Part 1: MISSION

The primary mission of Career Services (CS) is to assist students and other designated clients through all phases of their career development.

In addition, the mission of CS is:

- to provide leadership to the institution on career development concerns;
- to develop positive relationships with employers and external constituencies; and,
- to support institutional outcomes assessment and relevant research endeavors.

CS must incorporate student learning and student development in its mission. CS must enhance overall educational experiences. CS must develop, record, disseminate, implement, and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. CS must operate as an integral part of the institution’s overall mission.

The stated mission should include helping students and other designated clients:

- to develop self-knowledge related to career choice and work performance by identifying, assessing, and understanding their competencies, interests, values, and personal characteristics
- to obtain educational and occupational information to aid career and educational planning and to develop an understanding of the world of work
- to select personally suitable academic programs and experiential opportunities that enhance future educational and employment options
- to take personal responsibility for developing job-search competencies, future educational and employment plans, and career decisions
- to gain experience through student activities, community service, student employment, research or creative projects, cooperative education, internships, and other opportunities
- to link with alumni, employers, professional organizations, and others who can provide opportunities to develop professional interests and competencies, integrate academic learning with work, and explore future career possibilities
- to prepare for finding suitable employment by developing job-search skills, effective candidate presentation skills, and an understanding of the fit between their competencies and both occupational and job requirements
- to seek desired employment opportunities or entry into appropriate educational, graduate, or professional programs

CS must promote a greater awareness within the institution of the world of work and the need for and nature of career development over the life span.

Because of the expertise and knowledge on career-related matters, CS should be involved in key administrative decisions related to student services, institutional development, curriculum planning, and external relations.
### PART 1. MISSION (Criterion Measures)

<table>
<thead>
<tr>
<th>1.1 The mission includes:</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. leadership to the institution on career development concerns</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Mission Statement</td>
<td></td>
</tr>
<tr>
<td>1 Mission\Career Services mission, student manual pg.4</td>
<td></td>
</tr>
<tr>
<td>1b. positive relations with employers and other external agencies</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Mission Statement</td>
<td></td>
</tr>
<tr>
<td>1c. supporting institutional outcome assessment and research</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.2 Program mission and goals statement is in place and is reviewed periodically. Mission Statement</th>
<th>ND 1 2 3 4 NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Mission\Career Services mission, student manual pg.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.3 Student learning, development, and educational experiences are incorporated in the mission statement. Mission Statement</th>
<th>ND 1 2 3 4 NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Mission\Career Services mission, student manual pg.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.4 The mission is consistent with that of the host institution and the CAS standards. TAMU-CC Mission Statement</th>
<th>ND 1 2 3 4 NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Mission\Career Services mission, student manual pg.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.5 The program functions as an integral part of the host institution’s overall mission. Mission Statement TAMU-CC Mission Statement</th>
<th>ND 1 2 3 4 NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Mission\Career Services mission, student manual pg.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.6 The program promotes awareness of the world of work over the life span. Alumni and students</th>
<th>ND 1 2 3 4 NR</th>
</tr>
</thead>
</table>

### Part 1: Mission Overview Questions

**A. What is the program mission?**

Career guidance for students, alumni, university and the community driven by the ideals of excellence in career guidance, professional development and employment.

**B. How does the mission embrace student learning and development?**

The mission does not include a student learning and development component.

**C. In what ways does the program mission complement the mission of the institution?**

The only evidence that the committee could find that tied the departmental mission statement to the institutions mission was the use of the word “excellence”.

### Part 2: PROGRAM

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

Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.
CS must provide evidence of its impact on the achievement of student learning and development outcomes.

The table below offers examples of evidence of achievement of student learning and development.

<table>
<thead>
<tr>
<th>Relevant, Desirable Student Learning and Development Outcomes</th>
<th>Examples of Evidence of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Growth</td>
<td>Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences</td>
</tr>
<tr>
<td>Effective Communication</td>
<td>Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances</td>
</tr>
<tr>
<td>Enhanced Self-Esteem</td>
<td>Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others</td>
</tr>
<tr>
<td>Realistic Self-Appraisal</td>
<td>Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences</td>
</tr>
<tr>
<td>Clarified Values</td>
<td>Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work and lifestyle values and explains how they influence decision-making</td>
</tr>
<tr>
<td>Career choices</td>
<td>Articulate career choices based on assessment of interests, values, skills and abilities; Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills and accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education</td>
</tr>
<tr>
<td>Leadership Development</td>
<td>Articulates leadership philosophy or style; Serves effectively in a leadership position in a student organization; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes</td>
</tr>
<tr>
<td>Healthy Behavior</td>
<td>Chooses behaviors and environments that promote health and reduce risk; Articulate the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community</td>
</tr>
<tr>
<td>Meaningful Interpersonal Relationships</td>
<td>Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others’ points of view; Treats others with respect</td>
</tr>
<tr>
<td>Independence</td>
<td>Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities</td>
</tr>
<tr>
<td>Satisfying and Productive Lifestyle</td>
<td>Achieves balance between education, work and leisure time; Articulates and meets goals for work, leisure and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values; Articulates long-term goals and objectives</td>
</tr>
<tr>
<td>Appreciating Diversity</td>
<td>Understands one's own identity and culture. Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulates the advantages and challenges of a diverse society; Challenges appropriately abusive use of stereotypes by others; Understands the impact of diversity on one’s own society</td>
</tr>
<tr>
<td>Spiritual Awareness</td>
<td>Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors</td>
</tr>
<tr>
<td>Personal and Educational Goals</td>
<td>Sets, articulates, and pursues individual goals; Articulates personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one’s personal and educational goals on others</td>
</tr>
</tbody>
</table>

CS must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.

CS must be based on an educational philosophy of teaching career development and related processes. CS must assist students and other designated clients to develop the skills necessary to compete in a rapidly changing, competency-based, global workplace.

Components of the CS must be clearly defined and articulated. To effectively accomplish its purpose, the program must include:

- career counseling
- information and resources on careers and further education
- opportunities for career exploration through experiential learning
- job search services
- services to employers
- consultation and outcomes assessment

CS must be delivered in a variety of formats in recognition of institutional settings, different learning styles, cultural differences, and special needs.

Program components of CS must be designed for and reflective of the career development needs and interests of students and other designated clients; current research, theories, and knowledge of career development and learning; contemporary career services practices and national standards of practice; economic trends, opportunities, and/or constraints; the varying needs and employment practices among small businesses, large corporations, government, and nonprofit organizations; and the priorities and resources of the institution.
CS must work collaboratively with academic divisions, departments, individual faculty members, student services, and other relevant constituencies of the institution to enhance students’ career development.

CS must develop and implement intentional marketing strategies and outreach programming to promote awareness and encourage use of the services.

Program goals must be reviewed and updated regularly, and communicated, as appropriate, to students, administrators, faculty, staff, and employers and other constituencies.

CS should disseminate information on the availability, scope, and use of career services through institutional publications, campus media, presentations, outreach, and orientation programs.

**Career Counseling**

The institution must offer career counseling that assists students and other designated clients at any stage of their career development to:

- understand the relationship between self-knowledge and career choice through assessment of interests, competencies, values, experience, personal characteristics, and desired lifestyles
- obtain and research occupational, educational, and employment information
- establish short-term and long-term career goals
- explore a full range of career and work possibilities
- make reasoned, informed career choices based on accurate self-knowledge and accurate information about the world of work

Career counseling should:

- be available to students throughout their academic experience
- encourage students to take advantage of timely involvement in self-assessment, career decision making and career planning activities
- assist students to assess their skills, values, and interests by reflecting on past experiences
- assist students to integrate self-knowledge into their career planning
- recognize that students’ career decision making is inextricably linked to additional psycho-social, personal, developmental and cultural issues and beliefs
- encourage and facilitate students’ exploration of career interests through field visits, student employment, cooperative education, internships, shadowing experiences, research or creative projects, and informational interviews with working professionals
- be provided through a variety of formats, such as scheduled appointments, drop-in periods, group programs, career planning courses, outreach programs, and information technology

Career counseling should be offered through career services in order to link students’ career exploration and decision making process with access to employers and employment information.

**Information and Resources on Careers and Further Study**

CS must help students and other designated clients to identify and access valid career information for their educational and career planning

CS should provide information and resources:

- to help students assess and relate their interests, competencies, needs and expectations, education, experience, personal background, and desired lifestyle to the employment market
- for constituent groups on career and employment topics and the ethical obligations of students, employers, and others involved in the employment process
- on current employment opportunities and on employers to ensure that candidates have the widest possible choices of employment
• to help students identify and pursue future educational objectives

Information and resources must be:
• comprehensive, enabling students and other designated clients to explore the widest range of information
• current and reflective of economic, occupational, and workplace trends
• accessible to clients
• organized in a system that is user-friendly, flexible, and adaptable to change

The scope of information and resources available to clients should include:
• self-assessment and career planning
• occupational and job market information
• options for further study (e.g., community college articulation; graduate and professional school information)
• job search information
• experiential learning, internship, and job listings
• employer information

CS must provide access to information and resources on the internet.

Career information, resources, and means of delivery must be compatible with the size and nature of the student population, the career and geographic interests of the students and scope of academic programs.

CS must provide information for students and other designated clients to identify and pursue future educational objectives in the context of lifelong learning.

Opportunities for Career Exploration through Experiential Learning

Experiential learning programs enable students to integrate their academic studies with work experiences and career exploration. The institution must provide experiential learning opportunities.

Experiential learning includes cooperative education, work-based learning, apprenticeships, student teaching, internships, work-study jobs, and other campus employment, volunteer experiences, service-learning, undergraduate research and shadowing experiences.

Experiential learning programs administered through CS must:
• provide students with opportunities to define both learning and career objectives and to reflect upon learning and other developmental aspects of their experience
• help students to identify employers for career development and potential employment
• teach students appropriate search and application techniques
• support institutional efforts to provide students with additional financial resources for attending college and/or opportunities for obtaining academic credit
• ensure adequate site supervision

Experiential learning programs administered through CS should promote mentor/mentee relationships. When experiential learning opportunities are provided by other departments, CS should work closely with those departments.

Job Search Services

Job search services must assist students and other designated clients to:
• develop job-search competencies
• present themselves effectively as candidates for employment
• obtain information on employment opportunities, trends, and prospective employers
• connect with employers through campus recruitment programs, job listings, referrals, direct application, networking, publications, and information technology
• identify relevant career management issues (e.g., gender, age, sexual orientation, dual career, disability, cultural, mental health)
• access and effectively use career and employer resources on the internet

Job search services may include offering site visits; campus recruiting; resume referrals; credential file services; information sessions; meetings with faculty members; pre-recruiting activities; student access to employer information; posting job openings; career and job fairs. Job search service should help students and other designated clients develop skills to uncover hidden job markets germane to their career interests.

CS must develop and implement marketing strategies that cultivate employment opportunities for students.

Services to Employers

Employers are both vital partners in the educational process and primary customers of career services. CS must offer services to employers that reflect student interests and employer needs.

Employer services may include: providing employers with information on academic departments and students within legal and policy guidelines; assisting in recruiting student populations; arranging experiential learning options such as shadowing experiences, internships, student teaching, or cooperative education; providing video conference interviewing; creating advertising and promotional vehicles; seeking input through career center advisory board membership; and organizing individual employer recruiting and college relations consultations.

CS must identify the range of employers it will serve (e.g., for profit, government, contract agencies, not-for-profit) and articulate policies that guide its working relationships with each of these constituencies.

CS must:
• develop strategic objectives for employer services and job development that yield maximum opportunities for the institution’s students and graduates
• inform, educate, and consult with employers on the nature of services provided and student candidates available
• encourage employer participation in programs that meet career and employment needs of students and other designated clients (e.g., career conferences, career and alumni fairs, cooperative education, and internships; career planning courses; classroom presentations)
• develop and maintain relationships with employers who may provide career development and employment opportunities for students
• facilitate employer involvement and communication with faculty, students, and administrators concerning career and employment issues
• promote adherence to professional and ethical standards that model professional and ethical conduct for students
• enhance customer service and continuous improvement by using feedback from employers on key performance indicators and measures of services

CS must provide timely, pertinent information to employers regarding:
• the institutional student profile, academic programs and curricula, enrollments, and academic calendar
• class profile according to majors
• recruiting options available to reach targeted students
• policies, procedures, and instructions for using the services
• institutional non-discrimination policies with which employers must comply

CS must treat employers fairly and equitably.

CS must develop policies for working with third-party recruiters and vendors.

Consultation and Outcomes Assessment

CS must provide consultative services to employers, faculty members, staff, administrators, students, and designated clients that are timely, knowledgeable, ethical, and responsive to constituent needs.

To develop effective long-term relationships with employers, CS must provide guidance to employers on how to develop effective college relations and recruiting strategies.

CS should provide guidance on:
• effective and appropriate strategies for reaching and attracting students
• student needs, issues and developmental perspectives
• cultivating relations with academic departments
• working with student leaders and student clubs and organizations
• timely corporate/organizational presence and participation in on-campus recruiting, fairs, and pre-recruiting
• using appropriate campus resources for visibility
• internship, co-op, and full-time hiring guidelines, processes, and programs
• promoting equal access for all students to all employment opportunities

To support the institution’s mission and goals, CS must provide faculty and staff and administrative units with information, guidance, and support on career development and employment issues and linkages with the broader community.

CS should support faculty and staff and administrative units by:
• identifying and disseminating information on employment trends and top employing organizations and co-op and internship sponsors
• provide employer feedback on the preparation of students for jobs, the curriculum and the hiring process
• raising awareness of appropriate ethical and legal guidelines for student referrals
• increasing awareness of career development issues and available resources
• providing and interpreting aggregate data on student learning and career-related outcomes for purposes such as accreditation, marketing, institutional development, and curriculum development

CS must consult with students and student groups regarding policy interpretation, program development, and relationships with employers.
### PART 2. PROGRAM  *(Criterion Measures)*

<table>
<thead>
<tr>
<th>Rating Scale</th>
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<td>ND</td>
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</table>

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

- TAMUCC, Career Services
- What can I do with a Major in...
- Workshop Presentations
- off-campus employment
- on-campus recruiting

- TAMUCC, Career Services
- All Major Fall 07 Evaluations and Attendance
- Get The Job Statistics

#### 2.2 The program has identified student learning and development outcomes that are relevant to its purpose.

- TAMUCC, Career Services
- Career Counseling
- What can I do with a Major in...
- Workshop Presentations
- off-campus employment
- on-campus recruiting

- TAMUCC, Career Services
- Career Counseling
- Workshop Presentations
- on-campus recruiting

#### 2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.

- TAMUCC, Career Services
- Career Counseling
- Workshop Presentations
- on-campus recruiting

#### 2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked.

**List student learning and/or developmental outcomes in spaces provided**

- **2.4.1** Intellectual Growth

- **2.4.2** Effective Communication

- **2.4.3** Enhanced Self-Esteem

- **2.4.4** Realistic Self-Appraisal

- **2.4.5** Clarified Values

- **2.4.6** Career Choices

- **2.4.7** Leadership Development

- **2.4.8** Healthy Behavior

- **2.4.9** Meaningful Interpersonal Relationships

- Workshop Presentations
- Business Etiquette Dinner
| 2.4.10  | Independence | ND 1 2 3 4 NR |
| 2.4.11  | Collaboration | ND 1 2 3 4 NR |
| 2.4.12  | Social Responsibility | ND 1 2 3 4 NR |
| 2.4.13  | Satisfying and Productive Lifestyle | ND 1 2 3 4 NR |
| 2.4.14  | Appreciate Diversity | ND 1 2 3 4 NR |
| 2.4.15  | Spiritual Awareness | ND 1 2 3 4 NR |
| 2.4.16  | Personal and Educational Goals | ND 1 2 3 4 NR |
| 2.5     | Program offerings are intentional, coherent and based on theories of learning and human development. | ND 1 2 3 4 NR |
| 2.6     | Program offerings are designed to meet the developmental needs of relevant student populations and communities. | ND 1 2 3 4 NR |
| 2.7     | The program is designed to assist students to develop skills appropriate to the global work place. | ND 1 2 3 4 NR |
| 2.8a    | The program includes: career counseling, including the assessment of interests and competencies, setting of long- and short-term goals, and assistance with decision-making. | ND 1 2 3 4 NR |
| 2.8b    | Information and resources on careers and further education, including access to valid career information, comprehensive and current information about careers such as via the Internet, access strategies for all students, and information about life-long learning opportunities. | ND 1 2 3 4 NR |
2.8c career exploration through experiential learning, such as cooperative education and service-learning that insures adequate site supervision

career services JOB SHADOW Internship Guidelines

2.8d job search services, including the development of job-search competencies and skills in the use of information for career decision making

Programbrochure sample library sheet

2.8e services to employers, including determination of the needs and types of employers, involvement of employers in meaningful education programs on campus, valid and complete information about students, and meaningful exchange of information with employers

Business Etiquette Dinner OCR Fall 2007 I-link database Programbrochure

2.8f consultation and outcome assessment, including services to employers, faculty and staff members, students, and other constituencies

Get TheJob Statistics Student evaluation form job shadow TAMUCC Career Services

2.9 The program is designed to meet the needs to multiple constituencies through flexible approaches.

Fall 2007 Workshops STAR Annual Report pg.6 Annual Report pg.6 continued Annual Report pg.7 Annual Report pg.7 continued Annual Report pg.8 Annual Report pg.8 continued

2.10 The program works collaboratively with other relevant units on campus, especially with the academic programs. Fall 2007 Workshops STAR Annual Report pg.6 Annual Report pg.6 continued Annual Report pg.7 Annual Report pg.7 continued Annual Report pg.8 Annual Report pg.8 continued

2.11 The program goals are reviewed and updated regularly.

Annual Report 06-07/overall report for program TAMUCC Career Services

2.12 The program promotes adherence to ethical standards by employers.

NACE ethics NACE Diversity and Equal Opportunity

2.13 The program treats all employers fairly.

NACE ethics NACE Diversity and Equal Opportunity

Part 2: Program Overview Questions

A. What are the primary elements of the program?

The primary elements of the program include career counseling, career exploration, job search services and employer services.

B. What evidence exists that confirms the program contributes to student learning and development?

The evidence supporting program contributions to student learning and development is limited. Evaluations exist that provide data for the following categories: job fair attendance, demographics of attendees by gender, residency, classification, ethnicity and overall satisfaction of the event.

C. What evidence is available to confirm program goals’ achievement?

Career Services Annual Report (2005-2006) includes statistical data on Job Fairs, Business Etiquette Dinner, Classroom presentations and on On-Campus Recruiting Companies.

Part 3: LEADERSHIP
Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Career Services (CS) leaders within the administrative structure to accomplish stated missions. CS leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

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

CS leaders must:

• articulate a vision for their organization  
• set goals and objectives based on the needs and capabilities of the population served  
• promote student learning and development  
• prescribe and practice ethical behavior  
• recruit, select, supervise, and develop others in the organization  
• manage financial resources  
• coordinate human resources  
• plan, budget for, and evaluate personnel and programs  
• apply effective practices to educational and administrative processes  
• communicate effectively  
• initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area

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

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

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

If career components are offered through multiple units, the institution must designate a leader or leadership team to provide strategic direction and align career services with the mission of the institution and the needs of the constituencies served.

CS leaders should coordinate efforts with other units in the institution providing career components to integrate career services into the broader educational mission. Key constituencies served by each unit should be clearly identified and reflected in the mission and goals of the unit.

CS leaders must be advocates for the advancement of career services within the institution.

CS leaders should participate in institutional decisions about career services objectives and policies. CS leaders should participate in institutional decisions related to the identification and designation of clients served. Clients may include students, alumni, community members, and employers. Decisions about clients served should include type and scope of services offered and the fees, if any, that are charged.
### Part 3: Leadership Overview Questions

<table>
<thead>
<tr>
<th>PART 3. LEADERSHIP (Criterion Measures)</th>
<th>Rating Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 The host institution has selected, positioned, and empowered a program leader. Program\CS Director PDQ (4).pdf</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials. Program\CS Director PDQ (4).pdf</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness. Program\CS Director PDQ (4).pdf Career Services webpage NACE Statement</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.4 Clearly defined leader accountability expectations are in place. exemptPer06</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.5 Leader performance is fairly assessed on a regular basis. exemptPer06</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.6 The leader exercises authority over program resources and uses them effectively. email 1.pdf email 2.pdf Program\email 3.pdf Program\email 4.pdf Choices Budget I-link database 7 Facilities, Technology, and Equipment\Career Services Facilities.pdf</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.7 The program leader: 3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served Annual Report 06-07 Unit Plan 06-07</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.7b prescribes and practices appropriate ethical behavior ethics policy (TAMU) NACE ethics Career Guide,Resume.p. 12 Career Guide,Cover Letter,pg. 21 Career Services,Interview Prep.,pg.26 TAMUCC,Career Services</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.7c recruits, selects, supervises, instructs, and coordinates staff members 3 Leadership /CS Director PDQ (4).pdf Asst Dir PDQ Career Counselor PDQ PDQ Job Developer 07</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.7d manages fiscal, physical, and human resources effectively Cash Procedures Budget</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.7e applies effective practices to educational and administrative processes Cash Procedures Annual Report 06-07 career-services.tamucc</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.9 The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development. Fall 2007 Workshops STAR Annual Report.p. 5. Annual Report,p. 5.continued</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.11 The leader strives to improve the program in response to evolving student needs and institutional priorities. All Major Fall 07 eval attds Copy of GetTheJob_Statistics</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.12 The program advances career services within the institution. OCR Fall 2007/companies on campus</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>
A. In what ways are program leaders qualified for their roles?  
Leaders are qualified based on education, relevant work experience, professional development and personal skills.

B. In what ways are program leaders positioned and empowered to accomplish the program mission?  
CS leaders have authority commensurate with their responsibility in the areas they are assigned to achieve the program mission and goals. Leaders develop and implement faculty and staff training to effectively assist students in preparation for the workforce.

C. How are program leaders accountable for their performance?  
The university’s WEAVE online assessment management system is used for recording assessment data. WEAVE captures an assessment cycle in which departments list expected outcomes/objectives, establish criteria for success assess performance against criteria, view assessment results, and effect improvements through actions. Evaluations by supervisors are conducted annually to help ensure accountability of employees.

D. What leadership practices best describe program leaders?  

Part 4: ORGANIZATION and MANAGEMENT

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

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

Other areas for consideration in determining structure and management of career services should include:
- size, nature and mission of the institution
- number and scope of academic-related services
- scope and intent of recruiting services
- philosophy and delivery system for service
- varied delivery methods (e.g., direct contact, technology)

CS should be integrated with, and complementary to, employment-related services.

<table>
<thead>
<tr>
<th>PART 4. ORGANIZATION AND ADMINISTRATION (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 The program is structured purposefully and managed effectively. <strong>Organizational Chart</strong> CS Director PDQ</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place. <strong>Organizational Chart exemptPerMgmtWord</strong></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems. <strong>CS Director PDQ exemptPerMgmtWord</strong></td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>
Part 4: Organization and Management Overview Questions

A. What are the institutional organizational structures that define, enable, or restrain the program?

Policies and procedures not specific to full-time staff. Organizational structures that define written policies, procedures, and performance expectations are necessary for CS program effectiveness.

B. What protocols or processes are in place to insure effective management of the program?

Channels are in place to update and review organizational charts, Position Description Questionnaire (PDQ), student employment handbook, annual staff evaluations and WEAVE On-line assessment management system.

Part 5: HUMAN RESOURCES

Career Services (CS) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, CS must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. CS must strive to improve the professional competence and skills of all personnel it employs.

CS staff must, in combination, have the competencies necessary to effectively perform the primary functions. Primary functions are program management and administration; program and event administration; career counseling and consultation; teaching/training/educating; marketing/promoting/outreach; brokering/connecting/linking; and information management.

The primary functions should include the following core competencies and knowledge domains.

<table>
<thead>
<tr>
<th>Functions</th>
<th>Core Competencies</th>
<th>Knowledge Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management and Administration</td>
<td>Needs assessment; program design, implementation and evaluation; strategic &amp; operational planning; program integration and integrity; staffing; staff development and supervision; budget planning and administration; political sensitivity and negotiation skills; synthesize, interpret and report information</td>
<td>Systems theory; organizational development; research design; statistics; accounting and budgeting procedures; revenue generation; principles; purchasing; staff selection; supervision; performance appraisals; management of information systems; customer service; marketing</td>
</tr>
<tr>
<td>Program and event administration</td>
<td>Needs assessment; goal setting; program planning; implementation and evaluation; budget allocation; time management; problem solving; attention to detail</td>
<td>Systems, logistics, and procedures; project management; customer service</td>
</tr>
<tr>
<td>Career counseling and consultation</td>
<td>Needs assessment and diagnosis; intervention design and implementation; test administration and interpretation; counseling; feedback; evaluation; advising; empathy and interpersonal sensitivity; work with individuals and groups; use of career, occupational, and employment information</td>
<td>Career development theories; adult development theory and unique issues for special populations; statistics; counseling processes; evaluation of person-job fit; job analysis; career decision making; behavior management; job search, interviews, and resumes</td>
</tr>
<tr>
<td>Teaching/training/educating</td>
<td>Needs assessment; program/workshop design; researching, evaluating, and integrating information; effective teaching strategies; coaching; work with individuals and groups; use of technology for delivery of content</td>
<td>Setting learning objectives; designing curricula and learning resources for specific content areas; experiential learning; career development and job search process; learning styles</td>
</tr>
<tr>
<td>Marketing/promoting/</td>
<td>Needs assessment and goal setting; written and interpersonal communication; public speaking; job</td>
<td>Customer service; knowledge of institution and its academic programs</td>
</tr>
</tbody>
</table>
outreach development; effective use of print, web, personal presentation methods
career services; employers' and faculty needs and expectations; recruiting and staffing methods, trends

Brokering/ connecting/ linking
Organize information, logistics, people, and processes toward a desired outcome; consulting; interpersonal skills
Systems and procedures; candidate/resume referral; recruiting and experiential learning operations; human resource selection practices

Information management
Organization and dissemination; storage and retrieval; computing systems and applications; data entry and analysis; acquisition of appropriate career resources; web design
Library/resources center organization; computer systems and applications; specific electronic management information systems

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

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

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

Training should include customer service, program procedures, and information and resource utilization.

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

Career information facilities should be staffed with persons who have the appropriate competencies to assist students and other designated clients in accessing and effectively using career information and resources. A technical support person or support service should be available to maintain computer and information technology systems for career services.

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

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

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

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

CS professional staff members must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies and developments that affect career services.
Staff training and development should be ongoing and promote knowledge and skill development across program components.

All staff must be trained in legal, confidential, and ethical issues related to career services.

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<tr>
<th>PART 5. HUMAN RESOURCES  (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 The program is staffed adequately with personnel qualified to accomplish its mission. Mission Statement CS Director PDQ Asst Dir PDQ Career Counselor PDQ PDQ Job Developer 07 positions</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.2 Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities. Annual Report pg. 5 Annual Report pg. 6 Annual Report pg. 7 Annual Report pg. 8 Annual Report pg. 9 Annual Report pg. 9 continued Annual Report pg. 10 Annual Report pg. 10 continued</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.3 The program strives to improve the professional competence and skills of all staff members. Division of Student Affairs Staff Development 2005-2008</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.4 Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience. Resumes for department staff were reviewed by the committee and are on file in the student affairs office.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.5 Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience. Internship Guidelines</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.6 Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training. student manual/ use to train student employees Student worker evaluation form</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.7 Student employees and volunteers are provided precise job descriptions, preservice training, and continuing staff development. Annual Report pg. 10 Annual Report pg. 10 continued Student Manual pg. 24 Student Manual pg. 24 continued Student manual pg. 55 Student Manual, pg.55 continued student manual pg. 56 Student Manual, pg. 56 continued</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.8 Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions. HR trainings</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.9 Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents. Annual Report pg. 5 Annual Report pg. 6 Annual Report pg. 7 Annual Report pg. 8 Annual Report pg. 9 Annual Report pg. 9 continued Annual Report pg. 10 Annual Report pg. 10 continued</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.10 Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region. Salary Comparisions - Public</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.11 Hiring and promotion practices are fair, inclusive, and non-discriminatory. System Hiring Policy</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.12 A diverse program staff is in place that provides readily identifiable role models for students.5 Human Resources\ Diversity.pdf Position descriptions for all staff members are in place and used for performance appraisal and planning purposes. CS Director PDQ Asst Dir PDQ Career Counselor PDQ exemptPerMgmtWord_06</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.13 The program has a system for regular staff evaluation.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>
5.14 The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.  

5.15 The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.

Part 5: Human Resources Overview Questions

A. What is the strategic plan for staffing the program?

The strategic plan for CS is to continue to adequately staff the office with personnel qualified to accomplish its mission and goals. CS strives to improve services by adding additional staff including the following positions: Employee Relations, Career Counselors, Study Abroad Coordinator, Technology Coordinator and Program Coordinator.

B. In what ways are staff members’ qualifications insured and their performance judged?

Staff member qualifications are judged commensurate with those in comparable positions in comparable institutions. A Position Description Questionnaire (PDQ) for each staff member was created with position purpose, major duties and responsibilities, experience and education, skills and abilities, supervisory activities, decision making, budget, confidential data, communication skills, teamwork/project participation, and environmental demands specified. Annual evaluations of all staff members are used for performance appraisal and Career Planning program planning purposes.

C. In what ways does the program train, supervise, and evaluate staff members?

Staff members attend conferences related to their perspective areas such as the National Association of Colleges and Employers (NACE), Southwest Association of Colleges and Employers (SWACE), the National Career Development Conference and Career Services Offices (CSO) Research User’s Conference. Campus activities and presentations are conducted that help facilitate the achievement of the program goals. Career Services staff members are provided access to continuing education and professional development opportunities including in-service training programs and participation in Student Affairs Staff development. Staff members are evaluated annually using the standard university performance appraisal form.

Part 6: FINANCIAL RESOURCES

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

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

CD should cultivate employer support of the institution, which may include scholarships and other forms of financial support, in coordination with development office efforts. While outside revenue may be generated to supplement the services it should not replace institutional funding. Revenue generated from employers, vendors, students, and other designated clients should be limited and reasonable to carry out stated objectives.

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<tr>
<td>Not Done</td>
<td>Not Met</td>
<td>Minimally Met</td>
<td>Well Met</td>
<td>Fully Met</td>
<td>Not Rated</td>
</tr>
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</table>

PART 6. FINANCIAL RESOURCES (Criterion Measures)  

<table>
<thead>
<tr>
<th>6.1 The program has adequate funding to accomplish its mission and goals.</th>
<th>ND</th>
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<th>2</th>
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<th>NR</th>
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</thead>
<tbody>
<tr>
<td>Budget</td>
<td>Mission Statement</td>
<td>ND</td>
<td>1</td>
<td>2</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>6.2 Funding priorities are determined within the context of program mission, student</th>
<th>ND</th>
<th>1</th>
<th>2</th>
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</tr>
</thead>
</table>
Part 6: Financial Resources Overview Questions

A. What is the funding strategy for the program?

Current Career Services goals are achieved with budget allowances. However, CS future goals are to expand services to include a Student Employee Training Program, Employer Training Program, Faculty/Academic Advisor Recognition Program, Employer Recognition Program, Career Wear Program, Study Abroad Program, IM Advising and On-line Workshops (i.e., Blackboard).

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

Career Services stays with the budget allowed. Evidence of this can be seen in the Budget Reports.

Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

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

CS must provide: private offices for professional staff in order to perform counseling or other confidential work; support staff work areas; reception and student registration area; career resource center; storage space sufficient to accommodate resources, supplies and equipment; technology resources for students and staff sufficient to support career services functions; access to conference rooms, computer labs and large group meeting rooms; private interview facilities for employers and students to accommodate the scope of the recruiting program; and reception spaces adequate to accommodate on-campus recruiting and career counseling services.

CS should be in a convenient location for students and employers and project a welcoming, professional atmosphere for its users. A private employer workspace should be available. Parking for visitors should be adequate and convenient.

Equipment and facilities must be secured to protect the confidentiality, security, and safety of records. Contracts with outside vendors must include adherence to ethics, confidentiality, security, institutional policies, as well as reflect support of career services programs, goals and standards.

<table>
<thead>
<tr>
<th>PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission. 7 Facilities, Technology, and Equipment\Career Services Facilities.pdf</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>7.2 Program facilities, technology, and equipment are evaluated regularly. 7 Facilities, Technology, and Equipment\Career Services Facilities.pdf</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>7.3 Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>7.4 The program provides adequate private office space. 7 Facilities, Technology, and Equipment\Career Services Facilities.pdf</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>
Part 7: Facilities, Technology, and Equipment Overview Questions

A. How are facilities, technology, and equipment inventoried and maintained?

The computer lab got new computers a year ago. A separate room is used for our intern students. Our student workers check the lab every night. They check all the computers to make sure everything is working and in place. Our webmaster has always kept our computers updated with new software etc…

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

Career Services maintains an inventory sheet, but it’s in hardcopy version. It is not stored electronically. The Property Officer conducts inventory check once a year.

Part 8: LEGAL RESPONSIBILITIES

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

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

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

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

Career services staff members must be aware of and seek advice from the institution’s legal counsel on: privacy and disclosure of student information contained in education records; defamation law regarding references and recommendations on the behalf of students and other designated clients; laws regarding employment referral practices of the career services office and others employed by the institution that refer students for employment; affirmative action regulations and laws regarding programs for special populations; liability issues pertaining to experiential learning programs; laws regarding eligibility to work; laws regarding contracts governing service provided by outside vendors; and laws regarding grant administration.

Career services must maintain appropriate records for future work with students and other designated clients.

<table>
<thead>
<tr>
<th>PART 8. LEGAL RESPONSIBILITIES (Criterion Measures)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities. System Regulations Policy career-services.tamucc/NACE statement Legal advice.tamucc TAMUCC legal system NACE/Legal Responsibilities</td>
</tr>
<tr>
<td>8.2 Staff members inform users and officials of legal obligations and limitations</td>
</tr>
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</table>

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<tr>
<th>Rating Scale</th>
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</table>
associated with implementing the program. **Job sheet/statement on bottom**

8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel. **CAREER SERVICES INTAKE FORM/confidentiality statement**  
**System Regulation/TAMUCC University Services, Privacy Statement**

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

8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities. **Legal Responsibilities/TAMUCC legal system**

8.6 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities. **System Regulations Policy**

8.7 The program maintains appropriate records for future work with students and other clients. **CAREER SERVICES INTAKE FORM**  
**I-link registration**

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</table>

Part 8: Legal Responsibilities Overview Questions

A. What are the crucial legal issues faced by the program?

Career Services program staff members are responsive to laws and regulations relevant to CS program including FERPA, EEO laws, privacy of data, affirmative action regulations and law, laws regarding eligibility to work in the U.S. and any other state or federal employment or student related statute.

B. How are staff members instructed, advised, or assisted with legal concerns?

Staff members are directed to the TAMUCC System website. Information is also disseminated through staff meetings.

Part 9: EQUITY and ACCESS

Career Services staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. CS must adhere to the spirit and intent of equal opportunity laws.

To respond to the needs of students and other designated clients, career services should provide services in-person, on-line, via telephone, e-mail, or other formats. CS should be responsive to the needs of all its constituencies through the establishment of office hours, customer service systems and on-line operations.

**CS must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the bases of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.**

CS should ensure that employers who use career services adhere to the word and spirit of equal employment opportunity and affirmative action. CS staff should make every effort to inform or educate faculty members about issues relevant to discriminatory practices related to their referral of students directly to employers.

**Consistent with their mission and goals, programs and services must take affirmative action to remedy significant imbalances in student participation and staffing patterns.**

These groups may include traditionally under-represented, disabled, evening, part time, commuter, and international students.
As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.

<table>
<thead>
<tr>
<th>PART 9. EQUITY AND ACCESS (Criterion Measures)</th>
<th>Rating Scale</th>
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<tbody>
<tr>
<td>9.1 All programs and services are provided on a fair and equitable basis.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Job sheet/statement on bottom NACE equal opportunity</td>
<td></td>
</tr>
<tr>
<td>9.2 All program facilities and services are accessible to prospective user.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>student manual pg.34</td>
<td></td>
</tr>
<tr>
<td>9.3 Program operations and delivery are responsive to the needs of all students and other users.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>All Major Fall 07 eval attds Programs Teacher Job Fair Attd eval Fall 2007</td>
<td></td>
</tr>
<tr>
<td>9.4 All services adhere to the spirit and intent of equal opportunity laws. NACE ethics.pdf NACE Diversity</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Career Services webpage NACE Statement</td>
<td></td>
</tr>
<tr>
<td>9.5 Program policies and practices do not discriminate against any potential users.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>NACE ethics.pdf NACE Diversity Career Services webpage NACE Statement</td>
<td></td>
</tr>
<tr>
<td>9.6 The program acts to remedy imbalances in student participation and staffing.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Annual Report pg. 5 Annual Report pg.6 Annual Report pg. 7 Annual Report pg.8</td>
<td></td>
</tr>
<tr>
<td>9.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area. 2 Programs\Career Choices\online career guide.pdf</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>

Part 9: Equity and Access Overview Questions

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

Career Services adheres to the equal opportunity laws set forth by NACE in all activities.

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 staff members?

Each Career Counselor in Career Services is assigned a college to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of staff members.

Part 10: CAMPUS and EXTERNAL RELATIONS

Career Services (CS) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

As an integral function within the institution, CS must develop and maintain effective relationships with relevant stakeholders at the institution and in the community.

To achieve this, CS should develop institutional support for career development and employment programs by:

- participating fully in campus activities such as faculty organizations, committees, student orientation programs, classroom presentations, academic courses in career planning, and student organization programs
• arranging appropriate programs that use alumni experience and expertise
• establishing cooperative relationships with other offices and services to support the practice of mutual referrals, information exchange, resource sharing, and other program functions
• providing information and reports to the academic administration, faculty and key offices of the institution regarding career services for students, employers, and alumni
• developing informal or formal student, faculty, or employer advisory groups
• encouraging dialogues among employers, faculty members, and administrators concerning career issues and trends for students and graduates

In addition, CS should:
• encourage staff participation in and through professional associations and community activities related to career and employment issues (e.g., chambers of commerce, workforce development functions, employer open houses, workshops, federally mandated one stop centers, school-to-work efforts)
• raise issues and concerns with the legal counsel of the institution regarding compliance with laws as they pertain to employment, recruitment, supervision (e.g., interns)

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<tbody>
<tr>
<td>Not Done</td>
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</table>

**PART 10. CAMPUS and EXTERNAL RELATIONS (Criterion Measures)**

10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.

**Rating Scale**

<table>
<thead>
<tr>
<th>ND</th>
<th>1</th>
<th>2</th>
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<td>Not Rated</td>
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</tbody>
</table>

**Part 10: Campus and External Relations Overview Questions**

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

Career Services maintains effective relations with the community such as the Chamber of Commerce and Workforce Network. On campus relations include faculty, staff and other departments within the university.

B. What evidence confirms effective relationships with program constituents?

Staff member participate in campus wide committees such as the Corpus Christi Human Resources Management Association, Staff Advisory Council Benefits Committee, Disability Advisory Council, and the President Ambassadors Committee. CS staff members have provided program constituents with a presentation at Employee Development Day.

**Part 11: DIVERSITY**

Within the context of each institution’s unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Career Services (CS) must nurture environments where commonalties and differences among people are recognized and honored.

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

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

CS should work in conjunction with the institution’s special services and minority organizations to enhance student’s awareness and appreciation of cultural and ethnic differences. Collaborating departments and minority organizations should provide educational programs that help minority students, multicultural students, and individuals with disabilities to identify and address their unique needs related
to career development and employment. CS should initiate partnerships and collaborative programming
with other offices representing specific populations to ensure appropriate service delivery.

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<tbody>
<tr>
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**PART 11. DIVERSITY (Criterion Measures)**

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<th>Rating Scale</th>
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</thead>
<tbody>
<tr>
<td>11.1</td>
<td>The program nurtures environments wherein commonalities and differences among people are recognized and honored. Black EOE Journal  Hispanic Business  Teacher of Color  Teacher of Color continued Diversity statement  Career Services webpage NACE Statement</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11.2</td>
<td>The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage Diversity statement  career-services.tamucc/NACE statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.3</td>
<td>The program promotes respect for commonalities and differences in historical and cultural contexts Black EOE Journal  Diversity  Hispanic Business Teacher of Color  Teacher of Color continued</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.4</td>
<td>The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures. Diversity Statement</td>
<td></td>
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</table>

**Part 11: Diversity Overview Questions**

A. In what ways does the program contribute to the nurturing of diversity?

Career Services provides a wide array of magazines on business and career including Black EOE Journal and Teacher of Color. A presentation at the WorkSource of the Coastal Bend was co-facilitated by the Assistant Director of Career Services titled: “Tips on Disclosure”. CS was also awarded the “Most Diverse” door during our annual homecoming door contest.

B. How does the program serve the needs of diverse populations?

When a student with a disability requests services, the staff will assist the student with completing the registration/counseling process. This would apply to a student with a visual impairment.

**Part 12: ETHICS**

All persons involved in the delivery of Career Services (CS) must adhere to the highest principles of ethical behavior. CS must develop or adopt and implement appropriate statements of ethical practice. CS must publish these statements and ensure their periodic review by relevant constituencies.

Ethical standards or other statements from relevant professional associations should be considered.

CS staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students’ education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

All CS staff members must be aware of and comply with the provisions contained in the institution’s human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

CS staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.
CS staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, all CS staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

CS staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

CS staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

CS staff members must be knowledgeable about and practice ethical behavior in the use of technology.

CS leaders/managers should provide guidance and education on these standards to all persons involved in providing career services, including, but not limited to, entry-level professionals, support staff, student staff, interns, graduate assistants, faculty and staff, employers, service providers, and other administrators.

<table>
<thead>
<tr>
<th>PART 12. ETHICS (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1 All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice. TAMUCC Ethics Policy</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>12.2 The program has a written statement of ethical practice that is reviewed periodically. NACE ethics Career Services Job sheet career-services.tamucc/NACE statement</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>12.3 Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice. CAREER SERVICES INTAKE FORM Disclaimer(bottom of page) I-Link Statement of Confidentiality FERPA training</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>12.4 Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy. I-Link Statement of Confidentiality Release of Information Form</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>12.5 Information judged to be of an emergency nature when an individual's safety or that of others in involved is disclose to appropriate authorities. EMERGENCY AND SAFETY PROCEDURES Hurricane Preparedness</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>12.6 All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals. Institutional Review Board at TAMUCC</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>12.7 Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others. conflict issues</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>12.8 Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>
environment. NACE ethics Diversity statement non-discrimination policy

12.9 Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.

Cash and Handling Procedures

12.10 All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.

Release of Information Form CS Director PDQ Asst Dir PDQ Career Counselor PDQ Job Developer PDQ

12.11 Staff members confront and otherwise hold accountable others who exhibit unethical behavior. TAMUCC Ethics Policy

12.12 Staff members practice ethical behavior in the use of technology.

HR trainings 12 Ethics\Information Security Awareness Training.bmp

Part 12: Ethics Overview Questions

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

CS staff members adhere to the principles of ethical behavior stated in the Texas A&M University Employees Ethics Policy, and the National Association of Colleges and Employers (NACE) for postsecondary career service providers.

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

Confidentiality issues of students are managed by CS staff members with the strategy of not disclosing the student’s educational record without written consent as allowed by FERPA laws and in accordance with institutional policy.

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

CS staff members strive not to engage in conflicts of interest. Staff members ensure that funds are managed in accordance with established University procedures.

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

CS staff members are trained to adhere to the Texas A&M University Employees Ethics Policy.

Part 13: ASSESSMENT and EVALUATION

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

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

Career services must conduct regular evaluations to improve programs and services, to adjust to changing client needs, and to respond to environmental threats and opportunities.

In order for institutions to employ comparable methods for evaluation, resources from recognized peers and professional associations should be consulted. CS should collaborate with institutional research units, state agencies, accrediting bodies, and other evaluative groups that generate and assess evaluation information. CS should promote institutional efforts to conduct relevant research on career
development, institutional issues such as academic success and retention, student learning outcomes, employment trends, and career interests.

Evaluations should include:

- review of the strategic plan, mission, human resources needs, diversity efforts, and other areas covered in this document
- regular feedback from participants on events, programs, and services
- systematic needs assessment to guide program development
- first destination surveys at or following graduation
- employer and student feedback regarding experiential learning programs
- alumni follow-up surveys administered at specific times after graduation
- reports and satisfaction surveys from students and other constituencies interacting with career services such as employers, faculty, and other post-secondary institutions

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

CS should prepare and disseminate annual and special reports, including career services philosophy, goals and objectives, current programs and services, service delivery information, first destination information, and graduate follow-up information.

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</tbody>
</table>

**PART 13. ASSESSMENT AND EVALUATION (Criterion Measures)**

<table>
<thead>
<tr>
<th>13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Student Survey</td>
<td>Graduate Survey cont.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.</th>
<th>Rating Scale</th>
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</thead>
<tbody>
<tr>
<td>Graduate Study cont.</td>
<td>Graduate Study cont.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>13.3 The program evaluates periodically how well it complements and enhances the institution’s stated mission and educational effectiveness.</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Plan 06-07</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<th>13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance.</th>
<th>Rating Scale</th>
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<tbody>
<tr>
<td>Unit Plan 06-07</td>
<td>ND 1 2 3 4 NR</td>
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</tbody>
</table>

**Part 13: Assessment and Evaluation Overview Questions**

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

The grand assessment strategy for the CS program is to meet the mission, goals, and student learning and development outcomes for students. CS strategy is to develop quantitative and qualitative data that will gauge program effectiveness while respecting confidentiality needs of the students served.

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

Quantitative data is available on the number of students attending various CS programs and events. The development of more quantitative and qualitative measures will ensure CS program mission and goal achievement.

C. How are student learning and development outcomes determined to ensure their level of achievement?

Career Services currently collects statistical data for student/employer attendance, demographic
information from both the Job Fairs and the Business Etiquette Dinner. The development of additional measures for assessing the learning and development outcomes for students, with criteria and goals established by the CS staff, will ensure the effectiveness of the program.
Part 1: MISSION

Counseling Services (CS) must incorporate student learning and student development in its mission. CS must enhance overall educational experiences. CS must develop, record, disseminate, implement, and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. CS must operate as an integral part of the institution’s overall mission.

The mission of CS is to assist students to define and accomplish personal, academic, and career goals. To accomplish the mission, the scope of CS must include:

- high quality individual and group counseling services to students who may be experiencing psychological, behavioral, or learning difficulties
- programming focused on the developmental needs of college students to maximize the potential of students to benefit from the academic environment and experience
- consultative services to the institution to help foster an environment supportive of the intellectual, emotional, spiritual and physical development of students
- assessment services to identify student needs and appropriate services and referrals

A wide variety of counseling, consultative, evaluative, and training functions may be performed by the CS as an expression of its institutional mission.

To effectively respond to the educational needs of the institution and of students, CS should have the following complementary functions:

Developmental. The developmental function is to help students enhance their growth. Developmental interventions help students benefit from the academic environment. To do so, the counseling services promote student growth by encouraging positive and realistic self-appraisal, intellectual development, appropriate personal and occupational choices, the ability to relate meaningfully and mutually with others, and the capacity to engage in a personally satisfying and effective style of living.

Remedial. The remedial function recognizes that some students experience significant problems, ranging from serious adjustment issues to more severe psychological disorders that require immediate professional attention. This function includes assisting students in overcoming current specific personal and educational problems and, in some cases, remedying current academic skill deficiencies.

Preventive. The preventive function is to anticipate environmental conditions and developmental processes that may negatively influence students’ well being and initiate interventions that will promote personal adjustment and growth.

While there are basic similarities in the overall goals of various types of institutions, differences in student populations and institutional priorities may affect emphases of functions within individual counseling services. For these reasons, counseling services at two given institutions may emphasize different combinations of personal counseling, academic counseling, career counseling or student development services.

CS should be organized based on institutional characteristics, priorities and organizational structures. Accordingly, not all functions may exist within the same administrative unit. In such cases, coordination among the units is essential to insure a cohesive system of services for students.
**PART 1. MISSION**  *(Criterion Measures)*

1.1 A program mission and goals statement is in place and is reviewed periodically.
   - mission statement
   - unit plan
   - Univ. mission statement

1.2 Student learning, development, and educational experiences are incorporated in the mission statement.
   - UCC mission statement
   - unit plan
   - Univ. mission statement

1.3 The mission is consistent with that of the host institution and the CAS standards.
   - unit plan
   - ucc mission statement
   - Univ. mission statement

1.4 The program functions as an integral part of the host institution’s overall mission.
   - Univ. mission statement
   - ucc mission statement

1.5 The program must include:
   1.5a high quality individual and group counseling
      - UCC brochure
   1.5b programming for developmental needs
      - UCC brochure
   1.5c consulting services to the institution
      - UCC brochure
   1.5d assessment services
      - UCC brochure

<table>
<thead>
<tr>
<th>PART 1: Mission Overview Questions</th>
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<tbody>
<tr>
<td><strong>A. What is the program mission?</strong></td>
</tr>
<tr>
<td>The University Counseling Center supports the educational mission of Texas A&amp;M University-Corpus Christi by providing quality services designed to enhance students’ overall health and wellness to aid in increased retention and graduation of students. A variety of quality clinical, counseling, prevention, educational, consultation, training, outreach and crisis services are offered to facilitate students’ development towards their academic, personal and professional growth.</td>
</tr>
</tbody>
</table>

| **B. How does the mission embrace student learning and development?** |
| facilitate students’ development towards their academic, personal and professional growth. |

| **C. In what ways does the program mission complement the mission of the institution?** |
| The University Counseling Center supports the educational mission of Texas A&M University-Corpus Christi by providing quality services designed to enhance students’ overall health and wellness to aid in increased retention and graduation of students. |

---

**Part 2: PROGRAM**

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

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

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

The table below offers examples of evidence of achievement of student learning and development.

<table>
<thead>
<tr>
<th>Desirable Student Learning and Development Outcomes</th>
<th>Examples of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Satisfying and Productive Lifestyle</strong></td>
<td>Achieves balance between education, work and leisure time; Articulates and meets goals for work, leisure and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values</td>
</tr>
<tr>
<td><strong>Personal and Educational Goals</strong></td>
<td>Identifies personal goals for counseling; Recognizes distinction between others’ goals and individual goals for psychological health and well-being; integrates self knowledge with external feedback for personal decision-making; Understands the effect of one’s personal and educational goals on</td>
</tr>
<tr>
<td><strong>Healthy Behavior</strong></td>
<td>Chooses behaviors and environments that promote health and reduce risk; Articulates the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community</td>
</tr>
<tr>
<td><strong>Enhanced Self-Esteem</strong></td>
<td>Exhibits self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates culturally-appropriate assertive behavior; Functions without need for constant reassurance from others</td>
</tr>
<tr>
<td><strong>Realistic Self-Appraisal</strong></td>
<td>Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others and appropriately integrates it into self-appraisal; Learns from past experiences; Exhibits awareness of how he/she is perceived by others</td>
</tr>
<tr>
<td><strong>Clarified Values</strong></td>
<td>Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work and lifestyle values and explains how they influence decision-making</td>
</tr>
<tr>
<td><strong>Independence</strong></td>
<td>Exhibits culturally-appropriate self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts responsibility for psychological health and well-being; Manages time effectively</td>
</tr>
<tr>
<td><strong>Meaningful Interpersonal Relationships</strong></td>
<td>Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others’ points of view; Treats others with respect</td>
</tr>
<tr>
<td><strong>Effective Communication</strong></td>
<td>Writes and speaks coherently and effectively; Writes and speaks after reflection; Effectively articulates abstract ideas</td>
</tr>
<tr>
<td><strong>Spiritual Awareness</strong></td>
<td>Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors</td>
</tr>
<tr>
<td><strong>Appreciating Diversity</strong></td>
<td>Understands one’s own identity and culture; Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Appropriately challenges abusive stereotypes by others; Understands the impact of diversity on one’s own experience</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Demonstrates reciprocal empathetic responding in group work; Appropriately supports and challenges group members according to group norms; Engages appropriately</td>
</tr>
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</table>
when in psycho-educational workshop settings

| Career Choices | Articulate career choices based on assessment of interests, values, skills and abilities; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Sets career goals that reflect self-awareness |
| Social Responsibility | Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Recognizes and accepts responsibility for how his/her behavior impacts others and the environment |
| Leadership Development | Articulates leadership philosophy or style; Comprehends the dynamics of a group; Exhibits ability to visualize a group purpose and desired outcomes; Recognizes strengths and limitations of group members; Respectfully promotes group involvement and ownership of desired outcomes |
| Intellectual Growth | Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences |

Programs and services must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.

To effectively fulfill its mission CS must provide directly, through referral, or in collaboration:

- individual counseling and/or psychotherapy in areas of personal, educational, career development/vocational choice, interpersonal relationships, family, social, and psychological issues
- group interventions (e.g., counseling, psychotherapy, support) to help students establish satisfying personal relationships and to become more effective in areas such as interpersonal processes, communication skills, decision-making concerning personal relationships and educational or career matters, and the establishment of personal values
- psychological testing and other assessment techniques to foster client self-understanding and decision making
- outreach efforts to address developmental needs and concerns of students
- counseling support to help students assess and overcome specific deficiencies in educational preparation or skills
- psychiatric consultation, evaluation, and support services for students needing maintenance or monitoring of psychotropic medications
- crisis intervention and emergency coverage
- staff and faculty professional development programs

In those cases where other campus agencies address similar issues, such as career counseling and educational counseling, CS should establish cooperative relationships and maintain appropriate mutual referrals. In those cases where specialized and needed expertise is not available within counseling services, staff members should make full and active use of referral resources within the institution and the local community.

CS should play an active role in interpreting and, when appropriate, advocating for addressing the needs of students to administration, faculty and staff of the institution. CS can provide a needed perspective for campus administrative leaders, reflecting an appropriate balance between administrative requirements
and the special needs and interests of students. CS should interpret the institutional environment to students and intervene to either improve the quality of the environment or facilitate the development of better interactions between the student and environment. CS should be sensitive to the needs of traditionally under-served and special populations.

CS may engage in research that contributes to knowledge of student characteristics and needs and evaluation of student outcomes in its programs. CS may assist students, faculty and staff members who conduct individual research on student characteristics or on the influence of specific student development activities.

CS should provide consultation, supervision, and in-service professional development for faculty members, administrators, staff and student staff members, and paraprofessionals.

Training and supervision of paraprofessionals, practicum students, and interns is an appropriate and desirable responsibility of CS.

<table>
<thead>
<tr>
<th>PART 2. PROGRAM (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 The program promotes student learning and development that is purposeful and holistic. Mission Statement, Brochure, ..\Website Links\University Counseling Center_Main - HomePage browse.mht</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.2 The program has identified student learning and development outcomes that are relevant to its purpose unit plan OUTCOME QUESTIONNAIRE Satisfaction Survey, survey results</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes. Mission Statement, Brochure, Overview, Counseling Services</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.1 Intellectual Growth star program personal skills survey results</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.2 Effective Communication personal skills RA Class Pre-Assessemnt -RACLass-Outcomes</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.3 Enhanced Self-Esteem OUTCOME QUESTIONNAIRE, Queen for a Day 2007, Queen for the Day 2006 Transforming Body Image 2007, Inner Diva flyer 2006</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.4 Realistic Self-Appraisal OUTCOME QUESTIONNAIRE, Personal Skills 2006 TestInventory, E-CHUG natl depression screen day natl alcohol screen day</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.5 Clarified Values RA Class Brochure</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>
2.4.6 Career Choices
- not the scope of the program there is career services available in another department

2.4.7 Leadership Development
- RA Class Aloha Days Camp

2.4.8 Healthy Behavior
- 2007 Wellness Expo POST Survey
- 2007 Wellness Expo PRE Survey
- Stress Mgmt
- 2006 MIP Classes
- World AIDS DAY
- Great American Smokeout
- Weed IQ
- Satisfaction Survey
- AOD Programming Fall 2006
- Emotional Wellness
- Eating Disorders Brochure

2.4.9 Meaningful Interpersonal Relationships
- NonTrad MeetGreet
- SatisfactionSurveyStats
- International Multicultural Group Flyer 2007

2.4.10 Independence
- Star Program
- Personal Skills
- Training Program

2.4.11 Collaboration
- Group Fall 2006
- Group Spring 2006

2.4.12 Social Responsibility
- World AIDS DAY
- Tie One On flyer 2006
- DSTI invite
- AOD Programming Fall 2006

2.4.13 Satisfying and Productive Lifestyle
- SatisfactionSurveyStats
- Spring 07
- Queen for a Day
- Personal Skills
- Life Skills
- Don't Go Home

2.4.14 Appreciate Diversity
- International Multicultural Group
- Lets talk about race

2.4.15 Spiritual Awareness
- Wellness Expo POST Survey
- Wellness Expo PRE Survey

2.4.16 Personal and Educational Goals
- Satisfaction Survey
- SatisfactionSurveyStats
- AGREEMENT FORM
- Brochure
- Personal Skills

2.5 Program offerings are intentional, coherent and based on theories of learning and
Part 2: Program Overview Questions

A. What are the primary elements of the program?

The primary elements of the program are to provide individual counseling, group, psychological testing and assessment, outreach, life skills and crisis intervention to enhance the overall health and wellness of students.

B. What evidence exists that confirms the program contributes to student learning and development?

Learning outcomes are shown in the unit plan, individual assessment of programs, and the satisfaction survey (OQ).

C. What evidence is available to confirm program goals’ achievement?

Achievement can be found in the unit plan, satisfaction survey (OQ), and the outcome measures of individual programs.

Part 3: LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Counseling Services (CS) leaders within the administrative structure to accomplish stated missions. CS Leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

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

CS leaders must:

- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
• manage financial resources
• coordinate human resources
• plan, budget for, and evaluate personnel and programs
• apply effective practices to educational and administrative processes
• communicate effectively
• initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area

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

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

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

<table>
<thead>
<tr>
<th>PART 3. LEADERSHIP (Criterion Measures)</th>
<th>Rating Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 The host institution has selected, positioned, and empowered a program leader.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.4 Clearly defined leader accountability expectations are in place.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.5 Leader performance is fairly assessed on a regular basis.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.6 The leader exercises authority over program resources and uses them effectively.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.7 The program leader:</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.7b prescribes and practices appropriate ethical behavior</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.7c recruits, selects, supervises, instructs, and coordinates staff members</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.7d manages fiscal, physical, and human resources effectively</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.7e applies effective practices to educational and administrative processes</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.8 Communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.9 The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.11 The leader strives to improve the program in response to evolving student needs and institutional priorities.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>
Part 3: Leadership Overview Questions

A. In what ways are program leaders qualified for their roles?
- Education, licensure, experience, professional development

B. In what ways are program leaders positioned and empowered to accomplish the program mission?
- Directors within Student Affairs are autonomously supervised, given resources and duties are divided between directors and assistant directors

C. How are program leaders accountable for their performance?
- Annual reviews, and licensing regulations

D. What leadership practices best describe program leaders?
- Promote empowerment, collegiate democracy and communication

Part 4: ORGANIZATION and MANAGEMENT

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

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

Because the functions of CS are essential to the overall mission of an institution, their value and impact should be clearly articulated to the campus and their placement within the organizational structure should be such that it facilitates significant interaction with unit heads in academic and student affairs.

CS should function independently of units directly responsible for making decisions concerning students’ official matriculation status, such as judicial actions, academic probation, and admissions or re-admissions actions.

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<thead>
<tr>
<th>Part 4. ORGANIZATION AND ADMINISTRATION (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 The program is structured purposefully and managed effectively.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>DAILY OPERATIONS MANUAL, Front Office Procedures, STATEMENT OF REVIEW OF UCC PROCEDURES MANUAL</td>
<td></td>
</tr>
<tr>
<td>4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Job Descriptions, Organizational Chart, DAILY OPERATIONS MANUAL</td>
<td></td>
</tr>
<tr>
<td>4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Organizational Chart, Planning and Institutional Effectiveness</td>
<td></td>
</tr>
<tr>
<td>4.4 Channels are in place for regular review of administrative policies and procedures.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Annual Report, Unit Plan UCC 05-06 Unit Plan</td>
<td></td>
</tr>
</tbody>
</table>
Part 4: Organization and Management Overview Questions

A. What are the institutional organizational structures that define, enable, or restrain the program?

Defining structures include the mission and structure of the Student Affairs Division and the national formula for the number of counselors for a University Counseling Center. Restraints would be funding and physical space.

B. What protocols or processes are in place to insure effective management of the program?

Policy and procedure manual and annual reviews

Part 5: HUMAN RESOURCES

Counseling Services (CS) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, CS must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. CS must strive to improve the professional competence and skills of all personnel it employs.

Counseling functions must be performed by professionals from disciplines such as counseling and clinical psychology, counselor education, psychiatry, and clinical social work, and by others with appropriate training, credentials, and supervised experience.

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

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

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

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

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

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

CS must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.
CS should maintain an in-service and staff development program which includes supervision, case presentations, research reports, and discussion of relevant professional issues. Institutional budgetary support should be available to provide for in-service and professional development activities.

The director of counseling services must have an appropriate combination of graduate course work, formal training, and supervised experience.

The director of CS should have a doctoral degree in counseling psychology, clinical psychology, counselor education or other related discipline from an accredited institution with a minimum of a master’s degree in such areas. The director should hold or be eligible for state licensure or certification where such exists or should pursue such credentials. It is highly desirable that the director has a minimum of three years experience as a staff member or administrator in counseling services within higher education. The director should have received supervision (either pre- or post-doctoral) in counseling within higher education.

The director should have the ability to interact effectively with administrators, faculty and staff members, students, colleagues and community members and should possess all the general qualifications of a counseling staff member.

The responsibilities of the director should include:

- overall administration and coordination of counseling activities
- coordination, recruitment, training, supervision, development and evaluation of counseling and support staff personnel
- preparation and administration of budget
- preparation of annual reports
- provision of counseling information and services to students, faculty and staff in accordance with the mission of CS and the institution, to the community
- evaluation of services
- provision of consultation/leadership in policy formation and program development
- education of staff members regarding legal issues in mental health, medicine and higher education, as well as legal issues governing the delivery of counseling services.

Counseling staff members must have an appropriate combination of graduate course work, formal training, and supervised experience.

The minimum qualification for counseling staff members should be a master’s degree from a regionally accredited institution in a relevant discipline such as counseling psychology, clinical psychology, counseling and personnel services, mental health counseling, and clinical social work, with a supervised practicum/internship at the graduate level, preferably in the counseling of students within a higher education setting or should be appropriately supervised until they can transfer their skills to this setting. Counseling staff members should hold, or be eligible for, state or provincial licensure or certification in their chosen discipline (e.g., counseling, psychology, social work), where such exists.

Counseling staff members should have appropriate course work and training in psychological assessment, theories of personality, abnormal psychology or psychopathology, career development, multicultural counseling, legal and ethical issues in counseling, and learning theory. Counseling staff members should keep abreast of current research, including outcome research. Counseling staff members should also demonstrate knowledge of technology, leadership, organization development, consultation, and relevant federal, regional, and state/provincial statutes.

In cases where counseling staff members are responsible for the supervision of colleagues or graduate interns, the counseling staff members should have doctoral degrees or hold degrees commensurate with those being supervised.

Counseling staff members should participate in appropriate professional organizations and should have the budgetary support to do so. Counseling staff members should be encouraged to participate in community activities related to their profession.
Practicum students and interns, as well as paraprofessional assistants, may perform, under supervision, such counseling functions as are appropriate to their preparation and experience.

The level of CS staffing must be established and reviewed regularly with regard to service demands, enrollment, user surveys, diversity of services offered, institutional resources, and other mental health and student services that may be available on the campus and in the local community.

In addition to providing direct services, it is important that staff time be allowed for preparation of interviews and reports, updating institutional information, research, faculty and staff contacts, staff meetings, training and supervision, personal and professional development, consultation, and walk-in and emergency counseling interventions, in accordance with individual staff members’ qualifications and task assignments. Similarly, teaching, administration, research, and other such responsibilities should be identified as relevant staff functions.

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

Clerical employees who deal directly with students should be carefully selected, since they play an important role in the students’ impressions of the counseling services and often must make some preliminary client-related decisions.

<table>
<thead>
<tr>
<th>PART 5. HUMAN RESOURCES  (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 The program is staffed adequately with personnel qualified to accomplish its mission.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.2 Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.3 The program strives to improve the professional competence and skills of all staff members.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.4 Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.5 Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.6 Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.7 Student employees and volunteers are provided precise job descriptions, preservice training, and continuing staff development.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.8 Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.9 Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.10 Staff member compensation is commensurate with those in comparable</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>

ND 1 2 3 4 NR
Part 5: Human Resources Overview Questions

A. What is the strategic plan for staffing the program?

The strategic plan is based on the Accreditation Standards and the program is in the process of hiring.

B. In what ways are staff members’ qualifications insured and their performance judged?

Human Resources has rules and regulations to abide by for hiring and performance management.

C. In what ways does the program train, supervise, and evaluate staff members?

The rules and regulations set by Human Resources are followed for the training, supervision and evaluation of staff.

Part 6: FINANCIAL RESOURCES

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

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

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<tr>
<th>ND</th>
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<tbody>
<tr>
<td>Not Done</td>
<td>Not Met</td>
<td>Minimally Met</td>
<td>Well Met</td>
<td>Fully Met</td>
<td>Not Rated</td>
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**PART 6. FINANCIAL RESOURCES (Criterion Measures)**

<table>
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<th>Rating Scale</th>
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<td>ND 1 2 3 4 NR</td>
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</table>

| 6.1 The program has adequate funding to accomplish its mission and goals. |
| budget PDQ Director |

| 6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources. |
| budget PDQ Director |

| 6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols. |
| budget PDQ Director |
Part 6: Financial Resources Overview Questions

A. What is the funding strategy for the program?

**Funding strategy is based on trying to provide resources and staff for services with the funding available.**

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

**Salaries are not out of line with commensurate institutions and programming is very well provided with the amount of funding available.**

Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

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

CS must maintain a physical and social environment that facilitates optimal functioning and insures appropriate confidentiality.

CS, when feasible, should be physically separate from administrative offices, campus police, and judicial units.

Individual offices for counseling staff members should be provided and appropriately equipped and soundproof. The offices should be designed to accommodate the functions performed by counseling staff members.

There should be a reception area that provides a comfortable and private waiting area for clients.

CS should maintain or have ready access to professional resource materials.

In those instances where counseling services include a career development unit, there should be a resource center that holds institutional catalogs and occupation and career information.

An area suitable for individual and group testing procedures should be available.

CS should maintain, or have ready access to, group meeting space.

CS should maintain equipment that is capable of providing modern technical approaches to treatment and record keeping and have access to equipment for research and media presentations.

CS with training components should have adequate facilities for recording, and, where possible, for direct observations.

<table>
<thead>
<tr>
<th>PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>7.2 Program facilities, technology, and equipment are evaluated regularly.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>7.3 Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>
7.4 The physical and social environment helps confidentiality.

Part 7: Facilities, Technology, and Equipment Overview Questions

A. How are facilities, technology, and equipment inventoried and maintained?

Maintenance of University property is based on University rules and regulations, annual inventory and physical plant operations.

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

File rooms containing patient information are double locked; each counselor has their own office for patient privacy; the building is equipped with a panic alarm system; and sound reduction machines are located throughout the facility.

Part 8: LEGAL RESPONSIBILITIES

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

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

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

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

<table>
<thead>
<tr>
<th>PART 8. LEGAL RESPONSIBILITIES (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities. Consent for Group CONSENT FOR RECOARDING SESSIONS  Declaration as a Family Member Liability Insurance Policy Description</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program. Consent for Group AGREEMENT FORM</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel. Consent for Group CONSENT FOR RECOARDING SESSIONS  Declaration as a Family Member Liability Insurance Policy Description</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options. Liability Insurance Policy Description</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities. tamus legal counsel</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>8.5 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities. Uniform email accounts for all university students and staff: AGREEMENT FORM</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>
Part 8: Legal Responsibilities Overview Questions

A. What are the crucial legal issues faced by the program?

Confidentiality; HIPPA vs FERPA vs State laws; students of concern and when to discuss with other campus departments/officials

B. How are staff members instructed, advised, or assisted with legal concerns?

Annual review of insurance policy; weekly meetings with all staff and an open door policy with the director; phone consultations with system legal counsel as needed

Part 9: EQUITY and ACCESS

Counseling Services (CS) staff members must ensure that services and programs are provided on a fair and equitable basis. CS facilities, programs and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents.

CS must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the bases of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

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

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

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<tr>
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<td>Not Rated</td>
</tr>
</tbody>
</table>

PART 9. EQUITY AND ACCESS (Criterion Measures)

9.1 All programs and services are provided on a fair and equitable basis.
Brochure Mission Statement AGREEMENT FORM University Counseling Center HomePage
All program facilities and services are accessible to prospective user.
Brochure Mission Statement AGREEMENT FORM University Counseling Center HomePage
9.2 Program operations and delivery are responsive to the needs of all students and other users.
Brochure Mission Statement AGREEMENT FORM University Counseling Center HomePage
9.3 All services adhere to the spirit and intent of equal opportunity laws.
Brochure Mission Statement AGREEMENT FORM University Counseling Center HomePage
9.4 Program policies and practices do not discriminate against any potential users.
Brochure Mission Statement AGREEMENT FORM University Counseling Center HomePage
9.5 The program acts to remedy imbalances in student participation and staffing.
Brochure Mission Statement AGREEMENT FORM University Counseling Center HomePage
9.6 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.
University Counseling Center HomePage

Part 9: Equity and Access Overview Questions
A. How does the program insure non-discriminatory, fair, and equitable treatment to all constituents?

The treatment ethics counselors follow based on their license binds them to help find services if not able to do so at the UCC for all persons initiating contact with a counselor.

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 staff members?

Surveys collect data on participation; annual assessments are performed; Human resource hiring policies

Part 10: CAMPUS and EXTERNAL RELATIONS

Counseling Services (CS) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

It is desirable that CS develop close cooperation with campus referral sources and with potential consumers of counseling services consultations. CS should also work closely with all other segments of the institution whose goal is the promotion of psychological, emotional, and career development.

CS should work closely with the chief student affairs and chief academic affairs administrators to insure the meeting of institutional goals and objectives.

Within the campus community, CS should establish close cooperation with career services, academic advising, special academic support units (e.g., reading and study skills programs, learning assistance programs) and specialized student services (e.g., services for students with disabilities, international and minority students, TRIO programs, women, veterans, returning adult students).

CS should establish relationships with a wide range of student groups (e.g., student government; gay, lesbian, bisexual, transgender groups; fraternities and sororities) to promote visibility and serve as a resource to them.

CS should establish and maintain close cooperation with student health services as counseling staff members are often called upon to refer clients for medical concerns or hospitalization, or to serve as consultants to, or to seek consultation from, health services professionals.

CS should foster relationships with academic units and with campus professionals in admissions, registrar’s office, student activities, athletics, and residence halls, where appropriate.

CS should establish effective relationships with the institutional legal counsel and the legal staff of relevant professional organizations in order to effectively respond to pertinent legal issues and precedents which underlie the delivery components of CS.

Where adequate mental health resources are not available on campus, CS must establish and maintain close working relationships with off-campus community mental health resources.

CS should have procedures for the referral of students who require counseling beyond the scope of institutional CS.

As the demographic makeup of our campuses change and new instructional delivery methods are introduced, institutions should recognize that students who are at a distance from a physical campus may still need access to the range of counseling functions. Institutions should provide services in ways that are accessible to such learners and assist them in identifying and accessing appropriate services in their own geographic region.
relevant campus and external individuals and agencies. Community Resource Binder  UHC collaboration  Annual Report

10.2 The program has established appropriate working relationships with off-campus community health resources.  Annual Report  Community Resource Binder

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</table>

Part 10: Campus and External Relations Overview Questions

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

University Police Department, University Health Center, Disability Services, Student Affairs, International Programs, 1st year programs with Academics, local hospitals, area counselors, area psychiatrists, Coastal Bend Aids Foundation, Council of Alcohol and Drug abuse, Women's shelter

B. What evidence confirms effective relationships with program constituents?

Committee membership and participation, World Aids Day and other Nationally Recognized Events, Collaboration with entire Student Affairs division, STAR Program.  All activities are in the spirit of the best interest of the students’ outcome.

Part 11: DIVERSITY

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

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

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

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</table>

PART 11. DIVERSITY (Criterion Measures)

11.1 The program nurtures environments wherein commonalities and differences among people are recognized and honored. Annual Report  DiversityStatement  Brochure  Program Flyers  Satisfaction Survey

11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage. DiversityStatement  Annual Report  Program Flyers

11.3 The program promotes respect for commonalities and differences in historical and cultural contexts. DiversityStatement  Annual Report  Program Flyers

11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures. DAILY OPERATIONS MANUAL  SatisfactionSurvey

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Part 11: Diversity Overview Questions

A. In what ways does the program contribute to the nurturing of diversity?

Diversity is nurtured by educating staff, offering a wide variety of programming and awareness of issues.

B. How does the program serve the needs of diverse populations?

There is a wide variety of programming.  There is open access to services to the students.  There is also awareness among the staff of diversity issues.

Part 12: ETHICS
All persons involved in the delivery of Counseling Services (CS) must adhere to the highest principles of ethical behavior. CS must develop or adopt and implement appropriate statements of ethical practice. CS must publish these statements and ensure their periodic review by relevant constituencies.

CS staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others. Staff members must strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal.

When handling institutional funds, all CS staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

CS staff members must be knowledgeable about and practice ethical behavior in the use of technology.

CS staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

CS staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

CS staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

CS staff members must conform to relevant federal, state/provincial, and local statutes which govern the delivery of counseling and psychological services.

CS staff members must be familiar with and adhere to relevant ethical standards in the field, including those professional procedures for intake, assessment, case notes, termination summaries and the preparation, use, and distribution of psychological tests.

Client status and information disclosed in individual counseling sessions must remain confidential, unless written permission to divulge the information is given by the student.

Clients must be made aware of issues such as the limits to confidentiality during intake or early in the counseling process so they can participate from a position of informed consent.

Consultation regarding individual students, as requested or needed with faculty and other campus personnel, is offered in the context of preserving the student's confidential relationship with the counseling services. Consultation with parents, spouses, and public and private agencies that bear some responsibility for particular students may occur within the bounds of a confidential counseling relationship.

All CS staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved.

When the condition of a client is indicative of clear and imminent danger to the client or to others, counseling staff members must take reasonable personal action that may involve informing responsible authorities, and when possible, consulting with other professionals. In such cases, counseling staff members must be cognizant of pertinent ethical principles, state/provincial or federal statutes, and local mental health guidelines that stipulate the limits of confidentiality.
Information should be released only at the written request or concurrence of a client who has full knowledge of the nature of the information that is being released and of the parties to whom it is released. Instances of limited confidentiality should be clearly articulated. The decision to release information without consent should occur only after careful consideration and under the conditions described above.

CS must maintain records in a confidential and secure manner while specifying procedures to monitor access, use, and maintenance of the records.

CS staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students’ education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. CS staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

All CS staff members must be aware of and comply with the provisions contained in the institution’s human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

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<tr>
<td>Not Done</td>
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<td>Minimally Met</td>
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**PART 12. ETHICS (Criterion Measures)**

<table>
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<tr>
<th>Rating Scale</th>
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<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1 All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.</td>
<td>STAMUCC IRB</td>
<td>Confidentiality Statement</td>
<td>system ethics policy</td>
<td></td>
<td></td>
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<tr>
<td>12.2 The program has a written statement of ethical practice that is reviewed periodically.</td>
<td>STAMUCC IRB</td>
<td>Confidentiality Statement</td>
<td>Ethics Agreement</td>
<td></td>
<td></td>
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<tr>
<td>12.3 Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.</td>
<td>STAMUCC IRB</td>
<td>Confidentiality Statement</td>
<td>Ethics Agreement</td>
<td></td>
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<tr>
<td>12.4 Information contained in students’ education records is never disclosed without written consent except as allowed by law and institutional policy.</td>
<td>STAMUCC IRB</td>
<td>Confidentiality Statement</td>
<td>Ethics Agreement</td>
<td></td>
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<tr>
<td>12.5 Information judged to be of an emergency nature when an individual’s safety or that of others involved is disclosed to appropriate authorities.</td>
<td>STAMUCC IRB</td>
<td>Confidentiality Statement</td>
<td>Ethics Agreement</td>
<td></td>
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<tr>
<td>12.6 All staff members comply with the institution’s human subjects research and other policies addressing confidentiality of research data concerning individuals.</td>
<td>STAMUCC IRB</td>
<td>Confidentiality Statement</td>
<td>Ethics Agreement</td>
<td></td>
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<td>12.7 Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.</td>
<td>STAMUCC IRB</td>
<td>Conflict of Interest Policy</td>
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<tr>
<td>12.8 Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.</td>
<td>Mission Statement</td>
<td>Diversity Statement</td>
<td>ethics agreement temp student</td>
<td></td>
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<tr>
<td>12.9 Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.</td>
<td>budget</td>
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<tr>
<td>12.10 All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are</td>
<td>STAMUCC IRB</td>
<td>Confidentiality Statement</td>
<td>Ethics Agreement</td>
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</table>
12.11 Staff members confront and otherwise hold accountable others who exhibit unethical behavior.

12.12 Staff members practice ethical behavior in the use of technology.

12.13 Staff members do not participate nor condone any form of harassment.

12.14 Staff members perform duties within limits of their training, expertise, and competence.

12.15 Staff members hold other staff members accountable for ethical behavior.

12.16 Staff members deliver services to conform to relevant federal, state/provincial, and local statutes.

12.17 Staff members adhere to relevant ethical standards.

12.18 Staff members maintain confidentiality of student status and information disclosed in counseling unless approved by the client.

12.19 Staff members inform clients of limits to confidentiality.

12.20 Staff members disclose to appropriate authorities information judged to be of an emergency nature, including the safety of the client and others.

12.21 The program maintains records in a confidential and secure manner and monitors access, use, and maintenance of the records.

12.22 Staff members comply with institutional policies concerning human subjects research, ethical practices, and confidentiality of research.

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<thead>
<tr>
<th>Part 12: Ethics Overview Questions</th>
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<tbody>
<tr>
<td><strong>A. What ethical principles, standards, statements, or codes guide the program and its staff members?</strong></td>
</tr>
<tr>
<td>The guiding rules come from system rules, policy and procedures, student code of conduct, mission statement, diversity statement, ethics and confidentiality statements and licensing regulations.</td>
</tr>
<tr>
<td><strong>B. What is the program’s strategy for managing student and staff member confidentiality issues?</strong></td>
</tr>
<tr>
<td>The strategy is awareness, training and exhibiting practices.</td>
</tr>
<tr>
<td><strong>C. How are ethical dilemmas and conflicts of interest managed?</strong></td>
</tr>
<tr>
<td>Conflicts are handled in staff meetings, one-on-one consultations within the program. On a larger scale the Human Resources department and system legal services will also apply as needed.</td>
</tr>
<tr>
<td><strong>D. In what ways are staff members informed and supervised regarding ethical conduct?</strong></td>
</tr>
<tr>
<td>Policy and procedures, staff meetings, evaluations, position description questionnaires, licensing, continuing education and ethics training.</td>
</tr>
</tbody>
</table>

**Part 13: ASSESSMENT and EVALUATION**
Counseling Services (CS) must conduct regular assessment and evaluations. CS must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

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

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

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<tr>
<th>PART 13. ASSESSMENT AND EVALUATION (Criterion Measures)</th>
<th>Rating Scale</th>
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<tbody>
<tr>
<td>13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>13.3 The program evaluates periodically how well it complements and enhances the institution’s stated mission and educational effectiveness.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Unit Plan</td>
<td></td>
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<tr>
<td>13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance.</td>
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<tr>
<td>Annual Report Unit Plan</td>
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</table>

Part 13: Assessment and Evaluation Overview Questions

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

The strategy of assessment is based on satisfaction of programming evolving into student learning assessment.

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

The evaluation process has begun to be based on CAS standards and measures are being taken to assess and plan a program before it begins.

C. How are student learning and development outcomes determined to ensure their level of achievement?

Student learning outcomes are a new form of assessment beginning to be instituted at this University.
Council for the Advancement of Standards
in Higher Education

CAS Self-Assessment Guide for
Disability Support Services

One Dupont Circle, NW, Suite 300, Washington, D.C. 20036-1188

August 2006
THE ROLE of DISABILITY SUPPORT SERVICES

CAS Standards Contextual Statement

Students with disabilities have always been present in the college/university environment. Examples range from students with notoriety (Helen Keller entered Radcliffe College in 1900) to the early support programs at the University of Illinois which began with World War II veterans studying through the GI Bill.

Beginning in 1973 with the passage of Section 504 of the Rehabilitation Act, “no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of a public entity”. As the result of this legislation, colleges and universities receiving Federal funds were required to provide nondiscriminatory, equal access to programs and facilities for individuals with disabilities. The Americans with Disabilities Act of 1990 (ADA) broadened this legislation to include public entities such as restaurants, hotels, stores, transportation, and communication systems. In these areas, oversight of the ADA is not dependent on the receipt of federal funds as it is with institutions of higher education.

Universities and colleges looked to each other to help define the growing need for services. Thus the field of “Disability Services” evolved and in response to that need, a uniquely challenged and experienced cadre of professional disability service providers created what is today the Association on Higher Education and Disability (AHEAD) in 1977.

Colleges and universities worked to design services appropriate to the mission of individual campuses. Disability Services were often housed in student affairs. As a result, many of the earliest service providers were re-assigned from student life, counseling, academic advising, or the Dean of Students’ office. Other campuses chose to house the office in affirmative action or in an academic department such as psychology, counseling, special education, or education; however, administrative location is immaterial and remains an institution’s prerogative. What is important is that Disability Services offices should have their own financial resources and staff in order to meet the institutional commitment to access and compliance with Federal laws.

The difference in legislative focus between K-12 (IDEA, which is success-oriented) and higher education (Section 504 – Rehabilitation Act, which is access-oriented) often results in students
with disabilities who are not prepared to enter higher education as strong advocates for themselves. From the mid-1980s through 2000, most campuses experienced a significant growth in the number of students who self-identified as having a learning disability (LD) and Attention Deficit (Hyperactivity) Disorder (ADD/ADHD) and requested reasonable accommodations. Additionally, current issues facing those who work in disability support services include: advanced technology (screen readers, speech output, etc.), study abroad, distance education, increasing numbers of students with psychological/psychiatric conditions, campus safety, technical standards, and performance demands of graduate and professional schools. These issues are examples of the ever-changing demands of a field that requires a greater comprehension of the impact of medical conditions, assessment of abilities, and programmatic standards/requirements on the part of the Disability Service provider to ensure the institution is able to realistically and reasonably provide access to students with disabilities.

References, Readings and Resources


Association on Higher Education and Disability (AHEAD P.O. Box 540666, Waltham, MA 02454 USA, tel/tty: 781-788-0003 fax: 781-788-0033, www.ahead.org


HEATH Resource Center, National Clearinghouse on Postsecondary Education housed at the George Washington University, www.heath-resource-center.org


*Journal of Postsecondary Education and Disability*. Association on Higher Education and Disability, Boston, Mass. www.ahead.org

U.S. Department of Education - Office for Civil Rights (OCR) www.ed.gov/offices/OCR


Contributors:
Sam Goodin, University of Michigan
Jim Kessler, University of North Carolina at Chapel Hill
Beth Hunsinger, Community College of Baltimore County, Essex Campus, AHEAD
Introduction and Instructions

I Purpose and Organization of the Guide

This Self-Assessment Guide (SAG) translates the CAS Disability Support Services Standards and Guidelines into a format enabling self-assessment. Educators can use this Guide to gain informed perspectives on the strengths and deficiencies of their services and programs and to plan for improvements. Grounded in the self-regulation approach to quality assurance in higher education endorsed by CAS, this SAG provides institutional and agency leaders a tool to assess programs and services using current generally accepted standards of practice.

The Introduction outlines the self-assessment process, describes how to put it into operation, and is organized into four sections. These include I Purpose and Organization, II Self-Assessment Process, III Rating Examples, and IV Formulating an Action Plan. The introduction is followed by the Self-Assessment Worksheet, which presents the CAS Disability Support Services Standards and Guidelines and incorporates a series of criterion measures for rating purposes.

SAG Worksheet Format. CAS standards and guidelines are organized into thirteen components.

Part 1. Mission
Part 2. Program
Part 3. Leadership
Part 4. Organization and Management
Part 5. Human Resources
Part 6. Financial Resources
Part 7. Facilities, Technology, and Equipment
Part 8. Legal Responsibilities
Part 9. Equity and Access
Part 10. Campus and External Relations
Part 11. Diversity
Part 12. Ethics
Part 13. Assessment and Evaluation

A rating scale designed for assessment purposes is displayed following the standards and guidelines along with a series of criterion measures to be rated. Making performance judgments by applying the rating scale to individual items (criterion measures) facilitates an initial assessment of the program.

II Self-Assessment Process

CAS self-assessment procedures involve several steps, including:

A. Establishing the self-study process and review team
B. Understanding the CAS Standards and Guidelines and the Self-Assessment Guide
C. Compiling and reviewing documentary evidence
D. Judging performance
E. Completing the assessment process

Step A: Establish and Prepare the Self-Assessment Review Team

The first step is to identify an individual to coordinate the self-assessment process. Once a leader is designated, members of the institutional community [e.g., professional staff members, faculty members, and students] need to be identified and invited to participate. Whether a sole functional area or a full
division is to be reviewed, the self-study team will be strengthened by the inclusion of members from outside the area(s) undergoing review.

As a group, the review team should examine the standards carefully before implementing the study. It may be desirable for the team, in collaboration with the full staff, to discuss the meaning of each standard. Through this method, differing interpretations can be examined and agreement generally reached about how the standard will be interpreted for purposes of the self-assessment. Whatever procedures are used to arrive at judgments, deliberate discussions should occur about how to initiate the rating process and select the optimal rating strategy. In such discussions, it is expected that disagreements among team members will occur, and that resulting clarifications will inform all participants. It is important that the team achieve consensual resolution of such differences before proceeding.

**Step B: Understanding the CAS Standards and Guidelines**

CAS Standards represent best practices as formulated by representatives of multiple professional associations concerned with student learning and development in higher education. CAS Guidelines, on the other hand, are suggestions for practice and serve to elaborate and amplify standards through the use of suggestions, descriptions, and examples. Guidelines can often be employed to enhance program practice. Following a long-standing CAS precedent, the functional area standards and guidelines published in *The CAS Book of Professional Standards for Higher Education 2006* and presented in this SAG are formatted so that standards (i.e., essentials of quality practice) are printed in **bold type**. Guidelines, which complement the standards, are printed in slightly smaller, light-face type. Standards use the auxiliary verbs "must" and "shall" while guidelines use "should" and "may."

In this SAG, the CAS Standards and Guidelines, presented in boxed text format, have been translated into multiple criterion measures for rating purposes. Each criterion measure focuses on a particular aspect of the standard. For each of the 13 component parts, there is a series of numbered criterion measures that team members may rate. If the assessment team decides to incorporate one or more of the guidelines into the review process, each guideline can be similarly sub-divided to facilitate the rating process.

**Step C: Compile and Review Documentary Evidence**

Collecting and documenting evidence of program effectiveness is an important step in the assessment process. No self-assessment is complete without relevant data and related documentation being used. It is good practice for programs routinely to collect and file relevant data that can be used to document program effectiveness over time.

Documentary evidence often used to support evaluative judgments includes:

- **Student Recruitment and Marketing Materials:** brochures and other sources of information about the program, participation policies and procedures, and reports about program results and participant evaluations

- **Program Documents:** mission statements, catalogs, brochures and other related materials, staff and student manuals, policy and procedure statements, evaluation and periodic reports, contracts, and staff memos

- **Institutional Administrative Documents:** statements about program purpose and philosophy relative to other educational programs, organization charts, financial resource statements, student and staff profiles, and assessment reports

- **Research, Assessment, and Evaluation Data:** needs assessments, follow-up studies, program evaluations, outcome measures and methodologies, and previous self-study reports

- **Staff Activity Reports:** annual reports, staff member vitae; service to departments, colleges, university, and other agencies; evidence of effectiveness; scholarship activities, and contributions to the profession

- **Student Activity Reports:** developmental transcripts, portfolios, and other evidence of student contributions to the institution, community, and professional organizations; reports of special student accomplishments; and employer reports on student employment experiences
Having a variety of evidence assists raters to make judgments about the wide range of program expectations articulated in the standards. Whatever is determined appropriate under given circumstances, multiple forms of evidence used should be reviewed and reported in the narrative section of the SAG worksheets. The self-study rating process may identify a need to obtain additional information or documentation before proceeding to lend substance to judgments about a given assessment criterion. Support documentation should be appended and referred to in the final self-assessment report.

Step D: Judging Performance
Assessment criterion measures are used to judge how well areas under review meet CAS Standards. These criterion measures, provided in the Work Form section of the SAG, are designed to use a 4-point rating scale. In addition to the numerical rating options, Not Rated (NR) and Not Done (ND) ratings are provided. This rating scale is designed to estimate broadly the extent to which a given practice has been performed.

CAS CRITERION MEASURE RATING SCALE

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<tr>
<td>Not Done</td>
<td>Not Met</td>
<td>Minimally Met</td>
<td>Well Met</td>
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Under rare circumstances, it may be determined that a criterion measure used to judge the standard is not applicable for the particular program (e.g., a single sex or other unique institution that cannot meet a criterion measure for that reason). In such instances, a ND rating can be used and the rationale for excluding the practice reflected in the criterion measure presented in the self-study report. The NR response can be used when relevant data are unavailable to support a judgment. When either the ND or the NR ratings are used, an explanatory note should be entered. NR items should generate careful group consideration and follow-up action as appropriate.

Program leaders may wish to incorporate additional criterion measures, such as selected CAS Guidelines or other gauges, into the rating procedures before the self-assessment process begins. Such practice is encouraged and space is provided to incorporate additional criterion measure yardsticks for judging the program. In such instances, additional pages to accommodate the additional criterion measures may be required.

Step E: Completing the Assessment Process
A two-tiered (individual and group) judgment approach for determining the extent to which the program meets the CAS Standard is suggested. First, self-assessment team and functional area staff members individually should rate each criterion measure using separate copies of the CAS Self-Assessment Guide. This individualized rating procedure is then followed by a collective review and analysis of the individual ratings.

When the individual ratings have been reviewed and translated into a collective rating, the team is ready to move to the interpretation phase of the self-assessment. Interpretation typically incorporates considerable discussion among team members to assure that all aspects of the program were given fair and impartial consideration prior to a final collective judgment. At this point, persistent disagreements over performance ratings may call for additional data collection. After the team review is completed, a meeting with concerned administrators, staff members, and student leaders should be scheduled for a general review of the self-assessment results. The next step, including discussion of alternative approaches that might be used to strengthen and enhance the program, is to generate steps and activities to be incorporated into an action plan.

III Rating Examples
Rating Standard Criterion Measures
All CAS Standards, printed in bold type, are viewed as being essential to a sound and relevant student support program and include the verbs “must” or “shall.” Likewise, many standard statements incorporate multiple criteria that, to facilitate more precise judgment, have been subdivided into measurable parts for rating purposes. Consequently, a single standard statement may require several criterion measure statements that allow raters to judge it part by part rather than broadly. This approach often requires multiple judgments concerning a specific standard statement, but facilitates accomplishing
a more precise assessment. Using a “Program” standard as an example, the following illustrates how several criterion measures are used to assess a single standard statement:

### Part 2: Program

Programs must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

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**Criterion Measures**

- 2.1 The program promotes student learning and development that is purposeful and holistic
- 2.2 The program has identified student learning and development outcomes that are relevant to its purpose
- 2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes

**Rating Scale**

- Not Done
- Not Met
- Minimally Met
- Well Met
- Fully Met
- Not Rated

### Using Guidelines to Make Judgments about the Program

The CAS Standards are often accompanied by guidelines. Because many guidelines can provide additional evidence of good practice, program leaders may wish to include selected guidelines to be rated along with the standards. To accomplish this, criterion measure statements must be written for the guidelines selected. The self-study team can readily create statements to be judged as part of the rating process. Programs generally considered as being in compliance with the standards can benefit especially by using guidelines in this way because guidelines typically call for enhanced program quality. The following “Human Resources” program guidelines rating example illustrates the process.

### Part 5. Human Resources

The program must employ qualified professional, technical, and support staff members who have the ability to provide well-maintained facilities, services, and programs that are responsive to student development goals, student input, and student participation inherent in its mission.

Desirable qualities of staff members should include: (a) knowledge of and ability to use management and leadership principles, including the effective management of volunteers; (b) skills in assessment, planning, training, and evaluation; (c) interpersonal skills; (d) technical skills; (e) understanding the program’s mission; (f) commitment to institutional mission; and (g) understanding of and ability to apply student development and learning theories.

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**Criterion Measures**

- Guideline 5: Staff members possess knowledge and skills to:
  - 5a manage volunteers
  - 5b train volunteers
  - 5c evaluate volunteers
  - 5d apply student development theory
  - 5e apply learning theories

**Rating Scale**

- Not Done
- Not Met
- Minimally Met
- Well Met
- Fully Met
- Not Rated

Not all programs under review will incorporate guidelines to be rated as part of its self-study. Even though the guidelines are optional for rating purposes, raters are strongly encouraged to read and review them as part of the training process. When CAS Guidelines or other criterion measures are rated, they should be treated as if they were standards.

### IV Formulating an Action Plan

Typically, the assessment process will identify discrepancies between the program and the standards. Action planning designed to overcome program shortcomings and provide program enhancements must then occur.

To complete the process, a final summary document that (1) explains the mission, purpose, and philosophy of the program; (2) reviews available data; and (3) recommends specific plans for action needs to be prepared. Following is an outline of recommended steps for establishing a comprehensive
plan of action using the CAS self-assessment worksheets. Space is provided in the SAG for recording relevant information.

Step 1. Answer Overview Questions (In the Instrument)
   a. Respond, in writing in the space provided, to the Overview Questions (A., B., C., etc.) that immediately follow the rating section of each of the 13 components.
   b. Use answers to the Overview Questions to stimulate summary thinking about overarching issues, to facilitate interpretation of the ratings, and for development of the self-study report.

Step 2. Identify Areas of Program Strength (Work Form A)
   a. Identify criterion measure ratings where excellent performance or accomplishment (i.e., program exceeds criterion and is viewed as excellent or exemplary) was noted.
   b. Identify criterion measures in which performance was found to be satisfactory or good (acceptable practice).

Step 3. Identify Areas of Program Weakness (Work Form A)
   a. Identify criterion measures where program weaknesses (i.e., program shortcomings that fail to meet criterion measures and/or rating discrepancies among raters of two points or more) were noted.
   b. Identify criterion measures viewed as being Unsatisfactory by one or more reviewer.

Step 4. Describe Practices Requiring Follow-up (Work Form A)
   a. Note criterion measure numbers deemed less than satisfactory and describe practice shortcomings that need to be strengthened.

Step 5. Summarize Actions Required for the Program to Meet Standards (Work Form B)
   a. List each criterion measure and/or related practices that the self-study process identified as being “Not Done,” “Unsatisfactory,” or wherein rater discrepancies were noted. Be specific when noting the rationale for each shortcoming identified.
   b. List specific actions identified in the self-study that require implementation.
   c. Prioritize the list by importance, need, and achievability of the desired change.

Step 6. Summarize Program Enhancement Actions (Work Form C)
   a. List each specific action identified in the self-study that would enhance and strengthen services.
   b. Establish specific priorities for the action plan.

Step 7. Write Program Action Plan
   a. Prepare a comprehensive action plan for implementing program changes.
   b. Identify resources (i.e., human, fiscal, physical) that are essential to program enhancement.
   c. Set dates by which specific actions are to be completed.
   d. Identify responsible parties to complete the action steps.
   e. Set tentative start-up date for initiating a subsequent self-study.
Part 1: MISSION

The primary mission of Disability Support Services (DSS) is to ensure equal access for students with disabilities to all curricular and co-curricular opportunities offered by the institution.

In addition, the mission of DSS must:
- provide leadership to the campus community to enhance understanding and support of DSS
- provide guidance to the campus community to ensure compliance with legal requirements for access

Relevant legal requirements may vary among governmental jurisdictions but would include minimally for US institutions the requirements defined under Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

- establish a clear set of policies and procedures that define the responsibilities of both the institution and the person eligible for accommodations

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

DSS must operate as an integral part of the institution’s overall mission.

DSS mission and purpose must incorporate student learning and student development in its mission. The program must enhance overall educational experiences.

To accomplish its mission, DSS must:
- ensure that qualified individuals with disabilities receive reasonable and appropriate accommodations so as to have equal access to all institutional programs and services regardless of the type and extent of the disability
- possess a clear set of policies and procedure
- inform the campus community about the location of disability services, the availability of equipment and technology helpful to those with disabilities, and identification of key individuals within the institution who can provide services to students with disabilities
- define and describe the procedures for obtaining services and accommodations
- provide guidance and training for institutional staff and faculty members in the understanding of disability issues

Institutional staff and faculty members should be educated about the stereotypes surrounding people with disabilities as well as appropriate protocols and language.

- advocate for equal access, accommodations, and respect for students with disabilities within the campus community
### PART 1. MISSION  *(Criterion Measures)*

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>ND</td>
<td>1</td>
<td>2</td>
<td>3 (4)</td>
<td>NR</td>
</tr>
<tr>
<td>1.1</td>
<td>A program mission and goals statement is in place and is reviewed periodically.</td>
<td>Disability Services Brochure</td>
<td>ND</td>
<td>1</td>
</tr>
<tr>
<td>1.2</td>
<td>Student learning, development, and educational experiences are incorporated in the mission statement.</td>
<td>Disability Services Brochure</td>
<td>ND</td>
<td>1</td>
</tr>
<tr>
<td>1.3</td>
<td>The mission is consistent with that of the host institution and the CAS standards.</td>
<td>Disability Services Brochure</td>
<td>ND</td>
<td>1</td>
</tr>
<tr>
<td>1.4</td>
<td>The program functions as an integral part of the host institution’s overall mission.</td>
<td>Disability Services Brochure</td>
<td>ND</td>
<td>1</td>
</tr>
<tr>
<td>1.5</td>
<td>The mission provides:</td>
<td></td>
<td>ND</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1.5a leadership to the campus community in support of DSS</td>
<td>Disability Services Brochure</td>
<td>ND</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1.5b guidance to the campus community about legal compliance issues</td>
<td>Disability Services Brochure</td>
<td>ND</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1.5c policies and procedures to ensure eligible persons accommodations</td>
<td>Disability Services Brochure</td>
<td>ND</td>
<td>1</td>
</tr>
<tr>
<td>1.6</td>
<td>The program advocates for students with disabilities.</td>
<td>Disability Services Brochure</td>
<td>ND</td>
<td>1</td>
</tr>
<tr>
<td>1.6</td>
<td>The program ensures equal access.</td>
<td>Disability Services Brochure</td>
<td>ND</td>
<td>1</td>
</tr>
</tbody>
</table>

### Part 1: Mission Overview Questions

**A. What is the program mission?**

Disability Services (DS) is committed to providing Texas A&M University-Corpus Christi students with disabilities equal access and opportunity to discover, communicate, and apply knowledge and abilities. We foster a philosophy that encourages independence and assists students in realizing their academic potential. We facilitate the elimination of physical and attitudinal barriers that may encumber the academic success of a student with a disability. Our continued goal is to maintain an accessible community where students are challenged and diversity is celebrated.

**B. How does the mission embrace student learning and development?**

Texas A&M University-Corpus Christi Disability Services enhances the overall educational experience for qualified individuals with disabilities. DS advocates for equal access to the institutional programs and services offered by the University. It strives to eliminate physical and attitudinal barriers that may encumber the academic success of the student, by providing reasonable and appropriate accommodations, regardless of the type and extent of the disability. The program assists students with disabilities in achieving their educational goals.

**C. In what ways does the program mission complement the mission of the institution?**

Texas A&M University-Corpus Christi is an expanding institution dedicated to excellence in teaching, research, creative activity and service. Engaging undergraduate and graduate students in a challenging educational experience within a supportive environment is the hallmark of its commitment to closing historical educational gaps and preparing graduates for lifelong learning and responsible citizenship in the global community. Disability Services provides technology and services helpful to students with disabilities, cultivating a rewarding experience in higher education, and a respect within the campus community.
Part 2: PROGRAM

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic.

Disability Support Services (DSS) must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to the needs of individuals, special populations, and communities.

If a formal DSS program does not exist, it must be the responsibility of the institution to ensure that the primary mission is accomplished, either through the direct delivery of essential programs and services by the person(s) designated by the institution as the point of contact for students or by assisting other offices in meeting those needs.

DSS must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

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

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

The table below offers examples of achievement of student learning and development outcomes.

<table>
<thead>
<tr>
<th>Relevant, Desirable Student Learning and Development Outcomes</th>
<th>Examples of Evidence of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intellectual Growth</strong></td>
<td>Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences</td>
</tr>
<tr>
<td><strong>Effective Communication</strong></td>
<td>Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances</td>
</tr>
<tr>
<td><strong>Enhanced Self-Esteem</strong></td>
<td>Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Realistic Self-Appraisal</td>
<td>Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences</td>
</tr>
<tr>
<td>Clarified Values</td>
<td>Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work and lifestyle values and explains how they influence decision-making</td>
</tr>
<tr>
<td>Career choices</td>
<td>Articulate career choices based on assessment of interests, values, skills and abilities; Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills and accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education</td>
</tr>
<tr>
<td>Leadership Development</td>
<td>Articulates leadership philosophy or style; Serves effectively in a leadership position in a student organization; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes</td>
</tr>
<tr>
<td>Healthy Behavior</td>
<td>Chooses behaviors and environments that promote health and reduce risk; Articulates the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community.</td>
</tr>
<tr>
<td>Meaningful Interpersonal</td>
<td>Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others’ points of view; Treats others with respect</td>
</tr>
<tr>
<td>Relationships</td>
<td>Independence</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities</td>
</tr>
<tr>
<td>Satisfying and Productive</td>
<td>Achieves balance between education, work and leisure time; Articulates and meets goals for work, leisure and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values; Articulates long-term goals and objectives</td>
</tr>
<tr>
<td>Lifestyle</td>
<td>Appreciating Diversity</td>
</tr>
<tr>
<td>Spiritual Awareness</td>
<td>Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors</td>
</tr>
<tr>
<td>Personal and Educational Goals</td>
<td>Sets, articulates, and pursues individual goals; Articulate personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of</td>
</tr>
</tbody>
</table>
Programs must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.

<table>
<thead>
<tr>
<th>PART 2. PROGRAM (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 The program promotes student learning and development that is purposeful and holistic. Disability Services Brochure Disability Services Student Policies and Procedures AHEAD Professional Standards</td>
<td>ND 1 2 (3) 4 NR</td>
</tr>
<tr>
<td>2.2 The program has identified student learning and development outcomes that are relevant to its purpose. Disability Services Annual Report 2006-2007 Student Learning Outcomes Presentation</td>
<td>ND 1 2 3 (4) NR</td>
</tr>
<tr>
<td>2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes. Disability Services Annual Report 2006-2007 AHEAD Professional Standards Student Learning Outcomes Presentation</td>
<td>ND 1 2 (3) 4 NR</td>
</tr>
<tr>
<td>2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked. List student learning and/or developmental outcomes in spaces provided</td>
<td>ND 1 (2) 3 4 NR</td>
</tr>
<tr>
<td>2.4.1 X Intellectual Growth</td>
<td></td>
</tr>
<tr>
<td>Personal and educational goals achieved; Equal access to campus technology, classrooms, and course material with assistive technology; Pursues and obtains a degree; Critical thinking skills developed to arrive at sound conclusions; Applies a knowledge base and techniques learned to enhance intellectual growth in higher level courses. Accommodations Agreement</td>
<td></td>
</tr>
<tr>
<td>2.4.2 X Effective Communication</td>
<td></td>
</tr>
<tr>
<td>Ability to articulate abstract ideas; Learned capability for influencing others through writing; Effective public speaking in classroom with presentation of ideas; Produce oral and written work that is consistent with expectations of students level of academic achievement. Disability Services Student Policies and Procedures Faculty Notification Letter Sample Exam Services Scheduling Form</td>
<td></td>
</tr>
<tr>
<td>2.4.3 X Enhanced Self-Esteem</td>
<td></td>
</tr>
<tr>
<td>Shows respect for fellow students and engages with confidence; Able to function autonomously without constant reassurance; Initiates steps to achieve academic goals. Disability Services Student Policies and Procedures</td>
<td></td>
</tr>
</tbody>
</table>
2.4.4 X Realistic Self-Appraisal
Student self-advocates and avails himself/herself of services; Realistic about personal strengths and weaknesses; Confidence in asking others for feedback on progress. Application For Services

2.4.5 □ Clarified Values
Identifies personal values and acts in accordance with same to make decisions; Ability to weigh one’s decision with their personal beliefs and values.

2.4.6 □ Career Choices
Ability to construct a resume with clear job objectives and evidence of knowledge, skills, and accomplishments; Ability to initiate a job search; Ability to discern the more advantageous choices; Ability to conform resume to desired career choice.

2.4.7 □ Leadership Development
Ability to bring coworkers together to work toward a common goal; Effective leadership skills within a student organization; Recognizes quality of work in others.

2.4.8 X Healthy Behavior
Encourages healthy living to accomplish life long goals. Disability Services Web Site

2.4.9 □ Meaningful Interpersonal Relationships
Respectful of other points of view; Develops and maintains relationships with peers.

2.4.10 X Independence
Exhibits self reliant behavior; Ability to work at own pace; Self starter and ability to take initiative with work projects; Accepts supervision as needed. Application For Services Disability Services Student Policies and Procedures

2.4.11 X Collaboration
Works well with others in sharing information; Contributes to the goals of the group; Seeks cooperation from others to achieve common goals. Faculty Notification Letter Sample Exam Services Scheduling Form
<table>
<thead>
<tr>
<th></th>
<th>2.4.12 Social Responsibility</th>
<th>2.4.13 Satisfying and Productive Lifestyle</th>
<th>2.4.14 Appreciate Diversity</th>
<th>2.4.15 Spiritual Awareness</th>
<th>2.4.16 Personal and Educational Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Seeks fair and evenhanded treatment of all individuals; Encourages service and voluntarism in school and community activities</td>
<td>Appropriate balance achieved between work, family, and leisure time; Satisfaction derived from quality work</td>
<td>Appreciates the interesting cultural similarities and differences among students; Seeks involvement in diverse interests.</td>
<td>Recognizes and has respect for the dignity of each student; Tolerance for students with differing belief systems</td>
<td>Ability to articulate personal and educational goals in a coherent manner; Ability to formulate a plan to implement personal and educational goals.</td>
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</tbody>
</table>

2.5 Program offerings are intentional, coherent and based on theories of learning and human development.

2.6 Program offerings are designed to meet the developmental needs of relevant student populations and communities.

2.7 The program intervenes to ameliorate environmental conditions that negatively influence persons with disabilities.

2.8 The program regularly evaluates the campus for physical access.

2.9 The DSS program includes:

<p>| | | | | | |</p>
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</thead>
<tbody>
<tr>
<td></td>
<td>2.9a A procedure for disclosure</td>
<td>2.9b Direct assistance to persons with disabilities</td>
<td>2.9c Consultation to the campus community</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Consent For Services</td>
<td>Disability Services Web Site</td>
<td>Disability Services Web Site</td>
<td></td>
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</tr>
</tbody>
</table>

Disability Services Mission and Philosophy
Disability Services Brochure

Application For Services
Disability Services Student Policies and Procedures

Disability Services Brochure
Disability Services Annual Report 2006-2007

Disability Services Web Site

Accessibility Features and Mobility Support for University Grounds and Facilities

Disability Services Web Site
2.9d Advising, counseling, and support for persons with disabilities
Disability Services Web Site

2.9e Professional and community education
Disability Services Web Site
Student Learning Outcomes Presentation
TAMU-CC Campus Accessibility Presentation

2.9f Dissemination of information
Disability Services Web Site

2.9g Collaboration on institutional safety policies and procedures
Accessibility Features and Mobility Support for University Grounds and Facilities
TAMU-CC Campus Accessibility Presentation

2.10 The program provides maps and signage to reflect accessible routes, handicapped parking, building accessibility, entrances, and restroom facilities. Accessibility Features and Mobility Support for University Grounds and Facilities

Part 2: Program Overview Questions

A. What are the primary elements of the program?
Disability Services promotes student learning and development that is purposeful and educates the student as a whole. Efforts to develop programs to discover, communicate, and apply knowledge and abilities are primary elements of the Texas A&M University-Corpus Christi Disability Services program.

B. What evidence exists that confirms the program contributes to student learning and development?
DS program procedures exist that track students with disabilities in the following areas: program participation per semester; demographics with registered students by gender; registered students by classification; registered students by disability; total exams administered per semester; number of hours proctored by student workers; number of students requesting materials/texts in alternative format; total books requested in alternative format; breakdown of method requested by student, from E-text library, books scanned, ordered from publisher; and total number of books edited. DS services are reflective of developmental and demographic profiles of the student population. The program is responsive to the needs of individuals, special populations, and communities. The DS program is intentional, coherent, and in compliance with Section 504 of the Rehabilitation Act and the Association on Higher Education and Disability (AHEAD) standards.

C. What evidence is available to confirm program goals' achievement?
An assessment of the DS program from graduating students with disabilities is available through a graduation survey. User support for assistive equipment and software, individual mobility orientations to campus, note-taking, and examination services are evidence of essential services provided by DS that meet the needs of students with disabilities. Disability awareness education, adaptive technology, staff professional development, and instructional strategies demonstrate DS program achievements. Due to confidentiality and privacy issues of students availing themselves of DS services, additional evidence to confirm program goal achievement is difficult to collect. DS self-evaluating techniques need to be developed to assess student learning and/or developmental outcomes of students with disabilities, to include periodic validity studies in the education program or activity to monitor the general program.
Part 3: LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower leaders within the administrative structure to accomplish stated missions. Leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

Leaders of Disability Support Services (DSS) must exercise authority over resources for which they are responsible to achieve their respective missions.

Leaders must:
- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served that will enhance organizational and institutional effectiveness
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
- manage financial resources
- coordinate human resources
- plan, budget for, and evaluate personnel and programs
- apply effective practices in educational processes
- communicate effectively
- initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the DSS
- advocate for needs of students with disabilities

The leaders of a DSS must keep abreast of current litigation, interpretation of case law, changes in the field of medicine and diseases, changes in documenting disabilities, and trends in the field of secondary special education and use this information to advise their institutions and community how to best respond and react to these changes. Also, leaders must be informed of best practices within the field of disability services.

Leaders of DSS must address individual, organizational, or environmental conditions that inhibit goal achievement.

Leaders of DSS must promote campus environments that result in multiple opportunities for student learning and development.

Leaders of DSS must improve programs and services continuously in response to changing needs of students and other constituents, and evolving institutional priorities.
**PART 3. LEADERSHIP** *(Criterion Measures)*

<table>
<thead>
<tr>
<th>3.1</th>
<th>The host institution has selected, positioned, and empowered a program leader.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Director's Job Description</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.2</th>
<th>Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.</th>
</tr>
</thead>
</table>
|      | **Director's Job Description**  
**Current Director's Resume**  
**Assistant Director's Job Description**  
**Current Assistant Director's Resume** |

<table>
<thead>
<tr>
<th>3.3</th>
<th>Program leaders apply effective practices that promote student learning and institutional effectiveness.</th>
</tr>
</thead>
</table>
|      | **AHEAD Professional Practices**  
**Disability Accommodations Specialist Job Description** |

<table>
<thead>
<tr>
<th>3.4</th>
<th>Clearly defined leader accountability expectations are in place.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Director's Job Description</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3.5</th>
<th>Leader performance is fairly assessed on a regular basis.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>Director's Position Description Questionnaire</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.6</th>
<th>The leader exercises authority over program resources and uses them effectively.</th>
</tr>
</thead>
</table>
|      | **Facilities, Technology, and Equipment Summary**  
**Disability Services Budget** |

<table>
<thead>
<tr>
<th>3.7</th>
<th>The program leader:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7a</td>
<td>articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served</td>
</tr>
</tbody>
</table>
|      | **Disability Services Annual Report 2006-2007**  
**Academic Program Assessment Report - January 2006** |

<table>
<thead>
<tr>
<th>3.7b</th>
<th>prescribes and practices appropriate ethical behavior</th>
</tr>
</thead>
</table>
|      | **AHEAD Code of Ethics**  
**TAMUS Employees Ethics Policy**  
**Disability Services Student Employee Handbook** |

<table>
<thead>
<tr>
<th>3.7c</th>
<th>recruits, selects, supervises, instructs, and coordinates staff members</th>
</tr>
</thead>
</table>
|      | **Assistant Director's Job Description**  
**Disability Accommodations Specialist Job Description**  
**Assistive Technology Specialist Job Description**  
**Administrative Assistant Job Description** |

<table>
<thead>
<tr>
<th>3.7d</th>
<th>manages fiscal, physical, and human resources effectively</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Disability Services Budget</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.7e</th>
<th>applies effective practices to educational and administrative processes</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>Disability Services Annual Report 2006-2007</strong></td>
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<table>
<thead>
<tr>
<th>3.8</th>
<th>Communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.</th>
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</table>
|      | **External Resources - Disability Services Web Site**  
**Disability Services Brochure**  
**Handbook for Deaf Students Using Interpreter Services** |

**Rating Scales**

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<thead>
<tr>
<th>3.1</th>
<th>ND 1 2 3 (4) NR</th>
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<td>3.3</td>
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<td>3.4</td>
<td>ND 1 2 3 (4) NR</td>
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<td>3.5</td>
<td>ND 1 2 3 (4) NR</td>
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<td>3.6</td>
<td>ND 1 2 3 (4) NR</td>
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<td>3.7c</td>
<td>ND 1 2 3 (4) NR</td>
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<tr>
<td>3.7d</td>
<td>ND 1 2 3 (4) NR</td>
</tr>
<tr>
<td>3.7e</td>
<td>ND 1 2 (3) 4 NR</td>
</tr>
</tbody>
</table>
Part 3: Leadership Overview Questions

A. In what ways are program leaders qualified for their roles?

Leaders of the DS program are qualified based on formal education, professional development, relevant work experience, and personal skills. DS leaders have the ability to work with the staff to achieve program goals.

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

DS leaders have authority commensurate with their responsibility in the areas they are assigned to achieve the program mission. Leaders develop and implement faculty and staff training to effectively assist students with disabilities to accomplish their educational goals.

C. How are program leaders accountable for their performance?

Clearly defined accountability expectations are in place with the University’s WEAVE online assessment management system. WEAVE captures an assessment cycle in which departments list expected outcomes/objectives, establish criteria for success, assess performance against criteria, view assessment results, and effect improvements through actions. Evaluations by supervisors are conducted annually to help ensure accountability of employees.

D. What leadership practices best describe program leaders?

Leader of the DS program communicate effectively and initiate collaborations with students, staff, and liaison agencies to provide services that assist students with disabilities. DS leaders exercise their authority over program resources, and use them effectively. They strive to improve the program in response to the needs of students with disabilities.

Part 4: ORGANIZATION and MANAGEMENT

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

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

DSS must be situated within the administrative structure to develop and direct program activities effectively. Adequate staff, funding, and resources must be provided.

Such services normally function within divisions of student affairs or academic affairs. The services should involve advisory bodies which include students, faculty and staff members with disabilities.

<table>
<thead>
<tr>
<th>PART 4. ORGANIZATION AND ADMINISTRATION (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
</table>
4.1 The program is structured purposefully and managed effectively. | ND 1 2 3 (4) NR |
    Disability Services Organizational Chart  
    Director's Job Description  
    Assistant Director's Job Description  
    Disability Accommodations Specialist Job Description  
    Assistive Technology Specialist Job Description  
    Administrative Assistant Job Description |
4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place. | ND 1 2 3 (4) NR |
    TAMU-CC Organizational Chart  
    Student Affairs Division Organizational Chart  
    Disability Services Organizational Chart  
    Director's Position Description Questionnaire  
    Assistant Director's Position Description Questionnaire  
    Disability Accommodations Specialist Position Description Questionnaire  
    Administrative Assistant Position Description Questionnaire  
    Disability Services Student Employee Handbook  
    Performance Evaluation for Nonfaculty Employees |
4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems. | ND 1 (2) 3 4 NR |
    TAMU-CC Organizational Chart  
    Student Affairs Division Organizational Chart  
    Disability Services Organizational Chart  
    Director's Position Description Questionnaire  
    Assistant Director's Position Description Questionnaire  
    Disability Accommodations Specialist Position Description Questionnaire  
    Administrative Assistant Position Description Questionnaire  
    Disability Services Student Employee Handbook  
    Performance Evaluation for Nonfaculty Employees |
4.4 Channels are in place for regular review of administrative policies and procedures. | ND 1 (2) 3 4 NR |
    Academic Program Assessment Report - January 2006 |
4.5 The organization structure is effective. | ND 1 2 3 (4) NR |
    TAMU-CC Organizational Chart  
    Student Affairs Division Organizational Chart  
    Disability Services Organizational Chart |
4.6 Staffing is adequate. [Disability Services Annual Report 2006-2007]  [Assistive Technology Specialist Job Description]

4.7 Funding and other resources are adequate. [Disability Services Budget]

Part 4: Organization and Management Overview Questions

A. What are the institutional organizational structures that define, enable, or restrain the program?

The organizational structure of the DS program enables adequate staff, funding, and resources to achieve the program goals. Organizational structures that define written policies, procedures, and performance expectations are necessary for DS program effectiveness.

B. What protocols or processes are in place to insure effective management of the program?

Channels are in place for regular review of policies and procedures of the DS Office, to include: organizational charts, job descriptions, student employee handbooks, annual staff evaluations, and the WEAVE online assessment management system. Effective management requires comprehensive and accurate information to make good decisions for the DS program.

Part 5: HUMAN RESOURCES

Disability Support Services (DSS) must be staffed adequately by individuals qualified to accomplish its mission and goals.

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

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

Designated staff members may serve as practicum instructors or intern supervisors.

Degree or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members who hold credentials appropriate for supervision.

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

Salary levels and fringe benefits for all staff members must be commensurate with those of comparable positions within the institution, in similar institutions, and in the relevant geographic area.
DSS must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. Programs and services must ensure a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

Staff assignments should take into account the benefits of employing persons with disabilities.

Sign language and oral interpreters must have appropriate qualifications, including appropriate coursework and certification.

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

Administrative and support staff must be provided with disability awareness training and possess knowledge and understanding of the needs of persons with disabilities.

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

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

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<th>PART 5. HUMAN RESOURCES</th>
<th>Rating Scale</th>
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<tbody>
<tr>
<td>(Criterion Measures)</td>
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</table>

5.1 The program is staffed adequately with personnel qualified to accomplish its mission.
   Director's Position Description Questionnaire
   Current Director's Resume
   Assistant Director's Position Description Questionnaire
   Current Assistant Director's Resume
   Disability Accommodations Specialist Position Description Questionnaire
   Current Disability Accommodations Specialist Resume
   Administrative Assistant Position Description Questionnaire
   Current Administrative Assistant's Resume
   Note: New position – Assistive Technology Specialist to be filled 2008

5.2 Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.
   Disability Services Annual Report 2006-2007

5.3 The program strives to improve the professional competence and skills of all staff members.
   Disability Services Annual Report 2006-2007

5.4 Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.
   Current Director's Resume
   Current Director's Resume
   Current Disability Accommodations Specialist Resume
   Current Administrative Assistant's Resume
<table>
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<tr>
<th>Paragraph</th>
<th>Description</th>
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<tr>
<td>5.5</td>
<td>Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.</td>
</tr>
<tr>
<td>5.6</td>
<td>Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training. <a href="#">Disability Services Student Employee Handbook</a></td>
</tr>
<tr>
<td>5.7</td>
<td>Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development. <a href="#">Disability Services Student Employee Handbook</a></td>
</tr>
<tr>
<td>5.8</td>
<td>Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions. <a href="#">Disability Accommodations Specialist Job Description</a></td>
</tr>
<tr>
<td>5.9</td>
<td>Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents. <a href="#">Assistive Technology Specialist Job Description</a></td>
</tr>
<tr>
<td>5.10</td>
<td>Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region. <a href="#">Current Director's Resume</a>, <a href="#">Current Disability Accommodations Specialist Resume</a>, <a href="#">Current Administrative Assistant's Resume</a>, <a href="#">TAMU-CC Pay Scales</a></td>
</tr>
<tr>
<td>5.11</td>
<td>Hiring and promotion practices are fair, inclusive, and non-discriminatory. <a href="#">Statement of Non-Discrimination</a></td>
</tr>
<tr>
<td>5.12</td>
<td>A diverse program staff is in place that provides readily identifiable role models for students. <a href="#">Statement of Non-Discrimination</a></td>
</tr>
<tr>
<td>5.13</td>
<td>Position descriptions for all staff members are in place and used for performance appraisal and planning purposes. <a href="#">Director's Position Description Questionnaire</a>, <a href="#">Assistant Director's Position Description Questionnaire</a>, <a href="#">Disability Accommodations Specialist Position Description Questionnaire</a>, <a href="#">Administrative Assistant Position Description Questionnaire</a></td>
</tr>
<tr>
<td>5.14</td>
<td>The program has a system for regular staff evaluation. <a href="#">Performance Evaluation For Nonfaculty Employees</a></td>
</tr>
<tr>
<td>5.15</td>
<td>The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops. <a href="#">Disability Services Annual Report 2006-2007</a></td>
</tr>
</tbody>
</table>
Part 5: Human Resources Overview Questions

5.1 What is the strategic plan for staffing the program?

The strategic plan for DS adequately staffs with personnel qualified to accomplish its mission. DS staff members are trained in providing services and auxiliary aids to students with disabilities who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

5.2 In what ways are staff members’ qualifications insured and their performance judged?

Staff member qualifications and performance are judged commensurate with those in comparable positions in comparable institutions. A Position Description Questionnaire for each staff member was created with position purpose, major duties and responsibilities, experience and education, skills and abilities, supervisory activities, decision making, budget, confidential data, communication skills, teamwork/project participation, and environmental demands specified. Annual evaluations of all staff members are used for performance appraisal and DS program planning purposes.

5.3 In what ways does the program train, supervise, and evaluate staff members?

Staff members are provided with disability awareness training and possess knowledge and understanding of the needs of persons with disabilities. Campus activities and presentations are conducted that help facilitate the achievement of the program goals. A DS student handbook was developed with general guidelines for student employees. DS staff members are provided access to continuing education and professional development opportunities including in-service training programs and participation in professional conferences, including the annual Texas and National AHEAD Conferences.

Part 6: FINANCIAL RESOURCES

Disability Support Services (DSS) must have adequate funding to accomplish its mission and goals. Priorities must be determined within the context of the stated mission, goals, objectives, and comprehensive analysis of the needs and capacities of students and the availability of internal or external resources.

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

DSS should be funded as a separate institutional budget item. The institution must provide appropriate funding to carry out its stated mission and goals.

The allocation of financial resources must be adequate to meet the obligations of the institution under relevant national, state, provincial, and local laws.

In addition to normal budget categories, the DSS program may have unusual budgetary requirements that can vary from term to term. These may include readers, interpreters, and special equipment such as a TTY/TDD (telephone communication devices for the deaf), screen readers, voice synthesizers, reading machines, device for enlarging print, Braille capabilities, additional technology to provide accommodated exams, and variable speed tape recorders. The institution is not obligated to provide personal equipment such as wheelchairs, hearing aids, or prosthetics. The number and nature of the devices can be determined based on the population of persons with disabilities requesting services.
The decision of whether to purchase mandated devices should not be weighed against competing departmental needs, such as additional computers or staff. Funding for disability accommodations should come from a centralized institutional source rather than from any one individual department.

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<td>Not Rated</td>
</tr>
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</table>

**PART 6. FINANCIAL RESOURCES** *(Criterion Measures)*

6.1 The program has adequate funding to accomplish its mission and goals.  
Disability Services Annual Report 2006-2007  
Disability Services Budget

6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.  
Disability Services Budget

6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.  
Disability Services Budget

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<th>Rating Scale</th>
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<td>ND 1 (2) 3 4 NR</td>
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Part 6: Financial Resources Overview Questions

A. What is the funding strategy for the program?

The funding strategy for the DS program is to secure adequate funding to accomplish its mission and goals. The funding must be adequate to meet the obligations of Texas A&M University-Corpus Christi and relevant federal, state, and local laws.

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

The DS program goals are achieved within budget allowances. Additional budgetary requirements include readers, specialized subject tutors, ASL interpreters, special equipment such as telephone communication devices for the deaf, wheelchair accessible class desks and lumbar support chairs, screen reading software, screen enlarging software and Closed Circuit TV devices for enlarging print, specialized software for scanning and converting text to alternate electronic and Braille formats, Braille embosser, and reduced distraction testing rooms with computers containing assistive technology software for exam accommodations.

**Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT**

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

Distance learning programs and institutional websites must be constructed to provide full access to persons with disabilities.

Facilities available to DSS units should include:

- offices and programmatic spaces within an accessible facility
- private offices for conducting intake interviews, counseling, or other meetings of a confidential nature
• private and quiet space for tape recording materials, and scribing or taking exams
• a receptionist area with accessible counter heights and TTY/TDD
• storage area to ensure the confidentiality of records
• conference room and training space adequate to accommodate persons in wheelchairs
• nearby availability of accessible rest rooms, water fountains, elevators, and corridors
• adequate handicapped parking convenient to the facility
• coat racks and bulletin boards
• warning devices such as strobe/buzzer fire alarms for emergencies.

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<tr>
<th>PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT (Criterion Measures)</th>
<th>Rating Scale</th>
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</thead>
<tbody>
<tr>
<td>7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission.</td>
<td>ND 1 2 (3) 4 NR</td>
</tr>
<tr>
<td>Facilities, Technology, and Equipment Summary</td>
<td></td>
</tr>
<tr>
<td>7.2 Program facilities, technology, and equipment are evaluated regularly.</td>
<td>ND 1 (2) 3 4 NR</td>
</tr>
<tr>
<td>Facilities, Technology, and Equipment Summary</td>
<td></td>
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<tr>
<td>7.3 Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.</td>
<td>ND 1 2 (3) 4 NR</td>
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<tr>
<td>Accessibility Features and Mobility Support For University Grounds and Facilities</td>
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Part 7: Facilities, Technology, and Equipment Overview Questions

A. How are facilities, technology, and equipment inventoried and maintained?

Facilities, technology, and equipment are inventoried and evaluated on a regular basis and found to be in compliance with relevant federal, state, and local requirements.

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

Campus buildings and facilities are inspected by DS staff and student workers on a regular basis. An Accessibility Features and Mobility Support for University Grounds and Facilities guide and accessible parking permits are evidence of the commitment of Disability Services and Texas A&M University-Corpus Christi to providing safe and efficient access to campus grounds and facilities for those with mobility impairments.

Part 8: LEGAL RESPONSIBILITIES

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

DSS staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.
The institution must provide access to legal advice for staff members as needed to carry out assigned responsibilities.

Staff members must be aware of and seek advice from the institution’s legal counsel on privacy and disclosure of student information contained in educational records, defamation law regarding references and recommendations on behalf of students, affirmative action laws, protective health information laws, and regulations regarding programs and liability issues pertaining to sponsored programs.

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

Higher education institutions must adhere to the law in appointing a disability compliance officer.

The DSS staff must, in conjunction with legal counsel, work to develop policies, procedures, and guidelines as required under relevant disability laws.

Interpretation of the laws and their application to the campus should be a coordinated effort with institutional legal counsel.

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<tr>
<th>PART 8. LEGAL RESPONSIBILITIES (Criterion Measures)</th>
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<tbody>
<tr>
<td>8.1 Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities.</td>
</tr>
<tr>
<td>Section 504 of The Rehabilitation Act</td>
</tr>
<tr>
<td>Legal Counsel System Regulation</td>
</tr>
<tr>
<td>Americans with Disabilities Act</td>
</tr>
<tr>
<td>8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program.</td>
</tr>
<tr>
<td>Americans with Disabilities Act</td>
</tr>
<tr>
<td>Section 504 of The Rehabilitation Act</td>
</tr>
<tr>
<td>Faculty Notification Letter Sample</td>
</tr>
<tr>
<td>8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.</td>
</tr>
<tr>
<td>Legal Counsel System Regulation</td>
</tr>
<tr>
<td>8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.</td>
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<tr>
<td>Legal Counsel System Regulation</td>
</tr>
<tr>
<td>8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities.</td>
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<tr>
<td>Legal Counsel System Regulation</td>
</tr>
<tr>
<td>8.5 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.</td>
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<tr>
<td>AHEAD Legal Resources</td>
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Rating Scale:

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28
Part 8: Legal Responsibilities Overview Questions

A. What are the crucial legal issues faced by the program?

| Program staff members are responsive to laws and regulations relevant to the DS program including the Americans with Disabilities Act of 1990 (ADA) and the Rehabilitation Act of 1973, Section 504 Regulations for Postsecondary Education in areas of admissions and recruitment of students to the program, treatment of students, and academic adjustments. |

B. How are staff members instructed, advised, or assisted with legal concerns?

| Texas A&M University-Corpus Christi provides legal advice for DS staff members through the Equal Employment Opportunity Office and adheres to University system regulations. |

Part 9: EQUITY and ACCESS

Disability Support Services (DSS) staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs and services must be accessible. Hours of operation and delivery of and access to programs must be responsive to the needs of all students and other constituents. Each program and service must adhere to the spirit and intent of equal opportunity laws.

DSS must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the bases of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

Consistent with its mission and goals, DSS must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

DSS must educate the campus community about ensuring opportunities for individuals with disabilities in all facets of the institution. Additionally, as the demographic profiles of institutions of higher learning change and new instructional delivery methods are introduced, institutions of higher education must provide comparable distance education opportunities to students with disabilities.

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<th>PART 9. EQUITY AND ACCESS  (Criterion Measures)</th>
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<tr>
<td>9.1 All programs and services are provided on a fair and equitable basis.</td>
<td>ND 1 2 3 (4) NR</td>
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<tr>
<td>Disability Services Brochure</td>
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<tr>
<td>9.2 All program facilities and services are accessible to prospective user.</td>
<td>ND 1 2 3 (4) NR</td>
</tr>
<tr>
<td>Disability Services Brochure</td>
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<td>Disability Services Web Site</td>
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<tr>
<td>Accessibility Features and Mobility Support for University Grounds and Facilities</td>
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<tr>
<td>9.3 Program operations and delivery are responsive to the needs of all students and other users.</td>
<td>ND 1 2 3 4 (NR)</td>
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<tr>
<td>9.4 All services adhere to the spirit and intent of equal opportunity laws.</td>
<td>ND 1 2 3 (4) NR</td>
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<tr>
<td>Statement of Non-Discrimination</td>
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<tr>
<td>9.5</td>
<td>Program policies and practices do not discriminate against any potential users.</td>
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<td></td>
<td>Statement of Non-Discrimination</td>
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<td>Disability Services Brochure</td>
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<td>Disability Services Web Site</td>
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<tr>
<th>9.6</th>
<th>The program acts to remedy imbalances in student participation and staffing.</th>
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<td>Statement of Non-Discrimination</td>
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<td>Disability Services Brochure</td>
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<td>Disability Services Web Site</td>
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<tr>
<th>9.7</th>
<th>Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.</th>
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<tr>
<td></td>
<td>Statement of Non-Discrimination</td>
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<td>Disability Services Brochure</td>
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<td>Disability Services Web Site</td>
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Part 9: Equity and Access Overview Questions

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

The DS program insures non-discriminatory, fair, and equitable treatment to all students with disabilities by ensuring that services are accessible and available to users. The DS program is responsive to the needs of all students. An Application for Services is completed by the student with general, referral, social, and disability information requested. The student provides information on study skills and time management, academic accommodations, and adaptive technology services requested. An Accommodation Agreement is completed for each student with a disability.

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 staff members?

Consistent with the mission and goals of the Disability Services Office, the program takes affirmative action to remedy significant imbalances in student participation and staffing patterns. The DS program is proactive in ensuring opportunities for individuals with disabilities in all facets of institutional learning.

Part 10: CAMPUS and EXTERNAL RELATIONS

Disability Support Services (DSS) program must establish, maintain, and promote effective relations with campus offices and external agencies that provide direct support to persons with disabilities.

Such agencies would include vocational rehabilitation, the medical community, veterans administration, school districts, and social services agencies.

DSS must also work to maintain positive relations with students, faculty members, staff, the institutional legal counsel, the administration, all support offices, community agencies, the medical community, diagnosticians, and equal opportunity compliance officers.
DSS should take an active role in the coordination of the institution’s response to the needs of persons with disabilities. This is essential to ensure the continuity of services, resource management, consistent institutional policies, and the integration of persons with disabilities into the total campus experience.

DSS should maintain a high degree of visibility with the academic units through the promotion and delivery of services, through involvement in determining what constitutes reasonable accommodations, and through promoting increased understanding of, and responsiveness to, the needs of persons with disabilities.

DSS should be informed about, and actively involved in, influencing and affecting the policies, practices and planning of other units, which directly affect persons with disabilities.

**DSS staff members must be available to participate in appropriate campus-wide committees.**

Disability support service staff members may act as liaisons between student services, academic services, and community services on the behalf of persons with disabilities.

<table>
<thead>
<tr>
<th>PART 10. CAMPUS and EXTERNAL RELATIONS (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.</td>
<td>ND 1 2 3 (4) NR</td>
</tr>
<tr>
<td>Disability Services Brochure</td>
<td></td>
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<tr>
<td>Disability Services Web Site External Resources</td>
<td></td>
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<tr>
<td>Disability Services Web Site Campus Resources</td>
<td></td>
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<tr>
<td>Handbook for Deaf Students Using Interpreter Services</td>
<td></td>
</tr>
<tr>
<td>10.2 The program maintains positive relationships with all internal constituencies.</td>
<td>ND 1 2 (3) 4 NR</td>
</tr>
<tr>
<td>Disability Services Web Site Campus Resources</td>
<td></td>
</tr>
<tr>
<td>10.3 The program staff members participate in campus-wide committees.</td>
<td>ND 1 2 (3) 4 NR</td>
</tr>
<tr>
<td>Disability Services Annual Report 2006-2007</td>
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</tr>
</tbody>
</table>

Part 10: Campus and External Relations Overview Questions

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

The DS staff serves as a liaison to Texas A&M University-Corpus Christi faculty, staff, and administration, and to vocational rehabilitation agencies working with students including: the Department of Assistive and Rehabilitation Services, Division of Rehabilitation Services (DRS); Division of Blind Services (DBS); Deaf and Hard of Hearing Services (DHH); Mental Health/Mental Retardation Agency (MHMR); and the Veterans Administration (VA).

**B. What evidence confirms effective relationships with program constituents?**

Staff members participate in campus wide committees, such as the Disability Advisory Council and Diversity Committees, Disability Training Network (DTN) presentations, workshops, and Texas and national AHEAD conferences. DS staff members have provided program constituents with presentations on “Understanding the Needs of Students with Disabilities” and disability awareness events for the community.
Part 11: DIVERSITY

Within the context of each institution’s unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, programs and services must nurture environments where commonalities and differences among people are recognized and honored.

Disability Support Services (DSS) must promote education experiences that are characterized by open and continuous communication, that deepen the understanding of one’s own identity, culture, and heritage, and that of others. DSS must educate and promote respect about commonalities and differences in their historical and cultural contexts.

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

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<thead>
<tr>
<th>PART 11. DIVERSITY (Criterion Measures)</th>
<th>Rating Scale</th>
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<tbody>
<tr>
<td>11.1 The program nurtures environments wherein commonalities and differences among people are recognized and honored.</td>
<td>ND 1 2 (3) 4 NR</td>
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<tr>
<td>Disability Services Brochure</td>
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<td>Handbook for Deaf Students Using Interpreter Services</td>
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<tr>
<td>Disability Services Web Site</td>
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<tr>
<td>11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.</td>
<td>ND 1 (2) 3 4 NR</td>
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<tr>
<td>Disability Services Brochure</td>
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<td>Handbook for Deaf Students Using Interpreter Services</td>
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<tr>
<td>Disability Services Web Site</td>
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<tr>
<td>11.3 The program promotes respect for commonalities and differences in historical and cultural contexts.</td>
<td>ND 1 2 3 (4) NR</td>
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<tr>
<td>Disability Services Brochure</td>
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<tr>
<td>Handbook for Deaf Students Using Interpreter Services</td>
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<tr>
<td>Disability Services Web Site</td>
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</tr>
<tr>
<td>11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.</td>
<td>ND 1 2 3 (4) NR</td>
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<tr>
<td>Disability Services Annual Report 2006-2007</td>
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</tbody>
</table>

Part 11: Diversity Overview Questions

A. In what ways does the program contribute to the nurturing of diversity?

The DS program promotes education experiences that are characterized by open and continuous communication that identifies and deepens understanding of differing cultures and heritages. Texas A&M University-Corpus Christi is a Hispanic-serving institution that attracts and supports a diverse student body, faculty, and staff.

B. How does the program serve the needs of diverse populations?

The DS program celebrates diversity and teaches tolerance and respect of the individual that is in accordance with the long term objectives of Texas A&M University-Corpus Christi’s commitment to student and staff diversity.
Part 12: ETHICS

All persons involved in the delivery of Disability Support Services (DSS) must adhere to the highest principles of ethical behavior.

DSS must develop or adopt and implement appropriate statements of ethical practice. Programs and services must publish these statements and insure their periodic review by relevant constituencies.

Ethical standards or other statements from relevant professional associations should also be considered.

Staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

Staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

Staff members must be knowledgeable about and practice ethical behavior in the use of technology.

Staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

Staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

Staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice.

Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies.

Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law. All staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

When handling institutional funds, all staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.
<table>
<thead>
<tr>
<th>PART 12. ETHICS (Criterion Measures)</th>
<th>Rating Scale</th>
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</thead>
<tbody>
<tr>
<td>12.1 All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.</td>
<td>ND 1 2 3 (4) NR</td>
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<tr>
<td>Ethical behavior:</td>
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<tr>
<td>AHEAD Code of Ethics</td>
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<tr>
<td>Ethics Policy - TAMUS Employees</td>
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<tr>
<td>12.2 The program has a written statement of ethical practice that is reviewed periodically.</td>
<td>(ND) 1 2 3 4 NR</td>
</tr>
<tr>
<td>12.3 Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.</td>
<td>ND 1 2 3 (4) NR</td>
</tr>
<tr>
<td>General Consent for Services</td>
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<tr>
<td>Authorization and Consent to Obtain, Exchange and Release Records and Information</td>
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<tr>
<td>12.4 Information contained in students’ education records is never disclosed without written consent except as allowed by law and institutional policy.</td>
<td>ND 1 2 3 (4) NR</td>
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<tr>
<td>General Consent for Services</td>
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<tr>
<td>Authorization and Consent to Obtain, Exchange and Release Records and Information</td>
<td></td>
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<tr>
<td>12.5 Information judged to be of an emergency nature when an individual’s safety or that of others in involved is disclose to appropriate authorities.</td>
<td>ND 1 2 (3) 4 NR</td>
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<tr>
<td>TAMU-CC FERPA</td>
<td></td>
</tr>
<tr>
<td>12.6 All staff members comply with the institution’s human subjects research and other policies addressing confidentiality of research data concerning individuals.</td>
<td>ND 1 (1) 2 3 4 NR</td>
</tr>
<tr>
<td>TAMUS Use of Human Participants</td>
<td></td>
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<tr>
<td>12.7 Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.</td>
<td>ND 1 2 3 (4) NR</td>
</tr>
<tr>
<td>Ethics Policy - TAMUS Employees</td>
<td></td>
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<tr>
<td>12.8 Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.</td>
<td>ND 1 2 3 (4) NR</td>
</tr>
<tr>
<td>Ethics Policy - TAMUS Employees</td>
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<tr>
<td>12.9 Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.</td>
<td>ND 1 2 3 (4) NR</td>
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<tr>
<td>Disability Services Budget</td>
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<tr>
<td>12.10 All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.</td>
<td>ND 1 2 (3) 4 NR</td>
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<tr>
<td>Administrative Assistant Position Description Questionnaire</td>
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<td>Assistant Director Position Description Questionnaire</td>
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<td>Director Position Description Questionnaire</td>
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<tr>
<td>Disability Accommodations Specialist Position Description Questionnaire</td>
<td></td>
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<tr>
<td>Handbook for Deaf Students Using Interpreter Services</td>
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</tbody>
</table>
12.11 Staff members confront and otherwise hold accountable others who exhibit unethical behavior. 
   [Ethics Policy - TAMUS Employees](#) 
   [AHEAD Code of Ethics](#)

12.12 Staff members practice ethical behavior in the use of technology.  
   [Ethics Policy - TAMUS Employees](#) 
   [AHEAD Code of Ethics](#)

Part 12: Ethics Overview Questions

A. What ethical principles, standards, statements, or codes guide the program and its staff members?  
DS staff members adhere to the principles of ethical behavior stated in the Texas A&M University Employees Ethics Policy, and the AHEAD Code of Ethics for postsecondary disability service providers. Interpreters at Texas A&M University-Corpus Christi follow the Code of Ethics, sponsored by the Registry of Interpreters for the Deaf.

B. What is the program’s strategy for managing student and staff member confidentiality issues?  
Confidentiality issues of students are managed by DS staff members with the strategy of not disclosing the student’s educational record without written consent as allowed by law and in accordance with institutional policy. The General Consent for Services and the Authorization and Consent to Obtain, Exchange and Release Records and Information Forms are completed and signed by the student and DS staff member; they are written in accordance with FERPA standards.

C. How are ethical dilemmas and conflicts of interest managed?  
DS staff members strive not to engage in conflicts of interest. Staff members ensure that funds are managed in accordance with established University procedures.

D. In what ways are staff members informed and supervised regarding ethical conduct?  
DS staff members are trained to adhere to the Texas A&M University Employees Ethics Policy.

Part 13: ASSESSMENT and EVALUATION

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

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

Comprehensive, systematic, and periodic assessments should be conducted to address the academic, social and physical needs of students as well as the psychological and physical environments of the campus. In turn, findings should be used to influence how present services should change for future development.
To determine the effectiveness of the organization and administration of the services a data collection system should be developed and implemented. Program evaluations should be obtained from designated staff members, students, faculty members and community.

Analyses of population characteristics and trends in the use of services should be performed regularly. Although not the sole measure of program’s success, data may be compiled annually on attrition and graduation rates of students using the services.

**DSS must evaluate periodically how well they complement and enhance the institution’s stated mission and educational effectiveness.**

<table>
<thead>
<tr>
<th>PART 13. ASSESSMENT AND EVALUATION (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.</td>
<td>(ND) 1 2 3 4 NR</td>
</tr>
<tr>
<td>13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.</td>
<td>ND 1 (2) 3 4 NR</td>
</tr>
<tr>
<td>13.3 The program evaluates periodically how well it complements and enhances the institution’s stated mission and educational effectiveness.</td>
<td>ND 1 (2) 3 4 NR</td>
</tr>
<tr>
<td>13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance.</td>
<td>ND 1 2 (3) 4 NR</td>
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</table>

**Part 13: Assessment and Evaluation Overview Questions**

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

The grand assessment strategy for the DS program is to meet the mission, goals, and student learning and development outcomes for students with disabilities. DS strategy is to develop quantitative and qualitative data that will gauge program effectiveness while respecting confidentiality needs of the students served.

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

Quantitative data is available on the number of students served by the DS program with periodic assessments conducted, such as surveys on exam accommodations and for graduating students. The development of more quantitative and qualitative measures will ensure DS program mission and goal achievement.

C. How are student learning and development outcomes determined to ensure their level of achievement?

Disability Services currently uses individual monitoring and the student’s self-reporting to measure student achievement. The development of additional measures for assessing the learning and development outcomes for students with disabilities, with criteria and goals established by the DS staff, will ensure the effectiveness of the program.
**INSTRUCTIONS:**
This work form should be completed following individual ratings of the participants. For each of the 13 Parts, identify (circle) the criterion measure item number(s) in the column labeled for which there is a substantial rating discrepancy (two or more ratings apart). Items not circled should reflect consensus among judges that practice in that area is satisfactory. Items where judgment variance occurs need to be discussed thoroughly by team members. Follow this action by determining which practices (criterion measures) can be designated as “excellent” or “unsatisfactory” and record them in the *Step One* column. In *Step Two*, list the items requiring follow-up action including any criterion measure rated as being unsatisfactory by any reviewer.

<table>
<thead>
<tr>
<th>Part</th>
<th>Items</th>
<th>Excellent</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Mission</strong></td>
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<td>1.5b</td>
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<td>1.5a</td>
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<tr>
<td><strong>2. Program</strong></td>
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<td><strong>3. Leadership</strong></td>
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<td><strong>4. Organization &amp; Management</strong></td>
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<td><strong>5. Human Resources</strong></td>
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<td>5.11</td>
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<td><strong>6. Financial Resources</strong></td>
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<td><strong>7. Facilities, Technology, &amp; Equipment</strong></td>
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<td><strong>8. Legal Responsibilities</strong></td>
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<tr>
<td>10. Campus and External Relations</td>
<td>10.1</td>
<td>10.2</td>
<td>10.3</td>
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<tr>
<td>11. Diversity</td>
<td>11.1</td>
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<td>11.3</td>
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<tr>
<td>12. Ethics</td>
<td>12.1</td>
<td>12.2</td>
<td>12.3</td>
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<tr>
<td>13. Assessment &amp; Evaluation</td>
<td>13.1</td>
<td>13.2</td>
<td>13.3</td>
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</table>

**Step Two:** List item number(s) for each Part determined to merit follow-up and describe the practice weaknesses that require attention

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13. 
INSTRUCTIONS:
The purpose of this work form is to begin the planning for action to be taken on practices judged to merit follow-up (See Step 1, Work Form A). In Step Three, transfer short descriptions of the practices requiring follow-up and detail these items using the table format provided.

Step Three: Describe the current practice that requires change and actions to initiate the change

<table>
<thead>
<tr>
<th>Practice Description</th>
<th>Corrective Action Sought</th>
<th>Task Assigned To</th>
<th>Timeline Due Dates</th>
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<tbody>
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Step Four:
This form concludes the self-assessment process and calls for action to be taken as a consequence of study results. Write a brief action plan statement in the spaces below for each Part in which action is required.

Part 1. MISSION

The purpose of Clinical Health Services (CHS) is to provide, promote, support, and integrate individual healthcare, clinical preventive services, clinical treatment for illness, patient education, and public health responsibilities. Such services must take into consideration the health status of the student population and the learning environment. These services must be consistent with the educational mission of the institution and must comply with relevant legal requirements, state/provincial regulations, and professional standards. The mission must reflect the fundamental assumption that health and social justice are inextricable interconnected. CHS must serve as a method of advancing the health of the students, thereby enhancing the learning environment at the institution of higher education it serves.

The following characteristics exemplify CHS that are consistent with the environment of healthcare delivery and the environment of higher education:

- access to multiple data sources on the characteristics and health status of the population
- a spectrum of services, that supports the learning mission of the campus community and health in its broadest sense
- easy and equal access to services by all students
- advocacy for a healthy campus community by providing leadership on policy issues regarding health risks of the population in the context of the learning environment
- evidence of measures of quality, such as accreditation of services, the use of recognized standards, and data on service delivery and effectiveness
- significant student involvement in advising the program’s mission, goals, services, funding, and evaluation
- providing leadership during a health-related crises
- collaboration with other campus health-related programs and services

The CHS must incorporate student learning and student development in its mission. CHS must enhance overall educational experiences. CHS must develop, record, disseminate, implement, and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution with the standards in this document. CHS must operate as an integral part of the institution’s overall mission.

<table>
<thead>
<tr>
<th>PART 1. MISSION (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 A program mission and goals statement is in place and is reviewed periodically.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Mission Statement, Unit Plan, University Mission</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>1.2 Student learning, development, and educational experiences are incorporated in the mission statement.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>1.3 The mission is consistent with that of the host institution and the CAS standards.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Mission Statement, University Mission</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>1.4 The program functions as an integral part of the host institution’s overall mission.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Mission Statement, University Mission</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>1.5 The mission integrates healthcare, illness prevention, treatment, education, and public health responsibilities.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>
1.6 The mission adheres to supporting all legal requirements. 
**Mission Statement**

1.7 The mission connects health and social justice to enhance the learning environment. 
**Mission Statement**

---

**Part 1: Mission Overview Questions**

**A. What is the program mission?**

Enhance education by treating illness, promoting wellness and assisting students with making informed health decisions.

**B. How does the mission embrace student learning and development?**

By providing one-on-one quality health care services to students. Health and wellness is a basic prerequisite for student learning and development.

**C. In what ways does the program mission complement the mission of the institution?**

By providing a supportive environment and making services accessible to students.

---

**Part 2: PROGRAM**

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

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

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

Following are examples of student learning and development outcome domains that may be used.

<table>
<thead>
<tr>
<th>Desirable Student Learning &amp; Development Outcomes</th>
<th>Examples of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intellectual Growth</strong></td>
<td>Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences</td>
</tr>
<tr>
<td><strong>Effective Communication</strong></td>
<td>Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances</td>
</tr>
<tr>
<td><strong>Enhanced Self-Esteem</strong></td>
<td>Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others</td>
</tr>
<tr>
<td><strong>Realistic Self-Appraisal</strong></td>
<td>Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Clarified Values</td>
<td>Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work, and lifestyle values and explains how they influence decision-making</td>
</tr>
<tr>
<td>Career Choices</td>
<td>Articulates career choices based on assessment of interests, values, skills and abilities; Documents knowledge, skills, and accomplishments resulting from formal education, work experience, community service, and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills and accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education</td>
</tr>
<tr>
<td>Leadership Development</td>
<td>Articulates leadership philosophy or style; Serves in a leadership position in a student organization; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes</td>
</tr>
<tr>
<td>Healthy Behavior</td>
<td>Chooses behaviors and environments that promote health and reduce risk; Articulates the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community</td>
</tr>
<tr>
<td>Meaningful Interpersonal</td>
<td>Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others’ points of view; Treats others with respect</td>
</tr>
<tr>
<td>Relationships</td>
<td></td>
</tr>
<tr>
<td>Independence</td>
<td>Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time and personal health effectively</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities</td>
</tr>
<tr>
<td>Satisfying and Productive</td>
<td>Achieves balance between education, work, and leisure time and articulates the importance of such balance; Articulates and meets goals for work, leisure, and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values; Articulates long-term goals and objectives</td>
</tr>
<tr>
<td>Lifestyles</td>
<td></td>
</tr>
<tr>
<td>Appreciating Diversity</td>
<td>Understands one’s own identity and culture. Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulates the advantages and challenges of a diverse society; Challenges the appropriate use of stereotypes by others; Understands the impact of diversity on one’s own society</td>
</tr>
<tr>
<td>Spiritual Awareness</td>
<td>Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors</td>
</tr>
<tr>
<td>Personal and Educational Goals</td>
<td>Sets, articulates, and pursues individual goals; Articulates personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one’s personal and education goals on others</td>
</tr>
</tbody>
</table>
CHS must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.

CHS must acknowledge that health and social justice are inextricable interconnected.

CHS must establish appropriate policies and procedures for responding to emergency situations, especially where CHS facilities, personnel, and resources are not equipped to handle emergencies and/or when services are closed.

CHS must provide an infrastructure to support its services. The program must also create and maintain a network of services throughout the campus and surrounding communities.

Regardless of the size or scope of the institution, CHS must conform to a general level of acceptable practice that is theory-based and data-driven, and compliant with pertinent statutes, regulations, and professional standards.

In determining the scope of services to be offered, the following guidelines should apply:
- data on the affordability and accessibility of local healthcare resources, the insurance coverage of individual students, and the health status of the population should be collected and used to set priorities and tailor the CHS to the specific campus context
- CHS should contribute to the general education of students in the areas of behaviors and environments that promote physical, psychological, spiritual, and social health
- the scope and objectives of the services should be planned and outlined according to standards of practice utilizing data, goals and objectives, focus populations, assessment strategies and evaluative methodologies
- the educational goals of CHS should be consistent with nationally and internationally developed healthcare objectives
- documented evidence of organized strategic planning and implementation should be available
- CHS should create opportunities to address documented health issues and medical services needs within the student community it serves
- appropriate interdisciplinary and interagency collaboration should occur regularly

In determining the quality of services provided, the following guidelines should apply:
- access for all students to essential medical, nursing, and counseling services
- provision of services in accordance with standards of professional practice and ethical conduct and concern for the costs versus benefits to the health status of the population
- maintenance of accreditation, staff certification, and licensure where appropriate
- cost-effective and relevant services designed to address unique campus configurations
- coordination of services to ensure coverage with no duplication
- identification of less expensive alternative resources for individual healthcare when appropriate
- provision of appropriate referrals for additional or alternative treatments or assessments

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<tbody>
<tr>
<td>Not Done</td>
<td>Not Met</td>
<td>Minimally Met</td>
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<td>Not Rated</td>
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</tbody>
</table>

**PART 2. PROGRAM** *(Criterion Measures)*

<table>
<thead>
<tr>
<th>Rating Scale</th>
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<tbody>
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<td>ND 1 2 3 4 NR</td>
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</tbody>
</table>

2.1 The program promotes student learning and development that is purposeful and holistic.
*Unit Plan, Annual Report, Health Center Brochure, Program Descriptions*

2.2 The program has identified student learning and development outcomes that are relevant to its purpose
*Unit Plan*

2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.
*Unit Plan, Annual Report, Health Center Brochure, Program Descriptions*
2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked. **List student learning and/or developmental outcomes in spaces provided**

<table>
<thead>
<tr>
<th>2.4.1 Intellectual Growth</th>
<th>ND 1 2 3 4 NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4.2 Effective Communication</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.3 Enhanced Self-Esteem</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.4 Realistic Self-Appraisal</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.5 Clarified Values</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.6 Career Choices</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.7 Leadership Development</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.8 Healthy Behavior</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Makes informed health related decisions</td>
<td>Annual Report</td>
</tr>
<tr>
<td>2.4.9 Meaningful Interpersonal Relationships</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.10 Independence</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.11 Collaboration</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.12 Social Responsibility</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.13 Satisfying and Productive Lifestyle</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>
2.4.14 Appreciate Diversity

2.4.15 Spiritual Awareness

2.4.16 Personal and Educational Goals

2.5 Program offerings are intentional, coherent and based on theories of learning and human development. Health Center Brochure, Program Descriptions

2.6 Program offerings are designed to meet the developmental needs of relevant student populations and communities. Health Center Brochure, Program Descriptions, Annual Report

2.7 The program establishes appropriate policies and procedures for responding to emergency situations. Emergencies Policy, Emergency Transport Policy

2.8 The program provides an infrastructure of support. Catalog General Info Including Fees, Counseling Referral Services, Contract Coastal Bend Family Medicine

2.9 The service creates and maintains a network throughout the campus and surrounding community. Counseling Referral Services, Annual Report, Community Resources, Health Center Brochure

2.10 The service conforms to a general level of acceptable practice that is theory based and data driven. Privacy Practices Brochure, ACHA certificate

Part 2: Program Overview Questions

A. What are the primary elements of the program?

Providing quality healthcare services and education to students.

B. What evidence exists that confirms the program contributes to student learning and development?

Students are provided with information about meningitis and the meningitis vaccine and must initial that they have read and understand this information prior to registering for classes. There has been an increase in the number of meningitis and flu vaccines administered which suggests that the education is working.

C. What evidence is available to confirm program goals’ achievement?

High utilization rates of all Health Center services is proof that students are aware of Health Center services and are actively seeking out and using these services. Utilization rates at the TAMUI-CC Health Center exceed national average university health center utilization rates.

Part 3: LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Clinical Health Services (CHS) leaders within the administrative structure to accomplish stated mission. CHS leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective
practices to educational processes and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

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

CHS leaders must:
- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
- manage financial resources,
- coordinate human resources
- plan, budget for, and evaluate personnel and services
- apply effective practices to educational and administrative processes
- communicate effectively
- initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area

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

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

CHS leaders must continuously improve the program and services in response to changing needs of students and other constituents and evolving institutional priorities.

CHS leaders should continuously strive to eliminate duplicate coverage for care and contribute to a campus culture that supports health.

As the institution is legally constituted, the institution must have a defined governance structure that sets policy and is ultimately responsible for the clinical health services and its operations.

<table>
<thead>
<tr>
<th>PART 3. LEADERSHIP  (Criterion Measures)</th>
<th>Rating Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 The host institution has selected, positioned, and empowered a program leader. [Job Description Director, PDQ Director]</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials. [Job Description Director]</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness. [Unit Plan]</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.4 Clearly defined leader accountability expectations are in place. [Personnel Evaluation, Health Ctr Director Goals]</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.5 Leader performance is fairly assessed on a regular basis. [Personnel Evaluation]</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.6 The leader exercises authority over program resources and uses them effectively. [Budget]</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>
3.7 The program leader:
3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served
3.7b prescribes and practices appropriate ethical behavior
3.7c recruits, selects, supervises, instructs, and coordinates staff members
3.7d manages fiscal, physical, and human resources effectively
3.7e applies effective practices to educational and administrative processes
3.8 Communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.
3.9 The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.
3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.
3.11 The leader strives to improve the program in response to evolving student needs and institutional priorities.
3.12 The institution is ultimately responsible for clinical health services and its operation.

Part 3: Leadership Overview Questions

A. In what ways are program leaders qualified for their roles?
The Health Center Director possesses appropriate education, licensure and experience which qualify her for her position.

B. In what ways are program leaders positioned and empowered to accomplish the program mission?
The Health Center Director reports to the Dean of Students but functions autonomously and is responsible for Health Center programs and policies.

C. How are program leaders accountable for their performance?
The Director participates in annual performance evaluation/review and also submits an annual Unit plan which outlines departmental objectives for the coming year.

D. What leadership practices best describe program leaders?
The Health Center Director engages in ethical, effective, efficient and economical leadership practices which motivate staff and insure quality service for students.

Part 4: ORGANIZATION and MANAGEMENT

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

CHS should be defined by the size, nature, complexity, and mission of the institution and by the documented needs and capabilities of the population it serves, as well as the availability of local community resources.
CHS should establish and maintain an advisory board with broad constituent representation, with specific duties and responsibilities for policy, budget, services, facilities, and resources.

CHS should make initial staff appointments, reappointments, and assignment or curtailment of clinical privileges based upon a professional review of credentials and as directed by institutional policy and state/provincial regulations and statutes.

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

CHS should establish criteria and institute procedures for assessment and evaluation of medical access insurance policies.

The CHS director or coordinator must be placed within the institution’s organizational structure to be able to promote cooperative interactions with appropriate campus and community entities.

### PART 4. ORGANIZATION AND ADMINISTRATION (Criterion Measures)

<table>
<thead>
<tr>
<th>ND</th>
<th>1</th>
<th>2</th>
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<td>Fully Met</td>
<td>Not Rated</td>
</tr>
</tbody>
</table>

#### 4.1 The program is structured purposefully and managed effectively.
- Organizational chart, Division Organizational Chart, JOB DESCRIPTION admin asst tasks and standards, JOB DESCRIPTION FNP tasks and standards, Job Description for Medical Assistant, JOB DESCRIPTION receptionist tasks and standards, JOB DESCRIPTION RN staff nurse, Annual Report, Unit Plan, Mission Statement

#### 4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.
- JOB DESCRIPTION admin asst, JOB DESCRIPTION FNP, Job Description for Medical Assistant, JOB DESCRIPTION receptionist, JOB DESCRIPTION RN staff nurse

#### 4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems.
- Annual Report, Exempt Personnel Evaluation, Division Organizational Chart, Organizational Chart

#### 4.4 Channels are in place for regular review of administrative policies and procedures.
- Unit plan

#### 4.5 The director is organizationally placed so as to be able to promote cooperative interaction with campus and community entities. Division Organizational Chart

### Part 4: Organization and Management Overview Questions

A. What are the institutional organizational structures that define, enable, or restrain the program?

   The University Health Center is part of the Division of Student Affairs and abides by all university policies.

B. What protocols or processes are in place to insure effective management of the program?

   The University Health Center director submits an annual unit plan and an annual report to the Division of Student Affairs. The program also follows protocols set forth in the department Policy and Procedures Manual and abides by all relevant University rules.
Clinical Health Services (CHS) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, CHS must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. CHS must strive to improve the professional competence and skills of all personnel it employs.

CHS should:
- strive to improve the professional competence and skill, as well as the quality of performance of all personnel it employs
- provide personnel with convenient access to on-line library resources that include materials pertinent to operational, administrative, institutional, and research services
- encourage participation of personnel in seminars, workshops, and other educational activities pertinent to its mission, goals, objectives, and the professional role
- verify participation in relevant external professional development programs, when attendance at such activities is required of professional personnel
- monitor the use of resources available to its personnel to identify that activities are relevant to the mission, goals, and objectives, and to maintain the licensure and/or certification of professional personnel
- identify continuing education activities based on quality improvement findings and the education criteria established by recognized professional authorities

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

CHS must establish criteria and implement a procedure to review and verify credentials of staff.

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

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

Student employees and volunteers must never have access to the personal health information of other students.

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

Salary levels and fringe benefits for all CHS staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.
CHS must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. CHS must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

Staff members must take part in training sessions about gender, sexual orientation, racial, cultural, religious and/or spiritual, and ethnic sensitivity and should be aware of and involved in campus and community matters.

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

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

Specific aspects of the CHS for which staff should be assigned include business and financial management, community relations, and assessment.

Leaders should involve staff members in designing the organizational structure and in creating and reviewing policies and procedures that reinforce and foster health-engendering behaviors.

When CHS staff is involved in formal teaching or supervision, policies governing those activities must be consistent with the mission, goals, policies, and objectives of the institution.

When CHS staff is involved in research and publishing, policies governing those activities must be consistent with mission, goals, priorities, and objectives of the institution and capabilities of the program.

All CHS staff must be informed of the research policies of the institution and CHS.

<table>
<thead>
<tr>
<th>PART 5. HUMAN RESOURCES (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 The program is staffed adequately with personnel qualified to accomplish its mission.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Organizational Chart, JOB DESCRIPTION admin asst, JOB DESCRIPTION FNP, JOB DESCRIPTION RN staff nurse</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.2 Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Exempt Personnel Evaluation, Non-exempt Personnel Evaluation, Budget</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.3 The program strives to improve the professional competence and skills of all staff members.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Annual Report, Budget</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.4 Staff and faculty members are committed to the priorities of the program and possess the necessary expertise.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Annual Report, JOB DESCRIPTION FNP, JOB DESCRIPTION RN staff nurse</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.5 Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Annual Report, JOB DESCRIPTION FNP, JOB DESCRIPTION RN staff nurse</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.6 A process is in place to review and verify credentials of staff.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Employee File Check Sheet</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.7 Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>
5.8 Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training.

Organizational Chart

5.9 Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.

Job Description for Medical Assistant

5.10 Students and volunteers never have access to the personal health information of students. The HC doesn’t have volunteers but student employees who have access to student information sign a confidentiality agreement.

Confidentiality Statement

5.11 Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.

Technology Security, TAMU-CC Rules for Ethical Computer Use

5.12 Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.

Annual Report, Unit Plan

5.13 Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.

TAMUCCPayPlanFY2007

5.14 Hiring and promotion practices are fair, inclusive, and non-discriminatory.

TAMU-CC Equal Opportunity Guidelines

5.15 Staff members take part in training sessions about gender, sexual orientation, racial, cultural, religious and/or spiritual, and ethnic sensitivity.

TAMU-CC Employee Required Trainings

5.16 Staff members are involved in campus and community matters.

Annual Report

5.17 A diverse program staff is in place that provides readily identifiable role models for students.

Annual Report

5.18 Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.

JOB DESCRIPTION admin asst tasks and standards, JOB DESCRIPTION FNP tasks and standards, JOB DESCRIPTION receptionist tasks and standards, JOB DESCRIPTION RN staff nurse tasks and standards, PDQ Director, PDQ FNP, PDQ medical assistant, PDQ Receptionist 1, PDQ Receptionist 2, PDQ RN 1, PDQ RN 2, PDQ RN 3, Exempt Personnel Evaluation, Non-exempt Personnel Evaluation

5.19 The program has a system for regular staff evaluation.

Exempt Personnel Evaluation, Non-exempt Personnel Evaluation

5.20 The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.

Annual Report

5.21 Staff that are involved in formal teaching, supervision, research, or publishing govern their activities consistent with the institution policies and procedures.

Annual Report

5.22 All program staff know the research policies of the institution and the service.

TAMU-CC Research Guidelines

Part 5: Human Resources Overview Questions

5.1 What is the strategic plan for staffing the program?

Attract and hire a diverse and well qualified staff to fill staff vacancies.

5.2 In what ways are staff members’ qualifications insured and their performance judged?

All employees must provide proof of education and current licensure. The Human Resources department keeps a copy of employee education transcripts on file. Employees participate in annual performance review/evaluation.
5.3 In what ways does the program train, supervise, and evaluate staff members?

*All new employees participate in a university training for new employees. Employees also complete required on-line university trainings. The Health Center Director conducts annual performance reviews/evaluations with staff members. Staff members also participate in regular staff meetings and receive additional trainings or supervision as deemed appropriate by the Health Center Director.*

**Part 6: FINANCIAL RESOURCES**

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

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

Financial planning and projections should include budget data for both current and long-term expenditures that include capital expenditures and deferred maintenance costs.

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### PART 6. FINANCIAL RESOURCES (Criterion Measures)

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<tr>
<th>PART 6. FINANCIAL RESOURCES</th>
<th>Budget, Health Service Fee, Unit Plan</th>
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<tr>
<td>6.1 The program has adequate funding to accomplish its mission and goals.</td>
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<tr>
<td>6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources. Unit Plan, Annual Report, Budget</td>
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<tr>
<td>6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols. Budget, TAMU System Financial Rules &amp; Regulations</td>
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**Part 6: Financial Resources Overview Questions**

6.1 What is the funding strategy for the program?

*The Health Center program is funded by the Student Health Service Fee.*

6.2 What evidence exists to confirm fiscal responsibility and cost-effectiveness?

*The annual budget is reviewed and approved by the Student Budget Advisory Board. The program is able to operate on the existing budget without any budgetary deficits.*

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### Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

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

CHS facilities should support a range of activities including clinical treatment, intervention and consultation, patient education and policy development. A safe, functional, and efficient environment is crucial to providing appropriate services and achieving desired outcomes. Depending upon services offered, environmental conditions should include:

- necessary facilities, technology, and equipment to handle individual or campus emergencies
- regulations prohibiting smoking
- elimination of hazards that might lead to slipping, falling, electrical shock, burns, poisoning, or other trauma
• adequate reception areas, toilets, and telephones
• parking for guests, patients, and people with disabilities
• accommodations for persons with physical disabilities
• adequate lighting and ventilation
• clean and properly maintained facilities
• facilities that provide for confidentiality and privacy of services and records
• testing and proper maintenance of equipment
• a system for the proper identification, management, handling, transport, treatment, and disposition of hazardous materials and wastes whether solid, liquid, or gas
• appropriate alternative power sources in case of emergency
• technology to support services and facilities

CHS must ensure that facilities, technology, and equipment are accessible for persons with disabilities.

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<th>PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT (Criterion Measures)</th>
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<tr>
<td>7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission.</td>
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<tr>
<td>Overview Equipment and Technology, Annual Report</td>
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<tr>
<td>7.2 Program facilities, technology, and equipment are evaluated regularly.</td>
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<tr>
<td>Overview Equipment and Technology, Supply Inventory</td>
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<tr>
<td>7.3 Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users. TAMU System Health &amp; Safety Policy</td>
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Part 7: Facilities, Technology, and Equipment Overview Questions

A. How are facilities, technology, and equipment inventoried and maintained?

Regular inspection and maintenance of the facility and equipment is overseen by the Health Center Director. Medicat (the electronic medical records software provider) inventories, updates and maintains the medical scheduling and records software. Pro-Pharm updates and maintains the electronic pharmacy software.

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

The TAMU-CC Safety Office is responsible for confirming and documenting the health, safety and security of all university facilities including the Health Center program.

Part 8: LEGAL RESPONSIBILITIES

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

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

The institution must provide access to legal advice for CHS staff members as needed to carry out assigned responsibilities and must inform CHS staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.
CHS must inform the institutional community of its policies and procedures addressing:

- individual rights and responsibilities
- balancing protection of individual health and safety with individual rights to confidentiality and privacy
- risk management
- medical access insurance coverage
- informed consent
- access, release content, and maintenance of individual records in accordance with legal obligations and limitations
- research
- medical dismissal of students

CHS must develop and maintain a systematic risk management program appropriate for the organization.

Risk management programs should focus on:

- methods by which individuals may be dismissed from or refused services
- methods of collecting unpaid accounts
- review of litigation related to the institution’s CHS
- review of all deaths, trauma, or adverse events where there is health risk
- communication with the liability insurance carrier
- methods of dealing with inquiries from government agencies, attorneys, consumer advocate groups, reporters, and the media
- methods of managing a situation with an impaired staff member
- methods for complying with governmental regulations and contractual agreements
- methods of transporting students with medical emergencies
- maintenance of confidential records

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<th>PART 8. LEGAL RESPONSIBILITIES (Criterion Measures)</th>
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<tr>
<td>8.1 Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities. <strong>Confidentiality Statement, Privacy Practices Brochure, TAMU-CC Policy on Required Employee Trainings, Nurse Practice Act</strong></td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program. <strong>Disclosure and Consent, Privacy Practices Brochure</strong></td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel. <strong>Disclosure and Consent, Consent Minor, Privacy Practices Brochure</strong></td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options. <strong>RSUI Facility Misc Med app</strong></td>
<td>ND 1 2 3 4 NR</td>
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<td>8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities. <strong>TAMU System Legal Counsel</strong></td>
<td>ND 1 2 3 4 NR</td>
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<td>8.6 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities. <strong>IMPORTANT INFORMATION ABOUT BACTERIAL MENINGITIS, TAMU System Environ Policy</strong></td>
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<td>8.7 The program informs the institutional community of its policies for: 8.7a individual rights and responsibilities <strong>Privacy Practices Brochure</strong></td>
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<td>8.7b balancing individual health and privacy <strong>Privacy Practices Brochure</strong></td>
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Part 8: Legal Responsibilities Overview Questions

A. What are the crucial legal issues faced by the program?

Student privacy issues and determining which laws are most applicable (e.g., HIPPA, FERPA, state law).

B. How are staff members instructed, advised, or assisted with legal concerns?

Staff members initially consult with their respective supervisor and if needed the Vice president of the Division of Student Affairs. Additional advice, instruction and assistance is also available through consultation with the TAMU system attorneys.

Part 9: EQUITY and ACCESS

Clinical Health Services (CHS) staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs and services must be accessible. Hours of operation and delivery of and access to services must be responsive to the needs of all students and other constituents. CHS must adhere to the spirit and intent of equal opportunity laws.

CHS should accommodate the unique needs of individuals with disabilities and should encourage faculty, staff, and other students to develop awareness of and sensitivity to individuals with disabilities. Students with disabilities should be encouraged to self identify individual needs as soon as possible following admission (pre-matriculation) so that accommodations can be made.

For students with physical disabilities, CHS staff should advocate that the institution meet special needs through clinical health services, housing, food services, and counseling services. Whenever possible, the institution should eliminate architectural barriers that create difficulties for students with physical disabilities.

Policies and practices of CHS must open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the basis of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

Students with special health risks may be identified by information provided on health history or behavioral assessment forms, or through screening, surveillance, and education services.

Students with chronic health conditions may be identified and informed of support services.

CHS may provide services directly or identify appropriate resources in the community to meet the special needs of these students.
Consistent with their mission and goals, CHS must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

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

CHS must ensure that students are informed about the importance of medical and dental access insurance and how to make an informed decision based on their needs.

As a condition of enrollment, students may be required to provide evidence that they have adequate medical access through healthcare insurance coverage.

Medical access through insurance coverage should be available to all eligible students.

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<th>PART 9. EQUITY AND ACCESS (Criterion Measures)</th>
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<tr>
<td>9.1 All programs and services are provided on a fair and equitable basis. Mission Statement, Privacy Practices Brochure</td>
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<tr>
<td>9.2 All program facilities and services are accessible to prospective user. Health center Brochure</td>
<td>ND 1 2 3 4 NR</td>
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<td>9.3 Program operations and delivery are responsive to the needs of all students and other users. Unit Plan, Frequently Asked Questions</td>
<td>ND 1 2 3 4 NR</td>
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<td>9.4 All services adhere to the spirit and intent of equal opportunity laws. Mission Statement, Health Center Brochure, Privacy Practices Brochure</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>9.5 Program policies and practices do not discriminate against any potential users. Privacy Practices Brochure</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>9.6 The program acts to remedy imbalances in student participation and staffing. Unit Plan, Annual Report</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>9.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area. N/A distance learners waived from fee</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>9.8 The program provides information about the importance of insurance and how to make informed decisions. Frequently Asked Questions, Student Health Insurance</td>
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Part 9: Equity and Access Overview Questions

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

The Health Center policy is to provide non-discriminatory, fair and equitable treatment to all students seeking services and all staff members agree to abide by this policy.

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 staff members?

The Health Center Annual Report indicates that program users represent an accurate cross-section of the university population. Health Center staffing is handled with the assistance of the Human Resources Department.
Clinical Health Services (CHS) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

To ensure success, CHS must maintain good relations with students, faculty members, staff, alumni, the local community, contractors, and support agencies.

CHS must comply with these standards even when contracted for or outsourced by the Institution.

CHS staff should participate actively with their institution in designing policies and practices and developing further resources and services that have direct impact on the health status of the campus population.

CHS should review and assess health aspects of relevant institutional policies and practices. These issues may include but are not limited to drug use policies and treatment, blood-borne diseases, sexual harassment/assault, suicide and homicide threats, and discrimination of all types.

Policies on requirements for immunization prior to and during matriculation should be implemented and maintained to assure compliance, protect community health, and meet the needs of students at risk.

CHS should collaborate to minimize duplication of services with campus and community partners.

CHS should address the level and the priorities of campus services as determined by institution-specific population health status surveys, available community resources, user data and institutional context. CHS should review potential health hazards or problems related to academic activities.

CHS should identify and utilize community services, whenever appropriate, to build resource/service networks and create awareness within the community about special needs populations.

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**PART 10. CAMPUS and EXTERNAL RELATIONS (Criterion Measures)**

10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.
   - Annual Report, Health Center Brochure, Outside Resources, Frequently Asked Questions

10.2 The program has good relations with important internal constituencies.
   - Annual Report

10.3 All outsourced services meet these standards. Lab Services

**Part 10: Campus and External Relations Overview Questions**

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

   The Health Center program must maintain effective relations with the Division of Student Affairs, the Office of New Student Programs and the local healthcare community.

B. What evidence confirms effective relationships with program constituents?

   The Health Center Annual Report details patterns of service usage, demographics of students participating in program services and results of the Health Center satisfaction survey which all provide evidence of effective relationships between the Health Center and its student constituents.
Part 11: DIVERSITY

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

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

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

Every contact should be viewed as an opportunity to recognize and honor diversity to address specific concerns that might impact health and quality of life for the individual and community.

Students should be provided an environment of caring with an inclusive approach, which is essential for establishing levels of confidentiality, trust, and comfort.

CHS should establish procedures for students to discuss with staff their comfort or discomfort with various approaches in delivery of services.

Individuals should be accepted in a free and open manner and in an atmosphere of mutual respect to encourage candid discussion of sensitive personal issues. Staff members should demonstrate sensitivity and understanding to students from diverse backgrounds and cultures to provide satisfactory services.

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<th>Part 11: DIVERSITY (Criterion Measures)</th>
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<tr>
<td>11.1 The program nurtures environments wherein commonalities and differences among people are recognized and honored.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>Mission Statement, Health Center Brochure, TAMU-CC Equal Opportunity Practices</td>
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<td>11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>Annual Report, Health Center Brochure</td>
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<td>11.3 The program promotes respect for commonalities and differences in historical and cultural contexts.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>Mission Statement</td>
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<tr>
<td>11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.</td>
<td>ND 1 2 3 4 NR</td>
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<td>Health Center Brochure, Annual Report</td>
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Part 11: Diversity Overview Questions

A. In what ways does the program contribute to the nurturing of diversity?

The Health Center nurtures diversity by fostering student wellness and providing quality healthcare services consistent with the university mission of retaining and graduating a diverse student body.

B. How does the program serve the needs of diverse populations?

The Health Center program serves the needs of diverse populations by educating the university community about available services, making services accessible to all students and creating an environment of respect, sensitivity, safety and caring.
Part 12: ETHICS

All persons in the delivery of Clinical Health Services (CHS) services must adhere to the highest principles of ethical behavior. CHS must develop or adopt and implement appropriate statements of ethical practice. CHS must publish these statements and ensure their periodic review by relevant constituencies.

CHS staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students’ education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

The task of media relations involving individual health status should be assigned to staff members who are knowledgeable about information that can be released.

Staff members should prevent visitors from entering the facility in any manner that would compromise confidentiality.

All CHS staff members must be aware of and comply with the provisions contained in the institution’s human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

Staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

Products and services should not be promoted for any other reason than the individual’s or the community’s benefit.

CHS staff members must strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, all CHS staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

CHS staff members must perform their duties within the limits of their training, expertise and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

CHS members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

CHS staff members must be knowledgeable about and practice ethical behavior in the use of technology.

All marketing and advertising concerning the clinical health services must communicate the scope and range of services provided without deception.
Clinical health services should inform individuals of their basic rights and responsibilities regarding service. Such rights and responsibilities should include:

- service that is competent, considerate, and compassionate; recognizes basic human rights; safeguards personal dignity; and respects values and preferences
- provision of appropriate privacy, including protection from access to confidential information by faculty members, staff, student workers, and others
- ability to receive services from the staff member of choice
- accurate information regarding competencies and credentials of the clinical health services staff
- use of identified methods to express grievances and make suggestions
- information concerning individual health status and available services
- individual disclosure of complete and full information on health status that will be treated confidentially and for which the individual gives authority to approve or refuse release in compliance with applicable federal and state/provincial laws
- an explicit process to share necessary personal health information with mental health/counseling/psychotherapy services and other higher education faculty and staff on a need-to-know basis
- an explicit process for consent to share necessary personal health information with off-campus entities

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**PART 12. ETHICS (Criterion Measures)**

12.1 All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.

- Nurse Practice Act, TAMU-CC Ethics Policy

12.2 The program has a written statement of ethical practice that is reviewed periodically. Mission Statement

12.3 Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.

- Privacy Practices Brochure, Confidentiality Statement, Medical Release of Information

12.4 Information contained in students’ education records is never disclosed without written consent except as allowed by law and institutional policy.

- Medical Release of Information

12.5 Information judged to be of an emergency nature when an individual’s safety or that of others in involved is disclose to appropriate authorities.

- Disclosure and Consent, Privacy Practices Brochure, Emergency Procedure

12.6 All staff members comply with the institution’s human subjects research and other policies addressing confidentiality of research data concerning individuals. N/A no research performed here

- TAMU-CC Ethics Policy, TAMU System Policy - Required Employee Training

12.8 Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.

- Privacy Practices Brochure, TAMU System Policy on Required Employee Trainings

12.9 Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.

- Money Handling

12.10 All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.

- JOB DESCRIPTION admin asst, JOB DESCRIPTION FNP, JOB DESCRIPTION receptionist, JOB DESCRIPTION RN staff nurse

12.11 Staff members confront and otherwise hold accountable others who exhibit unethical behavior. TAMU-CC Ethics Policy, Nurse Practice Act
12.12 Staff members practice ethical behavior in the use of technology.
TAMU-CC Rules For Responsible Computer Use

12.13 Marketing and advertising of the range of services are fair and truthful.
Health Center Brochure

**Part 12: Ethics Overview Questions**

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

The following ethical principles, standards and codes guide the Health Center program and its staff members: TAMU-CC Ethics Policy; University Rules; Texas State law; and the Nurse Practice Act.

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

All Health Center staff members sign a confidentiality agreement. Students are informed of the Health Center privacy practices. The Health Center program is compliant with HIPPA and FERPA.

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

Ethical dilemmas and conflicts of interest are handled according to guidelines set forth in the TAMU-CC Ethics Policy and in accordance with professional ethics codes and any other relevant university policies.

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

The TAMU-CC Ethics Policy is conveyed to all employees via a mandatory on-line training module. Staff members are reviewed and evaluated on an annual basis and this evaluation includes items pertaining to ethical conduct. Any ethical violations are dealt with according to Health Center policy and procedures.

**Part 13: ASSESSMENT and EVALUATION**

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

CHS should maintain an active, organized, peer-based, quality management and improvement program that links peer review, quality improvement activities, and risk management in an organized, systematic way.

Periodically, the organization should assess user and non-user satisfaction with services and facilities provided by the clinical health services and incorporate findings into quality improvement.

To develop criteria used to evaluate services, staff members should understand, support and participate in programs of quality management and improvement. Data should be collected in an ongoing manner to identify unacceptable or unexpected trends or occurrences.

The quality improvement program should address administrative and cost issues and service outcomes.

CHS must evaluate periodically how well they complement and enhance the institution's stated mission and educational effectiveness. Results of these evaluations must be used in revision and improving services and in recognizing staff performance.

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**PART 13. ASSESSMENT AND EVALUATION (Criterion Measures)**

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

Unit Plan, Annual Report
13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies. *Unit Plan, Annual Report*

13.3 The program evaluates periodically how well it complements and enhances the institution’s stated mission and educational effectiveness. *Unit Plan*

13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance. *Unit Plan*

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**Part 13: Assessment and Evaluation Overview Questions**

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

*Assessing and insuring that the Health Center programs are congruent with the University mission and goals and to determine the degree to which annual departmental goals and objectives have been met. The annual unit plan is the principle tool used for this assessment, however, other assessment instruments (e.g., Health Center Client Satisfaction survey, NESSI) provide additional data and information.*

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

*Currently, outcomes measures which document implementation of the program mission and program goal achievement include results from the NESSI, results from the University Health Center client satisfaction survey and Health Center service usage statistics.*

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C. How are student learning and development outcomes determined to ensure their level of achievement?

*Currently, the Health Center is using the assessment measures previously described. There is a need, however, to identify specific student learning and development outcomes and to identify and/or construct tools to measure the degree to which these outcomes are being met.*

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Council for the Advancement of Standards in Higher Education

CAS Self-Assessment Guide for Recreational Sports Programs

One Dupont Circle, NW, Suite 300, Washington, D.C. 20036-1188

August 2006
Recreational sports programs are viewed as essential components of higher education, supplementing the educational process through enhancement of students’ physical, mental, and emotional development. Students who participate in recreational sports tend to develop positive self-images, awareness of strengths, increased tolerance and self-control, stronger social interaction skills, and maturity – all gleaned from recreational sports experiences. The field of recreational sports has grown into a dynamic, organized presence providing quality co-curricular opportunities for the majority of the student body.

The term “intramural” is derived from the Latin words “intra,” meaning “within,” and “muralis,” meaning “walls.” Intramurals began in U.S. colleges and universities during the 19th century as students developed leisure time sporting events. Throughout that century, intramural sports were almost exclusively the only form of athletic competition for college males. Originating from intramurals, interest in varsity athletics increased in popularity and institutions assumed responsibility for organizing athletic events.

Until late in the 1800s, intramural sports were perceived by most to be of little instructional or educational value. Near the end of the century, however, colleges and universities began to administer intramural sports for men. In 1913, the first professional staff members were employed to direct intramural programs. Intramurals continued to grow in strength and gain support, until by the 1950s there was a general realization by institutional leaders of the intrinsic educational value of sports participation. Programs expanded and additional facilities were constructed in response to student-led initiatives, and campus facilities were established exclusively for recreational sports activities.

Over time, intramural programs diversified and participation increased. The rise in popularity of aerobic exercise and a societal push toward greater gender equity, including implementation of Title IX of the Education Amendments of 1972, produced an influx of women into collegiate recreational sports, resulting in even higher levels of interest and participation. Consequently, the late 1980s witnessed a second period of rapid growth in programs and the advent of new and better campus facilities for physical activities.

The beginning of the 21st century found even greater expansion of collegiate recreational sports opportunities and facilities, reaching an estimated combined enrollment of 7.1 million students,
with an estimated 5.3 million students considered heavy or regular users of established campus recreational sports programs and facilities (NIRSA, 2005). New construction of campus recreational sports facilities, and refurbishing of existing facilities, continues unabated and has helped to provide needed recreational sports services to students. The National Intramural Recreational Sports Association (NIRSA), reported that between 2005–2010, at least $3.17 billion will be spent in new construction and renovations for indoor campus recreational sports facilities at 333 NIRSA Member Institutions, at an average cost of $14.2 million. Total student enrollment for the reporting colleges and universities is 3.8 million (NIRSA, 2005).

Recreational sports programs experienced changing perceptions about their institutional roles and the standards appropriate for their administration as they evolved and expanded. At a majority of institutions, recreational sports programs are placed under the administrative auspices of a division of student affairs, though some programs may be found within a variety of other administrative structures, including athletic departments, physical education programs, and business units. NIRSA suggested that while organizational designs vary among institutions, the full realization for the contribution of recreational sports to any campus depends on institutional commitment to that endeavor. NIRSA (1996) delineated seven primary goals of recreational sports programs:

1. To provide participation in a variety of activities that satisfy the diverse needs of students, faculty, and staff members, and where appropriate, guests, alumni, and public participants can become involved.
2. To provide value to participants by helping individuals develop and maintain a positive self-image, stronger social interactive skills, enhanced physical fitness, and good mental health.
3. To enhance college and university student and faculty recruitment and retention initiatives.
4. To coordinate the use of campus recreation facilities in cooperation with other administrative units such as athletics, physical education, and student activities.
5. To provide extracurricular education opportunities through participation in recreational sports and the provision of relevant leadership positions.
6. To contribute positively to institutional relations through significant and high-quality recreational sports programming.
7. To cooperate with academic units, focusing on the development of recreational sports curricula and accompanying laboratory experiences.
Recreational sports programming significantly impacts student life, development, and learning, as well as recruitment and retention. Hossler and Bean (1990) wrote that “recreational sports (i.e., informal leisure time, relaxation, games, intramurals) have been endorsed by institutions for their value in helping students maintain good physical health, enhancing their mental health by providing a respite from rigorous academic work, and teaching recreational skills with a carryover for leisure time exercise throughout life.” NIRSA (2004) found that “participation in recreational sports programs is a key determinant of college satisfaction, success, recruitment and retention.” The study also reported that at schools with established campus recreational sports departments, 75% of college students participate in recreational sports programs.

Through participation in recreational sports, students are encouraged to develop critical thinking skills, create new problem-solving strategies, hone decision-making skills, enhance creativity, and more effectively synthesize and integrate this information into all aspects of their lives. In this way, students both perform more effectively in an academic environment and flourish throughout all phases of the co-curricular experience.

References, Readings, and Resources


Champaign, IL: Human Kinetics.


National Intramural Recreational Sports Association, NIRSA National Center, 4185 SW Research Way, Corvallis, OR 97333-1067. 541-766-8211; Fax 541-766-8284.
e-mail: nirsa@nirsa.org; website www.nirsa.org

Contributors:
Current edition: Kent J. Blumenthal, NIRSA
Previous editions: Dixie Bennett, Loyola University Chicago
I Purpose and Organization of the Guide

This Self-Assessment Guide (SAG) translates the CAS Recreational Sports Program Standards and Guidelines into a format enabling self-assessment. Educators can use this Guide to gain informed perspectives on the strengths and deficiencies of their services and programs and to plan for improvements. Grounded in the self-regulation approach to quality assurance in higher education endorsed by CAS, this SAG provides institutional and agency leaders a tool to assess programs and services using current generally accepted standards of practice.

The Introduction outlines the self-assessment process, describes how to put it into operation, and is organized into four sections. These include I Purpose and Organization, II Self-Assessment Process, III Rating Examples, and IV Formulating an Action Plan. The introduction is followed by the Self-Assessment Worksheet, which presents the CAS Recreational Sports Program Standards and Guidelines and incorporates a series of criterion measures for rating purposes.

SAG Worksheet Format. CAS standards and guidelines are organized into thirteen components.

Part 1. Mission
Part 2. Program
Part 3. Leadership
Part 4. Organization and Management
Part 5. Human Resources
Part 6. Financial Resources
Part 7. Facilities, Technology, and Equipment
Part 8. Legal Responsibilities
Part 9. Equity and Access
Part 10. Campus and External Relations
Part 11. Diversity
Part 12. Ethics
Part 13. Assessment and Evaluation

A rating scale designed for assessment purposes is displayed following the standards and guidelines along with a series of criterion measures to be rated. Making performance judgments by applying the rating scale to individual items (criterion measures) facilitates an initial assessment of the program.

II Self-Assessment Process

CAS self-assessment procedures involve several steps, including:

A. Establishing the self-study process and review team
B. Understanding the CAS Standards and Guidelines and the Self-Assessment Guide
C. Compiling and reviewing documentary evidence
D. Judging performance
E. Completing the assessment process

Step A: Establish and Prepare the Self-Assessment Review Team

The first step is to identify an individual to coordinate the self-assessment process. Once a leader is designated, members of the institutional community [e.g., professional staff members, faculty members, and students] need to be identified and invited to participate. Whether a sole functional area or a full
division is to be reviewed, the self-study team will be strengthened by the inclusion of members from outside the area(s) undergoing review.

As a group, the review team should examine the standards carefully before implementing the study. It may be desirable for the team, in collaboration with the full staff, to discuss the meaning of each standard. Through this method, differing interpretations can be examined and agreement generally reached about how the standard will be interpreted for purposes of the self-assessment. Whatever procedures are used to arrive at judgments, deliberate discussions should occur about how to initiate the rating process and select the optimal rating strategy. In such discussions, it is expected that disagreements among team members will occur, and that resulting clarifications will inform all participants. It is important that the team achieve consensual resolution of such differences before proceeding.

**Step B: Understanding the CAS Standards and Guidelines**

CAS Standards represent best practices as formulated by representatives of multiple professional associations concerned with student learning and development in higher education. CAS Guidelines, on the other hand, are suggestions for practice and serve to elaborate and amplify standards through the use of suggestions, descriptions, and examples. Guidelines can often be employed to enhance program practice. Following a long-standing CAS precedent, the functional area standards and guidelines published in *The CAS Book of Professional Standards for Higher Education 2006* and presented in this SAG are formatted so that standards (i.e., essentials of quality practice) are printed in **bold type**. Guidelines, which complement the standards, are printed in slightly smaller, light-face type. Standards use the auxiliary verbs “**must**” and “**shall**” while guidelines use “should” and “may.”

In this SAG, the CAS Standards and Guidelines, presented in boxed text format, have been translated into multiple criterion measures for rating purposes. Each criterion measure focuses on a particular aspect of the standard. For each of the 13 component parts, there is a series of numbered criterion measures that team members may rate. If the assessment team decides to incorporate one or more of the guidelines into the review process, each guideline can be similarly sub-divided to facilitate the rating process.

**Step C: Compile and Review Documentary Evidence**

Collecting and documenting evidence of program effectiveness is an important step in the assessment process. No self-assessment is complete without relevant data and related documentation being used. It is good practice for programs routinely to collect and file relevant data that can be used to document program effectiveness over time.

Documentary evidence often used to support evaluative judgments includes:

- **Student Recruitment and Marketing Materials**: brochures and other sources of information about the program, participation policies and procedures, and reports about program results and participant evaluations

- **Program Documents**: mission statements, catalogs, brochures and other related materials, staff and student manuals, policy and procedure statements, evaluation and periodic reports, contracts, and staff memos

- **Institutional Administrative Documents**: statements about program purpose and philosophy relative to other educational programs, organization charts, financial resource statements, student and staff profiles, and assessment reports

- **Research, Assessment, and Evaluation Data**: needs assessments, follow-up studies, program evaluations, outcome measures and methodologies, and previous self-study reports

- **Staff Activity Reports**: annual reports, staff member vitae; service to departments, colleges, university, and other agencies; evidence of effectiveness; scholarship activities, and contributions to the profession

- **Student Activity Reports**: developmental transcripts, portfolios, and other evidence of student contributions to the institution, community, and professional organizations; reports of special student accomplishments; and employer reports on student employment experiences
Having a variety of evidence assists raters to make judgments about the wide range of program expectations articulated in the standards. Whatever is determined appropriate under given circumstances, multiple forms of evidence used should be reviewed and reported in the narrative section of the SAG worksheets. The self-study rating process may identify a need to obtain additional information or documentation before proceeding to lend substance to judgments about a given assessment criterion. Support documentation should be appended and referred to in the final self-assessment report.

**Step D: Judging Performance**
Assessment criterion measures are used to judge how well areas under review meet CAS Standards. These criterion measures, provided in the Work Form section of the SAG, are designed to use a 4-point rating scale. In addition to the numerical rating options, Not Rated (NR) and Not Done (ND) ratings are provided. This rating scale is designed to estimate broadly the extent to which a given practice has been performed.

<table>
<thead>
<tr>
<th>CAS CRITERION MEASURE RATING SCALE</th>
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<tr>
<td>ND</td>
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<tr>
<td>Not Done</td>
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Under rare circumstances, it may be determined that a criterion measure used to judge the standard is not applicable for the particular program (e.g., a single sex or other unique institution that cannot meet a criterion measure for that reason). In such instances, a ND rating can be used and the rationale for excluding the practice reflected in the criterion measure presented in the self-study report. The NR response can be used when relevant data are unavailable to support a judgment. When either the ND or the NR ratings are used, an explanatory note should be entered. NR items should generate careful group consideration and follow-up action as appropriate.

Program leaders may wish to incorporate additional criterion measures, such as selected CAS Guidelines or other gauges, into the rating procedures before the self-assessment process begins. Such practice is encouraged and space is provided to incorporate additional criterion measure yardsticks for judging the program. In such instances, additional pages to accommodate the additional criterion measures may be required.

**Step E: Completing the Assessment Process**
A two-tiered (individual and group) judgment approach for determining the extent to which the program meets the CAS Standard is suggested. First, self-assessment team and functional area staff members individually should rate each criterion measure using separate copies of the CAS Self-Assessment Guide. This individualized rating procedure is then followed by a collective review and analysis of the individual ratings.

When the individual ratings have been reviewed and translated into a collective rating, the team is ready to move to the interpretation phase of the self-assessment. Interpretation typically incorporates considerable discussion among team members to assure that all aspects of the program were given fair and impartial consideration prior to a final collective judgment. At this point, persistent disagreements over performance ratings may call for additional data collection. After the team review is completed, a meeting with concerned administrators, staff members, and student leaders should be scheduled for a general review of the self-assessment results. The next step, including discussion of alternative approaches that might be used to strengthen and enhance the program, is to generate steps and activities to be incorporated into an action plan.

### III Rating Examples

**Rating Standard Criterion Measures**
All CAS Standards, printed in bold type, are viewed as being essential to a sound and relevant student support program and include the verbs “must” or “shall.” Likewise, many standard statements incorporate multiple criteria that, to facilitate more precise judgment, have been subdivided into measurable parts for rating purposes. Consequently, a single standard statement may require several criterion measure statements that allow raters to judge it part by part rather than broadly. This approach often requires multiple judgments concerning a specific standard statement, but facilitates accomplishing
a more precise assessment. Using a “Program” standard as an example, the following illustrates how several criterion measures are used to assess a single standard statement:

**Part 2: Program**

Programs must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

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<thead>
<tr>
<th>ND</th>
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<th>3</th>
<th>4</th>
<th>NR</th>
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<tbody>
<tr>
<td>Not Done</td>
<td>Not Met</td>
<td>Minimally Met</td>
<td>Well Met</td>
<td>Fully Met</td>
<td>Not Rated</td>
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**Criterion Measures**

<table>
<thead>
<tr>
<th>Rating Scale</th>
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<tr>
<td>ND 1 2 3 4 NR</td>
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2.1 The program promotes student learning and development that is purposeful and holistic
2.2 The program has identified student learning and development outcomes that are relevant to its purpose
2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes

**Using Guidelines to Make Judgments about the Program**

The CAS Standards are often accompanied by guidelines. Because many guidelines can provide additional evidence of good practice, program leaders may wish to include selected guidelines to be rated along with the standards. To accomplish this, criterion measure statements must be written for the guidelines selected. The self-study team can readily create statements to be judged as part of the rating process. Programs generally considered as being in compliance with the standards can benefit especially by using guidelines in this way because guidelines typically call for enhanced program quality. The following “Human Resources” program guidelines rating example illustrates the process.

**Part 5. Human Resources**

The program must employ qualified professional, technical, and support staff members who have the ability to provide well-maintained facilities, services, and programs that are responsive to student development goals, student input, and student participation inherent in its mission.

Desirable qualities of staff members should include: (a) knowledge of and ability to use management and leadership principles, including the effective management of volunteers; (b) skills in assessment, planning, training, and evaluation; (c) interpersonal skills; (d) technical skills; (e) understanding the program’s mission; (f) commitment to institutional mission; and (g) understanding of and ability to apply student development and learning theories.

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** Criterion Measures**

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<tbody>
<tr>
<td>ND 1 2 3 4 NR</td>
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</table>

Guideline 5: Staff members possess knowledge and skills to:

5a manage volunteers
5b train volunteers
5c evaluate volunteers
5d apply student development theory
5e apply learning theories

Not all programs under review will incorporate guidelines to be rated as part of its self-study. Even though the guidelines are optional for rating purposes, raters are strongly encouraged to read and review them as part of the training process. When CAS Guidelines or other criterion measures are rated, they should be treated as if they were standards.

**IV Formulating an Action Plan**

Typically, the assessment process will identify discrepancies between the program and the standards. Action planning designed to overcome program shortcomings and provide program enhancements must then occur.

To complete the process, a final summary document that (1) explains the mission, purpose, and philosophy of the program; (2) reviews available data; and (3) recommends specific plans for action needs to be prepared. Following is an outline of recommended steps for establishing a comprehensive
plan of action using the CAS self-assessment worksheets. Space is provided in the SAG for recording relevant information.

**Step 1. Answer Overview Questions (In the Instrument)**

a. Respond, in writing in the space provided, to the Overview Questions (A., B., C., etc.) that immediately follow the rating section of each of the 13 components.

b. Use answers to the Overview Questions to stimulate summary thinking about overarching issues, to facilitate interpretation of the ratings, and for development of the self-study report.

**Step 2. Identify Areas of Program Strength (Work Form A)**

a. Identify criterion measure ratings where excellent performance or accomplishment (i.e., program exceeds criterion and is viewed as excellent or exemplary) was noted.

b. Identify criterion measures in which performance was found to be satisfactory or good (acceptable practice).

**Step 3. Identify Areas of Program Weakness (Work Form A)**

a. Identify criterion measures where program weaknesses (i.e., program shortcomings that fail to meet criterion measures and/or rating discrepancies among raters of two points or more) were noted.

b. Identify criterion measures viewed as being Unsatisfactory by one or more reviewer.

**Step 4. Describe Practices Requiring Follow-up (Work Form A)**

a. Note criterion measure numbers deemed less than satisfactory and describe practice shortcomings that need to be strengthened.

**Step 5. Summarize Actions Required for the Program to Meet Standards (Work Form B)**

a. List each criterion measure and/or related practices that the self-study process identified as being “Not Done,” “Unsatisfactory,” or wherein rater discrepancies were noted. Be specific when noting the rationale for each shortcoming identified.

b. List specific actions identified in the self-study that require implementation.

c. Prioritize the list by importance, need, and achievability of the desired change.

**Step 6. Summarize Program Enhancement Actions (Work Form C)**

a. List each specific action identified in the self-study that would enhance and strengthen services.

b. Establish specific priorities for the action plan.

**Step 7. Write Program Action Plan**

a. Prepare a comprehensive action plan for implementing program changes.

b. Identify resources (i.e., human, fiscal, physical) that are essential to program enhancement.

c. Set dates by which specific actions are to be completed.

d. Identify responsible parties to complete the action steps.

e. Set tentative start-up date for initiating a subsequent self-study.
Part 1: MISSION

The Recreational Sports Program (RSP) must incorporate student learning and student development in its mission. The program must enhance overall educational experiences. The RSP must develop, record, disseminate, implement, and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. The RSP must operate as an integral part of the institution’s overall mission.

The mission of the RSP is to enhance students’ fitness and wellness, knowledge, personal skills, and enjoyment by providing:

- opportunities for a variety of activities that may contribute to individual physical fitness and wellness
- opportunities for cooperative and competitive play activity in the game form
- a medium through which students can learn and practice leadership, management, program planning and interpersonal skills
- access to quality facilities, equipment and programs

To accomplish this mission recreational sports programs should:

- provide a variety of opportunities including informal programs (self-directed), intramural sports (structured), sports clubs (interest groups), instructional programs, special events, outdoor programs, fitness and wellness programs, extramural programs, family and youth programs and programs for people with disabilities
- coordinate effectively the scheduling of events and maintenance of campus sport facilities with other campus units
- provide extracurricular opportunities through participation and leadership roles designed to enhance social, psychological, and physiological development
- contribute positively to public relations efforts of the institution, including the recruitment and retention of students
- when appropriate, work in collaboration with academic units to help teach courses and facilitate laboratory experience
- assist with the socialization of students into the campus environment

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<td>Fully Met</td>
<td>Not Rated</td>
</tr>
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<tr>
<th>PART 1. MISSION (Criterion Measures)</th>
<th>Rating Scale</th>
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<tbody>
<tr>
<td>1.1 A program mission and goals statement is in place and is reviewed periodically. <a href="#">Rec Sports Mission</a></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>1.2 Student learning, development, and educational experiences are incorporated in the mission statement. <a href="#">Rec Sports Mission</a></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>1.3 The mission is consistent with that of the host institution and the CAS standards. <a href="#">Rec Sports Mission</a> <a href="#">University Mission</a></td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>
1.4 The program functions as an integral part of the host institution’s overall mission. University Mission Rec Sports Mission

1.5 The program provides opportunities for:
   1.5a a variety of activities Rec Sports Mission
   1.5b cooperative and competitive play Rec Sports Mission
   1.5c learning and practicing leadership, management, program planning, and interpersonal skills Rec Sports Mission
   1.5d access to quality facilities, equipment and programs

Part 1: Mission Overview Questions

A. What is the program mission?

The Recreational Sports Department provides opportunities for participation in a variety of sports, recreational and social activities designed to accommodate all ages, skill levels, and gender and sport interests for the University community.

Participation facilitates educational interaction outside of the classroom among students, faculty and staff. The activities stimulate a sense of community; provide leadership and development opportunities for students; and promote individual wellness.

B. How does the mission embrace student learning and development?

The mission embraces student learning and development by providing opportunities to learn through employment and having the opportunity for advancement within specific positions; through interactions with participants/officials/staff when playing on team or individual sports; and by embracing wellness as a lifelong activity.

C. In what ways does the program mission complement the mission of the institution?

The Recreational Sports mission complements the mission of the university by providing interactions which are educational in nature outside of the classroom, helps stimulates a sense of community, and is a direct tie for engaged learning.

Part 2: PROGRAM

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. The Recreational Sports Program (RSP) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

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

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

The table below offers examples of evidence of achievement of student learning and development.
<table>
<thead>
<tr>
<th>Relevant, Desirable Student Learning and Development Outcomes</th>
<th>Examples of Evidence of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enhanced Self-Esteem</strong></td>
<td>Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills</td>
</tr>
<tr>
<td><strong>Leadership Development</strong></td>
<td>Articulates leadership philosophy or style; Serves effectively in a leadership position in a student organization; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes</td>
</tr>
<tr>
<td><strong>Intellectual Growth</strong></td>
<td>Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences</td>
</tr>
<tr>
<td><strong>Effective Communication</strong></td>
<td>Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances</td>
</tr>
<tr>
<td><strong>Realistic Self-Appraisal</strong></td>
<td>Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences</td>
</tr>
<tr>
<td><strong>Clarified Values</strong></td>
<td>Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work and lifestyle values and explains how they influence decision-making</td>
</tr>
<tr>
<td><strong>Career choices</strong></td>
<td>Articulate career choices based on assessment of interests, values, skills and abilities; Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills and accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education</td>
</tr>
<tr>
<td><strong>Healthy Behavior</strong></td>
<td>Chooses behaviors and environments that promote health and reduce risk; Articulate the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community</td>
</tr>
<tr>
<td><strong>Meaningful Interpersonal Relationships</strong></td>
<td>Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others’ points of view; Treats others with respect</td>
</tr>
<tr>
<td><strong>Independence</strong></td>
<td>Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities</td>
</tr>
<tr>
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</tr>
<tr>
<td>Satisfying and Productive Lifestyle</td>
<td>Achieves balance between education, work and leisure time; Articulates and meets goals for work, leisure and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values; Articulates long-term goals and objectives</td>
</tr>
<tr>
<td>Appreciating Diversity</td>
<td>Understands ones own identity and culture. Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulate the advantages and challenges of a diverse society; Challenges appropriately abusive use of stereotypes by others; Understands the impact of diversity on one’s own society</td>
</tr>
<tr>
<td>Spiritual Awareness</td>
<td>Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors</td>
</tr>
<tr>
<td>Personal and Educational Goals</td>
<td>Sets, articulates, and pursues individual goals; Articulate personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one’s personal and educational goals on others</td>
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</table>

The RSP must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to special needs of individuals, special populations, and communities.

Recreational sports programs must reflect the needs and interests of students, faculty, staff, and other members of the campus community. The RSP must satisfy the particular needs of the campus by balancing team, dual, individual meet, and special event sport experiences.

The overall recreational sports program should include:

- Informal programs to provide for self-directed, individualized approach to participation. This program area accommodates the desire to participate in sport for fitness and enjoyment.

- Intramural sports to provide structured contests, meets, tournaments, and leagues limiting participation to the individuals within the institution. A variety of forms of tournaments should be available, including elimination, challenge, league, and meets. Equitable participation opportunities should be provided for men and women, and when appropriate, co-recreational activity should be offered. Opportunities to participate at various levels of ability should be made available to students (e.g., beginner, intermediate, and advanced).

- Sport clubs to provide opportunities for individuals to organize around a common interest. Opportunities should be available for a variety of interest focused on a sport within or outside the institution. Self-administered and self-regulated groups are normally coordinated and assisted by staff in such areas as governance, facilities, scheduling, safety, budgeting, and fund-raising through sport club coordination. Formation of clubs should be accomplished through appropriate and established channels.

- Instructional programs to provide learning opportunities, knowledge, and skills through lessons, clinics, and workshops. Depending on type, size, resources, and setting of the institution, the program may include extramural sports, outdoor recreation, fitness and wellness, and special events.
• Special events to introduce new sport or related activities that are unique in approach or nature from traditional programs. These events may be held within or outside the institution.

• Outdoor programs and activities to provide participants with opportunities to enjoy natural environments and experience new challenges.

• Fitness programs to provide opportunities and assistance in personal exercise programs. This voluntary program should motivate individuals to assess their levels of fitness and maintain a positive fitness lifestyle. Individual assessment should be available for participant feedback.

• Recreation and aquatic programs.

• Wellness programs to encourage achievement of one’s full health potential. These programs should provide an opportunity to work cooperatively with professionals in health services including counselors and physicians and may be accomplished in concert with others who are similarly oriented.

• Extramural sports to provide structured tournaments, contests and meets among participants from other institutions. Champions from intramural sports are frequently chosen to represent the institution.

• Family and youth programs for members of the campus community. These activities may include special events, sports, games, instructional programs, fitness and wellness, and outdoor programs.

• Programs for people with disabilities to engage in activities designed to have a positive impact on mobility, socialization, independence, fitness, and community integration.

Program planning and implementation should include consideration of:

• proper facility coordination and scheduling
• rules and regulations that address participant safety
• an environment that minimizes the chance of injuries
• advice to groups and organizations
• accurate interpretation of institutional policies and procedures to program participants
• conflict management issues
• proper supervision of recreational sports activities
• inventory, maintenance, and procedures for participant use of equipment
• participant involvement in program content and procedures through committee structures
• recognition system for participants, employees, and volunteers
• cultural diversity issues
• accurate and adequate publicity and promotion
• volunteerism

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PART 2. PROGRAM (Criterion Measures)

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<tr>
<th>PART 2. PROGRAM (Criterion Measures)</th>
<th>Rating Scale</th>
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<tbody>
<tr>
<td>2.1 The program promotes student learning and development that is purposeful and holistic. Program Brochure Rec Sports Mission</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>2.2 The program has identified student learning and development outcomes that are relevant to its purpose</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked</td>
<td>ND 1 2 3 4 NR</td>
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</table>
List student learning and/or developmental outcomes in spaces provided

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<tr>
<th>2.4.1</th>
<th>Intellectual Growth</th>
<th>ND 1 2 3 4 NR</th>
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<tr>
<td>2.4.2</td>
<td>Effective Communication Effective Communication Operating Procedures Employee Manual Event Summary</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>2.4.3</td>
<td>Enhanced Self-Esteem Attendant Evaluation PT Evaluation Awards Criteria</td>
<td>ND 1 2 3 4 NR</td>
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<td>2.4.4</td>
<td>Realistic Self-Appraisal PT Client Goals Attendant Evaluation PT Evaluation</td>
<td>ND 1 2 3 4 NR</td>
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<td>2.4.5</td>
<td>Clarified Values</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>2.4.6</td>
<td>Career Choices Career in Rec Sports Student Resume</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>2.4.7</td>
<td>Leadership Development Sport Club Officers Interim Job Description Student Training Agenda Sport Club Council</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>2.4.8</td>
<td>Healthy Behavior Nutrition Seminar Employee Wellness Wellness Info-Staff Wellness Expo</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>2.4.9</td>
<td>Meaningful Interpersonal Relationships Customer Service</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>2.4.10</td>
<td>Independence Substitute Policy from Employee Manual Open Recreation Sport Clubs Supervisor Responsibilities</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.11</td>
<td>Collaboration Joint Programming Blood Pressure Turkey Trot Late Night Breakfast</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.12</td>
<td>Social Responsibility Sport Club Council from RSO Handbook</td>
<td>ND 1 2 3 4 NR</td>
</tr>
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</table>
Part 2: Program Overview Questions

A. What are the primary elements of the program?
   The primary elements of the recreational sports program are: Intramurals, Sport Clubs, Facilities, Open Recreation, Outdoor Recreation, Aquatics, Family Programming, Wellness, Special Events and Student Employment.

B. What evidence exists that confirms the program contributes to student learning and development?
   Some evidence that exists which confirms that the program contributes to student learning and development includes: evaluation forms which are used for employment purposes, program summaries, personal training assessments, certification programs, student employment training program, and advancement opportunities within student employment.

C. What evidence is available to confirm program goals’ achievement?
   The Recreational Sports yearly unit plan, participation statistics, departmental annual report and survey results from events are evidence which confirms the program goals’ achievement.

Part 3: LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower leaders within the administrative structure to accomplish stated missions. Recreational Sports Program (RSP) leaders must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to
educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

RSP leaders of programs and services must exercise authority over resources for which they are responsible to achieve their respective missions.

RSP leaders must:

- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
- manage financial resources
- coordinate human resources
- plan, budget for, and evaluate personnel and programs
- apply effective practices to educational and administrative processes
- communicate effectively
- initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area

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

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

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

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<tr>
<th>PART 3. LEADERSHIP (Criterion Measures)</th>
<th>Rating Scales</th>
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<tbody>
<tr>
<td>3.1 The host institution has selected, positioned, and empowered a program leader. <strong>Organizational Chart</strong></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials. <strong>Personnel Sheet-Rec Sports</strong></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness. <strong>NIRSA Mission Statement, Employee Wellness, PDQ Director</strong></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.4 Clearly defined leader accountability expectations are in place. <strong>Exempt Staff Evaluation</strong></td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>3.5 Leader performance is fairly assessed on a regular basis. <strong>Budget FY 2008, Inventory</strong></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.6 The leader exercises authority over program resources and uses them effectively. <strong>HR Transcript</strong></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.7 The program leader: 3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served <strong>Department Goals</strong></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.7b prescribes and practices appropriate ethical behavior</td>
<td>ND 1 2 3 4 NR</td>
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</table>
3.7c recruits, selects, supervises, instructs, and coordinates staff members

3.7d manages fiscal, physical, and human resources effectively

3.7e applies effective practices to educational and administrative processes

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

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

3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.

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

Part 3: Leadership Overview Questions

A. In what ways are program leaders qualified for their roles?

Program leaders are qualified for their roles through the degrees obtained, specific certification program requirements, educational experience, past and present professional experience, and continuing professional development opportunities.

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

The program leaders are positioned and empowered to accomplish the program mission by being placed in strong organizational positions within their area of expertise, by being afforded a programming budget to offer events/activities to the campus community, by having the necessary physical and human resources needed to support their role.

C. How are program leaders accountable for their performance?

Program leaders are held accountable for their performance through their yearly performance evaluations with their direct supervisor, through departmental and personal goals achieved each year, through progressing each year with their strategic plan and meeting goals, and also through semester budget reviews.

D. What leadership practices best describe program leaders?

Being ethical, effective and efficient in the management of resources, and having effective communication are all leadership practices that best describe the program leaders within the Recreational Sports program.

Part 4: ORGANIZATION and MANAGEMENT

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

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and
Institutional leaders should recognize the significant differences in mission among intercollegiate athletics, physical education and recreation academic units, and the recreational sports programs, and act accordingly. The organizational placement of recreational sports within the institution should ensure the accomplishment of the program’s mission.

Members of the campus community should be involved in the selection, design, governance, and administration of programs and facilities. Students, faculty and staff members, and the public, when appropriate, may be involved through committees, councils, and boards.

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<tr>
<th>PART 4. ORGANIZATION AND ADMINISTRATION (Criterion Measures)</th>
<th>Rating Scale</th>
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<tbody>
<tr>
<td>4.1 The program is structured purposefully and managed effectively. <a href="#">Organizational Chart 2008</a> Organizational Chart 2006</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place. <a href="#">PDQ-Asst Director PDQ-Coordinator</a></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems. <a href="#">Non-Exempt Evaluation Exempt Staff Evaluation</a></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>4.4 Channels are in place for regular review of administrative policies and procedures. <a href="#">Rec Sports Advisory Board</a></td>
<td>ND 1 2 3 4 NR</td>
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Part 4: Organization and Management Overview Questions

A. What are the institutional organizational structures that define, enable, or restrain the program?

The Division of Student Affairs and Recreational Sports organization charts, the Recreational Sports Fee, the Recreational Sports Advisory Board, indoor and outdoor facilities, the various programs/services offered to the university community and the progress of facility expansion help define, enable and restrain the program.

B. What protocols or processes are in place to insure effective management of the program?

Position Description Questionnaire, degrees, Certified Recreational Sports Specialist Certification, experience, written policies and procedures, performance evaluations, the Recreational Sports Advisory Board, and continual development opportunities are in place to insure effective management of the program.

Part 5: HUMAN RESOURCES

The Recreational Sports Program (RSP) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, the RSP must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. The program must strive to improve the professional competence and skills of all personnel it employs.

RSP professional staff members must hold an earned graduate degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.
Degree or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

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

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

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

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

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

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

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### PART 5. HUMAN RESOURCES (Criterion Measures)

<table>
<thead>
<tr>
<th>5.1 The program is staffed adequately with personnel qualified to accomplish its mission. Personnel Sheet-Rec Sports Organizational Chart 2008</th>
<th>Rating Scale</th>
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<td>ND 1 2 3 4 NR</td>
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<tr>
<th>5.2 Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities. Interview Agenda Candidate Evaluation Exempt Staff Evaluation</th>
<th>Rating Scale</th>
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<td>ND 1 2 3 4 NR</td>
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<tr>
<th>5.3 The program strives to improve the professional competence and skills of all staff members. A&amp;M System Training</th>
<th>Rating Scale</th>
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<td>ND 1 2 3 4 NR</td>
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<tr>
<th>5.4 Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience. Personnel Summary-Rec Sports</th>
<th>Rating Scale</th>
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<tr>
<th>5.5 Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.</th>
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</table>
5.6 Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training. Student Job Application  Student Training Agenda Attendant Evaluation

5.7 Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development. Student Staff Positions Facility Supervisor Duties Intramural Supervisor Duties

5.8 Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions. Required Computer Trainings Traintraq transcript

5.9 Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents. Position Justification

5.10 Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region. NIRSA Salary Census Coordinator - Job Posting

5.11 Hiring and promotion practices are fair, inclusive, and non-discriminatory. HR Mission Statement

5.12 A diverse program staff is in place that provides readily identifiable role models for students. Organizational Chart 2006

5.13 Position descriptions for all staff members are in place and used for performance appraisal and planning purposes. PDQ Assistant Director PDQ Coordinator PDQ Director PDQ Administrative Assistant

5.14 The program has a system for regular staff evaluation. Exempt Staff Evaluation Non Exempt Evaluation

5.15 The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshop. Training and Development Annual Report

Part 5: Human Resources Overview Questions

A. What is the strategic plan for staffing the program?

The strategic plan for staffing the program entails hiring another administrative assistant, having two assistant directors, seven coordinators, and three custodians. The plan to implement this new staffing structure is fall 2008. Organizational Chart 2008.

B. In what ways are staff members’ qualifications insured and their performance judged?

Staff members’ qualifications are insured and their performance judged by requiring degrees for each position; staff members being evaluated at least one time per year; and having ongoing one on one meetings with direct supervisor.

C. In what ways does the program train, supervise, and evaluate staff members?

The program trains, supervises and evaluates staff members by providing clear expectations upon acceptance of job; requiring attendance and sending staff members to various workshops/conferences; having ongoing meetings with staff to communicate needs and expectations are being met; having ongoing performance evaluations and formal evaluations at least one time per year.

Part 6: FINANCIAL RESOURCES

The Recreational Sports Program (RSP) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.
The RSP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

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<tr>
<th>PART 6. FINANCIAL RESOURCES</th>
<th>Rating Scale</th>
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<tbody>
<tr>
<td>6.1 The program has adequate funding to accomplish its mission and goals.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.</td>
<td>ND 1 2 3 4 NR</td>
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Part 6: Financial Resources Overview Questions

A. What is the funding strategy for the program?

During the Spring 2007 semester a referendum was passed and the Recreational Sports Fee increased to $10/semester credit hour with a maximum cap of $90. The summer fee cap is $45 per session. The increase in the fee will be used to fund the operation and maintenance of the new facility and the Recreational Sports programs.

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

The use of separate accounts for different areas within the department and the fact that there are balances in each account at the end of the spring semester shows that the department is fiscally responsible and uses measures for cost-effectiveness. The department contributes to a fund balance on an annual basis.

Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

The Recreational Sports Program (RSP) must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

The institution must provide adequate indoor and outdoor facilities, technology and equipment with prioritized blocks of time, for recreational sports programs to accommodate the diverse needs and interest of the campus community.

As a general rule, the larger the population and the more geographically isolated the institution, the greater the need for quality and diversity of facilities. Consideration should be given to a balance of facilities that would provide participation opportunities in team, dual, individual, and meet sports, as well as in fitness and conditioning. Examples of such facilities include swimming pools, gymnasiums, weight rooms and fitness facilities, and general use playing fields.
Part 7: Facilities, Technology, and Equipment Overview Questions

A. How are facilities, technology, and equipment inventoried and maintained?

Departmental staff conduct weekly walk thru’s of the facilities to make sure that the facilities and equipment are well maintained. Items/areas that need attention are documented and submitted to appropriate personnel. The departments also conducts yearly inventory with the purchasing department to account for controlled equipment. Each program area is also responsible for conducting inventory on a yearly basis for the non-controlled items that are used to operate programs.

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

The department uses several items to confirm that facilities, technology, and equipment provide access, health, safety, and security to all who are served. These include having training in place for all employees on risk management and emergency procedures on a semester basis; being required to complete certain forms such as accident report, blood borne pathogen exposure form, release and indemnity forms, safety checklists, as the need arises; having a pool lift in place at the swimming pool and being ADA compliant within facilities; and also requiring that a university ID be provided upon entry to the facilities or for participating in programs/events.

Part 8: LEGAL RESPONSIBILITIES

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

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

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

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

Recreational sports professionals should be fully aware of and understand legal areas such as due process, employment procedures, equal opportunity, and civil rights and liberties.

Although participation in recreational sports is a voluntary action, liability of wrongful or negligent acts should be a continuing concern.

Reasonable efforts must be made to ensure a safe environment, properly maintained equipment, proper instruction, and adequate supervision.
PART 8. LEGAL RESPONSIBILITIES (Criterion Measures) | Rating Scale
---|---
8.1 Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities. | ND 1 2 3 4 NR
- Student Training Agenda
- FERPA & Sexual Harrassment
- TAMUS Risk Management and Safety

8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program. | ND 1 2 3 4 NR
- FERPA & Sexual Har. Training

8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel. | ND 1 2 3 4 NR
- Blood Exposure Form
- Hepatitis A&B Form
- Beach Email

8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options. | ND 1 2 3 4 NR
- Employee Insurance
- Vehicle Insurance Limits
- Sport Club Insurance
- Student Organization Travel Policies

8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities. | ND 1 2 3 4 NR
- TAMU System Attorney Contacts

8.6 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities. | ND 1 2 3 4 NR
- TAMUS Risk Management and Safety
- President’s Office Memo

8.7 Reasonable efforts have been made to ensure a safe environment and properly maintained equipment. | ND 1 2 3 4 NR
- Maintenance Report
- FH Safety Checklist
- GFWC Daily Maintenance

8.8 Reasonable efforts have been made to provide proper instruction and adequate supervision. | ND 1 2 3 4 NR
- Staff Training
- Organizational Chart

Part 8: Legal Responsibilities Overview Questions

A. What are the crucial legal issues faced by the program?  
The crucial legal issues faced by the program include: ADA compliance, meeting OSHA standards, Sexual harassment, and being trained properly in risk management and safety.

B. How are staff members instructed, advised, or assisted with legal concerns?  
Per university rules and procedures, staff is initially made aware of how to recognize or be aware of legal concerns during their new employee orientation. If faced with any legal concerns, staff should contact their direct supervisor, and then follow the chain of command for advice and assistance which would be the director of the department, assistant vice-president of student affairs, vice-president of student affairs, equal employment opportunity office, and if needed university counsel.

Part 9: EQUITY and ACCESS

Recreational Sports Program (RSP) staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. The RSP must adhere to the spirit and intent of equal opportunity laws.

RSP must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the bases of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

Consistent with their mission and goals, the RSP must take affirmative action to remedy significant imbalances in student participation and staffing patterns.
As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.

<table>
<thead>
<tr>
<th>PART 9. EQUITY AND ACCESS  (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 All programs and services are provided on a fair and equitable basis.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Rec Sports Mission  Eligible Users  Facility Hours</td>
<td></td>
</tr>
<tr>
<td>9.2 All program facilities and services are accessible to prospective users.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Eligible Users Scheduling Policies</td>
<td></td>
</tr>
<tr>
<td>9.3 Program operations and delivery are responsive to the needs of all students and other users.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Customer Service-Employee Handbook  Services for Disabilities</td>
<td></td>
</tr>
<tr>
<td>9.4 All services adhere to the spirit and intent of equal opportunity laws.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Rec Sports Mission  Vernon Civil Statues</td>
<td></td>
</tr>
<tr>
<td>9.5 Program policies and practices do not discriminate against any potential users.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Rec Sports Mission</td>
<td></td>
</tr>
<tr>
<td>9.6 The program acts to remedy imbalances in student participation and staffing</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>9.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>

Part 9: Equity and Access Overview Questions

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

The program states this within their mission by providing services/programs for all ages, skill levels, and gender. All participants are also treated fairly with regards to fees assessed for use of facilities and programs as this is dictated by Vernon’s Civil Statues. All programs within the department should provide opportunities for those who may have disabilities and provide accommodations as necessary. The department also has other means in place such as the Recreational Sports Advisory Board (RSAB) and the Equal Employment Office to consult should a need arise. The RSAB exists to help review policies and procedures and make recommendations to the program.

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 staff members?

Within the Intramural program different leagues/divisions are offered for participants to participate in as to meet the various skill levels; the Sport Club program offers open membership to various skill levels; the program as a whole will adapt programs/events to make sure that there is not an imbalance.

Part 10: CAMPUS and EXTERNAL RELATIONS

The Recreational Sports Program (RSP) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

The recreational sports program should be an institution-wide process that systematically involves student affairs, academic affairs, and other administrative units, such as campus police, physical plant, and the business office.
The recreational sports program should collaborate campus-wide to disseminate information about their own and other programs and services on campus.

The program staff should serve as a resource to the community, providing expert advice on recreational issues and activities.

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<th>ND</th>
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<td>Not Done</td>
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<td>Not Rated</td>
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</tbody>
</table>

PART 10. CAMPUS and EXTERNAL RELATIONS (Criterion Measures)

10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies. RSAB Description

<table>
<thead>
<tr>
<th>University Police Department</th>
<th>KINES Needs</th>
<th>Physical Plant Follow Up</th>
<th>Wellness Expo</th>
<th>Wellness Expo Vendor List</th>
<th>Employee Wellness Program</th>
</tr>
</thead>
</table>

Part 10: Campus and External Relations Overview Questions

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

All departments within Student Affairs, University Police Department, Community Outreach, Bursar, SandDollar Office, Athletics, Kinesiology, College of Education, Executive Vice-President of Finance and Administration, Physical Plant, Payroll, Human Resources, Safety Office, Budget, Comptroller, Staff Advisory Council, City of Corpus Christi Parks and Recreation, Blucher Institute, National Youth Sports Program (NYSP), HEST

B. What evidence confirms effective relationships with program constituents?

The working relationships and smooth operations of facilities that are maintained due to shared facilities; meetings with individuals and groups to discuss future plans and/or current issues/concerns; participation numbers increasing yearly; constituents coming back year after year all portray there are effective relationships with program constituents.

Part 11: DIVERSITY

Within the context of each institution’s unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, the Recreational Sports Program (RSP) must nurture environments where commonalities and differences among people are recognized and honored.

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

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

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</table>

PART 11. DIVERSITY (Criterion Measures)

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

<table>
<thead>
<tr>
<th>Award Criteria-Yearly Banquet</th>
<th>Sport Club Mission</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Sport Club Mission</th>
<th>Sport Club Council</th>
<th>Middle Eastern Dance</th>
<th>Mixed Martial Arts</th>
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</table>

Rating Scale

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<td>Fully Met</td>
<td>Not Rated</td>
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<tbody>
<tr>
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<td>Minimally Met</td>
<td>Well Met</td>
<td>Fully Met</td>
<td>Not Rated</td>
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</tbody>
</table>
11.3 The program promotes respect for commonalities and differences in historical and cultural contexts.

Art

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

Part 11: Diversity Overview Questions

A. In what ways does the program contribute to the nurturing of diversity?

Recreational Sports contributes to the nurturing of diversity by offering a variety of programs, activities, and sport interest groups through the Wellness program, Sport Club program, Family program and awards and recognition banquet.

B. How does the program serve the needs of diverse populations?

The Sport Club structure allows for clubs to be established based on the wants and interest of students so it allows for diverse populations to have their needs fulfilled. The league structure and sport offerings (individual/dual/team sports) within Intramurals contributes to needs of diverse populations; The wellness program and offerings of open recreation time, as well as the student employment opportunities within the department also serve these needs.

Part 12: ETHICS

All persons involved in the delivery of the Recreational Sports Program (RSP) must adhere to the highest principles of ethical behavior. The RSP must develop or adopt and implement appropriate statements of ethical practice. The RSP must publish these statements and ensure their periodic review by relevant constituencies.

Ethical standards of relevant professional associations should be considered.

RSP staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students’ education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

All RSP staff members must be aware of and comply with the provisions contained in the institution’s human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

RSP staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

RSP staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, all RSP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.
RSP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

RSP staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

RSP staff members must be knowledgeable about and practice ethical behavior in the use of technology.

<table>
<thead>
<tr>
<th>PART 12. ETHICS (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1 All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice. <a href="#">Computer Use Policy</a> <a href="#">Ethics Online Course</a> <a href="#">NIRSA Code of Ethics</a></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>12.2 The program has a written statement of ethical practice that is reviewed periodically. <a href="#">TAMUS Ethics System Policy</a></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>12.3 Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice. <a href="#">Attestation Form</a> <a href="#">Confidentiality Statement</a> <a href="#">FERPA</a></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>12.4 Information contained in students’ education records is never disclosed without written consent except as allowed by law and institutional policy. <a href="#">FERPA</a></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>12.5 Information judged to be of an emergency nature when an individual’s safety or that of others in involved is disclose to appropriate authorities. <a href="#">Emergency Action Plan</a> <a href="#">Accident Report</a> <a href="#">Incident Report</a></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>12.6 All staff members comply with the institution’s human subjects research and other policies addressing confidentiality of research data concerning individuals. <a href="#">Assurance of Protection of Human Research</a></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>12.7 Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others. <a href="#">Ethics Online Course</a> <a href="#">External Job Approval Form</a></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>12.8 Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment. <a href="#">Ethics Online Course</a> <a href="#">Sexual Harassment Training</a></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>12.9 Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes. <a href="#">Money Handling Procedures</a> <a href="#">P-Card Guidelines</a></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>12.10 All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications. <a href="#">Organizational Chart</a> <a href="#">Annual Report</a></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>12.11 Staff members confront and otherwise hold accountable others who exhibit unethical behavior. <a href="#">Write Up Form</a></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>12.12 Staff members practice ethical behavior in the use of technology. <a href="#">Computer Use Policy</a> <a href="#">Attestation Form</a> <a href="#">Don Weber Email</a></td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>
Part 12: Ethics Overview Questions

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

Texas A&M University System rules, University Rules and Procedures, National Intramural Recreational Sports Association (NIRSA) standards, and the University and departmental mission statements guide the program and its staff members.

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

The program relies on FERPA training, Ethics training required by law, completion of the university attestation form and confidentiality statement forms which Human Resources provides for managing confidentiality issues.

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

Ethical dilemmas are reported to director and addressed with the individual. If further disciplinary action is needed then formal reprimands are given. Staff is required to disclose information with regards to outside employment at the beginning of each fiscal year by completing necessary form and submitting to supervisor.

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

Staff members are required to take an online course on Ethics training per Texas A&M University System rules and must score 100% on the test that is administered. Direct supervisor has responsibility of supervising staff throughout the year and will address any unethical conduct. During annual performance evaluation ethical conduct in question may also be addressed.

Part 13: ASSESSMENT and EVALUATION

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

Evaluation of student and institutional needs, goals, objectives, and the effectiveness of the recreational sports program should occur on a periodic basis. A representative cross-section of appropriate people from the campus community should be involved in reviews of the recreational sports program.

The RSP must evaluate periodically how well they complement and enhance the institution’s stated mission and educational effectiveness.

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

<table>
<thead>
<tr>
<th>PART 13. ASSESSMENT AND EVALUATION (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>13.3 The program evaluates periodically how well it complements and enhances the</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>
Part 13: Assessment and Evaluation Overview Questions

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

The program conducts assessment on a semester and yearly basis creating short-term and long-term goals for the program via a unit plan.

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

Each staff member is required to submit yearly goals for each of the program areas to the director. Discussion with director over goals submitted occurs to ensure they are aligned with program mission. Goals are evaluated on achievement during annual performance evaluation.

C. How are student learning and development outcomes determined to ensure their level of achievement?

Student learning and development outcomes are currently not done.
**CAS**
Recreational Sports Program

**Work Form A**
Assessment, Ratings, and Significant Items

**INSTRUCTIONS:**
This work form should be completed following individual ratings of the participants. For each of the 13 Parts, identify (circle) the criterion measure item number(s) in the column labeled for which there is a substantial rating discrepancy (two or more ratings apart). Items not circled should reflect consensus among judges that practice in that area is satisfactory. Items where judgment variance occurs need to be discussed thoroughly by team members. Follow this action by determining which practices (criterion measures) can be designated as “excellent” or “unsatisfactory” and record them in the **Step One** column. In **Step Two**, list the items requiring follow-up action including any criterion measure rated as being unsatisfactory by any reviewer.

<table>
<thead>
<tr>
<th>Part</th>
<th>Items</th>
<th>Excellent</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mission</td>
<td>1.1 1.5b 1.2</td>
<td>1.3 1.4</td>
<td>1.5a</td>
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<td></td>
<td>1.5c</td>
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<tr>
<td>2. Program</td>
<td>2.1 2.4.3 2.4</td>
<td>2.3 2.4.1</td>
<td>2.4.2 2.4.7</td>
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<td>2.4.8 2.4.13 2.6</td>
<td>2.4.10 2.4.15</td>
<td>2.4.12 2.5</td>
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<tr>
<td>3. Leadership</td>
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<td>3.3 3.4</td>
<td>3.5 3.7d</td>
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<td>3.7a 3.7b</td>
<td>3.7c 3.10</td>
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<td>3.11</td>
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<tr>
<td>4. Organization &amp;</td>
<td>4.1 4.2 4.3</td>
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<td>Management</td>
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<td>5. Human Resources</td>
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<td>7. Facilities,</td>
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<td>Technology, &amp; Equipment</td>
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<td>8. Legal Responsibilities</td>
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<td>10. Campus and</td>
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<td>External Relations</td>
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<thead>
<tr>
<th>11. Diversity</th>
<th>11.1</th>
<th>11.2</th>
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<tr>
<td>12. Ethics</td>
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<td>13. Assessment &amp; Evaluation</td>
<td>13.1</td>
<td>13.2</td>
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</table>

**Step Two:** List item number(s) for each Part determined to merit follow-up and describe the practice weaknesses that require attention

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INSTRUCTIONS:
The purpose of this work form is to begin the planning for action to be taken on practices judged to merit follow-up (See Step 1, Work Form A). In Step Three, transfer short descriptions of the practices requiring follow-up and detail these items using the table format provided.

<table>
<thead>
<tr>
<th>Practice Description</th>
<th>Corrective Action Sought</th>
<th>Task Assigned To</th>
<th>Timeline Due Dates</th>
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</table>
Step Four:
This form concludes the self-assessment process and calls for action to be taken as a consequence of study results. Write a brief action plan statement in the spaces below for each Part in which action is required.

Part 1: Mission

Part 2: Program

Part 3: Leadership

Part 4: Organization and Management

Part 5: Human Resources

Part 6: Financial Resources

Part 7: Facilities, Technology, and Equipment

Part 8: Legal Responsibilities

Part 9: Equity and Access

Part 10: Campus and External Relationships

Part 11: Diversity

Part 12: Ethics

Part 13: Assessment and Evaluation
Part 1: MISSION

The Campus Activities Program (CAP) must incorporate student learning and student development in its mission. The CAP must enhance overall educational experiences. The CAP must develop, record, disseminate, implement and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. The CAP must operate as an integral part of the institution's overall mission.

The CAP must complement the institution's academic programs. The purposes must enhance the overall educational experiences of students through development of, exposure to, and participation in social, cultural, multicultural, intellectual, recreational, community service, and campus governance programs.

Campus activities programs should provide environments in which students and student organizations are afforded opportunities and are offered assistance to:

- participate in co-curricular activities; participate in campus governance
- develop leadership abilities
- develop healthy interpersonal relationships
- use leisure time productively
- explore activities in individual and group settings for self-understanding and growth
- learn about varied cultures and experiences, ideas and issues, art and musical forms, and life styles
- design and implement programs to enhance social, cultural, multi-cultural, intellectual, recreational, community service, and campus governance involvement
- comprehend institutional policies and procedures and their relationship to individual group interests and activities
- learn of and use campus facilities and other resources

Campus activities programs should be planned and implemented collaboratively by students, professional staff, and faculty. Such programs should reflect the institution's ideals and should serve to achieve its goals. These programs especially serve to enhance the appropriate recruitment and retention of students, to strengthen campus and community relations, and to reinforce accurate images of the institution. Programs should be comprehensive and should reflect and promote the diversity of student interests and needs, allowing especially for the achievement by students of a sense of self-worth and pride.

<table>
<thead>
<tr>
<th>PART 1. MISSION (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
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<tbody>
<tr>
<td>1.1 A program mission and goals statement exists and is reviewed periodically.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>UCSA Mission Statement</td>
<td></td>
</tr>
<tr>
<td>1.2 Student learning, development, and educational experiences are incorporated in the mission statement.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>UCSA Mission Statement</td>
<td></td>
</tr>
<tr>
<td>1.3 The mission is consistent with that of the host institution and the CAS standards.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>UCSA Mission Statement TAMUCC Mission Statement</td>
<td></td>
</tr>
<tr>
<td>1.4 The program functions as an integral part of the host institution's overall mission.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>TAMUCC Mission Statement</td>
<td></td>
</tr>
</tbody>
</table>
Part 1: Mission Overview Questions

A. What is the program mission?
The objective of the Office of the University Center and Student Activities (UCSA) is to foster a healthy academic climate and professional atmosphere which promotes and encourages student leadership, learning, and growth.

The goal of our office is to improve the quality of life on campus through activities, programming and student employment. These programs and activities will fit the needs of the students in interpersonal and leadership development, provide campus entertainment, and encourage students to become involved in organizations and activities.

Finally, the University Center serves as the “Living Room” of the campus and strives to be a place where students, faculty, and staff can interact and learn and laugh with one another.

B. How does the mission embrace student learning and development?
Addresses the promotion and encouragement of student leadership, learning, growth and leadership development.

C. In what ways does the program mission complement the mission of the institution?
To foster a healthy academic climate and professional atmosphere.

Part 2: PROGRAM

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic.

Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.
The Campus Activities Program (CAP) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

The table below offers examples of evidence of achievement of student learning and development.

<table>
<thead>
<tr>
<th>Relevant, Desirable Student Learning and Development Outcomes</th>
<th>Examples of Evidence of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Growth</td>
<td>Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences</td>
</tr>
<tr>
<td>Effective Communication</td>
<td>Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances</td>
</tr>
<tr>
<td>Enhanced Self-Esteem</td>
<td>Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others</td>
</tr>
<tr>
<td>Realistic Self-Appraisal</td>
<td>Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences</td>
</tr>
<tr>
<td>Clarified Values</td>
<td>Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work and lifestyle values and explains how they influence decision-making</td>
</tr>
<tr>
<td>Career choices</td>
<td>Articulate career choices based on assessment of interests, values, skills and abilities; Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills and accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education</td>
</tr>
<tr>
<td>Leadership Development</td>
<td>Understands that leadership is a process rather than a position; Acknowledges that leadership is relational; Understands that everyone has a leadership capacity; Engages in the leadership process in increasing levels of quality and quantity; Analyzes contexts that influence the leadership process (i.e., characteristics of self and others, society, organizations); Relates insights to the application of the leadership process; Recognizes the ethical components of leadership</td>
</tr>
<tr>
<td>Healthy Behavior</td>
<td>Chooses behaviors and environment that promote health and reduce risk; Articulate the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community.</td>
</tr>
<tr>
<td>Meaningful Interpersonal Relationships</td>
<td>Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others’ points of view; Treats</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Independence</strong></td>
<td>Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills</td>
</tr>
<tr>
<td><strong>Social Responsibility</strong></td>
<td>Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities</td>
</tr>
<tr>
<td><strong>Satisfying and Productive Lifestyle</strong></td>
<td>Achieves balance between education, work and leisure time; Articulates and meets goals for work, leisure and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values; Articulates long-term goals and objectives</td>
</tr>
<tr>
<td><strong>Appreciating Diversity</strong></td>
<td>Understands one’s own identity and culture. Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulate the advantages and challenges of a diverse society; Challenges appropriately abusive use of stereotypes by others; Understands the impact of diversity on one’s own society</td>
</tr>
<tr>
<td><strong>Spiritual Awareness</strong></td>
<td>Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors</td>
</tr>
<tr>
<td><strong>Personal and Educational Goals</strong></td>
<td>Sets, articulates, and pursues individual goals; Articulate personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one’s personal and educational goals on others</td>
</tr>
</tbody>
</table>

The CAP must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.

The CAP must include social, cultural, multicultural, intellectual, recreational, governance, leadership, group development, campus and community service, and entertainment programs. Effective administrative support and individual and group advising must be provided.

The CAP should be based on valid indicators of student needs and interests, such as results of needs assessment surveys, research findings, professional literature, and judgments of professionals.

The CAP should be of broad scope, inclusive of all educational domains for student learning and development. Representative programming includes activities that:
- reinforce classroom instruction and complement academic learning
- offer instruction and experience in social skills and social interactions
- provide opportunities for individual participation in group membership and leadership
- develop citizenship through participation in campus and community affairs
- foster campus and community inter-group participation in common concerns and interests
- promote physical and psychosocial well-being
- stimulate the cultural, intellectual, and social life of the campus community
- promote understanding of people of varied cultures and ethnic backgrounds
- raise awareness about and address the needs of women, persons with disabilities and other special populations
- develop and disseminate activities calendars, organizational directories, student handbooks, and other materials on public events
• foster meaningful interactions between students and members of the faculty, administration, and staff

The CAP should be promoted and produced according to professional practices and protocols. They should blend into the fabric of the institution, adding richness and texture to on-going and integral functions. Programs may evolve from student self-governing bodies which may conduct a wide variety of activities and services, including executive, judicial, legislative, business functions, and educational programs consistent with institutional values and mission.

The CAP may involve recruiting, negotiating, and contracting with performers by students. Entertainment should reflect the values stated in the campus activities mission statement. Admission fees for activities should be maintained at levels that encourage wide-spread student attendance at events. Policies should discourage hospitality requirements allowing for the provision of alcohol for entertainers. A constituency-based advisory system should be in place for activities planning, execution, and evaluation.

<table>
<thead>
<tr>
<th>PART 2. PROGRAM (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 The CAP promotes student learning and development that is purposeful and holistic, consisting of the curriculum and co-curriculum. UCSA Brochure</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.2 The program has identified student learning and development outcomes that are relevant to its purpose. No outcomes identified</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>

List student learning and/or developmental outcomes in spaces provided

2.4.1 Intellectual Growth

- Aloha Days & TIDE retention report
- Aloha Days Roundtable Discussion Items
- TIDE training schedule
- CAB R&R Evaluation
- CAB Promo Officer Evaluation
- CAB President Evaluation
- Aloha Days Assistant Assignments
- TIDE Mentor Expectations Chair Person Responsibilities-CAB
- CAB Newsletter 2 Oct30-07
- Events 16
- ICA Officer Duties
- STLC Workshop Guide
- Island Waves Student Publication
- TIDE Mentor Expectations
- TIDE Coordinator Application

2.4.2 Effective Communication

- Aloha Days training agendas
- Assistant Assignments
- CAB Newsletter 2
- Oct30-07
- Events 16
- ICA Officer Duties
- STLC Workshop Guide
- Island Waves Student Publication
- TIDE Mentor Expectations
- TIDE Coordinator Application

2.4.3 Enhanced Self-Esteem

- CAB Newsletter 2 Oct30-07
- TIDE Mentor Expectations
- STLC Workshop Guide
- Aloha Days Assistant Assignments

2.4.4 Realistic Self-Appraisal

- CAB Chair Self Evaluation
- OA yearly eval

2.4.5 Clarified Values

- Aloha Days training agendas
- TIDE Mentor Expectations
- Health Talk
2.4.6  Career Choices
Alex Snowden resume  Alex Snowden internship Rec. letter
Heather Hernandez resume  Josh Machicheck Leadership Consultant Rec. Letter

2.4.7  Leadership Development
Aloha Days training agendas  Student Assistant Assignments  EDGE leadership wkshp Assessment  Oct 07  EDGE Retreat  Oct 07  ICA Officer Duties  ICA retreat agenda  TIDE Mentor Expectations  Retreat Planning
Schedule for Aloha Days 07  STLC 2007 Schedule  STLC Workshop Guide TIDE student coordinator application  TIDE training schedule

2.4.8  Healthy Behavior
Aloha Days Health Talk  Fall 07 P&P  HAZING Power Point  Roundtable Discussion Items  Schedule for Aloha Days Camp 07

2.4.9  Meaningful Interpersonal Relationships
Aloha Days Health Talk  Mentor Expectations  Roundtable Discussion Items TIDE student coordinator application  TIDE training schedule  AD Coordinator Application

2.4.10 Independence
Student Assistant Assignments  EDGE Retreat  Oct 07  Events 16 ICA Officer Duties  TIDE student coordinator application  Aloha Days detailed/staff schedule

2.4.11 Collaboration
STLC 07  WWW flier  Fall fest flyer07  Sex Signals 07 flier  Programs offered

2.4.12 Social Responsibility
Fall 07 P&P  The Constitution of the Panhellenic Association UCSO constitution  IFC Constitution

2.4.13 Satisfying and Productive Lifestyle
Roundtable Discussion Items  Aloha Days Health Talk  Student Assistant Assignments  Employee Performance Doc-Blank

2.4.14 Appreciate Diversity
Aloha Days training agendas  ICA officer retreat Assessment  ICA retreat agenda  STLC Workshop Guide  TIDE training schedule  Demographic info 06-07

2.4.15 Spiritual Awareness
RSO Brochure 07-08
Part 2: Program Overview Questions

A. What are the primary elements of the program?
   Leadership opportunities and skill development

B. What evidence exists that confirms the program contributes to student learning and development?
   Training manuals and documents

C. What evidence is available to confirm program goals’ achievement?
   Annual Report 05-06   Annual Report 06-07

Part 3: LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Campus Activities Program (CAP) leaders within the administrative structure to accomplish stated missions. Leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as
well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness.

Institutions must determine expectations of accountability for leaders and fairly assess their performance. CAP leaders must exercise authority over resources for which they are responsible to achieve their respective missions.

Leaders must:

- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
- manage financial resources
- coordinate human resources
- plan, budget for, and evaluate personnel and programs
- apply effective practices to educational and administrative processes
- communicate effectively
- initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area

CAP leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement. Leaders must promote campus environments that result in multiple opportunities for student learning and development. Leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.

<table>
<thead>
<tr>
<th>PART 3. LEADERSHIP (Criterion Measures)</th>
<th>Rating Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 The host institution has selected, positioned, and empowered a program leader. PDQ Director S07</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials. UCSA Staff Experience</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness. Annual Report 05-06 Annual Report 06-07</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.4 Clearly defined leader accountability expectations are in place. Exempt Employee Performance Appraisal Brenda Job Duties and Expectations</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Steph Job duties and expectations Wendy Job Duties and Expectations</td>
<td></td>
</tr>
<tr>
<td>3.5 Leader performance is fairly assessed on a regular basis. Exempt Employee Performance Appraisal Employee Performance Doc-Blank</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Employee evaluations are done once a year and kept in Human Resources.</td>
<td></td>
</tr>
<tr>
<td>3.6 The leader exercises authority over program resources and uses them effectively. Work environment email email-manage physical email-moving student orgs</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>3.7 The program leader: 3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>SD Opp Sample Email 1 SD Opp Sample Email 2 SD Opp Sample Email 3</td>
<td></td>
</tr>
</tbody>
</table>
3.7b prescribes and practices appropriate ethical behavior

3.7c recruits, selects, supervises, instructs, and coordinates staff members

3.7d manages fiscal, physical, and human resources effectively

3.7e applies effective practices to educational and administrative processes

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

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

3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.

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

Part 3: Leadership Overview Questions

A. In what ways are program leaders qualified for their roles?
- Based on education and previous related experience

B. In what ways are program leaders positioned and empowered to accomplish the program mission?
- Leaders are assigned responsibilities based on experience and ability; able to set foals for programs and are responsible for implementation.

C. How are program leaders accountable for their performance?
- Bi-weekly meetings with direct supervisor, yearly evaluations.

D. What leadership practices best describe program leaders?
- Leaders operate off a theory of collaboration and ethical advising style.

Part 4: ORGANIZATION and MANAGEMENT

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

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

<table>
<thead>
<tr>
<th>PART 4. ORGANIZATION AND ADMINISTRATION (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 The program is structured purposefully and managed effectively.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Effective management practice includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Channels are in place for regular review of administrative policies and procedures.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>

Part 4: Organization and Management Overview Questions

A. What are the institutional organizational structures that define, enable, or restrain the program?
   - Following university rules and university contracts with outside vendors.

B. What protocols or processes are in place to insure effective management of the program?
   - Annual evaluations are reviewed by the Dean/Assistant VP of Student Affairs. Dean also meets regularly with Directors, both individually and as a group, to determine needs and effectiveness.

Part 5: HUMAN RESOURCES

The Campus Activity Program (CAP) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, programs and services must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. The program and service must strive to improve the professional competence and skills of all personnel it employs.

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

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

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments.

Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

Joint ventures in staff development should be encouraged by colleagues in allied programs such as recreational sports, residence hall programming, programming for students of traditionally under-
represented groups and international students, regardless of whether they are administratively connected with campus activity programs. Students should be trained in leadership concepts and skills, organizational development, ethical behavior, and other skill training particular to distinctive programming requirements, such as contracting for entertainment. Training should emphasize mutual sensitivity, recognizing diverse and special student or community population needs.

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

Individuals such as part-time professionals, graduate assistants, practicum and internship students, hourly wage employees and volunteers may support full-time professional staff and assist with campus activity programs.

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

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

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

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

Depending upon the scope of campus activities programs, the activities staff may include an activities director, a program coordinator, organization and program advisors, orientation and leadership specialists, and a financial officer.

The primary functions of full-time professional staff members include the administration and coordination of campus activities programs; assessment of student interests and needs, planning implementing, and evaluating programs for students; advising student groups; and advising student governance organizations.

<table>
<thead>
<tr>
<th>PART 5. HUMAN RESOURCES (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 The program is staffed adequately with personnel qualified to accomplish its mission.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>UCSA Five Year Strategy UCSA Staff Experience</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.2 Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Performance Evaluation Rules UCSA Org Chart-12-06</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Exempt Employee Performance Appraisal Annual Report 05-06</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Annual Report 06-07 TAMU System Training Training Outline</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Student Worker Structure</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.3 The program strives to improve the professional competence and skills of all staff members.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Annual Report 06-07 Annual Report 05-06</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.4 Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Kim PDQ Annual Report 05-06 Annual Report 06-07 PDQ Wendy</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>
5.5 Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.

No interns

5.6 Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situations beyond their training.

OA Interview Questions  Office Coordinator Interview Questions
Phone Etiquette  Student Worker Structure  UCSA Student Employee Handbook 9th edition

5.7 Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.

sept mtg minutes  UCSA Student Employee Handbook 9th edition

5.8 Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.

Student Data Security  Webmaster & Marketing job desc  Assistant Director PDQ

5.9 Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.

Brenda Job Duties and Expectations  Kim D Job Duties and Expectations  Steph Job duties and expectations

5.10 Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.

salary data  ACUI - Salary Survey

5.11 Hiring and promotion practices are fair, inclusive, and non-discriminatory.

Employment Forms HR - TAMUCC

5.12 A diverse program staff is in place that provides readily identifiable role models for students.

Coordinator 2 Job Duties and Expectations  Coordinator 1 Job Duties and Expectations  Coordinator 3 Job Duties and Expectations  Assistant Director Job duties and expectations

Annual Report 05-06  Annual Report 06-07

5.13 Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.

Coordinator 2 PDQ  Coordinator 3 PDQ  Employee Performance Appraisal  UCSA Five Year Strategy  Goal Planning 2008

5.14 The program has a system for regular staff evaluation.

UCSA Staff Experience

5.15 The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.

Annual Report 05-06  Annual Report 06-07

Part 5: Human Resources Overview Questions

A. What is the strategic plan for staffing the program?

   UCSA Five Year Strategy

B. In what ways are staff members’ qualifications insured and their performance judged?

   Reference Checks before hiring; HR obtains and verifies transcripts

C. In what ways does the program train, supervise, and evaluate staff members?

   Weekly Staff meetings; bi-weekly 1:1 meetings; yearly evaluations

Part 6: FINANCIAL RESOURCES
The Campus Activity Program (CAP) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives, and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.

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

The CAP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols. Methods for collecting and allocating fees must be clear and equitable. The authority and processes for decisions relevant to campus activities fees must be clearly established and funds be spent consistent with established priorities.

Funds for campus activities programs may be provided through state appropriations, institutional budgets, activities fees, user fees, membership and other specialized fees, revenues from programming or fund-raising projects, grants, and foundation resources. Funds may be supplemented by income from ticket sales, sales of promotional items, and individual or group gifts consistent with institutional policies.

Students who have fiscal responsibility must be provided with information and training regarding institutional regulations and policies that govern accounting and handling of funds.

Adequate funding should be available for CAP including social, cultural, multicultural, intellectual, recreational, and campus governance programs.

Authority for decisions relevant to campus activities fees should rest in large part with students. Because of the amounts of money generated by campus activities and because of the transience of the student population, good business practice dictates that reasonable safeguards be established to ensure responsible management of and accounting for the funds involved.

Student organizations may be required to maintain their funds with the institution's business office in which an account for each group is established and where bookkeeping and auditing services are provided. When possible, it is recommended that processes be established to permit individual student organizations to keep account of their own business transactions.

Within this framework, the campus activities office works collaboratively with student organizations on matters of bookkeeping and budgeting, and other matters of fiscal accountability, including contract negotiations, consistent with institutional practices.

Mandatory activities fees normally are initiated by a vote of the student body. The fees, once approved through institutional processes, may be managed and allocations distributed by representative student governing bodies or by another allocations board or committee.

Finance committees of student organizations or student governments should work collaboratively with staff members to establish campus activities fees and priorities. Students and staff members should share responsibility for budget development and implementation according to mutually established program priorities.

Specialized fees, generally applicable to college unions and residence halls governing groups and administered by their representative governing bodies, can be considered as part of the overall funding of the range of student activities available.

Professional staff members should educate students about the basics of financial management.

<table>
<thead>
<tr>
<th>ND</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Done</td>
<td>Not Met</td>
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PART 6. FINANCIAL RESOURCES (Criterion Measures)
6.1 The program has adequate funding to accomplish its mission and goals. 
**UCSA Five Year Strategy**

6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources. 
**Fiscal year 08 Budget**

6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols. 
**Stud Act Admin Budget Summary 06-07.pdf**

6.4 Methods for collecting and allocating fees are clear and equitable.

6.5 The authority and processes for decisions relevant to campus activities fees are clearly established.

6.6 The program provides students with information about activities fiscal responsibilities. 
**RSO Handbook**, pgs. 50-57

6.7 The program provides students with training about regulations and policies governing the accounting and handling of funds. 
**UCSO P&P**

---

**Part 6: Financial Resources Overview Questions**

A. What is the funding strategy for the program?

Funding is allocated from Student Service Fees. The office submits budgets to the Dean, they are reviewed and then shared with the Student Fee Advisory Committee. The SFAC can make recommendations for changes, which are given to the President.

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

End of year summary of accounts remain within budget, on going training of staff in fiscal matters, complies with university’s fiscal policies and procedures.

---

**Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT**

The Campus Activity Program (CAP) must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

Facilities should be located conveniently and designed with flexibility to serve the wide variety of functions associated with campus activities. Appropriate facilities, accessible to all clients, should be provided including student organization offices and adequately equipped public performance spaces.

The CAP may occur in college unions. [See Standards and Guidelines for College Unions] In addition to their traditional programming, social and service facilities, unions typically house campus activities programs, student organization offices, and related meeting and work and storage rooms. Campus activities functions also may take place in the residence halls, recreation centers, fraternity and sorority houses, sports facilities, and other campus locations.

Staff and student space should be designed to encourage maximum interaction among students and between staff members and students.
Part 7: Facilities, Technology, and Equipment Overview Questions

A. How are facilities, technology, and equipment inventoried and maintained?

Inventoried by Physical Plant each year; staff computers are replaced every 2-3 years.

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

Reservation policies and use reports give evidence of access to facilities, technological aids and equipment. Examples of health and safety evidence are inspection reports by the Health Department for food services, inspections of elevators and fire extinguishers, Material Data Safety Sheets, CPR/AED/First Aid training certificates for staff members, computer security attestation forms for staff. Other existing items are the evacu-track equipment for fire safety, past fire marshal inspections, and preventative maintenance schedule.

Each staff member reviews safety and security issues based on programs being offered.

Part 8: LEGAL RESPONSIBILITIES

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

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

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

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

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<tr>
<th>PART 8. LEGAL RESPONSIBILITIES (Criterion Measures)</th>
<th>Rating Scale</th>
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<tbody>
<tr>
<td>8.1 Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities. FERPA training Annual Report 06-07 Annual Report 05-06 Legal advice</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Resumes are located in HR</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program. RSO Handbook P&amp;P Agenda Advisor Mtg 07-08.pdf</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel. Enforcing policies email RSO Handbook, pgs 42-46 UCSO minutes 11-28-07</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>
8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options. 

**RSO Handbook**, pgs 42-46

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

**Legal advice**

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

**P&P Mtg. Agenda**

| 8.4 | Staff members are informed about institutional policies regarding personal liability and related insurance coverage options. | ND 1 2 3 4 NR |
| 8.5 | Legal advice is available to staff members as needed to carry out assigned responsibilities. | ND 1 2 3 4 NR |
| 8.6 | Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities. | ND 1 2 3 4 NR |

**Part 8: Legal Responsibilities Overview Questions**

A. What are the crucial legal issues faced by the program?

| **Risk management in travel, accidents or injuries during functions, food safety, freedom of speech and association, enforcing hazing and alcohol policies** |

B. How are staff members instructed, advised, or assisted with legal concerns?

| **By consulting with a supervisor; Presidential memos; System legal representative is available to all employees if legal action involves the duties of their employment.** |

**Part 9: EQUITY and ACCESS**

Campus Activity Program (CAP) staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. The CAP must adhere to the spirit and intent of equal opportunity laws.

The CAP must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the bases of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

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

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

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<tr>
<th><strong>PART 9. EQUITY AND ACCESS</strong> (Criterion Measures)</th>
<th><strong>Rating Scale</strong></th>
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</thead>
<tbody>
<tr>
<td>9.1 All programs and services are provided on a fair and equitable basis.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>9.2 All program facilities and services are accessible to prospective user.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>9.3 Program operations and delivery are responsive to the needs of all students and other users.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>9.4 All services adhere to the spirit and intent of equal opportunity laws.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>
Part 9: Equity and Access Overview Questions

A. How does the program insure non-discriminatory, fair, and equitable treatment to all constituents?
   - Review demographic information at the end of every year

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 staff members?
   - Yearly review of programs; diverse student staff

Part 10: CAMPUS and EXTERNAL RELATIONS

The Campus Activities Program (CAP) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

Campus activities programs should encourage faculty and staff members throughout the campus community to be involved in campus activities. Faculty members should serve as valuable resources related to their academic disciplines, especially as lecturers, performers, artists, and workshop facilitators. Faculty and staff members who serve as administrative advisors may work directly with organizations in program and leadership development and should be supported by the activities staff. Faculty members, staff, and administrators external to the program or institution may be important resources for activities programs. Faculty and staff members, administrators, and students may serve together on advisory boards to provide leadership for important initiatives.

Campus activities programs are highly visible to persons on and off campus and may be influential in forming public opinion about the institution and creating a positive environment for both communities. Cooperation between governmental and social organizations and campus activities programs on matters of mutual community concern strengthens the institution's role in the community, expands the resources available to both communities, and provides valuable developmental opportunities for students.

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</table>

PART 10. CAMPUS and EXTERNAL RELATIONS (Criterion Measures)

10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.

- 06-07 Philanthropy Report
- UCSA Advisory Board By-Laws
- Campus Relations FY 06&07
- Community Service FY 06&07

Rating Scale

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</table>

Part 10: Campus and External Relations Overview Questions

A. With which relevant individuals, groups, campus offices, and external agencies must the program maintain effectively relations?
   - Outreach, Housing, First Year Experience Program, Career Services, Academic Affairs

B. What evidence confirms effective relationships with program constituents?
   - Collaborations with them are listed in the annual report.
Part 11: DIVERSITY

Within the context of each institution’s unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, the Campus Activity Program (CAP) must nurture environments where commonalties and differences among people are recognized and honored.

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

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

The CAP must provide educational activities that sensitize all constituencies to an appreciation and understanding of cultural diversity among people. Activities programs must emphasize self-assessment and personal responsibility for improving intercultural relations.

<table>
<thead>
<tr>
<th>PART 11. DIVERSITY (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1 The program nurtures environments wherein commonalties and differences among people are recognized and honored.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>11.3 The program promotes respect for commonalities and differences in historical and cultural contexts.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>

Part 11: Diversity Overview Questions

A. In what ways does the program contribute to the nurturing of diversity?

Cultural Events are hosted each fall and spring semester. Several programs conduct diversity training during the year.

B. How does the program serve the needs of diverse populations?

A variety of cultural events are offered. Safe Zone notices are on all office doors. Program tries to serve different populations through offerings (see annual report).

Part 12: ETHICS

All persons involved in the delivery of the Campus Activity Program (CAP) must adhere to the highest principles of ethical behavior. The program must develop or adopt and implement appropriate statements of ethical practice. The program must publish these statements and ensure their periodic review by relevant constituencies.
Applicable statements may include principles and standards pertaining to:

- civil and ethical conduct
- accuracy of information (i.e., accurate presentation of institutional goals, services, and policies to the public and the college or university community, and fair and accurate representation in publicity and promotions)
- conflict of interest
- role conflicts
- fiscal accountability
- fair and equitable administration of institutional policies; effective disclosure of and respect for relevant civil and criminal law
- student involvement in related institutional decision
- free and open exchange of ideas through campus activities programs
- fulfillment of contractual arrangements and agreements

Staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

All staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

Staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

Staff members must strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, all staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

Staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

Staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

Staff members must be knowledgeable about and practice ethical behavior in the use of technology.

<table>
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<tr>
<th>PART 12. ETHICS (Criterion Measures)</th>
<th>Rating Scale</th>
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<tbody>
<tr>
<td>12.1  All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical</td>
<td>ND 1 2 3 4 NR</td>
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</table>
practice. TAMUS Ethics Policy, ACUI - Mission, Purpose, Values, Code of Ethics, AFA Ethics, NACA Business Ethics

12.2 The program has a written statement of ethical practice that is reviewed periodically. UCSA Statement of Purpose, UC Student Staff Creed

12.3 Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice. Student Staff Training Presentation, Online Security Awareness Training, SS Number Attestation Form, FERPA Training Presentation Grade Report Confidentiality Statement

12.4 Information contained in students’ education records is never disclosed without written consent except as allowed by law and institutional policy. FERPA Training Presentation Grade Report Confidentiality Statement

12.5 Information judged to be of an emergency nature when an individual’s safety or that of others involved is disclose to appropriate authorities. FERPA Training Presentation, Incident Report Form, FT Staff Members Home Phone Numbers Available to Students 24X7 Aloha Days RM Info

12.6 All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals. Assurance of Protection of Human Research Subjects Rule

12.7 Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others. UCSA Statement of Purpose, Required Online Computer Ethics Course, external employment approval

12.8 Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment. Safe Zones

12.9 Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes. Purchasing Rules, Purchasing Rules 2, Purchasing Card Program Guidelines, Ethics Training Requirement

12.10 All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications. UCSA Staff Experience

12.11 Staff members confront and otherwise hold accountable others who exhibit unethical behavior. Progressive Disciplinary Policy, UCSA Statement of Purpose

12.12 Staff members practice ethical behavior in the use of technology. Acceptable Computer Use Policy comp acct request Technology Acceptable Use Policy

Part 12: Ethics Overview Questions

A. What ethical principles, standards, statements, or codes guide the program and its staff members? TAMUS and TAMUCC ethical guidelines; professional association guidelines.
B. What is the program’s strategy for managing student and staff member confidentiality issues?

Follow practices approved by Human Resources, Registrar. All professional and student staff members sign confidentiality statements. Confidential information is kept in locked cabinets and discarded (shredded) after the appropriate amount of time has passed, according to the System’s records retention schedule.

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

If an ethical dilemma or conflict of interest arises, the direct supervisor will address the issue on a case by case basis. Appropriate actions will be determined to correct the situation. If needed, Human Resources and the Dean of Students are also notified.

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

Annual on-line training is required by the System. Development opportunities may be offered to refresh learning in this area.

Part 13: ASSESSMENT and EVALUATION

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

The CAP must evaluate periodically how well they complement and enhance the institution’s stated mission and educational effectiveness.

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

The CAP should be evaluated regularly and the findings should be disseminated to appropriate campus agencies and constituencies.

Evaluation procedures should yield evidence relative to student success and retention, the achievement of program goals, quality and scope of program offerings, responsiveness to expressed interests, program attendance and effectiveness, cost effectiveness, quality and appearance of facilities, equipment use and maintenance, and staff performance.

Data sources should include students, staff, alumni, faculty, administrators, community members, and relevant documents and records. Instrumentation and methods should be scientifically designed and implemented.

Records of program evaluations should be maintained in the office of the administrative leader of campus activities programs and should be accessible to planners of subsequent programs.

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**PART 13. ASSESSMENT AND EVALUATION (Criterion Measures)**

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

**Assessment** Aloha Days 2007 Culture Fest 2007 STLC Evaluation 2007
UCSO Assessment 2006-2007 UCSO Assessment 2006-2007 Comments Greek Leadership Retreat Assessment Results 07

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

**Assessment** Aloha Days 2007 Culture Fest 2007 STLC Evaluation 2007

**Rating Scale**

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</table>
Part 13: Assessment and Evaluation Overview Questions

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

| Each program conducts either event or yearly evaluations to determine their effectiveness. At the end of each academic year, an annual report is compiled to review the program. A unit plan is created annually to determine if goals were achieved. Results are used to determine future action. In 2007, the program partnered with EBI to conduct an online survey, which they hope to repeat every 3 years. |

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

| Each program develops outcomes and means to measure them. Program is assessed to determine if goals were achieved. |

C. How are student learning and development outcomes determined to ensure their level of achievement?

| Learning and development outcomes are determined per program based on the standards of each program's missions statement and purpose. |
Part 1: MISSION

The College Union (CU) in higher education must incorporate student learning and student development in its mission. The program and service must enhance overall educational experiences. The program and service must develop, record, disseminate, implement and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. The program and service must operate as an integral part of the institution's overall mission.

The primary goals of the CU must be to maintain facilities, provide services, and promote programs that are responsive to student developmental needs and to the physical, social, recreational, and continuing education needs of the campus community.

The CU is a center for the campus community and, as such, is an integral part of the institution's educational environment. The union represents a building, an organization, and a program; it provides services, facilities, and educational and recreational programs that enhance the quality of college life.

Through the work of its staff and various committees the CU can be a "laboratory" where students can learn and practice leadership, programming, management, social responsibility, and interpersonal skills. As a center for the academic community, the union provides a place for increased interaction and understanding among individuals from diverse backgrounds.

To meet its goals, College Unions should provide:

- food services
- leisure time and recreational opportunities
- social, cultural, and intellectual programs
- continuing education opportunities
- retail stores
- service agencies that are responsive to campus needs
- student leadership development programs and opportunities
- student employment
- student development programs

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</table>
### PART 1. MISSION  *(Criterion Measures)*

<table>
<thead>
<tr>
<th>A. What is the program mission?</th>
<th>Rating Scale</th>
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<tbody>
<tr>
<td><strong>UCSA Mission</strong></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>1.1 A program mission and goals statement is in place and is reviewed periodically.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>1.2 Student learning, development, and educational experiences are incorporated in the mission statement</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td><strong>UCSA Mission</strong></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>1.3 The mission is consistent with that of the host institution and the CAS standards.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td><strong>TAMUCC Mission</strong></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>1.4 The program functions as an integral part of the host institution’s overall mission.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td><strong>UCSA Mission</strong></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>1.5 The primary goals are to maintain facilities, provide services, and promote programs that are responsive to student development needs and to the physical, social, recreational, and continuing needs of the campus community.</td>
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### Part 1: Mission Overview Questions

**A. What is the program mission?**

The objective of the Office of the University Center and Student Activities (UCSA) is to foster a healthy academic climate and professional atmosphere which promotes and encourages student leadership, learning and growth.

The University Center serves as the “Living Room: of the campus and strives to be a place where students, faculty, and staff can interact and learn and laugh with one another.

Finally, the goal of our office is to improve the quality of life on campus through activities, programming and student employment. These programs and activities will fit the needs of the students in interpersonal and leadership development, provide campus entertainment, and encourage students to be come involved in organizations and activities.

**B. How does the mission embrace student learning and development?**

The mission specifically speaks to fostering a healthy academic climate and professional atmosphere which promotes and encourages student learning and growth. By serving as the location for activities to occur, the University Center embraces student learning and development. Student employment is also specifically mentioned. This is a learning and development program for students. It is directly provided by the University Center.

**C. In what ways does the program mission complement the mission of the institution?**

The student employment program gives students the opportunity to directly acquire and apply knowledge as they learn and carry out job duties.

### Part 2: PROGRAM

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. The College Union (CU) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.
Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

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

The table below offers examples of evidence of achievement of student learning and development.

<table>
<thead>
<tr>
<th>Relevant, Desirable Student Learning and Development Outcomes</th>
<th>Examples of Evidence of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Responsibility</strong></td>
<td>Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities</td>
</tr>
<tr>
<td><strong>Leadership Development</strong></td>
<td>Articulates leadership philosophy or style; Serves effectively in a leadership position in a student organization; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills</td>
</tr>
<tr>
<td><strong>Satisfying and Productive Lifestyle</strong></td>
<td>Achieves balance between education, work and leisure time; Articulates and meets goals for work, leisure and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values; Articulates long-term goals and objectives</td>
</tr>
<tr>
<td><strong>Effective Communication</strong></td>
<td>Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances</td>
</tr>
<tr>
<td><strong>Meaningful Interpersonal Relationships</strong></td>
<td>Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others’ points of view; Treats others with respect</td>
</tr>
<tr>
<td><strong>Enhanced Self-Esteem</strong></td>
<td>Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others</td>
</tr>
<tr>
<td><strong>Independence</strong></td>
<td>Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively</td>
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</table>
**Realistic Self-Appraisal**
Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences

**Clarified Values**
Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work and lifestyle values and explains how they influence decision-making

**Appreciating Diversity**
Understands one's own identity and culture. Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulate the advantages and challenges of a diverse society; Challenges appropriately abusive use of stereotypes by others; Understands the impact of diversity on one's own society

**Intellectual Growth**
Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences

**Personal and Educational Goals**
Sets, articulates, and pursues individual goals; Articulate personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one's personal and educational goals on others

**Career choices**
Articulate career choices based on assessment of interests, values, skills and abilities; Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills and accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education

**Healthy Behavior**
Chooses behaviors and environments that promote health and reduce risk; Articulates the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community

**Spiritual Awareness**
Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors

Programs must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.

The CU activities and services must be appropriate to the size and diversity of the campus and must provide opportunities for student, staff, and faculty participation, interaction, and collaboration on policy establishment, facility operation, and program activities. The CU must strive to enhance intellectual and behavioral learning.

The program of College Unions includes services, facilities and activity events. The CU should provide, in varying degrees, food services, meeting rooms student and administrative offices an information-reception center, lounge(s), a merchandise counter or store, a lobby, public telephones, recreation facilities, and rest rooms.
Additional services and facilities provided by most unions include music listening rooms, table game rooms, space for exhibits, parking facilities, and conference rooms. The union should include a balanced variety of activities, such as art, performing arts, music, cinematic arts, games and tournaments, outdoor recreation, lecture and literary events, crafts and hobbies, social and dance events, and activities addressing social responsibility and human relations. Program events should be diverse reflecting the richness of the community's cultures.

<table>
<thead>
<tr>
<th>PART 2. PROGRAM (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 The program promotes student learning and development that is purposeful and holistic.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td><strong>UCSA Goals and Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>2.2 The program has identified student learning and development outcomes that are relevant to its purpose</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td><strong>UCSA Goals and Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td><strong>UCSA Goals and Objectives</strong></td>
<td></td>
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<tr>
<td>2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked</td>
<td></td>
</tr>
<tr>
<td><em>List student learning and/or developmental outcomes in spaces provided</em></td>
<td></td>
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<tr>
<td>2.4.1 ☐ Intellectual Growth</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td><strong>GPA Requirements Memo, Satisfactory Academic Progress Guidelines</strong></td>
<td></td>
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<tr>
<td>2.4.2 ☐ Effective Communication</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td><strong>Customer Service Standards from Employee Handbook, Communication Standards</strong></td>
<td></td>
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<tr>
<td>2.4.3 ☐ Enhanced Self-Esteem</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td><strong>Student Employee Evaluations, Employee of the Month Certificate, Award Winners, Progressive Disciplinary Program</strong></td>
<td></td>
</tr>
<tr>
<td>2.4.4 ☐ Realistic Self-Appraisal</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td><strong>Student Employee Evaluations, Progressive Disciplinary Program, Employee Performance Document, Slams-Kudos Form</strong></td>
<td></td>
</tr>
<tr>
<td>2.4.5 ☐ Clarified Values</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td><strong>UC Student Staff Creed</strong></td>
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<tr>
<td>2.4.6</td>
<td>Career Choices</td>
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<tr>
<td>2.4.7</td>
<td>Leadership Development</td>
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<tr>
<td>2.4.8</td>
<td>Healthy Behavior</td>
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<tr>
<td>2.4.9</td>
<td>Meaningful Interpersonal Relationships</td>
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<tr>
<td>2.4.10</td>
<td>Independence</td>
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<tr>
<td>2.4.11</td>
<td>Collaboration</td>
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<tr>
<td>2.4.12</td>
<td>Social Responsibility</td>
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<tr>
<td>2.4.13</td>
<td>Satisfying and Productive Lifestyle</td>
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<tr>
<td>2.4.14</td>
<td>Appreciate Diversity</td>
</tr>
<tr>
<td>2.4.15</td>
<td>Spiritual Awareness</td>
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<tr>
<td>2.4.16</td>
<td>Personal and Educational Goals</td>
</tr>
</tbody>
</table>

2.5 Program offerings are intentional, coherent and based on theories of learning and human development

2.6 Program offerings are designed to meet the developmental needs of relevant student populations and communities

UCSA Mission, UCSO Policies and Procedures Presentation, Student Training Presentation
2.7 The program is appropriate to the size and diversity of the campus.

UC Facilities Info Sheet, UCSO Registered Student Orgs, EMS Clients, Student Enrollment Data

2.8 The program provides opportunities for student, staff, and faculty participation, interaction, and collaboration on policy establishment, facility operation, and program activities.

UCSA Advisory Board By-Laws, UC Customer Service Survey Results

2.9 The program strives to enhance intellectual and behavioral learning.

Student Employment Evaluation, Employee of the Month Program, GPA Requirements, ILEAD Opportunities, Progressive Disciplinary Policy, Satisfactory Academic Progress, Building Manager Training Matrix, OCP Training Matrix, BM Assessment, OCP Assessment

Part 2: Program Overview Questions

A. What are the primary elements of the program?

The primary element of the program for College Unions is the student employment program. The other primary element is provision of the facilities for meetings and activities.

B. What evidence exists that confirms the program contributes to student learning and development?

The promotion process within student employment gives evidence that students have learned job related information and skill, and leadership qualities. Student evaluations assessing their knowledge would also serve as evidence of this. Evidence supporting the use of facilities for meetings and activities can be found throughout the reservation process. Presentations to the UCSO group leaders and use of these policies and procedures by the students demonstrates use of the facilities.

C. What evidence is available to confirm program goals’ achievement?

Student promotion rate, evaluations. This is an area where more evidence is needed in the form of learning outcomes and pre and post measures of knowledge.

Part 3: LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower leaders within the administrative structure to accomplish stated missions. Leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

The College Union (CU) leader must exercise authority over resources for which they are responsible to achieve their respective missions.

Leaders must:

- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
• manage financial resources
• coordinate human resources
• plan, budget for, and evaluate personnel and programs
• apply effective practices to educational and administrative processes
• communicate effectively
• initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area

Leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement. Leaders must promote campus environments that result in multiple opportunities for student learning and development.

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

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

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

<table>
<thead>
<tr>
<th>ND</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>NR</th>
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</thead>
<tbody>
<tr>
<td>Not Done</td>
<td>Not Met</td>
<td>Minimally Met</td>
<td>Well Met</td>
<td>Fully Met</td>
<td>Not Rated</td>
</tr>
</tbody>
</table>

**PART 3. LEADERSHIP (Criterion Measures)**

3.1 The host institution has selected, positioned, and empowered a program leader.  
*Director’s PDQ*

3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.  
*Staff Educational/Experience Levels*

3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness.  
*Meeting minutes, Student Employment Evaluations, Progressive Disciplinary Policy, Satisfactory Academic Progress*

3.4 Clearly defined leader accountability expectations are in place.  
*Director’s PDQ, Exempt Staff Evaluation Form*

3.5 Leader performance is fairly assessed on a regular basis.  
*Exempt Staff Evaluation Form, Performance Evaluation Rules*

3.6 The leader exercises authority over program resources and uses them effectively.  
*Cash Handling Procedures, UC FY2008 Budget*

3.7 The program leader:  
3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served  
*Annual Operations Report, Unit Plan 1, Unit Plan 2, Unit Plan 3, Unit Plan 4*
3.7b prescribes and practices appropriate ethical behavior

Communication Use Policy, Required Training

3.7c recruits, selects, supervises, instructs, and coordinates staff members

UCSA Organizational Chart, UCSA Staff Retreat Minutes, Staff Retreat Agenda, 2006, Staff Retreat Agenda, 2007, Sample Staff Meeting Agendas

3.7d manages fiscal, physical, and human resources effectively

Sample Staff Meeting Agendas, Cash Handling Procedures, UC FY2008 Budget, Sample Building Mod 1, Goals and Travel Plans

3.7e applies effective practices to educational and administrative processes

Sample Staff Meeting Agendas

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

Request for Meeting Email, Collaboration Email Sample 1, Collaboration Email Sample 2

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

Inhibitor Email Sample 1, Inhibitor Email Sample 2

3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.

Student Development Opportunity Sample Email 1, Student Development Opportunity Sample Email 2, Student Development Opportunity Sample Email 3

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

Gameroom Refresh Email, HEF Requests/Priorities, Budget Increase Request/Justification

3.12 The leader promotes campus environments that result in multiple opportunities for student learning and development.

Student Development Opportunity Sample Email 1, Student Development Opportunity Sample Email 2, Student Development Opportunity Sample Email 3

3.13 The leader continuously improves programs, services in response to changing needs of students and other constituents, and evolving institutional priorities.

UC Customer Service Survey Results, UCSA Staff Retreat Minutes, Gameroom Refresh Email

Part 3: Leadership Overview Questions

A. In what ways are program leaders qualified for their roles?

Achieved degrees, years of experience related to the job, participation in professional organizations and development activities help to qualify program leaders for their respective roles.
B. In what ways are program leaders positioned and empowered to accomplish the program mission?

The hierarchical organizational chart for the department provides a visual representation of the positioning of employees. The director is a member of the Student Affairs Council. The Vice President for Student Affairs and the Assistant Vice President for Student Affairs and Dean of Students empower the director as well as provide advocacy so that the program mission may be accomplished. Through position description questionnaires, leaders are charged with particular responsibilities.

C. How are program leaders accountable for their performance?

The department follows university policies and procedures for having current position description questionnaires on file. The university’s Human Resources Department also requires that annual evaluations are conducted to ensure that personnel are meeting expectations of their positions.

D. What leadership practices best describe program leaders?

Continuous improvement is followed by the program leaders. Participation in professional organizations, attendance at conferences, participation on the Student Affairs Council on campus, monthly attendance at Student Affairs Development activities, regular staff meetings all contribute toward continuous improvement in leadership practices.

Part 4: ORGANIZATION and MANAGEMENT

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

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

The CU must be organized to maintain its physical plant, to provide for cultural, intellectual, and recreational programming, to operate its business enterprises, and to deliver successfully the services inherent in the union’s mission.

A variety of facilities, programs, and services may be incorporated within the building and operation. These include: food service; store and other revenue producing services; leisure time activities; social, cultural, and intellectual activities; building operations; and continuing education.

<table>
<thead>
<tr>
<th>PART 4. ORGANIZATION AND ADMINISTRATION (Criterion Measures)</th>
<th>Rating Scale</th>
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</thead>
<tbody>
<tr>
<td>4.1 The CU is structured purposefully and managed effectively.</td>
<td>ND 1 2 3 4 NR</td>
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</tbody>
</table>

**UCSA Organizational Chart, Director PDQ, Budget Summary-Current**

4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.

**UCSA Organizational Chart, Director PDQ, Assistant Director PDQ, Operations Manager PDQ, Events Coordinator PDQ, Facilities Supervisor PDQ, Administrative Assistant PDQ, Operations Manager Expectations, Facilities Supervisor Expectations, Performance Evaluations Rules**
4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems.

4.4 Channels are in place for regular review of administrative policies and procedures.

4.5 The program is organized to maintain its physical plant.

4.6 The program provides for cultural, intellectual, and recreational programming according to the union’s mission.

4.7 The program operates business enterprises and delivers services according to its mission.

Part 4: Organization and Management Overview Questions

A. What are the institutional organizational structures that define, enable, or restrain the program?

The institutional organizational structure relative to the College Union functional area is that it reports to the Division of Student Affairs. Other auxiliary services within the facility such as the bookstore, food services, bank and Sanddollar office report to University Services and Fiscal Affairs. By having agencies within the building report through different channels, there are some restraints on the program. Clear and regular channels of communication should be in existence to address operational and service items. In order to provide quality programming and services to the institution, this structure needs to be recognized and a systematic approach to working together established.

B. What protocols or processes are in place to insure effective management of the program?

Annual staff evaluations of full time employees take place. An advisory board is under development which would include representation from students, faculty and staff. Student training and development programs are in place. Regular staff meetings are also in place. Room use feedback surveys are requested after meetings.

Part 5: HUMAN RESOURCES

The College Union (CU) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, programs and services must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. The CU must strive to improve the professional competence and skills of all personnel it employs.

Staff should include persons providing the necessary professional leadership to assume responsibility for the entire union as well as for specific programs. Specific aspects of the union's mission for which staff
should be assigned include business operations (e.g., operations, program activities, cultural, recreational, theater, and arts and crafts), and special events.

Desirable qualities of staff members should include: (a) knowledge of and ability to use, management principles, including the effective management of volunteers; (b) skills in assessment, planning, training, and evaluation; (c) interpersonal skills; (d) technical skills; (e) understanding of union philosophy; (f) commitment to institutional mission; and (g) understanding of, and the ability to apply student development theory.

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

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

Graduate students pursuing advanced degrees in student development, business administration, higher education institutional management, and recreation are among those to whom an internship or practicum in the College Union can be valuable. Such experiences should provide a variety of opportunities within the union operation. Graduate assistantships also may allow persons pursuing careers in specific areas of the union field to expand their expertise. Graduate students frequently serve as program advisors or assist operations, recreation or other department supervisors while pursuing advanced degrees. Others such as paraprofessional staff and volunteers may fulfill specific needs. The union should utilize volunteers in a manner consistent with its mission.

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

Student employees and volunteers may be an important part of the union’s operation. Their work experience can be an important part of their educational experience as well as a source of income. A thorough training program should be provided for part-time student helpers and volunteers and, depending on their assigned duties, might include leadership training, group facilitation skills, and communication skills. Volunteers should be adequately supervised and evaluated.

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

There should be adequate technical and clerical personnel to provide the services and maintain the facilities of the union. Included may be cooks, dishwashers, projectionists, stage hands, maintenance personnel, secretaries, bookkeepers, typists, attendants, receptionists, housekeepers, scheduling clerks, sales clerks, and cashiers.

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

The CU must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. Programs and services must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.
The CU must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.

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

<table>
<thead>
<tr>
<th>PART 5. HUMAN RESOURCES <em>(Criterion Measures)</em></th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 The program is staffed adequately with personnel qualified to accomplish its mission.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td><strong>UCSA Staff Experience Document</strong></td>
<td></td>
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<tr>
<td>5.2 Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td><strong>A&amp;M System Training, Training and Development Website, Hiring Rating Sheet, UCSA Organizational Chart, Merit Pay Rule, Performance Evaluation Rule, Student Affairs Staff Development Meetings, Hiring Rating Sheet</strong></td>
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<tr>
<td>5.3 The program strives to improve the professional competence and skills of all staff members.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td><strong>A&amp;M System Training, Training and Development Website, Performance Evaluation Rule, Student Affairs Staff Development Meetings</strong></td>
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<tr>
<td>5.4 Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td><strong>UCSA Staff Experience Document</strong></td>
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<tr>
<td>5.5 Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td><strong>UCSA Organizational Chart</strong></td>
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<tr>
<td>5.6 Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td><strong>Building Manager Training Matrix, OCP Training Matrix, Student Training Presentation, OCP Training Assessment Instrument, Building Manager Training Assessment Instrument, UCSA Organizational Chart</strong></td>
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<tr>
<td>5.7 Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td><strong>Senior Building Manager Position Description, Building Manager Position Description, Info Desk Coordinator Position Description, Marketing Coordinator Position Description, OCP Position Description, Commons Associate Position Description, Student Staff Meeting Schedule, Student Training Presentation</strong></td>
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</table>
5.8 Technically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.

Acceptable Computer Use Policy, Acceptable Email Use Policy, Internet/Intranet Acceptable Use Policy, Rules for Responsible Computing

5.9 Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.

Overtime Payment Request, Employee Scheduling Parameters, Sample Student Schedule List, Senior Building Manager Position Description, Building Manager Position Description, Info Desk Coordinator Position Description, Marketing Coordinator Position Description, OCP Position Description, Commons Associate Position Description, Full-Time PDQs

5.10 Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.

University Center FY2008 Budget w/Salaries Highlighted, 2006-7 ACUI Salary Survey

5.11 Hiring and promotion practices are fair, inclusive, and non-discriminatory.

EEO Poster, TAMUS Equal Opportunity Statement

5.12 A diverse program staff is in place that provides readily identifiable role models for students.

UCSA Organizational Chart, UCSA Staff Experience Document

5.13 Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.

Full-Time PDQs, Employee Performance Evaluation, Performance Evaluation Rules, Senior Building Manager Position Description, Building Manager Position Description, Info Desk Coordinator Position Description, Marketing Coordinator Position Description, OCP Position Description, Commons Associate Position Description

5.14 The program has a system for regular staff evaluation.

Employee Performance Evaluation, Performance Evaluation Rules, Merit Pay Rule

5.15 The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.

Training and Development Website, Student Affairs Staff Development Meetings, ACUI Schedule of Events

<table>
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<tr>
<th>Part 5: Human Resources Overview Questions</th>
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<tbody>
<tr>
<td>A. What is the strategic plan for staffing the program?</td>
</tr>
<tr>
<td>The strategic plan for staffing can be visualized through the hierarchical organizational chart. The facility and operations side addresses the College Unions functional area, while the Student Activities side addresses the Campus Activities functional area. Student staff positions are also part of the</td>
</tr>
</tbody>
</table>
B. In what ways are staff members’ qualifications insured and their performance judged?

Performance is judged using the Human Resources evaluation tool on an annual basis. In addition, staff members meet regularly with their superiors and subordinates. Qualifications are ensured through the job hiring process where degree requirements are established. Transcripts and certification copies are kept in employees official personnel files at Human Resources.

C. In what ways does the program train, supervise, and evaluate staff members?

For full time staff, the Human Resources evaluation tool is used on an annual schedule. Staff members participate in university orientation, as well as departmental orientation when first hired. Training is an on-going process. Regular staff meetings are scheduled. Staff retreats are scheduled and conducted. Student Affairs monthly development activities take place. Supervision occurs on a daily basis. Informal evaluation and job critiquing occurs as daily events and operations occur. Formal evaluations take place in conjunction with the budget cycle. Additional evaluations may take place if corrective measures or improvements are needed.

For student staff, a training program exists. A copy of the employee manual is reviewed and distributed to new employees during orientation and training. Periodic training updates are also reviewed during the employment period. Student staff are evaluated on a pre-determined schedule. For entry level student positions, student supervisors or full time staff members are available on shift.

Part 6: FINANCIAL RESOURCES

The College Union (CU) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.

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

The institution’s budget commitment to the union should be sufficient to support the achievement of its mission and to provide appropriate services, facilities, and programs deemed necessary to maintain standards and diversity of services commensurate with the image and reputation of the institution.

The CU should have adequate financial resources to ensure reasonable pricing of services, adequate programming, adequate staffing, proper maintenance and professional development.

The institution should consider various methods and sources of financial support including, but not limited to: (a) income from sales, services, and rentals; (b) student activities or program fees; (c) fees for operation or debt service; and (d) direct institutional support (e.g., utilities subsidy, salary assistance, cleaning and maintenance, operating subsidy, and membership fees).

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<thead>
<tr>
<th>Rating Scale</th>
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<tr>
<td>PART 6. FINANCIAL RESOURCES (Criterion Measures)</td>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NR</td>
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<tr>
<td>6.1 The program has adequate funding to accomplish its mission and goals.</td>
<td><strong>FY08 Student Center Complex Fee Budget, Salaries-State Budget, Wages-State Budget, Higher Education Funds Request-FY08, Repair and Replacement Budget</strong></td>
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<tr>
<td>6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.</td>
<td><strong>FY08 Student Center Complex Fee Budget, Salaries-State Budget, Wages-State Budget</strong></td>
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</table>
Budget, Higher Education Funds Request-FY08, Repair and Replacement Budget

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

FY08 Student Center Complex Fee Budget, Salaries-State Budget, Wages-State Budget, Higher Education Funds Request-FY08, Physical Plant Charge Tracking

Part 6: Financial Resources Overview Questions

A. What is the funding strategy for the program?

The funding for the College Unions functional area has two different sources. Sixty percent (60%) of the funding is through a dedicated student fee. The remaining forty (40%) comes from state accounts through the university. Budgeted funds are spent each year, with one line item earmarked for capital equipment savings.

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

The university process for budget requests and allocations is followed. The university and TAMU System accounting software system FAMIS is used to track income and expenditures. University purchasing procedures are followed to ensure that a system of checks and balances are used. Line item expenditures are monitored throughout the year to ensure that accounts are within budget. Savings systems such as hiring work study students, low bid, bulk buying and HUB participation are all used to act in a spirit of good stewardship with funds.

Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

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

The physical plant should be proportional in size to the campus population. Generally a college union should contain approximately 10 square feet of gross space for each student enrolled. Smaller colleges may require more square feet per student; large colleges may require less. Also to be considered is the nature of the student body. Colleges with a large number of commuter and/or part time students or members of a special population might adjust facility requirements accordingly.

<table>
<thead>
<tr>
<th>PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Campus Map, Facility and Operating Information, UC Furniture &amp; Equipment Inventory, UC Room Features</td>
<td></td>
</tr>
<tr>
<td>7.2 Program facilities, technology, and equipment are evaluated regularly.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Daily Building Manager Report, Housekeeping Evaluation Sample, Permit Pictures, Long-Term Maintenance List/Schedule, Sample Weekly Walk-Thru</td>
<td></td>
</tr>
<tr>
<td>7.3 Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Permit Pictures, Emergency and Safety Procedures, Custodial Training Schedule, Student Training Presentation, Building Manager Training Matrix, OCP Training</td>
<td></td>
</tr>
</tbody>
</table>
Matrix

Part 7: Facilities, Technology, and Equipment Overview Questions

A. How are facilities, technology, and equipment inventoried and maintained?

University procedures for maintaining inventory are followed by the department. This involves an annual physical check and location of inventoried items. In addition, the College Union functional area maintains its own inventories on other items under $5,000 which are used in operations. Inventoried items are inspected periodically and maintained or replaced in accordance with condition and availability of funds.

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

Reservation policies and use reports give evidence of access to facilities, technological aids and equipment. Examples of health and safety evidence are inspection reports by the Health Department for food services, inspections of elevators and fire extinguishers, Material Data Safety Sheets, CPR/AED/First Aid training certificates for staff members, computer security attestation forms for staff. Other existing items are the evacu-track equipment for fire safety, past fire marshal inspections, and preventative maintenance schedule.

Part 8: LEGAL RESPONSIBILITIES

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

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

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

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

| 8.1 Program staff members are knowledgeable about and respond to laws and regulations relevant to their respective responsibilities. |
|---|---|---|---|---|---|
| Environmental Health and Safety Website/Mission, Blood Borne Pathogens Exposure Control Plan, Shoe Safety Program Email, Blood Borne Pathogens Email, HEP B Shot Email Reminder, Cart Safety Training, Hot Work Permit, Safety Training Request, Blood Borne Pathogens Training for UC Staff, Sick and Medical Leave Types and Policies, ADA Policies and Procedures, FLSA Poster and Policies |
| ND 1 2 3 4 NR |

| 8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program. |
|---|---|---|---|---|---|
| Alcohol Policies, Insurance Requirements and Other Information for External Organizations |
| ND 1 2 3 4 NR |
8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.

- Environmental Health and Safety Website/Mission
- Blood Borne Pathogens Exposure Control Plan
- Shoe Safety Program Email
- Blood Borne Pathogens Email
- HEP B Shot Email Reminder
- Cart Safety Training
- Hot Work Permit
- Safety Training Request
- Blood Borne Pathogens Training for UC Staff
- Harassment Policies
- SS Number Attestation Form

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

- Key Travel Rules
- Liability Waiver for Student Travel
- University Vehicle Insurance Limits

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

- Liaison Assignments for General Counsel

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

- TAMUS Website for Risk Management and Safety
- Email from IT Security Manager

Part 8: Legal Responsibilities Overview Questions

A. What are the crucial legal issues faced by the program?

Facility safety and personnel training are the most crucial legal issues faced by the program.

B. How are staff members instructed, advised, or assisted with legal concerns?

A systematic approach does not seem to be existence. Some of the training is also position specific. For facility safety, some of the elements are addressed by university training such as fire safety, hazardous material communication and bloodborne pathogen training. These programs are conducted by the Environmental Health and Safety Office on Campus. Other training is offered on line through the TAMU-System Train Traq – such as ethics, computer security, FERPA, and sexual harassment. Other training is conducted in-house by the department – CPR/First Aid/AED training. This is an area that could use some development and may require consultation with legal services.

Part 9: EQUITY and ACCESS

Staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. The College Union (CU) must adhere to the spirit and intent of equal opportunity laws.

The CU must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the bases of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

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

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

<table>
<thead>
<tr>
<th>PART 9. EQUITY AND ACCESS (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 All programs and services are provided on a fair and equitable basis.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>9.2 All program facilities and services are accessible to prospective user.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>9.3 Program operations and delivery are responsive to the needs of all students and other users.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>9.4 All services adhere to the spirit and intent of equal opportunity laws.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>9.5 Program policies and practices do not discriminate against any potential users.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>9.6 The program acts to remedy imbalances in student participation and staffing.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>9.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>

Part 9: Equity and Access Overview Questions

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

Reservation policies and procedures for University Center facilities apply to all student groups and departments alike. This information is readily available online or in person.

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 staff members?

Human Resources and EEO policies and procedures are used in hiring. Jobs are posted nationally as well as through the TAMU-CC Human Resources site to solicit applications on a broad basis. An advisory board is being established for College Union constituents to provide regular feedback on policies and procedures.

Part 10: CAMPUS and EXTERNAL RELATIONS

The College Union (CU) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.
The success of the CU is dependent on the maintenance of good relationships with students, faculty, administrators, alumni, the community at large, contractors, and support agencies. Staff members must encourage participation in union programs by relevant groups.

Each member of the campus community is a potential patron of the union's services, a potential member of the union organization, including its governing board, and a potential participant in the union's programming.

Students are the principle constituency of the union. Much of the vitality, variety, and spontaneity of the union's activities should stem from student boards and committees.

Student government and other groups should have ongoing involvement with the union's programs, services, and operations.

Student publications also may be important for communicating information about union programs. Communications with students should be continuous.

The involvement of faculty, staff, and alumni is essential to the vitality of union programs and services.

Faculty members should be involved in policy-making processes and program efforts of the union.

Alumni are potential sources of support and involvement financial and otherwise.

The administrative staff of the institution is important to day-to-day operations of the union. In some instances important union services such as food, cleaning, repairs, bookstore, or accounting may be administered by a department of the college rather than by union staff; relations with those department heads and their representatives must be cultivated carefully. The support of other student affairs agencies as well as chief campus officials is important.

Technical and clerical staff members can be important as customers, members of the various committees, and members of the governing board.

Positive relations with lessees and contractors, (e.g., barbershops, boutiques, food services, bookstores) require close and continuing attention.

<table>
<thead>
<tr>
<th>PART 10. CAMPUS and EXTERNAL RELATIONS (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1 The College Union has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>UCSO Presentation, Email to Tentants 1, Computer Services Email, President's Office Email, ACUI Region 12 Meets at TAMUCC, TAMUCC Hosts Region 12 ACUI Conference, Community Outreach Email, Campus-Wide Messaging System</td>
<td></td>
</tr>
<tr>
<td>10.2 The CU maintains good relationships with students, faculty, administrators, alumni, the community at large, contractors, and support agencies.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>UCSO Presentation, Email to Tentants 1, Computer Services Email, President's Office Email, ACUI Region 12 Meets at TAMUCC, TAMUCC Hosts Region 12 ACUI Conference, CEDER Conference Exception Request, Latin Dance Thanks, Women's Center Scheduling Resolution</td>
<td></td>
</tr>
<tr>
<td>10.3 Staff members encourage participation in union programs by relevant groups.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>UCSO Presentation, Scheduling Priorities and Handbook, College Bowl Marketing, Breakers Gameroom Family Game Day Announcement in Campus Announcements</td>
<td></td>
</tr>
</tbody>
</table>
Part 10: Campus and External Relations Overview Questions

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

The program needs to maintain effective relationships with numerous individuals, groups, and campus offices. The people who make up these entities are the constituents who are served by the program. Any recognized group or campus office is eligible to use the University Center facilities, so effective relations are necessary. The program is most closely related to Student Affairs, but also works very closely with University Services as several of those services are housed in the University Center. Several high profile events also take place in the University Center. Effective relations must also be maintained with the President’s Office, Provost’s Office, Community Outreach and Academic Affairs.

Relations with external agencies also exist. For facility use, these would come through Community Outreach. For facility services, external agencies provide a broad expanse, and effective working relationships with these vendors and service providers must be maintained so that the University Center can continue to provide its services.

B. What evidence confirms effective relationships with program constituents?

Surveys that are received from clients and customers indicate an effective working relationship with constituents. Additionally, thank you cards and memoranda also indicate that clients appreciate the level of service they receive from this operation.

Part 11: DIVERSITY

Within the context of each institution’s unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, the College Union (CU) program must nurture environments where commonalities and differences among people are recognized and honored.

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

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

<table>
<thead>
<tr>
<th>PART 11. DIVERSITY (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1 The program nurtures environments wherein commonalities and differences among people are recognized and honored.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>UC Statement of Purpose, UC Facilities and Operating Information, UC Flag Display</td>
<td></td>
</tr>
<tr>
<td>11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>UC Statement of Purpose, UC Facilities and Operating Information, UC Flag Display, Dining Variety and Choices, UC Flag Display-Photo, National Tartan Day Program Review, National Day of Silence Poster, Delta Tapestry Program Review</td>
<td></td>
</tr>
<tr>
<td>11.3 The program promotes respect for commonalities and differences in historical and cultural contexts.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>UC Statement of Purpose, UC Flag Display, Dining Variety and Choices, UC Flag Display-Photo, National Tartan Day Program Review, National Day of Silence</td>
<td></td>
</tr>
</tbody>
</table>
Part 11: Diversity Overview Questions

A. In what ways does the program contribute to the nurturing of diversity?

The program applies systematic non-discriminatory scheduling policies and procedures to groups in the use of facilities. All recognized groups and departments are eligible to use facilities. In addition, the University Center displays flags from nations representing current students, serves as a location for numerous university events that promote diversity (Culture Fest, Hispanic History Month, Black History Month, Islander Cultural Alliance Events, Student Organization Events). Diversity is nurtured as these events are promoted and displayed within the University Center.

B. How does the program serve the needs of diverse populations?

The program serves their needs by providing facility space to hold meetings and events.

Part 12: ETHICS

All persons involved in the delivery of programs and services in the College Union (CU) must adhere to the highest principles of ethical behavior. The CU must develop or adopt and implement appropriate statements of ethical practice. The CU must publish these statements and ensure their periodic review by relevant constituencies.

Staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students’ education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

All staff members must be aware of and comply with the provisions contained in the institution’s human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

Staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

Staff members must strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, all staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

Staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.
Staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

Staff members must be knowledgeable about and practice ethical behavior in the use of technology.

<table>
<thead>
<tr>
<th>PART 12. ETHICS (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1 All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>UCSA Statement of Purpose, Staff Creed, Acceptable Computer Use Policy, Required Online Computer Ethics Course</td>
<td></td>
</tr>
<tr>
<td>12.2 The program has a written statement of ethical practice that is reviewed periodically.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>UCSA Statement of Purpose, UC Student Staff Creed</td>
<td></td>
</tr>
<tr>
<td>12.3 Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Student Staff Training Presentation, Online Security Awareness Training, SS Number Attestation Form, FERPA Training Presentation</td>
<td></td>
</tr>
<tr>
<td>12.4 Information contained in students’ education records is never disclosed without written consent except as allowed by law and institutional policy.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>FERPA Training Presentation</td>
<td></td>
</tr>
<tr>
<td>12.5 Information judged to be of an emergency nature when an individual’s safety or that of others involved is disclose to appropriate authorities.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>FERPA Training Presentation, Incident Report Form, FT Staff Members Home Phone Numbers Available to Students 24X7</td>
<td></td>
</tr>
<tr>
<td>12.6 All staff members comply with the institution’s human subjects research and other policies addressing confidentiality of research data concerning individuals.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Assurance of Protection of Human Research Subjects Rule</td>
<td></td>
</tr>
<tr>
<td>12.7 Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>UCSA Statement of Purpose, Required Online Computer Ethics Course</td>
<td></td>
</tr>
<tr>
<td>12.8 Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>UCSA Statement of Purpose, Required Online Computer Ethics Course</td>
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</tr>
<tr>
<td>12.9</td>
<td>Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.</td>
</tr>
<tr>
<td>12.10</td>
<td>All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.</td>
</tr>
<tr>
<td>12.11</td>
<td>Staff members confront and otherwise hold accountable others who exhibit unethical behavior.</td>
</tr>
<tr>
<td>12.12</td>
<td>Staff members practice ethical behavior in the use of technology.</td>
</tr>
</tbody>
</table>
Part 12: Ethics Overview Questions

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

TAMU System and University code of ethics are used to guide the program and staff members. Annual online training is required of all staff members.

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

Online computer security training, FERPA training.

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

These situations would be addressed on an individual basis in consultation with necessary agencies or services on campus to ensure that proper university and system policies are being followed.

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

Annual online training is required. Development opportunities may be offered to refresh learning in this area.

Part 13: ASSESSMENT and EVALUATION

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

The CU must evaluate periodically how well they complement and enhance the institution’s stated mission and educational effectiveness.

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

Evaluation may include goal-related progress on such considerations as attendance at programs, cash flow, appearance of facilities, and vitality of volunteer groups.

Periodic reports, statistically valid research, and outside reviews should be utilized.

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<tr>
<th>ND</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Done</td>
<td>Not Met</td>
<td>Minimally Met</td>
<td>Well Met</td>
<td>Fully Met</td>
<td>Not Rated</td>
</tr>
</tbody>
</table>

**PART 13. ASSESSMENT AND EVALUATION (Criterion Measures)**

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

OCP Training Matrix, BM Training Matrix, OCP Assessment, BM Assessment, UC Reservations Survey, Housekeeping Assessment, Unit Plan, 2007 EBI Survey Results

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

UC Reservations Survey, 2007 EBI Survey Results

13.3 The CU evaluates periodically how well it complements and enhances the institution’s stated mission and educational effectiveness.

Rating Scale

<table>
<thead>
<tr>
<th>ND</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Done</td>
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<td>Not Rated</td>
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<tr>
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<tr>
<td>ND</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NR</td>
</tr>
</tbody>
</table>
13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance.

Part 13: Assessment and Evaluation Overview Questions

A. What is the grand assessment strategy for the program?
   The grand assessment strategy is to be in compliance with CAS standards and SACS accreditation. There are other elements involved in assessment of the program as well. Learning Reconsidered and learning outcomes for students are being developed. Assessing these learning outcomes will become part of the assessment process of the program. University assessment elements such as the Unit Plan are also part of the program assessment strategy. On a grassroots level, individual programs and events are assessed to ensure good stewardship and value to those who are served.

B. How are tangible, measurable outcomes determined to ensure program mission and goal achievement?
   The Unit Plan for each department helps to establish annual tangible measurable outcomes that tie the program mission to the university’s mission and achieve established goals.

C. How are student learning and development outcomes determined to ensure their level of achievement?
   This is an area that is currently being developed in the College Union functional area.
Part 1: MISSION

The Housing and Residential Life Program must operate as an integral part of the institution’s overall mission. The Housing and Residential Life Program must incorporate student learning and student development in its mission and enhance the overall educational experience.

The mission of HRLP is accomplished through the coordination of several interdependent specialized areas: residence education/programming, business operations, and housing/facilities management.

The standards in this document also apply to additional specialized areas that may include food services, apartment/family housing, special interest housing, conference housing, faculty/staff housing, and off campus housing services.

The mission of HRLP must address:

- the living environment, including programs and services, that promotes learning and development in the broadest sense, with an emphasis on academic success
- reasonably priced living facilities that are clean, attractive, well-maintained, comfortable, and which include contemporary safety features maintained by systematic operations
- orderly and effective management of HRLP that consists of meeting the needs of students and other constituents in a courteous, efficient, and effective manner
- the provision of a variety of nutritious and pleasing meals, in pleasant surroundings, at a reasonable cost, and related services that effectively meet institutional goals (catering, retail/cash operations, convenience stores), in programs that include food services

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

<table>
<thead>
<tr>
<th>Part 1. MISSION  (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 A program mission and goals statement is in place and is reviewed regularly. University Housing mission statement Camden mission, value statement</td>
<td>ND  1 2 3 4 NR</td>
</tr>
<tr>
<td>1.2 Student learning, development, and educational experiences are incorporated in the mission statement. University Housing mission statement Camden mission, value statement</td>
<td>ND  1 2 3 4 NR</td>
</tr>
<tr>
<td>1.3 The mission is consistent with that of the host institution and the CAS standards. Student Affairs Mission 2008</td>
<td>ND  1 2 3 4 NR</td>
</tr>
</tbody>
</table>
1.4 The program functions as an integral part of the host institution’s overall mission.
   University Housing mission statement
camden brochure
Camden mission, value statement
Student Affairs Mission 2008

1.5 Coordination exists between educational programs and services, business operations, and management services
   
   2007 Univ. Housing Annual Report

1.6 The program provides:

1.6a a residential community that encourages both individual and community development and learning, with an emphasis on academic success
   
   2007 Univ. Housing Annual Report
camden brochure

1.6b reasonably priced safe and secure facilities that are clean, attractive, well maintained, and comfortable
   
   2007 Univ. Housing Annual Report
camden brochure

1.6c management services that ensure the orderly and effective administration and operation of all aspects of the program
   
   Organization Chart
Housing Management Council

1.6d where appropriate, food or dining facilities, and related services that effectively meet institutional and residential program goals

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**Part 1: Mission Overview Questions**

A. What is the program mission?

University Housing’s mission statement: The Department of University Housing at Texas A&M University – Corpus Christi strives to provide quality student housing through on-campus and off-campus programs. The department endeavors to facilitate the educational mission of the University by creating living environments that foster the growth and development of all students participating in the housing program.

Camden Miramar’s Mission statement: Guided by our values, we are committed to being the best multifamily company by providing Living Excellence to our residents.

B. How does the mission embrace student learning and development?

The Department of University Housing supports the educational mission of the University by creating living environments that foster the growth and development of all students participating in the housing program. A variety of community programs are offered to students each year through a collaborative effort of University Housing and Camden Miramar to assist students in developing a variety of life long skills, healthy lifestyles and interests.
Camden Miramar’s mission statement reflects the corporate culture of Camden Property Trust and does not address being on a University campus.

C. In what ways does the program mission complement the mission of the institution?
   It supports the individual growth of the students and their development.
Part 2: PROGRAM

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

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

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

The table below offers examples of evidence of achievement of student learning and development.

<table>
<thead>
<tr>
<th>Relevant, Desirable Student Learning and Development Outcomes</th>
<th>Examples of Evidence of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Growth</td>
<td>Acquires knowledge; Demonstrates critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Applies previously understood information and concepts to a new situation or setting; Makes appropriate use of technology to enhance learning process; Expresses appreciation for learning process</td>
</tr>
<tr>
<td>Effective Communication</td>
<td>Writes and speaks coherently and effectively; Expresses themselves through a variety of media; Able to respectfully disagree; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances</td>
</tr>
<tr>
<td>Enhanced Self-Esteem</td>
<td>Exhibits self-respect and respect for others; Initiates actions in the community and toward worthy personal goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others</td>
</tr>
<tr>
<td>Realistic Self-Appraisal</td>
<td>Develops and/or confirms a sense of identity; Articulates personal skills and abilities; Makes informed decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences</td>
</tr>
<tr>
<td>Clarified Values</td>
<td>Analyzes, develops, and/or confirms values through activities and opportunities; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work and lifestyle values and explains how they influence residential community development</td>
</tr>
<tr>
<td>Career Choices</td>
<td>Explores career choices and interests based on educational activities and planned opportunities; Can construct a resume with clear job objectives that documents knowledge, skills and accomplishments resulting from the classroom, co-curricular activities, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Able to develop and identify a career choice or direction; Articulates the characteristics of a preferred work environment</td>
</tr>
<tr>
<td>Participates in a student organization, intramurals, athletics, study</td>
<td></td>
</tr>
<tr>
<td>Leadership Development</td>
<td>group, learning community, or hall governance opportunities; Articulates leadership philosophy or style; Serves in a leadership position within a residential community or student organization; Comprehends the dynamics of a group; Exhibits democratic principles as a leader or participant; Develops/learns how to be an effective team member and work with others to accomplish a goal; Exhibits ability to visualize a group purpose and desired outcomes</td>
</tr>
<tr>
<td>Healthy Behavior</td>
<td>Chooses activities, behaviors and environments that promote health and reduce risk with particular attention to alcohol and drugs; Recognizes mental health and/or substance abuse concerns and accesses resources; Engages in healthy choices with regard to exercise, recreation, nutrition, sexuality, and time management; Articulate the relationship between health and wellness and accomplishing long term goals; Chooses behaviors that advance a healthy residential community</td>
</tr>
<tr>
<td>Meaningful Interpersonal Relationships</td>
<td>Exhibits maturity in relating to others; Handles interpersonal and intergroup conflict constructively; Develops friendships; Presents and represents self honestly; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others’ points of view; Treats others with respect</td>
</tr>
<tr>
<td>Independence</td>
<td>Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively; Achieves success in managing personal finances</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Lives cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a community goal; Exhibits effective listening skills and feedback behaviors; Demonstrates reliability</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>Understands and participates in community governance; Abides by institutional, residential life policies/procedures and local, municipal, state/provincial, and federal laws; Demonstrates respect for self, property, and others; Demonstrates responsible social behavior; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community standards and expectations; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service, volunteer and/or community activities</td>
</tr>
<tr>
<td>Satisfying and Productive Lifestyle</td>
<td>Achieves balance between education, work and leisure time; Develops a plan for achieving goals; Reassesses goals and overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values; Articulates long-term goals and objectives</td>
</tr>
<tr>
<td>Appreciating Diversity</td>
<td>Understands the meaning of diversity including its application to race, color, gender, gender identity, religion, sexual orientation, national or ethnic origin, age, disability, marital status, or veteran status; Understands own identity and culture and its impact on diversity issues; Appreciates new ideas, cultural, and lifestyle differences; Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulates the advantages and challenges of a multicultural society; Challenges appropriately abusive use of stereotypes by others; Appropriately challenges abusive use of stereotypes by others; Understands the impact of diversity on society</td>
</tr>
<tr>
<td>Spiritual Awareness</td>
<td>Develops personal belief system; Understands roles of spirituality in personal and group values and behaviors</td>
</tr>
<tr>
<td>Personal and Educational Goals</td>
<td>Acquires knowledge and uses information and resources to make educated choices; Engages with faculty in the residential community; Sets, articulates, and pursues individual goals; Obtains a degree; Articulates personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the</td>
</tr>
</tbody>
</table>
HRLP must provide educational opportunities for students and other members of the campus community that support the strategic initiatives of the institution.

Partnerships with faculty, academic administrators, and other campus constituents should be developed to utilize student residences as an integral part of the educational experience. These activities may include offering any of the following: partnerships with enrollment management to attract and retain students; faculty-staff interaction with students through workshop and lecture presentations; scholars in residence programs, residential colleges, classrooms (traditional and electronic) and computer labs in the residence halls; opportunities for faculty to hold office hours and meet with students; partnerships with departments and colleges to offer living-learning communities by academic program, theme or special interest; residentially-based tutoring programs, study skills, and related workshops; and activities that contribute to achieving the academic mission.

Staff members must provide a variety of educational opportunities that promote academic success, and the achievement of learning and student development outcomes.

HRLP must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.

HRLP should provide an environment that assists residents to remain in good academic standing, earn higher GPAs, and are retained. This may occur through early alert intervention programs, educating staff and students about available campus academic resources, offering living-learning communities which can be linked with course blocking, transition or bridging programs, partnerships with first year experience programs, establishment of first-year interest groups, year-two programs, informal study groups, senior year experience programs, or other academic initiatives.

HRLP must provide access to experiences and services that facilitate:

- a seamless learning environment
- opportunities to interact with faculty and staff members
- encouragement and assistance in forming study groups
- access to academic resources through technology
- opportunities to develop a mature style of relating to others and living cooperatively with others
- opportunities for analyzing, forming, and confirming values
- activities and educational opportunities that promote independence and self-sufficiency
- educational opportunities that assist residents in developing and confirming a sense of identity
- experiences that lead to the respect for self, others, and property
- experiences that promote a sense of justice and fair play
- opportunities to appreciate new ideas
- opportunities to appreciate cultural differences and other forms of diversity
- opportunities to apply knowledge, skills, and values
- opportunities for leadership development and decision-making
- opportunities to make career choices through planned activities
- opportunities to develop a balanced life style embracing wellness
- opportunities to learn life skills, e.g., personal finance and time management

Educational and community development programming, advising and counseling, and administrative activities of the HRLP staff will vary according to assessed student needs and institutional priorities.

In education and community development programs, staff members must:

- introduce and orient residents to community expectations, facilities, services, and staff
• document institutional and residential living policies, procedures, and expectations including the potential consequences for violation
• involve students in programming, policy development, and self-governance
• provide educational programs that focus on awareness of cultural differences and self-assessment of possible prejudices
• offer social, recreational, educational, cultural, and community service programs
• promote and provide education about the affects and risks of drug and alcohol use
• encourage residents to exercise responsibility for their community through confrontation of inappropriate or disruptive behavior
• encourage residents to participate in mediating conflict within the community
• encourage residents to learn about their rights as students, tenants, residents, and consumers

Off-campus housing services should include referrals to available housing opportunities, listings, information about leases, landlord/tenant law, information about local ordinances, community resources, and other related information.

• promote appropriate student use of technological resources

In advising, counseling, and crises intervention, staff members must:
• provide individual advising or counseling support within the scope of their training and expertise, and make appropriate referrals
• create relationships with students that demonstrate genuine interest in students’ educational and personal development

In administrative activities, staff members must:
• provide a clear and complete written agreement between the resident and the institution, that conveys mutual commitments and responsibilities

The agreement should include contract eligibility and duration, room assignments and changes, rates and payment policies, dining options, procedures for canceling, subleasing, or being released from the housing and/or dining agreement, room entry and inspection procedures, and pertinent rules and regulations.

• encourage residents to participate in evaluating the HRLP
• provide information on safety, security, and emergency procedures
• create and maintain an environment and atmosphere which is conducive to educational pursuits
• provide emergency response and crisis intervention management in coordination with relevant campus and community resources
• ensure that the safety and security of the residents and their property are taken into consideration as policies are developed
• assess needs of the housing population annually, specifically addressing the needs for special interest programming and for upgrading or modifying facilities

When food services is included within HRLP, it must include:
• high quality food products
• orderly, secure, and sanitary food storage
• compliance with all pertinent environmental, health, and safety codes as well as sanitation procedures
• timely delivery of services
• high quality customer services
• pleasant environment in dining areas
• materials that educate students about nutrition and its relationship to good health
• suggestions and input from users regarding menu selection, satisfaction, and on-going evaluation

When a residential dining program is included within HRLP, it must include the above standards and:
• menu planning to provide optimum nutrition and variety
• recipes and preparation processes that ensure appetizing food
• attention to students' cultural differences and special dietary needs
• hours of dining service operations sufficient to reasonably accommodate student needs
• dining meal plan options that are clear, affordable, and responsive to student needs
• involvement in educational programming that contributes to student learning and resident satisfaction

The standards and procedures developed and published by professional associations should be used for operating institutional food service operations.

<table>
<thead>
<tr>
<th>ND</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Done</td>
<td>Not Met</td>
<td>Minimally Met</td>
<td>Well Met</td>
<td>Fully Met</td>
<td>Not Rated</td>
</tr>
</tbody>
</table>

PART 2. PROGRAM (Criterion Measures) | Rating Scale
--- | ---
2.1 The program promotes student learning and development that is purposeful and holistic.  
[camden brochure]  
[2007 Univ. Housing Annual Report] | ND 1 2 3 4 NR
2.2 The program has identified student learning and development outcomes that are relevant to its purpose  
[2007 Univ. Housing Annual Report] | ND 1 2 3 4 NR
2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.  
[2007 Univ. Housing Annual Report] | ND 1 2 3 4 NR
2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked  
List student learning and/or developmental outcomes in spaces provided  
2.4.1 Intellectual Growth | ND 1 2 3 4 NR
2.4.2 Effective Communication | ND 1 2 3 4 NR
2.4.3 Enhanced Self-Esteem | ND 1 2 3 4 NR
2.4.4 Realistic Self-Appraisal | ND 1 2 3 4 NR
<table>
<thead>
<tr>
<th>2.4.5</th>
<th>Clarified Values</th>
<th>ND 1 2 3 4 NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4.6</td>
<td>Career Choices</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.7</td>
<td>Leadership Development</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.8</td>
<td>Healthy Behavior</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.9</td>
<td>Meaningful Interpersonal Relationships</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.10</td>
<td>Independence</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.11</td>
<td>Collaboration</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.12</td>
<td>Social Responsibility</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.13</td>
<td>Satisfying and Productive Lifestyle</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.14</td>
<td>Appreciate Diversity</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.15</td>
<td>Spiritual Awareness</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4.16</td>
<td>Personal and Educational Goals</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>

2.5 Program offerings are intentional, coherent and based on theories of learning and human development.  
*2007 Univ. Housing Annual Report*
2.6 Program offerings are designed to meet the developmental needs of relevant student populations and communities.

2007 Univ. Housing Annual Report

2.7 Programs support the strategic initiatives of the institution.

2007 Univ. Housing Annual Report

2.8 HRLP facilitates:
   
   2.8a a seamless learning environment
   2.8b student study groups
   2.8c student interaction with faculty members
   2.8d opportunities for student maturation processes
   2.8e opportunities for student development of knowledge, skills, and values

Fall 2007 Programming Log

2.9 HRLP staffing duties are based on student needs.

AD Job Description
Dir. Housing & Res. Life
RA Job Description
Director of University Housing- Task List

2.10 HRLP staff members:
   
   2.10a provide orientation and community expectations to residents
   07-08 Camden Comm Pol
   Building Meeting Apartment
   6WeekActionPlan
   
   2.10b involve students programming, policy development, and self-governance processes

07-08 Camden Comm Pol

2.10c encourage students to learn the rights and responsibilities while being a community members

2.10d provide a variety of educational programs

Fall 2007 Programming Log

2.10e provide counseling or advising with the scope of their training

RA Job Description
RA Leadership Class Syllabus

2.10f provide information on safety procedures

Building Meeting Res Halls
07-08 Camden Comm Pol
07-08 Camden Lease

2.10g create an environment that encourages academic achievement and personal development

Camden brochure

2.11 When food services are provided, procedures for preparing quality food and providing quality services are maintained.

2.12 When residential dining programs are provided, students dietary needs are planned for and maintained.
Part 2: Program Overview Questions

A. What are the primary elements of the program?

The residence life program utilizes the elements of the wellness model as a framework for developing the curriculum on resident learning and development. Wellness is divided into six major categories, providing the framework for promoting student learning and development that is purposeful and holistic. It encompasses the six important categories of social, intellectual, spiritual, physical, emotional, and occupational wellness. These categories often overlap with one another, but can also be seen as exclusive in the overall picture of wellness. Resident Advisors use these aspects and their extensions to help evaluate and improve their programming efforts.

In addition to utilizing the Wellness Wheel to ensure that the multiple areas of wellness are being addressed, Camden Miramar also utilizes The Learning Level Model of Programming and Community Development. This model highlights the progression of community development over the course of the academic year among two parameters: challenge and support.

The program’s goal is the establishment of highly developed living group communities where students respectfully support all community members, thus allowing the community to continually grow and develop in a positive fashion. As such, RAs program intentionally towards the top of the pyramid, reaching learning level 3, by creating a strong base and implementing successful programming efforts addressing the multiple areas of wellness, throughout the various learning levels.

Each Camden Miramar Resident Assistant is required to facilitate two programs per month:

- 1 specifically for the Resident Advisor’s floor, section, or immediate living group (their community)
- 1 working together as an entire staff, complex, or area (with other staff members)

Each Resident Advisor is responsible for hosting/facilitating 1 living group meeting (floor, section or complex) per semester. Each Resident Advisor is responsible for creating 1 bulletin board per month (interactive, educational, informational, social, etc). Each Resident Advisor is responsible for creating and posting at least three different door tags for all of their respective residents per semester, once at move-in and at each Health and Safety Inspection.

B. What evidence exists that confirms the program contributes to student learning and development?

The program has not worked with student learning outcomes long and for the most part the only evidence that exists is to confirm that job expectations are fulfilled. Initial outcomes (as assessed in the 2006 Residence Life Survey) were determined from the CAS standards. The program identified those Student Learning and Development Outcome Domains which it could address and were mission oriented. In addition, outcome assessments were done for the two large scale community prevention programs to measure knowledge gained from the experience.

C. What evidence is available to confirm program goals’ achievement?

As the development and measurement of student learning and development outcomes is new to the program, a lower form of assessment is still used making the determination of achievement
less definitive. The self-report assessment used on the Resident Life Survey defines the student’s perception of achievement but measurement on a broad scale has not gone beyond this level. Smaller scale assessments of learning at events and for smaller programs (RA Class) have measured knowledge gained through pre and post tests. Program outcomes have been assessed through NSSE data by obtaining cross-tab analyses of residents to non-residents on questions measuring engagement.
Part 3: LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position and empower Housing and Residential Life Programs (HRLP) leaders within the administrative structure to accomplish stated missions. HRLP leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for HRLP leaders and fairly assess their performance.

HRLP leaders must exercise authority over resources for which they are responsible to achieve their respective missions.

HRLP leaders must:

• articulate a vision for their organization
• set goals and objectives based on the needs and capabilities of the population served
• promote student learning and development
• prescribe and practice ethical behavior
• recruit, select, supervise, and develop others in the organization
• manage financial resources
• coordinate human resources
• plan, budget for, and evaluate personnel and programs
• apply effective practices to educational and administrative processes
• communicate effectively
• initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area

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

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

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

<table>
<thead>
<tr>
<th>PART 3. LEADERSHIP (Criterion Measures)</th>
<th>Rating Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 The host institution has selected, positioned, and empowered a program leader.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Drum - Resume-2006</td>
<td></td>
</tr>
<tr>
<td>TerryBridges Resume Current</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Drum - Resume-2006</td>
<td></td>
</tr>
<tr>
<td>TerryBridges Resume Current</td>
<td></td>
</tr>
<tr>
<td>ADRL Resume before hire</td>
<td></td>
</tr>
<tr>
<td>RA Job Description</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>6WeekActionPlan</td>
<td></td>
</tr>
<tr>
<td>2007 Univ. Housing Annual Report</td>
<td></td>
</tr>
</tbody>
</table>
3.4 Clearly defined leader accountability expectations are in place.

| 3.4 | ND | 1 | 2 | 3 | 4 | NR |

3.5 Leader performance is fairly assessed on a regular basis.

| 3.5 | ND | 1 | 2 | 3 | 4 | NR |

3.6 The leader exercises authority over program resources and uses them effectively.

| 3.6 | ND | 1 | 2 | 3 | 4 | NR |

3.7 The program leader:

3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served

| 3.7a | ND | 1 | 2 | 3 | 4 | NR |

3.7b prescribes and practices appropriate ethical behavior

| 3.7b | ND | 1 | 2 | 3 | 4 | NR |

3.7c recruits, selects, supervises, instructs, and coordinates staff members

| 3.7c | ND | 1 | 2 | 3 | 4 | NR |

3.7d manages fiscal, physical, and human resources effectively

| 3.7d | ND | 1 | 2 | 3 | 4 | NR |

3.7e applies effective practices to educational and administrative processes

| 3.7e | ND | 1 | 2 | 3 | 4 | NR |

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

| 3.8 | ND | 1 | 2 | 3 | 4 | NR |

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

| 3.9 | ND | 1 | 2 | 3 | 4 | NR |

3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.

| 3.10 | ND | 1 | 2 | 3 | 4 | NR |

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

| 3.11 | ND | 1 | 2 | 3 | 4 | NR |

Part 3: Leadership Overview Questions

A. In what ways are program leaders qualified for their roles?

The Director of University Housing has 18 years of directly related experience in University Housing. She holds a PhD and is a member of SWACUHO and TACUSPA.

The Director for Housing and Residential Life for Camden Miramar has 20 years of directly related experience in University Housing. He holds a MEd in Student Personnel and is a member of CC Apartment Association and SWACUHO.
The Assistant Director of Residential Life has 6 years of directly related experience in University Housing. He has a Masters degree in Business Administration and is a member of SWACUHO.

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

Each position has specific job duties assigned to it that empower them to accomplish the program mission. The Director of University Housing reports to the Vice President of Student Affairs and serves as the liaison between the University and Camden Miramar. The Director of Housing and Residential Life and the Assistant Director for Residential Life for Camden Miramar, are included in division wide activities, planning and meetings. Even though they are employed by Camden Property Trust, both are actively involved in the Division of Student Affairs. This unique relationship allows for strong collaboration among university departments and Camden Miramar staff which enable each to accomplish the programs’ intended mission.

C. How are program leaders accountable for their performance?

Both University employees and Camden are evaluated annually by their direct supervisor. New professional staff are evaluated at 3 month status and then evaluated annually. Resident Assistants are evaluated mid-semester, end of semester and end of academic year appointment. Each appointment is for one year and they must re-apply for their position each year.

D. What leadership practices best describe program leaders?

Camden Miramar and the office of University Housing strive to use best practices in Student Affairs and Housing. By participation in professional organizations, the staff are able to acquire knowledge of new programs, delivery methods, services and standards for University Housing programs. Professional staff take advantage of professional development on and off campus (SWACUHO, ACUO-I, CC Apartment Association) to enhance their skills and knowledge of the field. There is continual efforts to improve services as students needs change.

The leaders of the program collaborate with various entities to provide the best program possible. They also believe in empowering students to take on leadership roles within the organization. Emphasis is placed on preparing students for the challenges they will face as resident assistants.
Part 4: ORGANIZATION and MANAGEMENT

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

An organizational charge should define both the responsibilities and relationships of staff members with the understanding that HRLP leadership should emphasize fluidity, adaptability, and cross-functional collaboration.

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

Where the management of the HRLP is divided among different offices within the institution, it is the responsibility of institutional leaders and involved staff organizations to establish and maintain productive working relationships.

A unified organizational structure, including all housing and residential life functions, should be used as to effectively deliver the services to users and to avoid multiple hierarchical lines of communication and authority.

HRLP must maintain well structured management functions, including planning, personnel, property management, purchasing, contract administration, financial control, and information systems.

Evaluation of the organization is based on progress toward the achievement of short-range and long-range organizational goals. Planning must be adequate to project and accommodate both immediate and future needs.

<table>
<thead>
<tr>
<th>PART 4. ORGANIZATION AND ADMINISTRATION (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 The program is structured purposefully and managed effectively.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Housing Management Council Organization Chart</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>TOC Operations Camden Ground Lease</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Ground Lease Organization Chart</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>Housing Management Council</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>
Part 4: Organization and Management Overview Questions

A. What are the institutional organizational structures that define, enable, or restrain the program?

The University does not operate or own any housing on or off campus. The on campus provider of housing is Camden Property Trust. The University and Camden Property Trust have a Ground Lease agreement that outlines the conditions and expectations of both entities as it relates to owning and operating housing at TAMUCC.

The Department of University Housing reports directly to the Vice President of Student Affairs. The Director serves as a liaison between the University and Camden Miramar. The Director of University Housing and Residential Life for Camden Miramar is a member of the Student Affairs Council, chaired by the Vice President of Student Affairs. This enables open communication between the University departments in Student Affairs and Camden Miramar. The full time professional staff at Camden Miramar are invited to participate in division wide activities including the monthly staff development series offered by the division.

TAMUCC is a member of the TAMUS and therefore must follow system policies and guidelines. There are multiple areas this effects including legal issues, financial audits and expansion of facilities. Camden Miramar staff report through their corporate offices. The corporate officers must be included in any significant issues related to university housing. At times, due to the two reporting structures, there are delays in resolving issues. Each entity is protecting it’s own interest in the property and program.

B. What protocols or processes are in place to insure effective management of the program?

There is a Housing Management Committee that serves as a liaison between the two entities. Representatives from both parties are involved on this committee. It is responsible for reviewing budget, selecting the manager, and reviewing policies and operating procedures that govern individuals living in on campus housing.

The TAMUS conducts periodic audits to ensure proper financial management.
TAMUCC, with Camden’s cooperation, conducts periodic resident surveys to identify issues and problems that need to be addressed by Camden Miramar. This includes bi-annual Residence Life Survey. The University also uses information gathered from the Noel-Levitz survey and NSSE.

Camden has company wide audits that are conducted for fiscal management.
Part 5: HUMAN RESOURCES

HRLP must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, HRLP must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities. HRLP must strive to improve the professional competence and skills of all personnel it employs.

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

There must be at least one professional staff member responsible for the administration and coordination of the department. This individual must be knowledgeable about the goals and mission of the program.

Individual residence halls and apartment areas should be supervised by professional staff that have earned a master's degree from accredited institutions in a field of study such as college student personnel, college counseling, or higher education administration or as appropriate.

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

Demonstrated skills of leadership and communication, maturity, a well-developed sense of responsibility, sensitivity to individual differences, a positive self-concept, an understanding of how to promote student learning and academic success, and an obvious interest and enthusiasm for working with students are desirable characteristics for professional, pre-professional and paraprofessional staff members.

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

Resident/community assistants and other paraprofessionals are expected to contribute to the accomplishment of the following functions: (a) educational programming, (b) administration, (c) group and activity advising, (d) leadership development, (e) discipline, (f) role modeling, (g) individual assistance and referral, and (h) providing information.

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

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

HRLP must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. HRLP must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.
HRLP must provide procedures for filing, processing, and hearing employee grievances.

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

HRLP position descriptions should include adequate time for planning as well as for program implementation.

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

Training and supervision to accomplish assigned tasks must be provided to HRLP staff.

HRLP staff members should have a written personal development plan that reflects the goals and objectives of the organization and areas for professional growth.

HRLP staff members must have a working knowledge of all relevant policies and procedures, the rationale for policies and procedures, and the relationship of policies and procedures to the organization's mission statement, goals, and objectives.

HRLP policies and procedures must be reviewed annually and updated as appropriate.

HRLP staff members must be knowledgeable about and remain current with respect to the obligations and limitations placed upon the institution by constitutional, statutory, and common law, by external governmental agencies and institutional policies.

<table>
<thead>
<tr>
<th>PART 5. HUMAN RESOURCES (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
</table>
| 5.1 The program is staffed adequately with personnel qualified to accomplish its mission.  
  CAS RA Ratios  
  Ground Lease | ND 1 2 3 4 NR |
| 5.2 Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.  
  RA Leadership Class Syllabus  
  TOC Human Res. Camden Housing Management Council | ND 1 2 3 4 NR |
| 5.3 The program strives to improve the professional competence and skills of all staff members.  
  Camden Educational Assistance  
  RA Leadership Class Syllabus  
  SWACHUO reciept  
  RA Training Schedule Fall 2007 | ND 1 2 3 4 NR |
| 5.4 Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.  
  ADRL Resume  
  Drum - Resume-2006  
  TerryBridges Resume | ND 1 2 3 4 NR |
| 5.5 At least one professional staff member holds responsibility for HRLP.  
  Organization Chart | ND 1 2 3 4 NR |
5.6 Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.

5.7 Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to a situation beyond their training.

RA Leadership Class Syllabus
RA Interview Questions
RA Training Schedule Fall 2007
ADRL Resume

5.8 Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.

RA Job Description
RA Leadership Class Syllabus
RA Training Schedule Fall 2007

5.9 Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.

HR 08-Topic 020 Information Technology Policy

5.10 Resident/community assistants contribute to a variety of programming, educational, and management functions of HRLP.

RA Job Description
Fall 2007 Programming Log

5.11 Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.

CAS RA Ratios

5.12 Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.

5.13 Hiring and promotion practices are fair, inclusive, and non-discriminatory.

TOC Human Res. Camden

5.14 A diverse program staff is in place that provides readily identifiable role models for students.

5.15 Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.

RA Job Description
AD Job Description
Dir. Housing & Res. Life
PDQ-DOUH-proposed

5.16 The program has a system for regular staff evaluation.

HR 10-Topic 020-00 Job Performance Evaluations
Leadership_TAMUCC Evaluation

5.17 The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.

SWACHUO receipt
RA Training Schedule Fall 2007
5.18 RLP policies and procedures are regularly updated.

5.19 The program provides procedures for filing, processing, and hearing employee grievances.

5.20 Staff members of the program support the goals, objectives, and philosophy of housing and residential life.

Part 5: Human Resources Overview Questions

A. What is the strategic plan for staffing the program?

The ground lease agreement requires University approval for all management positions. Based on feedback from the Residence Life Survey, concerns raised by students and other surveys, the Housing Management Committee may recommend additional positions to address the needs of the housing community. Camden may also recommend/add new positions to meet the business needs of the operation.

Camden attempts to hire and retain staff that is reflective of the diversity represented in the student resident population.

B. In what ways are staff members’ qualifications insured and their performance judged?

Staff members are put through a rigorous hiring process which involves thorough exploration of their references, criminal and financial backgrounds and a required drug screening process and in person interviews. University personnel are included in the interview process of prospective candidates. New staff are evaluated following their first 90 days and then annually thereafter.

Resident Assistants are additionally required to participate in and successfully complete a semester long training class to be eligible to apply for the position. Once selected as an RA they must complete RA training in order to receive an assignment. University personnel are involved in the semester long training class as well as the follow up training provided once the students are selected as resident assistants.

C. In what ways does the program train, supervise, and evaluate staff members?

Camden University is a series of specific training courses designed to enhance/improve the skills for each specific job. Regular progress and successful completion of the courses is a requirement for continued employment. Camden also facilitates a job specific Mentor Program to provide substantial initial and ongoing support as needed or desired. At the conclusion of the initial mentor agenda an evaluation is conducted to assess the employee’s status. An annual evaluation is conducted for every employee. There is also a cycle of evaluation for resident assistants.
Part 6: FINANCIAL RESOURCES

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

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

Administration of funds must be handled in accordance with established, responsible accounting procedures.

Procedures should be present to ensure reconciliation between goods paid for and goods ordered and received.

Adequate and appropriate internal controls must exist to ensure full accountability of financial processes.

Financial reports must provide and reflect an accurate financial overview of the organization.

Financial reports should provide clear, understandable, timely data on which staff can plan and make informed decisions.

Purchasing procedures must be consistent with institutional policies and be cost effective.

The budget must be used as a planning and goal-setting document that reflects commitment to the mission and goals of the HRLP and of the institution.

Budgets should be flexible and capable of being adjusted during the year.

A portion of fees collected must be dedicated to the immediate support and long-term improvement of housing and residential life programs and facilities. Funding must be available to provide for the continuous upkeep of facilities, equipment and furnishings, on-going repairs, educational programming, and services to residents. Reserves must be available for major maintenance and renovation of facilities, replacement of equipment, and other capital improvements.

Student governance units (e.g., hall or campus-wide residential councils) should have access to accounting offices and services to effectively carry out their functions. Dues collected from students for programs and services should be managed within the institution.

Representatives of residence hall and apartment housing communities should be given opportunity to comment on proposed rate increases and the operating budget. Rate increases should be announced at least 90 days in advance of their implementation and discussed well in advance of their effective date.

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<th>ND</th>
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<th>2</th>
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<th>4</th>
<th>NR</th>
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<tr>
<td>Not Done</td>
<td>Not Met</td>
<td>Minimally Met</td>
<td>Well Met</td>
<td>Fully Met</td>
<td>Not Rated</td>
</tr>
</tbody>
</table>

**PART 6. FINANCIAL RESOURCES  (Criterion Measures)**

6.1 The program has adequate funding to accomplish its mission and goals.  
2007 Camden budget  
FY 2009 Budget - University Housing

6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.  
Housing Management Council  
2007 Camden budget
6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.

TAMUCC Audit results

6.4 Fees generated by the program are dedicated to the support and improvement of housing and residential life.

6.5 Financial reports are available to the campus community and provide accurate and timely data.

TAMUCC Audit results

Housing Management Council

6.6 Funding includes adequate reserves for essential repairs, replacements, and capital improvements.

Miramar Capital Expenses 2008

2007 Camden budget

6.7 Funds are handled in accordance with established accounting procedures that ensure accurate financial reports.

TAMUCC Audit results

6.8 Purchasing procedures are consistent and cost effective.

TOC Operations Camden

6.9 The HRLP budget reflects the mission and goals.

FY 2009 Budget - University Housing

2007 Camden budget

Part 6: Financial Resources Overview Questions

A. What is the funding strategy for the program?

The Office of University Housing is traditionally funded from Student Service fees. As these funds are limited and based upon student enrollment, few new resources have been available. As amounts have been set-aside for mandated salary increases, additional funds have rarely been provided, creating an on-going decrease in funds available for operational expenses. Requests were made to fund this office from Camden profit sharing revenue account in the future. This has not been approved.

Camden Miramar budgets are developed by local Camden management with input and approval by corporate staff. Budgets are based on past operating expenses (trends), future expectations (anticipated increases in salaries, wages, insurance, utilities and maintenance contracts), and capital improvement plans. Rates are proposed by Camden Miramar and determined based on revenue requirements and student demand. The ground lease allows rates to be increased a maximum of 10% per year without University approval. Budgets and rates are presented to the Housing Management Committee, made up of three Camden and three University employees. The proposal is reviewed, researched and discussed before voting. Alternative options are reviewed and considered. According to the ground lease, Camden has the deciding vote regarding budget approval in the event of a tie.

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

Camden presents year to date budget analyses on a quarterly basis to the Housing Management Committee. Any items with a large variance are researched and explained to the committee. Options are discussed and enacted as appropriate. Evidence of overall fiscal responsibility and
effectiveness can be found in end of year budget reports and profit sharing checks to the University.

At the request of TAMUCC, the TAMUS will conduct fiscal audit of the program. An audit was conducted in 2007-08.
Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

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

The HRLP must ensure the physical environment is attractive, conducive to academic success and other learning opportunities, functional, in compliance with codes, and adequately provided with safety features.

Individual rooms and apartments must be furnished and equipped to accommodate the designated number of occupants.

Adequate space must be provided for student study, recreation, socializing, and group meetings.

Facilities should include private offices for counseling, advising, interviewing, or other meetings of a confidential nature; and office, reception, and storage space sufficient to accommodate assigned staff, supplies, equipment, library resources, conference rooms, classrooms, and meeting spaces.

Public, common, study, recreational areas and computer labs must be adequately furnished to accommodate the number of users.

Housekeeping programs must be required to provide a clean and orderly environment in all housing facilities. All community bathrooms, as well as public areas, must be cleaned and sanitized at least daily on weekdays.

A weekend housekeeping program should be in place.

Sufficient space for custodial work and storage must be available in close proximity to the assigned custodial area.

Maintenance and renovation programs must be implemented in all housing operations and include four major areas: (a) a preventive maintenance program designed to realize or exceed the projected life expectancy of the equipment and facilities, (b) a program designed to repair or upgrade equipment, facilities, and building systems as they become inoperable or obsolete, (c) a renovation program that modifies physical facilities and building systems to make them more accessible, effective, attractive, efficient, and safe, and (d) a program designed to provide emergency response 24 hours a day.

Periodic inspections must be made to: (a) ensure compliance with fire and safety codes; (b) identify and address potential safety and security hazards including fire extinguishers, exit doors, automatic door closers, outside building lighting, and identify other potentially dangerous spaces. Data from inspections must be used for repair and replacement schedules.

A system of access control must be in place to provide for building security, monitoring of exterior doors, and stringent controls on the use of master keys/access cards.

Systematically planned equipment replacement programs must exist for furnishings, mechanical, fire safety, and electrical systems; maintenance equipment; carpeting; window coverings; and dining equipment where applicable.

Painting must be done on the basis of current need and a preplanned cyclical schedule.

Waste disposal, recycling, and handling and storage of chemicals and hazardous materials must be in compliance with federal, state/provincial, and local health, safety,
and environmental protection requirements. HRLP staff must identify workplace hazards and strive to minimize the risk to employees through education, training, and provision of personal protective equipment.

Grounds, including streets, walks, recreational areas, and parking lots, must be attractively maintained, with attention given to safety features.

Appropriate parking policies should exist for resident students, be developed collaboratively, and define responsibility and options.

**Student housing construction project planning must be responsive to the current and future needs of residents. HRLP staff must be involved in the design and development of new housing construction.**

Students should be consulted on the design and development of new housing construction.

**A master plan for maintaining and renovating all facilities must exist and include timelines for addressing specific needs.**

Laundry facilities should be provided within or in close proximity to living areas, be well-maintained, and reasonably priced.

Suggestions from residents should be regularly and consistently sought and considered regarding physical plant improvements and renovations to college/university housing and dining facilities.

A systematic energy conservation program should be implemented through assessment, programming, education, renovation and replacement.

An up-to-date inventory of housing property and furnishings should be maintained.

Physical plant renovations should be scheduled to minimize disruption to residents and diners.

Acceptable accommodations and amenities should be provided for professional live-in staff members with appropriate consideration provided for the following needs: adequate living space for the staff member and any family, furnishings and equipment, telecommunications package, appropriate access, and parking.

<table>
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<tr>
<th>PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT (Criterion Measures)</th>
<th>Rating Scale</th>
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<tbody>
<tr>
<td>7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>Miramar Site Map</td>
<td>Cameroon brochure</td>
</tr>
<tr>
<td>7.2 Program facilities, technology, and equipment are evaluated regularly.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Housing Management Council</td>
<td>Ground Lease agreement</td>
</tr>
<tr>
<td>7.3 Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>TOC Safety Camden</td>
<td>Camden Fire Marshall report</td>
</tr>
<tr>
<td>7.4 Facilities accommodate program goals and meet student needs for safety and security.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2007 RLS - summary report</td>
<td>07-08 Camden Community Policies</td>
</tr>
<tr>
<td>7.5 Spaces are provided for study, office functions, lounging, recreation, and group</td>
<td>ND 1 2 3 4 NR</td>
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</tbody>
</table>
meetings.

Camden brochure
Camden club house, as built

7.6 Individual rooms are adequately furnished to accommodate all assigned occupants

Camden brochure

7.7 Facilities are accessible, clean, attractive, reasonably priced, properly designed, well-maintained, comfortable, and conducive to study, and have safety and security features.

Camden brochure
Corpus Christi Community July 2007 comparison
2ndQ Preventive Maintenance Checklist
Copy of Birds Eye View Report

7.8 Housekeeping provides a clean environment on a daily basis during weekdays.

TOC Safety Camden
TOC Operations Camden

7.9 Space is provided for custodial work and storage.

Surf Floor Plan (2)
Bayside Floor Plan2

7.10 A maintenance plan is in place that addresses:

7.10a preventative maintenance

2ndQ Preventive Maintenance Checklist
Copy of Birds Eye View Report
2007 INTERIOR INSPECTION MIRAMAR

7.10b repairs or upgrades

TOC Safety Camden
Bld-Floor Rehab-Renovation schedule
TOC Operations Camden

7.10c renovation

Bld-Floor Rehab-Renovation schedule

7.10d emergency response

TOC Safety Camden
TOC Operations Camden

7.11 Inspections for fire and safety codes are made regularly.

TOC Safety Camden
Camden Fire Marshall report

7.12 Waste disposal and recycling are managed in accordance with all applicable regulations.

TOC Safety Camden
TOC Operations Camden

7.13 Grounds are attractively maintained and are safe.

TOC Safety Camden
TOC Operations Camden
Ground Lease

7.14 Access control to buildings is addressed and provides safety to residents.

07-08 Camden Community policies

7.15 Student housing construction, where applicable, is based on student current and
7.16 A master plan for maintaining and renovating all facilities exists. TOC Operations Camden

| ND | 1 | 2 | 3 | 4 | NR |

Part 7: Facilities, Technology, and Equipment Overview Questions

A. How are facilities, technology, and equipment inventoried and maintained?

An annual inventory of all capital equipment is completed and maintained on-site with a copy sent to the corporate office. Monthly interior and exterior inspections of the property are conducted by the RA staff. Nightly rounds are conducted by RAs and issues related to property damage are noted and reported. Monthly inspection/testing of the emergency lighting system are conducted by maintenance personnel or outside contractor. On-site maintenance personnel facilitate monthly, quarterly and annual preventative maintenance program. A quarterly inspection of the site is conducted by the District Manager, Regional Facilities Director and Regional Landscaping Director. Residents facilitate an inventory and assessment of unit condition at the time of move-in, which is utilized to prioritize and address maintenance issues. Ongoing, residents are also able to report maintenance related issues either in person or via an on-line reporting system.

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

We undergo several inspections and certifications by outside agencies/parties: Annual Fire inspection by State Fire Marshals Office; Annual Fire alarm system inspection by licensed fire alarm company (Dynamark); Annual fire suppression system pressure test by licensed company (Cher-O-Key Piping); Annual inventory and certification of Fire extinguishers on property by licensed company (A & C Fire and Safety). The RA staff conducts monthly unit inspections for health and safety/violations/issues. Records of all maintenance work orders logged are maintained electronically. Reports are provided to the Property Manager and other personnel, such as our on-site Maintenance Supervisor and/or the Regional or National Facilities Directors, etc.
Part 8: LEGAL RESPONSIBILITIES

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

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

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

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

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<tr>
<th>PART 8. LEGAL RESPONSIBILITIES (Criterion Measures)</th>
<th>Rating Scale</th>
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<tbody>
<tr>
<td>8.1 Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>TOC Human Resources policies</td>
<td></td>
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<tr>
<td>Camden policy employee verification</td>
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<tr>
<td>TOC Operations Camden</td>
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<tr>
<td>8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>07-08 Camden Lease</td>
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<tr>
<td>Camden Community policies</td>
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<tr>
<td>8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>TAMUS legal counsel</td>
<td></td>
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<tr>
<td>TOC Human Resources policies</td>
<td></td>
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<tr>
<td>8.6 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>07-08 Camden Lease</td>
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<tr>
<td>07-08 Camden Community Policies</td>
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Part 8: Legal Responsibilities Overview Questions

A. What are the crucial legal issues faced by the program?

As the University Housing program is administered by a private developer, the program is challenged by a difference in laws and jurisdiction for which the two entities are accountable. Camden Miramar is the only University property Camden owns, yet Camden corporate headquarters must approve policies and procedures for Camden Miramar. This is a challenge
when the legal responsibilities inherent in an institution of higher education (i.e. due process) differ from private sector. The ground lease requires that Camden Miramar adhere to federal, state and local laws and TAMU System policies. The ground lease serves as the guiding document to assist in resolving issues.

Specific areas that have been a challenge include:

- The program adheres to FERPA, but as a private company, Camden does not have a policy addressing FERPA.
- The campus falls under the jurisdiction of the State Fire Marshall but, since Camden is private, they are under City Fire Marshall jurisdiction which has a different set of criteria.
- The ground lease allows for the University to place a hold on a student’s academic records (prohibiting registration or receipt of transcripts) when there is a balance due. This has been questioned by several students and is a possible “property right” issue.

B. How are staff members instructed, advised, or assisted with legal concerns?

The University Housing staff participates in on-line and other training mandated by the TAMUS system on legal issues. Training is also obtained through audio and web conferences and off-campus professional development and professional organizations. System legal council is available to advise and assist with concerns.

Camden personnel participate in several on-campus training opportunities as well as Camden sponsored trainings and workshops through the Corpus Christi Apartment Association and professional organizations. Camden also retains legal council to advise on areas of concern and employee matters.

Both organizations have policies in place to address legal issues. Employees are informed during their new employee orientation and are required to review the policies periodically. Both organizations have anonymous tip lines available so that employees who suspect any inappropriate activity, within the organization, can report it and an investigation will be launched.
Part 9: EQUITY and ACCESS

Housing and Residential Life Programs (HRLP) staff members must ensure that services and programs are provided on a fair and equitable basis. HRLP facilities, programs and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. HRLP must adhere to the spirit and intent of equal opportunity laws.

HRLP must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the bases of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

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

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

<table>
<thead>
<tr>
<th>PART 9. EQUITY AND ACCESS (Criterion Measures)</th>
<th>Rating Scale</th>
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<tbody>
<tr>
<td>9.1 All programs and services are provided on a fair and equitable basis.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>Camden Fair Housing policy</td>
<td></td>
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<tr>
<td>TAMUCC RIGHTS &amp; RESPONSIBILITIES, EQUAL ACCESS</td>
<td></td>
</tr>
<tr>
<td>9.2 All program facilities and services are accessible to prospective user.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Camden Fair Housing policy</td>
<td></td>
</tr>
<tr>
<td>9.3 Program operations and delivery are responsive to the needs of all students and other users.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2007 RLS - summary report</td>
<td></td>
</tr>
<tr>
<td>Housing Management Council</td>
<td></td>
</tr>
<tr>
<td>9.4 All services adhere to the spirit and intent of equal opportunity laws.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Camden Fair Housing policy</td>
<td></td>
</tr>
<tr>
<td>TAMUCC RIGHTS &amp; RESPONSIBILITIES, EQUAL ACCESS</td>
<td></td>
</tr>
<tr>
<td>9.5 Program policies and practices do not discriminate against any potential users.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Camden Fair Housing policy</td>
<td></td>
</tr>
<tr>
<td>9.6 The program acts to remedy imbalances in student participation and staffing.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>9.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>

Part 9: Equity and Access Overview Questions

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

Private, multi-family housing is regulated by the Dept of Housing and Urban Development
(HUD). One area of focus from this regulatory body is that of Fair Housing. Camden must comply with all (unless a Bona Fida rational exists) aspects of this Federal decree to be non-discriminatory in the manner in which we advertise, demonstrate, offer and manage our housing facilities. Additionally, Camden is compliant with the Federal Equal Employment Opportunity guidelines (EEO) to ensure non-discriminatory practices in hiring, evaluation, promotion, discipline or termination of any employee. Camden must also comply with the Americans with Disabilities Act and works closely with the University’s Disability Services Office to meet the needs of students that qualify for assistance.

Camden coordinates efforts with the Enrollment Services component to ensure only qualified individuals (admitted students) apply for University Housing.

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 staff members?

Participation in the housing program is voluntary, so no policies or practices are in place to address imbalances in participation among selected categories.

Part 10: CAMPUS and EXTERNAL RELATIONS

HRLP must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

Particular efforts should be made by the staff to develop positive relationships with campus and off-campus agencies responsible for judicial affairs, counseling services, learning assistance, disability services, student health services, student activities, security and safety, academic advising, admissions, campus mail and telephone services, physical plant services, institutional budgeting and planning, computer center, vendors and suppliers of products used in residence and dining halls, and private housing operators.

Special attention must be paid to the relationships with those units who use housing facilities to carry out their programs, such as conference services.

HRLP staff should be aware of the importance of housing and residential life as a critical institutional asset, its opportunity to contribute to academic programs and the delivery of services, and its affect on attracting and retaining students.

HRLP staff must develop and maintain staff relationships in a climate of mutual respect, support, trust, and interdependence recognizing the strengths and limitations of each colleague.

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<th>ND</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Not Done</td>
<td>Not Met</td>
<td>Minimally Met</td>
<td>Well Met</td>
<td>Fully Met</td>
<td>Not Rated</td>
</tr>
</tbody>
</table>

**PART 10. CAMPUS and EXTERNAL RELATIONS (Criterion Measures)**

<table>
<thead>
<tr>
<th>10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiting Events</td>
<td>ND</td>
</tr>
<tr>
<td>Directors Meeting Nov 1</td>
<td></td>
</tr>
<tr>
<td>Campus &amp; External involvement</td>
<td></td>
</tr>
<tr>
<td>Fall 2007 Programming Log</td>
<td></td>
</tr>
</tbody>
</table>
10.2 Special outreach efforts are maintained.

Recruiting Events
Directors Meeting Nov 1
Campus & External involvement
Fall 2007 Programming Log

10.3 Staff limitations are recognized and honored.

ND 1 2 3 4 NR

Part 10: Campus and External Relations Overview Questions

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

Although housing is privatized on the TAMUCC campus, it is imperative that Camden Miramar work collaboratively with the Division of Student Affairs and other campus entities to ensure students are informed of housing options and that Camden staff are knowledgeable of services & programs available to their residents. In order to facilitate this, the Director of Housing and Residence Life participates in the Vice President for Student Affairs monthly council meetings with all areas that comprise the Division. Additionally, Camden’s professional staff are invited to serve on numerous division committees throughout the year.

The Office of University Housing and Camden Miramar work closely with several campus departments. Specifically, with Enrollment Management on marketing of the program and enrollment projections, Community Outreach regarding summer camps and programs, University Police on law enforcement within housing and staff training. Also, Housing and Camden personnel are active on several campus committees including I-ADAPT (Islander Alcohol and Drug Abuse Prevention Team), Homecoming, and Environmental Health and Safety. They also collaborate on programs with the Campus Activities Board, Recreational Sports and other campus departments (particularly those under the Division of Student Affairs).

University Housing works with the Regional Transportation Authority (RTA) to provide city transportation services to residents and non-residents. They also work closely with other systems schools (TAMIU-Laredo and TAMU-College Station) to provide bus services and shelter to students in the event of a hurricane evacuation. In addition, University Housing maintains contact with the Association of College and University Housing Officers-International (ACUHO-I), through their publications, to ensure the program is aware of and addresses appropriate standards.

Camden Miramar personnel are active in the Southwestern Association of college and University Housing Officers (SWACUHO) and are involved with the Corpus Christi Apartment Association.

B. What evidence confirms effective relationships with program constituents?

Evidence of effective relationships with would include:

Enrollment Management - Housing Management Meeting minutes of presentations by Enrollment Management personnel and joint efforts to market Housing to new students (Camden attendance at College nights, Island Days, Orientation, Counselor Previews, etc).

University Outreach – Meeting notes and summer camp data.

University Police – Staff training agendas, meeting notes and incident reports from UPD and Camden personnel.
Division of Student Affairs – Camden Miramar reports to University Housing which is part of the Division of Student Affairs. Student Affairs Council minutes, communications among department directors and joint program coordination.

Committees – Membership lists and meeting minutes and joint programs coordinated.

RTA – Schedules and contracts regarding bus service for University students. Participation and satisfaction data.

TAMIU-Laredo – Memorandum of Agreement to house students in the event of an evacuation and documents from the 2005 evacuation.

TAMU – Memorandum of Agreement to send buses to assist in campus hurricane evacuation.

ACUHO-I – Use of standards in operations manual.

SWACUHO – Conference and committee participation.

Corpus Christi Apartment Association – Meeting minutes and leadership roles of Camden personnel.
Part 11: DIVERSITY

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Housing and Residential Life Programs (HRLP) must nurture environments where commonalties and differences among people are recognized and honored.

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

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

<table>
<thead>
<tr>
<th>PART 11. DIVERSITY (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1 The program nurtures environments wherein commonalties and differences among people are recognized and honored.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Fall 2007 Programming Log, 2007 Univ. Housing Annual Report</td>
<td></td>
</tr>
<tr>
<td>11.3 The program promotes respect for commonalties and differences in historical and cultural contexts.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2007 Univ. Housing Annual Report, 2005 NSSE - resident comparison</td>
<td></td>
</tr>
<tr>
<td>11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Camden Community policies, Housing Management Council, Ground Lease, Fair Housing policies</td>
<td></td>
</tr>
</tbody>
</table>

Part 11: Diversity Overview Questions

A. In what ways does the program contribute to the nurturing of diversity?

Camden Miramar offers a supportive environment for acquiring personal awareness of students’ own-and others’ values as they relate to multicultural issues. The program offers a variety of social and educational activities, including films moderated by staff, speaker panels, and other programs guaranteed to raise awareness and challenge societal assumptions of underrepresented peoples. The RA training curriculum includes: sensitivity training, roommate mediation and various techniques to reach students with diverse needs.

B. How does the program serve the needs of diverse populations?

Camden Miramar works collaboratively with the Islander Cultural Alliance, the Disability Center, English as a Second Language Institute (ESLI), the Study Abroad program, and various other University departments to ensure the program meets the needs of a diverse population. Policies are frequently reviewed to ensure all populations are being treated fairly. Additionally, the Camden Miramar RA staff is composed of representatives from a diverse population of...
students to ensure that their needs are being talked about and addressed.
Part 12: ETHICS

All persons involved in the delivery of Housing and Residential Life Programs (HRLP) must adhere to the highest principles of ethical behavior. HRLP must develop or adopt and implement appropriate statements of ethical practice. HRLP must publish these statements and ensure their periodic review by relevant constituencies.

HRLP staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students’ education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

HRLP staff members must be aware of and comply with the provisions contained in the institution’s human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

HRLP staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

HRLP staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, HRLP must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

HRLP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

HRLP staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

HRLP staff members must be knowledgeable about and practice ethical behavior in the use of technology.

HRLP staff members should remain abreast of ethical codes and practices through involvement in professional associations.

<table>
<thead>
<tr>
<th>PART 12. ETHICS (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1 All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice. TAMUS Ethics policy Camden Code of Ethics and Business Conduct</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>12.2 The program has a written statement of ethical practice that is reviewed periodically.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Section</td>
<td>Text</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>12.3</td>
<td>Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.</td>
</tr>
<tr>
<td>12.4</td>
<td>Information contained in students’ education records is never disclosed without written consent except as allowed by law and institutional policy.</td>
</tr>
<tr>
<td>12.5</td>
<td>Information judged to be of an emergency nature when an individual’s safety or that of others involved is disclose to appropriate authorities.</td>
</tr>
<tr>
<td>12.6</td>
<td>All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.</td>
</tr>
<tr>
<td>12.7</td>
<td>Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.</td>
</tr>
<tr>
<td>12.8</td>
<td>Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.</td>
</tr>
<tr>
<td>12.9</td>
<td>Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.</td>
</tr>
<tr>
<td>12.10</td>
<td>All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.</td>
</tr>
<tr>
<td>12.11</td>
<td>Staff members confront and otherwise hold accountable others who exhibit unethical behavior.</td>
</tr>
<tr>
<td>12.12</td>
<td>Staff members practice ethical behavior in the use of technology.</td>
</tr>
</tbody>
</table>
### Part 12: Ethics Overview Questions

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

Camden Miramar is guided through Camden Property Trust Corporate policies on ethics. These include policies on office standards, information technology, insider trading, and cell phone and recording devices in the workplace.

The TAMU system provides policies for employees to guide them through possible ethical dilemmas and/or conflicts of interest. These policies regard issues such as waste, fraud, misuse, misconduct, confidentiality, FERPA guidelines, information technology use, employment and others. These policies are communicated to staff through employee orientation and training.

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

Confidentiality is to be maintained in every situation. According to Camden policy, information of a confidential nature should be shared between staff members on a need-to-know basis only. Additionally, information regarding student behavioral issues is filed in a separate location from the students lease file to limit exposure of said information. Issues are addressed by an employee's supervisor and appropriate action taken.

University staff members sign a confidentiality statement and undergo extensive training. Any concerns regarding ethics and/or confidentiality would be addressed by an employee’s supervisor and appropriate action taken where necessary. Also, a system-wide Risk and Misconduct reporting hot-line is available to employees and the public.

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

Camden staff members are instructed to follow the chain of command in reporting issues involving ethical dilemmas or conflict of interest. However, staff members are also instructed that if they are not comfortable raising an issue with a direct supervisor they are encouraged to move as far up the chain of command as they feel necessary. Lastly, there is a toll free phone number that is maintained by a third party source to which employees may address issues of a confidential (conduct or financial) nature and maintain anonymity.

University employees are trained on system policies regarding ethics and conflict of interest during new employee orientation. Additional training is facilitated on-line bi-annually. TAMU system employees are accountable for following system policies related to ethical issues and conflicts of interest. Also, employees are required to report any dual employment and/or positions, ownership, etc in concerns that could lead to a potential conflict of interest. Ethical concerns are addressed by an employee’s supervisor and a system-wide risk and misconduct hotline is available for anonymous reporting by employees and the public.

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

Camden employees receive and sign for the ethical policies. There is an annual refresher that is presented to employees about the grievance process and procedures. Employee communication is a topic that is addressed in each employee’s annual
University staff participate in a variety of trainings regarding ethical conduct. In addition to sessions presented during new employee orientation, staff are required to successfully complete on-line training on Ethics, Creating a Discrimination Free Workplace, Information Security Awareness and Reporting Fraud, Waste and Abuse bi-annually. Also, TAMU system employees are accountable for following system policies related to ethical issues. Concerns are addressed by an employee’s supervisor and a system-wide risk and misconduct hotline is available for anonymous reporting by employees and the public.
Part 13: ASSESSMENT and EVALUATION

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Rating Scale</th>
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<tbody>
<tr>
<td>ND</td>
<td>1</td>
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<tr>
<td>Not Done</td>
<td>Not Met</td>
</tr>
</tbody>
</table>

**PART 13. ASSESSMENT AND EVALUATION (Criterion Measures)**

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

**Student Affairs Assessment Cycle**

2005 NSSE - resident comparison
2007 RLS - summary report

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

2005 NSSE - resident comparison
2007 RLS - summary report

13.3 The program evaluates periodically how well it complements and enhances the institution’s stated mission and educational effectiveness.

2007-WEAVE-unit plan

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

Miramar Action Plan 2007
2007-WEAVE-unit plan

**Part 13: Assessment and Evaluation Overview Questions**

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

The program uses a multi-level assessment strategy. The main instrument for measuring effectiveness and satisfaction with the program is the Residence Life Survey administered on odd years. This measures satisfaction on a multitude of items and some self-report student learning outcomes. To supplement this report, the program uses data collected by the University on the Noel Levitz and National Survey of Student Engagement. In addition, learning outcomes are assessed for some large-scale events and participation is tracked in various areas. The University Housing Assessment cycle is as follows:

<table>
<thead>
<tr>
<th>Annual Report</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Plan Assessment Overview – Weave</td>
<td>Annual</td>
</tr>
<tr>
<td>CAS: Council for the Advancement of Standards Review</td>
<td>5 years-FY08</td>
</tr>
<tr>
<td>Residence Life Survey</td>
<td>Odd Years</td>
</tr>
<tr>
<td>NSSE: cross tab of residents to non-residents (see unit Plan)</td>
<td>Odd Years</td>
</tr>
<tr>
<td>Noel Levitz Satisfaction Survey (see unit plan)</td>
<td>Even Years</td>
</tr>
</tbody>
</table>
Results are tabulated and shared with the Housing Management Committee. Short and long term strategies are developed to address the concerns that are raised in these evaluations.

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

The program has not worked with student learning outcomes long. Initial outcomes (as assessed in the 2006 Residence Life Survey) were determined from the CAS standards. The program identified those Student Learning and Development Outcome Domains which it could address and were mission oriented. The survey asked questions in a self-report format to determine outcome effectiveness. In addition, outcome assessments were done for the two large scale community prevention programs to measure knowledge gained from the experience.

**C. How are student learning and development outcomes determined to ensure their level of achievement?**

As the development and measurement of student learning and development outcomes is new to the program, a lower form of assessment is still used making the determination of achievement less definitive. The self-report assessment used on the Resident Life Survey defines the student’s perception of achievement but measurement on a broad scale has not gone beyond this level. Smaller scale assessments of learning at events and for smaller programs (RA Class) have measured knowledge gained through pre and post tests. The goal is to elevate broad scale measurements over the next two years. Program outcomes have been assessed through NSSE data by obtaining cross-tab analyses of residents to non-residents on questions measuring engagement.
Part 1: MISSION

The purpose of WSPS is to promote a supportive, equitable, and safe environment for women.

Women Student Programs and Services (WSPS) must incorporate student learning and student development in its mission. WSPS must enhance overall educational experiences. WSPS must develop, record, disseminate, implement, and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. WSPS must operate as an integral part of the institution’s overall mission.

The mission is accomplished by:

- empowering students to create a campus culture that values all women and their diverse identities and experiences
- providing, coordinating, or participating in comprehensive sexual violence risk reduction programs and services for survivors of sexual violence
- educating all students on the ways in which gender is constructed and shapes social structures and individual experiences
- assessing the climate for women and advocating for the diverse needs of women
- providing information and referrals about issues that disproportionately affect women, such as sexual harassment, relationship violence, rape, and disordered eating
- sponsoring speakers, performers, events, and activities that address gender issues
- creating opportunities for women’s voices to be heard

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<th>3</th>
<th>4</th>
<th>NR</th>
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</thead>
<tbody>
<tr>
<td>Not Done</td>
<td>Not Met</td>
<td>Minimally Met</td>
<td>Well Met</td>
<td>Fully Met</td>
<td>Not Rated</td>
</tr>
</tbody>
</table>

**PART 1. MISSION** *(Criterion Measures)*

1.1 A program mission and goals statement is in place and is reviewed periodically.  
Mission Statement;  
Committee note: please use the above link to reference ratings for Part 1 (Mission) 1.1 through 1.5d

1.2 Student learning, development, and educational experiences are incorporated in the mission statement.

1.3 The mission is consistent with that of the host institution and the CAS standards.

1.4 The program functions as an integral part of the host institution’s overall mission.

1.5 The program mission includes:
- 1.5a creating a campus culture that values women
- 1.5b managing sexual violence reduction programs
- 1.5c assessing the campus climate for women
Part 1: Mission Overview Questions

A. What is the program mission?

The Women’s Center for Education and Service supports the mission of Texas A&M University-Corpus Christi by promoting a supportive, equitable and safe environment that advances and affirms the inherent dignity and worth of women through education, advocacy, and service endeavors. This mission is accomplished by:

- Empowering students to create a campus culture that values women, their many identities, and various experiences.
- Providing information, referrals, speakers, performers, events, and activities about issues that disproportionately affect women, such as sexual harassment, relationship violence, rape, and eating disorders.
- Creating opportunities for women’s perspectives to be voiced on campus and in the Coastal Bend community.
- Educating the campus community on sexual violence and connecting survivors of sexual violence with necessary resources.
- Educating students on the ways in which gender is understood and how it shapes social structures and individual experiences.
- Assessing the climate for women on campus and advocating for the diverse needs of women.

B. How does the mission embrace student learning and development?

The Women’s Center mission embraces student learning and development by helping to create a campus culture that values women; by providing programs about issues that disproportionately affect women; by creating a perspectives that can be voiced; by educating the campus community on women’s issues; by assessing the climate for women on campus; and by advocating for women’s needs.

C. In what ways does the program mission complement the mission of the institution?

The Women’s Center mission complements the mission of Texas A&M University-Corpus Christi by developing programs that establish a connection with the campus community. These program address the diversity of the campus and help students become a global citizen that extends beyond the classroom.

Part 2: PROGRAM

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

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

WSPS must provide evidence of its impact on the achievement of student learning and development outcomes.
The table below offers examples of evidence of achievement of student learning and development.

<table>
<thead>
<tr>
<th>Desirable Student Learning and Development Outcomes:</th>
<th>Examples of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual growth</td>
<td>Understands the intersection of gender with race, class, sexual orientation and other identity formations; Explains how feminist, womanist, and other gendered theories inform practice and vice versa; Employs critical thinking in problem solving; Integrates complex information from a variety of sources including personal experience to form a decision or opinion; Expresses an appreciation for how gender informs the production of knowledge and the experience of learning</td>
</tr>
<tr>
<td>Effective communication</td>
<td>Expresses oneself and influences others through writing, speaking, and/or artistic expression</td>
</tr>
<tr>
<td>Enhanced self-esteem</td>
<td>Shows respect for self and others; Demonstrates willingness to address challenges and pursue opportunities; Communicates values, needs, and boundaries effectively</td>
</tr>
<tr>
<td>Realistic self-appraisal</td>
<td>Explores how societal expectations may inform one’s self-appraisal; Recognizes personal strengths and challenges; Considers feedback from others; Learns from past experiences</td>
</tr>
<tr>
<td>Clarified values</td>
<td>Understands influence of societal norms on the construction of personal values; Demonstrates willingness to examine personal beliefs and values and how they influence behavior</td>
</tr>
<tr>
<td>Career choices</td>
<td>Evaluates workplaces and policies as they relate to gender, race, class, sexual orientation, and ability; Understands how these factors affect the intersection of career choice, personal and professional goals, and the world of work; Develops a vision for professional growth congruent with one’s passions, values, and skills</td>
</tr>
<tr>
<td>Leadership development</td>
<td>Demonstrates initiative, vision, and perseverance; Comprehends group dynamics; Exerts positive influence to create desired outcomes</td>
</tr>
<tr>
<td>Healthy behavior</td>
<td>Learns about and uses effective self-care strategies; Articulates the relationship between health and wellness and accomplishing life long goals; Chooses behaviors and environments that promote health and reduce risk</td>
</tr>
<tr>
<td>Meaningful interpersonal relationships</td>
<td>Develops and maintains interpersonal relationships with others based on respect; Appreciates differences by listening to and considering others’ points of view</td>
</tr>
<tr>
<td>Independence</td>
<td>Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Develops relationships that lead toward achievement of goals; Seeks wide involvement of others; Demonstrates an openness to feedback</td>
</tr>
<tr>
<td>Social responsibility</td>
<td>Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in community service activities</td>
</tr>
<tr>
<td>Satisfying and productive lifestyles</td>
<td>Articulates long-term personal and professional goals and objectives based on personal identity, ethical, spiritual, and moral values</td>
</tr>
<tr>
<td>Appreciating diversity</td>
<td>Seeks to understand one’s own multifaceted identity; Seeks involvement with people different from oneself; Articulates the advantages and challenges of a diverse society; Appropriately challenges stereotypes; Understands the impact of diversity on one’s own society</td>
</tr>
<tr>
<td>Spiritual awareness</td>
<td>Develops and articulates a personal belief system; Understands role of spirituality in personal and group values and behaviors</td>
</tr>
<tr>
<td>Personal and Educational Goals</td>
<td>Articulates and pursues goals and objectives; Uses goals to guide decisions; Assesses and revises goals periodically; Understands the effect of one’s personal and educational goals on others</td>
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WSPS must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, unique populations, and communities.

WSPS staff must address the needs of undergraduate and graduate women students by incorporating the dimensions of ethnicity, race, religion, ability, sexual orientation, age, socioeconomic status, and other aspects of identity through programs and services. WSPS must promote unrestricted access for full involvement of women in all aspects of the collegiate experience.

WSPS must provide programs and services that address institutional environment, social justice, campus support services, networking opportunities, and other educational issues of significance to women.

WSPS may address issues of equity for staff members, faculty members, and women in the surrounding community.

To address the institutional environment, WSPS must:

- advocate for a campus culture that eliminates barriers, prejudice, bigotry, and creates a hospitable climate for all women
- assess and monitor the campus climate for women in areas of sexual harassment and sexual violence, and collaborate with on- and off-campus partners to create institutional policies, education, and programs to work toward the elimination of violence against women
- advocate for assessment of the campus environment for the presence of gender bias in areas including but not limited to employment, educational opportunities, and classroom climate
- advocate for the elimination of institutional policies and practices that result in an inequitable impact on women as students or employees
- promote awareness in ways in which gender bias intersects with racism, classism, and homophobia
- serve as a resource in helping campus constituencies identify and create equitable practices

WSPS must advance social justice through opportunities for involvement in global, national, state, provincial, and local action initiatives related to improving women’s lives.

WSPS should provide models of non-hierarchical and collaborative leadership.

WSPS should provide social activism opportunities that allow for the integration of theory with practice.

WSPS must address the provision of campus support services including:

- advocacy, resources, and referrals related to sexual assault, sexual harassment, cyber-harassment, stalking, and relationship violence
- academic support that addresses concerns such as flexible scheduling, the environment for women students in traditionally male-dominated disciplines, and gender equity in the classroom
- resources and referrals for prevention, counseling, medical services, healthcare, disordered eating, physical and mental health, and equitable access to wellness, fitness, and health services
- resources and referrals for underrepresented or underserved communities
- the need for adequate, accessible, affordable, and flexible child and family care
WSPS must facilitate networking opportunities that:

- create support systems and communication networks for women students
- identify role models by recognizing and celebrating the accomplishments of women on and off campus
- encourage liaisons between global, national, state, provincial, and local women’s organizations and campus-based women student programs and services

WSPS must provide educational programs that promote awareness of the way in which gender is constructed and shapes social structures and individual experiences. WSPS must offer experiential opportunities that explore oppression, privilege, and racism to increase students’ understanding of the intersections of sexism with racism, classism, homophobia, and other forms of oppression.

WSPS should support the promotion of scholarship and research on women and gender in collaboration with a women studies program, if available, as well as with other departments.

Educational programs should focus on women’s physical and mental health, personal safety, sexual assault and relationship violence, healthy relationships, leadership, spirituality, current events, and global issues.

WSPS should provide service learning and internship opportunities.

WSPS should advocate curricular change to include women’s issues and contribution to society.

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**PART 2. PROGRAM (Criterion Measures)**

2.1 The program promotes student learning and development that is purposeful and holistic.
*Mission Statement* *1 in 4 Learning Outcomes* *Paint the Island Pink Learning Outcomes* *VM Learning Outcomes Research Paper* *2006-2007 Annual Report*

2.2 The program has identified student learning and development outcomes that are relevant to its purpose.
*1 in 4 Learning Outcomes* *Paint the Island Pink Learning Outcomes* *VM Learning Outcomes Research Paper*

2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.
*IWIL Description* *Sample Internship Contract*

2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked.
*List student learning and/or developmental outcomes in spaces provided*

2.4.1 Intellectual Growth
*1 in 4 Learning Outcomes* *Paint The Island Pink Learning Outcomes* *VM learning outcomes research paper* *Relevant Sections of Annual Report; Contents of Resource Library*

2.4.2 Effective Communication
*Relevant Sections of Annual Report - Communication; Flyers and Marketing Materials 06-07; Internship Contracts*

2.4.3 Enhanced Self-Esteem
*Relevant Sections of Annual Report - self esteem*
2.4.4  Realistic Self-Appraisal
Relevant sections of annual report - realistic self-appraisal

2.4.5  Clarified Values
Relevant sections of annual report - clarified values

2.4.6  Career Choices
Relevant sections of annual report - Career choices; IWIL Description

2.4.7  Leadership Development
IWIL Description; Relevant sections of annual report - leadership development

2.4.8  Healthy Behavior
Relevant sections of annual report - healthy behavior

2.4.9  Meaningful Interpersonal Relationships
Relevant sections of annual report - meaningful relationships; IWIL Description;

2.4.10 Independence
Relevant sections of annual report - independence

2.4.11 Collaboration
Relevant sections of annual report - collaboration

2.4.12 Social Responsibility
Relevant sections of annual report - social responsibility;

2.4.13 Satisfying and Productive Lifestyle
Relevant sections of annual report - lifestyles

2.4.14 Appreciate Diversity
Relevant sections of annual report- appreciate diversity

2.4.15 Spiritual Awareness
The committee stated that spiritual awareness is not currently part of the WC’s mission but believes that greater spiritual awareness involvement should be addressed in the WC action plan.

2.4.16 Personal and Educational Goals
Relevant sections of annual report - personal and educational goals; IWIL Description;

2.5 Program offerings are intentional, coherent and based on theories of learning and human development.

2006-2007 Annual Report; What do you want to see? Survey

ND 1 2 3 4 NR
ND 1 2 3 4 NR
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2.6 Program offerings are designed to meet the developmental needs of relevant student populations and communities.
IWIL Description: 2006-2007 Annual Report; Mission Statement

2.7 Needs of women are addressed while including other aspects of identity.
Mission Statement; Contents of Resource Library; Relevant sections of annual report - identity

2.8 WSPS promotes full access in all aspects of the undergraduate and graduate experiences.
IWIL Description; Mission Statement; 2006-2007 Annual Report; Advisory Council Constitution; 07-08 Programming calendar; Mad-Libs for Freshman camp;

2.9 WSPS advances social justice to improve women’s lives.
Relevant sections of annual report - social justice

2.10 WSPS works to:

2.10a eliminate all barriers against women
Relevant sections of annual report - violence

2.10b eliminate all violence against women
Relevant sections of annual report - violence; Women’s Center presents at First Year and Transfer orientation – presentation available here under “Safe Living”

2.10c assess the environment for gender bias
Relevant section of annual report - gender bias; Advisory Council Constitution; Mission Statement

2.10d eliminate inequitable policies and practices
Inequitable Policies and Practices; Advisory Council Constitution

2.10e serve as a resource for the institution
Campus Resource; Community Connections; Resources available at Women’s Center

2.11 WSPS addresses:

2.11a relationship violence
Women's Center Calendar of events 07-08; 1 in 4 learning outcomes; Relevant sections of annual report - relationship violence; Women’s Center presents at First Year and Transfer orientation – presentation available here under “Safe Living”

2.11b academic support
Inventory of WC Library Books; Relevant sections of annual report - academic support

2.11c resources and referrals for health maintenance
Inventory of WC Library Books; Health Related Programming;

2.11d resources and referrals for underrepresented communities
Programming - underrepresented communities; Resources available at Women's Center

2.11e childcare
Childcare

2.12 WSPS facilitates:

2.12a support systems and networks for women students
Relevant Sections of Annual Report

2.12b identification of role models
Relevant Sections of Annual Report - Identification of Role Models

2.12c liaison relationships with all communities
06-07 Annual Report; Women’s Center Calendar of events 07-08; IWIL Description

2.13 WSPS offers experiences that explore all forms of oppression.
Relevant Sections of Annual Report; Women’s Center Calendar of events 07-08;

Part 2: Program Overview Questions

A. What are the primary elements of the program?
The primary elements of the WSPS are on-campus events, activities, performances, speakers,
Part 3: LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Women Student Programs and Services (WSPS) leaders within the administrative structure to accomplish stated missions. WSPS leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

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

WSPS leaders must:
- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
- manage financial resources
- coordinate human resources
- plan, budget for, and evaluate personnel and programs
- apply effective practices to educational and administrative processes
- communicate effectively
- initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area

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

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

WSPS leaders must continuously improve programs and services in response to changing needs of students and other constituents and evolving institutional priorities.
### Part 3: Leadership Overview Questions

#### A. In what ways are program leaders qualified for their roles?

| The Director has a master’s degree in secondary education and over 8 years experience with programs dealing with women’s issues. The Director also has a strong passion for all the programs that are provided to the campus community. The Director serves her community by participating on the Board of Directors for the YWCA of Corpus Christi, an organization focused on empowering girls and women and eliminating racism. | ND 1 2 3 4 NR |
B. In what ways are program leaders positioned and empowered to accomplish the program mission?

The Director has overall responsibilities and authority in all the development, planning, and implementation of the Center's activities. The Director was nominated and honored as one of Corpus Christi's 40 Under 40 - which is an organization that honors the men and women who are dedicated to making a difference in Corpus Christi.

C. How are program leaders accountable for their performance?

The Leader meets bi-monthly with her supervisor. Every week a meeting is held with her staff to discuss and evaluate the programs that were offered. Each program outcome is reviewed. These outcomes are based on the expectations and objectives of the programs that were offered. A formal evaluation is done yearly that evaluates the entire department on unit assessment goals and objectives.

D. What leadership practices best describe program leaders?

The Director is a model for all students to emulate. Being a student herself in the past, she has become a colleague and a staple in the local community through her partnerships with other local community programs. The Director is able to work independently and make major decisions that result in campus sponsored programs.

Part 4: ORGANIZATION and MANAGEMENT

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

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

In response to the assessed needs of women students, WSPS must play a principal role in creating and implementing institutional policies and programs developed.

In the case of student-run women's programs, student leaders should have access to policy and decision makers of the institution.

Emphasis should be placed on achieving an organizational placement so that activities of WSPS are not limited to a specific group of women students (e.g., solely undergraduate women) or specific service (e.g., solely counseling services).

WSPS should function as an autonomous unit rather than be housed as a component of other units on campus.

Individual units should be afforded the opportunity to organize in a manner that is efficient and best promotes equity.

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PART 4. ORGANIZATION AND MANAGEMENT (Criterion Measures)

4.1 The program is structured purposefully and managed effectively.
Division Flow Chart: WC Flow Chart

4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.

Rating Scale

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4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, evaluation, and reward systems.

Division Flow Chart; WC Flow Chart; Publicity Guide; Staff Resource book; Staff Handbook;

4.4 Channels are in place for regular review of administrative policies and procedures.

University HR Policies

4.5 WSPS provides leadership in the formation of policy based on assessed needs.

Part 4: Organization and Management Overview Questions

A. What are the institutional organizational structures that define, enable, or restrain the program?

The department’s handbook provides guidance on all office procedures. The Women’s Center by-laws define the mission & operation for the department.

B. What protocols or processes are in place to insure effective management of the program?

The Director is evaluated formally yearly. The Director also reviews and evaluates her staff bi-annually. Staff meets weekly to discuss and define tasks for the week. This allows for more open discussion and that assist with enhancing campus programs.

Part 5: HUMAN RESOURCES

Women Student Program and Services (WSPS) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, WSPS must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. WSPS must strive to improve the professional competence and skills of all personnel it employs.

WSPS should be staffed by persons with the credentials and ability to forge gender equity on campus to promote the integrity of the unit.

Staff positions must be classified and compensated on a level commensurate with equivalent positions in other units.

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

The leadership must have knowledge of and preferably experience with gender issues and their impact on learning and development

The professional staff should possess the academic preparation, experience, professional interests, and competencies essential for the efficient operation of the office as charged, as well as the ability to identify additional areas of concern for women. Staff members should have coursework in women’s studies or demonstrated experience in advocacy on women’s issues. Specific coursework may include organization development, counseling theory and practice, group dynamics, leadership development, human development, and research and evaluation.

Professional staff should demonstrate a commitment to improving women’s lives and a respect for the diversity of women’s identities and experiences.

Professional staff should: (a) develop and implement programs and services; (b) conduct assessment, research, and evaluation; (c) advocate for the improvement of the quality of life for women as students,
faculty members, and staff members; and (d) participate in institutional policy and governance efforts to ensure that policies and practices take into account the unique experiences of women.

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

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

WSPS should provide student staff with training and development that fosters an understanding of gender, race, class, sexual orientation, religion, ability, and other identity formations. Wherever possible, efforts should be made to ensure that student staff reflects the diversity of women students.

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

Technical and support staff should be sufficient to perform office and administrative functions, including welcoming, sharing resources, problem identification, and referral. In the selection and training of technical and support staff members, special emphasis should be placed on skills in the areas of crisis response and management, public relations, information dissemination, problem identification, and referral. A thorough knowledge of the institution, its various offices, and relevant community resources is important.

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

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

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

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

To remain current and effective in understanding and addressing needs of women students staff members should be encouraged to enroll in credit courses and seminars, and be given access to published research, opinion, and relevant other media.

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**PART 5. HUMAN RESOURCES** (Criterion Measures)

5.1 The program is staffed adequately with personnel qualified to accomplish its
5.2 Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.

5.3 The program strives to improve the professional competence and skills of all staff members.

5.4 Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.

5.5 Professional staff members providing services hold earned graduate degrees or appropriate license in a field relevant to the position description or possess appropriate combination of educational credentials and related work experience.

5.6 Staff members have knowledge and experience with gender issues.

5.7 Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.

5.8 Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training.

5.9 Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.

5.10 Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.

5.11 Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.

5.12 Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.

5.13 Hiring and promotion practices are fair, inclusive, and non-discriminatory.

5.14 A diverse program staff is in place that provides readily identifiable role models for students.

5.15 Position descriptions for all staff members are in place and used for
Part 5: Human Resources Overview Questions

A. What is the strategic plan for staffing the program?

Internship staff is dependant upon funding received from a grant. New funding opportunities are sought to build stability for this wage source.

B. In what ways are staff members’ qualifications insured and their performance judged?

The Directors performance is measured against the job description, unit assessment plans and the position description questionnaire form. This formal evaluation is done yearly.

C. In what ways does the program train, supervise, and evaluate staff members?

The Director has monthly division staff development meetings and evaluates her staff every semester. Each staff member is encouraged to take campus training opportunities as needed.

Part 6: FINANCIAL RESOURCES

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

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

Although initial funding for WSPS may come from a combination of institutional funds, grant money, student government funds, fees for services, and government contracts, permanent institutional funding should be allocated for the continuing operation of WSPS.

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<tr>
<th>PART 6. FINANCIAL RESOURCES (Criterion Measures)</th>
<th>Rating Scale</th>
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<tr>
<td>6.1 The program has adequate funding to accomplish its mission and goals. <strong>FY 08 budget</strong></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources. <strong>FY 08 budget</strong></td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols. <strong>FY 07 Monthly Budget Update; Unit Plan 06-07</strong></td>
<td>ND 1 2 3 4 NR</td>
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Part 6: Financial Resources Overview Questions

A. What is the funding strategy for the program?

In addition to state funding, the Center strives to offer 1 fundraising event, and seeks grants to provide additional programs and internships.

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

The Director has a balanced budget report that reflects the accounts of each program cost with justification that has balanced each year.

Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

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

Technology and equipment must be updated regularly. In addition, support for technology must be provided to WSPS.

Facilities may be located in prominent, visible areas to visually demonstrate the institution’s commitment to WSPS. Facilities should include private meeting areas and welcoming communal space. Facilities should be staffed beyond traditional business hours to ensure access for non-traditional students and other community members.

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## PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT (Criterion Measures)

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<tr>
<td>7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>Technology Summary: UC Map; Women's Center Tech inventory; Photos of Women's Center space</td>
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<tr>
<td>7.2 Program facilities, technology, and equipment are evaluated regularly.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>Technology Summary: Women's Center Tech inventory</td>
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<td>7.3 Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.</td>
<td>ND 1 2 3 4 NR</td>
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<td>University Safety Office</td>
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<td>7.4 WSPS receives adequate technology and support for technology use.</td>
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<td>Technology Summary:</td>
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Part 7: Facilities, Technology, and Equipment Overview Questions

A. How are facilities, technology, and equipment inventoried and maintained?

Each year the Women’s Center inventory is done according the rules of TAMU-CC.

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

This is done yearly through the unit assessment plans. A vacant office is located next door to the Women’s Center. However, the Center has not been authorized to utilize this space.

Part 8: LEGAL RESPONSIBILITIES
Women Student Programs and Services (WSPS) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. WSPS staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state, provincial, and local governments; and the institution’s policies.

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

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

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

WSPS should serve as a resource to individuals and the institution on legal issues, institutional policy, state/provincial, and federal laws related to FERPA, or Canadian Freedom Of Information and Protection of Privacy (FOIPP), the Clery Act (the Campus Security Act), sexual harassment and discrimination, Title IX, and the rights and responsibilities associated with confidentiality.

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<th>PART 8. LEGAL RESPONSIBILITIES (Criterion Measures)</th>
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<tr>
<td>8.1 Staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities.</td>
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<td>Access to System Attorney; University HR Policies and Procedures;</td>
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<td>8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program.</td>
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<td>Access to System Attorney; University HR Policies and Procedures;</td>
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<tr>
<td>8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>Access to System Attorney; University HR Policies and Procedures;</td>
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<td>8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.</td>
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<td>Access to System Attorney; University HR Policies and Procedures;</td>
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<td>8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities.</td>
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<td>Access to System Attorney; University HR Policies and Procedures;</td>
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<td>8.6 Both staff members and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.</td>
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<td>Employee Handbook</td>
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Part 8: Legal Responsibilities Overview Questions

A. What are the crucial legal issues faced by the program?

The Women’s Center monitors the legal environment in relation to Women’s Issues. It also abides by current legislation including Cleary, FERPA, and others.

B. How are staff members instructed, advised, or assisted with legal concerns?
Part 9: EQUITY and ACCESS

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

WSPS must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the basis of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

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

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

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<th>PART 9. EQUITY AND ACCESS</th>
<th>Rating Scale</th>
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<tr>
<td>(Criterion Measures)</td>
<td>ND 1 2 3 4 NR</td>
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9.1 All programs and services are provided on a fair and equitable basis.  
Summary of Equitable Access

9.2 All program facilities and services are accessible to prospective user.  
Summary of Equitable Access

9.3 Program operations and delivery are responsive to the needs of all students and other users.  
Summary of Equitable Access

9.4 All services adhere to the spirit and intent of equal opportunity laws.  
Summary of Equitable Access

9.5 Program policies and practices do not discriminate against any potential users.  
Summary of Equitable Access

9.6 The program acts to remedy imbalances in student participation and staffing.  
Summary of Equitable Access

9.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.  
Summary of Equitable Access
9.8 Outreach to underrepresented populations for membership is conducted.

Summary of Equitable Access; What do you want to see? Survey; Learning outcomes for Men's Programming

Part 9: Equity and Access Overview Questions

A. How does the program insure non-discriminatory, fair, and equitable treatment to all constituents?
   All programs offered are open to all students, staff, faculty and the general public as a whole.

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 staff members?
   The Women’s Center conducts several assessments and informal surveys throughout the year to address any imbalances that might occur among underrepresented populations.

Part 10: CAMPUS and EXTERNAL RELATIONS

Women Student Programs and Services (WSPS) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

WSPS should maintain good working relationships with agencies such as counseling, financial aid, clinical health services, health promotion services, career services, recreational sports, athletics, residential life, multicultural affairs, and public safety. WSPS should maintain a high degree of visibility with academic units through direct promotion and delivery of services, involvement with co-curricular programs, and staff efforts to increase understanding of the needs of women students.

Program staff should be an integral part of appropriate campus networks to participate effectively in the establishment of institution-wide policy and practices and to collaborate effectively with other staff and faculty members in providing services.

WSPS should build effective partnerships with the community to articulate common concerns and share resources.

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<td>Not Rated</td>
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PART 10. CAMPUS and EXTERNAL RELATIONS (Criterion Measures)

10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.

Campus & External Partnerships;

Part 10: Campus and External Relations Overview Questions

A. With which relevant individuals, groups, campus offices, and external agencies must the program maintain effectively relations?
   The Women’s Center maintains partnerships with the local community, the campus, city programs, and various women’s center.

Part 11: DIVERSITY

Within the context of each institution’s unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Women Student Programs and Services (WSPS) must nurture environments where commonalties and differences among people are recognized and honored.
WSPS must promote educational experiences that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, and that of others. WSPS must educate and promote respect about commonalities and differences in their historical and cultural contexts.

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

WSPS should be intentional about addressing race, ethnicity, class, sex, religion, sexual orientation, ability, and other aspects of identity in WSPS educational programs and services as well as in institutional policies and practices.

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**PART 11. DIVERSITY** *(Criterion Measures)*

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

2006-2007 Programs; 2007-2008 programs;

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

2006-2007 Diversity programming;

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

2006-2007 Diversity programming;

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

Unit Plan 06-07 pt. 1; Unit plan 06-07 pt. 2;

**Rating Scale**

ND   1   2   3   4   NR

ND   1   2   3   4   NR

ND   1   2   3   4   NR

ND   1   2   3   4   NR

**Part 11: Diversity Overview Questions**

A. In what ways does the program contribute to the nurturing of diversity?

Diversity is the foundation of all the programs designed by the Women’s Center. The Women’s Center offers programs for all students, faculty and staff. All these programs provide learning opportunities and support and advocacy for women, bring women together to build community, and place women at the center of inquiry and action.

B. How does the program serve the needs of diverse populations?

The Women’s Center is involved with various programs on campus that enhance the diverse populations of the campus, such as: Hispanic Heritage Month and Women’s History month. During Women’s History Month, there is a focus on the multifaceted world of women, to include issues on men equality. Other programs offered during communication week of Women’s History Month is a program called “He Said/She Said,” that creates an open forum discussion about the perceived differences of college students in both men and women. There is a program that celebrates Women in the Arts that brings participants from diverse cultures with different artistic expressions. The Women’s Center core mission is centered on diversity and women’s issues.

**Part 12: ETHICS**

All persons involved in the delivery of Women Student Programs and Services (WSPS) must adhere to the highest principles of ethical behavior. WSPS must develop or adopt and implement appropriate statements of ethical practice. WSPS must publish these statements and ensure their periodic review by relevant constituencies.

WSPS staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students’ education records must not be disclosed without written
consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

All WSPS staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

WSPS staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

WSPS staff members must strive to ensure the fair, objective, and impartial treatment of all persons with whom they interact. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, all WSPS staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

WSPS staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

WSPS staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

WSPS staff members must be knowledgeable about and practice ethical behavior in the use of technology.

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<tr>
<th>PART 12. ETHICS (Criterion Measures)</th>
<th>Rating Scale</th>
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<tr>
<td>12.1 Staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td><strong>A&amp;M System Ethics Policy:</strong></td>
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<tr>
<td>12.2 The program has a written statement of ethical practice that is reviewed periodically.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td><strong>A&amp;M System Ethics Policy:</strong></td>
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<tr>
<td>12.3 Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td><strong>A&amp;M System Ethics Policy:</strong></td>
<td><strong>WC Student Handbook:</strong></td>
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<tr>
<td>12.4 Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td><strong>WC Student Handbook:</strong></td>
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<tr>
<td>12.5 Information judged to be of an emergency nature when an individual's safety or that of others in involved is disclose to appropriate authorities.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td><strong>WC Student Handbook:</strong></td>
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<tr>
<td>12.6 Staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td><strong>Sample IRB Cover letter for learning outcomes:</strong></td>
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</table>
12.7 Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.
A&M System Ethics Policy; WC Student Handbook;

12.8 Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.
A&M System Ethics Policy; WC Student Handbook; Mission Statement;

12.9 Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.
Monthly Budget Update; University Disbursement of Funds Rules;

12.10 Staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.
Director PDQ; Secretary PDQ; Intern Job Descriptions; Women's Center Employee Handbook;

12.11 Staff members confront and otherwise hold accountable others who exhibit unethical behavior.
Women's Center Employee Handbook;

12.12 Staff members practice ethical behavior in the use of technology.
WC Student Handbook;

Part 12: Ethics Overview Questions
A. What ethical principles, standards, statements, or codes guide the program and its staff members?
   All staff members are guided by TAMUCC rules and regulations, to include A&M system guidelines.

B. What is the program’s strategy for managing student and staff member confidentiality issues?
   All staff members are required to take training on FERPA every two years. They must pass a quiz with a score of 100 in order to receive credit for the course.

C. How are ethical dilemmas and conflicts of interest managed?
   The Director deals with ethical dilemmas on case by case basis. Depending on the behavior the Director will address these behaviors according to department practices and procedures.

D. In what ways are staff members informed and supervised regarding ethical conduct?
   All staff members are required to take annual training on ethics and waste fraud and abuse.

Part 13: ASSESSMENT and EVALUATION

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

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

A comprehensive evaluation of the ongoing program should be carried out in accordance with the general practice of program review for other units of the institution. To assist staff in planning and program formation, WSPS should establish an ongoing evaluation process.
Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.

WSPS should inform constituencies and the institution of the results of assessment and evaluation. WSPS should engage the institution in climate-related research that addresses issues that might have a disparate effect on women.

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<th>PART 13. ASSESSMENT AND EVALUATION (Criterion Measures)</th>
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<tr>
<td>13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met. Unit Plan 06-07 pt. 1; Unit Plan 06-07 pt. 2; 1 in 4 Learning Outcome Results; Cervical Cancer Evaluations; Celebration of Women in the Arts 2006 Evaluations; That Time of the Month Evaluations; &quot;How Do YOU Want It?&quot; Evaluations; HPV Forum Evaluations; Paint the Island Pink Learning Outcomes; Retro Movie Night Evaluations; Sex, Lies, and Advertising Evaluations; Sexy Stripped Evaluations; Sticks and Stones Evaluations; Telling Our Grandmothers’ Stories Evaluations; Vagina Monologues Learning Outcomes Research Paper; What do you want to see? Survey;</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies. Unit Plan 06-07 pt. 1; Unit Plan 06-07 pt. 2; 1 in 4 Learning Outcome Results; Cervical Cancer Evaluations; Celebration of Women in the Arts 2006 Evaluations; That Time of the Month Evaluations; &quot;How Do YOU Want It?&quot; Evaluations; HPV Forum Evaluations; Paint the Island Pink Learning Outcomes; Retro Movie Night Evaluations; Sex, Lies, and Advertising Evaluations; Sexy Stripped Evaluations; Sticks and Stones Evaluations; Telling Our Grandmothers’ Stories Evaluations; Vagina Monologues Learning Outcomes Research Paper; What do you want to see? Survey;</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>13.3 The program evaluates periodically how well it complements and enhances the institution’s stated mission and educational effectiveness. Unit Plan 06-07 pt. 1; Unit Plan 06-07 pt. 2;</td>
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<td>13.4 Results of these evaluations are used to revise and improve the program and to recognize staff member performance. Unit Plan 06-07 pt. 1; Unit Plan 06-07 pt. 2;</td>
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Part 13: Assessment and Evaluation Overview Questions

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

The program is measured with the University’s MOMENTUM 2015 strategic plan and the annual administrative unit assessment plan.

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

A mixture of assessment instruments, such as, surveys, panel evaluations, performance based, pre-test, post-test, are created and used to measure each outcome.

C. How are student learning and development outcomes determined to ensure their level of achievement?

The student’s outcomes are based on a pre-test and post test evaluation. The post-test are measured against the program’s outcomes.

All data linked within this document is available as a menu here: http://falcon.tamu.cc/%7Ewomctr/CAS.html