TO:     Board of Trustees  
Dr. Peter MacDougall

FROM:   Daniel Oroz, Vice President, Human Resources

SUBJECT: Annual Affirmative Action/Diversity  

DATE:   August 26, 1999

The report that follows is the twenty third annual summary report of actions taken by the District to meet its 
Affirmative Action and Equal Opportunity requirements as set forth in Executive Order 11246, Section 51010 of Title 

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, Lana Rose
Classified Council, Liz Auchincloss
Faculty Enrichment Committee – Marilyn Spaventa
Disabled Student Services - Janet Shapiro

h:AAREPORT98-99:lb

Enclosure 1
Item 2.2-a
08/26/99
1. **NEW HIRES FOR 1998-99**

**ADMINISTRATIVE/MANAGEMENT**

<table>
<thead>
<tr>
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<td>Total New Hires</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>5</td>
<td>9</td>
<td>12</td>
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<tr>
<td>Total Females</td>
<td>0</td>
<td>2 (100%)</td>
<td>4 (57%)</td>
<td>3 (60%)</td>
<td>6 (67%)</td>
<td>7 (58%)</td>
</tr>
<tr>
<td>Total Minority</td>
<td>1 (100%)</td>
<td>0</td>
<td>0</td>
<td>1 (20%)</td>
<td>1 (11%)</td>
<td>5 (42%)</td>
</tr>
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</table>

**FACULTY**

<table>
<thead>
<tr>
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<td>4</td>
<td>0</td>
<td>11</td>
<td>3</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Total Females</td>
<td>2 (50%)</td>
<td>0</td>
<td>8 (73%)</td>
<td>2 (67%)</td>
<td>11 (55%)</td>
<td>3 (60%)</td>
</tr>
<tr>
<td>Total Minority</td>
<td>1 (25%)</td>
<td>0</td>
<td>2 (18%)</td>
<td>0</td>
<td>6 (30%)</td>
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**CLASSIFIED**

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<tr>
<td>Total New Hires</td>
<td>27</td>
<td>30</td>
<td>.35</td>
<td>27</td>
<td>39</td>
<td>51</td>
</tr>
<tr>
<td>Total Females</td>
<td>20 (74%)</td>
<td>20 (67%)</td>
<td>15 (43%)</td>
<td>19 (70%)</td>
<td>29 (74%)</td>
<td>36 (71%)</td>
</tr>
<tr>
<td>Total Minority</td>
<td>11 (41%)</td>
<td>3 (10%)</td>
<td>10 (29%)</td>
<td>6 (22%)</td>
<td>17 (44%)</td>
<td>21 (41%)</td>
</tr>
</tbody>
</table>

**Promotion Rate 1998-99**

- Positions with promotional applicants: 36
- Positions filled by promotion: 15
- Females promoted: 10 (67%)
- Minorities promoted: 6 (40%)
2. EMPLOYEE POPULATION

SANTA BARBARA CITY COLLEGE
1998-99 ADMINISTRATIVE/MANAGEMENT

Minorities
30%
10

Other
70%
23

SANTA BARBARA CITY COLLEGE
1998-99 ADMINISTRATIVE/MANAGEMENT

Males
51%
22

Females
49%
21
SANTA BARBARA CITY COLLEGE
1998-99 REGULAR FACULTY

Minorities
19%
37

Other
81%
162

SANTA BARBARA CITY COLLEGE
1998-99 REGULAR FACULTY

Males
54%
107

Females
46%
92
### 1999-99

**Santa Barbara Community College District**

**Affirmative Action Work Force Analysis Summary**

**CAFFIRM**

<table>
<thead>
<tr>
<th></th>
<th>MALES</th>
<th>FEMALES</th>
<th>TOTAL</th>
<th>DISAB.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>BOTH</td>
<td>M</td>
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<tr>
<td><strong>Non-faculty</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive Admin/Managerial</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>22</td>
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<tr>
<td>Professional Non-Faculty</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>20</td>
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<tr>
<td>Secretarial/Clerical</td>
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<td>1</td>
<td>2</td>
<td>19</td>
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<tr>
<td>Service/Maintenance</td>
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<td>2</td>
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<tr>
<td>Technical/Paraprofessional</td>
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<td>34</td>
<td>43</td>
<td>47</td>
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<tr>
<td><em><strong>Total Non-faculty</strong></em></td>
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<td>63</td>
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<table>
<thead>
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<th>FEMALE</th>
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<th>DISAB.</th>
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<td>BOTH</td>
<td>M</td>
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<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Health and P.E.</td>
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<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Humanities</td>
<td>4</td>
<td>17</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Natural Science</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><em><strong>Total Faculty</strong></em></td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>MALES</th>
<th>FEMALE</th>
<th>TOTAL</th>
<th>DISAB.</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>F</td>
<td>BOTH</td>
<td>M</td>
</tr>
<tr>
<td><em><strong>Total Regular Employees</strong></em></td>
<td>2</td>
<td>7</td>
<td>9</td>
<td>9</td>
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</tbody>
</table>
3. RECRUITMENT

a. In addition to its normal classified recruitment efforts, the Human Resources (HR) Department coordinated the 1999-2000 recruitment and selection effort for sixteen (16) faculty positions. The department participated in the January 30, 1999 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 8,000 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 disabled 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 www internet.

e. Ads are placed in the Santa Barbara News-Press, and other newspapers. Job announcements for all certificated permanent positions were sent to 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.

f. Nationwide advertising may include the Chronicle of Higher Education, Affirmative Action Register, Black Issues in Higher Education, Hispanic Hotline, Community College Week and AACJC Career Line, etc.

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. The HR Web Site was further developed 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. We estimate that approximately 360 (20%) of our 1,900 total applicants in 1998-99 were recruited by our web site.
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.

On January 29, 1999, the Superintendent/President spoke to the department heads and Deans who had vacancies 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. Sexual Harassment Policy: The Plan was revised to provide greater clarity as to what constitutes sexual harassment. A new brochure was developed and distributed to the College Community. A Sexual Harassment workshop was held for District Management on April 14, 1999 by the law firm of Liebert Cassidy Frierson. Excellent reviews.

As a result of the success of this workshop, a workshop titled “Preventing Harassment in the Academic Setting” was scheduled for the faculty during flex week, August 17, 1999.

b. SBCC HR Home Page: The HR Home Page was improved to provide a listing of all job vacancies, applications, salary schedules, benefit summaries, related web sites (e.g. STRS, Blue Cross, PERS), frequently asked questions regarding our hiring process and benefits.

This Home Page is now a significant element of the College’s Affirmative Action recruitment and hiring program and will continue to increase in importance. We estimate that 20% of our total applications come from our web site. Last year 11% came from our web site.

c. Classified Hourly Employee Selection Procedures: Minimal hiring procedures were developed to respond to increased complaints and possible litigation in hiring temporary hourly classified employees.
d. 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)

e. Budget Request: With the increase in number of positions subject to affirmative action advertising and legal changes in the Affirmative Action Program emphasizing recruitment versus preference, a budget request was submitted to the Superintendent-President for augmentation to the affirmative action advertising budget of $20,000. Survey data shows that the average community college budget for advertising is $31,924 versus $10,000 spent at SBCC. The request will be considered by CPC for use of Partnership for Excellence Funds.

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>
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</thead>
<tbody>
<tr>
<td>“Students from Underrepresented Populations”</td>
<td>Janet Shapiro, Faculty/Staff</td>
<td>8/18/98</td>
</tr>
<tr>
<td>“Services to Persons with Disabilities”</td>
<td>Janet Shapiro, Faculty/Staff</td>
<td>11/20/98</td>
</tr>
<tr>
<td>“Learning Disabilities”</td>
<td>Mel Levine/Janet Shapiro, Faculty/Staff</td>
<td>1/30/99</td>
</tr>
<tr>
<td>“Employment: Disclosure and Disability”</td>
<td>Ruth Johnson, Faculty &amp; Staff</td>
<td>4/22/99</td>
</tr>
<tr>
<td>“Strategies for Working with Special Populations”</td>
<td>Janet Shapiro Faculty Workshop Flex Week</td>
<td>8/17/99</td>
</tr>
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7. **DISCRIMINATION COMPLAINTS/GRIEVANCE**

One formal discrimination complaint filed against the District in 1998-99 based upon age and marital status regarding hourly classified hiring.
8. **AFFIRMATIVE ACTION STUDENT BODY**

   a. **Curricula:** The District offered several credit and non credit courses in 1998-99 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)
AFFIRMATIVE ACTION REPORT
COURSES OFFERED - 1998-99

ADULT HIGH SCHOOL
Bilingual GED Test Preparation
Computer-Assisted Bilingual GED Preparation

BASIC EDUCATION
Bilingual Basic Reading and Writing
Family Literacy: Basic Skills Development
Transition from ESL to Basic Skills

BUSINESS EDUCATION
Investing and Financial Planning for Women
(Chartbook & II)
English Writing Skills for the Workplace
[for ESL students]
Net Results: Doing Business on the Internet (Bilingual)
Small Business Management Seminars: Bilingual

CAREER PREPARATION & JOB TRAINING
Bilingual Automechanics
Effective Job Searching Techniques: Bilingual

CITIZENSHIP
ESL/Citizenship
ESL Preparation for the Citizenship Interview

COMMUNICATIONS
Untangling Communication Knots: Bilingual

COMPUTERS
Computers for Beginners: Bilingual
Computer Skills (Bilingual)
Excel 97 (Bilingual)
Intro to Access 97 (Bilingual)
Intro to the Macintosh: Bilingual
Intro to MS Word: Bilingual
Intro to MS Word (on MAC): Bilingual
Intro to Windows 95: Bilingual
On-line to the Internet (on MAC): Bilingual

CRAFTS
Jewelry Design and Fabrication (Bilingual)

CURRENT EVENTS & WORLD AFFAIRS
A Chair for Everyone at Humanity's Table:
The Universal Declaration of Human Rights
How CAL/Works Works, One Year On

ENGLISH AS A SECOND LANGUAGE
ESL: At Home with English
ESL Conversation and Pronunciation
ESL Conversation Workshop
ESL: Advanced-Low: Level 6
ESL: Beginning Literacy: Level 1
ESL: Beginning-High: Level 3
ESL: Beginning-Low: Level 2
ESL: Intermediate-High: Level 5
ESL: Intermediate-Low: Level 4
ESL Movie Discussion
Multi-Level ESL
Vocational ESL

HEALTH & SAFETY
Breastfeeding for the Health Professional
from Birth Until Day 365
Coping with Mental Illness in Families
Diabetes in Older Adults
Living with AIDS: A Holistic Approach to Care and Caring
Men's Health: The Natural Approach
New Approaches to Aging Well
New Approaches to Health Lecture:
Osteoporosis: Prevention and Promise for the Future
Micronutrients Prevent Cancer and Delay Aging
Premenopause Conditions and Solutions
Project Reentry [for stroke patients and their families]
The Fourth Annual Women and Wellness Conference
The Mature Driver Course
Women's Cycles: A Holistic Approach

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

MUSIC
Choral Singing for Women
Gospel Singing Workshop

OMEGA PROGRAM (ELDERHOOD)
Adult Children and Their Aging Parents
Aging as a Spiritual Adventure
Breakthroughs in Alzheimer's Care
Factors Affecting the Immune System as We Age
How Our Body Works: An Owner's Manual as We Age
Just Who Are the People Living in Nursing Homes?
Senior Strength Training for Muscle, Mind and Marrow
Senior Strength Training for Novices
Yoga Practices for Aging Bodies and Spirits

PARENT EDUCATION
Mother's and Baby's First Steps Together:
Exploring the Needs of High Risk Families
Movement for Mothers-to-be and More
Parenting Skills: Helping Children Flourish (Bilingual)
The Close Family (La Familia Unida) - Bilingual

PHYSICAL FITNESS
Active Aging: Physical Activity for Fun and Fitness
Aerobics for Seniors
Benefits: Strength Training for Seniors
Fitness without Stress: Tai Ji Movement for Older Adults
Moving Consciously for Older Adults
Physical Fitness for Older Adults
Date: June 11, 1999

To: Jack Friedlander, Vice President Academic Affairs

From: JoAnn Mayhew, Curriculum Advisory Committee Secretary

Ref: Input for 1998-99 Affirmative Action Report to the Board of Trustees

Listed below is the information you requested regarding updated list of courses provided for the 1997-98 Affirmative Action Report which meet the needs of minorities and women in the community.

The following courses should be added to the list:

Art 109: Native American Art and Architecture
Art 112: Survey of Pre-Columbian Art
ChSt 130: History of Mexican Art
ChSt 131: History of Chicano Art
ECE 131: Development and Psychology of the Bilingual Child
Eng 235: African Literature
ESL 107: Intermediate Grammar Review
ESL 110: Level 1 - Beginning Grammar
ESL 111: Level 1 - Beginning Writing
ESL 112: Phonics and Vocabulary Development
ESL 113: Level 1 - Beginning Conversation
ESL 114: Level 2 - Intermediate Grammar
ESL 115: Level 2 - Intermediate Writing
ESL 116: Level 2 - Phonics and Vocabulary Development
ESL 117: Level 2 - Intermediate Conversation
ESL 118: Level 3 - Sentence Structure
ESL 119: Level 3 - Paragraph to Essay
ESL 120: Level 3 - Intermediate Reading
ESL 121: Level 3 - Intermediate Conversation
ESL 122: Level 4 - Sentence Structure
ESL 123: Level 4 - Paragraph to Essay
ESL 124: Level 4 - Advanced Reading
ESL 125: Level 4 - Advanced Conversation
ESL 130: Level 5 - Study Skills
ESL 131: Level 5 - Language Usage
ESL 134: Level 5 - Composition
NAS 104: California Indians
Span 136: Contemporary Culture of Central America
Span 139: Contemporary Culture of Spain

The following should be deleted from the last list submitted:

ChSt 119: History of Mexican and Chicano Art
ESL 141, 142, 151, 152, 161, 162, 171, 172, 181, 182, 191, 192
AJ 113  Policy and Community Relations
Art 108  History of Asian Art
Art 110  History of Women in Art
Art 111  Survey of Tribal Arts
ASAMST 101  Asian-American History
ASAMST 102  Contemporary Asian-American History
ASL 101  Beginning American Sign Language
BLST 101  The African American in U.S. History to World War II
BLST 102  The African-American in U.S. History from Civil Rights Movement to Present
BLST 103  Afro-American Culture
BLST 111  Afro-American Music
BLST 113  Literature by Black Authors
CHST 101  Mexican-American (Chicano) History in the U.S.
CHST 102  Chicano-Latino History
CHST 103  Mexican-American Chicano Literature
CHST 113  Chicano Literature
CHST 115  Introduction to Mexican Culture
CHST 117  Spanish for Native Speakers
CHST 119  History of Mexican and Chicano Art
CHST 121  The Chicana and Other Latina Women
COMM 100  Oral Communication for ESL Students
COMM 151  Intercultural Communication
ECE 130  Bilingual-Bicultural Teaching Seminar
ENG 226HR  American Literature
ENG 241  Contemporary Women Writers
ESL 126  Levels 1-5 Reading and Writing Workshop
ESL 127  ESL Workshop
ESL 141  Level 1 - Grammar and Writing
ESL 142  Level 1 - Reading, Speaking and Listening
ESL 151  Level 2 - Grammar and Writing
ESL 152  Level 2 - Reading, Speaking and Listening
ESL 161  Level 3 - Grammar and Writing
ESL 162  Level 3 - Reading, Speaking and Listening
ESL 171  Level 4 - Grammar and Writing
ESL 172  Level 4 - Reading, Speaking and Listening
ESL 181  Level 5 - Grammar and Writing
ESL 182  Level 5 - Reading, Speaking and Listening
ESL 191  Level 6 - Grammar and Writing
ESL 192  Level 6 - Reading, Speaking and Listening
ETHST 101  Immigrant Experience in the U.S.
ETHST 107  Racism in America
FilmSt/  EthSt 117  Cultural Diversity in Film
This report will summarize the efforts of individual departments in reaching, contacting and assisting underrepresented students. The following table profiles the ethnic distribution of students enrolled in the college’s credit programs over the past three years.

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<th>Fall 1998</th>
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<td></td>
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<tr>
<td>Asian/Filipino/Pacific Islander</td>
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<td>742</td>
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<td>Black</td>
<td>273</td>
<td>246</td>
<td>251</td>
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<td>2.3%</td>
<td>2.0%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2,951</td>
<td>2,884</td>
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<tr>
<td>Other non-white</td>
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</table>

I. SCHOOL RELATIONS

School Relations provides services to all local high and junior high school students, as well as to prospective students nationwide. In serving our local population, we see the ethnic distribution prevailing in the schools, and do provide a number of outreach activities to special populations identified by agencies and departments within the district: i.e., “Bridges” (DSPS), ESL, ROP, College Bound, Continuation HS students.
II. COUNSELING

A. STATISTICAL DATA

<table>
<thead>
<tr>
<th></th>
<th>Served Unduplicated Students</th>
<th>1997-98</th>
<th>1998-99</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td>147</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.0%</td>
<td>.8%</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td>1209</td>
<td>897</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>Black</td>
<td></td>
<td>293</td>
<td>221</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.9%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td>3126</td>
<td>2,523</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20.7%</td>
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</tr>
<tr>
<td>Other</td>
<td></td>
<td>1167</td>
<td>3,040</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.7%</td>
<td>22.9%</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>9175</td>
<td>6,464</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60.7%</td>
<td>48.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>15117</strong></td>
<td><strong>13,247</strong></td>
</tr>
</tbody>
</table>

B. SERVICES TO STUDENTS WITH UNIQUE NEEDS

1. Produced an ESL Bilingual Planning Guide to be used for ESL pre-enrollment advising, ESL Orientations and ESL student advising

2. Bilingual counselor conducted 25 Orientations to new ESL students & one Orientation to STEP recipients

3. Bilingual counselor conducted 8 fifty-minute classroom presentations to ESL students

4. Provided one inservice per semester to counselors serving ESL students

5. Bilingual counselor visited 15 Grammar/Writing classrooms to introduce counseling services to ESL students

6. Trained 4 ESL Faculty Advisors to assist with Orientations before the end of the semester

7. Two bilingual counselors were available for ESL advising in the International Ed. Center for 10 hours per week

8. Conducted meeting involving all sectors of Student Services to discuss improvement of student services for ESL students

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1 Twelve month data July 1 – June 30 each year.
2 Includes: Aisan, Aisan Indian, Cambodian, Chinese, Japanese, Korean, Other Asian, Vietnamese, Filipino, Hawaiian, Other Pacific Islander, Pacific Islander, Samoan
3 Includes: Other Non-white, Unidentified
2. 5,538 mailings were sent out to TAP students. This included 8 newsletters disseminating transfer-related information.

3. 432 directed phone calls were made in directed phone campaigns.

4. 18 UC/CSU transfer workshops were given which included application completion and UC essay writing strategies.

5. 5 classroom presentations were given in targeted English and Math classes. 4 presentations were given to high school student groups.

6. A total of 36 students participated in trips to UCSB, UCLA and CPSLO.

7. A total of 38 TAP students participated in priority appointments with 4-year college representatives visiting SBCC.

8. Converted the former Q&A database to ACCESS and continued to refine to obtain reports for tracking and doing follow-up with TAP students.

9. Obtained funding from P4E to upgrade the part-time hourly coordinator to full-time permanent. Received funding for a permanent part-time SPA and a part-time clerk. Funding was also received for trips to 4-year colleges and operational expenses.

10. Sponsored the first annual Reach One, Teach One Conference that included former TAP students, current TAP students, high school students and their parents.

C. GOALS FOR 1999-2000

1. To significantly contribute to increase the number of students who transfer to 4-year colleges/universities by a minimum of 2% per year and establish the colleges base rate of students who are transfer ready/eligible for the coming year (per College Plan 1999-2000).

2. To significantly contribute to achieve rates of underrepresented students who declare transfer as a goal and who do transfer that are equal to the corresponding rates of the general population (per College Plan 1999-2000).

3. Reorganize TAP and review current activities and services, survey results and make appropriate adjustments.

4. Refine targeted outreach and recruitment efforts to underrepresented (UR) students.

5. Define targeted follow-up activities to UR students.

6. Continue to conduct research on former TAP student success factors and strategies.

7. Continue to provide appointments to TAP students with 4-year college representatives during their visits to SBCC.
C. GOALS FOR 1999-2000

1. Increase by 10% the number of underrepresented students (Black, Hispanic, Asian, and American Indian) students who use the services of the Career Center.

2. Establish and maintain an on-going relationship that allows for joint sponsorship of our Career Days and special employment programs with the DSPS and EOPS services.

3. Research and include in our career information services Spanish text versions of printed publications and computer programs.

4. Through outreach and cooperative programming 150 EOPS students will have accessed the services of the Career Center.

5. Through outreach and cooperative programming 150 DSPS students will have accessed the services of the Career Center.

V EOPS/Cal-SOAP HIGH SCHOOL RECRUITMENT ACTIVITIES

A. STATISTICAL DATA

<table>
<thead>
<tr>
<th>Site Visitations per year/per high school</th>
<th>1997-98</th>
<th>1998-99</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assemblies</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Class Presentations/individuals</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>Counselor meetings</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Liaison staff meetings</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Parent (evening/weekend)</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>SBCC campus visitations by high school students</td>
<td>37</td>
<td>35</td>
</tr>
<tr>
<td>Mail (letters, brochures, newsletters, etc.)</td>
<td>15,000</td>
<td></td>
</tr>
</tbody>
</table>

EOPS provides a current WEB page promoting the program.

B. SERVICES FOR STUDENTS WITH UNIQUE NEEDS

1. EOPS provides 7.5 permanent staff, 3 hourly staff, 20 peer advisors and over 20 hourly tutors for all EOPS eligible students in need.

2. A Personal Development class if offered to incoming CARE students providing additional assistance and support to the CARE students' population.

C. AUGMENTED STUDENTS FINANCIAL ASSISTANCE PROGRAM

Through the EOPS program, eligible students were assisted with summer stipends. In addition in 1998, in coordination with the County Office of Education, approximately 30
3. Participated in Cal-SOAP program at SBHS, Dos Pueblos, Carpinteria, and San Marcos high schools where we assisted over 1800 high school seniors in completing the FAFSA during class time.

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

5. Provided FAFSA workshop to approximately 20 Department of Rehabilitation clients.

6. Developed a Financial Aid WEB page, which included the College’s Scholarship Brochure and Application.

B. SERVICES FOR STUDENTS WITH UNIQUE NEEDS

1. Provided the BOGG application in Spanish.

2. Hired clerical support for the processing of BOGGs in Admissions during evening hours.

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

C. STATISTICAL DATA

<table>
<thead>
<tr>
<th></th>
<th>1997-98</th>
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<th>1998-99</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>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>44.3%</td>
<td>49.9%</td>
<td>42.4%</td>
<td>50.8%</td>
</tr>
<tr>
<td>Female</td>
<td>54.7%</td>
<td>50.1%</td>
<td>57.6%</td>
<td>49.2%</td>
</tr>
<tr>
<td>Ethnicity</td>
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<td></td>
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<tr>
<td>Asian/Filipino</td>
<td>7.2%</td>
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<td>6.9%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Black</td>
<td>5.8%</td>
<td>2.0%</td>
<td>5.5%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>31.5%</td>
<td>23.4%</td>
<td>32.7%</td>
<td>23.8%</td>
</tr>
<tr>
<td>Native American</td>
<td>1.4%</td>
<td>0.9%</td>
<td>1.7%</td>
<td>.9%</td>
</tr>
<tr>
<td>White/Other</td>
<td>54.1%</td>
<td>66.8%</td>
<td>53.2%</td>
<td>67.2%</td>
</tr>
</tbody>
</table>

D. ACTIVITIES/GOALS 1999-2000

1. Coordinate with Cal-SOAP, School Relations and EOPS recruitment activities to provide financial aid services that focus on informing underrepresented students financial aid opportunities including scholarships at SBCC.

2. Continue working on the conversion process with the goal of creating an electronic financial aid instructional program where students may obtain and complete financial aid information independently.
VIII. STUDENT ACTIVITIES

A. STATISTICAL DATA

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>6</td>
<td>50%</td>
<td>49.9%</td>
<td>50.8%</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>50%</td>
<td>50.1%</td>
<td>49.2%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>8.3%</td>
<td>6.9%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Black</td>
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<td>0%</td>
<td>2.0%</td>
<td>2.0%</td>
</tr>
<tr>
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<td>23.4%</td>
<td>23.8%</td>
</tr>
<tr>
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<td>63.9%</td>
<td>67.2%</td>
</tr>
<tr>
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<td>8.3%</td>
<td>0.9%</td>
<td>.9%</td>
</tr>
<tr>
<td>Other/Non-White</td>
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<tr>
<td>Disabled</td>
<td>0</td>
<td>0%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

B. ACTIVITIES FOR 1998-99

1. Two excellent activities this year were both collaborative efforts. International Day was sponsored by the EOPS Club, International Students Club and International Studies Club. The events included food booths, information tables, and entertainment. The EOPS Club, MEchA Club and the Student Senate which included motivational speakers sponsored Cinco de Mayo activities, food tables, information tables, a car show display, vendors and entertainment including a band, dancers and a trio of strolling minstrels.

2. The annual Red and White Banquet honored students from each department for their academic excellence. 20% of the awards were given to minority students. 62% were awarded to women.

C. GOALS FOR 1999-2000

1. Continue to work on increasing minority membership in the student senate to more appropriately represent the SBCC student body.

2. Encourage collaboration between clubs on sponsoring events on campus. We have a number of different clubs including Muslim Students Association, Chinese Student Union, EOPS Club, MEchA, International Students Club, and International Studies Club. These clubs are comprised of students from many minority groups.
3. The store currently employs student workers from Japan, Brazil, Serbia, Nepal, Peru and China.

B. SERVICES

1. There are wheelchair counters at the main and text offices.

2. An on-line booklists is available to all students.

3. One register is set aside to accommodate DSPS, EOPS, Financial Aid and Rehab clients.

4. The store stocks a wide range of bilingual study aids.

C. GOAL FOR 1999-2000

1. Last year's goal of getting a Spanish translation of the refund policy was not met. It will be met for the coming school year, 1999-2000.

XI. SECURITY

A. STATISTICAL DATA

1. Office Staff - 2 (Director, Secretary) - none bilingual

2. Full time Officers - 5 FT - 3 Bilingual

3. Part-time Officers - 22 PT - 7 Bilingual

4. International Students - Security Employees - 3 from Yugoslavia

B. SERVICES

1. Rescind Forms available in Spanish and English