SUCCESS TRIO PROGRAM
DIVISION OF STUDENT LIFE
UNIVERSITY OF THE PACIFIC

PROGRAM REVIEW SELF-STUDY AND EXTERNAL COMMITTEE REPORT
YEAR: 2016
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INTRODUCTION

The federally funded TRiO program, Student Support Services (SSS) known as SUCCESS at the University of the Pacific, has operated on the Stockton campus since 1979. The program director has written proposals to fund the program every five-year cycle. The University of the Pacific goes into national competition with other colleges and universities for these funds and there is never any guarantee of funding. The U.S. Department of Education recently awarded Pacific a grant to operate the SUCCESS program for 2015-2020 to provide academic support services to 200 students to assist in their retention and graduation.

What are federal TRiO programs? TRiO are programs funded by the U.S. Department of Education as educational opportunity programs for low income, first generation college students and students with documented disabilities. The United States has committed to provide educational opportunity for all Americans regardless of race, ethnic background or economic circumstance. To support this commitment, Congress established a series of programs in the 1960’s and 1970’s to help low income Americans enter college, graduate and be able to participate more fully in America’s economic and social life. These programs are funded under Title IV of the Higher Education Act and are referred to as the TRiO programs (initially just three programs and are now eight). Financial aid programs help students overcome class, social and cultural barriers to higher education.

Who is served by TRiO programs? Congress mandates that two-thirds of the students in each program must come from families with income under $36,450 (for a family of four) where neither parent graduated from college (first generation college students). More than 2,700 TRiO programs currently serve nearly 866,000 Americans at over 1,000 colleges, universities, community colleges and agencies. For more information, see http://www2.ed.gov/about/offices/list/ope/trio/trio50anniv-factsheet.pdf

The following is a brief description of the eight TRiO programs:

1. **Student Support Services (SSS)** – Provides opportunities for academic development, assist students with basic college requirements and to motivates students towards the successful completion of their postsecondary education. The goal of SSS is to increase college retention and graduation rates of its participants. Participants receive tutoring, counseling and a variety of other support services.

2. **Upward Bound** - helps teenagers prepare for higher education. Works with high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate in which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

3. **Upward Bound Math and Science** - Designed to strengthen the math and science skills of participating students. The goal of the program is to help students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in math and science,
4. **Veterans Upward Bound** - Designed to motivate and assist veterans in the development of academic and other requisite skills necessary for acceptance and success in a program of postsecondary education. The primary goal of the program is to increase the rate at which participants enroll in and complete postsecondary education programs.


6. **Talent Search**—programs serve young people in grades six through twelve. In addition to counseling, participants receive information about college admissions requirements, scholarships and various student financial aid programs.

7. **Ronald McNair Achievement**—programs prepare low-income graduates to consider careers in college teaching as well as prepare for doctoral study.

8. **Training Program** – provides training to professional staff employed in TRIO programs throughout the United States.

As a **Student Support Services** TRIO program, SUCCESS participants receive tutoring, counseling and a variety of other support services. TRIO programs at Pacific have contributed to the university’s goals of supporting diversity and inclusive excellence.

This self-study report provides an assessment of the program and services provided by SUCCESS. This self-study for the SUCCESS program was written in the winter of 2015 and spring of 2016 by Anita Bautista, Executive Director of the SUCCESS, with assistance from Mary Stowes-Knodt, Associate Director of SUCCESS, and Sandy Mahoney, Executive Director of Planning and Assessment. The self-study was reviewed and contributed to by Associate Vice President of Student Life, Steve Jacobson, and Vice President for Student Life, Patrick Day.

Every attempt has been made to truthfully describe the program, its components and resources, and to evaluate strengths and weaknesses, including self-recommendations for improvement. The process has facilitated an in-depth look at quality assurance and positive change, and much has been learned as a result. Improvements have been initiated already as a consequence of writing the study. (See Appendix A for the signature page for the Self Study.)

Anita Bautista: Executive Director, SUCCESS______________________________

Steve Jacobson: Associate Vice President for Student Life_____________________

The 2009 Council for the Advancement of Standards (CAS) for TRIO Programs such as SUCCESS state that such programs must “encourage and assist people who are traditionally under-represented in postsecondary education because of income, family educational background, disability, or other relevant federal, state/provincial, or institutional criteria, in the preparation for, entry to, and completion of a postsecondary degree” (CAS, p.7). The Standards also stipulate that the program: (1) Serve as advocate for access to higher education; (2) Address the developmental needs of the individuals served; (3) Assist individuals in acquiring the necessary skills, knowledge, and attributes to enter and complete a postsecondary education; (4) Provide an environment that recognizes the diversity of backgrounds and learning styles of the individuals served; and (5) Develop collaborative relationships with institutions, organizations, schools, parents and families, and communities to promote an environment conducive to the completion of a postsecondary degree.
PART 1. MISSION

Department Vision Statement

The vision of SUCCESS TRiO will be a leading Student Support Services programs by fostering achievement and cultivating exceptional global student citizens for a life time of leadership, learning and community engagement.

Department Mission Statement

The mission of SUCCESS TRiO at the University of the Pacific is to provide holistic and effective retention services to eligible students by empowering them in their academic, personal and social development.

PART 2. PROGRAM

The CAS standards stipulate:

• TRIO and Other Educational Opportunity Programs [TOEOP] must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

• The program must promote student learning and development outcomes that are purposeful, contribute to students' realization of their potential, and prepare students for satisfying and productive lives.

• Programs, services, and activities for students involved in specific TOEOP should be relevant to the demographic profile of individuals served. Programs, services, and activities should provide or ensure access to academic support services such as academic instruction; tutoring; English as a Second Language (ESL) activities; collaborative learning opportunities; Supplemental Instruction; development of oral and written communication skills; assessment of academic needs, skills, and individual plans to provide appropriate interventions; monitoring of academic progress; preparation for proficiency and entrance exams; academic advising; opportunities for national and international study exchange; research internships; and opportunities to present and publish program reports or research.

• TOEOP should implement unique programming as well as utilize and coordinate with programming at their institutions, agencies, schools, or communities.

PART 2. PROGRAM OVERVIEW QUESTIONS

A. What are the primary elements of the program?

The SUCCESS Program, which is funded by the U.S. Department of Education Student Support Services grant, provides academic and various support services to low-income, first generation or disabled college students to increase student’s retention and graduation rates and foster an institutional climate supportive of the success of low-income and first generation college students and individuals with disabilities.
Program services include:

- **Tutoring**
  Tutoring is available for all SUCCESS participants who require the service. The Program Coordinator assigns the participant with a Tutor who will best address the area of difficulty.

- **Assistance with course selection**
  The Associate Director and Program Coordinator meet with student participants each semester to provide guidance regarding the courses that will most readily assist them in reaching their educational and career goals. Selection of courses will be based on factors such as graduation and general education requirements, career goals, scheduling concerns, and a balanced participant schedule.

- **Financial Aid matters**
  All student participants are provided with financial and economic literacy workshops, and seminars throughout the academic year. The purpose of financial and economic literacy services is to prevent participants from incurring unnecessary debt during college and provide a foundation for sound financial management.

- **Career Development**
  Student participants learn about the range of career options available to them in order to make realistic, informed career selections. Participants also learn about various careers, educational requirements, and hear from professionals in the field. SUCCESS staff encourage participants to attend Career Resource Center events. The Career Resource Center provides special workshops for project participants on topics such as how to prepare an effective resume, dress for success, proper business etiquette, prepare for a job, and have an effective job interview.

- **Counseling**
  Limited counseling services are provided to address personal concerns. SUCCESS staff makes a determination if the participant should be referred to campus Counseling and Psychological Services (CAPs) or community resources for long-term assistance. The program works in collaboration with CAPS, who has agreed to give priority to SUCCESS participant needs and expedite the appointment process.

- **Peer Mentoring**
  The goal of the mentoring relationship is to assist participants to become familiar with the campus environment to share knowledge about how to “navigate” Pacific. Peer mentoring is required for all newly admitted participants as part of their cohort and made available to all participants as well as to those who are experiencing difficulty adjusting to campus life at Pacific. Peer mentors share information about courses, majors, graduate school, career goals, make referrals to campus resources, and make SUCCESS staff aware of situations requiring attention.
B. What evidence exists that confirms the contributions of the program to student learning and development?

SUCCESS provides programs and services that encourage the achievement of relevant and desirable learning outcomes for its students. Table 1 includes learning and development outcomes, the programs and services provided as well as examples of achievement.
<table>
<thead>
<tr>
<th>Student Learning/Development Outcomes</th>
<th>Program and Formative Data Provided</th>
<th>Example/Evidence of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive Complexity</strong>&lt;br&gt;1. As a result of SUCCESS Tutor/Peer Mentors attending training, they will learn and practice the skills in the area of critical thinking, reflective thinking, effective reasoning and creativity.</td>
<td>Tutor/Peer Mentor Training and contact reports, critical reflections</td>
<td>New methods utilized in 2015 for tutoring through iPads and online tutoring sessions.</td>
</tr>
<tr>
<td><strong>Student Learning/Development Outcomes</strong></td>
<td><strong>Program and Formative Data Provided</strong></td>
<td><strong>Example/Evidence of Achievement</strong></td>
</tr>
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<td><strong>Intrapersonal Development Outcomes:</strong></td>
<td>Values: Emphasis is placed on making the students feel good about themselves and proud of their accomplishments. Students are encouraged to use college as an opportunity for self-exploration and a learning opportunity to understanding what they want to accomplish for themselves. Provide positive role models from similar backgrounds who provide guidance and peer instruction. Tutors and Tutees complete contact reports. Student transcripts also are analyzed.</td>
<td>In advising/counseling sessions students verbally indicated that attending the sessions, assisted in their awareness of their strengths, skills and abilities. In the academic year 2011-12, Grades for students who participated in 5 or more tutorial sessions were as follows: Grade of A = 17%; Grade of B = 41%; Grade of C = 21%; Grade of D = 16%; and Grade of F = 5%. Recommendations for program improvements were made at the SUCCESS summer retreat. In end of the semester Tutor/Peer Mentor evaluations (fall/spring semester) regarding positive role models from similar backgrounds who provide guidance and peer instructions, students indicated the program helped in their overall adjustment to college by providing them with advice and resources needed gain self-awareness.</td>
</tr>
<tr>
<td>2. As a result of participating in the New Student Retreat, Staff Advising/Counseling sessions and the Tutor/Peer Mentoring program, students will develop self-awareness, self-understanding, and self-respect as evidenced during staff advising/counseling sessions.</td>
<td></td>
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</tr>
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</table>
**Student Learning/Development Outcomes**

*Interpersonal Competence*

**Outcome:**
As a result in participating in peer mentoring/tutoring and various SUCCESS workshops/events, students will develop meaningful interpersonal relationships as evidenced by their treatment of others and the establishment of relationships.

**Program and Formative Data Provided**
- Tutoring
- Peer Mentoring
- Workshops/Events

Most new students enter the program not already connected with a student participant. Tutoring/ Peer Mentoring, and attending various workshops/events helps students connect and build rapport.

Tutor/Peer Mentoring provides student connection, resources and someone to talk to while navigating through college.

**Example/Evidence of Achievement**

Students described building connections with their tutor/peer mentor or other student participants as follows:

In the 2008 New Student Seminar, all were satisfied with the program. Feedback was as follows: student wanted more time to connect with each other as well as more time for locating key campus offices.

Attending and participating in various SUCCESS workshops, events and activities, creates opportunity to meet other student participants, work-together, and create student networking.
<table>
<thead>
<tr>
<th>Practical Competence</th>
<th>Program and Formative Data Provided</th>
<th>Examples of Achievement (See Appendices I1 and I2 for the full reports)</th>
</tr>
</thead>
</table>
| 3. As a result of attending the Forum for Diversity in Graduate Education student will be able to make appropriate decisions regarding pursuing graduate education. | **Program and Formative Data Provided**  
Graduate School Interest Survey before and after the Forum. Questions were designed to reveal knowledge gained about how to apply to graduate school, securing financial aid and preparing for the GRE. | **Assessment results 2008:** After attending the Forum, 83% of the attendees indicated they did plan to attend grad school after graduating Pacific. Sixteen percent indicated they might pursue graduate school and 2% said they need to give it more thought. **Assessment results 2011:** After attending the Forum, twenty-two students indicated that they felt either “informed” or “very informed” after the forum. One student indicated they felt “little informed.” For the next year, improvement will be made to the survey, including open-ended questions about specifics of what student learned about various topics. |
| 4. As a result of student initial meetings (required for all new student) and staff counseling/advising sessions, students will set and demonstrate personal and educational goals. Staff review statements w/students. | **Program and Formative Data Provided**  
Initial Meeting, Counseling and Plan for SUCCESS form | **Example/Evidence of Achievement**  
Students write personal and educational goal statements. |
| 5. As a result of receiving information from the Career Resource Center (CRC) workshops, and staff meetings/counseling, students will demonstrate informed decision making in managing their career development. | **Program and Formative Data Provided**  
Career workshop  
SUCCESS collaborates with CRC to 1) increase the number of students who receive CRC services and 2) to bring CRC-related services to SUCCESS students vs. making referrals. | **Example/Evidence of Achievement**  
The CRC has presented to SUCCESS students about career readiness since 2008. Results of the 2016 survey indicated that most of the students rated the workshop positively, the content as helpful. The CRC has seen an increase of appointments and interaction with the students. |
To achieve student and program outcomes, TRIO and Other Educational Opportunity Programs (TOEOP) must be structured purposefully and organized effectively. TOEOP must have (1) clearly stated goals; (2) current and accessible policies and procedure; (3) written performance expectations for employee; and (4) functional work flow graphics or organizational charts demonstrating clear channels of authority. TOEOP must be placed in the institution’s organizational structure to ensure visibility, promote cooperative interaction with appropriate campus or community entities, and enlist the support of senior administrators.

Below is the organizational chart for the Division of Student Life. Educational Equity Programs, which include SUCCESS, are situated with the Vice President for Leadership, Diversity and Community Engagement.

The Executive Director of Educational Equity Programs is responsible for providing leadership and management to the programs and services offered by SUCCESS. In collaboration with the Assistant Vice President for Student Life and other key campus partners, the Executive Director uses knowledge of student learning and development theory, research, and best practices in the field of TOEOP to build and enhance services and programs.
In collaboration with faculty, staff and the academic units, the director is responsible for strategic planning, development and assessment of student success initiatives that focus on TOEOP students. The Executive Director of Educational Equity Programs oversees SUCCESS and the Promise Scholars program.

The Executive Director is involved with the following committees: Pacific PROMISE Scholars Planning Committee and the Presidential Taskforce committee, the subdivision leadership committee, Educational Equity Programs Advisory Board. These are campus involvements that allow SUCCESS to systematically educate, advocate for, and respond to key questions and concerns from stakeholders and others.

Leadership

Leaders with organizational authority for programs and services must provide strategic planning, supervision, and management; advance the organization; and maintain integrity through the following functions:

Strategic Planning

Planning for SUCCESS aligns with the goals of SUCCESS: (1) To help you stay in college and graduate. (2) To help you transition to the next level of higher education when you finish your undergraduate degree. The policies and procedures of the SUCCESS program can be found here: http://www.pacific.edu/Academics/Student-Success/Educational-Equity-Programs/SUCCESS---TRiO-Program/About-Us.html

Supervising

SUCCESS supervises several resources for SUCCESS students: Tutoring, Academic counseling, and Mentoring. Staff members supervise and administer the components of each program.

Expectations for employees are as follows:

1. Staff Communication

The staff meets biweekly with one-to-one meeting on alternate weeks to discuss issues related to SUCCESS and participate in professional development. These meetings give staff the opportunity to share important information with other staff members, allowing the staff to be involved in decision-making and problem solving opportunities, and ensure that updates at given for each area. The relationship between the staff is a partnership. Each staff member is encouraged to bring ideas and suggestions to the table. In addition, regular correspondence occurs via email between staff and student staff.

2. Maintaining Integrity

All program staff members adhere to principles of ethical behavior in carrying out their duties and responsibilities. Staff adhere to university policies and procedures regarding ethical behavior. In addition, because SUCCESS is a federally funded program, staff follow federal policies and procedures. Staff are evaluated on an annual basis and student learning is assessed after participating in services to ensure principles are adhered to.
TOEOP has set goals and leadership, each with appropriate duties and responsibilities. They have a clear and set organizational flow chart showing channels of authority and reporting.

SUCCESS is organized as follows:

- **Executive Director**
  Anita M. Bautista

- **Administrative Assistant II**
  Seidy Gastelum

- **Associate Director**
  Mary Stowes-Knodt

- **Program Coordinator**
  Nathan Biggerstaff

Please address how policies and procedures are accessible.

Program policies and procedures are accessible to staff via a SUCCESS Policies and Procedures Manual that each staff member has in their offices. University policies and procedures are accessible via the university website. Federal policies and procedures are accessible through the following U.S. Department of Education’s website: [http://www2.ed.gov/about/offices/list/ope/trio/index.html](http://www2.ed.gov/about/offices/list/ope/trio/index.html)

How are data or research being used to make improvements to the program?

Data are reviewed on an annual basis during planning sessions/retreats as well as on an as needed basis throughout the year when planning activities and events to ensure they are of high quality, utilize best practices, are wise use of federal funds and will be of maximum benefit to students. Data may include student surveys, internet research, information gained from webinars and conferences. Staff have not performed research in the past year.
Please speak more to how feedback is collected and addressed when skills need to improve.

Feedback from activities, events, and retreats is reviewed as appropriate to the purposes and setting of the experience. Issues are addressed in a variety of ways including during 1:1 meetings with direct supervisors, and more formally during the annual performance appraisal.

How is evidence-based decision making utilized in the program?

Many decisions, particularly when planning student events and activities, are made during staff meetings and planning sessions. SUCCESS staff reflect and discuss data based program improvements at their end-of-the-semester staff retreats. Input and discussion at these retreats include SUCCESS leadership, as well as SUCCESS peer mentors, and SUCCESS students who receive services. Implementation of recommendations for program improvements are discussed as well, at the SUCCESS summer retreat.

During the academic year, a search for information and research may be conducted and colleagues consulted to gather information and ideas. Due to the director’s long tenure in her position as she has successfully obtained funding to enable the program to be at Pacific, she may offer her experience and historical contexts to various situations. Staff members may offer similar experiences they have had in previous positions/programs. In this way, a variety of perspectives are presented. Goals and outcomes are designed to adhere to federal, division and university goals and outcomes. Once decisions are made the process is to monitor the implementation and to make revisions as necessary for improvements.

What sustainability practices are being utilized?

Several sustainability practices are followed by the program including installing a recycling bin in the reception area for bottles and cans, recycling used printer cartridges, placing sheets of paper in the designated area, etc. Students are encouraged to be responsible for their own parts in terms of sustainability by following posted signs in the offices to keep area clean and dispose of items properly. In addition, during field trips to state parks and related areas, the student learning outcomes include information about learning to preserve the environment and sustainability.

Recommendations:

A concern with sustainability for the SUCCESS TRIO Program in general, is due to the uncertainty of continued federal funding. The future of the program on Pacific’s campus should not rest solely on the efforts of the program director every funding cycle. There is never any guarantee that the program will be funded for a new 5-year cycle. One recommendation would be to set aside university funding every year so that if federal funding is not secured, the program can still operate with university funding.
How is management integrating technology into the program?

Technology is an important part of the program and is integrated in the following ways:

1. Students – A SUCCESS TRIO Program Computer Lab is available for program students, along with a Pacific printer. Only authorized students can utilize these computers as they were purchased with federal funds for use by program students. For an inventory of the computers see Appendix B. The Division of Student Life Technology Operations Manager (TOM), maintains this list to ensure that only authorized students whose names, student ID and log on information is provided to that office. In addition, a list is provided to the program once a semester and at other times as requested which lists usage information. Anita Bautista was successful in obtaining federal funding in the summer of 2015 to replace 5 computers resulting in new, improved technology for student use.

2. All full time staff have access to the Banner system to review registration information, admissions data, financial aid information, etc. All staff have access to other university provided systems including Outlook, SharePoint, Inside Pacific, etc. As a result, staff are able to perform their responsibilities in an efficient manner using technology.

3. All full time staff computers were replaced recently through federal funds. Please see Part 10 Technology for additional information in this area.

How is risk managed?

The campus office of Risk Management is consulted on an as needed basis to ask questions regarding managing risk. In addition, the director works with the U.S. Department of Education to minimize risk. The program director is responsible to ensure that all staff take steps to minimize areas of risk. Staff have access to the university’s policies and policies in this area via the university website. Staff have been trained in related areas including fraud prevention, etc.

Demonstrate how leaders are communicating effectively.

Leaders communicate effectively via of 1:1 meetings on a weekly basis with staff, department staff meetings, sharing information via weekly sub-division meetings and director level meetings. The director is responsible to report information to staff from her supervisor, the Vice President, and the U.S. Department of Education.

How are TOEOP leaders gaining knowledge about current issues, trends, theories, etc.?

Gaining knowledge regarding key areas that affect the program is obtained via attendance at professional conferences, other trainings, webinars, classes, reviewing educational research and articles, etc. In the year 2015-16 staff attended two conferences, six webinars, and 8 trainings.

Please see Part 10 Technology for additional information in this area.
PART 3. ORGANIZATION AND LEADERSHIP OVERVIEW QUESTIONS

A. In what ways are program leaders positioned and empowered to accomplish the program mission?

☐ The program is empowered through the Division of Student Life. See Appendix C for the letter of Support for the SUCCESS program by the Vice President for Student Life. In the organizational structure SUCCESS reports directly to the Senior Associate Vice President for Student Life.

☐ The administration of the University of the Pacific is aware of the fact that SUCCESS is federally funded and allows the program to operate in such a way as to be accomplishing its mission. The program’s Advisory Board meets at least once every semester and also assists the program in accomplishing its mission.

☐ The Executive Director of SUCCESS, , also oversees the Pacific PROMISE Scholars Program. She has a bachelor’s degree in English and Psychology and a Master's degree in Educational and Counseling Psychology, both from the University of the Pacific. Her over forty years of experience at Pacific demonstrate a passion for working with underrepresented students and administering programs that assist students in reaching their educational goals. Authoring the TRIO grant for thirty years, being awarded the Most Valuable Pacifican (MVP) award, a Women of Distinction (WOD) award and other awards, as well as successfully overcoming obstacles similar to those of the target population, contribute to empowering her for the position of program director.

☐ Is flexible and assesses ways to improve the program and services to students while working within the guidelines of the grant.

☐ Mary Stowes-Knodt is the Associate Director of SUCCESS. She served in this role for two years and holds a Bachelor's degree in Child Development and a Master's degree in counseling, from California State University, Sacramento. Her prior experience working at CSU Sacramento Housing and Residential Life, and with foster care and at-risk students in the Sacramento community have empowered her in her position.

☐ Nathan Biggerstaff is the Program Coordinator of SUCCESS. Nathan has been in his role for one year. Nathan previously worked at Kaskaskia College in Centralia, Illinois where he was the TRIO Learning Specialist and Tutoring Supervisor for the last two years. Nathan also has three years of experience as an Adjunct Instructor both at Kaskaskia and at Rend Lake College. He has a Master’s degree in Interpersonal Communication and a Bachelor’s degree in English, both from Southern Illinois University.

A. How do program leaders advance the organization?

Program leaders advance the organization in the following ways:

☐ The Executive Director advances the organization by ensuring that TRIO and other education programs continue at Pacific and contribute to a culture of diversity. Her eight proposals to the U.S. Department of Education obtained funding for the program to maintain its contribution.
A. How are program leaders accountable for their performance?

Program leaders are accountable for their performance by BOTH the University of the Pacific as well as the United States Department of Education.

☐ The staff are part of an annual performance appraisal process as well as on-going check-ins throughout the year to learn what progress is being made in accomplishing annual goals. The process is described here [http://www.pacific.edu/About-Pacific/AdministrationOffices/Business-and-Finance-Division/Human-Resources/Employee-Resources/Staff-Performance-Reviews.html](http://www.pacific.edu/About-Pacific/AdministrationOffices/Business-and-Finance-Division/Human-Resources/Employee-Resources/Staff-Performance-Reviews.html).

☐ The program submits an Annual Performance Report (APR) to the U.S. Department of Education that provides a detailed picture of the program’s effectiveness and student progress toward achieving their educational goals. The latest APR is available in Appendix D.

D. What leadership practices best describe program leaders?

CAS Standard 3.7a Articulates an organizational vision and goals that include promotion of student learning and development based on the need of the population served.

SUCCESS utilizes effective practices that promote student learning and development as well as institutional effectiveness. Some of the effective service practices staff participate in are shown below:

☐ Executive Director – Serves on the Student Success Committee, Division of Student Life director meetings, subdivision meetings, attends other group meetings such as the Council for Assistant and Associate Deans (CAAD), Educational Equity Programs Advisory Board, Pacific PROMISE Scholars Planning Committee and the Presidential Taskforce, Women of Distinction selection committee, California Forum for Diversity in Graduate Education Planning Committee and participates in key university events to keep abreast of current information. Also serves as the department assessment team leader for annual student learning outcomes assessment in the Division of Student Life.

☐ Associate Director – Serves on the Student Conduct Review Board, Leadership Development Committee, California Forum for Diversity in Graduate Education Planning Committee, Educational Equity Programs Committee, Pacific PROMISE and Scholars Presidential Taskforce, Pacific PROMISE Scholars Committee, and served on the Associate Vice President/Dean of Students search committee.

☐ Coordinator- Student Life Technology Committee, Career Faire volunteer, Strawberry Breakfast volunteer, MeCha volunteer, etc.

☐ Administrative Assistant- Staff Advisory to MeCha, Women of Distinction (WOD) Planning Committee, Student Life Support Team.

☐ Is flexible and assesses ways to improve the program and services to students while working within the guidelines of the grant.

CAS Standard 3.7b. Prescribes and practices appropriate ethical behavior

☐ Executive Director understands NASPA and ACPA ethics for the Student Affairs profession. Is open and receptive to concerns/comments and responds in a timely
manner; is fair and consistent; is responsible for upholding the compliance requirements of the federal grant program.

**CAS Standard 3.7c. Recruits, selects, supervises, instructs, and coordinates staff members.**

- Executive Director oversees recruitment, selection, supervision, instruction and coordination of all staff members. Selection is based on experience, passion and understanding of students served by TRIO programs. The Executive Director oversees service by the Associate Director, Coordinator and Administrative Assistant.

- Associate Director – Assist in the recruitment, selection, supervision and coordination of all staff members. In addition, oversee the recruitment, selection, supervision and coordination of programs Tutors, Peer Mentors and student office worker(s).

In accordance with Section 427 of the General Education Provisions Act, (GEPA), special efforts are made to not only employ the most qualified persons for available positions but also to select persons who have succeeded in overcoming barriers similar to those of the project’s student population. A plan to encourage applicants from similar backgrounds as the project’s target population and those who have succeeded in overcoming barriers similar to those of project participants. The details of this plan are highlighted below:

All of the current project staff has succeeded in overcoming barriers similar to those confronting the project’s target population. The Project Director, Associate Director, Coordinator, and Administrative Assistant are from and have demonstrated competency in serving first generation and low-income backgrounds.

See Appendix E for a chart detailing positions and responsibilities of the staff of SUCCESS.

**CAS Standard 3.7d. Manages, fiscal, physical, and human resources effectively.**

The Executive Director monitors and manages fiscal, physical, and human resources effectively through calendar planning, appointment scheduling, budget tracking, and appropriate physical maintenance of area. Human resources are managed on individual assessment and needs.

**CAS Standard 3.7e. Applies effective practices to educational and administration processes.**

Practices of educational and administrative processes are used by the Executive Director as promoted by institutional mission and the Division of Student Life.

**CAS Standard 3.8. Communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.**

The Executive Director effectively initiates and maintains collaborations and actively reaches out to key stakeholders and partners.

**CAS Standard 3.9. The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.**

The Executive Director maintains an open door policy to provide individuals with the opportunity to meet when needed. Also the executive director effectively works to assist students in providing conditions that support their goals and achievement.

**CAS Standard 3.10: The leader encourages campus environments that promote multiple opportunities for student learning and development.**
The Executive Director and her staff connect students with all areas of the campus to provide the most efficient opportunity and support systems to assist student’s growth, development, and learning. Students are reminded on a yearly basis about services on campus that can assist them with a range of issues. The SUCCESS staff personally makes contacts and recommends students to meet with professional staff to provide them with positive interaction.

CAS Standard 3.11. The leader strives to improve the program in response to evolving student needs and institutional priorities.

The Executive Director is informed through the Vice President of Student Life and Assistant Vice President about the institutional priorities and areas needed to improve and students evolving needs. The Executive Director addresses both institutional and divisional student life priorities through various programs.

CAS Standard 3.12 leaders base their work on theory-based and data driven models.

The Executive Director uses multicultural-based models and ideals to support students. The Executive Director also keeps informed of new theories and modes that may be effective in supporting first generation, low-income students.

| PART 4. HUMAN RESOURCES (COMBINED WITH PART 3) |

TRIO and Other Educational Opportunity Programs (TOEOP) must be staffed adequately by individuals qualified to accomplish mission and goals. Within institutional guidelines, TOEOP must:

- Establish procedures for personnel recruitment and selection, training, performance planning, and evaluation
- Set expectations for supervision and performance
- Assess the performance of employees individually and as a team
- Provide access to continuing and advanced education and appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees
- To create a diverse staff, TOEOP must institute recruitment and hiring strategies that encourage individuals from under-represented populations to apply for positions.
- TOEOP must develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.
- To further the recruitment and retention of staff, TOEOP must consider work life initiatives, such as compressed work schedules, flextime, job sharing, remote work, or telework.
- TOEOP professional staff members must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.

Degree- or credential-seeking interns or graduate assistants must be qualified by all TOEOP staff members, including student employees and volunteers, must receive specific training on institutional policies pertaining to functions or activities they support and to
privacy and confidentiality policies and laws regarding access to student records and other sensitive institutional information.

- All TOEOP staff members must receive training on policies and procedures related to the use of technology to store or access student records and institutional data.
- TOEOP must ensure that staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts.
- TOEOP professionals must possess a combination of knowledge and experience applicable to their work with individuals who are traditionally under-represented in postsecondary education.
- TOEOP professional staff members should possess effective oral and written communication skills: an understanding of the culture, heritage, social context (e.g., socioeconomic standing, rural vs. urban) and learning styles of the persons served by the program: leadership, management, organizational, and human relations skills; ability to work effectively with individuals of diverse backgrounds and ages; openness to new ideas coupled with flexibility and willingness to change.
- TOEOP should provide continuing professional development opportunities for staff.
- TOEOP staff should contribute to the knowledge and practice of the profession through presentations, research, or publications.

**PART 4. HUMAN RESOURCES OVERVIEW QUESTIONS**

**A. In what ways are staff members’ qualifications examined?**

SUCCESS at Pacific abides by federal guidelines and has a plan for employing personnel who have succeeded in overcoming barriers similar to those confronting the project’s target population:

> In accordance with Section 427 of the General Education Provisions Act, (GEPA), special efforts will be made to not only employ the most qualified persons for available positions but also to select persons who have succeeded in overcoming barriers similar to those of the project’s student population.

**PLAN FOR EMPLOYING PERSONNEL WHO HAVE SUCCEEDED IN OVERCOMING BARRIERS**

- Job announcements will describe the population to be served, and preference for staff who have overcome barriers similar to the target population.
- Applications will be received and carefully reviewed by Human Resource for completeness.
Applications will be forwarded to the search committee who will review to determine whether a candidate:

- Is from a background similar to those of project participants and
- If candidate has overcome barriers similar to those of project participants.

Candidates who are selected for interviews will be asked specific questions:

- Determine if their backgrounds are consistent with those of project participants
- The barriers they have overcome.
- Every effort will be made to select applicants from similar backgrounds.

Search Committees will include members of groups that have been traditionally underrepresented and individuals with disabilities.

During reference checks, questions will be asked to determine if candidates are from backgrounds similar to those of project participants.

Implementation: (1) Publicize openings to TRIO alumni; (2) Contact other programs for disadvantaged students; (3) Solicit recommendations from faculty who are from similar backgrounds as students; (4) Council for Opportunity in Education, WESTOP and Nor Cal Chapter websites; (5) Local newspapers and job websites; (6) Professional publications such as the Chronicle of Higher Education; (7) Position vacancy notices placed in other publications that target populations similar to those of SSS students; (8) Local organizations including non-profit groups, disability groups, women’s organizations, and minority civic groups.

During the hiring process, resumes, applications, interviews, and reference checks examine staff members’ qualifications. Potential employees are interviewed over the phone, and then brought to campus for meetings and in-person interviewing. During the introductory period, initial goals are set for the employee to accomplish during the first 90 working days.

Currently: All of the current project staff has succeeded in overcoming barriers similar to those confronting the project’s target population. The Executive Director, Associate Director, Coordinator, and Administrative Assistant are from and have demonstrated competency in serving first generation and low-income backgrounds. SSS staff are also from underrepresented and diverse backgrounds.

B. In what ways are staff members’ performance judged?

- If the staff member passes their introductory period, qualifications are then examined on a routine basis by direct observation, meetings with supervisors, review of work, etc. All staff participate in annual performance appraisals that can serve as yet another way staff member’s qualifications are examined.
PART 5. ETHICS

TRIO and Other Educational Opportunity Programs (TOEOP) must review relevant professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice.

TOEOP must publish and adhere to statements of ethical practice and ensure their periodic review by relevant constituencies.

TOEOP must orient new staff members to relevant ethical standards and statements of ethical practice and related institutional policies.

Statements of ethical standards must specify that staff members respect privacy and maintain confidentiality in all communications and records to the extent that such communications and records are protected under relevant privacy laws.

Statements of ethical standards must specify limits on disclosure of information contained in students' educational records as well as requirements to disclose to appropriate authorities.

Statements of ethical standards must address personal and economic conflicts of interest, or appearance thereof, by staff members in the performance of their work.

Statements of ethical standards must reflect the responsibility of staff members to be fair, objective, and impartial in their interactions with others.

Statements of ethical standards must reference management of institutional funds.

Statements of ethical standards must reference appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students’ rights and responsibilities.

Statements of ethical standards must include the expectation that TOEOP staff members confront and hold accountable other staff members who exhibit unethical behavior.

Statements of ethical standards must address issues surrounding scholarly integrity.

As appropriate, TOEOP staff members must inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.

TOEOP staff members must recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.

TOEOP staff members must perform their duties within the limits of their position, training, expertise, and competence.

When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

Promotional and descriptive information must be accurate and free of deception.

TOEOP must adhere to institutional policies regarding ethical and legal use of software and ---technology.
Standards of Ethics

The SUCCESS program is responsible for the leadership of both professional and student employees, and follows the ethical policies of the University of the Pacific as well as the U.S. Department of Education. SUCCESS ensures privacy and confidentiality in all communications and records.

PART 5. ETHICS OVERVIEW QUESTIONS

A. What ethical principles, standards, statements, or codes guide the program and its staff members?

Statement of Ethical Practice: “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.”

B. What is the program’s strategy for managing student and staff member confidentiality and privacy issues?

Students. Student files are maintained in locked cabinets and program records are also maintained in a secure manner. Staff and student staff are trained in this area and sign statements of confidentiality that are maintained in their program personnel files. In 37 years, zero issues have arisen due to breaches in confidentiality. The program staff have access to confidential student records via written permission from each SUCCESS student upon their acceptance into SUCCESS. Students' confidential information includes read only access to student records including grades, test scores, grade point averages, student demographics, etc. This access enables the staff to do a competent job of assisting students with advising and counseling. Individuals with access to these data use the Registrar’s office as a resource and signed confidentiality agreements through the technology department that address issues related to this access.

Staff. Personnel folders of program staff care maintained in private files and contain the following staff pre-employment materials: University application, resume, reference check information, selection committee ratings, and comments. Upon Hiring: employment authorization form, reference checks, and offer of employment letter (Introductory Performance Appraisal 90 working days, goals, and accomplishments). On Going: Monthly timesheets, a record of New Employment Orientation, campus training, other training, and professional development activities. Annual: Performance Appraisals, letters of appointment for the following year with merit increase information, and areas for professional development. SUCCESS staff are part of the Division of Student Life and have private personnel folders in that office, the Human Resources office, and the project office. Staff is made aware of the mission of the institution and the Division and the relationship between the federal TRIO-SSS Program and the University. Staff take part in division, university, and U.S. Department of Education training opportunities.

C. How are ethical dilemmas and conflicts of interest managed?

Program staff comply with FERPA and the institution’s human subject’s research and other policies regarding confidentiality of individual student data in research. All staff have attended
fraud prevention training and are aware of appropriate procedures to follow when necessary. Meetings are held with the Research and Sponsored Programs accounting staff on an as needed basis and the program is subject to regular internal and external audits as required by the institution and the U.S. Department of Education. Staff conduct themselves in a professional manner and avoid conflicts of interest. Students are treated in a fair and impartial manner, which is essential for the program to be effective.

D. In what ways are staff members informed and supervised regarding ethical conduct?

All program staff members adhere to principles of ethical behavior in carrying out their duties and responsibilities. Staff adhere to all university policies and procedures regarding ethical behavior. In addition, staff also follow federal policies and procedures as a result of receiving federal funding from the U.S. Department of Education. The director receives training in the ethics of assessment via Student Life in-house workshops. All new staff go through the university’s new staff orientation provided by Human Resources. Staff are evaluated on an annual basis to ensure that these principles are adhered to. Student learning is assessed after receiving selected services. 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 treat students, staff and faculty with respect and dignity.

PART 6. LAW, POLICY, AND GOVERNANCE - NOT INCLUDED THIS PROGRAM REVIEW CYCLE

PART 7. DIVERSITY, EQUITY, AND ACCESS

In the context of each institution's unique mission and in accordance with institutional polices and all applicable codes and laws, TRIO and Other Educational Opportunity Programs (TOEOP) must create and maintain educational and work environments that are

- Welcoming, accessible, and inclusive to persons of diverse backgrounds
- Equitable and non-discriminatory
- Free from harassment

The framework for the SUCCESS TRIO Program’s commitment to diversity, equity, and access is the following: University of the Pacific’s Mission Statement, Core Values, Foundations and Aspirations along with the United States Department of Education values.

University of the Pacific Mission Statement

The University of the Pacific’s mission is to provide a superior, student-centered learning experience integrating liberal arts and professional education and preparing individuals for lasting achievement and responsible leadership in their careers and communities.
The University of Pacific’s Statement of Diversity and Inclusion: It is our belief that diversity and inclusion are essential to the fulfillment of our institutional mission. Diversity is an indispensable component of academic excellence. It enriches the educational experience by allowing all of us to share knowledge, develop critical thinking skills, and understand new perspectives and ideas that are grounded in all of the ways we are different and unique. We will pursue diversity to transform and enliven our community, curricula, programs, and policies. We aspire to prepare leaders who understand, affirm, and utilize their global orientation to fulfill our obligation to intercultural understanding in our interdependent world. For more information see http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-the-Provost/Diversity-and-Inclusive-Excellence.html

SUCCESS adheres to all University of the Pacific non-discrimination and diversity and inclusion policies and procedures including Acts of Bias, Hate, Discrimination, Harassment and Discriminatory Harassment.

SUCCESS programs are designed to attend to the needs of our students. Plans for student learning through programs and services address the needs of students served. For example, quantitative reasoning and financial literacy were the focus of the SUCCESS 2013-14 student learning outcome: As a result of attending sessions provided by SUCCESS, students will increase their knowledge of Financial and Economic literacy (student financial aid and personal finance areas) as evidenced by assessment rating sheets.

TOEOP must not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history (e.g., first generation to attend college); gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws.

Please see the highlighted section of the following SUCCESS brochure that speaks to non-discrimination:
TOEOP must do the following:

- **Advocate for greater sensitivity to multicultural and social justice concerns by the institution and its personnel.**

  SUCCESS staff serve as advocates for students and provide clarification when necessary to ensure their needs are addressed.

- **Modify or remove policies, practices, facilities, structures, systems, and technologies that limit access, discriminate, or produce inequities.** When meetings, programs and events are being created SUCCESS staff are cautious of religious/cultural holidays and adjust the schedule so students can freely honor specific days.
Include diversity, equity, and access initiatives within their strategic plans.

Regarding planning for equity and access, from the years 2008-2011 SUCCESS aligned at least one of its annual student learning outcomes with the Student Life value of diversity and/or leadership. In recent years, at least one of the SUCCESS student learning outcomes in the years 2009-2012 aligned with the WASC core competency of quantitative reasoning, a critical need of the student population of SUCCESS. Thus the outcome was: As a result of attending sessions provided by SUCCESS, students will increase their knowledge of Financial and Economic literacy (student financial aid and personal finance areas) as indicated on rating sheets.

The SUCCESS program not only nurtures an environment wherein commonalities and differences among people are recognized and honored but prides itself for creating an environment where all students are encouraged to be themselves and respect the differences and commonalities in others. For the last twenty years, Anita Bautista has taken on the responsibility of having SUCCESS be responsible for the Pacific coordination of student attendance at the Forum for Diversity in Graduate Education. This is an annual event that is held at different college/university campuses to introduce students from diverse backgrounds with the range of postgraduate education opportunities. In fact, Anita has coordinated two of these events on Pacific’s campus, in 1996 and 2004, which drew 1,000 students and 100 recruiters from the nation’s leading graduate schools.

Foster communication that deepens understanding of identity, culture, self-expression, and heritage

During our New Student Seminar, students discuss their backgrounds. Some discuss how their backgrounds (for example, being an immigrant) play a role in their decision-making.

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

As soon as a student steps into our office, we are creating an experience for them. We have created an environment that is student friendly. Our Administrative Assistant greets each student or another well qualified staff member who embraces them for who they are, not what they have or what they are going to give. Once in the counseling session, we establish who they are, allowing the student to describe where they come from, what cultural background they identify with and how they see themselves in this community. Each staff member engages in some conversations about themselves and reinforces their sensitivity to the student, their cultural/and heritage.

Promote respect about commonalities and differences among people within their historical and cultural contexts

The staff comes from a variety of backgrounds and their current lifestyles are different, but one of the commonalities they share amongst themselves as well as with their students is that they are from “first-generation/low-income” backgrounds. This commonality is used to “break the ice” during the initial counseling sessions and enables students to feel a sense of security and established trust knowing the staff understand their excitement and anxiety.
• Address the characteristics and needs of a diverse population when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices

The SUCCESS program not only nurtures an environment wherein commonalities and differences among people are recognized and honored but prides itself for creating an environment where all students are encourage to be themselves and respect the differences and commonalities in others. For the last twenty years, Anita Bautista has taken on the responsibility of having SUCCESS be responsible for the Pacific coordination of student attendance at the Forum for Diversity in Graduate Education. This is an annual event that is held at different college/university campuses to introduce students from diverse backgrounds with the range of postgraduate education opportunities. In fact, Anita has coordinated two of these events on Pacific’s campus, in 1996 and 2004 that drew 1,000 students and 100 recruiters from the nation’s leading graduate schools.

SUCCESS can reach out to other students on campus and not just program students. Students attend workshops such as “How to Finance Your Graduate School Education”, “How to Student for the GRE”, etc. In addition, representatives from over 100 of the nation’s leading graduate schools are present to speak with students.

☐ Provide staff members with access to multicultural training and hold staff members accountable for integrating the training into their work

Staff have worked with the campus Multicultural Affairs to provide a variety of training opportunities including Safe Zone and related types of training to increase sensitivity to various issues related to diversity.

☐ Respond to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs, services, and resources

In order to respond to students various needs for flexible scheduling and meeting areas, staff are available throughout the day, alternating lunch hours so someone is always on duty to provide assistance. Tutoring and studying can take place in the office even after 5 pm by way of extended hours in the evenings until 9 pm and Sundays from 4 pm to 9 pm.

☐ Ensure physical, program, and resource access for persons with disabilities

The office is completely accessible to those with physical disabilities using power doors, an elevator.

☐ Recognize the needs of distance learning students by providing appropriate and accessible services and resources or by assisting them in gaining access to other appropriate services and resources in their geographic region.

☐ TOEOP must adhere to eligibility criteria set by funding sources.

Participant Eligibility for Program Services

To receive assistance, students must be enrolled or accepted for enrollment in a program of postsecondary education at a grantee institution. Low-income students who are first-generation college students and students with disabilities evidencing academic need are eligible to participate in SSS projects. Two-thirds of the participants in any SSS project must be first-generation college students from low-income families. The remaining one-third of the
PART 7. DIVERSITY, EQUITY, AND ACCESS OVERVIEW QUESTIONS

A. How does the program ensure non-discriminatory, fair, and equitable treatment to all constituents?

The mission of SUCCESS TRiO at the University of the Pacific is to provide holistic and effective retention services to eligible students by empowering them in their academic, personal and social development.

The initial results of a spring 2016 student satisfaction survey shows that the majority of students in the SUCCESS TRiO program either strongly agree or agree with the following statement "SUCCESS TRiO promotes diversity while offering an environment free of discrimination and harassment."

Objective 3 of the SUCCESS TRiO outcomes assessment program plan indicates that as a result of participating in interviews as an entrance requirement for the SUCCESS TRiO program, prospective students will be able to articulate their motivation for obtaining a college education, potential challenges they may encounter, as well as the types of assistance the program can provide to assist them in attaining their higher education goals. This objective is responsive to the need of college students, particularly students who qualify for the program.

SUCCESS adheres to federal and state programmatic mandates and policies that prohibit discrimination. Programs are required to maintain the following service ratio that ensures a percentage of students from diverse backgrounds will ultimately be served by and benefit from program services and support. Two-thirds of the participants in any SSS project must be first-generation college students from low-income families. The remaining one-third of the participants can be either low-income, first generation or have a disability. Also, one-third of the participants who have a disability must also be low-income students.

Specific programs have been designed to attend to the needs of underrepresented groups and assess the extent to which the program achieves its purpose. The data are used as a basis to alter and improve upon future workshops, field trips and events. Each SUCCESS event outcomes assessment offers the student the opportunity to reflect on their experience. For example, the End of Semester Assessment data is compiled and used for SUCCESS programs and/or services. The end-of-the-semester evaluation, completed voluntarily by SUCCESS students, is designed to address the factors that influence persistence (i.e., effectiveness of services, inclusion of diversity, strengths and weaknesses of program). The result of this assessment guides yearly
workshop and fieldtrip selection and development aimed at addressing the needs of student’s non-discriminatory, fair, and equitable treatment.

**Recommendation:** It is recommended that new staff obtain more formalized training that deepens understanding of one's own identity, culture, and heritage, and that of others, particularly training that results in certification. Education and training could include participating in the Summer Institute on Intercultural Communication; taking the Intercultural Development Inventory, etc. A train-the-trainer model could ensure the program and its staff can meet their mandate to facilitate open and continuous communication that deepens understanding of one's own identity, culture, and heritage, and that of others. Developing and sharing this type of expertise should be a model area for this program that the program staff can exemplify for others throughout the division and the University.

**B. What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of program staff members?**

In addition to the intentional effort to diversify program participation given the federal requirement to meet strict eligibility guidelines using an established formula to guide the student selection process, SUCCESS hires a diverse staff in terms of gender, race, ethnicity and first generation status so that the personal demographics are reflective of the student population it serves. Also, because SUCCESS collaborates with other programs in order to not only better leverage its resources, but also to address program participation, imbalances in student academic support services can be addressed.

**Recommendation:** To expand access and address equity, it is recommended that the SUCCESS TRiO program might work with the Institutional Research Office on campus to identify those students from groups who might not experience equitable accessing or success at Pacific. For instance, if creating a more welcoming campus climate for students who identify as transgender is an established institutional goal, then we would identify upgrades such as improving application and promotional materials. We also would upgrade by providing specialized training for staff to ensure they are equipped to support the needs of this growing student population. Additional strategies such as imbedding climate questions into surveys that will elicit details from SUCCESS participant surveys about their student experience would be extremely helpful in shaping future gender inclusive student programming, program practices as well as staff professional development opportunities.

**C. How does the program create and maintain the educational and work environment to comply?**

It is made clear to the students that higher education is an attainable goal regardless of their background. Pacific is both an accessible and inclusive campus where there is a high regard placed on ensuring that students feel comfortable in a holistic learning environment that values their individual success.
The New Student Retreat is one-day program in which we provide students with a breadth of information about college. Also, the SUCCESS TRiO program has enjoyed a long tradition of collaborating with other programs in order to not only better leverage its resources, but also to address program participation. For instance, a number of SUCCESS TRiO program students are registered with the Office of Services for Students with Disabilities (SSD) because the Executive Director of SUCCESS works closely with the SSD Director to identify potential eligible program participants. Similarly, collaborations occur with other support service programs on campus that foster an environment of access and opportunity.

**Recommendation:** To directly address the institution's aspirational values related to diversity and intercultural understanding as well as Student Life's articulated commitment to preparing students to be active, engaged, inclusive citizens of the world, it is recommended that the SUCCESS TRiO program plan to continue to establish an objective and measurable outcomes related to specific student programming that will advance diversity, equity and inclusion. This is in line with the program’s requirement to educate and promote respect about commonalities and differences in their historical and cultural contexts. In addition, SUCCESS could expand its campus partnerships both internal and external to the Division of Student Life. For instance, SUCCESS could offer a series of workshops and training for students, scaffolding the difficulty over the course of their years of participation in the program. This could be assessed to learn if it results in significant growth and development with respect to intercultural competence and cross cultural communication skills. A final recommendation to address the needs of SUCCESS students is that program staff explore ways to offer a wide range of their services, not just the academic support services such as tutoring, both online and outside of traditional office hours (8 am – 5 pm). Surveying students about the most convenient times and ways to offer alternative service delivery should ensure that existing program staff are making the best use of their times and resources that address the specific needs and preferences of their student population.

**PART 8. INTERNAL AND EXTERNAL RELATIONS**

*TRIO and Other Educational Opportunity Programs (TOEOP) must reach out to relevant individuals, groups, communities, and organizations internal and external to the institution to*

- establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services
- garner support and resources for programs and services as defined by the mission statement
- disseminate information about the programs and services
- collaborate, where appropriate, to assist in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes
- engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents
TOEOP must seek collaborative relations with program area schools, community organizations, government agencies, and students’ families.

TOEOP must have procedures and guidelines consistent with institutional policy for
- communicating with the media
- contracting with external organizations for delivery of programs and services
- cultivating, soliciting, and managing gifts
- applying to and managing funds from grants

TOEOP must include a public relations component to regularly inform the institution, communities, agencies, and schools about their missions, services, and outcomes.

The SUCCESS TRIO Program has established internal and external relations over its 37 years at the University of the Pacific. SUCCESS is a campus-based program therefore the majority of relationships are internal to the institution.

Upon notification of a successful grant application, the Executive Director of the Educational Equity Programs notifies the Vice-President for Student Life, Senior Associate Vice President, Provost, President, and key offices. The following is the comprehensive notification plan that is used to inform the institutional community (students, faculty, and staff) of the objectives and services of SUCCESS and eligibility requirements for participation in the program. Project literature includes equitable access information in accordance with GEPA.

<p>| PLAN TO INFORM THE INTERNAL INSTITUTIONAL COMMUNITY |
|---------------------------------|----------------|---------|--------|----------------|</p>
<table>
<thead>
<tr>
<th><strong>Method</strong></th>
<th><strong>Students</strong></th>
<th><strong>Faculty</strong></th>
<th><strong>Staff</strong></th>
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<td>EEP Advisory Board Meeting</td>
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<td>Letters/Emails to Faculty</td>
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<td>Council of Assistant &amp; Associate Deans (CAAS)</td>
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<td>Upon notification of a successful grant application</td>
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<td>University Website</td>
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<td>New Student Orientations</td>
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<td>New Faculty Orientations</td>
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<td>Pacifican Campus Newspaper</td>
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<td>Meetings with Departments</td>
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<td>Brochures in Key Offices</td>
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<td>Admissions Staff Training</td>
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<td>Student Advisors</td>
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<td>ASUOP Student Government</td>
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</tbody>
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**PART 8. INSTITUTIONAL AND EXTERNAL RELATIONS OVERVIEW QUESTIONS**

A. With which relevant individuals, campus offices, and external agencies must the program maintain effective relations?

**Internal Departments**

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>When</th>
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</thead>
<tbody>
<tr>
<td><strong>Director, Services for Students with Disabilities</strong></td>
<td>Intake screenings, referrals and collaboration</td>
<td></td>
</tr>
<tr>
<td><strong>Advisory Board</strong></td>
<td>Advice and assistance to the project</td>
<td>As Needed</td>
</tr>
<tr>
<td><strong>Director, Financial Aid</strong></td>
<td>Eligibility review, reports, collaboration, Advisory Board representation, Assessment Team</td>
<td></td>
</tr>
<tr>
<td><strong>Technology Coordinator</strong></td>
<td>Technology support and assistance</td>
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</tr>
<tr>
<td><strong>Senior Associate Vice President</strong></td>
<td>Director supervision, annual evaluation, general support, collaboration, attendance at project functions</td>
<td>Weekly</td>
</tr>
<tr>
<td><strong>Payroll Staff</strong></td>
<td>Timesheets, assistance, training</td>
<td>Bi-weekly</td>
</tr>
</tbody>
</table>

**Internal Personnel Available to the Funded Project: SUCCESS**

**PART 8. INSTITUTIONAL AND EXTERNAL RELATIONS OVERVIEW QUESTIONS**

A. With which relevant individuals, campus offices, and external agencies must the program maintain effective relations?

**Internal Departments**

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Director, Services for Students with Disabilities</strong></td>
<td>Intake screenings, referrals and collaboration</td>
<td></td>
</tr>
<tr>
<td><strong>Advisory Board</strong></td>
<td>Advice and assistance to the project</td>
<td>As Needed</td>
</tr>
<tr>
<td><strong>Director, Financial Aid</strong></td>
<td>Eligibility review, reports, collaboration, Advisory Board representation, Assessment Team</td>
<td></td>
</tr>
<tr>
<td><strong>Technology Coordinator</strong></td>
<td>Technology support and assistance</td>
<td></td>
</tr>
<tr>
<td><strong>Senior Associate Vice President</strong></td>
<td>Director supervision, annual evaluation, general support, collaboration, attendance at project functions</td>
<td>Weekly</td>
</tr>
<tr>
<td><strong>Payroll Staff</strong></td>
<td>Timesheets, assistance, training</td>
<td>Bi-weekly</td>
</tr>
<tr>
<td>Position</td>
<td>Duties/challenges</td>
<td>Frequency</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Contracts &amp; Grants Accountant</td>
<td>Budget oversight, regular meetings with Director and Administrative Assistant, monthly budget printouts</td>
<td>Monthly</td>
</tr>
<tr>
<td>Faculty Members</td>
<td>Student referrals, tutor referrals, interview committees, Advisory Board representation</td>
<td></td>
</tr>
<tr>
<td>Director, Career Center</td>
<td>Resume and other related workshops</td>
<td>Each Semester</td>
</tr>
<tr>
<td>Admissions Staff</td>
<td>Advisory Board members, SUCCESS advertisement</td>
<td></td>
</tr>
<tr>
<td>Project Assessment Team</td>
<td>Provide advice, determine progress of federally funded project in meeting objectives</td>
<td></td>
</tr>
<tr>
<td>Bursar, Finance Center</td>
<td>Assist with Rotary Scholarships, special assistance/support, Financial Literacy workshops</td>
<td>Each year</td>
</tr>
<tr>
<td>Local Rotary Club</td>
<td>$3,000 in scholarships to SUCCESS students</td>
<td></td>
</tr>
<tr>
<td>Vice President for Student Life</td>
<td>Student advocacy, attendance at project functions, presentations, general support</td>
<td></td>
</tr>
<tr>
<td>Director, Human Resources</td>
<td>Recruitment process, screening and hiring of SUCCESS staff will adhere to federal regulations for equal opportunity.</td>
<td></td>
</tr>
<tr>
<td>Executive Director, Housing</td>
<td>Reports, meeting space, housing for students formerly under foster care</td>
<td></td>
</tr>
<tr>
<td>Coordinator, Educational Resource</td>
<td>Tutor training, student staff to monitor tutoring after hours, shared facility</td>
<td></td>
</tr>
<tr>
<td>Counseling Staff</td>
<td>Take student referrals, provide workshop presentations</td>
<td></td>
</tr>
<tr>
<td>Institutional Research</td>
<td>Provide database access, reports, data</td>
<td></td>
</tr>
<tr>
<td>Faculty Mentors</td>
<td>Guidance to students, serve as role models</td>
<td></td>
</tr>
<tr>
<td>Director Community Involvement Program</td>
<td>Collaborate on student events, share office space</td>
<td></td>
</tr>
<tr>
<td>Director Multicultural Affairs</td>
<td>Promotion of events, collaboration, planning</td>
<td></td>
</tr>
<tr>
<td><strong>Director of Assessment Services</strong></td>
<td><strong>Expert advice and assistance for project assessment</strong></td>
<td></td>
</tr>
</tbody>
</table>

**OTHER RESOURCES AVAILABLE TO THE PROJECT**

<table>
<thead>
<tr>
<th><strong>DEPARTMENT</strong></th>
<th><strong>COMMITMENT</strong></th>
<th><strong>WHEN</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Services for Students with Disabilities</strong></td>
<td>Readers, note takers, proctors, transportation</td>
<td></td>
</tr>
<tr>
<td><strong>Vice President Finance</strong></td>
<td>Partial IDC allocation approximately $6,500/year</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Supervised compliance, internal monitoring of grant, financial database access, maintenance, printouts</td>
<td></td>
</tr>
<tr>
<td><strong>Provost</strong></td>
<td>Faculty partnerships, utilities, other space as needed</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Admissions Director</strong></td>
<td>List of potential SUCCESS students, staff access to incoming student records</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Advisory Board</strong></td>
<td>Faculty, staff, administrators, community members to advise and assist the project and do fundraising</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Vice President Student Life</strong></td>
<td>SUCCESS salary increases if not available through grant, staff training and development, attendance at SUCCESS events, presentations upon request, etc.</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Financial Aid Office</strong></td>
<td>SSS Grant Aid match, TRIO eligibility verification</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Office of the Registrar</strong></td>
<td>Access to student record database, other support</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Housing Office</strong></td>
<td>Special arrangements for former foster care students</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>SSS Student Selection Committee</strong></td>
<td>Assist project with selection of new participants (comprised of faculty and staff)</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Executive Director of Planning and Assessment</strong></td>
<td>Consultant for student learning outcomes assessment</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
### External Agencies

<table>
<thead>
<tr>
<th>External Agencies</th>
<th>Consultant for grants</th>
<th>As needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contracts and Grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accountant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Rotary Club</td>
<td>Scholarships, student support</td>
<td>As needed</td>
</tr>
</tbody>
</table>

### Additional Relationships with program constituents:

- Director of Services for Students with Disabilities to consult with as needed for intake screenings, referrals and collaboration.
- Advisory Board Consult for advice and assistance to the project.
- Director of Financial Aid consult with as needed for eligibility review, reports, and collaboration.
- Advisory Board Representation, Assessment Team: Important constituent in providing a quality admissions process into Success.
- Technology Coordinator: Consult with as needed for technology support and assistance.
- Senior Associate Vice President: Consult with weekly for director supervision, annual evaluation, general support, collaboration, and attendance at project functions.
- Payroll Staff: Consult with bi-weekly to form timesheets, assistance, and training
- Contracts & Grants Accountant: Consult with monthly for evidence of budget oversight, regular meetings with Director and Admin. Assistant, and monthly budget printouts
- Faculty Members: Consult with each semester for student referrals, tutor referrals, interview committees, and Advisory Board representation. Overall, the progress report system is a very valuable tool for student success, as it allows the students to gauge their academic progress.
- Director, Career Center: Consult with each semester for resume and other related workshops. Key to upholding SUCCESS’ mission of providing early career services and assistance.
- Admissions Staff: Consult with each semester for Advisory Board members and SSS advertisement. Catalyst in building the program and making the program available to the Pacific community.
- Project Assessment Team: Consult with each semester for advice, and aid in determining progress of project in meeting objectives.
- Bursar, Finance Center: Consult with each year to assist with Rotary Scholarships, special assistance/support, and Financial Literacy Scholarships. Provides a large amount of resources and important ones, including financial aid in forms of scholarships.
• Director, Housing: Ongoing relationship for reports, meeting space, and foster care support. Coordinator, Educational Resources: Ongoing relationship for tutor training, and student staff to monitor tutoring after hours. Imperative to the mission of SUCCESS.

• Counseling Staff: Ongoing relationship to take student referrals and provide workshop referrals. Imperative to the mission of SUCCESS.

• Institutional Research: Ongoing relationship to provide database access, reports, and data. Fundamental relationship

• Director Community Involvement Program: Ongoing relationship to collaborate student events.

• Director Multicultural Affairs: Ongoing relationship for promotion of events, collaboration, and planning. A key to student resources.

• Director of Assessment Services: As needed for expert advice and assistance for student learning outcomes and assessment. Vital to the SUCCESS mission.

• Admissions Director: A vital ongoing relationship for he/she provides the list of potential SSS students and staff access to incoming student records.

• Office of the Registrar: Access to student record database

Recommendation: Faculty members and SUCCESS increase collaborations.

PART 9. FINANCIAL RESOURCES

TRIO and Other Educational Opportunity Programs (TOEOP) must have funding to accomplish the mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis must be conducted to determine the following elements: unmet needs of the unit, relevant expenditures, external and internal resources, and impact on students and the institution.

TOEOP must know and adhere to governmental and agency fiscal regulations regarding funding.

TOEOP must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

Opportunities for additional funding should be pursued; however, these sources should not be expected to supplant current funding.

TOEOP should negotiate with their institutions to provide additional funding to support areas underfunded by their grants.
PART 9. FINANCIAL RESOURCES OVERVIEW QUESTIONS

A. What is the funding strategy for the program?

B. What evidence exists to confirm fiscal responsibility, responsible stewardship, and cost-effectiveness?

Plan for Financial Management: SUCCESS staff follow all administrative and financial controls required by the Division of Student Life and the University of the Pacific. Financial transactions and expenditures are made according to institutional and the U.S. Securities and Exchange Commission (SEC) Electronic Data Gathering, Analysis, and Retrieval (EDGAR) regulations. The Contracts and Grants Accountant reviews all project expenditures and requests payments. Records are maintained on all program expenditures above $5,000 and are submitted via purchase order. Prior to any travel, project staff submit an authorization form, estimating costs, and dates of travel. Upon return, a reimbursement form is completed with actual travel costs which will be verified with receipts. The project maintains its own account of expenses by a ledger and spreadsheet in the project offices that are reconciled with the monthly budget report provided by the Finance Division. The Director and Administrative Assistant use BANNER, the University’s internal Financial Management System. The project’s Financial Management Plan is outlined below:

<table>
<thead>
<tr>
<th>Financial Activity</th>
<th>Primary Signature</th>
<th>Secondary Signature</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>P/T Staff Time Sheets</td>
<td>SSS Director</td>
<td>Grants Accountant</td>
<td>Bi-Weekly</td>
</tr>
<tr>
<td>F/T Staff Time Sheets</td>
<td>SSS Director</td>
<td>Grants Accountant</td>
<td></td>
</tr>
<tr>
<td>Monthly Corporate Card Logs</td>
<td>SSS Director For Administrative Assistant</td>
<td>Director of Purchasing</td>
<td>Monthly</td>
</tr>
<tr>
<td></td>
<td>Administrative Assistant For SSS Director</td>
<td>Senior Associate Vice President</td>
<td></td>
</tr>
<tr>
<td>Expenditures Review</td>
<td>Administrative Assistant</td>
<td>Grants Accountant</td>
<td></td>
</tr>
<tr>
<td>Hiring Forms</td>
<td>SSS Director</td>
<td>VP Student Life &amp; Grants Accountant</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Requisitions</td>
<td>Administrative Assistant</td>
<td>SSS Director</td>
<td></td>
</tr>
<tr>
<td>% of Time and Effort</td>
<td>SSS Director</td>
<td>Grants Accountant</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>
The SSS grant provides for 2/3 of the total amount of $14,740 and the institution provides a 1/3 match of $7,260 for a total of $22,000. Of the 200 total students, those who are in their first two years, (freshmen and sophomores) at the institution, and who have the greatest unmet financial need are eligible to receive a grant. Twenty-two students receive grants of $1,000 each.

Grant applications are emailed and made available in the program office beginning October 15 and are due November 30. Completed applications will be reviewed by the Project Director and Associate Director, and then by the Director of Financial Aid.

Project students must be current PELL grant recipients, have an unmet financial need and be active in SUCCESS. If all first and second year participant needs are met, upper division participants who are at high risk of dropping out due to financial reasons will be considered.

### The Budget is Reasonable, Cost Effective and Adequate to Support the Project

**Reasonable:** The budget is reasonable to support the project as the majority of the costs, 65%, will be used for SSS personnel who will provide direct services to 200 participants.

Salary amounts are consistent with equivalent positions on campus. Costs in the Budget Narrative are reasonable in relation to the three standardized objectives.

**Cost Effective:** The budget is cost effective since the Division of Student Life makes available its resources in addition to other campus resources to serve the needs of eligible students. SUCCESS has furniture and equipment immediately available for its use. As the University of the Pacific has committed the use of facilities, personnel, and other resources, federal funds are maximized. Travel costs provide for the director to attend one regional conference and two staff to attend TRIO training, per USDE allowable costs. Participant travel provides for one trip per year to educational symposia. The total project cost is $284,741 for 200 participants, a per participant cost of only $1,423.70 for the first year of funding.

**Adequate:** The budget is adequate as staff will utilize federal funds conservatively and will monitor costs carefully. Campus personnel volunteer their time to ensure that the budget is adequate. In compliance with the Government Procedures and Results Act (GPRA), the budget is prepared so that it is reasonable, cost effective, and adequate to support the objectives and activities.
PART 10. TECHNOLOGY

TRIO and Other Educational Opportunity Programs (TOEOP) must have adequate technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with relevant codes and laws.

TOEOP must use current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and designated clients.

TOEOP must explore the use of technology to enhance delivery of programs and services, especially for students at a distance or external constituencies.

When technology is used to facilitate student learning and development, programs and services must select technology that reflects intended outcomes.

TOEOP must

- maintain policies and procedures that address the security, confidentiality, and backup of data, as well as compliance with privacy laws
- have clearly articulated plans in place for protecting confidentiality and security of information when using Internet-based technologies
- develop plans for replacing and updating existing hardware and software as well as plans for integrating new technically-based or supported programs, including systems developed internally by the institution, systems available through professional associations, or private vendor-based systems

Technology, as well as workstations or computer labs maintained by programs and services for student use, must be accessible to all designated clients and must meet established technology standards for delivery to persons with disabilities.

When providing student access to technology, TOEOP must

- have policies on the use of technology that are clear, easy to understand, and available to all students
- provide assistance, information, or referral to appropriate support services to those needing help accessing or using technology
- provide instruction or training on how to use the technology
- inform students on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks

TOEOP must promote alternate access to information in formats accessible for participants and their families, especially when technology is not available to them.

TOEOP should advocate for and facilitate access to technology for program participants and their families. Technology should be employed to promote TOEOP, to provide academic and other student services, to assist participants with career exploration and the processes related to postsecondary transitions (e.g., admissions, financial aid, course registration, housing), and to communicate with students including those at outreach locations. Programs should intentionally model for their students the use of technology.
Student violations of technology policies must follow established institutional student disciplinary procedures.

Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.

PART 10. TECHNOLOGY OVERVIEW QUESTIONS

A. How is technology inventoried, maintained, and updated?

The program’s technology is evaluated by the Executive Director on an as needed basis by recommendation from staff members. The Director of Student Life Technology (SL Tech) is consulted annually for her recommendations as well. The SUCCESS staff is overall well trained, recently on Blumen, to input student contact for annual APR reports. The staff had a facilitator visit and train staff on the Blumen system. Student Life tech staff assist with support.

In spring 2015 the Executive Director reviewed the federal budget for available funding and purchased new computers for the programs computer labs and staff offices during the summer 2015/fall 2015 semester. Program technology is inventoried in section 10B.

B. What evidence exists to confirm that technology is available for all who are served by the program?

Student Life Technology (SL Tech) assists the program in monitoring and tracking computer usage. SL Tech generates reports each semester of usage as requested by SUCCESS staff. See example log history in Appendix G by Student Life Tech for fall 2015.

All student participants are informed and aware of the existence of the SUCCESS computer lab and its availability to them. Mention of the computer lab is available on the SUCCESS website and program brochures. Additional computer lab info is discussed with students during their interview process, initial intake (after acceptance in program) and during our new student retreat.

As noted in the “End of the Semester Assessment” (see section 12-Assessment) out of the 40 students that responded to the assessment, 16 students indicated non-usage of the SUCCESS computer lab on a regular basis. Not all 200 student participants need the computer lab area and the program has a limited quantity of the computers available (5 computers) for student usage. In addition many students have their own access to personal laptops, computers, or other computer labs. The SUCCESS computer lab is a supplemental service that is available to the student participants during the day, evenings and Sunday afternoons.

SUCCESS staff use technology on a daily basis as a method to communicating with student participants. Email communication has been a key method in contacting students regarding program updates, scheduling appointment, sending reminders, and implementing events/workshops. SUCCESS staff also use Pacific email for general communication. SUCCESS staff use Google Drive to create links for students to RSVP for events/workshops and also for students to request a tutor through the program. In addition, Google Drive is used for programs Tutor/Tutees and Peer Mentors/Mentees to document their contacts/meetings. SUCCESS is currently connected with Facebook, Instagram and Twitter. Social media is a popular and quick way to for staff to notify students with reminders and updates. Furthermore staff check admission information, class enrollment, student grades, graduation status, etc. through the campus BANNER system. For the SUCCESS Technology Inventory List, See Appendix G.
SUCCESS Program complies with all University of the Pacific institutional policies and procedures, and legal requirements. Student violations of technology are addressed in student disciplinary procedures through Student Life’s Office of Student Conduct. If staff believes any SUCCESS student participant has violated the university’s technology policy or procedures, staff will report and initiate the process and make the referral to the Office of Student Conduct.

**PART 11. FACILITIES AND EQUIPMENT**

TRIO and Other Educational Opportunity Programs (TOEOP) must have adequate, accessible, and suitably located facilities and equipment to support the mission and goals. If acquiring capital equipment as defined by the institution, TOEOP must take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated on an established cycle, including consideration of sustainability, and be in compliance with codes and laws to provide for access, health, safety, and security.

TOEOP facilities must be physically located to promote visibility of the programs and to ensure coordination with other campus or organizational programs and services.

TOEOP staff members must have workspace that is well-equipped, adequate in size, and designed to support their work and responsibilities. For conversations requiring privacy, staff members must have access to a private space.

TOEOP staff members who share workspace must be able to secure their own work.

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information.

The location and layout of the facilities must be sensitive to the needs of persons with disabilities as well as the needs of other constituencies.

**PART 11. FACILITIES AND EQUIPMENT OVERVIEW QUESTIONS**

A. **How are facilities inventoried and maintained?**

SUCCESS is located on the first floor of the McCaffrey Center at University of the Pacific’s Stockton campus. The Executive Director, Associate Director and Program Coordinator’s offices offer private areas for counseling and confidential conversations. The offices contain a locked filing cabinet, which is used for student participant’s files. Each staff member’s working space also includes a cabinet and/or desk drawers which can be locked.

The program updates and maintains the equipment and facilities as needed. All areas in the office are Americans with Disability Act (ADA) accessible.

B. **What evidence exists to confirm that access, health, safety, and security of facilities and equipment are available for all who are served by the program?**

As SUCCESS is federally-funded, all applicable federal regulations are adhered to in order that facilities and equipment is in compliance with both legal and intuitional requirements. The staff contacts the campus Risk Management on an as needed basis.
PART 12. ASSESSMENT

TRIO and Other Educational Opportunity Programs (TOEOP) must have a clearly articulated assessment plan to document achievement of stated goals and learning outcomes, demonstrate accountability, provide evidence of improvement, and describe resulting changes in programs and services.

TOEOP must have adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Assessments must include direct and indirect evaluation and use qualitative and quantitative methodologies and existing evidence, as appropriate, to determine whether and to what degree the stated mission, goals, and intended outcomes are being met as effectively and efficiently as possible. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other constituencies, and aggregated results must be shared with those groups. Results of assessments must be shared appropriately with multiple constituents.

Assessments, evaluations, and annual program performance reports must be conducted in accordance with conditions required by applicable sponsoring agreements.

Results of assessments and evaluations must be used to identify needs and interests in revising and improving programs and services, recognizing staff performance, maximizing resource efficiency and effectiveness, improving student achievement of learning and development outcomes, and improving student persistence and success. Changes resulting from the use of assessments and evaluation must be shared with stakeholders.

Assessments, evaluations, or annual evaluation reports should be made available, when appropriate, to the program’s various stakeholders, such as relevant campus offices, external agencies, area schools, community organizations, and program advisory committees and boards.

PART 12. ASSESSMENT AND EVALUATION OVERVIEW QUESTIONS

A. What is the comprehensive assessment strategy for the program?

The SUCCESS program has a comprehensive approach to evaluate the services, activities and objectives of the project. This evaluation plan utilizes appropriate methods that include both formative and summative evaluation as critical to providing evidence for program quality.

The Executive Director has used Pacific Plan, a database created by the Pacific Office of Institutional Research and used by the Division of Student Life (SL) for maintaining annual assessment plans, data, and reports to house SUCCESS learning outcomes data, beginning in 2008. When the university purchased Taskstream in 2015, data from Pacific Plan were archived in Taskstream.

For assessing student learning outcomes on an annual basis, the strategy used by SUCCESS is the same as it is for every department in the Division of Student Life: (1) Assessment planning occurs in late summer. In consultation with their department and in a meeting with the Director of SL Assessment, directors write outcomes aligned with a selected university-wide value, objective or competency; and choose the interventions and methods of assessing the outcome.
(2) During the fall, directors collect the data; (3) In mid-winter directors provide mid-cycle updates in one-to-one meetings with the assessment director; (4) At the spring SL retreat, directors re-calibrate mid-cycle for prioritizing and planning; (5) In late spring, assessment results and recommendations are entered into Taskstream and reported; Collaborations are recommended; and (6) Results and recommendations are implemented and linked to planning and priorities for upcoming action plans and newly written outcomes for the next cycle starting in the summer.

**Learning Assessment**

SUCCESS also assesses the impact of their services, such as Tutorial Services, on their students. Exemplar #1: One of the student learning outcomes and results for SUCCESS in 2015-16 was as follows: As a result of attending financial aid and personal finance sessions provided by the SUCCESS program, students will increase their financial and economic literacy as evidenced by self-reporting on assessment rating sheets. Assessment results include: 88% of participants “strongly agreed” that they understand the importance of developing credit, budgeting, and school loan management; 12% of participants “agreed”. No students “disagreed”. Online, students have the option to improve their financial literacy through the course, Financial Literacy 101. The link to the course is as follows: [https://www.financialliteracy101.org/](https://www.financialliteracy101.org/). The online course was required of students applying for a small SUCCESS grant, and improvements for the year 2016-17 include creating more incentive for all SUCCESS students to take the course.

Exemplar #2: Regarding the SUCCESS TRIO Program’s commitment to diversity, equity and access, the following outcome was assessed: As a result of participation in the SUCCESS Community learning experiences, students will demonstrate an understanding of several different career choices through participation in program-sponsored workshops and alumni panels. These workshops typically have been an overview of student services, but recent recommendations have led to planning more time and more in-depth panels and workshops by inviting directors to participate in panels, etc.

Exemplar #3: SUCCESS Student Learning Outcome for Tutorial Services 2013-14

**Objective** -To provide effective academic support services that promote satisfactory academic progress and persistence.

**Student Learning Outcome** - As a result of attending five (5) or more tutorial sessions, students will satisfactorily meet their personal tutoring goals.

To support this student learning outcome, the SUCCESS tutorial component was assessed, which includes explaining tutorial expectations with each student, monitoring tutoring progress, administering mid-semester & end-of semester evaluations and following up on any problems/concerns which may arise.

**Measures for Outcome** – Transcript review and interview notes analysis.

**Criterion for Outcome** – General needs met as defined by number and percentage of students who satisfactorily complete the course with a grade of "C-" or better.
Evidence for Outcome - To measure the effectiveness of tutoring for the 2013-14 academic year, tutors and tutees were required to complete “Tutor Contact Reports” and “Tutee Contact Reports” which analyzed tutoring sessions and provided a plan for future sessions. Tutors and tutees were asked to complete a mid-semester evaluation and final evaluation of tutorial services. Three monthly interviews were conducted with each SUCCESS tutor. A mid-semester interview was conducted with each of the tutees. These interviews allowed for further understanding of the students’ needs as well as the tutors’ needs.

94% of students said that received tutoring resulted in earning a C- or better in the course; 6% of students earned a D or lower in the course 6%; and 0% withdrew from the course. Throughout the academic year (excluding summer), there were a total of 40 students who received tutoring, 261 sessions and 399 hours spent on tutoring. The average time per tutorial session was 1.53 hours. (Percentages are based on fall 2013 grades only.

Below are the individual grades for students who met with their tutors for 5 or more sessions:

A 17%
B 41%
C 21%
D 16%
F 5%

As shown above, the tutoring goals were met by 79% of the students.

Satisfaction Assessment

Not only does SUCCESS systematically assess student learning, but also the program also assesses student satisfaction, i.e., if students are not satisfied, they probably are not learning. The Student Satisfaction Survey is distributed at the end of the semester assessment. Forty student participants responded to the survey. The survey results can be found in Appendix H.

Archival data on SUCCESS student learning outcomes assessments since 2009 can be found at the following link: https://www.taskstream.com/Main/homeCIP/default.asp

Satisfactory Academic Progress:

The SUCCESS program’s average GPA for all students from 2010 to 2015 years has consistently remained a 3.0 or above as indicated by the following graph:

<table>
<thead>
<tr>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.02</td>
<td>3.09</td>
<td>3.10</td>
<td>3.04</td>
<td>3.03</td>
<td>3.03</td>
<td>2.97</td>
<td>3.09</td>
<td>3.08</td>
<td>3.09</td>
</tr>
</tbody>
</table>
Persistence and Graduation Rates

SUCCESS has maintained an average persistence rate of 97.6% for enrollment and/or graduation since 2010. The SUCCESS Program reports persistence and graduation rates of the student participants each academic year. Data from the university’s Banner system is used for this purpose to ensure the accuracy of the information. This report includes tables that present the persistence and graduation rates for student participants. A student participant is defined as having persisted into a given semester if they attended Pacific during that semester or graduated from Pacific with a baccalaureate degree. Non-persisters include students who transfer to other colleges/universities and those who do not return to Pacific.

2010-2011 (200 Total Students)

<table>
<thead>
<tr>
<th>n = students</th>
<th>Percentage</th>
<th>Persistence Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>151</td>
<td>75.5</td>
<td>Re-enrolled at grantee institution</td>
</tr>
<tr>
<td>49</td>
<td>24.5</td>
<td>Graduated with bachelor’s degree</td>
</tr>
</tbody>
</table>

2011-2012 (201 Total Students)

<table>
<thead>
<tr>
<th>n = students</th>
<th>Percentage</th>
<th>Persistence Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>148</td>
<td>73.6</td>
<td>Enrolled at grantee institution</td>
</tr>
<tr>
<td>48</td>
<td>23.8</td>
<td>Graduated with bachelor’s degree</td>
</tr>
<tr>
<td>4</td>
<td>1.9</td>
<td>Not enrolled</td>
</tr>
<tr>
<td>1</td>
<td>.49</td>
<td>Transferred</td>
</tr>
<tr>
<td>196</td>
<td>97.4</td>
<td>Total Persistence Rate (Enrolled and/or graduated)</td>
</tr>
</tbody>
</table>

2012-2013 (200 Total Students)

<table>
<thead>
<tr>
<th>n = students</th>
<th>Percentage</th>
<th>Persistence Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>151</td>
<td>75.5</td>
<td>Enrolled at grantee institution</td>
</tr>
<tr>
<td>41</td>
<td>20.5</td>
<td>Graduated with bachelor’s degree</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Not enrolled</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>No Response/Unknown</td>
</tr>
</tbody>
</table>
192 | 96 | Total Persistence Rate (Enrolled and/or graduated)

2013-2014 (191 Total Students – Only funded to serve 191 due to federal budget cuts)

<table>
<thead>
<tr>
<th>n = students</th>
<th>Percentage</th>
<th>Persistence Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>151</td>
<td>79.05</td>
<td>Enrolled at grantee institution</td>
</tr>
<tr>
<td>40</td>
<td>20.95</td>
<td>Graduated with bachelor’s degree</td>
</tr>
<tr>
<td>191</td>
<td>100</td>
<td>Total Persistence Rate (Enrolled and/or graduated)</td>
</tr>
</tbody>
</table>

2014-2015 (205 Total Students)

<table>
<thead>
<tr>
<th>n = students</th>
<th>Percentage</th>
<th>Persistence Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>136</td>
<td>66.34</td>
<td>Enrolled at grantee institution</td>
</tr>
<tr>
<td>59</td>
<td>28.78</td>
<td>Graduated with bachelor’s degree</td>
</tr>
<tr>
<td>9</td>
<td>4.39</td>
<td>Not enrolled</td>
</tr>
<tr>
<td>1</td>
<td>.49</td>
<td>Transferred</td>
</tr>
<tr>
<td>195</td>
<td>95</td>
<td>Total Persistence Rate (Enrolled and/or graduated)</td>
</tr>
</tbody>
</table>

B. How are tangible, measurable outcomes determined to ensure program achievement of mission and goals?

The annual assessments that align with the values of the university and with the Division of Student Life, as well as annual reporting to the grant funders, generate data that allow SUCCESS to target areas of achievement as well as areas for improvements. SUCCESS learning outcomes for Student Life are determined in consultation with staff in the department and then with the assessment director, before the fall semester begins.

SUCCESS ensures program achievement of federal goals through periodic reporting on specific indicators of progress to meet grant-established goals and objectives such as the following: End of the semester student grade checks; percentage of students in satisfactory academic standing; percentage of students graduating; and percentage of students who are persisting toward their undergraduate degrees.

C. How has TOEOP used current and past assessments to show growth and development?

The Student Life annual planning and assessment plan is based in a formative paradigm.
Following are several examples of “closing the assessment loop” or using prior results of SUCCESS assessment to inform planning for the next year: (1) Based on feedback from students, new methods for tutoring were utilized in 2015 such as making iPads available for students, and providing online tutoring sessions; (2) In the New Student Retreat, students said they had wanted more time to connect with each other as well as more time for locating key campus offices, so in the next iteration of the retreat more social events and time for socializing were included, as well as a new scavenger hunt for learning about the location of offices on campus; (3) In the SUCCESS New Student retreat questionnaire last year, students indicated they felt “a little informed about the topics.” For this year, 2016-17, more Student Life department heads and faculty will be brought in to meet and inform the students about their resources available to SUCCESS students. In addition, improvements will be made to the questionnaire, including open-ended questions about the specifics of what students learned or wanted to learn about various topics.

In addition, SUCCESS staff reflect and discuss data based program improvements at their end-of-the-semester staff retreats. Input and discussion at these retreats are among SUCCESS leadership, as well as SUCCESS peer mentors, and SUCCESS students who receive services. Implementation of recommendations for program improvements also is discussed at the SUCCESS summer retreat.