

TLU SUM FALL 1991

DIV/DEPT	F90	F91 ADJ	Diff	SAV
TECHS	325.5	316.3	-9.2	6900
BUSINESS	314.4	301.6	-12.8	9600
ENGLISH	1010.3	998.9	-11.4	8550
MATH	344	345	1	-750
FINE ARTS	373.3	347.5	-25.8	19350
SOC SCI/F	573.5	593	19.5	-14625
HHS	318.5	309.7	-8.8	6600
PE/ATH	265.3	246.9	-18.4	13800
SCIENCES	478.5	468.6	-9.9	7425
DIV 10	81.8	68.1	-13.7	10275
NC TLUS	82.5	67	-15.5	11625
GF TOTALS	4167.6	4062.6	-105	78750
CAT TLUS		98.3		
TOTAL TLUS		4160.9		

REDUCE COSMET BY 50% 17480

TOTAL SAVINGS 96230

BUDGET REDUCTION	120000
F 91 AUGMENTATION (ONE-TIME ONLY)	32500
NET REQUIRED SAVINGS	87500
NET F91 SURPLUS	8730
TLUS	11.6

TLU SUM SPRING 1992

DIV/DEPT	SP 91	SP 92	DIFF	SAVINGS
TECHS	319.1	307.5	-11.6	8700
BUSINESS	323.1	318.9	-4.2	3150
ENGLISH	970.4	939.3	-31.1	23325
MATH	340	361	21	-15750
FINE ARTS	390.9	379.9	-11	8250
SOC SCI/FL	595.5	568.5	-27	20250
HHS	317.4	318	0.6	-450
PE/ATH	227	216.6	-10.4	7800
SCIENCES	448	433.9	-14.1	10575
DIV 10	51	66.5	15.5	-11625
NC TLUS	81.5	76	-5.5	4125
TOTALS	4063.9	3986.1	-77.8	58350

REDUCE COSMETOLOGY	17480
TOTAL SAVINGS	75830

BUDGET REDUCTION	120000
TENTATIVE F 91 SURPLUS	7884
SP 92 AUGMENTATION (ONE-TIME ONLY)	32500

NET REQUIRED REDUCTION	79616
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NET SP 92 SHORTFALL	3,786
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EST TLU SHORTFALL	5
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SP92TLSUM  
10/14/91

**SANTA BARBARA CITY COLLEGE**

**October 15, 1991**

**College Planning Council**

**1991-92 College Planning Activities**

- 1. Review Of Existing College Process**
  - a. Cumbersome And Time Consuming
  - b. Lack Of Integration Of Existing Planning Activities
  - c. Not Useful For Department / Division Level Planning
  
- 2. Recommendations**
  - a. Continue Focus On Statement Of Institutional Directions
  - b. Increase Flexibility For Administrative Units
  - c. Integrate Existing College, State, And Federal Plans
  - d. Prepare Brief (2-3 Page) Plans For Major S.I.D. Areas
  
- 3. Planning Timeline**
  
- 4. Resource Requests**



**Santa Barbara Community College District**  
**Santa Barbara City College**

721 Cliff Drive □ Santa Barbara, CA 93109-2394 □ (805) 965-0581

Peter R. MacDougall  
*Superintendent/President*

TO: Cabinet  
FROM: Peter MacDougall  
DATE: October 10, 1991  
SUBJECT: Planning

**Statement of Institutional Directions: A Foundation for Planning**

During 1990-91, a new Statement of Institutional Directions (SID) was developed by the College staff. This document expresses initiatives and priorities for the College for the 1992-93 and 1993-94 academic years. Although changing circumstances may give rise to additional new directions, the SID will be the primary foundation on which we will build our planning and budgeting process for 1992-94.

Though the SID is the principal basis for planning, other factors also play a significant part in the process. For example, important planning references include:

1. Department plans.
2. The plan section of the Institutional Self-Study for Accreditation.
3. Recommendations of the Accreditation Visiting Team.
4. The directions identified through departmental review processes.
5. Measures of Institutional Effectiveness.

**New Approach to Planning**

Planning procedures for this year will be different than those followed in previous years. Specifically, we will be incorporating plans for major college programs into the overall college plans. Maximum flexibility will exist for administrative units to undertake planning to meet the College's needs and those of the individual administrative unit.

To meet institutional planning needs, standardized approaches will include following a college-wide planning timetable and the adoption of a standard form for requesting new budget resources.

Each administrative unit may follow its own planning process, subject to the following broad guidelines:

1. Emphasis should be given to the SID, accreditation plans and team recommendations, program reviews, and measures of institutional effectiveness.
2. The overall timeline which is attached must be followed.
3. A two-year perspective should be given to the plans.
4. Planning goals should attempt to exploit the strengths and strengthen the weaknesses of the college. Opportunities and constraints that constitute the planning environment need to be considered.
5. No department should automatically assume that prior year budgets are carried over as a given. Resource re-allocation may be done to accommodate the highest priority goals.
6. Institution-wide activities and plans should reflect adequate consultations with others who participate in these activities. For example, in developing plans for matriculation, information services, library, media services, and learning assistance collaboration among college units is expected to occur.
7. Department plans should be sufficiently explicit to justify requests for the resources needed to support them. New programs should reference the SID or other sources that gave rise to them.

### **Coordination and Integration to Produce a College-Wide Plan and Budget**

As stated earlier, there are a number of institutional functions and activities that span more than one department. For many of these, comprehensive plans have been prepared--in some cases mandated by the state; e.g., matriculation, EOPS, DSPS, etc. These specific plans will be incorporated into the overall institutional plan. This approach will build on what is occurring, eliminate redundancy, and call for specified planning to fill in for planning that has not already occurred. This approach, to the SID, is outlined below. Responsibility for major SID areas is noted.

#### **I. Student Access and Success (Lynda Fairly)**

##### **A. Student Access**

1. Student Affirmative Action Plan
2. Marketing Plan
3. High School Articulation Plan
  - a) Information
  - b) 2+2+2
4. Financial Aid Plan
5. EOPS/CARE/Cal-SOAP
6. DSPS

##### **B. Student Success**

1. Matriculation
2. Transfer Center
  - a) Goal Definition
  - b) Program (TAP; ESME; Project ASSIST, etc.)

II. Instructional Mission (John Romo)

- A. Course Priority System
- B. Transfer Curriculum
  - 1. Comprehensiveness
  - 2. Full Two-Year Program
- C. Vocational Education
  - 1. VATA
  - 2. Career Advancement Center (including marketing, linked to Student Affairs)
- D. Academic Skills Development (linked to noncredit)
- E. ESL (linked to noncredit)
- F. Teaching Effectiveness
  - 1. Quality of Teaching
  - 2. Student Involvement in Learning
  - 3. Classroom-Based Research
  - 4. Technology and Instruction
- G. International Education
  - 1. International Education Plan
- H. Alternative Delivery of Instruction

III. Community Education (Martin Bobgan)

- A. General Noncredit Program
- B. Contract Education
- C. Community Services
- D. Basic Education and Evening High School (linked to Academic Affairs)
- E. ESL (linked to Academic Affairs)
- F. Business/Technical (linked to Academic Affairs)

IV. Human Resources (Dan Oroz)

- A. Staff Affirmative Action Plan
- B. Staff Development (AB1725)
  - 1. Faculty Enrichment Plan
  - 2. Classified Employee Development

V. Physical and Fiscal Resources (Charles Hanson)

- A. Five-year Construction Plan
- B. Deferred Maintenance Plan
- C. Equipment Replacement Plan
  - 1. Inventory - New and Replacement
  - 2. Computers
- D. Classroom Utilization
- E. Energy Management (Conservation)
- F. Campus Parking, Security, and Safety
- G. Fiscal
  - 1. Budget
    - a) Principles of Budget Development

2. Foundation 21st Century Campaign

VI. Information Resources (Bill Hamre)

- A. CCCA Transition Planning
- B. Information Systems, Long Range Plan
- C. Instructional Computing Plan
- D. Cooperative Software Design Project

VII. College Governance Institutional Effectiveness (Dr. MacDougall)

- A. Institutional Research
- B. Annual Assessment of Institutional Effectiveness
- C. Review of Governance Process and Timely Communication
- D. State Policy Issues

For each of these areas (I-VII) there will be a comprehensive plan. These plans will respond effectively to the SID by outlining how we intend to achieve the goals and objectives outlined in the SID.

**Resource Request Forms:** Attached is a form for resource requests. Each department/cost center must submit these forms for each resource requested.

You should distribute this form, the planning/budgeting timeline, and other planning materials to each department along with other material as you see fit; e.g., program review materials, relevant accreditation documents, and any instructions as to how you propose to review the plans and get them to the College Planning Council on time.

PRM:sjc

Planning Timeline (1991-92)

1991	Planning Kickoff (10/1/91)	College Planning Council	
Oct.	Planning Budget (10/15/91)	College Planning Council	VP Charles Hanson
Nov.	<b>Development of Department Plans and Preparation of Budget Resource Requests</b>		
Dec.			
1991			
1992			
Jan.	Admin. Unit Plans/ Resource Requests (2/1/92)	College Planning Council	Vice Presidents
Feb.			
March	Preliminary Budget (3/15/92)	College Planning Council	VP Charles Hanson
	Prioritized Resource	College Planning Council	Vice Presidents
April	College Plan	College Planning Council	President
	College Plan	Board of Trustees	President
May	Final Disposition of Resource Requests (5/15/92)	College Planning Council	VP John Romo
June	Tentative Budget (6/15/91)	College Planning Council Board of Trustees	VP Charles Hanson President/VP Hanson
July			
August	Final Budget (8/15/92)	Board of Trustees	President/VP Hanson

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# RESOURCE REQUEST

## 1992-93

**Category (check one)**

- Certificated Personnel
- Classified/Non-certificated Personnel
- Capital Equipment
- Supplies
- Facilities

**One-time or On-going (check one)**


- One-time
- On-going

**Description (be as specific as possible)**

**Reason or Justification**

**Cost (one-time or per year)**

SANTA BARBARA COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees  
Dr. Peter MacDougall 

FROM: Daniel Oroz, Vice President, Human Resources

SUBJECT: Annual Affirmative Action  
Program Activity Report - 1990-91

DATE: September 12, 1991

The report that follows is the fifteenth annual summary report of actions taken by the District in 1990-91 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. DISCRIMINATION COMPLAINTS/GRIEVANCE RESOLUTION
7. AFFIRMATIVE ACTION - STUDENT BODY (TITLE IX)
8. AFFIRMATIVE ACTION SUB-CONTRACTOR REQUIREMENTS
9. DISTRICT PROGRAMS
10. AFFIRMATIVE ACTION COMMITTEE

Attachments

cc: Cabinet  
Affirmative Action Committee  
College Planning Committee, c/o J. Romo  
Management Distribution List  
Division, Chair Council, c/o J. Romo

6b:AAREPORT:1b

1. **NEW HIRES FOR 1990-91**

**ADMINISTRATIVE/MANAGEMENT**

	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92
Total New Hires	7	7	4	3	7	N/A
Total Females	1(14.3%)	1(14.3%)	2(50%)	1(33.3%)	5(71.4%)	N/A
Total Minority	1(14.3%)	2(28.6%)	0	1(33.3%)	0	N/A

**FACULTY**

	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92
Total New Hires	16	12	10	15	26	18
Total Females	9(56.3%)	8(66.7%)	6(60%)	5(33.3%)	14(53.8%)	9(50%)
Total Minority	1(6.3%)	1(8.3%)	2(20%)	3(20%)	7(26.9%)	5(27.8%)

**CLASSIFIED**

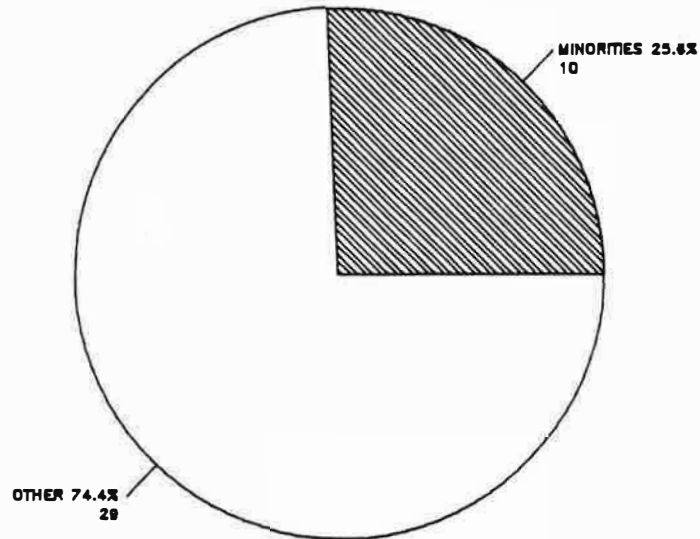
	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92
Total	69	59	50	48	53	N/A
Female	33(47.8%)	39(66.1%)	31(62%)	33(68.71%)	32(60.4%)	N/A
Minority	18(26.1%)	17(28.8%)	17(32%)	20(41.7%)	16(30.2%)	N/A

**Promotion Rate 1990-91**

Positions with promotional applicants	18
Positions filled by promotion	10
Females promoted	8 (80%)
Minorities promoted	4 (40%)

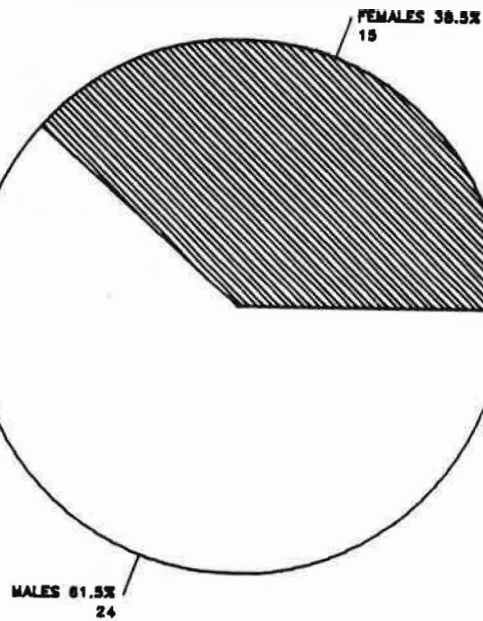
2. EMPLOYEE POPULATION

SANTA BARBARA CITY COLLEGE  
1990-91 ADMINISTRATIVE/MANAGEMENT



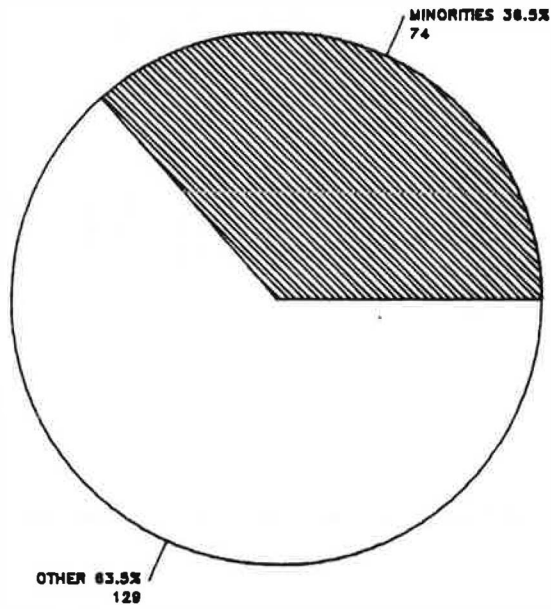
P-8

SANTA BARBARA CITY COLLEGE  
1990-91 ADMINISTRATIVE/MANAGEMENT



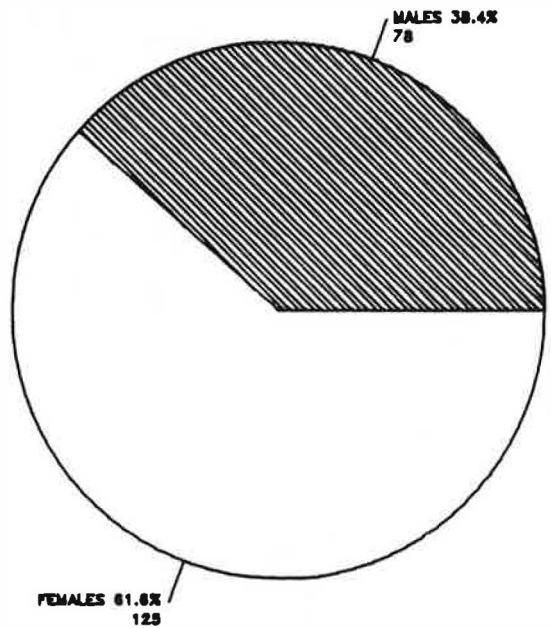
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SANTA BARBARA CITY COLLEGE  
1990-91 CLASSIFIED EMPLOYEES



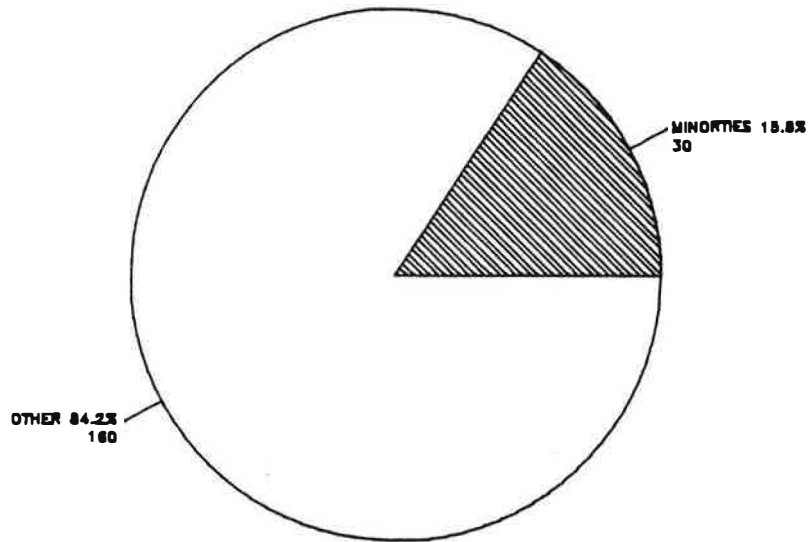
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SANTA BARBARA CITY COLLEGE  
1990-91 CLASSIFIED EMPLOYEES



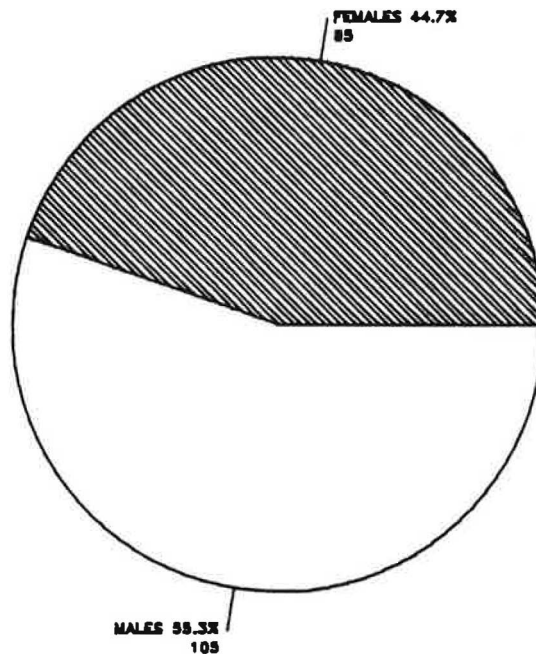
P-9

SANTA BARBARA CITY COLLEGE  
1990-91 REGULAR FACULTY



P-4

SANTA BARBARA CITY COLLEGE  
1990-91 REGULAR FACULTY



P-3

DISTRICT S RY

	MALES					FEMALES					TOTAL		
	I	B	A	H	OTHR	I	B	A	H	OTHR	M	F	BOTH
<b>Non-Faculty</b>													
EXECUTIVE ADMIN/MANAGERIAL		1	1	7	15				1	14	24	15	39
PROFESSIONAL NON-FACULTY					1						1		1
SECRETARIAL/CLERICAL			1	1	2	1	2	4	18	64	4	89	93
SERVICE/MAINTENANCE	1	1	2	31	10				1	1	45	2	47
SKILLED CRAFTS					1						1		1
TECHNICAL/PARAPROFESSIONAL				7	24		1	1	4	27	31	33	64
*** total non-Faculty	1	2	4	46	53	1	3	5	24	106	106	139	245
<b>Faculty</b>													
Career Education				3	21		1	1		14	24	16	40
Health and P.E.		1			8		1			3	7	4	11
Humanities		1		3	18		1		6	27	22	34	56
Instruc. Support/Stu. Services				3	8		1		1	8	11	10	21
Natural Science				1	28				1	5	27	6	33
Social Science		1		1	12		1		2	12	14	15	29
*** total faculty		3		11	91		3	1	10	69	105	85	190
<b>*** RUN TOTAL</b>													
	1	5	4	57	144	1	8	8	34	175	211	224	435

### 3. RECRUITMENT

#### GENERAL:

- a: With 33 faculty and administrator positions filled in 1991-92, the Personnel Department continued its aggressive faculty recruitment program. AB1725 funds enabled the District to take new 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, Oakland and Ventura. The Job Fairs were conducted by ACCCA Cal 88 Consortium and the Bay 10 Personnel Administrators and over 60 California Community Colleges participated. The Job Fairs were extensively advertised in ethnic organizations nationwide. Over 2,000 applications were handed out and over 100 completed job applications were returned. Several SBCC administrators/staff members participated in the fair.

The recruitment resulted in a total of 1,653 applications, including 292 minority applications; last year we had 720 total applications with 132 minority applicants.

The Personnel Department used AB1725 funds to purchase a display panel with color photos of the college for use at job fairs, student 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 significantly increased its efforts in 1990-91 to seek out and recruit highly qualified minorities 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 in 1990-91 was 18,000 compared to the 12,000 last year.
- e. Ads were placed in the Los Angeles Times, 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.
- f. Nationwide advertising included the Chronicle of Higher Education, Affirmative Action Register, Black Issues in Higher Education, Hispanic Hotline, Community College Week and AACJC Career Line.



- g. The Personnel Department began the advertisement of vacant part-time hourly faculty positions on a routine basis and has created an affirmative action applicant pool, which must be reviewed by department heads before positions can be filled (AB1725). In addition, an employee data base was established and statistical reports were developed to provide female/ethnic 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 Committee" 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:
  - "1990-91 Applicant Flow Analysis" - tracks minorities/women at each stage in selection process for each position. Study for adverse impact.
  - "Affirmative Action Job Advertising Effectiveness for 1991-92" - shows percentage (%) of minority applications received at SBCC by source of referrals, e.g. Job Fairs, AA Register.
  - "1990-91 SBCC Hires: Recruitment Sources" - show that close to 60% of permanent faculty hires in 1990-91 were former SBCC temporary faculty members.

- b. In 1990-91, AB1725 Faculty and Staff Diversity Funds (\$19,509) 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 and the annual State Affirmative Action conference held in San Francisco and a regional conference held in Santa Barbara.
- d. Developed Faculty Intern Program in accordance with provisions of AB1725 and the Ed Code.
- e. In-service training and activities related to affirmative action and student diversity issues taking place during the year included the following:

<u>DATE</u>	<u>SPEAKER</u>	<u>TOPIC</u>
September 4, 1990	Dr. Terry Paulson	"Motivate Yourself to Motivate Others in a Changing World"
September 4, 1990	John Egler Cecelia Kuster	"Instructional Skills Workshop"
September 4, 1990	Greg Cain	"Excellence in Math, Science and Engineering (EMSE) (A program for underrepresented students).
September 4, 1990	Rita Cameron-Wedding Keith McLellan Janet Shapiro	"How to Handle Disruptive Students" Students"
October 12, 1990	Lillian Roybal Rose	"Understanding & Being Understood" (A workshop on cross-cultural communication)
October 29, 1990	Martha Cortera	"The Power & Struggle of Third World Women in the United States"
February 6, 1991	Dr. Lois Phillips	"Sexual Harassment" (Management Breakfast)
March 8, 1991	Dr. Tom Angelo	"Hello!! Is Anyone Out There Learning???"
March 8-9, 1991	Ron Heitzinger	"Student Assistance Program"
March 14, 1991	Armando Segura Victoria Rosario- Noseworthy	"Student Involvement & Student Responsibility: the TAP Program" (Transfer Achievement Program for Underrepresented Students)

March 14, 1991	Steven Conti/Jo Black/ Rita Cameron-Wedding/ Elaine Jacobs/Oscar Zavala/ Dr. Barbara Lindemann	"Impact of Culture on Behavior in the Classroom"
March 14, 1991	Dr. Joan Grumman Georgia Duran	"Multicultural Experiences in the Classroom"
March 18, 1991 to April 19, 1991	Manuel Unzueta Art Exhibit	"Sarapes Del Puente"
April 12, 1991	Carmen Lomas Garza	"Discussion of Her Art Works"
April 24-26, 1991	John Egler Cecelia Kuster	"Instructional Skills Workshop"
April, 1991	Carl Gutierrez	"Chicano Cinema & the Law -- Zoot Suit & and Ballad of Gregorio Cortez"
May 3-4, 1991	John Egler Cecelia Kuster	"Instructional Skills Workshop"
May, 1991	Salvador Guereña	"Preservation of a Culture" UCSB Chicano/Latino Archival Program & the evolution of a Chicano Librarian"

<u>Semester</u>	<u>Coordinator</u>	<u>Activity</u>
Spring, 1991	Hank Bagish	"Production of Culture Modules on Vietnam, Kampuchea (Cambodia) and Laos"
Spring, 1991	George Frakes	"Audio-Visual Enrichment of History I Honors Course"
Spring, 1991	Chris Mooney	"History Lecture Series through History Club"
Spring, 1991	Janet Shapiro	"Strategies for Increasing Integrated Access at SBCC"
Spring, 1991	Gail Tennen	"Reading Assessment for Writing Classes"
Spring, 1991	Elaine Cohen	"M.E.T."

6. **DISCRIMINATION COMPLAINTS/GRIEVANCE**

One formal DFEH/EEOC discrimination complaint was filed against the District in 1990-91. It was responded to and dismissed by DFEH.

7. **AFFIRMATIVE ACTION STUDENT BODY**

- a. **Curricula:** The District offered several credit and non credit courses in 1990-91 which were designed to meet the needs of minorities and women in the community and

on campus. The courses contributed to a better understanding of the contributions and special needs of minorities and women in society. Attachment A provides a listing of these courses.

b. Report on Affirmative action for High School Student Recruitment and College Student Body:

In accordance with state law (ACR 151) and the District's Affirmative Action Program Plan, the Vice President of Student Affairs annually prepares a report on the District's Affirmative Action efforts for the Student Body. This report is included as Attachment B.

8. AFFIRMATIVE ACTION SUB-CONTRACTOR REQUIREMENTS

As required by E.O. 11246, all appropriate off-campus sub-contractors have been notified by the Vice President, Business Services of their responsibilities for implementation of the Equal Opportunity clause and certification on non-segregated facilities.

9. **DISTRICT PROGRAMS**

- . . . . . EOPS PROGRAM
- . . . . . HUMAN RELATIONS PROGRAM - H.S./RECRUITING/PEER COUNSELING
- . . . . . TUTORIAL CENTER & READING/WRITING LABS
- . . . . . COLLEGE READINESS PROGRAM
- . . . . . LEARNING RESOURCES CENTER
- . . . . . BASIC SKILLS & ENGLISH/MATH (ESL)
- . . . . . WOMEN'S CENTER AND RE-ENTRY PROGRAM
- . . . . . GRANTS, e.g., BILINGUAL/BICULTURAL
- . . . . . FINANCIAL AID AND PLACEMENT OFFICE (WORK STUDY)
- . . . . . CAREER DEVELOPMENT FACILITY
- . . . . . CHILD CARE CENTER
- . . . . . VETERANS' OFFICE
- . . . . . CAREER DAYS / TRANSFER CENTER
- . . . . . HEALTH FAIR & CLINICS
- . . . . . UNIVERSITY & COLLEGE DAY (RECRUITING)
- . . . . . PHYSICALLY LIMITED PROGRAM (HANDICAPPED)
- . . . . . STEP, OPEN ROAD PROGRAM  
CETA, SENIOR CITIZENS EMPLOYMENT
- . . . . . MINORITY STUDENT RECRUITMENT/TRANSITION PROGRAM
- . . . . . MATRICULATION PROGRAM

10. **AFFIRMATIVE ACTION COMMITTEE**

The District's Affirmative Action Committee continued to meet during the school year to assist in the administration of the District's Affirmative Action Program. Minutes of the meeting were maintained with reports made to the Superintendent-President on its activity.

6b:aareport:1b

SANTA BARBARA CITY COLLEGE  
AFFIRMATIVE ACTION REPORT ON CURRICULUM, 1990-91

## FALL 1990

APTECH 1: TRDS Women-New Careers  
ASAMST 1: Asian American History  
BLST 1: Afro-American US History  
BLST 3: Afro-American Culture  
BLST 11: Afro-American Music  
CHSTU 1: Mexican American Chicano Studies  
CHSTU 3: Mexican American Chicano Culture  
CHSTU 13: Chicano Literature  
CHSTU 19: History of Mexican Art  
ECE 13: Bilingual/Bicultural Teaching Seminar  
ENG 42: African Literature  
ESL 10: Beg Grammar  
ESL 11: Beg Writing  
ESL 14: Interm Grammar  
ESL 15: Interm Writing  
ESL 16: Phonics/Vocabulary  
ESL 18: Sentence Structure  
ESL 19: Paragraph to Essay  
ESL 20: Interm Readings  
ESL 22: Sentence Structure  
ESL 23: Paragraph to Essay  
ESL 24: Adv. Reading  
ESL 30: Study Skills  
ESL 31: Language Usage  
ESL 34: Composition  
ESSK 82: ESL Vocabulary  
ETHST 7: Racism in America  
HE 2: Personal Health for Women  
HIS 20: Latin American Civilization  
HIST 24: History of Women  
NATAM 1: The American Indian  
NATAM 3: Indian Culture  
NATAM 13: Indian in Literature  
PERDV 3: Career Planning  
PERDV 9A: Orientation: Re-entry Adults  
PERDV 10: Career Planning & Decision Making  
PE 163: Beg Self Defense  
PE 164A: Beg Self Defense for Women  
SOC 13: Sociology of Sex Roles  
TA 60: Chicano Theatre

**SPRING 1991**

ASAMST 2: Asian American History  
BLST 1: Afro-American US History  
BLST 3: Afro-American Culture  
BLST 11: Afro-American Music  
BLST 13: Literature by Black Authors  
ETHST 7: Racism in America  
ETHST 101: The Immigrant Experience  
CHST 1: Mexican American History  
CHST 13: Chicano Literature  
CHST 15: Intro to Mexican Literature  
CHST 21: La Mujer Chicana  
ECE 53J: Anti-Bias Curriculum  
ENG 30: Contemporary Women Writers  
ESL 14: Interm Grammar  
ESL 15: Interm Writing  
ESL 16: Phonics/Vocabulary  
ESL 18: Sentence Structure  
ESL 19: Paragraph to Essay  
ESL 20: Interm Readings  
ESL 22: Sentence Structure  
ESL 23: Paragraph to Essay  
ESL 24: Adv. Reading  
ESL 30: Study Skills  
ESL 31: Language Usage  
ESL 34: Composition  
ESSK 82: ESL Vocabulary  
HE 2: Personal Health for Women  
HIST 24: History of Women  
HIST 114: The Immigrant Experience  
MATH 1: Basic Bilingual Math  
MATH 1B: Basic Bilingual Math  
MATH 1C: Basic Bilingual Math  
MATH 3: Bilingual Pre-Algebra  
MATH 7: Bilingual Elem Algebra  
NATAM 1: The American Indian  
NATAM 3: Native American Cultural Heritage  
NATAM 12: Native American Visual/Musical Arts  
PE 163: Beg Self-Defense  
PERDV 10: Career Planning and Decision Making  
SOC 13: Sociology of Sex Roles

**SANTA BARBARA CITY COLLEGE  
CONTINUING EDUCATION DIVISION**

**A F F I R M A T I V E   A C T I O N   R E P O R T**

**COURSES OFFERED - 1990-91**

**ADAPTIVE PROGRAMS FOR THE INFIRM ELDERLY**

Adaptive Food Services  
All The World's A Stage  
Art Awareness  
Arts of Our Lives and Times  
Basic Living Skills  
Body/Mind Dynamics  
Creative Communication  
Culture, Customs and Cuisine  
Dreams, Imaginings and Memories  
Expressive Awareness  
Folklore in the Making  
Imagery & Movement  
Lip Reading  
Music and You  
Music Appreciation  
Music for All Seasons and Reasons  
Music of Our Lives and Times  
Our Lives and Times  
PreVocational Skills  
Sensory Awareness  
Social Awareness  
Survey of the Arts  
Travels and Explorations  
Words for Thought  
World of Interest

**ARTS**

Faces and Festivals of Spain and Mexico  
Native American Film Series: Coyote Behind the Camera

**BASIC EDUCATION**

Basic Education: Reading, Writing & Mathematics  
Individualized Instruction  
Preparation for Citizenship Examination

**BUSINESS EDUCATION**

Living Trusts  
Financial Survival for Women  
Planning Now for Retirement Then  
Surviving Divorce: The Financial Decisions  
Surviving Retirement



## **COMPUTERS**

Intro to Mac for Seniors

Intro to Personal Computers for ESL Students

## **ENGLISH**

Writing Fiction for Children and Young Adults

Voices of Women: A Fiction Writer's Workshop

## **ENGLISH AS A SECOND LANGUAGE**

Advanced ESL, Levels A & B

Beginning ESL, Levels A & B & C

Bilingual Conversation: Spanish/English

ESL Conversation Workshop

Computer-Enhanced ESL

Intermediate ESL, Levels A & B

Pre-English

ESL for You and Your Child

Vocational ESL

## **HEALTH**

Alzheimers' Respite Care Givers Training Program

Arthritis Self-Help Course

Collaboration: Bioethics in Healthy Aging

Community Health Forum: An Update

Coping with Medicare and Dealing with What It Doesn't Cover

Family Health (4 lectures on Arthritis)

Fitness Over 50: Staying in Shape for the Rest of Your Life

Healing and Dying: Health Care Choices in Every Family's Future

Home is Where the Care is: Caring for Frail and Convalescing Adults

Introduction to Medical Spanish

Managing a Health Care Crisis: A Caregiver's Guide

Motivating Older Adults to Enjoy Wellness

Planning for Future Medical Care: Living Wills and Other Documents

Project Reentry (for Stroke Patients and Their Families)

Psychotropic Medications and the Elderly: An Update

Self-Applied Massage Techniques for Seniors

Senior Forum:

    Growing Wiser, Growing Younger/ Wellness for Your Mind/Body

The Mature Driver Course

Update on Alzheimer's Disease

## **LANGUAGES**

American Sign Language, Levels I & II

Spanish for the Workplace

## **MUSIC**

Choral Singing for Women

Gospel Singing Workshop

## **PARENT EDUCATION**

Dyslexia: Challenges & Achievements  
Enjoy Your Pregnancy  
Preparation for Childbirth  
Single Parents' Family Day  
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**

Dance for the Mature Person  
Fitness for Life  
Fitness for Men and Women  
Physically Fit and Over 40

## **PSYCHOLOGY AND PERSONAL DEVELOPMENT**

Addiction: Everything You Always Wanted to Know But Were Afraid to Ask  
Adult Children of Alcoholics/ Trauma  
Adult Children of Alcoholics: Minimizing the Risks  
Compulsivity: Conquering Compulsive Behaviors  
Eating Disorders: When Too Much Is Not Enough  
Enjoying the Differences: For Men/ For Women  
Healing from Trauma  
Healing of Our Hurts  
Help! My Aging Parents Need Me  
How to Stop Smoking  
Midlife: Challenges, Changes and Choices for Women  
Mind/Supermind lecture:  
    Freeing Yourself from Your Personal Past:  
    Outgrowing Childhood Trauma  
Prime Time: On Becoming a Woman of Age, Wisdom and Maturity  
Retirement: Anticipation and Reality  
12 Steps of Recovery: The Steps to Take  
Why Men Are the Way They Are  
Women: From Alcoholism to Sobriety

## **SEWING**

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

## **TECH/VOC**

Intro to Automechanics in Spanish

[jp/d:/courses/affirm91](http://jp/d:/courses/affirm91)

## SANTA BARBARA CITY COLLEGE

TO: Dr. Peter MacDougall  
Superintendent/President

FROM: Lynda Fairly, Vice President  
Student Affairs

DATE: July 22, 1991

RE: Student Affirmative Action Report for 1990-91



The ethnic diversity of the local high school district and SBCC has been gradually changing over the past few years. SBCC has seen a significant increase in Hispanic students since 1983. In Spring 1983, we enrolled 1,020 Hispanics and in Spring 1991, 2,251 for a 121% increase.

Another comparison with our local high school district:

	<u>Fall 1988</u>	<u>Fall 1989</u>	<u>Fall 1990</u>
American Indian	1%	17%	NA
White	60%	57%	55%
Hispanic	32%	35%	37%
Black	3%	3%	3%
Asian/Filipino/ Pacific Islander	4%	4%	5%

at SBCC:

	<u>Fall 1988</u>	<u>Fall 1989</u>	<u>Fall 1990</u>
American Indian	1.0%	1.1%	NA
White	75.1%	73.5%	69.8%
Hispanic	17.4%	17.6%	19.0%
Black	2.3%	2.5%	2.3%
Asian/Filipino	4.3%	5.2%	4.4%
Other non-white	NA	NA	4.5%

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. Site Visitations per year/per high school**

	1989-90	1990-91
Assemblies	50	50
Counselor meetings	10	8
Liaison staff visits	15	7
Parent (evening/weekend)	25	30
2. SBCC campus visitations by high school students	18	32
3. Mail (letters, brochures, newsletters, etc.)	38,000	40,000

**B. Services for students with unique needs**

1. Cal-SOAP employed seventeen work study students as tutors and peer-advisors at San Marcos, Dos Pueblos, Santa Barbara, and Carpinteria Junior High Schools and Santa Barbara, Carpinteria Junior High Schools. Target population, students historically underrepresented in post-secondary education.
2. Junior High component for 1990-91 included: Career education, tutoring, peer-advising, college information and the opportunity to visit Santa Barbara City College. Full service Middle school component currently offered at Santa Barbara Junior High and Carpinteria Junior High Schools. 460 students served (455 served in 1989-90).
3. Cal-SOAP co-sponsored for the 5th year, with SBCC Continuing Education Division/Adult Education a two-night series for parents of seniors entitled "FINANCING A COLLEGE EDUCATION -- WHO WILL PAY?" Series taught by Fred de Leon (SBCC), Bonnie Yuhas, (SB Scholarship Foundation) and Alice Meyers (Westmont).
4. 510 targeted high school students were guests of Cal-SOAP (transportation and lunch provided) for the annual Cinco de Mayo festival (400 students targeted in 1989-90).
5. 81 Junior High School Students, 21 Junior High School Faculty, and 19 SBCC Administrative Staff participated in the Cal-SOAP Junior High Incentive Program. This Program was made possible through additional funds from EOPS for the 1990-91 year.

6. EOPS provides 6 permanent staff, 1 half-time staff, 18 peer-advisors for translators for all students in need. (In 1989-90 we provided 5 permanent, 2 half-time staff and 14 peer advisors).

Goal for 1991-92 is to retain 6 staff members and hire 24 peer advisors with at least twelve being underrepresented students (Black, Hispanic, Native American).

7. Coordinated Internship program with community agencies (Federal, state, non-profit) to provide meaningful job sites for second year vocational students enrolled at SBCC. Twenty-eight job sites on and off campus were created for students in need. (Thirty-four students assisted on/off campus in 1989-90).
8. Sub-component of EOPS involved the Mentor Program, a program designed to assist underrepresented students in personal development and orientation toward college life. Students were assigned to faculty staff according to majors.

	1989-90	1990-91
Mentors	32	0*
Mentees	64	0*

\*For 1990-91, the EOPS Mentor Program began working cooperatively with the campus-wide Rotary Mentor Program, placing about 22 students in the program. Due to the low number of students who participated in the Rotary Mentor Program, EOPS will renew its Mentor Program during the 1991-92 year.

9. Coordinated transitional services to four-year institutions with Transfer Center and TAP program. Sixty-three EOPS students assisted by Transfer Center and TAP during the year (50 students were assisted in 1989-90).
10. Provided childcare services for single-parents through coordinated efforts of Children's Center, VEA, SBCC Foundation, Federal and State agencies. One hundred eighty-four students assisted with childcare needs. (One hundred seventy-four assisted in 1989-90). Total funding from Federal, State and private sources was over \$190,000 for 1990-91 as compared to approximately \$150,000 in 1989-90.

**C. Augmented Students Financial Assistance Program**

Due to fiscal constraints, High School District was unable to provide summer stipends for low-income underrepresented 11th graders to attend summer session at SBCC. However, through coordination with State officials, EOPS was able to assist students with a summer stipend; also coordinated efforts between Santa Barbara County Schools and the Private Industry Council (PIC) resulted in jobs being provided for qualified students through the Summer Youth Employment Program (SYEP). Twenty-five slots provided in 1990 summer program. Approximately thirty job slots will be available for summer students this session (1991).

**D. Improved Matriculation of Targeted Students**

1. Coordinated efforts with Admissions/Records and Assessment enabled two hundred and fifty new EOPS students to receive priority assessment testing in 1989-90 and 325 received it in 1990-91.
2. Continued during the 1990-91 year co-sponsoring of activities with Student Outreach Services consortium (SOS). Activities included Pre-College Fair Night at SBCC (over one-hundred parents and students took part in the event); Leadership Conference; Student Affirmative Action Day at Westmont; numerous student tours of SBCC by Cal-SOAP and MESA students.

Statistical Data

	1989-90		1990-91	
	EOPS	HSD	EOPS	HSD
<u>Gender</u>				
Male	37%	51%	34%	51%
Female	61%	49%	66%	49%
<u>Ethnicity</u>				
American Indian	2%	1%	1%	0%
Asian/Filipino	3%	4%	7%	5%
Black	10%	3%	13%	3%
White	41%	57%	35%	55%
Hispanic	45%	35%	44%	37%
Unknown	0%	0%	0%	0%

EOPS efforts will continue to focus on the recruitment of low-income, educationally-disadvantaged students; minorities and women. Progress has been made in the recruitment of Black and Hispanic students to the college. Plan for 1991-92 in the area of High School

recruitment for Cal-SOAP and EOPS/CARE will again involve the continued enhancement of existing services (i.e., recruitment, information dissemination, meetings, etc.). EOPS/CARE served the highest number of students in its history during the 1990-91 year and our goal is to again increase that number by no less than 6% (602 served in 1989-90; 606 served in 1990-91; goal for 1991-92 is 650).

## **E. COLLEGE RECRUITMENT ACTIVITIES**

### **1. Overview/Objectives of the Program**

EOPS/CARE is designed to provide student support services to low-income, educationally-disadvantaged and underrepresented minority students "above and beyond" those student support services provided to the general student body. For those students who meet eligibility criteria, EOPS/CARE services include:

1. Outreach and recruitment
2. Orientation to college
3. Counseling (assessment, academic/vocational, personal, career, peer-advising)
4. Instructional support services (tutoring, personal development instruction, book services)
5. Financial assistance
6. Special activities (cultural awareness, EOPS student club, transfer and single parent workshops)
7. University transition
8. CARE-support for single parents
9. Internship program for two-year vocational students
10. Mentoring Program
11. Summer Bridge Program for new college students

### **2. Program Coordination**

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

1. Admissions/Records - To insure priority registration for its students.
2. Assessment - To insure that students are tested at the earliest convenience and that results are provided to the staff in a timely manner.
3. Instruction - To insure that faculty and other staff are aware of and sensitive to the unique needs of our students. Embodied in this area is the need to coordinate effective/pertinent course tutoring with instructors to facilitate learning and subject comprehension.

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

C. Statistical Data

	1989-90		1990-91	
	EOPS	SBCC	EOPS	SBCC
<u>Gender</u>				
Male	37%	49.1%	34%	49.35%
Female	63%	50.9%	66%	50.65%
<u>Ethnicity</u>				
American Indian	2%	1.10%	1%	0.09%
Asian/Pacific Islander	3%	5.10%	7%	4.45%
Black	10%	2.40%	13%	2.41%
White	41%	73.50%	35%	73.24%
Hispanic	44%	17.50%	44%	19.00%
Unknown	0%	0.00%	0%	0.00%

Recruitment among the SBCC student body will continue to be a major emphasis of EOPS/CARE. Through our coordinated efforts with Financial Aid, approximately sixty students were added to and served by EOPS/CARE. Cultural activities classroom and in-service presentations will also aid in our efforts to increase the total number of students served by EOPS/CARE in 1991-92 as we attempt to make our program known to the entire SBCC student population.

II. RELATIONS WITH SCHOOLS

A. Recruitment Activities

1. Coordination of class presentations, campus tours and special events between Counseling, Cal-SOAP and EOPS. Both EOPS and Counseling have assigned liaison counselors to local high schools.
2. Cal-SOAP junior high students participated in an interest survey, a tour of the college campus and specific programs according to their interests, with a presentation on opportunities in higher education, weekly lunches with SBCC faculty, junior high faculty, 4 junior high Cal-SOAP students, and a tour by a Santa Barbara City College student.
3. Presentations to parents' groups of SBCC and higher education.



4. Tours of vocational areas for community/high school occupational classes.
5. Presentations to adult evening high school classes.
6. Testing and orientation for local seniors.
7. Classroom presentations made to high school classes regarding SBCC and Career Center services.

**B. Services for Unique Needs**

1. Bilingual (Spanish/English) presentations to local elementary and secondary ESL classes on the value and accessibility of higher education.
2. Bilingual mailings to homes of all 9-12 grade students by the SBCC/Santa Barbara High School District Articulation Council to promote higher education, ease the transition to college and market articulated technical programs.
3. A bilingual meeting for minority students and parents was held prior to the annual College Fair. This described the segments of higher education in California and instructed students on how to get the most out of the fair.
4. EDUCATION PAYS OFF - a bilingual booklet for high school drop-outs was distributed to recent drop-outs and throughout the community, second edition - September 1989 (1,500 copies).
5. Bilingual presentation to high school parents on SBCC and opportunities in higher education.
6. Bilingual presentation on High School/SBCC articulated vocational/technical programs.
7. Campus tours, information sessions, orientation, alternative testing, and advising for high school students with learning disabilities.
8. A series of evening workshops for parents on planning for post-secondary education was offered by Cal-SOAP through Adult Education.
9. TAP made presentations to students from Santa Barbara High School, Santa Barbara Junior High, Dos Pueblos High School, and Carpinteria High School.

10. Provided workshops on Financial Aid in local high schools.

C. Statistical Data

Twenty-two class presentations, 18 bilingual presentations and/or information sessions; 34 campus tours for underrepresented, ELS, vocational and/or disabled students; 24 groups information sessions on enrolling at SBCC, 22 group information sessions at high schools, 22 "incentive" program lunch/tours for underrepresented junior high school students and faculty; 15 presentations to parents, 4 special events for parents; 7 mailings to parents/students; 8 presentations to Adult Education high school diploma and ESL classes; 351 seniors oriented; 7 Financial Aid workshops at high school; weekly campus tours.

D. New Activities for Increasing our Underrepresented Ethnic Groups, 1991-92

1. Coordinate with UCSB, Cal-Poly and Westmont to expand presentations and tours to all area middle schools with high minority populations.
2. Expand testing/orientation to include high school ESL students.
3. Provide bilingual presentations to parents at each high school.
4. Speak annually at each high school PTA.
5. Provide a bilingual parent information session at each high school with information on SBCC, higher education, financial aid and other special programs.
6. Offer a Saturday workshop for parents through Adult Education to the community on planning for post-secondary education.

### III. Counseling

A. Services for Students with Unique Needs

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

2. During the fall semester provided 5 orientation-to-college sessions for more than 400 ESL students, levels 2 through 5. Topics presented were vocational and technical program, curriculum planning, assessment, and transition planning from ESL to mainstream college courses.
3. Provided 5 spring orientation-to-college sessions to more than 400 ESL students. These sessions focused on various admissions procedures, the system of higher education in the U.S., and important deadline dates and college registration procedures.
4. Provided bilingual (English/Spanish) one-on-one counseling to ESL students.
5. Initiated, coordinated and implemented an ESL "Service Day." More than 12 SBCC and local area service agencies participated. Over 150 ESL students participated in the event.
6. Provided assistance to 7 ESL assessment tests. New students received assistance with completing the admissions application and BOGG applications, test supervision, and provided a brief orientation to college.
7. Coordinated and assisted with registration of ESL students.
8. Twelve class presentations were conducted at SBHS, SMHS, Santa Ynez, Adult Education Level 1 classes and LaCumbre Junior High School.
9. Forty-nine ESL students with below a 2.0 grade point average were identified and received academic counseling and advisement.
10. Two ESL "Major Day" events were coordinated and completed. A total of more than 200 ESL students participated.
11. Four 3-hour orientation sessions for new incoming students are planned for June. An estimated 400 students are expected to participate.

**B. Statistical Data**

**1. Counseling Center Services**

	<u>Duplicated</u>	Unduplicated
White/non Hispanic	14,973	6,390
Asian	915	389
Black/non-Hispanic	517	246
Hispanic	2,609	1,278
Other	994	452

**2. Special services provided to more than 500 ESL students:**

Hispanic	85%
Asian	10%
Other	5%

**C. Goals for 1990-91**

1. Work closely with the Matriculation planning committee to ensure that ESL students assessment and orientation information and practices are consistent with the college's regular tests and orientation sessions.
2. Continue to work closely with the VATEA activities provided to ESL students.
3. With the cooperation of ESL instructors, provide in-class orientation sessions to all ESL students during the fall and spring semesters.
4. Increase the availability of counselors to work with ESL students levels 4 through 5 for one-one-one academic advising.
5. Continue to work with the academic affairs deans to increase the number of courses available to ESL student levels 3 through 5.
6. Work closely with the ESL department chair and the high school liaisons to develop an outreach plan to parallel the advising, orientation, and testing plan currently in place.
7. Explore the possibility of arranging with UCSB the evaluation of ESL students international college undergraduate and graduate transcripts.

#### IV. Transfer Center - Transfer Achievement Program

##### A. Recruitment

1. The following mailings were made which included a program description and an invitation to join TAP:  
  
Over 300 new and continuing underrepresented students were identified in September 1990.  
  
Over 400 Mexican/Chicano students with 30 or more units were identified.  
  
Over 200 Latino students with 30 or more units were identified.  
  
Over 91 black students with 30 or more units were identified.  
  
Over 400 members were sent a personalized letter at the beginning of the Spring semester.
2. All underrepresented students who assessed into Algebra (Elementary and Intermediate) through SBCC Assessment Office were identified in September 1990 and introduced to the TAP Math Study Groups and invited to join.
3. Forty-five students were identified as United Minority Engineering Club (UME) members.
4. Presentations:
  - o Three presentations were made at departmental meetings to establish and solicit instructor referrals of eligible TAP members. The departments were EOPS, ESL, and Financial Aid.
  - o Five classroom presentations were made, 1 on campus, 4 off campus.
  - o One presentation was made for Cal-SOAP seniors at an event scheduled by the Endowment for Youth Committee.
5. Over 60 group orientations were held throughout the 1990-91 year (two per week) for prospective TAP members.

6. Outreach activities:

- o Two outreach activities were scheduled with student organizations in the Student Union which included MEChA, EOPS, Black Student Union, Polynesian-BOU, and CARE.
- o Two additional outreach activities were scheduled by TAP.
- o Cal-SOAP Junior High School Student Luncheons
- o One High School College Night
- o One Transfer Center College Day
- o One High School event for Spanish-speaking parents
- o Two weeks of free advertising was provided by a Santa Barbara radio station.

B. Services for Unique Needs

1. The Transfer Task Inventory (TTI) was administered to 173 new, incoming students and was mailed to 400 TAP members in November 1990.
2. Ten college visitations were made to the following 9 campuses which included university program presentations, transfer student panels, campus tours, and departmental visits (when available) for 78 students:
  - o Cal Poly SLO (2 visits)
  - o Sacramento State University
  - o Westmont College
  - o UC Los Angeles
  - o Cal State Long Beach
  - o Fresno State
  - o UC Berkeley
  - o Cal State Northridge
  - o UC Santa Barbara
3. Over 120 students have received support in filing transfer applications for Fall '91, approximately 23% of members currently active have made application.

4. **Math Support:**
  - o Developed drop-in math advising schedule for minority students in algebra courses.
  - o Three bilingual math facilitators were hired to lead the TAP Math Study Groups.
  - o Five Math Group Orientation sessions were scheduled: 3 in the fall and 2 spring drop-in advising sessions.
5. Throughout the academic year, 718 minority students have been tracked.
6. Over 500 minority students were mailed a database progress form to update any information relating to their transfer file (i.e. address, phone, major, school choice, projected transfer terms, 4-year acceptance).
7. Provided individual advising to TAP members identified as EOPS and DSPS.
8. All 173 incoming TAP members were referred to 7 TAP counselors.
9. Developed a Spanish version of the TAP brochure for distribution to ESL department and students.
10. Coordinated an orientation session of Fall '91 transfers to UCSB with presentation by Bill Villa and Student Outreach Services, campus tour, and previous City College students on a panel.
11. TAP newsletters were mailed to 925 TAP members with information related to transfer services.
12. Over 400 program evaluations were sent to TAP members to validate the usefulness of services.
13. Submitted the preliminary and final proposal to FIPSE.
14. The Third Annual TAP Reception was held May 22 honoring those minority students accepted for Fall 1991 transfer as well as students making significant contributions to campus life here at SBCC.

**C. Statistical Data**

**1. Total number of active students: 525**

American Indian/Alaskan	19
Black/Non-Hispanic	75
Central American	2
Chinese	2
Filipino	18
Hawaiian	7
Hispanic	2
Japanese	1
Mexican/Mex-Amer/Chicano	361
Other Hispanic	28
Other non-white	1
Pacific Islander	1
Undefined	8

**D. Activities Planned to Increase Underrepresented Ethnic Groups and Goals for 1991-92**

- 1. Designate District funds to support TAP activities including summer follow-up projects.**
- 2. Download information from College's system to TAP's database: grade point average, address, phone number, units to provide for better follow-up services.**
- 3. Develop and implement tracking procedures for TAP members who have transferred to 4-year institutions.**
- 4. Increase the contact between 4-year representatives and TAP members by coordinating appointments and preview orientations to those who have been accepted to transfer to their campus the following semester.**
- 5. Investigate the possibility of developing a MATH ASSISTANCE HOTLINE whereby students would have access to tutors by phone during the evening hours.**
- 6. Provide for evening coverage to meet the needs of our working students.**
- 7. Establish a TAP Club and have members assume responsibility for its effectiveness.**
- 8. Increase the number of underrepresented minority student applications and transfers to 4-year institutions.**



**V. Career Center**

**A. Recruitment Activities**

1. Fifty-five class presentations were made to pre-collegiate, ESL and English 1 classes to promote DISCOVER/Career Center.
2. A bilingual Special Program Advisor was hired to help undecided/undeclared students in using DISCOVER. ESL students received individual help in Spanish.
3. Publications aimed at underrepresented students are available in the Career Center, i.e. Hispanic Times, Black Collegian, Minority Issues, Career & the Handicapped and Success Exito.
4. Two issues of the Career Center newsletter was distributed to all faculty, high school counselors and Voc/Tech classes as well as being available to students through the Career Center and Counseling Department.

**B. Services for Unique Needs**

1. All ESL faculty were encouraged to assign students to attend the annual Job Information Fair and integrate event into course curriculum. As a result, several instructors assigned their classes to attend the Fair and to write career information papers.
2. Career Assessment Inventory (CAI) administered to students in ESL Career Planning classes.
3. Tour of Career Center given to ESL level 5 classes each semester.

**C. Activities Planned to Increase Underrepresented Ethnic Groups and Goals for 1991-92.**

1. Continue to make classroom presentations and to increase presentations to ESL classes along with technical and business classes.
2. To work closely with new EOP counselor to increase use of DISCOVER and "How to Choose a Major" workshop attendance.
3. To submit Career Center updates to EOP "Roots" magazine.

4. To recruit a bilingual workstudy student to work in the Career Center.
5. To expand level of assistance to ESL counselor in delivering career services to ESL students.
6. Utilizing counseling tracking system to evaluate service utilization by student ethnicity.

## **VI. Gender Equity/Single Parent/Reentry Adults**

### **A. Recruitment**

1. Developed, printed and distributed full color Gender Equity posters.
2. Updated and distributed flyers.
3. Edited SBCC publications; regular policy of pre-publication review for compliance with Affirmative Action guidelines.
4. Participated in Career Day at SMHS, and recruitment at targeted classes at SMHS, SBHS and DPHS.
5. Increased distribution of non-traditional ethnically balanced promotional posters.
6. Introduced advertisement for non-traditional vocational training in schedule of classes.
7. Made presentations on vocational programs to ESL classes.

### **B. Services for Unique Needs**

1. Individual counseling - academic, career, personal; including counseling of TAP students.
2. Resource and referral to college and community services.
3. Childcare grants.
4. Scholarships
5. Performance by Helena Hale targeting re-entry women.
6. Developed brochure of vocational programs promoting gender equity.

C. Goals for 1991-92

1. Coordination with TAP program as appropriate.
2. Development of new printed materials such as math PR, single parent resources, as budget allows.
3. Sponsor Women's Month activities.
4. Participate in Women's Re-Entry peer support group.
5. One year program combining student services with academic support for 100 single parents, if grant is approved.
6. One year program combining student services with academic requirements for 150 students interested in non-traditional careers, if grant is approved.
7. Discover Day introduction to college core with TGIF in September.
8. Increase career development and placement services for single parent and gender equity students.

VII. Job Placement Office

A. Services for Unique Needs

1. The Job Placement Office routes all job openings appropriate for ESL students to the ESL office.
2. The office works closely with Disabled Student Program Services by sharing information about job openings, employers who hire special ability students and labor market information.
3. A bilingual Special Program Advisor was hired to work with Spanish-speaking students on job search skills, resume writing and interviewing.

B. Statistical Data

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

Anglo	847
Black	95
Hispanic	186
Asian	35
Unknown	<u>34</u>
	1,197

**C. Activities Planned to Increase our Underrepresented Ethnic Group and Goals for 1991-92**

1. The percentage of minority students from the above figure is 29%. The Placement Office is more concerned about finding a satisfactory job fit for these students than increasing recruitment strategies. Underrepresented students, especially ESL students, often need assistance in job readiness skills.
2. To continue to invite government and state organizations to the annual job fair. They are primarily interested in recruiting minorities and women. Promote this event to minority students.
3. To continue to inform the EOP and CARE programs of job openings which call for minority applicants.
4. To increase the number of Job Search Strategy Workshops offered to EOP and ESL students.
5. To continue to encourage ESL and Basic Skills instructors to integrate Job Fair attendance into their curriculum.

**VIII. Disabled Student Programs and Services (DSPS)**

**A. Recruitment**

1. Three campus tours and orientations for groups of high school students with disabilities. Participated in SBCC College Night activities, providing a DSPS station to recruit prospective students.
2. DSPS recruitment presentations and liaison with organizations meeting the needs of people with disabilities:
  - a. State Department of Rehabilitation
  - b. United Cerebral Palsy Association
  - c. Jodi House
  - d. New Medico
  - e. Recording for the Blind
  - f. Braille Institute
  - g. Tri-Counties Regional Center
  - h. Rehabilitation Institute
  - i. Easy Lift
  - j. Independent Living Resource Center
  - k. Hillside House

1. Santa Barbara City Recreation Department/Adaptive Programs
  - m. Orton Dyslexia Society
  - n. Learning Disabilities Association
  - o. California Association of Post-Secondary Educators of the Disabled
  - p. Association on Handicapped Student Service Programs in Post-Secondary Education
  - q. Santa Barbara City and County Schools Special Education
3. SBCC DSPS listing in national resources for parents of high school students with disabilities:
    - a. Foundation for Children and Adults with Learning Disabilities
    - b. School Search, Belmont, Massachusetts
  4. Liaison with private centers and schools for students with disabilities in California, Oregon and Washington State.
  5. Representation on Affirmative Action Committee
- B. Services for Students with Unique Needs**

In 1990-91, the Disabled Student Programs and Services Department provided education and vocational support services and programs to students with disabilities who are enrolled in credit classes.

Services have included test taking modifications, registration assistance, special parking, mobility assistance, note-takers, readers, writers, interpreters, proofreaders, tutors, equipment loan, adaptive listening devices.

Five DSPS Programs are offered by the department:

1. The DSPS Learning Disabilities Program provided assessment, advisement, liaison with the campus or community and classes in learning strategies to maximize success in regular college classes.
2. The DSPS Adapted Physical Education Program offered classes in adapted fitness, athletics, sports and wilderness experience. A college quadriplegic rugby team was sponsored by the "Disabled Isabled Student Club ("DISC").
3. The DSPS High Tech Center provided classes in adapted computer technology and cognitive training.

4. The DSPS Vocational Services Program offered a class in career exploration in addition to job placement services for students with disabilities.
5. The DSPS Counseling Program provided specialized disability related advisement and registration assistance, orientation to access to the campus, test-taking accommodations for SBCC's English and Math placement and liaison with faculty and staff on behalf of students with disabilities.

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

In order to increase the representation of students from ethnic and second language minorities who receive services from DSPS, the department continued to use the "Learning Disabilities for Limited English Speakers Screening and Assessment Procedure."

C. Statistical Data

Between July 1, 1990 and June 30, 1991 the following numbers of SBCC students were verified as having disabilities and received services in DSPS:

Disability

Mobility	163
Vision	14
Other Health	21
Hearing	16
Speech	2
Learning Disabled	374
Acquired Braing Injury	13
Developmentally Disabled	5
Psychologically Disabled	<u>14</u>
	622

D. Activities Planned to Increase Underrepresented Groups for 1991-92

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

1. Learning Disabilities
2. Deaf/Hard of Hearing
3. Blind/Low Vision
4. Vocational Programs and Services
5. Adapted Technology
6. Adapted P.E.
7. Psychologically Disabled
8. 504 Compliance and Access

**E. Goals for 1991-92**

1. Increase recruitment of transferring students with disabilities to TAP and continue to work cooperatively with the Transfer Center. In cooperation with the Transfer Center will continue to establish specific liaisons with 4-year colleges to facilitate the transfer of students with disabilities.
2. Successfully complete the first year of the new VATEA project for students with disabilities who are vocational majors. The DSPS Vocational Counselor and Job Placement Specialist will provide disabilities-related in-service information to the Vocational Dean and Vocational Instructors regarding employment opportunities and vocational needs for people with disabilities.
3. Complete DSPS slide show presentations.
4. Increase communication with architects working on SBCC projects in regard to architectural and landscape access.
5. Encourage the increased representation of people with disabilities on campus publications and SBCC public relations materials.
6. Encourage the hiring of more faculty and staff with disabilities as role models for students from this underrepresented group.
7. DSPS will work cooperatively with the Foundation and the "Friends of Isabled" group to complete fundraising activities that will result in increased representation of people with disabilities at SBCC.
8. Extend the Psychological Disabilities Model Site Project for one year.

**IX. Financial Aid**

**A. Recruitment**

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

**B. Services for Students with Unique Needs**

1. Provided bilingual (Spanish/English) BOGG intake services throughout all hours of Fall and Spring Registration period to address the unique needs of SBCC's ESL students.
2. Provided in-service training session(s) for ESL and DSPS professional and para-professional staff members.
3. Provided full-time bilingual (Spanish/English) staff in all areas of service.

**C. Statistical Data**

	1989-90		1990-91	
	<u>Fin Aid</u>	<u>SBCC</u>	<u>Fin Aid</u>	<u>SBCC</u>
<u>Gender</u>				
Male	42.0%	49.1%	48.1%	51.2%
Female	58.0%	50.9%	51.9%	49.8%
<u>Ethnicity</u>				
Asian/Pac. Isl.	5.0%	5.5%	3.7%	4.4%
Black	7.0%	2.4%	5.8%	2.3%
Hispanic	25.0%	17.5%	43.0%	19.0%
White/All Others	63.0%	74.6%	47.5%	74.1%

**D. Activities Planned for Increasing Underrepresented Ethnic Groups, 1991-92**

1. Recruit/retain bilingual staff.
2. Expand office hours to provide bilingual services for evening students.



3. Provide written financial aid information in bilingual format.
4. Provide recruitment services which focus on informing underrepresented students on financial aid opportunities at SBCC.

**E. Goals for 1991-92**

1. Expand and improve interface between ESL and Office of Financial Aid staff
2. Expand Office of Financial Aid services to Transfer Achievement Program students
3. Expand and improve methods of communicating the availability and content of SBCC scholarship program offerings

**X. Admissions and Records**

**A. Services for Students with Unique Needs**

1. Priority registration for EOPS and disabled students.
2. Bilingual staff available both day and evenings. 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 for continuing ESL students.
5. Matriculation controls tailored for ESL students not required to participate in the same activities as non-ESL students.
6. Translated application to Spanish.
7. Reviewed applications to special programs to ensure non-discrimination.

**B. Goals for 1991-92**

1. Minority Student Characteristics Report available for review and analysis.
2. Work with ESL to enable smooth registration all ESL students.

3. Implement International Student's Application.

XI. Student Activities Office

A. Recruitment

1. Site visitation per year per high school for Student Activities Programs, i.e. Student Senate, Campus Clubs, Cheerleading and the Rotary Mentor Program.

- a. Class Visitation 4
- b. Special Group Meetings 3
- c. Liaison Staff Visitation 4

2. Letters, newspapers, brochures, flyers, etc.

- a. 7 separate disbursements

3. SBCC campus tours for high school students

- a. 1 for the year

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

B. Statistical Data

1. Senate

a.	<u>Gender</u>		
	Male	7	47%
	Female	<u>8</u>	<u>53%</u>
	TOTAL	15	100%

b.	<u>Ethnicity</u>		
	White	11	73%
	Black	0	0%
	Hispanic	3	20%
	Asian	<u>1</u>	<u>7%</u>
	TOTAL	15	100%

c.	Disabled	1	7%
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2. Rotary Mentor

a. <u>Gender</u>		
Male	14	58%
Female	<u>10</u>	<u>42%</u>
TOTAL	24	100%
b. <u>Ethnicity</u>		
Black	1	4%
Hispanic	7	29%
White	15	63%
Asian	<u>1</u>	<u>4%</u>
TOTAL	24	100%

3. Cheerleading

a. <u>Gender</u>		
Male	0	0%
Female	<u>13</u>	<u>100%</u>
TOTAL	13	100%
b. <u>Ethnicity</u>		
Black	1	8%
Hispanic	3	23%
White	<u>9</u>	<u>69%</u>
TOTAL	13	100%

c. Disabled None

4. Clubs

a. <u>Gender</u>		
Male	534	57%
Female	<u>401</u>	<u>43%</u>
TOTAL	935	100%

b. Ethnicity and Disabled - No data available

5. Student Representation on College Committees

a. <u>Gender</u>		
Male	8	44%
Female	<u>10</u>	<u>56%</u>
TOTAL	18	100%
b. <u>Ethnicity</u>		
Black	0	0%
White	13	72%
Hispanic	4	22%
Asian	<u>1</u>	<u>6%</u>
TOTAL	18	100%

c. Disabled 1 6%

C. Goals for 1991-92

Student Activities will continue its outreach effort 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 and special population groups.

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