**University Mission:** Texas A&M University- Corpus Christi is devoted to discovering, communicating, and applying knowledge in a complex and changing world. The university identifies, attracts, and graduates students of high potential, especially those from groups who have been historically under-represented in Texas higher education. Through a commitment to excellence in teaching, research, and service, Texas A&M University-Corpus Christi prepares students for lifelong learning and for responsible participation in the global community.

**Unit Mission:** The Department of University Housing at Texas A&M University - Corpus Christi strives to provide quality student housing through on-campus and off-campus housing 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 on-campus housing program.

**Relevant Sections of University Goals, Principles, and Planning Imperatives:**
M6. Recruit, Retain and Graduate a Diverse and Highly Qualified Student Body
M10. Extend the Reach of the Island University

<table>
<thead>
<tr>
<th>Unit Objectives</th>
<th>Performance Assessment Method</th>
<th>Expected Performance Level</th>
<th>Actual Performance Level: Summary of Assessment Findings</th>
<th>Actions in Response to Assessment Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Provide quality on-campus housing options that are attractive to students.</strong></td>
<td>1.a. 2006 Noel Levitz Survey Results</td>
<td>1.a. Living Condition score &gt;= national score</td>
<td>1.a. Living Conditions score = .23 greater than national score</td>
<td>1.a. Continue to develop residence halls with similar, but enhanced, features.</td>
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<td></td>
<td>1.b. 2005 Residence Life Survey - room condition</td>
<td>1.b. Condition of room &gt;= 75% satisfaction (sum of very satisfied and satisfied)</td>
<td>1.b. Condition of room = 69% satisfaction</td>
<td>1.b. Initiated walk-through inspections, after make ready of rooms, prior to opening for Fall 2005. Will continue to monitor.</td>
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<tr>
<td></td>
<td>1.c. 2005 Residence Life Survey - value for rent</td>
<td>1.c. Value received for rent &gt;= 70% satisfaction (sum of very satisfied and satisfied)</td>
<td>1.c. Value received for rent = 38% satisfaction</td>
<td>1.c. Worked with Camden to apprise of rating. Camden did not increase rent for FY 2006.</td>
</tr>
<tr>
<td><strong>2. Build a residential environment of learning that contributes to student success.</strong></td>
<td>2.a. Retention rates of residents versus non-residents in freshman to sophomore year and sophomore to junior year.</td>
<td>2.a. Retention rates for residents a minimum of 5% greater for residents than non-residents.</td>
<td>2.a. Unable to assess.</td>
<td>2.a. Find means to assess.</td>
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<td>2.b. Grade point averages of residents versus non-residents.</td>
<td>2.b. Grade point averages for FTIC residents a minimum of 3/10ths of a point higher for residents versus non-residents.</td>
<td>2.b. FTIC residents GPS = .2 higher than non-residents in first semester of enrollment.</td>
<td>2.b. Analyze areas which impact learning environments (noise, study space, etc) in 2007 Residence Life Survey.</td>
</tr>
<tr>
<td></td>
<td>2.c. 2006 Noel Levitz Survey - regulations</td>
<td>2.c. Residence Hall Regulations &gt;= national score</td>
<td>2.c. Residence Hall Regulations score = .02 above national;</td>
<td>2.c. Continue to monitor housing regulations for fairness.</td>
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<td>2.d. 2006 Noel Levitz Survey - Staff concern</td>
<td>2.d. Residence Staff Concern &gt;= national score</td>
<td>2.d. Residence Staff Concern = -.28 below national</td>
<td>2.d. Work with staff to better understand and meet student needs and develop student focus.</td>
</tr>
<tr>
<td><strong>3. Assist off-campus students with housing and transportation needs.</strong></td>
<td>3.a. Volume of students assisted in finding off-campus housing.</td>
<td>3.a. Assist up to 200 students with off-campus housing.</td>
<td>3.a. Assisted 223 students personally (one on one).</td>
<td>3.a. Investigate use of a web-based program to assist off-campus students with apartment locating and roommate matching.</td>
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<td></td>
<td>3.b. RTA ridership numbers</td>
<td>3.b. #63 &gt;=60/day, Students Ride Free &gt;=150/day</td>
<td>3.b. #63=82/day, Student Ride Free=149/day</td>
<td>3.b. Increased marketing of program for 2005-2006</td>
</tr>
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<td>4. Engage on-campus students in their campus and community.</td>
<td>4.a. NSSE crosstab of residents v. non-residents</td>
<td>4.a. Resident students will report higher levels of engagement than non-resident students.</td>
<td>4.a.a. Often/Very Often = 15% greater. Sometime s = 7% greater</td>
<td>4.a.a. Continue to promote attendance and participation in the arts.</td>
</tr>
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<td>4.a.a. Number attending at exhibit(s), theatre or other art will exceed non-residents by 10%.</td>
<td>4.a.b. Often/Very Often = 4% greater. Sometimes = 4% greater.</td>
<td>4.a.b. Facilitate and promote more physical fitness/wellness programs.</td>
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<td>4.a.b. Number exercising or participating in physical fitness activities will exceed non-residents by 10% or more.</td>
<td>4.a.c. Percentage of residents reporting participation exceeds non-residents by 9%.</td>
<td>4.a.c. Continue to promote co-curricular involvement and work to get students involved on campus.</td>
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<td>4.a.c. Percentage of residents participating in co-curricular activities will exceed non-residents by 10%.</td>
<td>4.a.d. Quite a bit/Very Much - 10% greater Some = 13% less.</td>
<td>4.a.d. Increase campus event promotion and incentives.</td>
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<td>4.a.d. Percentage of students attending campus events and activities will exceed non-residents by 10%.</td>
<td>4.a.e. Quite a bit/Very Much = 4% less Some = 10% greater.</td>
<td>4.a.e. Encourage voting and offer information regarding absentee voting to residents.</td>
</tr>
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<td>4.a.e. Percentage of students voting in local, state or federal elections will equal that of non-residents.</td>
<td>4.a.f. Plan to or done = 12% greater</td>
<td>4.a.f. Encourage and reward volunteerism. Provide service opportunities within the on-campus environment.</td>
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<td>4.a.f. Percentage of students who plan to or have participated in community service will exceed non-residents by 10%</td>
<td>4.b. Unable to access for 2005-2006</td>
<td>4.b. Create means to collect and analyze data.</td>
</tr>
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<td>4.b. Compare resident to Non-resident student involvement in student organizations</td>
<td>4.b. Residents will have a higher level of involvement/participation in student organizations</td>
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</tr>
</tbody>
</table>
University Vision, Mission, Goals, Principles and Planning Imperatives

**Vision**
Texas A&M University-Corpus Christi is committed to becoming one of the leading centers of higher education in the Gulf of Mexico region while serving the intellectual, cultural, social, environmental, and economic needs of South Texas. As a result, Texas A&M University- Corpus Christi will invigorate and strengthen the region and state through its educational programs, research initiatives,

**Mission**
Texas A&M University- Corpus Christi is devoted to discovering, communicating, and applying knowledge in a complex and changing world. The university identifies, attracts, and graduates students of high potential, especially those from groups who have been historically under-represented in Texas higher education. Through a commitment to excellence in teaching, research, and service, Texas A&M University-Corpus Christi prepares students for lifelong learning and for responsible participation in the global

**University Goals**
By 2010, Texas A&M University-Corpus Christi will establish:
G1. A student body, or more than 10,000 students, which is representative of the demographics of the State of Texas and a corresponding increase of faculty and staff to support the students.
G2. A faculty dedicated to the continuous improvement of teaching, learning, scholarly research, and creative activity.
G3. A statewide reputation for an exemplary undergraduate education, anchored by an integrated core curriculum and learning
G4. Recognized master's degree programs that enable students to be leaders in their fields and/or to continue their education at the
G5. Strong doctoral programs which include degrees in a discipline related to the Harte Research Institute for Gulf of Mexico Studies, education, computer science and clinical psychology, bringing the institution to the doctoral intensive institution
G6. An enhanced research mission and growing international reputation for research focusing on the Gulf of Mexico, early childhood, geographic information systems, and reading education.
G7. Collaborations with independent school districts, social agencies, public broadcasting, businesses, community colleges, medical schools, and other entities to provide access to lifelong learning and technological resources so that Texas A&M University-Corpus Christi is considered to be a leader in establishing successful partnerships, particularly to benefit the community.
G8. An intellectual and cultural climate that inspires South Texans through the South Texas Institute for the Arts, Performing Arts
G9. Programs for students, faculty, and staff to develop leadership, collegiality, and university involvement.
G10. Access to the array of information resources and technology infrastructure necessary to support university programs, services

**Institutional Principles:**
Texas A&M University-Corpus Christi is committed to the realization of its vision, the accomplishment of its mission, and the
P1. Recruiting, retaining, and supporting a diverse, highly qualified student body, faculty and staff.
P2. Establishing a culture of professionalism and responsibility.
P3. Fostering free and open intellectual inquiry, accomplishment and expression.
P4. Ensuring respectful, fair, and equitable treatment of all individuals.
P5. Fostering an open, shared and participatory decision making process.
P6. Promoting efficient and effective use of time, resources and technology.
P7. Providing an active campus life that extends teaching and learning beyond the classroom.
P8. Providing a safe and secure campus environment for students, faculty and staff.
P9. Involving the university community, alumni, civic and government leaders, and other friends of the university in the Texas A&M University-Corpus Christi vision and mission.

"Momentum 2015" Strategic Plan Imperatives:

**Excellence**
M1. Build and Sustain Academic Excellence and Competitive Programs
M2. Enhance a Culture of Discovery and Innovation
M3. Instill Global Perspectives into the Academic Life of the University
M4. Establish Targeted Areas of State, Regional and National Recognition and Distinction
M5. Achieve Doctoral Comprehensive Status and Aspire to Emerging Research Designation

**Engagement**
M6. Recruit, Retain and Graduate a Diverse and Highly Qualified Student Body
M7. Recruit, Mentor and Retain a Diverse, Highly Qualified Faculty and Staff
M8. Design and Cultivate Initiatives to Increase Lifelong Alumni Involvement
M9. Live, Learn and Work Together to Promote a Vibrant Coastal Bend Community

**Expansion**
M10. Extend the Reach of the Island University
M11. Preserve and Foster an Inviting Island Environment
M12. Establish a Culture of Assessment, Investment, and Stewardship
PARTICIPATION

Head Count Enrollment
   All
   White
   African-American
   Hispanic
   Asian
   Other

Full Time Equivalent Enrollment
   All
   White
   African-American
   Hispanic
   Asian
   Other

SUCCESS

Graduation Rate: 4-year
Graduation Rate: 5-year
Graduation Rate: 6-year
6-Year Persistence/Graduation
   All
   White
   African-American
   Hispanic
   Asian
   Other

Degrees Awarded by Ethnicity
   All
   White
   African-American
   Hispanic
   Asian
   Other

Degrees Awarded by Level
   Bachelor
   Master
   Doctoral

EXCELLENCE

LD SCH by Tenured/Tenure-track Faculty
FTE Student / FTE Faculty Ratio
Percent of Bachelors Graduates Employed or Graduate School
Lower Division Average Class Size
Percent of FTE Faculty Tenured

RESEARCH

Federal Research $ per tenure/tenure-track FTE faculty
Sponsored Research expenditures as a percent of GR

EFFICIENCY

Administrative Cost Ratio
Classroom Utilization (Hours per Week)
Lab Utilization (Hours per Week)
State Appropriation per FTE Student
State Appropriation per FTE Faculty
All-funds Expenditures per FTE Student