

# Program Review Progress Report

## Diversity and Community Engagement Subdivision:

### Educational Equity Programs

- Community Involvement Program
- SUCCESS Program

### Multicultural Affairs

## CIP Program Review Recommendations and Responses

### Part 1: Mission

- Continue refinement of the mission statement, with more specificity about *how* the program promotes student growth, success and commitment to local community.

Response 1: New Mission: To engage members of the local community in their awareness of and access to higher education opportunities for underrepresented persons.

- Restructure the community service requirement as an opportunity for the development of civic leadership skills; with stronger links between service to the community of Stockton and students' own educational goals. Cultivation of this intentional curricular/co-curricular link enhances both the program's effectiveness and its marketability.

Response 2: The required community service of 20 hours of community service and 5 hours of recruitment service are no longer in affect. CIP students are now doing community service in the Stockton community in collaboration with the City of Stockton's Community Service division. The students are encouraged to come up with different community service activities that they can participate in as a group. Many of the students are currently volunteering with different elementary in collaboration with the City of Stockton.

- More closely connect the language and intent of CIP's mission statement with that of the University as a whole.

Response 3: CIP's New Mission: To engage members of the local community in their awareness of and access to higher education opportunities for underrepresented persons.

University's mission: 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

Both missions are more closely aligned with regard to both access and community engagement.

- Updates the mission on the University's website and in material distributed by the Admissions office.

Response 4: Efforts to post the new mission online are in progress with John Stein from the office of admissions.

### Part 2: Program

- While CIP students consistently express the value of their community service experiences, there could be much more productive bridge between this experiential learning and classroom learning. The CIP Director, the Director of the Center for Community Involvement, and CIP students should enter into partnerships to create individually tailored, intellectually robust, and service-based co-curricular opportunities. These opportunities should, among other goals, deepen skills in civic leadership.

Response 5: Please refer to response number one above and note that the University is currently engaged in a search for a service learning fellow to assume leadership in the area of academic service learning experiences.

- More closely monitor and communicate achievements of CIP students, not only academically, but also in student government, other leadership roles, and in the larger community.

Response 6: Current staffing remains a challenge to adequately addressing this recommendation. CIP continues to manage academic support and achievements in partnership with the SUCCESS Program.

- In conjunction with the Career Resource Center and the Alumni Office, enhance connections with CIP alumni for internship and employment possibilities.

Response 7: Current staffing remains a challenge to adequately addressing this recommendation. There have been limited collaborations with Bill Coen, Executive Director of the Alumni Association, to arrange Alumni Mentor matches as well as job shadowing.

### Part 3: Leadership

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

Response 8: The Educational Equity Programs (EEP) umbrella unit was created to encompass both SUCCESS and CIP with the SUCCESS Program Director elevated to the role of Executive Director of EEP. The full-time CIP Director reports to Executive Director.

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

Response 9: There is currently a full-time director of the Office of Multicultural Affairs distinct from the full-time director of CIP.

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

Response 10: The CIP program currently only has 1 full-time staff position – its Director. It also has a modest annual operating budget of just over \$20,000 to cover costs of the summer retreat for incoming students, the graduation reception hosted each Spring as well as to hire student-employees who can offer only limited, non-confidential clerical support such as greeting visitors, answering the phones, etc. It should be noted that current staffing and resource constraints remain challenges to adequately addressing this recommendation.

### Part 4: Organization and Management

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

Response 11: Please refer to response number 9.

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

Response 12: Please refer to response number 8.

- Redefine the responsibilities of the CIP Director to make possible a much more rigorous program of curricular-linked service learning and leadership development in the area of civic engagement. The current working relationship with the Center for Community Involvement would continue. However, with a full-time CIP Director, the resulting community placements, evaluation of gained skills and insights, and learning assessment could be much more targeted, intentional, and integrated with the students' entire Pacific experience. The CIP Director's newly enhanced charge could lead to fruitful links with other curricular and co-curricular programs on campus, including but not limited to Ethnic Studies Program, the Gender Studies Program, and the Jacoby Center's new certificate for civic leadership program.

Response 13: Please refer to responses 6, 7 and 10. Please note that CIP has partnered with Ethnic Studies, Gender Studies, and the Jacoby Center to promote civic engagement with our students.

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

Response 14: Please refer to response number 8. EEP is administratively located in the subdivision Diversity and Community Engagement (DACE) with the Executive Director for Educational Equity Programs reporting to the Assistant Vice President (AVP) for DACE.

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

Response 15: This year's application yield of over 80% is a good indication of the strengthened relationship that the new full-time CIP Director has been able to cultivate among the Office of Admissions and the Office of Financial Aid.

- Strengthen the coordination between the CIP Director and the Admissions Office in the shared endeavor to recruit underrepresented student. At this point, the Admissions office is understaffed and perhaps under-trained in this area, despite able assistance from its Associate Director. More institutional support for both offices is needed if recruiting for CIP is going to be effective.

Response 16: Please see response number 15. There is an admissions counselor in the Office of Admission who has been designated to support CIP recruitment/admissions application review process.

- Clarify the mission of relationship between the CIP Clubs at the local high schools and Pacific's CIP Emissaries currently engaged in recruitment activity Stockton Unified School District. Ideally, CIP Emissaries should conduct recruiting efforts along with a representative from the Admissions Office. At the very least, CIP Emissaries should go through more extensive University recruitment training before they are allowed to enter into the community as a recruitment representative for the university. Each Emissary must know specific information about Pacific, the CIP program and services without misleading or offering misinformation to prospective students.

Response 17: Due to the challenges outlined above CIP Emissaries are no longer utilized as a part of the recruitment process and CIP Clubs in the High Schools are virtually defunct. Instead the current CIP director selects and trains a small number of current CIP students to accompany her on recruitment events in the local K-12 schools, Delta Community College as well as the County Office of Education. Evidence that this more strategic approach has been successful includes the use of an entirely paperless/online application process last year and the largest number of CIP applications received in many years.

#### Part 5: Human Resources

- The current demands for the two programs cannot be adequately met by one full-time administrator. If this dual role is to be maintained, then there must be a plan to bring in full-time professional staff support within both component services to help the directors accomplish the goals of both programs.

Response 18: CIP does not have any full or part-time administrative support staff. The Office of Multicultural Affairs has one full-time administrative support staff person.

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

Response 19: The CIP director has participated in FERPA training (the office of the registrar mandate's completion of an online module before banner access will be granted).

#### Part 6: Financial Resources

- Reexamine the recruiting budgets of *both* Admissions and CIP to determine whether funding is sufficient and effectively administered for an area recruiting of CIP students.

Response 20: CIP's operating budget has remained level-funded since being initially awarded to the program back in fiscal year 2008.

- Increase funding for support staff.

Response 21: There was no funding provided for support staff

- Assign a liaison from the Finance Office to assist the Director with budgetary matters.

Response 22: No Finance Office liaison was assigned; however, the CIP Director receives assistance from Karen Bravo, Budget Analyst for the Division of Student Affairs, when needed.

#### Part 7: Facilities, Technology, and Equipment

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

Response 23: Both programs are administratively and physically co-located and will move during the month of December 2010 into the renovated McCaffrey Center space.

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

Response 24: Currently working on updates s to the 5-year plan developed by former AVP John Carvana.

#### Part 8: Legal Responsibilities

- Create a more focused mission for CIP and provide a full-time professional staff member to assist the Director
- Ensure that this staff member goes through the same relevant trainings as the Director.

Response 25: Please refer to responses 1, 18 and 21.

#### Part 9: Equity and Access

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

Response 26: Please refer to responses 8 and 9; also, please note that this process is currently in place.

### Dr. Griego's Recommendations

#### 1. **Revised organizational structure**

- SUCCESS and CIP be more closely aligned under an **Executive Director for CIP and SUCCESS** with shared administrative support and office space for the two programs

Complete

- Provide institutional funding to supplement federal grants funding for SUCCESS will strengthen the program and signal to the USDE our institutional commitment and support

Complete

- In FY08 budget cycle, we will seek funding for an additional staff position, and in the meantime during the FY08 year, we will consider alternative ways to temporarily share staffing through existing positions in order to separate the two programs and lend greater staffing support.

In progress: currently the SUCCESS administrative assistant can offer a very limited number of hours each week to support the CIP director; at this time CIP has not received a dedicated additional staff position,

- We will move the CIP program administration to locate it in adjacent office space to SUCCESS in Bannister Hall, and we will seek to keep these programs together as Bannister Hall is vacated in the near future.

Complete

#### 2. **Clarify program administrative reporting**

- All three programs will continue to report to the Assistant VP for Community and Professional Development.

Complete although lead administrator's title changed to Assistant Vice President (AVP) for Diversity and Community Engagement (DACE).

- Strengthen the Division's commitment to diversity and developing intercultural competence among staff and students, we have reviewed the position responsibilities and description of the Assistant VP and will be recommending to the president some adjustments in [the AVP's] assignments to facilitate deeper engagement with these issues within the Division as well as more transparent alignment with other areas in Student Life (such as the Center for Community Involvement) and with Academic Affairs.

See the reference to the AVP for DACE above

### 3. Strengthen and Expand CIP

- We will work with the provost and admissions and financial aid offices to expand the geographic boundaries for CIP outside of the greater Stockton area beginning in FY08.

No action: At this time the geographic area has not expanded due to the commitment to the local Stockton Community and ensuring maximum effort to provide access to area students has occurred before pursuing an expansion of program boundaries can occur.

- We will expand and reengage the CIP Advisory Board.

Complete: The Educational Equity Advisory Board recently approved its revised bylaws after being reviewed by University Counsel.

- We will reinvigorate the community service expectation for CIP students and use these service opportunities to more strategically serve our community partnerships.

In progress: Students voluntarily engage in community service and develop projects that meet their own interests. For instance, last year after a local K-8 school lost its funding for a tutorial program, students helped tutor Cleveland Elementary School children after school.

- We will seek a "much more rigorous program of curricular-linked service learning and leadership development in the area of civic engagement" with stronger ties to Ethnic Studies, Gender Studies, and the Jacoby Center's Leadership Program.

In progress: please refer to response number 13.

- We will seek to return to previous expectations that CIP help manage the number of commitments for the director, and with increased staffing, we hope to return to a strengthened partnership with admissions that will increase the number of CIP students admitted to and served in the program.

In progress: please to response 10, 11, 18 and 21.

- We will develop outcomes-based goals for the program to make it more results-oriented.

In progress: CIP has developed and continues to monitor its sound assessment plan.

## SUCCESS Program Review Recommendations and Responses

### Part 1: Mission - No recommendations

### Part 2: Program

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

**Response 1:** SUCCESS hires tutors who are available for evening and weekend sessions. Students use the library when the office is closed.

### Part 3: Leadership

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

**Dr. Griego's response to this recommendation: "concluded that all three programs will continue to report to the Assistant VP for Community and Professional Development...retitled Assistant Vice President for Diversity and Community Engagement"**

**Response 2:** SUCCESS is administratively located in the subdivision Diversity and Community Engagement (DACE) with the Executive Director for Educational Equity Programs reporting to the Assistant Vice President (AVP) for DACE

**Response 3:** In the FY 08, institutional funding included 9.3% (12.02% in FY 09) of the Executive Director's salary. No additional staffing was funded. CIP shared the SUCCESS Administrative Assistant for 4.37 hours per week in FY 08 and 7.1 hours per week in FY 09.

### Part 4: Organization and Management

- Repeated: Move the SUCCESS program under the auspices of the Dean of Students, with the Executive Director reporting to the Office of Dean of Students.
- Repeated: Fund at least 50% of the salary for the Director of SUCCESS with institutional funds, allowing for both program stability and structural flexibility.

**Dr. Griego's response to this recommendation: "we believe that providing institutional funding to supplement federal grant funding for SUCCESS will strengthen the program and signal to the USDE our institutional commitment and support. In the FY 08 budget cycle, we will seek funding for an additional staff position, and in the meantime during the FY08 year, we will consider alternative ways to temporarily share staffing through existing positions..."**

**Response 4:** The Educational Equity Programs (EEP) umbrella unit was created to encompass both SUCCESS and CIP with the SUCCESS Program Director elevated to the role of Executive Director of EEP. The full-time CIP Director reports to Executive Director. The EEP umbrella unit not only strengthens both programs via enhanced institutional commitment, but also ensures greater program stability and structural flexibility. **Please also refer to responses 2 and 3.**

#### Part 5: Human Resources

- See Recommendations about in Part 4, Organization and Management

#### Part 6: Financial Resources

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

**Please refer to response number 3.**

- Ensure that work-study funding comes from the University to ensure compliance with TRIO funding regulations.

**Response 5:** The required 25% of federal work-study funding for TRIO student employees is paid for by the grant. This is approved by USDE according to the latest regulations.

#### Part 7: Facilities, Technology, and Equipment

- Per the University's Master Plan, Bannister Hall will be removed in 2-3 years. SUCCESS will need a new centrally-located, accessible space sufficient in size to accommodate not on its program staff, but also areas that will continue to support their tutorial services – providing both individual and group study areas.

**Response 6:** EEP (including SUCCESS and CIP) will be relocated to the McCaffrey Center, 1<sup>st</sup> floor, along with CIP in December 2010.

- The SUCCESS web page should be updated and accessible from links related to both the Academics and the Division of Student Life portals. (Currently, SUCCESS is listed only under Academic Support Services, but it is not listed under Student Support Services on the division of Student Life webpage.)

**Response 7:** The SUCCESS web page is currently being reconceptualized along with all other Division web pages as part of the University's web project.

- Increasing the ratio of computers to better complement the overall number of program participants.

**Response 8:** Currently the program participants have access to 5 computers (up from 4 when the program review was conducted), though printing capability is limited due to lack of funding.

## Part 8: Legal Responsibilities

- The Program Director could assist all program staff in developing action plans related to annual performance reviews that include opportunities for training in the area of legal issues (i.e., Training in areas such as Sexual Harassment, HIPPA, etc.).

**Response 9:** The Executive Director of EEP informs all staff of training opportunities regarding legal issues.

- Consider adding the following phrase: “knowledge of or willingness to learn laws and responsibilities that relate to your responsibilities” to the list of training requirements noted in each of the various job descriptions within the program.

**Response 10:** Staff considered adding the above phrase to job descriptions.

## Part 9: Equity and Access

- Consider broadening the mission of the CIP advisory board to include an advisory role related to SUCCESS. The board would periodically review program policies, practices and activities. The advisory board could also assist in decision-making surrounding unique program participant situations.

**Response 11:** The Educational Equity Programs Advisory Board has been in active for the past 2 years and recently approved revised By-Laws.

- SUCCESS materials should be available in a variety of formats, including alternative formats for students with disabilities, such as brochures or newsletters available in large print or on CD-ROM

**Response 12:** SUCCESS materials will be available in any alternate format needed by students with disabilities. SUCCESS continues to work with Support to Students with Disabilities to ensure this.

- An accommodations statement would be included in all promotional materials and letters initiating contacts with students requesting additional information about students’ potential need for disability services.

**Response 13:** SUCCESS reaches out to students with disabilities for participation in the program. We will continue to work with Support to Students with Disabilities to ensure access to the program and its activities.

- Surveys collecting data from students should include options for providing more specific demographic items for disaggregating the data such as gender, ethnicity, primary and secondary language, etc.

**Response 14:** Surveys include demographic items that can be disaggregated.

- In keeping with higher education trends, SUCCESS, should consider strategies for accommodating potential program students from a distance.

**Response 15:** SUCCESS has considered this, but the need for students who are on campus and commuting locally for direct services is very high (including a waiting list) to outreach to distance learners as well; please note, however, accommodations are made for students studying abroad to continue to provide service during their one to two semesters absence.

## Part 10: Campus and External Relations

- While SUCCESS is prohibited from recruiting students prior to their official admission to the University, its website should be updated to include clearly delineated eligibility criteria with linkages available from the Admissions and/or Oriented websites.

**Response 16:** Please refer to response number 7. SUCCESS works closely with the Office of Admissions and TRiO programs are listed on the Admissions application to target potential students.

- CIP Emissaries, who are also SUCCESS participants, would be trained to provide accurate information related to SUCCESS program eligibility requirements when perspective students inquire about available academic support at Pacific.

**Response 17:** Please refer to CIP response number 17. All students who do outreach are well versed in SUCCESS eligibility requirements.

- The Advisory Board recommended in part nine above should be comprised of a spectrum of individuals including pertinent campus officials as well as relevant community members.

**Response 18:** The EEP Advisory is comprised of a pertinent campus officials and community members (faculty, admissions and financial aid staff, students, alumni and community members).

## Part 11: Diversity

- SUCCESS should continue to capitalize on existing university personnel for strengthening diversity training of program staff and participants (i.e. Human Resources, Multicultural Affairs, Office of Services for Students with Disabilities, Office of the Assistant Provost for Diversity, etc.)

**Response 19:** SUCCESS has continued to utilize existing university personnel for training staff and participants.

- Student assessments should provide opportunities for program participants to address issues and concerns related to diversity.

**Response 20:** Student assessments have been and will continue to be a place for participants to address issues and concerns related to diversity. Also, students will be made aware of the University Bias Response Protocols

- If new full-time or part-time staff positions become available, the unit should seek to employ male candidates and/or candidates of diverse cultural/ethnic backgrounds, including individuals who are bi- or multilingual.

**Response 21:** SUCCESS has always been mindful of hiring staff that can relate to its participants, from first generation and low income backgrounds (including cultural/ethnic and gender diversity).

- The Advisory Board recommended in part nine should be comprised of individuals from diverse backgrounds.

**Response 22:** The EEP Advisory Board is also comprised of diverse individuals who represent both campus and community constituencies.

Part 12: Ethics – No recommendations

Part 13: Assessment and Evaluation

- Assessments could provide an opportunity to collect more detailed information about the demographics of the respondents, providing for more precise analysis of the data. This could allow the University to have richer assessment of the effectiveness of its diversity programming.

**Please see response number 14.**

- Increase the quality of the self-assessment tools currently used, and consider more frequent use of focus groups.

**Response 23:** The majority of assessments in SUCCESS are focus-group based.

- SUCCESS should continue to complete periodic federal and Student Life Division reports.

**Response 24:** SUCCESS continues to complete required federal reports to ensure compliance and continued funding in addition to SL reports.

### Dr. Griego's Recommendations

#### Revised organizational structure

- SUCCESS and CIP be more closely aligned under an **Executive Director for CIP and SUCCESS** with shared administrative support and office space for the two programs

**Please see responses 2 and 4.**

- Provide institutional funding to supplement federal grants funding for SUCCESS will strengthen the program and signal to the USDE our institutional commitment and support
- In FY08 budget cycle, we will seek funding for an additional staff position, and in the meantime during the FY08 year, we will consider alternative ways to temporarily share staffing through existing positions in order to separate the two programs and lend greater staffing support.

**Please see response number 3.**

- We will move the CIP program administration to locate it in adjacent office space to SUCCESS in Bannister Hall, and we will seek to keep these programs together as Bannister Hall is vacated in the near future.

**Response 25:** SUCCESS and CIP are co-located in Bannister Hall.

### Clarify program administrative reporting

- All three programs will continue to report to the Assistant VP for Community and Professional Development.
- We will retitle this position Assistant VP for Diversity and Community Engagement.

**Please see responses 2 and 4.**

### Implement recommendation for SUCCESS program

- Create the position of Executive Director of CIP and SUCCESS with the charge to bring these two programs more closely in alignment and to eliminate the confusing overlap that exists for students.

**Please see response number 4.**

- We will implement most of the recommendations made in the program review report, including increasing the number of computers available to students, hiring more student tutors, updating the web page, and continuing progress on program development and assessment of learning outcomes.

**Response 26:** Please refer to responses numbered 1, 7, and 8. Currently the program participants have access to 5 computers (up from 4 when the program review was conducted), though printing capability is limited due to lack of funding for the additional paper and printer cartridges. SUCCESS hires tutors as the need arises and hours are flexible to accommodate student schedules. The web page update is in progress. Outcomes are assessed regularly as required by the USDE grant.

# Multicultural Affairs Program Review Recommendations and Responses

*Submitted by Serjio Acevedo, Director of Multicultural Affairs*

Referencing the “Program Review of the Community Involvement Program, The Multicultural Affairs Office, And Success Program” of April 2007 (Specifically, pages 74 and 75; Available at <http://www.pacific.edu/Documents/student-life/division/MCAPRRReport.pdf>), this progress report addresses each of the major recommendations for the Multicultural Affairs (MA) program.

## Major Recommendations for the Multicultural Affairs Program

Separate the structural operations of Multicultural Affairs from CIP.

**On August, 1, 2007, the first full-time Director began working at MA. MA was assigned the index “FOMP” as a Current Unrestricted Fund Operation with a \$20,000 general operations budget and a \$5,026 Federal Work/Study wage budget. The separation of structural operations from the Community Involvement Program (CIP) is complete.**

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

**Since August, 1, 2007, the Assistant Vice President overseeing the Sub-Division for Diversity and Community Engagement (DACE) oversees MA. MA is not under the Office of Student Leadership and Involvement (OSL&I). MA maintains a close peer relationship with OSL&I since MA formally advises two ASuop annually funded student organizations, namely the United Cultural Council (UCC) with a 2010-2011 budget of \$7000 and the Pacific Celebrate Diversity (PCD) with a 2010-2011 budget of \$4500 and informally advises from 15 to 20 ASuop Semi-Annually funded student organizations. A formal link to the Assistant Provost for Diversity was created and sustained through MA full involvement with the University Diversity Committee (UDC) and the MA Director’s formal role as Chair of the UDC Sub-Committee for Multicultural Programming. MA created and sustained a formal link to the Inter-American Program on an annual ad hoc basis when collaborating on Latino Heritage Month (September 15-October 15). The relocation of MA to Student Life programming and formal link to the Assistant Provost for Diversity and the Inter-American Program is complete. MA’s relocation under OSL&I is incomplete and doubtful.**

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

**An established link between MA and the Office for Services for Students with Disabilities was formalized in the summer of 2010 when the Office for Services for Students with Disabilities became supervised by the Assistant Vice President overseeing the Sub-Division for Diversity and Community Engagement (DACE). The peer relationship and rapport between the Directors of each unit is strong and reinforced by membership in the DACE Directors meetings and the Extended Bias Response Team. The established link between MA and the Office for Services for Students with Disabilities is complete.**

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

**In Fall 2007, the first full-time Administrative Assistant II began working at MA. In Fall 2008, the first MA-designated Multicultural Center Program Coordinator Graduate Assistant began working at MA. On November 16, 2010, the first full-time Director of the Women's Resource Center (WRC) will begin working at MA and Gender Studies. The additional MA staffing with at least one professional staff is complete.**

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

**In Fall 2007, MA announced it created a "Pacific Multicultural Center" FaceBook (fb) group (Viewable at <http://www.facebook.com/home.php?#!/group.php?gid=7012361730>) to regularly communicate to Pacific, students, faculty, staff and guests to "stay tuned" to events, announcements, and other initiatives. As of Spring 2009, all MC student staff and interns are required to create a fb event to announce and promote their individual events. As of November 1, 2010, there are 316 fb members who receive fb updates. In addition, MA utilizes Pacific "e-news," an announcement service that predominantly updates Pacific faculty & staff, and OrgSync®, a Pacific student organization interface that launched in October 2010. The establishment of a campus-wide mechanism is complete.**

□ Allocate funds for MCA office supplies and technology upgrades.

**On August, 1, 2007, MA received \$20,000 in renovation funds from Housing and Greek Life. During the renovation, MA purchased six WYSE THIN stations for the MA Administrative Assistant II and MA student staff and a Dell® laptop, dock station, monitor, and BlackBerry® mobile phone for the MA Director. The allocation of fund for MA office supplies and technological upgrades is complete.**

□ Move the ALANA Center to a location that allows for an office for the Director of Multicultural Affairs, a reception area for student interaction, and a place for MCA clubs and organizations to meet and conduct business.

**Throughout the 2007-2008 academic-year, MA utilized \$20,000 in renovation funds from Housing and Greek Life to refurbish the former McCaffrey Center student lounge into a welcoming and inclusive environment. MA also relocated the PRIDE Resource Center from the John Ballantyne basement and the Women's Resource Center (WRC) from the Raymond Lodge second floor to the McCaffrey Center ground level. The move of the ALANA Center, PRIDE and Women's Resource Center to a location with an office for the MA Director, a reception area, and a place for MA-affiliated clubs to meet and conduct business is complete.**

□ Move the PRIDE Center to a more secure, ADA-accessible location, with easy access and visual prominence of campus to support the university's commitment to diversity.

**As of August 27, 2007, MA relocated the PRIDE Resource Center from the John Ballantyne basement to the McCaffrey Center ground level at the center of the Stockton campus. The move of the PRIDE Resource Center to a secure and ADA-accessible location with visual prominence is complete.**

□ In conjunction with the PRIDE Alliance and the Cowell Wellness-Counseling Center, frame a permanent structure for the Safe Zone training to make the program more accessible and visible on campus.

**MA formally created a permanent structure to advance Safe Zone Training through the designation of a Safe Zone Liaison MA student staff member within MA's Federal Work/Study positions. The ultimate discretion on the vision and development of Pacific's Safe Zone program rests on the Safe Zone Coordinator in Counseling Services at the Cowell Wellness Center. At minimum, MA requires all MA professional, graduate, and undergraduate staff to be Safe Zone Trained. The creation of permanent structure to advance Safe Zone Training is well established and ongoing.**

□ Foster more cultural competence programming for all Pacific students, and further develop links between academic learning and student life in planning events on campus.

**During the Summer 2010 the New & Transfer Student Orientation season, beginning, June 22, 2010, MA envisioned and implemented "The Pan-Pacific Experience," a one and a half hour session, where all incoming Pacific students expressed themselves and learned about one another as members of Pacific's diverse community, learned about key guidelines that help them "step out of their comfort zones" to develop cultural competence, and recognized diversity and inclusion as key values at Pacific. "The Pan-Pacific Experience" formally involved the University Chaplain, Academic Support Services, and New Student and Family Programs. On June 19, 2010, the MA Director was certified to administer the Intercultural Development Inventory (IDI) v.3® intercultural competence assessment tool. IDI® certification for the MA Director stemmed from a formal partnership with the Pacific Institute for Cross Cultural Training (PICCT) of Pacific's School of International Service. Lastly, VISIONS Inc., a social justice training program, and Pacific Safe Zone, an LGBTQIA inclusion program, continue to be cornerstone bias prevention and bias response programs for the Pacific community. The fostering of cultural competence for all Pacific students and links between academic learning and student life is well established and ongoing.**