TO: Board of Trustees  
Dr. Peter MacDougall

FROM: Daniel Oroz, Vice President, Human Resources


DATE: August 28, 1997

The report that follows is the twenty first annual summary report of actions taken by the District in 1996-97 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
9. AFFIRMATIVE ACTION SUB-CONTRACTOR REQUIREMENTS
10. DISTRICT PROGRAMS
11. AFFIRMATIVE ACTION COMMITTEE

Attachments
cc: Cabinet  
Affirmative Action Committee  
College Planning Committee  
Management Distribution List  
Academic Senate, Karolyn Hanna  
Classified Council, Pat Canning  
Faculty Enrichment Committee - Laura Welby  
Disabled Student Services - Janet Shapiro
### NEW HIRES FOR 1996-97

<table>
<thead>
<tr>
<th></th>
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<tr>
<td><strong>ADMINISTRATIVE/MANAGEMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total New Hires</td>
<td>11</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Total Females</td>
<td>8(73%)</td>
<td>7(88%)</td>
<td>0</td>
<td>2 (100%)</td>
<td>4 (57%)</td>
<td>3 (60%)</td>
</tr>
<tr>
<td>Total Minority</td>
<td>3(27%)</td>
<td>1(13%)</td>
<td>1(100%)</td>
<td>0</td>
<td>0</td>
<td>1 (20%)</td>
</tr>
<tr>
<td><strong>FACULTY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total New Hires</td>
<td>19</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Total Females</td>
<td>9(47%)</td>
<td>2(29%)</td>
<td>2(50%)</td>
<td>0</td>
<td>8 (73%)</td>
<td>2 (67%)</td>
</tr>
<tr>
<td>Total Minority</td>
<td>5(26%)</td>
<td>2(29%)</td>
<td>1(25%)</td>
<td>0</td>
<td>2 (18%)</td>
<td>0</td>
</tr>
<tr>
<td><strong>CLASSIFIED</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total New Hires</td>
<td>44</td>
<td>38</td>
<td>27</td>
<td>30</td>
<td>35</td>
<td>27</td>
</tr>
<tr>
<td>Total Females</td>
<td>27(61%)</td>
<td>20(53%)</td>
<td>20(74%)</td>
<td>20 (67%)</td>
<td>15 (43%)</td>
<td>19 (70%)</td>
</tr>
<tr>
<td>Total Minority</td>
<td>14(32%)</td>
<td>12(32%)</td>
<td>11(41%)</td>
<td>3 (10%)</td>
<td>10 (29%)</td>
<td>6 (22%)</td>
</tr>
</tbody>
</table>

**Promotion Rate 1996-97**

- Positions with promotional applicants: 6
- Positions filled by promotion: 3 (50%)
- Females promoted: 3 (100%)
- Minorities promoted: 0
SANTA BARBARA CITY COLLEGE
1996-97 REGULAR FACULTY

MINORITIES 19%
36

OTHER 81%
150

SANTA BARBARA CITY COLLEGE
1996-97 REGULAR FACULTY

MALES 54%
101

FEMALES 46%
85
### 1996 - 97
Santa Barbara Community College District
Affirmative Action Work Force Analysis Summary

<table>
<thead>
<tr>
<th></th>
<th>MALES</th>
<th>FEMALES</th>
<th>TOTAL</th>
<th>DISAB.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-faculty</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>EXECUTIVE ADMIN/MANAGERIAL</td>
<td>2</td>
<td>1</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>PROFESSIONAL NON-FACULTY</td>
<td>5</td>
<td>15</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>SECRETARIAL/CLERICAL</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SERVICE/MAINTENANCE</td>
<td>3</td>
<td>2</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>TECHNICAL/PARAPROFESSIONAL</td>
<td>14</td>
<td>2</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>*** total non-faculty</td>
<td>34</td>
<td>22</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Education</td>
<td>3</td>
<td>13</td>
<td>24</td>
<td>15</td>
</tr>
<tr>
<td>Health and P.E.</td>
<td>21</td>
<td>5</td>
<td>26</td>
<td>4</td>
</tr>
<tr>
<td>Humanities</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Instruc. Support/Stu. Services</td>
<td>16</td>
<td>1</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>6</td>
<td>10</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>Social Science</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>*** total faculty</td>
<td>37</td>
<td>25</td>
<td>62</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>MALES</th>
<th>FEMALES</th>
<th>TOTAL</th>
<th>DISAB.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>B</td>
<td>A</td>
<td>H</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>7</td>
<td>4</td>
<td>66</td>
</tr>
<tr>
<td>*** TOTAL REGULAR EMPLOYEES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. RECRUITMENT

a. In addition to its normal classified recruitment efforts, the Human Resources (HR) Department coordinated the 1997-98 recruitment and selection effort for twenty one (21) faculty positions. The department participated in the February 1, 1997 Job Fair in Los Angeles. We continued advertising in department/discipline publications and department heads were encouraged to personally participate in the recruitment efforts by contacting colleagues at other colleges for possible candidates.

The HR Department made extensive use of the Chancellor’s Office Faculty and Staff Diversity Registry. The computerized minority/female job applicant registry currently contains over 7,000 plus files. Application forms are made available for the Diversity Registry in the HR Department.

b. The HR 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" and were revised to include appropriate notices required by the Americans with Disabilities Act (ADA).

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. All positions were also advertised by E-mail and internet.

e. Ads are placed in the Santa Barbara News-Press, L. A. Times and other 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 HR 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.

h. A Web Site was developed on the WWW for use in vacancy recruitment efforts, both classified and certificated. All job vacancies are now listed and maintained on the Web. As a result of this development, a very high increase in the number of applications took place. Due to the resultant higher workload for HR, changes were made in applicant processing to accommodate the increased application flow i.e. telephone job line, fax machine.
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. HUMAN RESOURCES POLICIES AND PRACTICES

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

a. AA Committee legal EEO training took place on November 21, 1996 at which a review was made of what an employer can ask of prospective applicants and other aspects of the hiring process.

b. Legal monitoring of Proposition 209 and its impact on district hiring policies took place. The Chancellor's Office advised that no changes to district policies be made until the legality and technical impact on Title V regulations were clarified. Few if any required changes to district policies are expected as the district's policies are non-discriminatory and are merit based.

c. The HR Department, in addition to advertising part-time faculty positions, has now begun to advertise part-time classified hourly opportunities and an AA applicant pool has been created and maintained.

d. The AAO participated in an Affirmative Action Title V Compliance Evaluation Survey with the Chancellor's Office. SBCC was one of 18 districts selected for the evaluation. No notice of non-compliance with the Title V regulations was received after the evaluation.

e. The HR Web Site was expanded to include all classified, faculty and management positions. The site was revised to include the faculty salary schedule and salary rating-in information. There took place a significant increase in faculty applicants and an increase in foreign applicants and resulting legal visa/right to work in U.S. questions. Legal counsel regarding INS laws was obtained as necessary during the faculty hiring season.

f. Developed various statistical reports required by AB1725 and reviewed them with the Affirmative Action Committee and District Management:
Minority/Female % - Longitudinal (Population)
Minority Faculty Applicant Flow - Longitudinal (New Hires)
Hourly Faculty Minority/Female Distribution by Department
Minority/Female Distribution by Department
Credit and Non-Credit Faculty (Population)

g. The AA Committee participated in the development of the Accreditation Standard Four (Employment) Report. Various statistical and narrative Affirmative Action reports were prepared for the accreditation visit. The accreditation final report regarding the district Affirmative Action hiring policies and procedures were found to be clearly stated with no negative observations made regarding the college’s AA program.

h. The HR Department conducted and completed an Employment Redesign project during the school year. All aspects of the colleges hiring procedures were studied with recommendations made to improve the efficiency of the employment process. The team report contained a number of recommendations, some of which have been put in place: dedicated phone line; web page; FAX machine; HR name change. Long term recommendations will be implemented with the completion of the conversion from the PERTAINE to the Oracle System, i.e. document imaging, direct access to employee data, integrated data base.

6. STAFF DEVELOPMENT AND TRAINING

Examples of 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>TOPIC</th>
<th>SPEAKER/GROUP</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leonardo Dorantes Memorial Lecture: “The Color of Fear”</td>
<td>SBCC Faculty Members</td>
<td>May 14, 1997</td>
</tr>
<tr>
<td>“Legal Aspects of the Selection/Interview Process”</td>
<td>Dan Oroz, VP Human Resources, Affirmative Action</td>
<td>Nov. 21, 1996</td>
</tr>
</tbody>
</table>

7. DISCRIMINATION COMPLAINTS/GRIEVANCE

Two (2) formal DFEH discrimination complaints were filed against the District in 1996-97.

8. AFFIRMATIVE ACTION STUDENT BODY

a. Curricula: The District offered several credit and non credit courses in 1996-97 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 of 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.

c:asareport.96:lb(8/97)
AJ 113: Policy and Community Relations
ART 108: History of Asian Art
ART 111: Survey of Tribal Art
ASAMST 101: Asian-American History
ASAMST 102: Contemporary Asian-American History
BLST 101: Afro-American U.S. History
BLST 102: African-American History
BLST 103: Afro-American Culture
BLST 111: Afro-American Music
BLST 113: Literature of Black Authors
CHST 101: Mexican-American Chicano Studies
CHST 102: Chicano-Latino History
CHST 103: Mexican-American Chicano Literature
CHST 113: Mexican-American Chicano Culture
CHST 115: Introduction to Mexican Literature
CHST 117: Spanish for Native Speakers
CHST 119: History of Mexican Art
CHST 121: The Chicano Woman
CHST 160: Chicano Theatre
COMM 121: Intercultural Communications
ECE 130: Bilingual-Bicultural Teaching Seminar
ENG 226HR: American Literature
ENG 241: Contemporary Women Writers
ESL 110: Beginning Grammar
ESL 111: Beginning Writing
ESL 112: Phonics/Vocabulary Development
ESL 114: Interim Grammar
ESL 115: Interim Writing
ESL 116: Phonics/Vocabulary Development
ESL 118: Sentence Structure
ESL 119: Paragraph to Essay
ESL 120: Interim Readings
ESL 122: Sentence Structure
ESL 123: Paragraph to Essay
ESL 124: Advanced Reading
ESL 130: Study Skills
ESL 131: Language Usage
ESL 134: Composition
ESL 180: Writing/Composition
ETHST 101: Immigrant Experience in the U.S.
ETHST 107: Racism in America
HE 102: Personal Health for Women
HIST 110: History of Women
HIST 114: Immigrant Experience in the U.S.
HIST 130: History of Africa
HIST 132: China/Japan in the Modern World
HIST 135: History of Mexico
HIST 138: History of Modern Middle East
NATAM 101: The American Indian
NATAM 102: Native American in the 20th Century
NATAM 103: Indian Culture
NATAM 104: California Indians
NATAM 112: Native American Visual/Musical Arts
NATAM 113: Indian in Literature
PERDV 110: Career Planning and Decision Making
PE 144: Beginning Weight Training for Women
PE 163A: Beginning Self-Defense
PE 164A: Beginning Self-Defense for Women
SOC 113: Sociology of Sex Roles
TA 160: Chicano Theatre
ADULT EDUCATION

ADULT HIGH SCHOOL
Bilingual GED Test Preparation

BASIC EDUCATION
Basic Education: Reading, Writing & Mathematics
Bilingual Basic Reading and Writing

BUSINESS EDUCATION
Investing for Women
Everything You’ve Always Wanted to Know About the ADA
The Wise Woman’s and Other’s Guide to the Economy
What Every First-Time Home Buyer Needs to Know: Bilingual

CAREER PREPARATION & JOB TRAINING
Principles of Feminine Leadership
Women’s Work: From Survival to Success

CITIZENSHIP
ESL/Citizenship

COMPUTERS
Computers for Beginners: Bilingual
Intro to the Mac: Bilingual
Intro to Personal Computers: Bilingual

CURRENT EVENTS & WORLD AFFAIRS
Redesigning Welfare: The Santa Barbara Community Response

ENGLISH AS A SECOND LANGUAGE
ESL Conversation Workshop
ESL: Advanced-Low
ESL: Beginning Literacy
ESL: Beginning-High
ESL: Beginning-Low
ESL: Intermediate-High
ESL: Intermediate-Low
ESL Life in America
Multi-Level ESL
Vocational ESL

HEALTH & SAFETY
A Professional’s Guide to Alcohol and Medication Misuse Among Older Adults
ESL for Nurse Assistants (Part I)
Taking Charge of Your Hormones
Teaching Nurse Assistants with Limited English: Creative Strategies
The Second Annual Women and Wellness Conference
The Mature Driver Course

LANGUAGES
American Sign Language, Levels I, II and II-III
Spanish for the Workplace

MUSIC
Choral Singing for Women
Gospel Singing Workshop

**OMEGA PROGRAM (ELDERHOOD)**
- Aging Well: Integrating Mind, Body and Spirit
- Best Friends: A New Approach to Elder and Alzheimer’s Care
- By Hook or By Crook: Changing Gardens for Changing Abilities
- Depression in Aging
- Elder Abuse Conference
- Enhancing Service Provider’s Sensitivity to Aging
- Healthy and Wise Aging: An Approach that Can Work for You
- Living with Hearing Loss: Your Own or Other’s
- Stress Management for Elders and Caregivers
- The Wisdom of the Elders

**PARENT EDUCATION**
- Managing Your LD/ADD Child
- Mother’s and Baby’s First Steps Together:
  - Exploring the Needs of High Risk Families
- Parenting Skills: Helping Children Flourish (Bilingual)
- Special Tips for Parents of Exceptional Children
- The Parent-Toddler Group (Bilingual)

**PSYCHOLOGY AND PERSONAL DEVELOPMENT**
- Are You Living with Attention Deficit Disorder?
- Beyond the Blues:
  - Current Perspectives on Depression
- Eating: Women, Food, Life
- From Victim to Victor
- Illness is a Family Challenge
- Menopause: The Transition to the Rest of Your Life
- Mid-Life Transitions: Shirley Valentine, Lead Us On
- Why Men Are the Way They Are
- Why Men Are the Way They Are (Part II)

**SEWING**
- Sewing for Everyone (Bilingual)
- Simplified Sewing: For the Busy Woman
- Women’s Custom Pattern Making

JP
c:/courses/affirm/affirm97.doc
The ethnic diversity of the Santa Barbara High School and SBCC has been gradually changing over the past few years.

A comparison with the Santa Barbara High School District:

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<thead>
<tr>
<th></th>
<th>Fall 1992</th>
<th>Fall 1996</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>White</td>
<td>52%</td>
<td>46%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>40%</td>
<td>46%</td>
</tr>
<tr>
<td>Black</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Asian/Filipino/Pacific Islander</td>
<td>4%</td>
<td>5%</td>
</tr>
</tbody>
</table>

at SBCC:

<table>
<thead>
<tr>
<th></th>
<th>Fall 1984</th>
<th>Fall 1992</th>
<th>Fall 1996</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>.8%</td>
<td>.9%</td>
<td>1.0%</td>
</tr>
<tr>
<td>White</td>
<td>80.3%</td>
<td>67.9%</td>
<td>62.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>11.9%</td>
<td>20.6%</td>
<td>24.2%</td>
</tr>
<tr>
<td>Black</td>
<td>2.4%</td>
<td>2.4%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Asian/Filipino/Pacific Islander</td>
<td>4.6%</td>
<td>6.2%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Other Non-White</td>
<td>0</td>
<td>2.2%</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

This report will summarize the efforts of individual departments in reaching, contacting, and assisting underrepresented students.
I. EOPS/Cal-SOAP HIGH SCHOOL RECRUITMENT ACTIVITIES

A. STATISTICAL DATA

<table>
<thead>
<tr>
<th>Site Visitations per year/per high school</th>
<th>1995-96</th>
<th>1996-97</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assemblies</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Class presentations/individuals</td>
<td>55</td>
<td>56</td>
</tr>
<tr>
<td>Counselor meetings</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Liaison staff meetings</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Parent (evening/weekend)</td>
<td>34</td>
<td>35</td>
</tr>
<tr>
<td>SBCC campus visitations by high school students</td>
<td>34</td>
<td>49</td>
</tr>
<tr>
<td>Mail (letters, brochures, newsletters, etc.)</td>
<td>15,000</td>
<td>28,000</td>
</tr>
</tbody>
</table>

B. SERVICES FOR STUDENTS WITH UNIQUE NEEDS

1. CAL-SOAP co-sponsored with MESA a PSAT workshop Fall ’96 with 111 juniors in attendance. For Spring ’97, an SAT was conducted for seniors with 166 in attendance.

2. A total of 918 students from Carpinteria Middle School (218), Santa Barbara Junior High School (420) and La Cumbre Middle School (280) participated in the Cal-SOAP 3-day career series.

3. Cal-SOAP committed to a three year partnership with the Santa Barbara High School District and Carpinteria Unified School District to send every 8th grade student to the Museum of Tolerance; 1,472 students participated this year. In addition, Cal-SOAP sponsored the attendance of 104 students with unique needs.

4. EOPS provides 7.5 permanent staff, 4 half-time staff, and 24 peer advisors for all EOPS eligible students in need.

C. AUGMENTED STUDENTS FINANCIAL ASSISTANCE PROGRAM

Through coordination with State officials, EOPS was able to assist students with summer stipends; 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). Approximately 25 slots were available for summer 1996.

D. MATRICULATION OF TARGETED STUDENTS

1. Continued during the 1996-97 year, co-sponsoring of activities with off-campus groups. Activities included Westmont Summer Residential Program, numerous student tours of SBCC by Cal-SOAP students, and a presentation/workshop for parents of graduating Seniors.

2. Continued recruitment efforts of EOPS students did meet our expectations for 1996-97 year. Total number of students served (unduplicated) during the year was 968 or 104 more students than 1995-96.
<table>
<thead>
<tr>
<th>STATISTICAL DATA</th>
<th>1995-96</th>
<th></th>
<th>1996-97</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CARE</td>
<td>EOPS</td>
<td>SBCC</td>
<td>CARE</td>
<td>EOPS</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>3%</td>
<td>40%</td>
<td>50%</td>
<td>4%</td>
<td>35%</td>
</tr>
<tr>
<td>Female</td>
<td>97%</td>
<td>60%</td>
<td>50%</td>
<td>96%</td>
<td>65%</td>
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<tr>
<td>Ethnicity</td>
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<td></td>
</tr>
<tr>
<td>Native American</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td>5.6%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Asian/Filipino</td>
<td>2%</td>
<td>6%</td>
<td>8%</td>
<td>4.0%</td>
<td>7.0%</td>
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<tr>
<td>Black</td>
<td>14%</td>
<td>6%</td>
<td>2%</td>
<td>7.0%</td>
<td>8.6%</td>
</tr>
<tr>
<td>White/Other</td>
<td>39%</td>
<td>39%</td>
<td>65%</td>
<td>38.7%</td>
<td>34.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>45%</td>
<td>48%</td>
<td>24%</td>
<td>45.1%</td>
<td>45.3%</td>
</tr>
</tbody>
</table>

E. ACTIVITIES/GOALS 1996-97

1. Recruitment among the SBCC student body will continue to be an emphasis of EOPS and CARE. Through our coordinated efforts with Financial Aid, we will maintain our EOPS student population of approximately 968 students and improve our retention rate.

2. Cultural activities, classroom and in-service presentations will also aid in our efforts to increase the total number of students served by EOPS and CARE in 1997-98 as we attempt to make our program known to the entire SBCC student population.

II. OFFICE OF FINANCIAL AID

A. RECRUITMENT

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

2. Provided assistance and workshops at SBCC and local high schools. Numerous workshops are presented bilingually.

3. Participated in Cal-SOAP program at SBHS, Dos Pueblos, and Carpinteria high schools where we assisted over 1700 high school seniors in completing the FAFSA during class time.

4. Provided high schools specific scholarship brochure and distributed to local high school counseling offices.

5. Provided FAFSA workshop to over 25 Department of Rehabilitation clients.

6. Provided Financial Aid workshops to community church groups.

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 as needed.
C. STATISTICAL DATA

<table>
<thead>
<tr>
<th></th>
<th>1995-96</th>
<th></th>
<th>1996-97</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Financial Aid</td>
<td>SBCC</td>
<td>Financial Aid</td>
<td>SBCC</td>
</tr>
<tr>
<td>Gender</td>
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<td>Male</td>
<td>43.5%</td>
<td>50%</td>
<td>45%</td>
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</tr>
<tr>
<td>Female</td>
<td>56.5%</td>
<td>50%</td>
<td>55%</td>
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<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>7.2%</td>
<td>8%</td>
<td>7.7%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Black</td>
<td>5.6%</td>
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<td>6.2%</td>
<td>2.1%</td>
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<tr>
<td>Hispanic</td>
<td>31.5%</td>
<td>24%</td>
<td>29.8%</td>
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<tr>
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<td>2.0%</td>
<td>1%</td>
<td>1.9%</td>
<td>1.0%</td>
</tr>
<tr>
<td>White/other</td>
<td>53.7%</td>
<td>65%</td>
<td>54.4%</td>
<td>64.8%</td>
</tr>
</tbody>
</table>

D. ACTIVITIES/GOALS 1996-97

1. Provide recruitment services which focus on informing under-represented students of financial aid opportunities including scholarships at SBCC.

2. Develop electronic financial aid instructional program where students may obtain and complete financial aid information independently.

III. ATHLETICS

A. STATISTICAL DATA

<table>
<thead>
<tr>
<th>Sport</th>
<th>Male</th>
<th>Female</th>
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<th>Indian/Asian</th>
<th>Native Am.</th>
<th>White/Other</th>
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<tbody>
<tr>
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<td>16</td>
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<tr>
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<td>22</td>
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<td>10</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Football</td>
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<td>0</td>
<td>16</td>
<td>21</td>
<td>3</td>
<td>1</td>
<td>42</td>
</tr>
<tr>
<td>Golf</td>
<td>10</td>
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<td>0</td>
<td>9</td>
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<td>18</td>
<td>0</td>
<td>13</td>
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<td>2</td>
<td>18</td>
</tr>
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<td>Tennis</td>
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<td>2</td>
<td>2</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Track</td>
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<td>7</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td>25</td>
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<td>0</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>22</td>
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<td>98</td>
<td>37</td>
<td>58</td>
<td>17</td>
<td>3</td>
<td>203</td>
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</table>

B. OBJECTIVE RESULTS
1. Athletics reached their objective of being equal or above college minority enrollment percentages. During the past year (1996-97) athletics was 36% minority. This is compared to 35% the previous year (1995-96). The college minority enrollment for 96-97 was 35.2%.

2. The objective to increase the overall number of women athletes from 78 to 95 was met as 98 females participated in Athletics for 96-97.

C. RECRUITMENT

1. Our objective is to keep the percentage of minority athletes participating in SBCC athletics to equal or above the percentage of minorities enrolled at SBCC by the completion of the Spring 1998 semester.

2. Our objective is to increase the overall number of women athletes participating in SBCC athletics to 110 by the completion of the Spring 1998 semester.

IV. STUDENT ACTIVITIES

A. STATISTICAL DATA

<table>
<thead>
<tr>
<th></th>
<th>1995-96 Student Representation on Student Senate</th>
<th>SBCC 1995-96</th>
<th>1996-97 Student Representation on Student Senate</th>
<th>SBCC 1996-97</th>
</tr>
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<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>7</td>
<td>64%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>36%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>9%</td>
<td>8%</td>
<td>1</td>
</tr>
<tr>
<td>Black</td>
<td>1</td>
<td>9%</td>
<td>2%</td>
<td>9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>18%</td>
<td>24%</td>
<td>2</td>
</tr>
<tr>
<td>White/Other</td>
<td>7</td>
<td>64%</td>
<td>65%</td>
<td>0</td>
</tr>
<tr>
<td>Native American</td>
<td>0</td>
<td>0%</td>
<td>1%</td>
<td>0</td>
</tr>
<tr>
<td>Disabled</td>
<td>2</td>
<td>18%</td>
<td>N/A</td>
<td>0</td>
</tr>
</tbody>
</table>

B. ACTIVITIES FOR 1996-97

1. To provide access to student housing information, the student activities office was successful in several ways. With the acquisition of a fax machines, the office is now able to send current listings of rooms for rent to potential students. This information is now also available by E-Mail. In addition, the student housing brochure was updated, with the addition of two new apartment companies and one additional rental agency listed.

2. The Student Activities office in conjunction with the Associated Student Senate was successful in increasing the numbers of students voting in the 96-97 Associated Student elections. In Spring of 1996, 390 students voted and in the Spring of 1997, 691 students participated.

C. GOALS FOR 1997-98
1. Develop an orientation program for campus club Advisors and club Presidents to be held within the first month of each semester with a special emphasis on increasing women and minority student involvement.

2. Develop a marketing strategy to promote the MTD bus pass for the Spring 1998 elections to ensure continued availability of low-cost transportation for our low-income women and minority students.

V. SCHOOL RELATIONS

A. RECRUITMENT ACTIVITIES

Outreach presentations to underrepresented junior and senior students and parents at high schools’ annual College Nights. SBCC represented by both bilingual and English presentations in a coordinated forum with UCSB, CSU, Westmont and Scholarships Foundation of Santa Barbara, Santa Barbara Foundation (approximately 100 people or more at four sites).

Outreach presentations to 8th grade students and parents at three of the four junior high schools. LaCumbre did not have a College Night. (Approximately 50% of each audience was underrepresented; from 100-135 people at each site).

Classroom visits and presentations at all LaCuesta sites; tours for LaCuesta students at SBCC sponsored by Cal-SOAP (100).

Co-sponsored 8th grade Career Day: a cooperative effort by Career Center, School Relations, SBHS District and Cal-SOAP to bring 85 predominantly underrepresented students to SBCC for breakfast lunch and departmental presentation and demonstrations.

Provided tours and faculty representation at lunch for 100 Cal-SOAP NEISP students on Tuesdays throughout the year.

Provided tours and activities for 30 underrepresented students from each local junior high (150 students).

Mailings to all 9-12 grade students (over 7,000) regarding Advanced Student Program (one newsletter each semester), Preview Night, College Faire.

Noon time campus visits to all high schools in Spring 1997 once a month.

Provided tours to over 400 students enrolled in local ROP classes; predominantly underrepresented population.

Eight College Reps and one part-time SPA provided recruitment support on- and off-campus and assisted in implementing special events and large group tours.

Attended seven out-of-district College Fairs; distributed SBCC information to over a thousand people.

Coordinated on-going annual calendar of events, serving diverse populations in every activity, on-campus, at high schools and in the community, working with EOPS, DSPS, community-based organizations, Cal-SOAP, UCSB.

B. GOALS 1997-98

1. Target ethnic underrepresented students in clubs and community-based organizations for tours,
presentations.

VI. COUNSELING

A. STATISTICAL DATA

<table>
<thead>
<tr>
<th></th>
<th>Served Unduplicated Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1995-96</td>
</tr>
<tr>
<td>American Indian</td>
<td>134</td>
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<tr>
<td>Asian</td>
<td>893</td>
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<td>Black</td>
<td>259</td>
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<td>Hispanic</td>
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<tr>
<td>Other</td>
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</tr>
<tr>
<td>White</td>
<td>7,919</td>
</tr>
<tr>
<td>TOTAL</td>
<td>12,501</td>
</tr>
</tbody>
</table>

B. SERVICES TO STUDENTS WITH UNIQUE NEEDS

Monthly health education events, multiple workshops and bi-monthly educational checkpoint tables were provided on campus. 36 peer education and 12 mental health presentations were provided to campus classes and community youth organizations with high underrepresented student enrollments.

Conducted fourteen ESL orientations for new incoming students: Fall 1996 approximately 600 students served; Spring 1997 approximately 640 students were served; Summer 1997 and Fall 1997 approximately 600 students will be served.

Conducted ESL classroom presentations on SBCC programs and services: Fall 1996 twelve pre-registration class presentations were held and 350 students were served; Spring 1997 thirteen presentations were held and approximately 400 students were served.

385 underrepresented students utilized ASSIST, the computer-based degree audit and transfer planning system.

C. GOALS FOR 1997-98

Increase by 10% the number of underrepresented students who utilize ASSIST.

Provide personalized program orientations to all new tenure track faculty who are representative of underrepresented populations at the college.

Increase by 5% the number of underrepresented students who participate in individual appointments for the purpose of academic advising.
VII. TRANSFER CENTER/TRANSFER ACHIEVEMENT PROGRAM

A. STATISTICAL DATA

<table>
<thead>
<tr>
<th>Served Unduplicated Students</th>
<th>1995-96</th>
<th>1996-97</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>36</td>
<td>33</td>
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<tr>
<td>Asian</td>
<td>229</td>
<td>323</td>
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<tr>
<td>Black</td>
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<td>113</td>
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<tr>
<td>Hispanic</td>
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<td>743</td>
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<tr>
<td>Other</td>
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<td>101</td>
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</tr>
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<td>TOTAL</td>
<td>3,149</td>
<td>3,443</td>
</tr>
</tbody>
</table>

B. SERVICES TO STUDENTS WITH UNIQUE NEEDS

- Completed re-organization of TAP
  - New TAP SPA hired
  - TAP database simplified and updated
  - TAP Transfer Guide introduced to facilitate transfer education
  - TAP application redesigned to also serve as recruiting brochure
  - 3 mailings to students eligible to transfer
  - 124 follow-up phone calls to students eligible to transfer
  - Outreach/recruitment at West Campus (4 hours a week)

Number of underrepresented students utilizing transfer-related activities increased in 96-97 (5,986) by 6% in comparison to 95-96 (5,640). Number of sessions utilizing transfer-related services decreased in 96-97 (12,848) by 4% compared to 95-96 (13,361).

Eliminated several administrative functions and realigned SPA roles to do primarily one-on-one advising; available resources and advocacy has increased. TAP enrollment increased from 329 in 95-96 to 520 in 96-97 (58%).

C. GOALS FOR 1997-98

- Increase by 10% the number of underrepresented students utilizing Transfer Center services.

- Provide Transfer Center orientations to ten faculty who are representative of underrepresented populations at the college.
VIII. CAREER CENTER

A. STATISTICAL DATA

<table>
<thead>
<tr>
<th>Served Unduplicated Students</th>
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<th>1996-97</th>
</tr>
</thead>
<tbody>
<tr>
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<td>28</td>
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<tr>
<td>Asian</td>
<td>285</td>
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<tr>
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<td>1,874</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3,879</td>
<td>3,120</td>
</tr>
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</table>

B. SERVICES TO STUDENTS WITH UNIQUE NEEDS

The expansion of the "Workability" program of DSPS was greatly improved and expanded by ten student placements due to the efforts of the shared DSPS and Career Center job developer. DSPS student traffic in the Career Center decreased substantially due to more direct service by DSPS staff.

A bilingual Special Program Advisor assisted the ESL Counselor in providing career services to ESL students including special orientation sessions, program center tours and distribution of a Spanish version of "Career Opportunities for the 1990's."

Career publications and magazines targeted for disabled and minority students were secured for the Career Center library.

Computerized career information was made available in Spanish through the EUREKA Career Information System located in the Career Center.

C. GOALS FOR 1996-97

Increase by 5% the number of underrepresented students who utilize the Career Center.

Provide Career Center orientations to ten faculty who are representative of underrepresented populations at the college.

Involve five instructors of ethnic studies courses in making Career Center assignments to students.

IX. ADMISSIONS AND RECORDS

A. STATISTICAL DATA

Four of the eight Admissions and Records staff speak fluent Spanish.
There is one bilingual evening staff worker who speaks Spanish.

During registration periods, additional bilingual hourly staff are hired for both day and evening hours.

B. SERVICES TO STUDENTS WITH UNIQUE NEEDS

The Assistant Dean, Admissions and Records, is able to assist deaf and hard-of-hearing students as she has (basic) working knowledge of sign language.

There is a low counter designed to accommodate physically disabled students.

A large print admissions application has been developed for sight-impaired students.

Application, Crime Awareness Information Statistics and letter for Returning ESL Students are printed in Spanish.

Admissions uses a special application for the International (ISAP) and English Language Studies Students (ELSP).

Admissions telephone recording is in Spanish.

C. GOAL FOR 1997-98

Investigate printing other handouts and forms in Spanish.

X. CAMPUS SECURITY

A. STATISTICAL DATA

Three permanent Security Officers as well as the Typist Clerk, speak fluent Spanish.

There are eight part-time Security Officers who are bilingual.

B. SERVICES FOR STUDENTS WITH UNIQUE NEEDS

Assists Health and Wellness Office in responding to medical emergencies.

Responds to medical emergencies after hours.

Assists the Disabled Student Services Department in the transportation of disabled students.

Domestic violence training was provided for Security Staff which enables the officers to serve the students more effectively.

C. GOALS FOR 1997-98

DSPS to provide training in dealing with Psychologically Disabled students.

CPR training for all Security Officers.
XI. BOOKSTORE

A. STATISTICAL DATA

Four of the nine permanent Bookstore staff speak Spanish as does one of the hourly student workers.

During rush periods, extra Spanish-speaking staff are hired to work at the registers.

The store currently employs student workers from Ethiopia, Italy, Nepal and South Africa.

B. SERVICES FOR STUDENTS WITH UNIQUE NEEDS

There are wheelchair height counters at the main office and at the text counter.

Book lists with pricing are provided to all DSPS and EOPS counselors as well as the Financial Aid Office.

One register is set aside to accommodate DSPS, EOPS, Financial Aid and Department of Rehabilitation clients at all times.

During rush periods, the ESL area is posted with informational signs in Spanish to accommodate new students.

C. GOALS FOR 97-98

Increase the number of bilingual study aids available to students. We made a start on this during the 96-97 school year, and sales seem to show that the effort has been noticed by students.