TO:        Board of Trustees
        Dr. Peter MacDougall

FROM:     Daniel Oroz, Vice President, Human Resources

SUBJECT:  Annual Affirmative Action/Diversity
          Program Activity Report - 1991-92

DATE:     September 1, 1992

The report that follows is the sixteenth annual summary report of actions taken by the
District in 1991-92 to meet its Affirmative Action and Equal Opportunity requirements as set
forth in Executive Order 11246, Section 51010 of Title 5 of the California Code of Regulations
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.   STAFF DEVELOPMENT/TRAINING
7.   DISCRIMINATION COMPLAINTS/GRIEVANCE RESOLUTION
8.   AFFIRMATIVE ACTION - STUDENT BODY (TITLE IX)
9.   AFFIRMATIVE ACTION SUB-CONTRACTOR REQUIREMENTS
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

6b: AAREPORT: 1b
1. **NEW HIRES FOR 1991-92**

**ADMINISTRATIVE/MANAGEMENT**

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</thead>
<tbody>
<tr>
<td>Total New Hires</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>11</td>
<td>N/A</td>
</tr>
<tr>
<td>Total Females</td>
<td>1(14.3%)</td>
<td>2(50%)</td>
<td>1(33.3%)</td>
<td>5(71.4%)</td>
<td>8(72.7%)</td>
<td>N/A</td>
</tr>
<tr>
<td>Total Minority</td>
<td>2(28.6%)</td>
<td>0</td>
<td>1(33.3%)</td>
<td>0</td>
<td>3(27.3%)</td>
<td>N/A</td>
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**FACULTY**

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<tbody>
<tr>
<td>Total New Hires</td>
<td>12</td>
<td>10</td>
<td>15</td>
<td>26</td>
<td>19</td>
<td>7</td>
</tr>
<tr>
<td>Total Females</td>
<td>8(66.7%)</td>
<td>6(60%)</td>
<td>5(33.3%)</td>
<td>14(53.8%)</td>
<td>9(47.4%)</td>
<td>2(28.6%)</td>
</tr>
<tr>
<td>Total Minority</td>
<td>1(8.3%)</td>
<td>2(20%)</td>
<td>3(20%)</td>
<td>7(26.9%)</td>
<td>5(26.3%)</td>
<td>2(28.6%)</td>
</tr>
</tbody>
</table>

**CLASSIFIED**

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</thead>
<tbody>
<tr>
<td>Total</td>
<td>59</td>
<td>50</td>
<td>48</td>
<td>53</td>
<td>44</td>
<td>N/A</td>
</tr>
<tr>
<td>Female</td>
<td>39(66.1%)</td>
<td>31(62%)</td>
<td>33(68.71%)</td>
<td>32(60.4%)</td>
<td>27(61.4%)</td>
<td>N/A</td>
</tr>
<tr>
<td>Minority</td>
<td>17(28.8%)</td>
<td>17(32%)</td>
<td>20(41.7%)</td>
<td>16(30.2%)</td>
<td>14(31.8%)</td>
<td>N/A</td>
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</tbody>
</table>

**Promotion Rate 1991-92**

- Positions with promotional applicants: 18
- Positions filled by promotion: 11
- Females promoted: 8 (72.3%)
- Minorities promoted: 4 (36.4%)
2. EMPLOYEE POPULATION

SANTA BARBARA CITY COLLEGE
1991-92 ADMINISTRATIVE/MANAGEMENT

MINORITIES 23.8%
11

OTHER 74.4%
32

MALES 62.5%
27

FEMALES 37.5%
16
<table>
<thead>
<tr>
<th></th>
<th>MALES</th>
<th>FEMALES</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Non-faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXECUTIVE ADMIN/MANAGERIAL</td>
<td>1</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>PROFESSIONAL NON-FACULTY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SECRETARIAL/CLERICAL</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>SERVICE/Maintenance</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>SKILLED CRAFTS</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TECHNICAL/PARAPROFESSIONAL</td>
<td>7</td>
<td>24</td>
<td></td>
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<tr>
<td>*** total non-faculty</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Career Education</td>
<td>3</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>Health and P.E.</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Humanities</td>
<td>1</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>Instruc. Support/Stu. Services</td>
<td>3</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Natural Science</td>
<td>2</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>1</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>*** total faculty</td>
<td>3</td>
<td>14</td>
<td>95</td>
</tr>
<tr>
<td>*** RUN TOTAL</td>
<td>1</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>
3. **RECRUITMENT**

a. With seven (7) faculty positions filled to date for 1992-93 hires, the Personnel Department continued its aggressive faculty recruitment program. AB1725 funds enabled the District to continue its initiatives in its efforts, including expanded job advertising in affirmative action targeted publications.

The District participated in Affirmative Action Statewide Job Fairs held in Los Angeles, Santa Clara and Ventura. The Job Fairs were coordinated by the Southern 30 Personnel Administrators and the Bay 10 Personnel Administrators and over 40 California Community Colleges participated. The Job Fairs were extensively advertised in ethnic organizations nationwide. Several SBCC administrators/staff members participated in the fair.

The recruitment for the seven (7) 1992-93 faculty hires resulted in a total of 314 applications, including 99 minority applications; last year we had 1653 total applications with 292 minority applicants.

The Personnel Department used AB1725 funds to update its recruitment brochures and for "giveaways" for use at job fairs, recruitment visits, etc.

The Personnel Department made extensive use of the Chancellor’s Office Faculty and Staff Diversity Registry. The computerized minority/female job applicant registry currently contains over 10,000 plus files. Application forms are made available for the Diversity Registry in the Personnel Department.

b. In summary, the Personnel Department continued its efforts to seek out and recruit highly qualified minorities, the disabled and women and 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 (usually six weeks).

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 for 1992-93 faculty hires was 10,000 compared to 18,000 last year.

e. Ads were placed in the Santa Barbara News-Press and other local newspapers. Job announcements for all certificated permanent positions 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 increased 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). In addition, an employee data base was established and statistical reports were developed to provide female/ethnic/disabled statistics by department.

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 committees.

b. The AAO monitored the classified and certificated selection process to insure that the selection process and devices (job announcements, evaluation criteria, questions) were based on job related criteria and complied with District, state and federal policy requirements. The process was also monitored for adverse impact and to insure an adequate applicant pool.

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.

The Superintendent/President also spoke to all department heads and Deans regarding the importance of the selection process and his expectations.

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**

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 Affirmative Action Officer prepared and distributed various studies and reports including:

"1991-92 Applicant Flow Analysis" - tracks minorities/women at each stage in selection process for each position. Study for adverse impact.

"1991-92 SBCC Hires: Recruitment Sources"

"1991-92 Faculty Diversity Study - survey of permanent/probationary faculty members by department"

b. In 1991-92, AB1725 Faculty and Staff Diversity Funds ($14,851) 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.
c. 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.

d. Provided input to the Chancellor's Office in the development of revised Title 5 Affirmative Action Regulations.

e. Revised District Affirmative Action Program Plan to reflect new Title 5 Affirmative Action regulations. Reviewed by Affirmative Action Committee and submitted to the Board of Trustees on May 28, 1992 for approval.

f. Implemented required changes to data processing reports to accommodate new Title 5 requirements, i.e., record keeping, tracking, goals for the disabled.

g. Purchased, installed and revised new ABRATRAK applicant monitoring system to assist in new Title 5 applicant monitoring/reporting requirements.

h. Developed sexual harassment brochure. Distributed to all faculty and staff.

i. Provided legal review to the Affirmative Action Committee and the Board of Trustees Educational Policies Committee regarding the 1991 Civil Rights Act and implications for Santa Barbara City College.

j. Developed an optional generic interview rating form to be used by faculty selection committees.

k. Developed a new Classified Selection Committee EEO/legal guide for use by all Classified Selection Committees.

6. STAFF DEVELOPMENT AND TRAINING

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>
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<tbody>
<tr>
<td>August 27, 1991</td>
<td>Dr. Chris Mooney</td>
<td>&quot;Handling Student Diversity at SBCC&quot;</td>
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<tr>
<td></td>
<td>Federico Peinado</td>
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<tr>
<td></td>
<td>Gail Tennen</td>
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<tr>
<td>August 27, 1991</td>
<td>Armando Segura</td>
<td>&quot;New Faculty Oriental to the TAP Center&quot;</td>
</tr>
<tr>
<td>September 3, 1991</td>
<td>Dr. Steve Lamy</td>
<td>&quot;Internationalizing the Curriculum&quot;</td>
</tr>
<tr>
<td>September 3, 1991</td>
<td>Dr. Peter Haslund</td>
<td>&quot;International Issues Questions and Answers&quot;</td>
</tr>
<tr>
<td>October 2, 1991</td>
<td>Dr. Thomas Paine</td>
<td>&quot;NASA: The Next Four Years in Space&quot;</td>
</tr>
<tr>
<td>November 12, 1991</td>
<td>Gary Soto</td>
<td>&quot;Chicano Poet Speaks&quot;</td>
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</tbody>
</table>
December 4, 1991  Dr. Fernando Padilla  "Managing Diversity" (Management Breakfast)
December 6, 1991  Dr. Tibor Machans  "Moral Dilemmas of the 21st Century"
February 13, 1992  Dr. Ernest Boyer  "Priorities for the New Century"
March 10, 1992  Dr. Peter Haslund  "Reprise of International Issues"
May 4, 1992  Dr. Walter Capps  "Common Humanity"
May 5, 1992  Danny Haro  "Cinco de Mayo Meeting with the Faculty"

The following workshops were sponsored and coordinated by the SBCC Disabled Student Club/Janet Shapiro:

June 15, 1992  Burns Vick  "Overview of the Americans with Disabilities Act"
June 16, 1992  Burns Vick  "Legal, Business and Consumer Perspectives on ADA"
  Peter Robertson  "Building Opportunity by Bridging Gaps: Access Accommodation and Management Plus"
  John C. Jostes  "Community Planning: Negotiated Universal Design"
June 17, 1992  John Murdoch  "Local Implementation of ADA Public Transportation Requirements"
  Linda Egar  "Disability Life Styles"
June 18, 1992  Barbara Lake  "Dispelling Myths of Hiring Individuals with Disabilities"
  Gail Alcorn  "Cost-effective Solutions to Employment and Public Access Issues"
  Mariana de Sena  "Adapted Fitness, Health and Recreation for Everyone"
June 19, 1992  Diane Glenn  "ADA Video Review"
  Selina Glater  "ADA: Impact on People with Mental Disabilities"

7. DISCRIMINATION COMPLAINTS/GRIEVANCE

No formal DFEH/EEOC discrimination complaint was filed against the District in 1991-92.
8. **AFFIRMATIVE ACTION STUDENT BODY**

a. Curricula: The District offered several credit and non-credit courses in 1991-92 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.

9. **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.
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.

6b: aareport: 1b
SANTA BARBARA CITY COLLEGE

AFFIRMATIVE ACTION REPORT ON CREDIT CURRICULUM, 1991-1992

FALL 1991

ASAMST 101: Asian -American History
BLST 101: Afro-American US History
BLST 103: Afro-American Culture
BLST 111: Afro-American Music
CHSTU 101: Mexican American Chicano Studies
CHSTU 103: Mexican American Chicano Culture
CHSTU 113: Chicano Literature
CHSTU 119: History of Mexican Art
ECE 130: Bilingual/Bicultural Teaching Seminar
ESL 110: Beg Grammar
ESL 114: Interm Grammar
ESL 115: Interm Writing
ESL 116: Phonics/Vocabulary
ESL 118: Sentence Structure
ESL 119: Paragraph to Essay
ESL 120: Interm Readings
ESL 122: Sentence Structure
ESL 123: Paragraph to Essay
ESL 124: Adv. Reading
ESL 130: Study Skills
ESL 131: Language Usage
ESL 134: Composition
ESL 180: Writing Tutorial
ETHST 101: Immigrant Experience in the U.S.
ETHST 107: Racism in America
ENG 235: African Literature
ENG 241: Contemporary Women Writers
HE 102: Personal Health for Women
HIS 110: History of Women
HIS 114: Immigrant Experience in the U.S.
MATH 1: Basic Math - ESL
MATH 1B: Basic Math - ESL
MATH 1C: Basic Math - ESL
MATH 3: Pre-Algebra - ESL
MATH 100: Elem. Algebra - ESL
NATAM 101: The American Indian
NATAM 103: Indian Culture
NATAM 113: Indian in Literature
PERDV 110: Career Planning and Decision Making
PERDV 191A: Topics: Career and Planning
PE 163: Beg Self Defense
PE 164A: Beg Self Defense for Women
SOC 113: Sociology of Sex Roles
ASAMST 102: Asian American History
BLST 101: Afro-American US History
BLST 102: Afro-American US History
BLST 103: Afro-American Culture
BLST 111: Afro-American Music
BLST 113: Literature by Black Authors
ETHST 101: Immigrant Experience in America
ETHST 107: Racism in America
CHST 101: Mexican American Chicano History
CHST 103: Mexican American Chicano Culture
CHST 119: History of Mexican Art
ECE 130: Bilingual/Bicultural Teacher Seminar
ECE 131: Dev and Psych of Bilingual Child
ECE 125B: GUIAR: Formas Positivos
ESL 106: Vocab Conversation
ESL 110: Beg Grammar
ESL 112: Phonics
ESL 114: Interm Grammar
ESL 115: Interm Writing
ESL 116: Phonics/Vocabulary
ESL 118: Sentence Structure
ESL 119: Paragraph to Essay
ESL 120: Interm Readings
ESL 122: Sentence Structure
ESL 123: Paragraph to Essay
ESL 124: Adv Reading
ESL 130: Study Skills
ESL 131: Language Usage
ESL 134: Composition
ESL 180: Writing/Composition
HE 102: Personal Health for Women
HIST 110: History of Women
HIST 114: Immigrant Experience in the U.S.
HIST 130: History of Africa
MATH 1: Basic Bilingual Math
MATH 1B: Basic Bilingual Math
MATH 1C: Basic Bilingual Math
MATH 3: Bilingual Pre-Algebra
MATH 100: Bilingual Elem Algebra
NATAM 101: The American Indian
NATAM 103: Native American Cultural Heritage
NATAM 112: Native American Visual/Musical Arts
PE 163: Beg Self Defense
PERDV 110: Career Planning and Decision Making
SOC 113: Sociology of Sex Roles
AFFIRMATIVE ACTION REPORT
COURSES OFFERED - 1991-92

ADAPTIVE EDUCATION
Adaptive Food Services
All The World's A Stage
Art Awareness
Arts of Our Lives and Times
Basic Living Skills
Beautiful World, Beautiful People
Body/Mind Dynamics
Creative Communication
Culture, Customs and Cuisine
Dreams, Imaginings and Memories
Expressive Awareness
Folklore in the Making
Food for Thought, Talk and Taste
Guided Imagery through Music
Health and Nutrition for Seniors
Imagery & Movement
Interacting through Mime
Lip Reading
Music and You
Music Appreciation
Music for All Seasons and Reasons
Music of Our Lives and Times
Our Lives and Times
Our Lives as Myth
PreVocational Skills
Sensory Awareness
Social Awareness
Travels and Explorations
Words for Thought
World of Interest

BASIC EDUCATION & EVENING HIGH SCHOOL
Basic Education: Reading, Writing & Mathematics
Bilingual Basic Mathematics
Bilingual GED Test Preparation
Individualized Instruction (Bilingual)
Preparation for Citizenship (Bilingual)

BUSINESS EDUCATION
Living Trusts
Financial Survival for Women
How to Avoid Probate
Money Management for People Over 50
Pre-Retirement Planning
Surviving Retirement
COMPUTERS
Intro to Mac for Seniors
Intro to Personal Computers for ESL Students

ENGLISH
Writing Fiction for Children and Young Adults

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

HEALTH
Aging in the '90s: Challenges and Opportunities
Alzheimers' Respite Care Givers Training Program
Arthritis Self-Help Course
Community Health Forum: Aging Changes of the Eyes
Family Health (4 lectures on Hearing Loss and Impairment)
Fitness Over 50: Staying in Shape for the Rest of Your Life
Home is Where the Care is: Caring for Frail and Convalescing Adults
Managing a Health Care Crisis: A Caregiver's Guide
New Approaches to Health lecture (We Live Too Short and Die Too Young: How to Achieve a 1200+ Lifespan)
Patient Self-Care Determination Act: A Health Care Professional's Responsibility
Project Reentry (for Stroke Patients and Their Families)
Self-Applied Health Enhancement Techniques for Seniors
The Mature Driver Course
Update on Alzheimer's Disease
Update on Medicare, MediGap, and Long-Term Care Insurance

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

MUSIC
Choral Singing for Women

PARENT EDUCATION
Dyslexia: Challenges & Achievements
Enjoy Your Pregnancy
Preparation for Childbirth
Family Harmony/ Harmonia Familiar
Positive Parenting/ Padres Positivos
Winning as a Step family
Mother's and Baby's First Steps Together: Exploring the Needs of High Risk Families

PHYSICAL FITNESS AND DANCE
Beginning Dance for the Mature Person
Fitness for Life
PSYCHOLOGY AND PERSONAL DEVELOPMENT
Addiction: Everything You Always Wanted to Know But Were Afraid to Ask
A Time to Heal: The Road to Recovery for Adult Children of Alcoholics
Be Alive As Long As You Live
Compulsivity: Conquering Compulsive Behaviors
Enjoying the Differences: For Men/ For Women
Feeling Good After 40
From Pose to Poise: Mind/Body Release (For Men)
From Pose to Poise: Mind/Body Release (For Women)
Healing of Our Hurts
Help! My Aging Parents Need Me
How to Stop Smoking
Midlife: Challenges, Changes and Choices for Women
Midlife Women: Challenges, Changes and Choice
Mind/Supermind lectures:
   The Healing Power of the Feminine
   The Myth of Male Power
   The Mismeasure of Women
Recovery: Practicing the Principles of the 12-Steps
12 Steps of Recovery: The Steps to Take
Women: From Addiction to Recovery

REAL ESTATE
Avoid Probate: Holding Title and Living Trusts

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

TECH/VOC
Intro to Automechanics in Spanish

jp/d:/courses/affirm/affirm92
SANTA BARBARA CITY COLLEGE

TO: Dr. Peter MacDougall
    Superintendent/President

FROM: Lynda Fairly, Vice President
    Student Affairs

DATE: August 1992


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.

Another comparison with our local high school district:

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<th>Fall 1990</th>
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</tr>
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<tbody>
<tr>
<td>American Indian</td>
<td>1%</td>
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<td>0</td>
</tr>
<tr>
<td>White</td>
<td>57%</td>
<td>55%</td>
<td>53%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>35%</td>
<td>37%</td>
<td>39%</td>
</tr>
<tr>
<td>Black</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Asian/Filipino/Pacific Islander</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
</tr>
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at SBCC:

<table>
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<tr>
<th></th>
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<th>Fall 1990</th>
<th>Fall 1991</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>1.1%</td>
<td>0.9%</td>
<td>0.8%</td>
</tr>
<tr>
<td>White</td>
<td>73.5%</td>
<td>69.8%</td>
<td>69.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>17.6%</td>
<td>19%</td>
<td>19.8%</td>
</tr>
<tr>
<td>Black</td>
<td>2.5%</td>
<td>2.3%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Asian/Filipino/Pacific Islander</td>
<td>5.2%</td>
<td>5.2%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Other Non-white</td>
<td>NA</td>
<td>2.7%</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

This report will summarize the efforts of individual departments in reaching, contacting and assisting underrepresented students.
AFFIRMATIVE ACTION REPORT 1991-92

I. EOPS, CARE, Cal-SOAP High School Recruitment Activities

A. Site visitations per year per high school

<table>
<thead>
<tr>
<th></th>
<th>1990-91</th>
<th>1991-92</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assemblies</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Counselor meetings</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Liaison staff visits</td>
<td>7</td>
<td>40</td>
</tr>
<tr>
<td>Parent (evening/weekend)</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>2. SBCC campus visitations</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>by high school students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Mail (letters, brochures, newsletters, etc.)</td>
<td>40,000</td>
<td>60,000</td>
</tr>
</tbody>
</table>

B. Services for Students with Unique Needs

1. Cal-SOAP Junior High Incentive Program served 120 low-income and ethnic minority students from the Santa Barbara and Carpinteria High School Districts; 30 junior high school faculty, 30 Santa Barbara City College Faculty, and 30 Santa Barbara City College Administrative staff. This program was made possible through funding from EOPS for the 1991-92 year.

2. Junior High Component for 1991-92 at Santa Barbara and Carpinteria Junior High Schools included: career education, tutoring, peer advising, college information, and the opportunity to visit Santa Barbara City College. A total of 519 students were served.

3. Cal-SOAP hosted 457 targeted high school students for the annual Cinco de Mayo Festival which included an educational component coordinated with Counseling and EOPS. Transportation and lunch were provided to students.

4. Westmont College will host the Seventh Annual Leadership Conference. A cooperative effort between University of California, Santa Barbara, Santa Barbara City College, and Westmont College. 100 students from the Santa Barbara and Carpinteria High School Districts will attend.

5. A series of workshops hosted by Cal-SOAP titled "Stay in School" were held at San Marcos High School. Students targeted were "high risk" and potential dropouts. A total of 80 students have attended these very well received workshops.

6. A total of 29,203 separate pieces of information were distributed to low income and minority youth, grades 7-12 within the Santa Barbara and Carpinteria School District.
7. EOPS and CARE provides 6 permanent staff, 2 half-time staff, 20 peer advisors for translators for all students in need. (In 1990-91, we provided 6 permanent, 2 half-time staff and 18 peer advisors).

8. Coordinated EOPS Internship program with community agencies (Federal, State, non-profit) to provide meaningful job sites for second year vocational students enrolled at SBCC. Forty-one job sites on and off campus were created for students in need. (Twenty-eight students assistant on/off campus in 1990-91).

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

<table>
<thead>
<tr>
<th></th>
<th>1990-91</th>
<th>1991-92</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentors</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>Mentees</td>
<td>0</td>
<td>42</td>
</tr>
</tbody>
</table>

For 1990-91, the EOPS Mentor Program began working cooperatively with the campus-wide Rotary Mentor Program, placing about 22 students in the program.

10. Coordinated transitional services to four-year institutions with the Transfer Center and TAP Program. Sixty-eight EOPS students were assisted by the Transfer Center and TAP during the year (63 students were assisted in 1990-91).

11. Provided child care services for single parents through coordinated efforts of the Children’s Center, VATEA, SBCC Foundation, Federal and State agencies. One hundred eighty-four students were assisted with child care needs. (One hundred eighty-four assisted in 1990-91). Total funding from Federal, State and private sources was over $190,000 for 1990-91. Total funding from Federal, State and private sources totalled over $200,000 for 1991-92.

C. Augmented Students Financial Assistance Program

Due to fiscal constraints, the 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 and CARE was able to assist students with summer stipends, EOPS coordinated efforts with Santa Barbara County Schools and this resulted in jobs being provided for qualified students through the Summer Youth Employment Program (SYEP). Thirty-three slots were provided in 1991 summer program. Approximately twenty-five job slots will be available for summer students this session (1992).

D. Improved Matriculation of Targeted Students
1. Coordinated efforts with Admissions and Records and Assessment which enabled 325 new EOPS and CARE students to receive priority assessment testing in 1990-91 and 370 in 1991-92.

2. Continued co-sponsoring of 1991-92 activities with Student Outreach Services Consortium (SOS). Activities included the Leadership Conference/Student Affirmative Action Day at Westmont; numerous student tours of SBCC by CalSOAP and MESA students.

<table>
<thead>
<tr>
<th>STATISTICAL DATA</th>
<th>1990-91</th>
<th>1991-92</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EOPS</td>
<td>CARE</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>51%</td>
<td>2%</td>
</tr>
<tr>
<td>Female</td>
<td>49%</td>
<td>98%</td>
</tr>
<tr>
<td>Ethnicity</td>
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<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian/Filipino</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td>Black</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>White</td>
<td>35%</td>
<td>51%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>44%</td>
<td>39%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

EOPS and CARE 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 1992-93 in the area of high school recruitment for CalSOAP and EOPS/CARE will again involve the continued enhancement of existing services (i.e., recruitment, information dissemination, meetings, etc.). EOPS and CARE served the highest number of students in its history during the 1991-92 year and our goal is to again increase that number by no less than 6% (606 served in 1990-91; 640 served in 1991-92; goal for 1992-93 is 680).

E. College Recruitment Activities

1. Overview/Objectives of the Program

EOPS and 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 and CARE services include:

a. Outreach and recruitment
b. Orientation to college
c. Counseling (assessment, academic/vocation, personal, career, peer advising)
d. Instructional support services (tutoring, personal development instruction, book services)

e. Financial assistance

f. Special activities (cultural awareness, EOPS student club, transfer and single parent workshops)

g. University transition

h. CARE support for single parents

i. Internship program for two-year vocational students

j. Mentor Program

k. Summer Bridge Program for new college students

2. Program Coordination

The EOPS and CARE programs have integrated themselves into the college by coordinating their program efforts with:

a. Admissions and Records - to insure priority registration for its students.

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

c. 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.

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

<table>
<thead>
<tr>
<th>F. STATISTICAL DATA</th>
<th>1990-91</th>
<th>1991-92</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EOPS</td>
<td>CARE</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>51%</td>
<td>2%</td>
</tr>
<tr>
<td>Female</td>
<td>49%</td>
<td>98%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian/Filipino</td>
<td>7%</td>
<td>0%</td>
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<tr>
<td>Black</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>White</td>
<td>35%</td>
<td>51%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>44%</td>
<td>39%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Recruitment among the SBCC student body will continue to be a major emphasis of EOPS and CARE. Through our coordinated efforts with Financial Aid, approximately sixty students were added
II. RELATIONS WITH SCHOOLS

A. Recruitment Activities

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

2. Cal-SOAP junior high students participated in a career interest survey, a tour of the college campus and specific programs according to their interests. The Junior High Incentive program served 80 underrepresented students. Lunch with SBCC faculty, junior high faculty, junior high Cal-SOAP students, and tour by a Santa Barbara City College student were included.

3. Presentations were made to parents' groups at each local high school and one junior high.

4. Tours of SBCC business and technologies programs for approximately 500 community/high school occupational students.

5. Testing and orientation, advising and priority registration for local seniors, including ESL.

6. Classroom presentations made to high school classes regarding SBCC and career planning.

7. Two mailings to homes of all 9-12 grade students to promote higher education, ease the transition to college and provide information on SBCC.

B. Services for Unique Needs

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

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

3. Transfer Achievement Program (TAP) made presentations to underrepresented students from Santa Barbara High School, Santa Barbara Junior High, Dos Pueblos High School, and Carpinteria High School.

4. Provided workshops and information sessions on Financial Aid to high school counselors, seniors and parents.
5. Coordinated with UCSB, Cal Poly and Westmont to link outreach with programs targeting high minority populations.

6. Expanded testing/orientation to include high school ESL students.

7. Individual and small group meetings weekly by EOPS staff to high risk, ESL, low income and underrepresented seniors regarding SBCC opportunities and enrollment.

8. Enrolled and retained local undocumented students in the Advanced Student Program prior to the Bradford decision ruling.

9. Participated in two Hispanic Parents' activities sponsored by the County Schools.

C. Statistical Data

1. Twelve general information sessions for seniors, five senior assemblies, five ESL senior assemblies, fourteen class presentations for seniors, sixteen class presentations for sophomores and juniors, five parent presentations, occupational tours for approximately 500 ROP students, 80 underrepresented junior high student tour/lunches, weekly EOPS visits to ESL, continuation and low income seniors, weekly campus tours, four special events for parents/students.

D. New Activities 1992-93

1. Develop new outreach activities specific to underrepresented students' parents. Target junior and senior high schools.

2. Develop additional bilingual materials on SBCC.

3. Continue offering pre-Bradford students academic support courses for future enrollment at SBCC.

4. Develop four-year educational plans and calendar of activities for articulated technologies and business program, initially in Office Information and Computer Information Systems.

III. COUNSELING

A. Services for Students with Unique Needs

1. Assigned one full-time bilingual counselor (Oscar Zavala), one part-time bilingual counselor (Jose Abreu), and one part-time Special Program Advisor (SPA), (Antonio Gaona), to provide counseling services to ESL students.
2. Scheduled and carried out three sets of orientations: 3 sessions for approximately 450 students during the fall semester; 3 sessions for approximately 425 students during the spring; 3 sessions for approximately 350 students during the summer.

3. Provided in-class presentations highlighting our vocational/technical programs as well as degree programs and basic transfer information. All ESL classes during the fall semester participated.

4. SPA Antonio Gaona arranged for visits to 4 local high schools. He provided general SBCC information to high school ESL students, and a special session (Preview Night) for high school parents.

5. Implemented the "Early Warning" program to identify and advise students with GPAs below 2.0. About 50 students were thus identified and advised.

6. Provided bilingual (English/Spanish) one-on-one counseling to ESL students on appointment and walk-in basis.

7. Provided in-class outreach to all ESL students to introduce counseling personnel and services.

8. Developed orientation materials to facilitate the matriculation of ESL students.

9. Provided year-round assistance to overcome ESL-related problems or issues to the Assessment, Admissions, and Financial Aid offices as advocates to ESL students.

10. Implemented the Student Assistance Program in unison with Health and Wellness to provide a referral system for those ESL students in need of mental health counseling.

<table>
<thead>
<tr>
<th>STATISTICAL DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Center Services</td>
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</tr>
<tr>
<td>White/non Hispanic</td>
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<tr>
<td>Asian</td>
</tr>
<tr>
<td>Black/non Hispanic</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

C. Goals for 1992-93

1. The bilingual counselor and two part-time bilingual SPAs will provide focused services to ESL students including:
a. Education and Career Planning Workshops
b. In-class group academic advising
c. One-on-one academic advising
d. Special orientation activities

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

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

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

IV. TRANSFER CENTER/TAP

A. Outreach and Recruitment

1. Twenty-four classroom presentations including ESL, Math, English (655 contacts).

2. Three club visitations to United Minority Engineers.

3. Six college-wide events where a TAP Information Table and/or a staff member was present.

4. Twelve high school presentations both on and off campus including Cal-SOAP visitors, orientation tours, senior presentations.

5. Five junior high school Cal-SOAP luncheons.

6. Twenty-one publications: "TAP News" (2), "TAP Facts", brochure, "In-Focus", "Math Talk" (16) distributed to faculty, community colleges, 4-year colleges.

7. Sixty new member weekly orientations (membership increased to 728 students).

8. Faculty/Student Development department contact with Math, English, EOPS, DSPS, Financial Aid, Counseling, Career Center.

9. All math instructors informed of TAP and math study groups for recruitment assistance.

10. Five to ten campus center walk-up stations.

B. Services for Students with Unique Needs

1. Follow-up/Intervention Mailings
a. Seventeen bulk mailings, consisting of at least 8,030 pieces, went out regarding grade point average status, UCSB Guaranteed Admission Contract, fall filing period, 1992 transfers, new members welcome, scholarship, general recruitment, TTI progress checks, Cal-SOAP seniors.
b. Twenty-seven other letters were sent to students.
c. Two mailings to all underrepresented students who assessed in Math 100 and 107 were invited to join math study groups.
d. Nine hundred and twenty phone calls made to Fall 1992 transfers, several hundred others made for many follow-up activities.

2. Workshops
   b. Six CSU transfer workshops scheduled.

3. Academic Support
   a. Fifty-six students in math study groups.
   b. Fifteen students in Spring MET sections.
   c. Math drop-in available three times a week.
   d. Hot-line available two evenings a week.
   e. Text book resource library established for all math and MET (Multiculture English Transfer) English sections.
   f. Four topic sheets (study skill information packets) developed for student use.
   g. Weekly worksheets and mock exams developed for math study groups.

4. Transfers
   b. Fall 1992 accepted: 57 to date; Spring 1992 - 12 known; Winter 1992 - 2 known.
   c. Eight 4-year campus trips made; three others canceled.
   d. TAP mailing labels given to at least seven 4-year institutions.
   e. Thirty-one UCSB Guaranteed Admission Contract referrals were made.
   f. UCSB Mentor Program in the beginning stages of development.
   g. Ninety-one 4-year representative visitations have been scheduled by the Transfer Center: 70 TAP members have had appointments.
   h. Over 150 Transfer Recognition Certificates made out to TAP members.
   i. Increased involvement to 40% as measured by the Transfer Task Inventory for active members: Enrollment - 1,048 Active - 728

C. Statistical Data

Enrollment/Ethnicity - TAP has enrolled 1,048 students since 1988. There are approximately 730 active TAP members.
<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>ACTIVE MEMBERS 1992</th>
<th>MEMBERSHIP YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexican-American</td>
<td>412 (56%)</td>
<td>628 (60%)</td>
</tr>
<tr>
<td>African-American</td>
<td>99 (14%)</td>
<td>145 (14%)</td>
</tr>
<tr>
<td>Other Hispanic</td>
<td>78 (11%)</td>
<td>95 (9%)</td>
</tr>
<tr>
<td>American Indian</td>
<td>25 (3%)</td>
<td>41 (4%)</td>
</tr>
<tr>
<td>Filipino</td>
<td>23 (3%)</td>
<td>31 (3%)</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>16 (2%)</td>
<td>24 (2%)</td>
</tr>
<tr>
<td>White/Non-Hispanic</td>
<td>28 (4%)</td>
<td>28 (3%)</td>
</tr>
<tr>
<td>Other</td>
<td>49 (7%)</td>
<td>56 (5%)</td>
</tr>
<tr>
<td><strong>730 (100%)</strong></td>
<td><strong>1,048 (100%)</strong></td>
<td></td>
</tr>
</tbody>
</table>

Gender - There are 346 males in TAP (48%) and 384 females (52%).

Age - The average age of all active members if 30. Forty-seven percent of all active members are 20 years old or younger, and 14% are 30 years or older.

Underrepresented (UR) Student Academic Performance:

<table>
<thead>
<tr>
<th>TAP Members</th>
<th>SBCC Underrepresented Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average completed units: 39</td>
<td>Average completed units: 22</td>
</tr>
<tr>
<td>Average Spring GPA: 2.4</td>
<td>Average Spring GPA: 2.0</td>
</tr>
</tbody>
</table>

Other Data:

- There are 37 DSPS students in TAP or 5% of the active members.
- There are 125 EOPS students in TAP or 17% of the active members.
- There are 17 ESL students in TAP or 2% of the active members.

Financial Aid - At least 22% of the active members receive some type of financial assistance, including scholarships, grants, loans and work study. Over 303 applications were submitted for CASHE 3000 by TAP members; 25 students, or 19% of the total applications, applied for the SBCC Scholarships Fund, nine students, or 11% of the total applications, applied for the SBCC Memorial Scholarship. Additionally, 50 TAP members received TAP Scholarships in the Fall semester, which were awarded on the basis of academic merit, financial need, and transfer activity involvement.

Transfers - At least 160 TAP members or 22% have applied for a 1992 transfer. At least 87 members were accepted last year for 1991 transfer terms. Another 32 had indicated a Fall 1991 transfer, but school attendance is unknown and unconfirmed.

D. Activities Planned to Increase Underrepresented Ethnic Groups and Goals for 1992-93

1. To increase the number and proportion of underrepresented (UR) students who commit to transfer as an educational goal.
2. To increase the number of UR students who complete transfer-related activities as outlined on the Transfer Task Inventory.

3. To improve UR student success and persistence in math and English classes through academic support groups.

4. To increase the number of UR students who apply for, receive acceptance and actually enroll at 4-year institutions to a level at least at parity with their proportion of the general student population.

5. Increase high school, community, and 4-year institution involvement and collaboration in the delivery of pre-transfer outreach, support, and transition services.

6. Develop and disseminate reports of the procedures, findings, and recommendation of this project to community colleges and 4-year institutions.

7. Arrange for student attendance in special off-campus conferences supporting minority student transfer academic success.


10. Submit proposal to present workshops/presentations at State and National Conferences.

11. Host site visits for other community colleges interested in implementing a Transfer Achievement Program.

12. Implement UCSB Mentor Program, if budget provided.

13. Maintain evening coverage and workshop schedule, particularly for the underrepresented students, many of whom maintain full-time employment.

14. Participate in the implementation of the MESA/MEP, COTP, and SOS programs as needed for tracking purposes.

15. Increase contacts with Student Activities to increase the number of underrepresented students involved in campus related activities.
V. CAREER CENTER

A. Recruitment Activities

1. Participated in the ESL Career Information Fair that the ESL Department sponsored. Provided material. Bilingual SPA was available for students with limited English.

2. Arranged for EOPS and DSPS to co-sponsor the Job Fair. The two programs actively promoted the event with the population of students. We also had a bilingual SPA available to translate. A career counselor was available to interpret for the hearing impaired.

3. Approximately 600 junior high and senior high school students have been given an orientation to the Career Center. The orientation was available in English and Spanish.

4. Presentations were made to 50 different classes on the services that are available through the Career Center.

B. Services for Unique Needs

1. The Career Center has maintained a bilingual SPA and a career counselor who is expert in interpreting for the hearing impaired.

2. The primary document that informs students of the SBCC Voc/Tech programs, "Career Opportunities in Business, Technologies and Health for the 1990's", was translated into Spanish and has been made available to the entire campus as well as community groups.

3. A variety of special population publications are maintained by the Career Center. This includes publications for Ethnic Minorities, the Disabled, and gender non-traditional.

C. Activities Planned to Increase the Underrepresented Populations

1. Increase the career programmatic efforts with EOPS and DSPS populations.

2. Explore and field test the Spanish version for use with ESL students after we have thoroughly tested the EUREKA Computerized Career Information Program.

3. Translate the Career Task Inventory into Spanish for use with ESL students.
D. Student Employment Office

1. ASIAN = 47
   a. Asian Indian
   b. Chinese
   c. Japanese
   d. Korean
   e. Laotian
   f. Cambodian
   g. Vietnamese
   h. Other Asian

2. BLACK = 74
   a. Black/Non-Hispanic

3. HISPANIC = 312
   a. Hispanic
   b. Mexican/Mexican American
   c. Chicano
   d. Central American
   e. South American
   f. Other Hispanic

4. WHITE = 1,139
   a. White/Non-Hispanic

5. OTHERS = 22
   a. Filipino
   b. American Indian/Alaskan Native
   c. Pacific Islander
   d. Guamanian
   e. Hawaiian
   f. Samoan
   g. Other non-white

6. UNKNOWN = 35

VI. FINANCIAL AID

A. Recruitment

1. Participated in SBCC College Night activities by providing financial aid information for prospective students.

2. Provided Financial Aid Orientation workshops for parents and students on campus, at feeder high schools, and in the community. Workshops were bilingual as needed.
3. Participated in the College’s first Career Education Fair.

B. Services for Students with Unique Needs

1. Provided BOGG intake services throughout Fall and Spring registration. Bilingual assistance was provided as needed.

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

<table>
<thead>
<tr>
<th>C. Statistical Data</th>
<th>1990-91</th>
<th>1991-92</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Financial Aid</td>
<td>SBCC</td>
</tr>
<tr>
<td>Gender</td>
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</tr>
<tr>
<td>Male</td>
<td>48.1%</td>
<td>51.2%</td>
</tr>
<tr>
<td>Female</td>
<td>51.9%</td>
<td>49.8%</td>
</tr>
<tr>
<td>Ethnicity</td>
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</tr>
<tr>
<td>Asian</td>
<td>3.7%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Black</td>
<td>5.8%</td>
<td>2.3%</td>
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<tr>
<td>Hispanic</td>
<td>43.0%</td>
<td>19.0%</td>
</tr>
<tr>
<td>American Indian</td>
<td>unknown</td>
<td>.9%</td>
</tr>
<tr>
<td>White/Others</td>
<td>47.5%</td>
<td>72.5%</td>
</tr>
</tbody>
</table>

D. Activities/Goals for 1992-93

1. Recruit/retain bilingual staff.

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

3. Provide written financial aid information in Spanish.

4. Provide recruitment services which focus on informing underrepresented students on financial aid opportunities at SBCC.

5. Expand interface between ESL and Financial Aid Office.

6. Expand and improve methods of communicating the availability and content of SBCC scholarship program offerings to underrepresented students.
VII. ATHLETICS

A. 1991-92 Athletic Ethnic Breakdown

<table>
<thead>
<tr>
<th>SPORT</th>
<th>Black</th>
<th>Hispanic</th>
<th>Indian/Asian</th>
<th>Anglo</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>27</td>
<td>29</td>
<td>0</td>
</tr>
<tr>
<td>Basketball, Men</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>7</td>
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<td>0</td>
</tr>
<tr>
<td>Basketball, Women</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Cross-County</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>10</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Football</td>
<td>16</td>
<td>14</td>
<td>2</td>
<td>44</td>
<td>86</td>
<td>0</td>
</tr>
<tr>
<td>Golf</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>13</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Tennis, Men</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>10</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Tennis, Women</td>
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<td>0</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Track</td>
<td>6</td>
<td>8</td>
<td>1</td>
<td>39</td>
<td>31</td>
<td>23</td>
</tr>
<tr>
<td>Volleyball, Men</td>
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<td>1</td>
<td>0</td>
<td>14</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Volleyball, Women</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>35</td>
<td>8</td>
<td>190</td>
<td>212</td>
<td>64</td>
</tr>
</tbody>
</table>

The percentage of minority athletes in the total program during the past year has remained constant with past years. Seventy-one percent of the athletes were Anglo this year and in surveys taken in 1990 and 1989.

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 was represented with minorities. The addition of men's soccer and women's soccer teams should prove helpful in minority recruitment.

B. Goals for 1992-93

1. To increase the percentage of minority athletes participating at SBCC to equal the percentage of minorities enrolled at SBCC by the completion of the Spring 1993 semester.

2. Our objective is to increase the percentage of women athletes participating by 20% by the completion of the Spring 1993 semester.
VIII. STUDENT ACTIVITIES

A. High School Recruitment

1. Site visitations per year per high school for Student Activities Program, i.e. Student Senate, Campus Clubs, Cheer Squads, Rotary Mentor Program and Athletic Game promotion:
   a. Class visitation = 4
   b. Special Group Meetings = 7
   c. Liaison Staff Visitations = 5

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

3. SBCC campus tours for high school students
   a. For the year = 2

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

B. Student Activities

1. 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.

2. Statistical Data

<table>
<thead>
<tr>
<th>SENATE</th>
<th>1991-92</th>
<th>1990-91</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1991-92</td>
<td>1990-91</td>
</tr>
<tr>
<td>1. Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>18</td>
<td>75%</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24</td>
<td>100%</td>
</tr>
<tr>
<td>2. Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>20</td>
<td>83%</td>
</tr>
<tr>
<td>Black</td>
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<td>0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3</td>
<td>13%</td>
</tr>
<tr>
<td>Native American</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24</td>
<td>100%</td>
</tr>
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</table>

3. Disabled     | 1       | 4%      | 1       | 7%      |
### ROTARY MENTOR PROGRAM (Fall semester only)

<table>
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<tr>
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<tbody>
<tr>
<td>Male</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>27</strong></td>
<td><strong>24</strong></td>
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<tr>
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<tr>
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### CHEERLEADING

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<tr>
<td>Male</td>
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<td>0</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6</strong></td>
<td><strong>13</strong></td>
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<table>
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<tr>
<th>2. Ethnicity</th>
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<th>1990-91</th>
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<tbody>
<tr>
<td>White</td>
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<td>9</td>
</tr>
<tr>
<td>Black</td>
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<td>1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6</strong></td>
<td><strong>13</strong></td>
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<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
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### CLUBS

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<tr>
<td>Male</td>
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<td>361</td>
</tr>
<tr>
<td>Female</td>
<td>359</td>
<td>391</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>752</strong></td>
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<table>
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<th>1990-91</th>
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<tbody>
<tr>
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<td>No Data Available</td>
<td></td>
</tr>
<tr>
<td>STUDENT REPRESENTATION ON COLLEGE COMMITTEES</td>
<td>1991-92</td>
<td>1990-91</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Gender</td>
<td>17</td>
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</tr>
<tr>
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<td>75%</td>
<td>44%</td>
</tr>
<tr>
<td>Female</td>
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<td>10</td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td>56%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>23</td>
<td>18</td>
</tr>
<tr>
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<td>100%</td>
</tr>
<tr>
<td>Ethnicity</td>
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<td></td>
</tr>
<tr>
<td>Black</td>
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</tr>
<tr>
<td>White</td>
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<td>72%</td>
</tr>
<tr>
<td>Hispanic</td>
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<td>4</td>
</tr>
<tr>
<td></td>
<td>13%</td>
<td>22%</td>
</tr>
<tr>
<td>Native American</td>
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</tr>
<tr>
<td></td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>23</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Disabled</td>
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<td>1</td>
</tr>
<tr>
<td></td>
<td>4%</td>
<td>6%</td>
</tr>
</tbody>
</table>


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 presentations to the high schools' student governance groups, club councils, specific classes, and special population groups.

IX. ADMISSIONS AND RECORDS

A. Services for Students with Unique Needs

1. Priority registration for EOPS students with no more than 24 units cumulative enrollment at SBCC and disabled students who have approval of the Director, DSPS.

2. Bilingual staff available both day and evenings. ESL student hired for priority registration.

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

4. Arranged with ESL for priority registration and program changes for continuing ESL students.

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

6. Application and parking brochure available in Spanish.

7. Translated Campus Crime and Security Act data into Spanish.
8. Worked with Counseling to develop international students application.

9. Sent letter to international students to inform them of priority registration and new international student fee.

10. Assisted high school district in registering students for classes prior to implementation of Bradford.

11. Accessible (low) counter for students in wheelchairs.

B. Goals for 1992-93

1. Minority Student Characteristics Report available for review and analysis.

2. Continue to work with ESL to enable smooth registration and program changes for ESL students.

3. Translate application jacket into Spanish.

4. Translate into Spanish information given to registering students.