

**PROGRAM REVIEW
OF THE
COMMUNITY INVOLVEMENT PROGRAM
THE MULTICULTURAL AFFAIRS OFFICE
AND
SUCCESS PROGRAM**

April 2007

Program Review
of the
Community Involvement Program,
the Multicultural Affairs Office, and the SUCCESS Program
2007

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<p style="text-align: center;">Program-Review Report Community Involvement Program, SUCCESS, and Multicultural Affairs March 22, 2007</p>
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Program Review Committee and the Review Process

In December of 2006, Dr. Elizabeth Griego, the Vice President of Student Life, assembled a Program Review committee with the charge of evaluating three of the Division of Student Life's multicultural and diversity programs: the Community Involvement Program (henceforth, CIP), SUCCESS (a TRIO program in support services funded primarily through the U.S. Department of Education), and the Multicultural Affairs Office. The members of the Program Review Committee were as follows:

- Cris Clay, Executive Director, Community Re-Entry Program
- Lisa Cooper, Director of the Educational Resource Center
- Cynthia Dobbs, Committee Chair, Associate Professor of English
- Jose Michel, Director, Extended Opportunity Programs and Services, Delta College
- Chantou Thoeun, CIP and Pacific alumna (2006)
- Scott Rausch, Area Coordinator, North Area, Housing and Greek Life
- Natasha Wilson, Pacific student (graduating 2007)
- Xiaojing Zhou, Associate Professor of English and Director of Ethnic Studies,

As chair, Dobbs divided the SUCCESS, CIP, and Multicultural Affairs Program Review committee into three separate committees to ensure that the review would be thorough and to safeguard the time and energy of the committee members. To assist in their reviews, all committee members were provided with the Council for the Advancement of Standards (CAS) in Higher Education's Self-Assessment Guide for Multicultural Student Programs (2006) and CAS's Self-Assessment Guide for TRIO and Other Education Opportunity Programs (2004), as well as self-study documents prepared by Ines Ruiz-Huston (Director, CIP and Multi-cultural Affairs) and Anita Bautista and Allison Dumas (Director and Assistant Director, respectively, SUCCESS).

Over the next three months, committee members reviewed the self-study documents and conducted informational interviews with and distributed questionnaires to a wide range of organizationally linked offices and affected constituencies. These included current SUCCESS and CIP students; students from the PRIDE Center and Pride Alliance; the faculty advisor for the PRIDE Center; CIP and SUCCESS alumni; Counseling Center staff; the former Vice President of Student Life, Dr. Julie Sina; and the Offices of the Provost, Retention Services, the Dean of Students, Student Involvement and Leadership, Financial Aid, and Admissions. Several follow-up interviews and subsequent email correspondence were also conducted with Directors Bautista and Ruiz-Huston and with Assistant Director of SUCCESS, Allison Dumas.

Following this and other data collection committee members from each subcommittee were assigned to prepare draft reports based on the thirteen standards areas articulated by the Council

for the Advancement of Standards in Higher Education (henceforth referred to as CAS Standards). These areas of assessment are as follows: (1) Mission, (2) Program, (3) Leadership, (4) Organization and Management, (5) Human Resources, (6) Financial Resources, (7) Facilities, Technology, and Equipment, (8) Legal Responsibilities, (9) Equity and Access, (10) Campus and External Relations, (11) Diversity, (12) Ethics, and (13) Assessment and Evaluation.

The Structure and Focus of the Report: The following report evaluated the programs in the following order: the Community Involvement Program, SUCCESS, and Multicultural Affairs. It should be noted that the committee's recommendations are not based exclusively on the CAS standards-based evaluation as outlined above. Rather, the committee also responded to the charge presented us by Dr. Elizabeth Griego to analyze the effectiveness and efficiency of the currently defined structural relationships of these three offices within the Division of Student Life. Our analysis of the programs thus considered them discretely and in a larger structural context. Our recommendations, both intra- and inter-departmentally, are grounded in the University's commitment, as recently articulated in *Pacific Rising, 2008-20015*, to the cultivation of diversity and the preparation of "the whole student, especially for responsible professional and civic leadership within a global context" (*PR*, Draft Six, p. 6). Our focus in this report is future-oriented, concentrating on how these three programs, in the context of the Division of Student Life and the University as a whole, can operate more robustly to realize Pacific's commitment to "diversity, intercultural competence, and global responsibility" (*PR*, 6).

COMMUNITY INVOLVEMENT PROGRAM

Sources for Evaluative Data:

- Community Involvement Program self-study report and appendices, prepared by Ines Ruiz-Huston, Director of CIP
- 2004 Task Force Report on the Community Involvement Program
- Interview with the Office of the Provost, Dr. Phil Gilbertson
 - Open Meeting with approximately 80 CIP students
 - Interview with CIP alumna
 - Interview with Office of Student Leadership and Involvement: Dan Shipp, Assistant Vice President; Jason Velo, Director of University Centers and Student Activities; Jennifer Mazzotta, Assistant Director of Programming; and, Daniel Cartwright, Assistant Director of Operations
 - Interview with the Office of the Dean of Students: Dr. Joanna Royce-Davis, Dean; Peggy Rosson, Assistant Dean of Students; Dr. Sandy Mahoney, Director of Retention Services; Meghan Hohenthater, Assistant Director of Student Outreach and Academic Support Services
 - Interview with Richard Toledo, Associate Director of Admissions
 - Interview with Lynn Fox, Director of Financial Aid
 - Interview with Suzanne Malley, Assistant Director of Financial Aid
 - Interview with Dr. Julie Sina, former Vice President of Student Life
 - Interview with John Carvana, the Assistant Vice President of Community and Professional Involvement

Part 1: Mission

The 2006 CAS Standards for Multicultural Programs and Services stipulates the following:

- A program mission and goals statement is in place and is reviewed periodically.
- Student learning, development, and educational experiences are incorporated in the mission statement.
- The mission is consistent with that of the host institution and the CAS standards.
- The program functions as an integral part of the host institution's overall mission.
- The program promotes academic and personal growth of underserved students.
- The program creates shared goals and a sense of community in the institution.
- Each office in the institution is held responsible for meeting the needs of underserved students.
- The program promotes justice, access, and equity.

The Community Involvement Program’s Mission Statement:

The Community Involvement Program (CIP), established in 1969, serves the educational needs of local students who demonstrate financial need and who are first generation college students. CIP assists incoming students financially, offers leadership training, and requires community volunteering. CIP strives to help our students return to the community as leaders and agents of social change.

Assessment

The mission statement cited above, reviewed annually by the Director and the Advisory Board, articulates the specific functions of the program well. While the program’s mission is consistent with Pacific’s stated mission to cultivate meaningful diversity, the mission statements of program and university could be more successfully connected in terms of language and scope. In addition, the Community Involvement Program’s status as a model, but not a substitute for, Pacific’s diversity work as a whole could be more emphatically emphasized.

Two of the program’s most significant ongoing successes are its creation of what the CAS Standards define as “a sense of community” and the program’s vigorous and thoughtful promotion of “justice, access, and equity.” In questionnaires, open forum conversations, and individual interviews, CIP students consistently noted the “sense of family” created in the program, and their “sense of shared struggle” as they navigate and attempt to meet their educational goals and objectives of successfully completing their higher education here at university. Because the CIP student body is multi-cultural, it is able to break down the barriers frequently associated with ethnicity by focusing on the shared struggle of the student body.

Recommendations

- Continue refinement of the mission statement, with more specificity about *how* the program promotes student growth, success and commitment to the local community.
- Restructure the community service requirement as an opportunity for the development of civic leadership skills, with stronger links between service to the community of Stockton and students’ own educational goals. Cultivation of this intentional curricular/co-curricular link enhances both the program’s effectiveness and its marketability.
- More closely connect the language and intent of CIP’s mission statement with that of the University as a whole.
- Update the mission on the University’s website and in materials distributed by the Admissions office.

Part 2: Program

The 2006 CAS Standards for Multicultural Programs and Services stipulates:

- The program promotes student learning and development that is purposeful and holistic.

- The program has identified student learning and development outcomes that are relevant to its purpose.
- The program provides students with opportunities designed to encourage achievement of the identified outcomes.
- The program provides evidence of its impact on the achievement of student learning and development outcomes in the following domains: intellectual growth, effective communication, enhanced self-esteem, realistic self-appraisal, clarified values, career choices, leadership development, healthy behavior, and meaningful interpersonal relationships.

Assessment

CIP students who are concurrently enrolled in the SUCCESS Program participate in well-developed academic programming component, which has clearly “identified student learning and development outcomes” and regularly offers “opportunities designed to encourage achievement” of these outcomes. (Please see the SUCCESS assessment below.) Additional CIP programming, often designed in collaboration with SUCCESS, Multicultural Affairs, and/or the Center for Community Involvement, succeeds in improving student learning in the domains listed above. Of particular note is the Community Involvement Program’s success in supporting leadership development, deep interpersonal relationships, effective communication, and clarified values – especially values of responsibility, social justice, and civic duty.

Recommendations

- While CIP students consistently express the value of their community service experiences, there could be a much more productive bridge between this experiential learning and classroom learning. The CIP Director, the Director of the Center for Community Involvement, and CIP students should enter into partnerships to create individually tailored, intellectually robust, and service-based co-curricular opportunities. These opportunities should, among other goals, deepen skills in civic leadership.
- More closely monitor and communicate achievements of CIP students, not only academically, but also in student government, other leadership roles, and in the larger community.
- In conjunction with the Career Resource Center and the Alumni Office, enhance connections with CIP alumni for internship and employment possibilities.

Part 3: Leadership

The 2006 CAS Standards for Multicultural Programs and Services stipulates the following:

- The host institution has selected, positioned, and empowered a program leader.
- Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.

- Program leaders apply effective practices that promote student learning and institutional effectiveness.
- Clearly defined leader accountability expectations are in place.
- Leader performance is fairly assessed on a regular basis.
- The leader exercises authority over program resources and uses them effectively.
- The program leader articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served.
- The program leader promotes campus environments that result in multiple opportunities for student learning and development.
- The leader strives to improve the program in response to evolving student needs and institutional priorities.
- Leaders base their work on theory-based and data driven models.

Assessment

The CIP Director is highly educated in both leadership and student development theories that can be applied directly to CIP students. Her Curriculum Vitae evidences impressive experience in successful organization of underrepresented student groups.

Given the difficulties posed by the program's limited budget and the CIP Director's split position between CIP and Multicultural Affairs, the Director of CIP has worked creatively to provide the necessary resources to support the office and program operation efficiently. The clerical/administrative support staff person currently located within the CIP office is provided through leveraged funding from another department on campus, which does pose some problems in terms of optimal utilization of the position.

The current CIP Director excels particularly in the area of "promot[ing] campus environments that result in multiple opportunities for student learning and development" Students who have participated in her Multicultural Leadership Retreat have noted its positive impact.

Another strength of the Director is her acute sensitivity to student needs. Her open door policy is well-known. Data derived from a student assessment questionnaire indicate that students go to the Director of CIP regularly as their "point person" for a wide range of questions.

Although the selection process has been used effectively to hire and retain the current Director of the Community Involvement program, there appears to be some genuine concerns related to the supervision and management of this position. Over the past five years, the Director of CIP has been supervised by five supervisors housed in five separate departments. These annual changes in senior administration have affected morale of staff and students, undermining the overall effectiveness of the program.

Recommendations

In line with our committee's overarching recommendations for the three programs under review, make the Director of CIP a discrete, full-time position, under the Executive Director for CIP and SUCCESS.

Consider making the current Director of CIP and Multicultural Affairs the Director of Multicultural Affairs solely, while moving the Office of Multicultural Affairs under the Office of Student Leadership and Involvement. In our opinion, the position of Director of Multicultural Affairs best utilizes the current Director's considerable strengths and expertise.

The CIP Director should be supported sufficiently for the program to grow, both in numbers and in effect. With such support, the links to SUCCESS and Academic Retention Services could be mined more fruitfully, and a much more robust service learning and civic leadership component could be developed.

Part 4: Organization and Management

The 2006 CAS Standards for Multicultural Programs and Services stipulates the following:

The program is structured purposefully and managed effectively.

- Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems.
- Channels are in place for regular review of administrative policies and procedures

Assessment

CIP's primary Organization and Management challenges stem from the fact that its Director is charged with the operations and coordination of two separate programs. CIP and Multicultural Affairs should remain two distinct, albeit intersecting, programs. Yet the Director's joint appointment in and of itself might not pose problems, were there sufficient administrative staff and more clarity about the mission of each of the two programs. The almost annual changes in administrative and organizational fit of both CIP and Multicultural Affairs in the last six years have compounded the murkiness of mission for each program and have negatively affected morale of both students and staff.

Recommendations

CIP and Multicultural Affairs Offices should be separated and sufficiently supported. The CIP program is designed to recruit, support and assist under-privileged student complete their higher education aspirations and desires. In contrast, the Multicultural Affairs program is designed both to provide students from underrepresented groups a supportive environment and to address cultural competency expectations of all University students on campus.

The links between CIP and SUCCESS, as well as between CIP and offices affording opportunities for significant co-curricular activities geared toward leadership and civic engagement skills, should be strengthened. One model to achieve this is to establish the position of Executive Director of CIP and SUCCESS, who would oversee Directors of each program. This model has worked successfully at such diverse institutions as University of Texas San Antonio, CSU Fresno, Weatherford College, Eastern Tennessee State College and University of Wisconsin-Milwaukee. In each of these cases, there is an Executive Director structure in place to supervise the directors/coordinators of two or more academic support programs. Further, there are similar examples currently at University of the Pacific in both Advancement Services as well as Community Re-entry Program affiliated with the College's Department of Psychology

Redefine the responsibilities of the CIP Director to make possible a much more rigorous program of curricularly-linked service learning and leadership development in the area of civic engagement. The current working relationship with the Center for Community Involvement would continue. However, with a full-time CIP Director, the resulting community placements, evaluation of gained skills and insights, and learning assessment could be much more targeted,

intentional, and integrated with the students' entire Pacific experience. The CIP Director's newly enhanced charge could lead to fruitful links with other curricular and co-curricular programs on campus, including but not limited to the Ethnic Studies Program, the Gender Studies Program, and the Jacoby Center's new certificate for civic leadership program.

As programs primarily addressing access and retention, both CIP and SUCCESS should be administratively relocated under the Office of the Dean of Students.

Establish stronger communication and collaboration among the Financial Aid Office, the Admissions office, and the CIP Director. Given that the CIP Advisory Board no longer participates in admissions of new students and that this function has been moved to the Admissions office along with the Financial Aid office, the CIP director should schedule regular meetings with designated contacts within both Admissions and Financial Aid. Strong ongoing collaboration among the three offices is necessary to ensure that the new student has enhanced access to the University and that his/her application is processed in a streamlined manner.

- Strengthen the coordination between the CIP Director and the Admissions office in the shared endeavor to recruit underrepresented students. At this point, the Admissions office is understaffed and perhaps under-trained in this area, despite able assistance from its Associate Director. More institutional support for both offices is needed if recruiting for CIP is going to be effective.
- Clarify the mission of relationship between the CIP Clubs at the local high schools and Pacific's CIP Emissaries currently engaged in recruitment activity Stockton Unified School District. Ideally, CIP Emissaries should conduct recruiting efforts along with a representative from the Admissions Office. At the very least, CIP Emissaries should go through more extensive University recruitment training before they are allowed to enter into the community as a recruitment representative for the university. Each emissary must know specific information about Pacific, the CIP program and services without misleading or offering misinformation to prospective students.
- Regardless of these larger organizational changes, clear administrative procedures must be established to support the communication exchange and demands among the three offices related to new and existing student entering into the CIP program. Procedures should be established that delineate the processes and procedures to support each student's access and entry into the University through the CIP program.
- Reconstitute the CIP Advisory Board as an Advisory Board for both CIP and SUCCESS. The Board's role in furthering the goals of CIP must be more clearly defined. In addition, the organization of the Board must comply with the requirements set forth in the Faculty Handbook, Section 6 or the Academic Council must be consulted regarding changes to creation and functioning of the Board.

Part 5: Human Resources

The 2006 CAS Standards for Multicultural Programs and Services stipulates the following:

- The program is staged adequately with personnel qualified to accomplish its mission.
- Procedures are in place for staff selections, training, evaluation, supervision, and professional development opportunities.
- The program strives to improve the professional competence and skills of all staff members.
- Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.
- Professional staff members possess the necessary multicultural knowledge and skills to carry out the responsibilities.
- Professional staff members have knowledge about identity development.
- Professional staff members know how various cultures experience the campus community.
- Professional staff members are skilled in assessing the cultural impact on student performance.
- Professional staff members have trusting relationship with students and demonstrate respect for cultural values.
- Professional staff members carry a personal commitment to justice and social change.
- Degree of credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.
- Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situations beyond their training.
- Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.
- Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.
- Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.

Assessment

The student staff report good working relationships with the Director, who has carefully chosen student staff who “demonstrate respect for cultural values” and “carry a personal commitment to justice and social change.”

Recommendations

- The current demands for the two programs cannot be adequately met by one full- time administrator. If this dual role is to be maintained, then there must be a plan to bring in full- time

professional staff support within both component services to help the director accomplish the goals of both programs.

- A. The director should participate in FERPA training to facilitate her understanding and training needs in the area of confidentiality.

Part 6: Financial Resources

The 2006 CAS Standards for Multicultural Programs and Services stipulates the following:

- B. The program has adequate funding to accomplish its mission and goals.
- C. Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.
- D. The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.

Assessment:

The Community Involvement Program's budget for 2006-2007 was \$22,000, a sizable portion of which was designated for recruiting activities (\$5,000 for direct recruiting costs and \$2000 to pay CIP Emissaries). These funds were used for a significant amount of outreach, with over 4,000 area students contacted, and the highly successful CIP College Conference, which brought over 200 students on campus in January for informational sessions on CIP, Pacific, and application processes. Given the still murkily defined relationship between CIP and the Admissions Office, however, it's unclear to the review committee that these funds are being used efficiently.

The \$2,000 designated for support staff (student workers) seems insufficient given the program's needs, particularly if other recommendations of this program review committee are followed. There are significant staffing needs to track the progress of individual students and to assist the Director in day-to-day activities.

Recommendations:

- Reexamine the recruiting budgets of *both* Admissions and CIP to determine whether funding is sufficient and effectively administered for area recruiting of CIP students.
- Increase funding for support staff.
- Assign a liaison from the Finance Office to assist the Director with budgetary matters.

Part 7: Facilities, Technology, and Equipment

The 2006 CAS Standards for Multicultural Programs and Services stipulates the following:

The program has adequate, suitably located facilities, technology, and equipment to support its mission.

Assessment

Student opinion derived from group interviews and questionnaire results indicate that there is a real need for more adequate space for the CIP students to work, gather and plan together. The CIP program creates a sense of family for the students, but students have identified adequate space for interactions, study and social support activities as an unmet need. Further, the students have suggested that the SUCCESS program as well as other student support services should be placed together in a centralized location to enhance access and increased usage.

Recommendations

Return the CIP Office to a space in close proximity with the SUCCESS offices.

Create a plan to address the potential growth of the program, as well as the current demands for increased space. The plan must address accessibility and potential growth.

Part 8: Legal Responsibilities

The 2006 CAS Standards for Multicultural Programs and Services stipulates the following:

Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.

Legal advice is available to staff members as needed to carry out assigned responsibilities.

Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.

Assessment

The Director seems knowledgeable about pertinent legal policies and issues. Given the Director's multiple responsibilities and concomitant limited time for staff training, the student staff may not be as knowledgeable of these policies and potential liability issues.

Recommendations

Create a more focused mission for CIP and provide a full-time professional staff member to assist the Director.

Ensure that this staff member go through the same relevant trainings as the Director.

Part 9: Equity and Access

The 2006 CAS Standards for Multicultural Programs and Services stipulates the following:

All programs and services are provided on a fair and equitable basis.

All program facilities and services are accessible to prospective users.

Program operations and delivery are responsive to the needs of all students and other users.

All services adhere to the spirit and intent of equal opportunity laws.

Program policies and practices do not discriminate against any potential users.

Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.

Assessment

Whereas the Self-Study suggests that the process for selecting new students into the CIP program is a seamless one, the verbal reports from the three office administrators indicate that there are clearly areas in need of improvement within all three offices: Admissions, Financial Aid, and CIP. Students and staff indicated the need for increased collaboration and management in relation to the students' applications and eligibility concerns, as well as general paperwork flow.

Recommendations

Formally establish the CIP director as the primary point of contact for prospective students. With clearly defined collaboration with the Admissions Office and the Financial Aid Office, it should be the responsibility of the CIP Director to field questions and concerns from the community and perspective students not only regarding the program and its services, but also about the application process and critical deadlines.

Part 10: Campus and External Relations

The 2006 CAS Standards for Multicultural Programs and Services stipulates the following:

- The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.
- The program coordinates and collaborates with faculty members and staff across the institution.
- The program works to increase the retention of the underserved population.

Assessment

CIP has a close working relationship with SUCCESS. The Assistant Director of SUCCESS noted specifically how well the two offices worked together. This close collaboration is essential for CIP, as the vast majority (roughly 95% each year) of CIP students are also enrolled in the SUCCESS program. There are some issues concerning the roughly 5% of CIP students who don't qualify for SUCCESS; the tracking of these students is less than systematic.

CIP's relation with "external individuals and agencies" seems to have been somewhat strained with the diminishment of the CIP Advisory Board's role in the CIP admissions process, a change instituted in 2004. While the university's decision to centralize all admissions decisions within the Office of Admissions is reasonable, the decreased role of the CIP Advisory Board in this capacity has come at some cost to community relations. The Advisory Board has been only minimally active in recent years.

That said, the CIP Director has made other inroads to community-building, with strong connections to the Hispanic Chamber of Commerce, the Native American Indian Center, and the Baptist Pastors and Ministers Alliance of Stockton and Vicinity. The continued connection with the 700 CIP alumni through distribution of the CIP newsletter also enhances relationships with the Stockton community.

Recommendations

Establish more efficient levels of communication between CIP and related programs on campus, particularly the Admissions Office and the Financial Aid Office.

Reinvigorate the Advisory Board with a more precisely defined mission statement, perhaps focusing on development of service learning, civic leadership, and internship opportunities in the Stockton community.

Part 11: Diversity

The 2006 CAS Standards for Multicultural Programs and Services stipulates the following:

The program nurtures environments wherein commonalities and differences among people are recognized and honored.

The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.

The program promotes respect for commonalities and differences in historical and cultural contexts.

The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.

Assessment

This is the one area where combining the responsibilities for both the CIP program and Multi-cultural Affairs has benefited the CIP student body. The director is in a position to market the various groups and activities that celebrate differences as well as commonalities directly to the CIP student body. The director is also in a position to refer specific students to support groups that help them to learn more about themselves and their cultures as well as unique opportunities to sample other cultures at the same time.

Data is kept on student participation in the various groups and culture based activities on campus. Interviews and questionnaire results derived from student assessment indicate a high level of participation in many if not most of the student-based activities by the CIP student body. These increased levels of participation in cultural events produce behavior and attitudinal changes of the participants. The CIP director should consider the position that active participation rates in multi-cultural events by CIP students is a source of data that can be celebrated.

Whereas there are policies that state specifically who and where potential CIP students must be recruited, there is a lack of clearly defined numbers across ethnic groups that should be targeted. Should the University attempt to reflect the local community in relation to percentages of student across ethnic backgrounds? Should there be policies in place that state specifically what ethnic group is underrepresented on campus and a plan to address this imbalance?

The CIP student population themselves reported via the questionnaire and guided interview that there is an imbalance in ethnicity within the student body of CIP and the faculty of the university as a whole. They have identified four ethnic groups that are underrepresented on campus within CIP and the faculty and administration. These three groups are African American, Native Americans, Latino Americans and Vietnamese Americans.

Recommendations

With the assistance of the Admissions Office, the CIP director should develop targeted recruitment efforts focusing on these four populations (African Americans, Native Americans, Latino Americans, and Vietnamese Americans) in a more strategic manner. These efforts should be linked to the university's efforts to augment the mutually constitutive nature of excellence and diversity.

Part 12: Ethics

The 2006 CAS Standards for Multicultural Programs and Services stipulates the following:

- All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.
- The program has a written statement of ethical practice that is reviewed periodically.
- Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.
- Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy.
- Information judged to be of an emergency nature when an individual's safety or that of others involved is disclosed to appropriate authorities.
- All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.
- Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.
- All staff members perform assigned duties within the limits of training, expertise, and competence, and when these limits are exceeded, referrals are made to persons possessing appropriate qualifications.
- Staff members confront and otherwise hold accountable others who exhibit unethical behavior.
- Staff members practice ethical behavior in the use of technology.

Assessment

The Director's open door policy could be taken literally, opening up the potential for abuse.

Recommendations

- In consultation with the Registrar, CIP director should engage in training to enforce FERPA regulations with respect to CIP student records.

Part 13: Assessment and Evaluation

The 2006 CAS Standards for Multicultural Programs and Services stipulates the following:

- The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.
- The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.
- The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.
- Results of these evaluations are used to revise and improve the program and to recognize staff performance.
- Current students are involved in the regular assessment processes.
- Underserved populations are consulted with before conducting assessment activities.

Assessment

There have been irregular but thoughtful efforts to assess the effectiveness of the Community Involvement Program. The primary current method of assessment and evaluation is a yearly survey at the CIP retreat, although there have also been targeted assessments of the program's community service component (2002 and 2003) and of student involvement. The Director has surveyed both current students and alumni about the efficacy of CIP programming. The results of these surveys form the primary source of evaluation, and the Director has made appropriate changes to the program based on the results.

Recently, the Director has begun to work more closely with the Office of Institutional Research to track CIP students' achievements. This partnership could be mined more fully. Whether or not students actually return to the local community to apply their new skills – one of CIP's founding principles – remains a key missing piece of information.

Recommendations

A full-time CIP Director, in conjunction with SUCCESS, Institutional Research, and the Alumni Office, could more fruitfully monitor student outcomes in terms of retention, completion of lines of study, and success post-graduation. The CIP director should identify as many concrete markers for CIP Student success (leadership roles, graduate school admissions, etc.) as possible and promote these outcomes university wide.

Additional concrete measures should be defined that measure student outcomes and success, growth and expression of skills acquired during their learning experience on campus. These data should be presented to the larger university student population, administration and faculty to celebrate how this one program furthers the overall mission of the larger University. These same measures should be used to identify areas needing improvement.

Efforts need to occur to ensure that opportunities for participation in the development and assessment of the CIP program are provided to all CIP students. Specific efforts need to target all ethnic groups to ensure that bias is not perceived in the evaluation process.

The SUCCESS Program

Sources of Evaluative Data: The review of the SUCCESS program was based on the following information:

- The SUCCESS Program Self-Study and Appendices
- Interviews with Office of SUCCESS: Anita Bautista, Project Director and Allison Dumas, Assistant Director
- Interview with Dr. Julie Sina, former Vice President of Student Life
- Interview with John Carvana, Assistant Vice President of Community and Professional Involvement
- Interview with Office of Financial Aid: Lynn Fox, Director
- Interview with Office of Admissions: Rich Toledo, Associate Director
- Interview with the Office of the Dean of Students: Dr. Joanna Royce-Davis, Dean; Peggy Rosson, Assistant Dean; Dr. Sandra Mahoney, Director of Retention Services; Meghan Hohenthater, Assistant Director of Student Outreach and Academic Support Services)
- Interview with Counseling Center: Dr. Stacie Turks, Director
- Prior knowledge of collaborations with the Educational Resource Center (including the Office of Services for Students with Disabilities)
- Survey of SUCCESS students
- Site Visit to SUCCESS Program (Bannister Hall)

Part 1: Mission

The 2004 CAS Standards for TRIO Programs such as SUCCESS state that such programs must "provide opportunities for academic development, assist students with basic college requirements, and serve to motivate students towards the successful completion of their postsecondary education" (CAS, p.7). The Standards also stipulate the following:

- A program mission and goals statement is in place and is reviewed periodically.
- Student learning, development, and educational experiences are incorporated in to the mission statement.
- The mission is consistent with that of the host institution and the CAS standards.
- The program advocates for equal access to higher education and facilitates educational development.
- The program provides an environment that helps students regardless of learning style or background.
- The program develops relationships to promote student completion of higher education.
- The program functions as in integral part of the host institutions' overall mission.

Assessment

The SUCCESS program's mission, articulated in its brochure and on its website, clearly meets the national standards for such programs. The brochure states: "The mission of SUCCESS is to promote student development and success while increasing the retention and graduation rates of its students and to facilitate the transition from one level of higher education to the next..."

SUCCESS is designed to assist first generation college students, students with disabilities and/or students who meet the federal income guidelines, with their transition to the University and provide services and support throughout their academic career."

One of the hallmarks of the SUCCESS program is its well-defined mission, even throughout significant administrative restructuring. (In 1995, SUCCESS was relocated from the Benerd School of Education to the Division of Student Life and was physically and administratively separated from CIP.) The Director's ability to secure Title IV funding every four years since 1979 is a testament to the program's ongoing success.

The ethnic- and class-based diversity of the students in SUCCESS is notable (see Appendix for class of 2004-2005 as an example), as is the similar diversity of the program's staff, whose success in "help[ing] students regardless of learning style or background" is borne out in the SUCCESS students' average retention rate of 87% in the past ten years. Given that most SUCCESS students come to the University of the Pacific with greater socio-economic and concomitant educational disadvantages than the student body as a whole, this retention rate -- higher than that of the student body as whole -- is truly remarkable. The program has been described by one upper-level administrator as a model of "how best to serve our students with a philosophy of inclusive excellence." Another administrator commented on the program's centrality to the University's ability to attract students from diverse backgrounds: "SUCCESS serves a vital and integral role within the University's mission to attract students from diverse backgrounds... without the SUCCESS program, the net results of the efforts of the Admissions Office would be seriously jeopardized."

Recommendations

No recommendations in this area.

Part 2: Program

The 2004 CAS Standards for TRIO Programs stipulates the following:

- The program promotes student learning and development that is purposeful and holistic.
- The program has identified student learning and development outcomes that are relevant to its purpose.
- The program provides students with opportunities designed to encourage achievement of the identified outcomes.
- The program provides evidence of its impact on the achievement of student learning and development outcomes in the following domains: intellectual growth, effective communication, enhanced self-esteem, realistic self-appraisal, clarified values, career choices, leadership development, healthy behavior, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyle, appreciation of diversity, spiritual awareness, and achievement of personal and education goals.
- Program offerings are intentional, coherent, and based on theories of learning and human development.
- Program offerings support the retention and graduation rate of students.

Assessment

The SUCCESS program offerings evince great thoughtfulness of design, clear organization, and successful collaboration with related departments. The program for entering students, the New Student Seminar, combines a distribution of practical knowledge (location of offices, etc.) with an introduction to critical thinking and oral and written communication. In collaboration with the Career Resource Center and the Cowell Wellness Center, SUCCESS offers successful programming ranging from resume writing to career planning to stress management. Other opportunities for students include the Student Leadership Conference and the Forum for Diversity in Graduate Education. The program's greatest strength, however, according to students surveyed, is in its central activities of advising and tutoring. One student commented, "I would be devastated without the advising and tutorial support" offered by SUCCESS.

While SUCCESS students clearly benefit from the program, there were students who asked for tutoring in "the harder classes, especially Biology," and many students surveyed both in the SUCCESS questionnaire and in the Open Forum with CIP students requested evening and weekend tutoring help.

Recommendations

Consider hiring more student tutors for evenings and weekends. The library could be used, if office security is an issue.

Part 3: Leadership

The 2004 CAS Standards for TRIO Programs stipulates the following:

- The host institution has selected, positioned, and empowered a program leader.
- Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.
- Program leaders apply effective practices that promote student learning and institutional effectiveness.
- Clearly defined leader accountability expectations are given.
- Leader performance is fairly assessed on a regular basis.
- The leader exercises authority of program resources and uses them effectively.
- The program leader articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served.
- The program leader prescribes and practices appropriate ethical behavior.
- The program leader recruits, selects, supervises, instructs, and coordinates staff members.
- The program leader manages fiscal, physical, and human resources effectively.
- The program leader applies effective practices to educational and administrative processes.
- The program leader communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.
- The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.
- The leader encourages campus environments that promote multiple opportunities for student learning and development.
- The leader strives to improve the program in response to evolving student needs and institutional priorities.

Assessment

By all measures, including the Self-Study documentation and input from past and present supervisors and colleagues in programmatically contiguous departments (Financial Aid, Admissions, Registrar, CIP), SUCCESS is exceptionally well-managed and organized. Students, staff, faculty, and administrators all praise the program for its combination of administrative efficiency and interpersonal warmth. The Self-Study contains robust data on the efficient and effective organization of programming and personnel.

There remain two potentially vulnerable areas, however. First, the organizational placement of SUCCESS (as well as the Community Involvement Program) under the Vice President for Professional and Community Development poses potential obstacles to stronger cooperation with the programmatically complementary departments of Retention Services and the Assistant Dean of Academic Support Services. Second, the continued reliance on U.S. Department of Education funding to support all administrative and programmatic costs of SUCCESS leaves it both

vulnerable to political changes and constrained in its ability to collaborate more fully with related university programs, such as CIP, Academic Support Services, and Retention Services.

Recommendations

- Move the SUCCESS program under the auspices of the Dean of Students, with the Executive Director reporting to the Office of the Dean of Students.
- To allow for program stability, structural flexibility, and provision of services for CIP students who don't meet the eligibility criteria for SUCCESS, change the funding pattern for SUCCESS, with institutional funding to include 50% of the Executive Director of SUCCESS and CIP's salary, 100% of the CIP Director's salary, and partial funding for necessary administrative support.

Part 4: Organization and Management

The CAS Standards for TRIO programs stipulate the following:

- The program is structured purposefully and managed effectively.
- Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.
- Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems.
- Channels are in place for regular review of administrative policies and procedures.
- *The program is placed within the organization so that it can promote cooperation and develop support of senior administrators.*

Assessment

By all measures, including the Self-Study documentation and input from past and present supervisors and colleagues in programmatically contiguous departments (Financial Aid, Admissions, Registrar, CIP), SUCCESS is exceptionally well-managed and organized internally. Students, staff, faculty, and administrators all praise the program for its combination of administrative efficiency and interpersonal warmth. The Self-Study contains robust data on the efficient and effective organization of programming and personnel.

There remain two potentially vulnerable areas, however. First, the organizational placement of SUCCESS (as well as the Community Involvement Program) under the Vice President for Professional and Community Development poses potential obstacles to stronger cooperation with the programmatically complementary departments of Retention Services and the Assistant Dean of Academic Support Services. Second, the continued reliance on U.S. Department of Education funding to support all administrative and programmatic costs of SUCCESS leaves it both vulnerable to political changes and constrained in its ability to collaborate more fully with related university programs, such as CIP, Academic Support Services, and Retention Services.

Recommendations

Move the SUCCESS program under the auspices of the Dean of Students, with the Director reporting to the Assistant Dean of Students.

Fund at least 50% of the salary for the Director of SUCCESS with institutional funds, allowing for both program stability and structural flexibility.

Part 5: Human Resources

The 2004 CAS Standards for TRIO Programs stipulates the following:

- The program is staffed adequately with personnel qualified to accomplish its mission.
- Procedures are in place for staff selection, training, evaluation, supervision, and professional development opportunities.
- The program strives to improve the professional competence and skills of all staff members.
- Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.
- Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.
- Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situations beyond their training.
- Student employees and volunteers are provided with precise job descriptions, pre-service training, and continuing staff development.
- Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.

Assessment

SUCCESS excels in valuing its human resources. The current leadership team of Director Anita Bautista, M.A., and Assistant Director Allison Dumas, M.A. has been in place for the past twenty years, and both Bautista and Dumas brought years of relevant experience in retention services, multicultural advising and counseling, and administration to their jobs. The other two full-time administrative staff members, Coordinator Raynell Hamilton and Administrative Assistant Penny Mak, hold strong educational and experiential qualifications for their positions. The student workers, a Tutor/Peer Mentor and a Clerical Assistant, are selected carefully and trained thoroughly. Performance reviews are annual through the university and the U.S. Department of Education; all personnel have received outstanding reviews of their work. In addition, the program carefully follows the spirit and letter of the General Education Provisions Act, hiring highly qualified workers who "have succeeded in overcoming barriers similar to those of the project's student population" (Self-Study, 34). The program has a well-formulated Staff Selection Advertising Plan. SUCCESS staff are also trained continuously and appropriately evaluated annually, following the guidelines of the University's Human Resources Department.

Recommendations

- See recommendations above in Part 4, Organization and Management.

Part 6: Financial Resources

The 2004 CAS Standards for TRIO Programs stipulates the following:

- The program has adequate funding to accomplish its mission and goals.
- Funding priorities are determined within the context of the program mission, student needs, and available fiscal resources.

- The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.

Assessment

In each of the past two academic years, SUCCESS received \$271,061 in Title IV funding to support 200 students in the program. Given the University's contribution of facilities, this funding has been sufficient. Responding to required internal and external audits, SUCCESS has consistently demonstrated solid fiscal responsibility.

Recommendations

- In accordance with the Program Review findings vis-à-vis Organization and Management and Human Resources cited above, the University should consider funding 50% of an Executive Director of CIP and SUCCESS, with 100% of the salary for the Director of SUCCESS continuing to come from TRIO funds.

Part 7: Facilities, Technology, and Equipment

The 2004 CAS Standards for TRIO Programs stipulates the following:

The program has adequate, suitably located facilities, technology, and equipment to support its mission.

Program facilities, technology, and equipment are evaluated regularly.

Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.

Staff have access to private and accessible offices.

Assessment

Since 1995, SUCCESS has been located in a shared space on the first floor of Bannister Hall. The SUCCESS domain includes a reception area occupied by Penny Mak, the Administrative Assistant. There is a seating area that is adjacent to the reception area and the five (5) additional computers for student use. Anita Bautista, Project Director; Allison Dumas, Assistant Director; and Raynell Hamilton, Tutorial Coordinator, each has their own offices that are equipped with computers, desks, files and chairs. Further, the offices allow them the requisite privacy to meet with their caseload of 200 students. In addition to the offices, there is a storage room where they keep the commercial photocopier, the water cooler and all of their office supplies. The remainder of the more than 4,000 square feet of space is shared with the Educational Resource Center's Tutorial Program. This shared space proves both positive and negative, as some students have expressed concerns that the space is often too noisy for studying because of the socializing that occurs among program participants. In fall 2006, the tutoring area was remodeled with the installation of new carpeting (throughout much of the first floor of Bannister Hall) and round tables, which are more conducive for the individual and small group tutoring that takes place.

The computers in the office are networked to the Student Life server, and all relevant documents can be saved to that server or the University's U-drive. There are four (4) large, locking, lateral file cabinets in the common area that contain additional program documentation.

The SUCCESS website can be accessed through the Academic Majors and Programs portal.

Recommendations

- Per the University's Master Plan, Bannister Hall will be removed in 2-3 years. SUCCESS will need a new centrally-located, accessible space sufficient in size to accommodate not only its program staff, but also areas that will continue to support their tutorial services - providing both individual and group study areas.
- The SUCCESS web page should be updated and accessible from links related to both the Academic and the Division of Student Life portals. (Currently, SUCCESS is listed only under Academic Support Services, but it is not listed under Student Support Services on the Division of Student Life webpage.)
- Increasing the ratio of computers to better complement the overall number of program participants.

Part 8: Legal Responsibilities

The 2004 CAS Standards for TRIO Programs stipulates the following:

- Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities.
- Staff members inform users and officials of legal obligations and limitations associated with implementing the program.
- Staff members use informed practice to limit the liability exposure of the institution and its personnel.
- Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.
- Legal advice is available to staff members as needed to carry out assigned responsibilities.
- Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.

Assessment

The SUCCESS program staff is knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. Further, they receive FERPA training and take the following steps to ensure the confidentiality of student records:

- All student employees sign a confidentiality statement.
- All program students sign a release as part of the application process and are apprised of their right to confidentiality during their first meeting with an advisor.
- All program students are given an opportunity to review their student record upon request.

Legal advice is available from Mike Vartain, the University's Legal Counsel, and can be accessed through the Vice President for Student Life as the need arises. Additionally, professional affiliations and current periodicals offer other sources of up-to-date legal issues and trends. The bi-weekly Division of Student Life Team meetings offer yet another opportunity to educate the Director and Assistant Director regarding changing legal obligations.

Recommendations

- The Program Director could assist all program staff in developing action plans related to annual performance reviews that include opportunities for training in the area of legal issues (i.e., Training in areas such as Sexual Harassment, HIPPA, etc.).
- Consider adding the following phrase: “knowledge of or willingness to learn laws and responsibilities that relate to your responsibilities” to the list of training requirements noted in each of the various job descriptions within the program.

Part 9: Equity and Access

The 2004 CAS Standards for TRIO Programs stipulates the following:

- A. All programs and services are provided on a fair and equitable basis.
- B. All program facilities and services are accessible to prospective user
- C. Program operations and delivery are responsive to the needs of all students and other users.
- D. All services adhere to the spirit and intent of equal opportunity laws.
- E. Program policies and practices do not discriminate against any potential users.
- F. The program acts to remedy imbalances in student participation and staffing
- G. Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.

Assessment

SUCCESS personnel engage in continuous comprehensive training at the national, state, and campus level that prepares them to serve the diverse population of students they serve. Participants are mandated to meet with their assigned advisor throughout the fall and spring semesters. Periodic reporting to U.S. Department of Education documents the interactions between SUCCESS staff and program participants as well as the numerous program events and activities.

The SUCCESS offices and tutorial area offer its students a small lounge, a place to study and work with peer tutors, computer access and private meeting rooms; at a little over 4,000 square feet these spaces are limited in size, but are all accessible. It should be noted that both New Student Programs and the Educational Resource Center routinely share accommodations on the first floor of Bannister Hall such as conference rooms for meetings.

SUCCESS program policies and practices are in place to assist in the identification of 200 eligible Pacific students. Program staff utilize a well-established system to identify candidates that has clear and consistent federal guidelines regarding first-generation, low-income, academic need, or disability status of the potential participants. Further, there is a specific time frame during which the selection process occurs, beginning the spring semester prior to start of the new academic year. The Project Director and Assistant Director work closely with the University's Office of Admissions, the Office of Financial Aid, and the Office of Services for Students with Disabilities in providing equitable, fair, and non-discriminatory identification and ultimate selection of program students. Finally, a limited number of referrals from a variety of offices, programs, and faculty are given consideration adhering to the afore-mentioned criteria.

The SUCCESS program relies upon and utilizes its strong connections with academic units and programs, including the various schools and colleges as well as the Community Involvement Program and other campus academic support programs such as the Educational Resource Center and Student Academic Support Services. These connections enhance the program's ability to provide quality advising and academic support services to its participants. Further, SUCCESS recognizes the importance of Mentoring, Alumni Relations, and Community Service, as

evidenced in many aspects of their programming. Finally, SUCCESS staff are strong advocates for diversity in graduate education and demonstrate their commitment by not only participating in the planning of a bi-annual Forum for Diversity in Graduate Education, but also by providing opportunities for program participants to attend. Because Pacific offers limited distance learning experiences (i.e. online classes), SUCCESS does not currently need to address this type of accessibility.

Recommendations

- Consider broadening the mission of the CIP advisory board to include an advisory role related to SUCCESS. The board would periodically review program policies, practices and activities. The advisory board could also assist in decision-making surrounding unique program participant situations.
- SUCCESS materials should be available in a variety of formats, including alternative formats for students with disabilities, such as brochures or newsletters available in large print or on CD-ROM.
- An accommodations statement should be included in all promotional materials and letters initiating contacts with students requesting additional information about students' potential need for disability services.
- Surveys collecting data from students should include options for providing more specific demographic items for disaggregating the data such as gender, ethnicity, primary and secondary languages, etc.
- In keeping with higher education trends, SUCCESS should consider strategies for accommodating potential program students from a distance.

Part 10: Campus and External Relations

The 2004 CAS Standards for TRIO Programs stipulates the following:

- The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.
- The program regularly communicates about their mission and services to the institution, and to communities, agencies and schools.

Assessment

It was apparent throughout the data collection period of this program review that there is the utmost confidence throughout the campus in the leadership and effectiveness of SUCCESS. The program's nearly 30-year tenure at Pacific, the continuity in management and organization, as well as annual persistence goals for program participants that exceed the University's retention efforts are all examples that were repeated often. The campus community, particularly the students, cited the comprehensive nature of services both as the reason for the program's successful outcomes as well as evidence of the staff's genuine concern for the well being of its students. It is clear that the program has garnered University-wide respect because of effective and collaborative work throughout the academic year communicating with academic units, faculty, and other offices and programs regarding solutions to assist students with a variety of extenuating circumstances. Conversations with and the resumes of project personnel reveal they are actively involved with both campus and community committees - creating additional opportunities to cultivate relationships at Pacific and in the local communities that serve the University.

Recommendations

- While SUCCESS is prohibited from recruiting students prior to their official admission to the University, its website could be updated to include clearly delineated eligibility criteria with linkages available from the Admissions and/or Orientation websites.
- CIP Emissaries, who are also SUCCESS participants, should be trained to provide accurate information related to SUCCESS program eligibility requirements when perspective students inquire about available academic support at Pacific.
- The Advisory Board recommended in part nine above should be comprised of a spectrum of individuals including pertinent campus officials as well as relevant community members.

Part 11: Diversity

The 2004 CAS Standards for TRIO Programs stipulates the following:

- The program nurtures environments wherein commonalities and differences among people are recognized and honored.
- The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.
- The program promotes respect for commonalities and differences in historical and cultural contexts.
- The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.

Assessment

SUCCESS staff have training and experience related to diversity and how to negotiate gender, race, ethnicity, socioeconomic status, language, and other issues regarding diversity in their interactions with students. Further, the program offers its participants the opportunity to enhance their cultural competency and intercultural sensitivity through formal programming and informal interactions among students.

Recommendations

- SUCCESS should continue to capitalize on existing university personnel for strengthening diversity training of program staff and participants (i.e. Human Resources, Multicultural Affairs, Office of Services for Students with Disabilities, Office of the Assistant Provost for Diversity, etc.).
- Student assessments should provide opportunities for program participants to address issues and concerns related to diversity.
- If new full-time or part-time staff positions become available, the unit should seek to employ male candidates and/or candidates of diverse cultural/ethnic backgrounds, including individuals who are bi- or multilingual.
- The Advisory Board recommended in part nine should be comprised of individuals from diverse backgrounds.

Part 12: Ethics

The 2004 CAS Standards for TRIO Programs stipulates the following:

- H. All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.
- I. The program has a written statement of ethical practice that is reviewed periodically.
- J. Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.
- K. Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy.
- L. Information judged to be of an emergency nature when an individual's safety or that of others is involved is disclose to appropriate authorities.
- M. All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.
- N. S
taff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.
- O. Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.
- P. Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.
- Q. All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.
- R. Staff members confront and otherwise hold accountable others who exhibit unethical behavior.
- S. Staff members practice ethical behavior in the use of technology.

Assessment:

Per the SUCCESS Self-Study Report, the program staff developed a statement of ethical practice, which is reviewed during annual program planning sessions:

“SUCCESS supports Pacific’s Honor Code and accepts the responsibility of observing high ethical conduct. We are committed to the principles of truth and honesty and agree not to commit any intentional misrepresentation or deception in personal or professional matters. We are committed to the assurance and maintenance of privacy and confidentiality. We will treat students, staff and faculty with respect and dignity.”

Regular meetings with the accounting office and routine reports to the U.S. Department of Education ensure that SUCCESS manages its funds in accordance with institutional and federal accounting procedures, policies, and processes. Further, SUCCESS has developed and adheres to its own policies related to privacy and confidentiality as it relates to work with students and

their records. Finally, all project staff members have been trained and comply with University policies related to FERPA, human subjects, ethical use of technology among others.

Recommendations

No recommendations.

Part 13: Assessment and Evaluation

The 2004 CAS Standards for TRIO Programs stipulates the following:

- The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.
- The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.
- The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.
 - Results of these evaluations are used to revise and improve the program and to recognize staff performance.

Assessment

The SUCCESS Program engages in the formulation and routine administration of assessments that are in line with the unit's Mission and Vision as well as the federally-funded TRIO goals and objectives, with corresponding measurable outcomes. SUCCESS routinely conducts surveys to obtain participants' feedback regarding satisfaction with and efficacy of the program. As noted in prior sections, federal guidelines require periodic reporting on the outcomes and SUCCESS's ability to successfully meet grant-established goals and objectives.

Recommendations

- Assessments could provide an opportunity to collect more detailed information about the demographics of the respondents, providing for more precise analysis of the data. This could allow the University to have richer assessment of the effectiveness of its diversity programming.
- Increase the quality of the self-assessment tools currently used, and consider more frequent use of focus groups.
- SUCCESS should continue to complete periodic federal and Student Life Division reports.

The Multicultural Affairs Office

Sources of Evaluative Data: The review of Multicultural Affairs was based on the following information:

- Self-study report prepared by Ines Ruiz-Huston, Director of Multicultural Affairs (henceforth, MCA)
- Interviews in person or by telephone with eight student-staff members of MCA
 - Phone interview with a former graduate assistant for MCA
 - Group interview of four students from Pride Center and Pride Alliance, interviewed by Dr. Chris Goff, Faculty Advisor to the Pride Alliance
 - Interview with Dr. Goff, faculty advisor to the Pride Alliance and Assistant Professor of Math
 - Interview with Robin Imhof, Library Faculty and former faculty advisor to the PRIDE Alliance and advisor on Safe Zone Training
 - Interview with Joy Preisser, University Chaplain and Director of Interfaith Services,
 - Interview with Aaron George, Graduate Residence Director,
 - Interview with Breanne Scogin, Assistant Director of Greek Leadership and Chapter Standards,
 - Interview with Chandra Kroll, International Student Programs Counselor,
 - Interview with Dr. Phil Gilbertson, Provost,
 - Follow-up interviews with Ines Ruiz-Huston, Director of Multicultural Affairs, and
 - Qualitative questionnaire* completed by 22 students, many of whom are both staff members of MCA and CIP students.

*The questionnaire was formulated according to the national standards set by the Council for the Advancement of Standards in Higher Education (CAS) for assessment of multicultural student programs. See Appendix for a sample of the questionnaire.

Part 1 MISSION

The 2006 CAS Standards for Multicultural Programs states that all Multicultural Student Programs and Services, such as Multicultural Affairs, should address the following goals in their Mission:

Multicultural Student Programs and Services must promote academic and personal growth of traditionally underserved students, work with the entire campus to create an institutional and community climate of justice, promote access and equity in higher education, and offer programs that educate the campus about diversity.

Multicultural Student Programs and must incorporate student learning and student development in its mission. MSPS must enhance overall educational experiences.

MSPS must develop record, disseminate, implement, and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document.

MSPS must operate as an integral part of the institution's overall mission.

MSPS must assist the institution in developing shared goals and creating a sense of common community that serves all its constituents fairly and equitably and is marked by:
access to academic, social, cultural, recreational, and other groups and activities
opportunities for intentional interaction and engagement
integration

MSPS must encourage the institution to hold units responsible for meeting the needs of traditionally underserved students in their area of responsibility; this includes under-represented or oppressed students, such as students of color, lesbian, gay, bisexual and transgender students, and students with disabilities.

University of the Pacific’s Multicultural Affairs Mission Statement:

“Multicultural Affairs (MCA) works with the University of the Pacific campus and the community to promote cultural diversity and awareness by promoting interaction among students, faculty, and staff. The office hosts and promotes programs, services, and activities to encourage cooperative relations among diverse groups as well as educating the campus community about multicultural issues. MCA seeks to cultivate and promote an environment within which students from diverse backgrounds can appreciate, celebrate, and develop mutual respect for cultural differences, values, and beliefs. Further, the office endeavors to advocate programming whose design and implementation involve a broad range of members of student body, faculty, and administration so that the institution increases in its ability to use diversity as an asset and opportunity, to practice inclusion, and facilitate a greater understanding of issues of diversity and multiculturalism.” (Multicultural Affairs Brochure and <http://web.pacific.edu/x4508.xml>)

Assessment

Particularly given its limited resources, Multicultural Affairs (MCA) has done an excellent job promoting diversity at Pacific. The program has worked with multiple student organizations and academic units on campus to create an institutional and community climate of justice, promote access and equity in higher education, and offer activities that educate the campus about diversity.

MCA supports and collaborates with such student groups as

- the United Cultural Council (UCC), a governing body of all cultural student organizations on campus, including the Multicultural Greek Council,
- The Pacific ALANA Center: Center for African American, Latino/a, Asian American, and Native American students, a center that operates as a physical home for UCC, CIP, and MCA
 - PRIDE Resource Center: a group working closely with the PRIDE Alliance of ASUOP
 - Peace and Justice Coalition: a group whose leaders often also are members of the UCC, PRIDE Alliance, and MCA

In addition to working closely with student organizations, the MCA Director has collaborated with Pacific's faculty in creating funding for and increasing student involvement in several diversity-related speaker series on campus. These series include readings and guest lectures by writers of historically underrepresented groups in the United States. Recent examples include Marilyn Chin, Ramon Garcia, Michael Dyson, and David Mura. Such collaboration is made possible by the MCA Director's service on and/or communication with campus-wide committees such as the University Wide Diversity Committee, the Ethnic Studies Advisory Board, and the Gender Studies Advisory Board.

These highly fruitful collaborations are in part the result of institutionalized structural operations, and in part a result of the MCA Director's commendable, tireless efforts to reach out to a wide range of student and faculty diversity constituencies.

Through such interdepartmental, collaborative work, the Multicultural Affairs Office has promoted diversity at Pacific. To quote the words of a graduate assistant for MCA, "MCA has worked hard to create a space for underrepresented populations on Pacific's campus, through student organizations, programming, and the director's strong sense of [the importance of] student leadership." MCA's commitment to inclusive diversity on campus is "especially evident in the Pride Center initiative and ALANA Center. Students, staff, and faculty involved in the PRIDE Center note that MCA has made them feel a part of MCA mostly because they are included in the planning for, organization of, and participation in MCA's events. For many students, MCA "is like a home away from home . . . and this feeling helps [them] stay motivated and gives them a better educational experience."

Despite these strong successes, the Multicultural Affairs program has several limitations, some due to lack of institutional support and some due to the misdirection of energies and lack of clarity vis-à-vis mission. First, Multicultural Affairs events are at times insular and marginally effective. A student staff notes, "The way programs are facilitated and advertised seems as though they are targeting a specific population not the general public." In addition, some students who participate in CIP and MCA feel that their activities seem to be confined to themselves—peers from the same club with similar cultural background; they would like to interact with peers with different backgrounds, giving everyone a chance to learn about, and from one another.

Some students also reported a lack of awareness of Multicultural Affairs as a discrete program; that they were not aware of MCA before filling out the questionnaire or taking the class in Multicultural Leadership. Furthermore, some graduate and undergraduate staff members say that MCA does not reach as wide a student body as it should as a result of informal communication regarding upcoming events.

Recommendations

Separate the structural operations of Multicultural Affairs from CIP.

Improve integration of the Multicultural Affairs Office's work and the University's aspirations for "excellence through diversity" by formalizing the connection between the Office of Multicultural Affairs, the Student Involvement and Leadership Office, the University Wide Diversity Committee, and the Office of the Assistant Provost for Diversity and the Inter-American Center.

Establish a link between MCA and the Office for Services for Students with Disabilities.

Establish a Campus-Wide mechanism which enables regular communications and collaborations among Student Life, ASUOP, ALANA, PRIDE Alliance, Multi-Cultural Greek Council, MCA, CIP, International Program Services, and the Interfaith, and Peace and Justice Coalition.

Provide more professional staff members for MCA.

Increase MCA 's visibility on Pacific's Website, linking its mission to the University's mission vis-à-vis diversity as articulated in *Pacific Rising*.

Part 2: Program

The 2006 CAS Standards for Multicultural Student Programs and Services (MSPS) stipulates the following:

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. Multicultural Student Programs and Services (MSPS) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

Relevant and desirable outcomes include: Intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

MSPS must provide evidence of its impact on the achievement of student learning and development outcomes.

Assessment:

Multicultural Affairs has done extensive cooperative diversity programming. The Office has funded and/or worked closely with student leaders from various organizations in planning, organizing, and participating in numerous campus-wide events and off-campus activities such as the following:

- Multi-Cultural Leadership Retreat
- Celebrate Diversity Calendar
- International Dinner and Ethnic Fashion Show
- Coming-Out Day, Safe-Zone Training, Drag Show, and Lavender Graduation for LGBT (Lesbian, Gay, Bisexual, Transvestite) students
- Native American Pow-wow
- Spice It Up—for incoming students in collaboration with Welcome Weekend Committee
- Funding student attendance of national and regional conferences

These events, among others, have helped the development of students, especially those of historically and currently underrepresented populations, in terms of intellectual growth, intercultural competence, self-esteem, appreciation of diversity, leadership qualities, and social responsibilities.

One student leader and staff member noted that the Multi-Cultural Leadership Retreat this year (2007) was particularly meaningful. The program of the retreat “included interfaith and social justice topics [in] its program. It also “included an exercise and discussion about privilege, inequality in our society and the education system. I think the programs MCA puts on allow students to think outside their academic majors. Ultimately, the MCA’s programs supplement our education.”

Many students developed a strong sense of social responsibility through MCA activities; as one asserts: “I have learned that it is my duty . . . to speak out and take action against social injustices. . . . I learned that one must be proactive in ones community and work well with others to make a community a good place to live in.”

Multicultural Affairs also enhances students’ learning through its director’s collaboration with faculty and thorough its co-programming with diversity-related academic programs including:

- Giving presentations on diversity to Professor Michael Ilium’s class in Special Education
- Teaching a class in Multi-Cultural Leadership at the Jacoby Center
- Serving on Ethnic Studies Advisory Board
- Collaborating with the Chaplain’s Office
- Collaborating with Ethnic Studies and Gender Studies in co-sponsoring speaker series on campus, including excellent inspirational speeches and lectures for Black History Month, and poetry readings and guest lectures by poets and professors from historically underrepresented populations in the U.S.

Students find the speech, lecture, and reading series particularly relevant to their education. As one MCA student staff says, “To have renowned social figures speak on our campus is a treat that goes well alongside the academic portion of our overall education.”

While the Multicultural Affairs Office has thus demonstrated much success in meeting and exceeding some of the CAS Standards for Multicultural Programs, there remain several problem areas. For example, overlapping of student organizations and events has become a significant problem, with the same students from different organizations participating in the same programs. Such overlapping makes it hard for the events to involve more students.

The other challenge for MCA is the lack participation by European American students, who are not highly motivated to participate in MCA events because of lack of inspiration or perceived lack of relevance to their life or education. This problem is significant, but it obviously stretches beyond the boundaries of the Multicultural Affairs Office, suggesting a much more integrated, intentional approach to the study of diversity at Pacific as a whole.

Recommendations

- Establish structured communication channels by including monthly reports and updates by representatives of all student organizations in the job descriptions for and training of all student staff.
- Clarify and identify guidelines for the oversight committee's review of student organizations and events.
- Further develop links between academic learning and student life in planning events on campus.

Part 3: Leadership

The 2006 CAS Standards for Multicultural Student Programs and Services (MSPS) stipulates the following:

Institutions must appoint, position, and empower Multicultural Student Programs and Services (MSPS) leaders within the administrative structure to accomplish stated missions.

MSPS leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness.

Institutions must determine expectations of accountability for leaders and fairly assess their performance.

Leaders of MSPS must exercise authority over resources for which they are responsible to achieve their respective missions.

MSPS leaders must:

articulate a vision for their organization

set goals and objectives based on the needs and capabilities of the populations served

promote student learning and development

prescribe and practice ethical behavior

recruit, select, supervise, and develop others in the organization

manage financial resources

coordinate human resources

plan, budget for, and evaluate personnel and programs

apply effective practices to educational and administrative processes

communicate effectively

initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the MSPS.

MSPS leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.

MSPS leaders must promote campus environments that result in multiple opportunities for student learning and development.

MSPS leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.

MSPS leaders must base their work on models and approaches that are theory-based and data driven.

Assessment

The MCA Director is highly educated in both leadership and student development theories that can be applied directly to the student population involved in MCA activities and programs. The Director has a high level of involvement with the day to day interactions in MCA and promotes an atmosphere of diversity and social justice. There is a strong rapport between the MCA Director and the MCA Student staff. The accountability structure for the Director of MCA is clearly defined and adequately structured. Through programming and conference opportunities the Director encourages her own, and the students involved in MCA's development as leaders on and off campus.

Partially due to the Director's dual position as Director of MCA and CIP, there are problem areas in the leader's ability to train staff properly and to oversee the program's functions effectively. In terms of staff selection and training, one student states, students "are given jobs based on interest and are not given much training. They are used for their strengths but are not pushed to learn new things or develop their weak points." This informality has also extended to choice of programming partners. Several noted that collaborations tend to fall to the organizations that "get along well" with the Director of MCA. Furthermore, information about certain leadership opportunities isn't always communicated to MCA student organizations. One student stated, "Who gets to participate in the events such as the Diversity Retreat depends on word of mouth through friends and acquaintances. This is both good and limited because some people feel left out of the loop of communication."

Many interviewed noted that Director leadership skills seemed to be stretched too thin between responsibilities to MCA and CIP. Additionally, the proliferation of student organizations under the auspices of Multicultural Affairs, while promising on the one hand, have stretched and overcommitted not only the Director, but the students involved in Multicultural Affairs.

Almost all who were interviewed and completed the questionnaire asserted that the MCA Director seemed too busy, or even "overwhelmed" with too many responsibilities, and hardly enough professional assistance from staff which consists of students. The MCA Director is juggling multiple tasks without assistance from professional staff. Much the director's time and energy are devoted to meeting the immediate needs of students; there is thus little opportunity for the director to develop visions for the future, or for improvement of the program.

Recommendations

Separate the offices of CIP and Multicultural Affairs so that the Director of Multicultural Affairs has the time and resources to manage the program more effectively.

Provide additional professional staff members needed to manage the day-to-day operations of MCA, and allow the Director more time to be the visionary for the department, allowing the Director to establish clear leadership structures and to model supervision with professional staff.

- Student staff should be chosen and evaluated from an established process, with stated criteria, and tangible sought after qualities.
- Staff positions should be posted on e-recruiting and other student posting media, to ensure equal opportunity for student access.
- Student should be given extensive training on MCA policies, events, job responsibilities, and leadership opportunities available to them.
- Establish a Campus-Wide mechanism which enables regular communications and collaborations among Student Life, ASUOP, ALANA, PRIDE Alliance, Multi-Cultural Greek Council, MCA, CIP, International Program Services, and the Interfaith, and Peace and Justice Coalition.
- Make sure that leadership opportunities are well publicized to allow all student access.

Part 4: Organization and Management

The 2006 CAS Standards for Multicultural Student Programs and Services (MSPS) stipulates the following:

Guided by an overarching intent to ensure student learning and development, MSPS must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. MSPS must provide channels within the organization for regular review of administrative policies and procedures.

MSPS must be located in an organizational structure that can best provide for effective programs and services for achievement of its mission.

Wherever located MSPS should collaborate and form close alliances with student affairs.

In response to assessed student needs, MSPS must play a principle role in creating and implementing institutional policies and programs.

Assessment

MCA's structural management is well-defined and adequately operated through Human Resources (performance review worksheet), the Vice President of Student Life and Vice President of Community and Professional Development (institutional policies), and the Career Resource Center (training seminar on office etiquette). MCA's administrative channels are in place to define, enable, and restrain MCA's operations, as the MCA Director attends monthly Division-wide of Student Life meetings with the Vice President of Student Life, Dean of Students, and Assistant Vice Presidents.

The structural management of Multicultural Affairs is currently less than ideal. There is a complex history of the office's institutional placement. Over the past five years, the Director of MCA and CIP has reported to the following:

- Vice President of Student Life (2002–2003)
- Associate Vice President of Student Life (2004)
- Director of SUCCESS (2005)
- Director of Student Academic and Support Services (2006)
- Assistant Vice President of Community and Professional Development (2007)

As noted in the review of CIP, such frequent organizational change has negatively affected morale of both staff and students.

Recommendations

Separate the responsibilities of the directorship of MCA and CIP.

- Relocate the Office of Multicultural Affairs administratively, so that both a tighter organizational link to Student Life programming under the Office of Student Leadership and Involvement *and* a more formal link to the Assistant Provost for Diversity and Inter-American Center are established.
- Provide MCA with a professional staff whose responsibilities may include training and supervising student assistants.

Part 5: Human Resources

The 2006 CAS Standards for Multicultural Student Programs and Services (MSPS) stipulates the following:

Multicultural Student Programs and Services (MSPS) must be staffed adequately by individuals qualified to accomplish its mission and goals.

Within established guidelines of the institution, MSPS must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. MSPS must strive to improve the professional competence and skills of all personnel it employs.

Professional staff members must hold an earned graduate degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

Professional staff members must possess the requisite multicultural knowledge, awareness, and skills.

Professional staff must have knowledge about identity development and the intersections of various aspects of diversity (i.e. race and class, race and gender, race and sexual orientation) or identity development and the acculturation process. Professional staff must know how various groups experience the campus and what institutional and societal barriers limit their access and their success. Professional staff must know how culture affects verbal and non-verbal communication.

Professional staff must be knowledgeable about research and practice in areas appropriate to their programming with students. Professional staff must be skilled in identifying cultural issues and assessing their impact.

Professional staff must be able to develop empathetic and trusting relationships with students. Professional staff must recognize individual, cultural, and universal similarities. Professional staff must be able to make culturally appropriate interventions to seek to optimize learning experiences for students, Professional staff must demonstrate respect for cultural values.

Professional staff must have a personal commitment to justice and social change.

Degree or credential-seeking Interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development. Student employees must be assigned responsibilities that are within their scope of competence.

MSPS must have technical and support staff members adequate to accomplish its mission. Staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.

Salary levels and fringe benefits for all MSPS staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

MSPS staff members must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. Programs and services must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

MSPS staff members must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.

MSPS staff members must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conference and workshops.

Assessment

MCA is staffed with dedicated individuals who are qualified to accomplish its mission and goals. One graduate assistant observes, “From the students I know that work for the MCA, they do lots of hard, excellent work. I’m really impressed by the students involved with MCA.” MCA’s student employees are carefully selected, trained, supervised, and evaluated by professional staff (see 4.1) and by the MCA Director. Students who are involved in the PRIDE Center point out that the MCA Director “is good at selecting dedicated qualified students to work for the center,” and the director models inclusiveness by means of her “manner of equality” and “use of inclusive language.”

Belonging to historically unrepresented populations, most of MCA’s student staff have knowledge about identity development and the intersections of diversity (i.e. race & class, race & gender, race & sexual orientation), and are aware of what institutional and society barriers limit various groups and their access and success.

However, given the centrality of diversity as stated in the mission and vision of Pacific Rising 2008 –2015, and the range and complexity entailed in MCA’s mission and goals, MCA is not adequately staffed with professional personnel.

Recommendations

- Provide the MCA with at least one professional staff with training and qualifications for assisting the director in implementing MCA’s mission and goals.

Part 6: Financial Resources

The 2006 CAS Standards for Multicultural Student Programs and Services (MSPS) stipulates the following:

Multicultural Student Programs and Services (MSPS) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives, and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.

MSPS must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

Assessment

MCA has operated on a very limited budget, often pulling from funds and staffing from CIP to be completely successful. The budget is reviewed on a monthly basis, and forecasted a year in advance. The majority of the MCA budget is used for student staff and student programming. Given that over 55% of the Pacific campus comes from “minority” populations, the funding for MCA does not reflect the number of students served.

Recommendations

- MCA and CIP programs should be separated in function and budget.
- Money needs to be allocated for MCA office supplies and technology upgrades.
- Provide staffing support to assist in budget management and forecasting.
- Consider a campus-wide diversity fee as part of the tuition to assist in the funding of MCA.

Part 7: Facilities, Technology, and Equipment

The 2006 CAS Standards for Multicultural Student Programs and Services (MSPS) stipulates the following:

Multicultural Student Programs and Services (MSPS) must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

Assessment

The PRIDE Center and the ALANA Center adequately equipped with technology, but only because Technology upgrades and office supplies for the ALANA Center and the PRIDE Center are at times provided from the budget of CIP.

The ALANA Center location in the McCaffrey Center allows for easy access and high visibility on campus. However, the ALANA Center has outgrown its current location, as student usage has increased.

The PRIDE Center is located in an ADA-inaccessible residence hall basement. The basement of John Ballentyne hall has security issues created by the location of the PRIDE Center. Furthermore, the location of a PRIDE Center in a basement sends symbolic messages the university can ill afford.

Recommendations

- The ALANA Center should be moved to a location allowing for an office for the Director of Multicultural Affairs, a reception area for student interaction, and a place for MCA clubs and organizations to meet and conduct business.
- The PRIDE Center should be moved to a more secure, ADA-accessible location, with easy access and visual prominence of campus to support the university's commitment to diversity.
- Funds should be allocated yearly to consider technology upgrades and office needs.

Part 8: Legal Responsibilities

The 2006 CAS Standards for Multicultural Student Programs and Services (MSPS) stipulates the following:

Multicultural Student Programs and Services (MSPS) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. MSPS staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial and local governments; and the institution's policies.

MSPS staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for MSPS staff members as needed to carry out assigned responsibilities.

The institution must inform MSPS staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liability issues.

Assessment

The MCA Director remains current on university, state, and federal policies regarding MCA activities. The MCA Director has been trained in sexual harassment issues, student travel policies and specific facets of HIPPA and FERPA that apply to MCA. Furthermore, the MCA Director works with offices of Admission, Student Leadership and Involve, Risk Management and Legal Affairs to ensure legal responsibilities are met for various programs, events, and activities.

Despite these consultations with other departments, the Director of MCA, as sole professional staff, bears all the burden of knowledge on these legal issues for two separate programs. Perhaps more crucially, there are no formal training lines in place to educate student staff to the issues and policies that affect MCA activities

Recommendations

- Establish formal training of student staff with learning outcomes focused on legal issues and university policies that are integral to the operation of MCA.
- Provide additional professional staff members to help alleviate the burden placed on the MCA Director.
- Separate MCA and CIP programs.

Part 9: Equity and Access

The 2006 CAS Standards for Multicultural Student Programs and Services (MSPS) stipulates the following:

Multicultural Student Programs and Services (MPSP) staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs, and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and members of campus. MSPS must adhere to the spirit and intent of equal opportunity laws.

The program must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy.

Discrimination must be avoided on the bases of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

Consistent with their mission and goals, MPSP must take affirmative action to remedy significant imbalance in student participation and staffing patterns.

As the demographic profiles of campuses change and new institutional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.

Assessment

The ALANA Center, currently home to both MCA and CIP, is centrally located on campus and is ADA accessible, The Center is open 8:30am-11:00pm Monday through Friday and 12:00pm-11:00pm on the Saturday and Sunday. The PRIDE Center is open Monday through Friday, 4:00pm-8:00pm

MCA works with UCC, MGC, PRIDE Alliance and other individual cultural student organizations to assist with activities and programs that promote equity and access. Current students use the ALANA Center and PRIDE Center offices for computers, relaxation, storage, homework/studying, tutoring, and a “home away from home” atmosphere. The MCA Director and students practice and follow policies that are inclusive and do not discriminate

One problematic issue with the ALANA Center’s placement is that their hours have to coincide with those of the McCaffrey Center Lounge in which they share space. More significantly, the PRIDE Center is located in a residence hall basement that has both accessibility and security issues.

Safe Zone training program continuity is poor, as is its visibility.

Recommendations

- Move the ALANA Center to location with the size and space to accommodate the amount of student users.
- Move the PRIDE Center to a location that is ADA-accessible, more prominent on campus, and with more extensive hours.
- Increase staff members to help with student organizations, specifically PRIDE Alliance and Asian Pacific Islander groups.
- MCA, the PRIDE Alliance, and Cowell Wellness-Counseling need to frame a permanent structure for the Safe Zone training to make the program more accessible and visible on campus.
- MCA seems to create a safe programmatic and cultural place for students of color on campus, but MCA needs to foster more cultural competence programming to provide access to all Pacific students.

Part 10: Campus and External Relations

The CAS Standards for Multicultural Student Programs and Services (MSPS) stipulate the following:

- Multicultural Student Programs and Services (MPSP) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.
- MSPS must coordinate, or where appropriate, collaborate with staff and faculty members and other staff in providing services and programs to meet the needs of multicultural students.
- MSPS must identify and address retention issues of underserved population and advocate for the creation of welcoming surrounding community.

Assessment

MCA establishes, maintains, and promotes effective relations with relevant campus offices and such as

- University Wide Diversity Committee
- Jacoby Center
- Ethnic Studies
- Gender Studies
- ASUOP
- Wellness Center
- SUCCESS
- CIP
- Human Resources
- Career Resource Center
- Academic Support Services
- The Office of the Provost
- The Office of the President

MCA also establishes, maintains, and promotes effective relations with external agencies such as

- Hispanic Chamber of Commerce, Stockton
- NAACP Stockton Chapter
- Education Office of San Joaquin County
- Native American Indian Education Center, Title VII, Stockton
- Stockton Mayor's Office

Recommendations

See recommendations in Part 4: Organization and Management for establishing more strategically operational ties to key departments in both Student Life and Academic divisions.

Part 11. Diversity

The CAS Standards for Multicultural Student Programs and Services (MSPS) stipulate the following:

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Multicultural Student Programs and Services (MSPS) must nurture environments where commonalities and differences among people are recognized and honored.

MSPA must promote educational experiences that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, and that of others. MSPS must educate and promote respect about commonalities and differences in their historical and cultural contexts.

MSPS must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

Assessment

The Multicultural Affairs Office has played a central role in nurturing environments wherein commonalities and differences among people are recognized and honored.

MCA has addressed characteristics and needs of diverse populations when establishing and implementing policies and procedures. MCA has promoted appreciation for diversity and respect for difference. MCA has provided a safe space for those students who have experienced discrimination. MCA has enhanced the visibility of diversity at Pacific, heightening the presence of historically and currently unrepresented populations.

Recommendations

No recommendations in this area.

Part 12: Ethics

The CAS Standards for Multicultural Student Programs and Services (MSPS) stipulates the following:

- All persons involved in the delivery of Multicultural Student Programs and Services (MSPS) must adhere to the highest principles of ethical behavior. MSPS must develop or adopt and implement appropriate statements of ethical practice. MSPS must publish these statements and ensure their periodic review by relevant constituencies.
- MSPS staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.
- All MSPS staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.
- MSPS staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.
- MSPS staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or create an intimidating, hostile, or offensive campus environment.
- When handling institutional funds, all MSPS staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.
- MSPS staff members must perform their duties within the limits of their training, expertise, and competence. When their limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.
- MSPS staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.
- MSPS staff members must be knowledgeable about and practice ethical behavior in the use of technology.

Assessment

Both the MCA Director and the student staff demonstrate a strong sense of responsibility for and unwavering commitment to the mission and goals of MCA. The MCA Director and student staff strive to ensure fair and impartial treatment of all persons with whom they deal. The MCA Director and student staff do not condone or participate in behavior that demeans persons or create intimidating, hostile, or offensive campus environment.

That said, A few students have expressed awareness of personality conflict with the MCA director.

Recommendation

- Provide the Multicultural Affairs Office with permanent staff and/or structuralize student-staff responsibilities to mitigate personality conflicts.

Part 13: Assessment and Evaluation

The CAS Standards for Multicultural Student Programs and Services (MSPS) stipulates the following:

Multicultural Student Programs and Services (MPSP) must conduct regular assessment and evaluations. MSPS must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

General evaluation of the MSPS must be conducted on a regularly scheduled basis. MSPS must solicit evaluative data from current multicultural students.

MSPS must evaluate periodically how well they complement and enhance the institution's stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.

Assessment

MCA conducts both qualitative and quantitative assessments and evaluations through various forms and channels such as

- Focus-group inquiries about campus climate
- Evaluation forms for participants in the annual Multi-Cultural Leadership Retreat
- Survey distributed to freshmen through classes of Pacific Seminar I.

MCA reviews these assessment results and evaluation forms to improve its program qualities.

Without professional staff, conducting more systematic evaluations of qualitative and quantitative assessment of MCA's programs seems to be beyond the capacity of the Director of Multicultural Affairs. Some of the evaluation questions need to be more specific in order to serve intended purposes.

Recommendations

- Establish tighter working relationships among the Director of Multicultural Affairs, the Assistant Provost for Diversity, and the Office for Institutional Research to collaborate in conducting and evaluating assessments of MCA's events, programs, and student populations which MCA serves. Institutional Research Office could aid MCA in formulating more effective questionnaires for assessment and evaluation
- Equip MCA with professional staff to make the program's assessments and evaluations more methodical, regular, and effective.

SUMMARY OF MAJOR AND MINOR RECOMMENDATIONS

I. Over-arching Organizational Issues

E. Major Recommendations

- Establish the position of Executive Director of CIP and SUCCESS, who would oversee Directors of each program. Strengthen the links between CIP and SUCCESS, as well as between CIP and extant diversity- and leadership-related programs in order to create opportunities for more significant co-curricular activities geared toward leadership and civic engagement skills.
- Make the Director of CIP a discrete, full-time position, under the Executive Director for CIP and SUCCESS.
- Relocate CIP and SUCCESS, as programs primarily addressing access and retention concerns, under the Office of the Dean of Students.
- Relocate the Office of Multicultural Affairs administratively, so that both a tighter organizational link to Student Life programming under the Office of Student Leadership and Involvement *and* a more formal link to the Assistant Provost for Diversity and Inter-American Center are established.

F. Minor Recommendations

- Tighten organizational links between CIP and the Admissions Office and increase funding for both offices to support the shared endeavor to recruit underrepresented students, furthering Pacific's mission of inclusive excellence.
- Reconstitute the CIP Advisory Board as an Advisory Board for both CIP and SUCCESS.

II. Recommendations for the Community Involvement Program

Major Recommendations

Make the Director of CIP a discrete, full-time position, reporting to the Executive Director for CIP and SUCCESS.

Redefine the responsibilities of the CIP Director to make possible a much more rigorous program of curricularly-linked service learning and leadership development in the area of civic engagement. Continue the current working relationship with the Center for Community Involvement, but create a much more targeted, intentional, and academically integrated service learning program. The CIP Director's newly enhanced charge could lead to fruitful links with other curricular and co-curricular programs on campus, including but not limited to the Ethnic Studies Program, the Gender Studies Program, and the Jacoby Center's new certificate for civic leadership program.

With the assistance of the Admissions Office, develop targeted recruitment efforts focusing on these four populations (African Americans, Native Americans, Latino Americans, and Asian

Americans) in a more strategic manner. These efforts should be linked to the university's efforts to augment the mutually constitutive nature of excellence and diversity.

Return the CIP Office to a space in close proximity with the SUCCESS offices.

Support the CIP Director sufficiently for the program to grow, both in numbers and in effect. With such support, the links to SUCCESS and Academic Retention Services could be mined more fruitfully, and a much more robust service learning and civic leadership component could be developed.

Minor Recommendations

- Continue refinement of the mission statement, with more specificity about *how* the program promotes student growth, success and commitment to the local community. Update the mission on the University's website and in materials distributed by the Admissions office.
- More closely monitor and communicate achievements of CIP students, not only academically, but also in student government, other leadership roles, and in the larger community.
- In conjunction with the Career Resource Center and the Alumni Office, enhance connections with CIP alumni for internship and employment possibilities.

Establish stronger communication and collaboration among the Financial Aid Office, the Admissions office, and the CIP Director.

- Clarify the mission of relationship between the CIP Clubs at the local high schools and Pacific's CIP Emissaries currently engaged in recruitment activity Stockton Unified School District.
- G. The director should participate in FERPA training to facilitate her understanding and training needs in the area of confidentiality.
- Assign a liaison from the Finance Office to assist the Director with budgetary matters.
 - In consultation with the Registrar, CIP director should engage in training to enforce FERPA regulations with respect to CIP student records.

In conjunction with SUCCESS, Institutional Research, and the Alumni Office, more closely monitor student outcomes in terms of retention, completion of lines of study, and success post-graduation.

III. Recommendations for the SUCCESS Program

A. Major Recommendations

- Move the SUCCESS program under the auspices of the Executive Director of CIP and SUCCESS, with the Executive Director reporting to the Office of the Dean of Students.
- To allow for program stability, structural flexibility, and provision of services for CIP students who don't meet the eligibility criteria for SUCCESS, change the funding pattern for SUCCESS, with institutional funding to include 50% of the Executive Director of SUCCESS and CIP's salary, 100% of the CIP Director's salary, and partial funding for necessary administrative support.
- With the removal of Bannister Hall In several years, ensure a new centrally-located, accessible space sufficient in size to accommodate staff for SUCCESS and CIP, and, most importantly, areas that will continue to support their tutorial services - providing both individual and group study areas.
- Increase the number of computers to better complement the overall number of program participants.

Hire more student tutors for evenings and weekends. The library could be used, if office security is an issue.

B. Minor Recommendations

- Update the SUCCESS web page, insuring accessible links to both the Academic and the Division of Student Life portals.
- The Program Director could assist all program staff in developing action plans related to annual performance reviews that include opportunities for training in the area of legal issues (i.e., Training in areas such as Sexual Harassment, FERPA, etc.).
- Consider adding the following phrase: “knowledge of or willingness to learn laws and responsibilities that relate to your responsibilities” to the list of training requirements noted in each of the various job descriptions within the program.
- Make SUCCESS materials available in a variety of formats, including alternative formats for students with disabilities, such as brochures or newsletters available in large print or on CD-ROM.
- Include an accommodations statement in all promotional materials and letters initiating contacts with students requesting additional information about students’ potential need for disability services.
- Surveys collecting data from students should include options for providing more specific demographic items for disaggregating the data such as gender, ethnicity, primary and secondary languages, etc.

- In keeping with higher education trends, consider strategies for accommodating potential program students from a distance.
- If new full-time or part-time staff positions become available, the unit should seek to employ male candidates and/or candidates of diverse cultural/ethnic backgrounds, including individuals who are bi- or multilingual.
- The Advisory Board recommended in part nine should be comprised of individuals from diverse backgrounds.
- Improve assessment of the program. Assessments could provide an opportunity to collect more detailed information about the demographics of the respondents, providing for more precise analysis of the data. This could allow the University to have richer assessment of the effectiveness of its diversity programming. Increase the quality of the self-assessment tools currently used, and consider more frequent use of focus groups.

IV. Recommendations for the Multicultural Affairs Program

A. Major Recommendations

Separate the structural operations of Multicultural Affairs from CIP.

Relocate the Office of Multicultural Affairs administratively, so that both a tighter organizational link to Student Life programming under the Office of Student Leadership and Involvement *and* a more formal link to the Assistant Provost for Diversity and Inter-American Center are established.

Establish a link between MCA and the Office for Services for Students with Disabilities.

Provide MCA with at least one professional staff with training and qualifications for assisting the director in implementing MCA's mission and goals

- Establish a Campus-Wide mechanism which enables regular communications and collaborations among Student Life, ASUOP, ALANA, PRIDE Alliance, Multi-Cultural Greek Council, MCA, CIP, International Program Services, the Interfaith Office, and Peace and Justice Coalition.
- Allocate funds for MCA office supplies and technology upgrades.
- Move the ALANA Center to a location that allows for an office for the Director of Multicultural Affairs, a reception area for student interaction, and a place for MCA clubs and organizations to meet and conduct business.

- Move the PRIDE Center to a more secure, ADA-accessible location, with easy access and visual prominence of campus to support the university's commitment to diversity.
- In conjunction with the PRIDE Alliance and the Cowell Wellness-Counseling Center, frame a permanent structure for the Safe Zone training to make the program more accessible and visible on campus.
- Foster more cultural competence programming for all Pacific students, and further develop links between academic learning and student life in planning events on campus.

Minor Recommendations

Increase Multicultural Affairs' visibility on Pacific's Website, linking its mission to the University's mission vis-à-vis diversity as articulated in *Pacific Rising*.

- Establish structured communication channels by including monthly reports and updates by representatives of all student organizations in the job descriptions for and training of all student staff.
- Improve procedures for student staff hiring.
- Make sure that leadership opportunities are well publicized to allow all student access.
- With the Office for Institutional Research and the Assistant Provost for Diversity and Inter-American Studies, improve assessment of Multicultural Affairs programming.

<p style="text-align: center;">Program Review of the Community Involvement Program, SUCCESS, and Multicultural Affairs</p>

SUMMARY OF MAJOR AND MINOR RECOMMENDATIONS

I. Over-arching Organizational Issues

H. Major Recommendations

- Establish the position of Executive Director of CIP and SUCCESS, who would oversee Directors of each program. Strengthen the links between CIP and SUCCESS, as well as between CIP and extant diversity- and leadership-related programs in order to create opportunities for more significant co-curricular activities geared toward leadership and civic engagement skills.
- Make the Director of CIP a discrete, full-time position, under the Executive Director for CIP and SUCCESS.
- Relocate CIP and SUCCESS, as programs primarily addressing access and retention concerns, under the Office of the Dean of Students.
- Relocate the Office of Multicultural Affairs administratively, so that both a tighter organizational link to Student Life programming under the Office of Student Leadership and Involvement *and* a more formal link to the Assistant Provost for Diversity and Inter-American Center are established.

I. Minor Recommendations

- Tighten organizational links between CIP and the Admissions Office and increase funding for both offices to support the shared endeavor to recruit underrepresented students, furthering Pacific's mission of inclusive excellence.
- Reconstitute the CIP Advisory Board as an Advisory Board for both CIP and SUCCESS.

II. Recommendations for the Community Involvement Program

T. Major Recommendations

- Make the Director of CIP a discrete, full-time position, reporting to the Executive Director for CIP and SUCCESS.
- Redefine the responsibilities of the CIP Director to make possible a much more rigorous program of curricularly-linked service learning and leadership development in the area of civic engagement. Continue the current working relationship with the Center for Community Involvement, but create a much more targeted, intentional, and

academically integrated service learning program. The CIP Director's newly enhanced charge could lead to fruitful links with other curricular and co-curricular programs on campus, including but not limited to the Ethnic Studies Program, the Gender Studies Program, and the Jacoby Center's new certificate for civic leadership program.

- With the assistance of the Admissions Office, develop targeted recruitment efforts focusing on these four populations (African Americans, Native Americans, Latino Americans, and Asian Americans) in a more strategic manner. These efforts should be linked to the university's efforts to augment the mutually constitutive nature of excellence and diversity.
- Return the CIP Office to a space in close proximity with the SUCCESS offices.
- Support the CIP Director sufficiently for the program to grow, both in numbers and in effect. With such support, the links to SUCCESS and Academic Retention Services could be mined more fruitfully, and a much more robust service learning and civic leadership component could be developed.

U. Minor Recommendations

- Continue refinement of the mission statement, with more specificity about *how* the program promotes student growth, success and commitment to the local community. Update the mission on the University's website and in materials distributed by the Admissions office.
- More closely monitor and communicate achievements of CIP students, not only academically, but also in student government, other leadership roles, and in the larger community.
- In conjunction with the Career Resource Center and the Alumni Office, enhance connections with CIP alumni for internship and employment possibilities.
- Establish stronger communication and collaboration among the Financial Aid Office, the Admissions office, and the CIP Director.
- Clarify the mission of relationship between the CIP Clubs at the local high schools and Pacific's CIP Emmissaries currently engaged in recruitment activity Stockton Unified School District.
- The director should participate in FERPA training to facilitate her understanding and training needs in the area of confidentiality.
- Assign a liaison from the Finance Office to assist the Director with budgetary matters.

- In consultation with the Registrar, CIP director should engage in training to enforce FERPA regulations with respect to CIP student records.
- In conjunction with SUCCESS, Institutional Research, and the Alumni Office, more closely monitor student outcomes in terms of retention, completion of lines of study, and success post-graduation.

III. Recommendations for the SUCCESS Program

A. Major Recommendations

- Move the SUCCESS program under the auspices of the Executive Director of CIP and SUCCESS, with the Executive Director reporting to the Office of the Dean of Students.
- To allow for program stability, structural flexibility, and provision of services for CIP students who don't meet the eligibility criteria for SUCCESS, change the funding pattern for SUCCESS, with institutional funding to include 50% of the Executive Director of SUCCESS and CIP's salary, 100% of the CIP Director's salary, and partial funding for necessary administrative support.
- With the removal of Bannister Hall In several years, ensure a new centrally-located, accessible space sufficient in size to accommodate staff for SUCCESS and CIP, and, most importantly, areas that will continue to support their tutorial services - providing both individual and group study areas.
- Increase the number of computers to better complement the overall number of program participants.
- Hire more student tutors for evenings and weekends. The library could be used, if office security is an issue.

B. Minor Recommendations

- Update the SUCCESS web page, insuring accessible links to both the Academic and the Division of Student Life portals.
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- The Advisory Board recommended in part nine should be comprised of individuals from diverse backgrounds.
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V. Minor Recommendations

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- With the Office for Institutional Research and the Assistant Provost for Diversity and Inter-American Studies, improve assessment of Multicultural Affairs programming.

University of the Pacific
Community Involvement Program
Student Questionnaire
January 2007

Please complete the following questionnaire by reading each item carefully and then circling your preferred choice on the items requiring a yes or no response. For those items that request additional information, please use the space provided and on the back. Please do not sign your questionnaire.

I: All Students (Community Involvement Program)

1: How did you find out about CIP here at the University of the Pacific?

-- From a friend: Yes or No

-- From a family member: Yes or No

-- By the Director of the CIP program: Yes or No.

If so, where were you when you were recruited? _____

-- By a CIP Student recruiter: Yes or No

If so, where were you when you were recruited? _____

-- From someone else:

If so, who: _____

2: Is the current CIP program the same program as when you were recruited?
Yes or No. If not, please describe differences.

3. Does the CIP program, support the continuation and completion of your educational goals here at the University of the Pacific? Yes or No

4: Does the CIP meetings and events enrich your experiences and education at Pacific? Yes or No

5: Does the CIP program staff provide you with the support and assistance necessary to be successful at the University? Yes or No

If not, please identify areas that CIP staff could be more helpful: _____

6: Do you participate in CIP monthly meetings: Yes or No

If not, Why? _____

7: Does the Community service requirement support your educational development? Yes or No.

If Yes, Please describe: _____

If No, please describe: _____

8: How did you locate your community service site?

CIP staff---other CIP student---Another Department on campus---Myself

9: Is the Universities CIP program adequate enough to bring in enough students from diverse backgrounds to help with the overall mission of diversity for Pacific?

Yes or No, Please explain your response: _____

9: Do you feel that Pacific embodies substantial representation of all ethnic groups and or populations on campus: Yes or No

If not, what cultures are missing and or need greater representation:

10: Is there adequate diversity within the CIP Student population? Yes or NO

If not, who is missing as adequate representatives of the larger community?

11: What is the CIP program's Greatest Strength? Please describe:

12: Does the CIP office have the adequate space needed to accommodate student demand?

Yes or No

What is missing or needed: _____

13: Do you think the CIP program has impacted the University community in a positive manner? Yes or No

If you answer YES, please describe: _____

If you answer NN, please describe: _____

14: Do you think the CIP program impacts the Stockton community at large in a positive manner? Yes or No:

Please Describe: _____

University of the Pacific
Multicultural Affairs Program
Student Questionnaire
January 2007

This questionnaire is designed to evaluate the Multi-Cultural Affairs Program (MCA) at Pacific according to the national standards set by the Council for the Advancement of Standards in Higher Education (CAS) for assessment of Multicultural Student Programs.

Please complete the following questions by reading each item carefully and then circling your preferred choice on the items. For those items that request additional information, please use the space provided and the back if need be.

Your completion of this questionnaire is a necessary step in Pacific's search for better ways to better serve its students through a more effective MCA. Thank you.

1. MISSION

1.1.a: What has MCA done in working with the entire campus to create an institutional and community climate of justice, promote access and equity in higher education, and offer activities that educate the campus about diversity?

1.1.b: What needs to be done for MCA to achieve the above stated tasks?

1.2.a: What has the MCA done to incorporate student learning and student development in its mission, and to enhance students' overall educational experiences by operating as an integral part of Pacific's overall mission?

1.2.b: What needs to be done for MCA to achieve the above stated tasks? What do you think the MCA needs to do in order to best achieve the above stated tasks? What do they need in the way of resources to achieve these goals?

1.3.a: What has the MCA done in meeting the needs of traditionally underserved students, including underrepresented or oppressed students, such as students of color, lesbian, gay, bisexual and transgender students, and students with disabilities?

1.3.b: What needs to be done for MCA to achieve the above stated tasks?

2. PROGRAM

2.1.a.: MCA's events and activities have helped your development in the following areas: *(Please circle "Y" for Yes and "N" for No, and provide brief, specific information for "How" to explain your choice of Y or N.)*

Intellectual growth:

Y How:

N How:

Intercultural Competence:

Y How:

N How:

Self-esteem:

Y How:

N How:

Appreciation of diversity:

Y How:

N How:

Leadership Qualities:

Y How:

N How:

Social Responsibility:

Y How:

N How:

2.1.b: What needs to be done for MCA to assist you in achieving development in areas as stated above?

3. LEADERSHIP

3.1.a: Pacific has selected, positioned, and empowered the MCA Director.

Y How:

N How:

3.1.b: MCA Director and assistants are qualified on the basis of education, experience, competence, and professional credentials.

Y How:

N How:

3.1.c: What needs to be done for Pacific to achieve the above?

3.2.a: The MCA Director has done the following:

articulate a vision for MCA: Y N

set goals and objectives based on the needs and capabilities of students served: Y N

promote student learning and development: Y N

manage financial resources: Y N

coordinate human resources: Y N

evaluate personnel and programs: Y N

apply effective administrative processes: Y N

initiate collaborative interaction between individuals & agencies: Y N

3.2.b: What needs to be done for the MCA Director to perform leadership more effectively?

4. MCA's ORGANIZATION & MANAGEMENT

4.1: MCA's structural management is well defined and effectively operated:

Y How:

N How:

4.2. Administrative channels are in place to define, enable, & restrain MCA's operations:

Y How:

N How:

5. HUMAN RESOURCES

5.1. MCA is staffed adequately by individuals qualified to accomplish its mission and goals:

Y How:

N How:

5.2. MCA's student employees are carefully selected, trained, supervised, and evaluated by professional staff members holding educational credentials and related work experience

appropriate for supervision:

Y How:

N How:

5.3. MCA's professional staff members have knowledge about identity development and the intersections of various aspects of diversity (i.e. race & class, race & gender, race & sexual orientation), and are aware of what institutional and societal barriers limit various groups and their access and success:

Y How:

N How:

6. FINANCIAL RESOURCES

6.1. MCA has adequate funding to accomplish its mission and goals:

Y How:

N How:

6.2. MCA demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.

Y How:

N How:

7. FACILITIES, TECHNOLOGY, and EQUIPMENT

7.1. MCA has adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively:

Y How:

N How:

8. LEGAL RESPONSIBILITIES

8.1. MCA staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities. Y N

8.2. MCA staff and students are informed in a systematic fashion about changing legal obligations and potential liabilities. Y N

IX. EQUITY and ACCESS

9.1. MCA provides services on a fair and equitable basis to all students.

Y How:

N How:

9.2 MCA's activities and services are open and readily accessible to all students.

Y How:

N How:

10. CAMPUS and EXTERNAL RELATONS

10.1. MCA establishes, maintains, and promotes effective relations with relevant individuals, campus offices, and external agencies.

Y How:

N How:

10.2. MCA coordinates and collaborates with staff and faculty members in providing services and programs to meet the needs of multicultural students.

Y How:

N How:

11. DIVERSITY

11.1. To what extent has the MCA promoted educational experiences characterized by open and continuous communication—communication that deepens understanding of your own identity, culture, and heritage and that of others?

11.2. What How could the MCA better achieve this goal? What would it need to do so?

12. ETHICS

12.1. MCA has developed or adopted and implemented appropriate statements of ethical practice.

Y How:

N How:

13. ASSESSMENT and EVALUATION

13.1. MCA conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcome are being met.

Y How:

N How:

13.2 MCA employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.

Y How:

N How:

13.3. Results of these evaluations are used to revise and improve the program and to recognize staff performance.

Y How:

N How:

13.4. Current students, particularly underserved populations, are involved in regular assessment process to ensure their level of achievement.

Y How:

N How: