
ESL 11: Beg Writing
ESL 12: Phonics/Vocabulary
ESL 14: Interm Grammar
ESL 15: Interm Writing
ESL 16: Phonics/Vocabulary
ESL 18: Sentence Structure
ESL 19: Paragraph to Essay
ESL 20: Interm Readings
ESL 22: Sentence Structure
ESL 23: Paragraph to Essay
ESL 24: Adv. Reading
ESL 30: Study Skills
ESL 31: Language Usage
ESL 34: Composition
ESSK 82: ESL Vocabulary
ESSK 70: Organizational Skills (DSPS)
ESSK 71: Math Tutorial (DSPS)
ESSK 72: Writing/Reading Tutorial (DSPS)
ESSK 73: Spelling Tutorial (DSPS)
ETHST 7: Racism in America
HE 2: Personal Health for Women
HIST 24: History of Women
NATAM 1: The American Indian
NATAM 3: Indian Culture
NATAM 13: Indian in Literature
PERDV 3: Career Planning
PERDV 9: Orientation: Re-entry Adults
PERDV 10: Career Planning & Decision Making
PE 163: Beg Self Defense
PE 164: Beg Self Defense for Women
PE 172: Adaptive Sports
PE 175: Adaptive Wilderness Experience
SOC 13: Sociology of Sex Roles
SPRING 1990 COURSES

APTECH 2: Women in the Work Place
BLST 1: Afro-American US History
BLST 11: Afro-American Music
BLST 13: Literature by Black Authors
ETHST 7: Racism in America
CHST 1: Mexican American History
CHST 13: Chicano Literature
CIS 106: Applications with Microcomputers (DSPS)
ESSK 70: Organizational Skills (DSPS)
ESSK 71: Math Tutorial (DSPS)
ESSK 72: Writing/Reading Tutorial (DSPS)
ESSK 73: Spelling Tutorial (DSPS)
ECE 5: Exceptional Child
ESL 10: Beg Grammar
ESL 11: Beg Writing
ESL 12: Phonics/Vocabulary
ESL 14: Interm Grammar
ESL 15: Interm Writing
ESL 16: Phonics/Vocabulary
ESL 18: Sentence Structure
ESL 19: Paragraph to Essay
ESL 20: Interm Readings
ESL 22: Sentence Structure
ESL 23: Paragraph to Essay
ESL 24: Adv. Reading
ESL 30: Study Skills
ESL 31: Language Usage
ESL 34: Composition
ESSK 82: ESL Vocabulary
NATAM 1: The American Indian
NATAM 3: Native American Cultural Heritage
NATAM 12: Native American Visual/Musical Arts
PE 172: Adaptive Sports
PE 175: Adaptives: Wilderness Experience
PE 163: Self-Defense
PERDV 9: Orientation: Re-entry Adults
PERDV 10: Career Planning and Decision Making
PERDV 15: Assessment (DSPS)
PERDV 16: Career Planning (DSPS)
PERDV 91A: Career Planning
PERDV 91C: Math Anxiety
SOC 13: Sociology of Sex Roles

AGEN:AFF.ACT89-90
AFFIRMATIVE ACTION REPORT
COURSES OFFERED - 1989-90

ADAPTIVE PROGRAMS FOR THE INFIRM ELDERLY
Adaptive Cooking
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
Lip Reading
Music Appreciation
Music and You
Music for All Seasons and Reasons
Music of Our Lives and Times
Natural Sciences: Discoveries and Explorations
Our Lives and Times
PreVocational Skills
Retirement: Anticipation and Reality
Sensory Awareness
Social Awareness
Survey of the Arts
Techniques for Enhancing Learning & Memory
Technology for the Disabled
The Art of Mature Living
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
Civics Preparation for Amnesty
Individualized Instruction
Preparation for Citizenship Examination

BUSINESS EDUCATION
Cultural Awareness: Dealing with Diversity
Elderlaw and your Estate
Financial Planning for Women
Living Trusts
More Financial Survival for Women
Personal Finances: Taking Control
Planning Now for Retirement Then
Surviving Retirement

CURRENT EVENTS
Hungry Club Forum: The Health Care Crisis--How Can We Cope with It?

ENGLISH
Southern Women Writers

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

HEALTH
AIDS Update: 1989
Alzheimer's Respite Care Givers Training Program
Arthritis Self-Help Course
Arthritis Update '89
Family Health (4 lectures on Strokes)
Introduction to Medical Spanish
New Approaches to Health:
  Fitness After 50: It's Never Too Late
  Growing Younger, Growing Wiser
  Nutritional Rejuvenation for People over 40
  The Estrogen Fix: Is It a Fountain of Youth?
  The Quest for Longevity: Remarkable Breakthroughs in Life Extension
Project Reentry (for Stroke Patients and Their Families)
Religion, Spirits and Healing
Senior Forum: Using Medications Wisely
The Mature Driver Course
Update on Parkinson's Disease

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' Family Day
Strengthening Your Step Family
PHYSICAL FITNESS AND DANCE
African Dance
Dancercise: For the Mature Person
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
Healing from Trauma
How to Stop Smoking
Midlife: Challenges, Changes and Choices for Women
More Alive after 55
On Becoming a Woman of Age, Wisdom and Maturity
Successful Retirement Planning
The Myths and Realities of Aging
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)

jp/e:/courses/affirm90
SANTA BARBARA CITY COLLEGE

TO: Dr. Peter MacDougall
    Superintendent/President

FROM: Lynda Fairly, Vice President
       Student Affairs

DATE: July 9, 1990

RE: Student Affirmative Action Report for 1989-90

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 1990, 2,041 for a 100% increase.

Another comparison with our local high school district:

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<thead>
<tr>
<th></th>
<th>Fall 1988</th>
<th>Fall 1989</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>1%</td>
<td>17%</td>
</tr>
<tr>
<td>White</td>
<td>60%</td>
<td>57%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>32%</td>
<td>35%</td>
</tr>
<tr>
<td>Black</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Asian/Filipino/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>

at SBCC:

<table>
<thead>
<tr>
<th></th>
<th>Fall 1988</th>
<th>Fall 1989</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>1.0%</td>
<td>1.1%</td>
</tr>
<tr>
<td>White</td>
<td>75.1%</td>
<td>73.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>17.4%</td>
<td>17.6%</td>
</tr>
<tr>
<td>Black</td>
<td>2.3%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Asian/Filipino</td>
<td>4.3%</td>
<td>5.2%</td>
</tr>
</tbody>
</table>

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

I. EOPS/Cal-SOAP

A. Recruitment

1. Site Visitations per year/per high school
<table>
<thead>
<tr>
<th>Service</th>
<th>1988-90</th>
<th>1989-90</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assemblies</td>
<td>51</td>
<td>50</td>
</tr>
<tr>
<td>Counselor meetings</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>Liaison staff visits</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>Parent (evening/weekend)</td>
<td>15</td>
<td>25</td>
</tr>
</tbody>
</table>

2. SBCC campus visitations
by high school students

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

B. Services for students with unique needs

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

2. Junior High component for 1989-90 included: Career education, tutoring, peer-advising, college information and the opportunity to visit Santa Barbara City College. Full service Middle school component currently offered at Santa Barbara Junior High and Carpinteria Junior High Schools. 455 students served.

3. Cal-SOAP co-sponsored for the 4th year, 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 Fred de Leon (SBCC), Carol Echt, Bonnie Yuhas (SB Scholarship Foundation) and Alice Meyers (Westmont).

4. 400 targeted high school students were guests of Cal-SOAP (transportation and lunch provided) for the annual Cinco de Mayo festival.

5. 80 Junior High School Students, 21 Junior High School Faculty, and 19 SBCC Administrative Staff participated in the Cal-SOAP Junior High Incentive Program. This Program was made possible through lottery dollars awarded for the 1989-90 year.

6. EOPS provides 5 permanent staff, 2 half-time staff, 14 peer-advisors for translators for all students in need. (In 1988-89 we provided 5 staff and 10 peer advisors).
Goal for 1990-91 is to retain 5 staff members and hire 21 peer advisors with at least twelve being underrepresented students (Black, Hispanic, Native American).

7. Coordinated Internship program with community agencies (Federal, state, non-profit) to provide meaningful job sites for second year vocational students enrolled at SBCC. Thirty-four job sites on and off campus were created for students in need. (Twenty-five students assisted on/off campus in 1988-89).

8. Sub-component of EOPS involved the Mentor Program, a program designed to assist underrepresented students in personal development and orientation toward college life. Students were assigned to faculty staff according to majors.

<table>
<thead>
<tr>
<th>1988-89</th>
<th>1989-90</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentors</td>
<td>30</td>
</tr>
<tr>
<td>Mentees</td>
<td>40</td>
</tr>
</tbody>
</table>

9. Coordinated transitional services to four-year institutions with Transfer Center and TAP program. Over fifty EOPS students assisted by Transfer Center and TAP during the year.

10. Provided childcare services for single-parents through coordinated efforts of Children's Center, VEA, SBCC Foundation, federal and state agencies. One hundred seventy-four students assisted with childcare needs. (One hundred sixty assisted in 1989-90). Total funding from Federal, State and private sources was over $150,000 for 1989-90 as compared to approximately $125,000 in 1988-89.

C. Augmented Students Financial Assistance Program

Due to fiscal constraints, High School District was unable to provide summer stipends for low-income underrepresented 11th graders to attend summer session at SBCC. However, through coordination with state officials, EOPS was able to assist students with a summer stipend; also coordinated efforts between Santa Barbara County Schools and the Private Industry Council (PIC) resulted in jobs being provided for qualified students through the Summer Youth Employment Program (SYEP). Twenty-five slots provided in 1989 summer program. Approximately forty job slots will be available for summer students this session (1990).
D. Improved Matriculation of Targeted Students

1. Coordinated efforts with Admissions/Records and Assessment enabled two hundred and fifty new EOPS students to receive priority assessment testing.

2. Continued during the 1989-90 year co-sponsoring of activities with Student Outreach Services consortium (SOS). Activities included Pre-College Fair Night at SBCC (over one-hundred parents and students took part in the event); Leadership Conference; Student Affirmative Action Day at Westmont; numerous student tours of SBCC by Cal-SOAP and MESA students.

E. Statistical Data

<table>
<thead>
<tr>
<th></th>
<th>1988-89</th>
<th>1989-90</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EOPS</td>
<td>HSD</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>39%</td>
<td>51.1%</td>
</tr>
<tr>
<td>Female</td>
<td>61%</td>
<td>48.9%</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian/Filipino</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>Black</td>
<td>9%</td>
<td>3%</td>
</tr>
<tr>
<td>White</td>
<td>38%</td>
<td>60%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>44%</td>
<td>32%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

EOPS efforts will continue to focus on the recruitment of low-income, educationally-disadvantaged students; minorities and women. Progress has been made in the recruitment of Black and Hispanic students to the college. Plan for 1990-91 in the area of High School recruitment for Cal-SOAP and EOPS/CARE will again involve the continued enhancement of existing services (i.e., recruitment, information dissemination, meetings, etc.). EOPS/CARE served the highest number of students in its history during the 1989-90 year and our goal is to again increase that number by no less than 6% (569 served in 1988-89; 602 served in 1989-90; goal for 1990-91 is 650).

**COLLEGE RECRUITMENT ACTIVITIES**

A. Overview/Objectives of the Program

EOPS/CARE is designed to provide student support services to low-income, educationally-disadvantaged and underrepresented minority students "above and beyond"
those student support services provided to the general student body. For those students who meet eligibility criteria, 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, transfer and single parent workshops)
7. University transition
8. CARE-support for single parents
9. Internship program for two-year vocational students
10. Mentoring Program
11. Summer Bridge Program for new college students

B. Program Coordination

The EOPS program has integrated itself into the college by coordinating its program efforts with:

1. Admissions/Records - 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 staff are aware of and sensitive to the unique needs of our students. Embodied in this area is the need to coordinate effective/pertinent course tutoring with instructors to facilitate learning and subject comprehension.

4. Counseling - To insure that pertinent degree and transfer information is provided. EOPS/CARE is closely linked to other campus departments such as Transfer and TAP programs, Financial Aid and ESL departments/programs.

C. Statistical Data

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>39%</td>
<td>50.4%</td>
<td>37%</td>
<td>49.1%</td>
</tr>
<tr>
<td>Female</td>
<td>61%</td>
<td>49.6%</td>
<td>63%</td>
<td>50.9%</td>
</tr>
</tbody>
</table>
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, weekly lunches with SBCC faculty, junior high faculty, 4 junior high Cal-SOAP students, and a tour by a Santa Barbara City College student.

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.


7. Six classroom presentations made to high school classes regarding SBCC and Career Center services.

B. Services for Unique Needs

1. Bilingual (Spanish/English) presentations to local elementary and secondary ESL classes on the value and accessibility of higher education.

2. Two bilingual mailings to homes of all 9-12 grade students by the SBCC/Santa Barbara High School District Articulation Council to promote higher education, ease the transition to college and market articulated technical programs.
3. A bilingual meeting 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 PAYS OFF - a bilingual booklet for high school drop-outs was distributed to recent drop-outs and throughout the community, second edition - September 1989 (1,500 copies).

5. Bilingual presentation to high school parents on SBCC and opportunities in higher education.


7. Campus tours, information sessions, orientation, alternative testing, and advising for high school students with learning disabilities.

8. Outreach to secondary students in a community drug rehabilitation program.


10. TAP made four presentations to students from Santa Barbara High School, Santa Barbara Junior High, Dos Pueblos High School, and Carpinteria High School.

C. Statistical Data

Twenty-five in class presentations, fifteen bilingual presentations, information sessions, and/or campus tours; 48 campus tours for underrepresented, ESL, vocational and/or disabled students; fourteen group information sessions at high schools, twenty "incentive" program lunch/tours; six presentations to parents' groups; four special events for parents; six mailings to the home of all 9-12 grade students; weekly campus tours; three presentations to adult evening high school diploma students; 397 seniors oriented; 453 seniors tested on-site.

D. New Activities for Increasing our Underrepresented Ethnic Groups

1. Expand all area junior high schools and 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.

4. Speak annually at each high school PTA.

5. Provide a bilingual parent information session at each high school with information on SBCC, higher education, financial aid and other special programs.

6. Offer a Saturday workshop for parents through Adult Education to the community on planning for post-secondary education.

II. Counseling

A. Services for Students with Unique Needs

1. Assigned one full-time bilingual counselor, one part-time English speaking counselor, and two part-time Special Program Advisors to provide special counseling services to ESL students.

2. Provided four orientation-to-college sessions for 106 new level 4 and 5 English as a Second Language (ESL) students and four orientation-to-college sessions for 90 continuing level 4 and 5 ESL students.

3. Provided level 4 and 5 ESL students with nine one-hour sequential workshops addressing the career planning process, college academic programs, overview of higher education, personality and career interest inventories, and personal goal setting.

4. Provided bilingual (English/Spanish) one-on-one counseling to over 227 ESL students. Provided special group academic advising for continuing ESL students.

5. Arranged through the University of California, Santa Barbara, for 120 SBCC ESL students USA and International college transcript evaluations of undergraduate and graduate course work as pre-transfer advising.

6. Developed systematic approach to assess foreign high school transcripts for ESL students who still need their high school diploma. Served 32 students.
3. Coordinated with the California Student Opportunity and Access Program (Cal-SOAP) to track and recruit former high school students attending SBCC.

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

5. Mailed over 1,800 personalized letters to underrepresented SBCC students.

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

B. Services for Unique Needs

1. Retained a bilingual/bicultural 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 supported services at SBCC and at four-year institutions for transfer students.

5. Disseminated a TAP Newsletter to SBCC minority students.

6. Disseminated a weekly newsletter to the study group participants called "MathTalk".

7. Tracked and contacted all minority students who picked up application material for transfer admission during the 1989-90 academic year.

8. Arranged and coordinated eight student trips to four-year colleges.

9. Advocated on a case-by-case basis for EOP/SAA Special Action transfer applicants to four-year colleges.

10. Coordinated referrals for transcripts evaluations by four-year college representatives.
7. Introduced two sections of Personal Development 91A, Career Development for 32 ESL students.

B. Statistical Data

Special services provided to over 500 ESL students:
-400 Hispanic
-50 Asian
-10 Vietnamese

C. New Activities for Increasing our Underrepresented Ethnic Groups and Goals for 1990-91

1. The bilingual counselor and two part-time bilingual Special Program Advisors will provide focused services to ESL students including:
   - education and career planning workshops
   - in-class group academic advising
   - one-on-one academic advising
   - special orientation activities

2. Arrange for international college and high school transcript evaluations.

3. Arrange for ESL students to tour local four-year colleges and universities.

4. Develop monthly tracking reports of underrepresented minority student utilization of counseling services.

5. Provide counselor and classified in-service activities addressing multi-cultural awareness.

IV. Transfer Center - Transfer Achievement Program

A. Recruitment

1. Eight orientation sessions were held in the Fall 1990. Each session had an average of 29 students attending.

Four orientation sessions were held in the Spring 1990. An average of 16 students attended each of the sessions.

2. TAP hosted about 150 underrepresented students on May 5, 1990. The purpose of the event was to introduce Cal-SOAP students to Santa Barbara City College and specifically to TAP.
11. Provided intensive follow-up of minority applicants to CSU, UC, out-of-state, and independent colleges.

12. Provided support to transfer students experiencing problems with housing, financial aid, admissions, registrations and emotional separation from family and community college networks.

13. Tracked transfer progress of underrepresented students utilizing the Student Transfer Task Inventory (STTI).

14. Wrote and submitted the preliminary proposal to FIPSE and assisted with the final proposal.

15. A TAP reception honoring and congratulating TAP students admitted to four-year colleges was held on May 24, 1990.

C. Statistical Data

Underrepresented minority students (Black, Chicano/Latino, Native American, Filipino, and Pacific Islander) represented 32.75% of students utilizing the Transfer Center in 1989-90. Participation rates by underrepresented minority students more closely approaches parity with ethnic enrollment than any prior year. Table one provides detail of ethnic participation.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Total Number of Student Sessions</th>
<th>Unduplicated Student Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>201 (4.70%)</td>
<td>92 (4.93%)</td>
</tr>
<tr>
<td>Black</td>
<td>175 (4.10%)</td>
<td>84 (4.50%)</td>
</tr>
<tr>
<td>White</td>
<td>2,811 (67.00%)</td>
<td>1,253 (67.22%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>822 (19.61%)</td>
<td>359 (19.25%)</td>
</tr>
<tr>
<td>Other</td>
<td>182 (4.34%)</td>
<td>76 (4.07%)</td>
</tr>
</tbody>
</table>

TOTAL FIGURES 4,191 (100.00%) 1,864 (100.00%)

# We estimate 12-15% increase in total number of students utilizing Transfer Center services who did not sign in, or a student tracking form was not used.

D. Activities Planned to Increase Underrepresented Ethnic Groups and Goals for 1990-91

1. Increase staff and resources to increase the number of TAP members to 500 and enhance study groups and introduce 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 and UC Davis.

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.

V. Career Center

A. Recruitment Activities

1. Fifty-two class presentations were made to pre-collegiate, ESL and English 1 classes to promote DISCOVER/Career Center.

2. Bilingual SPA's brought ESL students into the Career Center to use DISCOVER.

3. Publications aimed at underrepresented students are available in the Career Center, i.e. Hispanic Times, Black Collegian, Minority Issues, Career & the Handicapped.


B. Services for Unique Needs

1. Six presentations about DISCOVER and the Career Center made to ESL classes.

2. Twenty-eight presentations about DISCOVER and the Career Center made to pre-collegiate English classes.

3. Career Assessment Inventory (CAI) administered to students in ESL Career Planning class.
4. Tour of Career Center given to ESL level 5 classes each semester.

C. Statistical Data

Students who use Career Center resource library do not sign in; therefore, last names are not recorded for all activities. (Sign-in sheets are required for testing, DISCOVER, and workshop attendance).

1. Ninety-eight re-entry community adults signed up for career assessment package.

2. Twenty-five students with Hispanic surnames went through one-hour career counseling for test interpretations.

3. Twelve students with Hispanic surnames enrolled and completed Career Planning, A Self-Directed Approach in Fall 1989. Nine students with Hispanic surnames will complete course in Spring 1990.

4. Eleven students with Hispanic surnames attended "How to Choose a Major" workshop in Spring 1990.

5. Ninety students with Hispanic surnames used DISCOVER.

D. Activities Planned to Increase Underrepresented Ethnic Groups and Goals for 1990-91.

1. Continue to make classroom presentations and to increase presentations to ESL classes along with technical and business classes.

2. To work closely with new EOP counselor to increase use of DISCOVER and "How to Choose a Major" workshop attendance.

3. To submit Career Center updates to EOP Roots magazine.

4. To recruit a bilingual workstudy student to work in the Career Center.

5. To expand level of assistance to ESL counselor in delivering career services to ESL students.
VI. Gender Equity/Single Parent/Reentry Adults

A. Recruitment

1. Update and distribution of brochures.

2. Edit SBCC publications; regular policy of pre-publication review for compliance with Affirmative Action guidelines.


4. Development of non-traditional ethnically balanced promotional posters.

B. Services for Unique Needs

1. Individual counseling - academic, career, personal; including counseling of TAP students.

2. Resource and referral to college and community services.

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.

6. Participated on a committee to establish understanding among faculty and staff about application of international students and special needs.

7. Participated in Mental Health Advisory Committee to address special needs of students with psychological and emotional problems.

C. Goals for 1990-91

1. Coordination with TAP program as appropriate.

2. Development of new printed materials such as resource guide, math PR, non-traditional career information, as budget allows.

3. Sponsor Women's Month activities.
4. Discover Day introduction to college core with TGIF in September.

5. Single parent seminar services targeting economically disadvantaged and underrepresented minority students.

VII. Job Placement Office

A. Services for Unique Needs

1. The Job Placement Office routes all job openings appropriate for ESL students to the ESL office.

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

B. Statistical Data

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

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglo</td>
<td>878</td>
</tr>
<tr>
<td>Black</td>
<td>105</td>
</tr>
<tr>
<td>Hispanic</td>
<td>227</td>
</tr>
<tr>
<td>Asian</td>
<td>57</td>
</tr>
<tr>
<td>Hawaiian</td>
<td>1</td>
</tr>
<tr>
<td>Native American</td>
<td>1</td>
</tr>
</tbody>
</table>

1,275

C. Activities Planned to Increase our Underrepresented Ethnic Group and Goals for 1990-91

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.

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 programs of job openings which call for minority applicants.
4. Continue to work with Disabled Student Program Services Job Developer to share job contacts/labor market information.

VIII. Student Activities Office

A. Recruitment

1. Site Visitation per year per high school for Student Activities Programs, i.e. Student Senate, Associated Student Scholarship Program, AS Tutoring Program and Cheerleading.
   
a. Class Visitation 5
   b. Special Group Meetings 6
   c. Liaison Staff Visitation 5

2. Letters, newspapers, brochures, flyers, etc.
   
a. 7 separate disbursements

3. SBCC campus tours for high school students
   
a. 3 for the year

Student Activities will continue to maintain and/or improve ethnic and sexual representation in programs in the upcoming year, especially in the areas of Student Senate, and student representative to the college committees.

B. Statistical Data

1. Senate
   
a. Gender
      Male 12 60%
      Female 8 40%
      TOTAL 20 100%
   
   b. Ethnicity
      White 12 60%
      Black 0 0%
      Hispanic 7 35%
      Asian 1 5%
      TOTAL 20 100%
   
   c. Disabled 3 15%

16
2. Cheerleading

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
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<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>14</td>
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</tr>
<tr>
<td>TOTAL</td>
<td>14</td>
<td>100%</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
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<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>14%</td>
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<tr>
<td>White</td>
<td>12</td>
<td>86%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>14</td>
<td>100%</td>
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</table>

c. Disabled None

3. Clubs

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>361</th>
<th>48%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>391</td>
<td>52%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>752</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

b. Ethnicity and Disabled - No data available

4. Student Representation on College Committees

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>12</th>
<th>60%</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20</td>
<td>100%</td>
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<table>
<thead>
<tr>
<th>Ethnicity</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>12</td>
<td>60%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7</td>
<td>35%</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

c. Disabled 3 15%

C. Affirmative Action steps taken or planned to maintain and/or increase the number of underrepresented students, 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 AS Tutoring Program and presentations to the high schools student governance groups.
IX. Disabled Student Programs and Services (DSPS)

A. Recruitment Activities

1. Three campus tours and orientations for groups of Santa Barbara High School students with disabilities.

2. DSPS recruitment presentations and liaison with organizations meeting the needs of people with disabilities:
   
   a. State Department of Rehabilitation
   b. United Cerebral Palsy Association
   c. Jodi House
   d. New Medico
   e. Recording for the Blind
   f. Braille Institute
   g. Tri-Counties Regional Center
   h. Rehabilitation Institute
   i. Easy Lift
   j. Independent Living Resource Center
   k. Hillside House
   l. Santa Barbara City Recreation Department/Adaptive Programs
   m. Orton Dyslexia Society
   n. Learning Disabilities Association
   o. California Association of Post Secondary Educators of the Disabled
   p. Association on Handicapped Student Service Programs in Postsecondary Education
   q. Santa Barbara City and County Schools Special Education

3. SBCC DSPS listing in national resources for parents of High School students with disabilities:
   
   a. Foundation for Children and Adults with Learning Disabilities
   b. School Search, Belmont, Massachusetts

4. Liaison with private centers and schools for students with disabilities in California, Oregon and Washington State.

B. Services for Unique Needs

In 1989-90, the Disabled Student Programs and Services Department provided Educational and Vocational support services and programs to students with disabilities who are enrolled in credit or non-credit classes.
Services have included alternative testing, registration assistance, special parking, mobility assistance, notetakers, readers, writers, interpreters, proofreaders, tutors, equipment loan, adaptive listening devices. Five DSPS Programs are offered by the department:

1. The Learning Disabilities Program provided assessment, advisement, liaison with the campus or community, and classes in learning strategies to maximize success in regular college classes.

2. The Adapted Physical Education Program offered classes in adapted fitness, athletics, sports and wilderness experience. A college quadraplegic rugby team was sponsored by the "Disabled Isabled Student Club" (DISC).

3. The High Tech Center provided classes in adapted computer technology and cognitive training.

4. The Vocational Services Program offered a class in career exploration in addition to job placement services for students with disabilities.

5. The DSPS Counseling Program provided specialized advisement, registration assistance, special orientation to the college, alternative SBCC placement assessment and liaison with faculty and staff on behalf of students with disabilities.

In addition, the DSPS specialists continued to provide in-service to departments, SBCC committees and administration concerning the development of integrated access for students with disabilities on our campus.

In order to increase the representation of students from ethnic and second language minoritys who receive services from DSPS, a "Learning Disabilities for Limited English Speakers Screening and Assessment Procedure" was established.

C. Statistical Data

Between July 1, 1989 and June 30, 1990, the following numbers of SBCC students were verified as having disabilities:
Disability
Mobility 206
Vision 19
Other Health 21
Hearing 13
Speech 2
Learning Disabled 288
Acquired Brain Injury 15
Developmentally Disabled 185 (in non-credit classes)
TOTAL 749

D. Activities Planned to Increase Underrepresented Groups

DSPS established the following advisory subcommittees for each specific disability group and program with the goal of increasing access for those populations. These advisory committees comprise community members and SBCC personnel:

1. Learning Disabilities
2. Deaf/Hard of Hearing
3. Blind/Low Vision
4. Vocational Programs and Services
5. Adapted Technology
6. Adapted P.E.
7. Emerging Populations:
   - Acquired Brain Injury
   - Medical Disabilities
   - Psychological Disabilities
8. 504 Compliance and Access

E. Goals for 1990-91

1. Develop a new DSPS brochure
2. Develop a new DSPS video
3. Develop a new DSPS slide show
4. Increase communication with architects working on SBCC projects in regard to architectural and landscape access.
5. Encourage the increased representation of people with disabilities on campus publications and SBCC public relations materials.
6. Encourage the hiring of more faculty and staff with disabilities as role models for students from this underrepresented group.
7. DSPS will work cooperatively with the Foundation to establish a "Friends of Isabled" group to plan fund-raising activities that will result in increased representation of people with disabilities at SBCC.

8. DSPS, in conjunction with the Transfer Center, will establish specific liaisons with four-year colleges to facilitate the transfer of students with disabilities.

9. The DSPS Vocational Counselor and Job Placement Specialist will provide disabilities-related in-service information to the Vocational Dean and Vocational instructors regarding employment opportunities and needs for people with disabilities.

X. Admissions and Records

A. Services for Students with Unique Needs

1. Priority registration for EOPS and disabled students.

2. Bilingual staff available both day and evenings.

3. Schedules taken to area libraries, recreation centers, businesses, Casa de La Raza, Franklin Center.

4. Arranged with ESL for priority registration for continuing ESL students.

5. Matriculation controls tailored for ESL students not required to participate in the same activities as non-ESL students.

B. Goals for 1990-91

1. Translate application to Spanish.

2. Minority Student Characteristics Report available for review and analysis (attached).

XI. Financial Aid

A. Recruitment Activity

1. Participated in SBCC College Night activities by providing financial aid information station for prospective students.
2. Provided Financial Aid Orientation workshops for parents and students at College Nights sponsored by Cal-SOAP and local feeder high schools.

B. Services for Students with Unique Needs

1. Provided bilingual (Spanish/English) BOGG intake services throughout all hours of Fall and Spring Arena Registration period to address the unique needs of SBCC's English as a Second Language (ESL) students.

2. Provided in-service training session(s) for ESL and DSPS professional and para-professional staff members.

3. Provided full-time bilingual (Spanish/English) staff in all areas of service.

C. Statistical Data

<table>
<thead>
<tr>
<th></th>
<th>1988-89</th>
<th>1989-90</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fin Aid</td>
<td>SBCC</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>47.4%</td>
<td>50.4%</td>
</tr>
<tr>
<td>Female</td>
<td>52.6%</td>
<td>49.6%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>1.2%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Asian/Pac. Isl.</td>
<td>5.9%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Black</td>
<td>7.0%</td>
<td>2.3%</td>
</tr>
<tr>
<td>White/All Others</td>
<td>59.0%</td>
<td>75.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>26.9%</td>
<td>17.4%</td>
</tr>
</tbody>
</table>

D. Activities Planned for Increasing Underrepresented Ethnic Groups

1. Recruit bilingual staff.

2. Expand office hours to provide bilingual services for evening students.

3. Provide written financial aid information in bilingual format.

4. Expand and improve interface between ESL and Office of Financial Aid staff.

5. Expand Office of Financial Aid services to Transfer Achievement Program students.
6. Expand and improve methods of communicating the availability and content of SBCC scholarship program offerings.

XII. Athletics

A. Recruitment

1. 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 barbeque was hosted for local athletes. The Santa Barbara Easter Relays, All Comers Track Meets, Conference and CIF Championships in track and field, football, and volleyball hosted on our facility allowed for incidental recruitment.

2. The Athletic Department's Academic Assistance Program and Student Athletic Assistance Program (SAAP) are designed to serve the special and unique needs of the student athletes. The programs consist of educational sessions for athletes and staff, counseling, referral, academic advisement (SEP, study skills development, tutoring, study hall, academic monitoring, and recognition of academic achievement.

3. Morris Hodges represents the first black head coach hired by the college. His appointment should improve minority recruitment.

B. 1989-90 Athletic Ethnic Breakdown

<table>
<thead>
<tr>
<th>Sport</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian/Pac. Isl.</th>
<th>Anglo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>Basketball (Men)</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Basketball (Women)</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cross Country (Men)</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Cross Country (Women)</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Football</td>
<td>23</td>
<td>7</td>
<td>6</td>
<td>32</td>
</tr>
<tr>
<td>Golf</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Tennis (Men)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Tennis (Women)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Track (Men)</td>
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<td>4</td>
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<td>13</td>
</tr>
<tr>
<td>Volleyball (Men)</td>
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<td>0</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Volleyball (Women)</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
<td><strong>27</strong></td>
<td><strong>11</strong></td>
<td><strong>137</strong></td>
</tr>
</tbody>
</table>

(17.1%) (12.8%) (5.2%) (64.9%)
C. Goals for 1990-91

1. Improve coaches' involvement in academic assistance program.
2. Improve SAAP program.
3. Conduct special orientation for new inter-city athletes on cultural success in Santa Barbara.

(affrmtv.act)