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.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>University Housing mission statement</td>
<td></td>
</tr>
<tr>
<td>Camden mission, value 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>University Housing mission statement</td>
<td></td>
</tr>
<tr>
<td>Camden mission, value 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>Student Affairs Mission 2008</td>
<td></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
   - ND 1 2 3 4 NR

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><strong>Intellectual Growth</strong></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><strong>Effective Communication</strong></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><strong>Enhanced Self-Esteem</strong></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><strong>Realistic Self-Appraisal</strong></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><strong>Clarified Values</strong></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><strong>Career Choices</strong></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></td>
<td>Participates in a student organization, intramurals, athletics, study</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>
</tbody>
</table>
| Personal and Educational Goals | 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
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>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>2007 Univ. Housing Annual Report</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>2007 Univ. Housing Annual Report</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>2007 Univ. Housing Annual Report</td>
<td></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>List student learning and/or developmental outcomes in spaces provided</td>
<td></td>
</tr>
<tr>
<td>2.4.1 Intellectual Growth</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<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</td>
<td>Clarified Values</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------</td>
</tr>
<tr>
<td>2.4.6</td>
<td>Career Choices</td>
</tr>
<tr>
<td>2.4.7</td>
<td>Leadership Development</td>
</tr>
<tr>
<td>2.4.8</td>
<td>Healthy Behavior</td>
</tr>
<tr>
<td>2.4.9</td>
<td>Meaningful Interpersonal Relationships</td>
</tr>
<tr>
<td>2.4.10</td>
<td>Independence</td>
</tr>
<tr>
<td>2.4.11</td>
<td>Collaboration</td>
</tr>
<tr>
<td>2.4.12</td>
<td>Social Responsibility</td>
</tr>
<tr>
<td>2.4.13</td>
<td>Satisfying and Productive Lifestyle</td>
</tr>
<tr>
<td>2.4.14</td>
<td>Appreciate Diversity</td>
</tr>
<tr>
<td>2.4.15</td>
<td>Spiritual Awareness</td>
</tr>
<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.

*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
camden brochure

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

2.10c encourage students to learn the rights and responsibilities while being a community members

07-08 Camden Comm Pol

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</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>TerryBridges Resume Current</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>TerryBridges Resume Current</td>
</tr>
<tr>
<td>ADRL Resume before hire</td>
<td>RA Job Description</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>2007 Univ. Housing Annual Report</td>
</tr>
<tr>
<td>3.4</td>
<td>Clearly defined leader accountability expectations are in place.</td>
</tr>
<tr>
<td>3.5</td>
<td>Leader performance is fairly assessed on a regular basis.</td>
</tr>
<tr>
<td>3.6</td>
<td>The leader exercises authority over program resources and uses them effectively.</td>
</tr>
<tr>
<td>3.7</td>
<td>The program leader:</td>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td></td>
<td>3.7b prescribes and practices appropriate ethical behavior</td>
</tr>
<tr>
<td></td>
<td>3.7c recruits, selects, supervises, instructs, and coordinates staff members</td>
</tr>
<tr>
<td></td>
<td>3.7d manages fiscal, physical, and human resources effectively</td>
</tr>
<tr>
<td></td>
<td>3.7e applies effective practices to educational and administrative processes</td>
</tr>
<tr>
<td>3.8</td>
<td>Communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.</td>
</tr>
<tr>
<td>3.9</td>
<td>The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.</td>
</tr>
<tr>
<td>3.10</td>
<td>The leader encourages campus environments that promote multiple opportunities for student learning and development.</td>
</tr>
<tr>
<td>3.11</td>
<td>The leader strives to improve the program in response to evolving student needs and institutional priorities.</td>
</tr>
</tbody>
</table>

**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</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>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</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>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</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Organization Chart</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Housing Management Council</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>
4.4 Channels are in place for regular review of administrative policies and procedures.

Ground Lease
Housing Management Council

4.5 Productive working relationships are in place among leaders of related organization units.

Housing Management Council
Recruiting Events 0907
Directors Meeting Nov 1
Campus & Ext

4.6 The program maintains well structured management functions, including planning, personnel, property management, purchasing, contract administration, financial control, and information systems.

TOC Operations Camden
Ground Lease

4.7 Evaluation of HRLP is based on the achievement of short-term and long-range goals.

2007-WEAVE-unit plan
2007 Univ. Housing Annual Report
Miramar Action Plan 2007

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.

<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>CAS RA Ratios Ground Lease</td>
<td></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>RA Leadership Class Syllabus TOC Human Res. Camden Housing Management Council</td>
<td></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>Camden Educational Assistance RA Leadership Class Syllabus SWACHUO reciept RA Training Schedule Fall 2007</td>
<td></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>ADRL Resume Drum - Resume-2006 TerryBridges Resume</td>
<td></td>
</tr>
<tr>
<td>5.5 At least one professional staff member holds responsibility for HRLP.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>Organization Chart</td>
<td></td>
</tr>
<tr>
<td>5.6</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>
</tbody>
</table>

| 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 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. [AD Job Description](#) [Dir. Housing & Res. Life](#) [PDQ-DOUH-proposed](#) |

| 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. [AD Job Description](#) [Dir. Housing & Res. Life](#) [PDQ-DOUH-proposed](#) |

| 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 reciept](#) [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.

<table>
<thead>
<tr>
<th>Part 5: Human Resources Overview Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.  What is the strategic plan for staffing the program?</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>B.  In what ways are staff members’ qualifications insured and their performance judged?</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>C.  In what ways does the program train, supervise, and evaluate staff members?</td>
</tr>
<tr>
<td>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.</td>
</tr>
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<thead>
<tr>
<th>AD Job Description</th>
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<tbody>
<tr>
<td>2007 Performance Evaluation - Manager</td>
</tr>
<tr>
<td>2007 Performance Evaluation - Non-manager</td>
</tr>
<tr>
<td>Dir. Housing &amp; Res. Life</td>
</tr>
<tr>
<td>RA Job Description</td>
</tr>
</tbody>
</table>

| TOC Human Res. Camden |
| HR Employee Rights and Responsibilities |
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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<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 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*
**FY 2009 Budget - University Housing**  
**Miramar Capital Expenses 2008**

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>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>The program has adequate, suitably located facilities, technology, and equipment to support its mission. [Miramar Site Map][Camden brochure]</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>7.2</td>
<td>Program facilities, technology, and equipment are evaluated regularly. [Housing Management Council][Ground Lease agreement]</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>7.3</td>
<td>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. [TOC Safety Camden][Camden Fire Marshall report]</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>7.4</td>
<td>Facilities accommodate program goals and meet student needs for safety and security. [2007 RLS - summary report][07-08 Camden Community Policies]</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>7.5</td>
<td>Spaces are provided for study, office functions, lounging, recreation, and group</td>
<td>ND 1 2 3 4 NR</td>
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</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 Plan

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.

**Ground lease**

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**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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<thead>
<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>
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<td>Camden policy employee verification</td>
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<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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<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>
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<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>
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<tr>
<td>TOC Human Resources policies</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>
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<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.

| 9.1 | All programs and services are provided on a fair and equitable basis. |
| 9.2 | All program facilities and services are accessible to prospective user. |
| 9.3 | Program operations and delivery are responsive to the needs of all students and other users. |
| 9.4 | All services adhere to the spirit and intent of equal opportunity laws. |
| 9.5 | Program policies and practices do not discriminate against any potential users. |
| 9.6 | The program acts to remedy imbalances in student participation and staffing. |
| 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. |

**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.
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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**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.**

- Recruiting Events
- Directors Meeting Nov 1
- Campus & External involvement
- Fall 2007 Programming Log
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.

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.

### Rating Scale

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### Part 11. DIVERSITY (Criterion Measures)

<table>
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<th>Rating Scale</th>
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<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>
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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>
</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>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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### 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 deems 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.

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<tr>
<th>PART 12. ETHICS (Criterion Measures)</th>
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<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>MOVUS Ethics policy</td>
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<tr>
<td>Cameron Code of Ethics and Business Conduct</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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</table>
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.

12.4 Information contained in students’ education records is never disclosed without written consent except as allowed by law and institutional policy.

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.

12.6 All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.

12.7 Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.

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.

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

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.

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.
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.

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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.

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>
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<tr>
<th>Annual Report</th>
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<tr>
<td>Unit Plan Assessment Overview – Weave</td>
<td>Annual</td>
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<tr>
<td>CAS: Council for the Advancement of Standards Review</td>
<td>5 years-FY08</td>
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<tr>
<td>Residence Life Survey</td>
<td>Odd Years</td>
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<tr>
<td>NSSE: cross tab of residents to non-residents (see unit Plan)</td>
<td>Odd Years</td>
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<tr>
<td>Noel Levitz Satisfaction Survey (see unit plan)</td>
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<td>Program and Event Surveys</td>
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<tr>
<td>Party House Outcome Survey</td>
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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.