SACSCOC Principles of Accreditation: Foundation for Quality Enhancement

Submitted September 2019
SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

1. That Texas A&M University-Corpus Christi has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the Standards contained in the *Principles of Accreditation*.

2. That Texas A&M University-Corpus Christi has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated “Institutional Summary Form Prepared for Commission Reviews,” and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.

3. That Texas A&M University-Corpus Christi has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution’s last reaffirmation as well as the date of Commission approval.

Accreditation Liaison

Name of Accreditation Liaison : Mr. Bryan Baker

Date : 01/21/2020

Chief Executive Officer

Name of Chief Executive Officer : Dr. Kelly M. Miller

Date : 01/21/2020
Section 1 The Principle of Integrity

1.1 The institution operates with integrity in all matters. (Integrity) [CR; Off-Site/On-Site Review ]
(Note: This principle is not addressed by the institution in its Compliance Certification)

Compliance Status: Compliant
Section 2 Mission

2.1 The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. (Institutional mission) [CR]

Compliance Status: Compliant

Narrative

The revised mission statement for Texas A&M University-Corpus Christi, approved in July 2013, is clearly defined, comprehensive, published, specific to the University, and appropriate for higher education.

Mission is Clearly Defined

The current mission statement for Texas A&M University-Corpus Christi is below:

"Texas A&M University-Corpus Christi is an expanding, doctoral-granting institution committed to preparing graduates for lifelong learning and responsible citizenship in the global community. We are dedicated to excellence in teaching, research, creative activity and service. Our supportive, multicultural learning community provides undergraduate and graduate students with a challenging educational experience through residential, distance learning, and international programs. The university’s federal designation as a Hispanic Serving Institution (HSI) provides a foundation for closing educational gaps, while its strategic location on the Gulf of Mexico and on the cultural border with Latin America provides a basis for gaining national and international prominence."[1]

The Strategic Planning and Continuous Improvement Council reviewed the 2013 version of the mission statement in 2018 as part of the required 5-year review period stated in university procedure 03.02.99.C0.01, University Mission and Program Inventory[2] and elected to recertify the mission statement. A recertification means that the content of the document (i.e., the mission statement) is still appropriate and left unchanged. The necessary advisory bodies were notified of the recertification of the mission statement via email[3] [4] [5], and the President’s Cabinet approved the recertified mission statement on July 2, 2018[6]. The Office of the President contacted the Board of Regents regarding submitting the recertified mission statement, and the Board of Regents stated that there was no need for formal Board of Regents approval if there were no changes to the mission statement[7]. As no changes were made to the content of the mission statement, the existing language remained published in the various locations without additional campus communication.

Appropriateness for Higher Education

Section 51.359 of the Texas Education Code (TEC) requires every public institution of higher education to develop a mission statement regarding the role and mission of the institution reflecting the three missions of higher education: teaching, research, and public service[8]. The Texas Higher Education Coordinating Board (THECB) defines the term "mission statement" as "the formal statement of the mission of a public university or health related institution. The Mission Statement takes the form of a narrative that addresses the fundamental purpose of the institution with respect to its teaching, research, and public service responsibilities from a regional, state, and national perspective"[9].

Based on the above guidelines, Texas A&M-Corpus Christi's mission statement is clearly appropriate for an institution of higher education. By affirming dedication "to teaching, research, creative activity and service," the statement addresses the "missions of higher education."[1] Similarly, it focuses on student learning, which is fostered by a "supportive, multicultural learning community."[1] Through this learning environment, students are afforded "a challenging educational experience."[1] Because learning should not end with graduation, the institution prepares its students "for lifelong learning."[1]
The institution is committed to providing continuing education, community outreach, and public service programs that are consistent with its mission.

**Specificity to the Institution**

In addition to being appropriate for higher education, the mission statement is specific to the institution. It describes distinctive features of TAMU-CC that contribute to its institutional identity, including its federal designation as a Hispanic Serving Institution (HSI). The HSI designation enables the University to better serve the people of South Texas, and it "provides a foundation for closing educational gaps." [1] The mission statement, therefore, reflects the institution's commitment to closing the educational gaps in student participation, student success, excellence, and research.

By highlighting the University's location on the Gulf of Mexico, the mission statement identifies another distinctive aspect of the institution's identity. TAMU-CC is strategically located to offer academic programs and promote research in disciplines related to coastal and marine environments, marine biology, fisheries, the sustainability of the gulf, marine policy and law, ports and international trade, geospatial surveying of the coastline and ocean depths, and international issues related to the seas. Additionally, the proximity of the cultural border with Latin America provides opportunities to address - through teaching, research, and public service - regional issues. Among these issues are education, health care, immigration, and economic development. Thus, the institution's location helps to define its mission as it seeks to serve the South Texas region.

**Comprehensiveness**

The revised mission statement aligns with the institution's Momentum 2020 strategic plan[10], launched by the University president and the community in 2014. Central to the Momentum 2020 plan are five unifying values of excellence, integrity, leadership, sustainability, and inclusion[10]. Seven related major goals, listed below, support the mission:

1. Enrollment and Student Success
2. Learning
3. Research, Scholarship and Creative Activity
4. Community Engagement
5. Campus Climate
6. Learning and Information Resources
7. University Resources and Accountability

Each major goal has multiple related objectives. Examples of the alignment of mission, values, goals, and objectives follow: The first goal, which focuses on enrollment and student success, aligns with the values of excellence and learning. The goal also aligns with the mission statement's commitment to providing undergraduate and graduate students with a challenging educational experience and closing educational gaps. The goal's objectives also align with the mission statement. For example, the third objective of the enrollment and student success goal is to "retain and graduate diverse and highly qualified students consistent with … [the University's] mission as a Hispanic Serving Institution and one that serves students representing the changing demographics of Texas”.

Likewise, the Research, Scholarship and Creative Activity major goal aligns with the theme of excellence and with the concept in the mission statement’s commitment to “excellence in … research, creative activity and service”. Similarly, the other major goals and the objectives of each align with one or more of the values and build upon the institutional mission.

Prior to the adoption of the 2013 revised mission statement, TAMU-CC was guided by a mission statement developed through a comprehensive, broad-based campus process. This mission statement, shown below, was approved by the board of regents of The Texas A&M University System on January 22, 2009[11], and by the THECB on July 30, 2009[12].
2009 Mission Statement. Texas A&M University-Corpus Christi is an expanding, doctoral-granting institution committed to preparing graduates for lifelong learning and responsible citizenship in the global community. We are dedicated to excellence in teaching, research, creative activity and service and our supportive, multicultural learning community provides undergraduate and graduate students with a challenging educational experience. The university's federal designation as a Hispanic Serving Institution (HSI) provides a foundation for closing educational gaps, while its strategic location on the Gulf of Mexico and on the cultural border with Latin America provides a basis for gaining national and international prominence.

This mission statement was developed, reviewed and refined during 2007 and 2008. The Momentum 2015 Steering Committee in 2007 reviewed the existing 2003 mission statement and considered ways to effectively align the mission statement, the Momentum 2015 plan, and goal development. After completing the campus approval process in fall 2008, the mission statement was approved by the board of regents of The Texas A&M University System on January 22, 2009[11]. Subsequently, the Academic Excellence and Research Committee of the THECB endorsed the amended mission statement on June 22, 2009, paving the way for approval by the full THECB on July 30, 2009[12]. Although the institution did not consider the revision of the mission statement to be a substantive change, it notified the Commission on Colleges of the Southern Association of Colleges and Schools about this development.

The revised mission statement and the previous 2009 version share a commitment to achieving excellence in teaching, research, and service; to closing educational gaps; and to preparing students for lifelong learning and participation in the global community. Like the revised statement, the 2009 mission statement was clearly defined, comprehensive, and appropriate for higher education. It was also specific to the institution.

Communication of Mission

The University communicates its mission statement to its constituencies, including students, faculty and staff, alumni, and the community, through multiple venues. The 2013 mission statement has been publicized on the University Web site[1], published in the undergraduate[13] and graduate[14] catalogs, and included in other publications such as the faculty handbook[15]. These methods of communication will continue to be used, along with announcements by campus offices.

Conclusion

As described above, the revised mission statement of Texas A&M University-Corpus Christi addresses teaching and learning, research and public service. The mission statement is clearly defined, comprehensive, specific to TAMU-CC, and appropriate for higher education. As has been done previously, the institution will communicate its mission statement to students, faculty, staff, alumni, and the community through multiple venues.
Section 3 Basic Eligibility Standard

3.1.a An institution seeking to gain or maintain accredited status has degree granting authority from the appropriate government agency or agencies. *(Degree-granting authority)* [CR]

**Compliance Status:** Compliant

**Narrative**

Texas A&M University-Corpus Christi has degree-granting authority from the appropriate government agencies. Section 87.401 of the Texas Education Code (TEC) addresses the establishment and scope of Texas A&M University-Corpus Christi[1]. TEC Section 87.401(a) and (b) state that the University is "a general academic teaching institution located in the city of Corpus Christi" and "a component institution of The Texas A&M University System."[1] The institution "is under the management and control of the board of regents of The Texas A&M University System[1]." Section 87.401(c) states that the Board of Regents "has the same powers and duties concerning Texas A&M University-Corpus Christi as are conferred on the board by statute concerning Texas A&M University[1]."

TEC Section 87.402, which also pertains to TAMU-CC, addresses courses and degrees, rules, and joint appointments[1]. Section 87.402(a) states, "The board, with the approval of the Texas Higher Education Coordinating Board, may prescribe courses leading to customary degrees as are offered at leading American educational institutions and may award those degrees, including baccalaureate, master's, and doctoral degrees and their equivalents[1]." As stated in Section 87.402(b), "A new department, school, or degree program may not be instituted without the prior approval of the Texas Higher Education Coordinating Board[1]." Section 87.402(c) authorizes the Board of Regents to "adopt other rules for the operation, control, and management of the institution ... as may be necessary for the conduct of the institution as one of the first class[1]."

Section 61.002 of the TEC establishes the Texas Higher Education Coordinating Board (THECB) as "an agency to provide leadership and coordination for the Texas higher education system, institutions, and governing boards.[2]" TEC Section 61.051 outlines the general powers and duties of the THECB, which include authorizing programs leading to degrees[2]. TEC Section 61.051(a) states, "The board represents the highest authority in the state in matters of public higher education and is charged with the duty to take an active part in promoting quality education throughout the state[2]." Under the definitions in TEC Section 61.003, Texas A&M University-Corpus Christi is identified as a "(g)eneral academic teaching institution"[2]. Also, TAMU-CC fits the definition of "public senior college or university" and "institution of higher education" in the TEC[2].

Additionally, TAMU-CC participates in the National Council for State Authorization Reciprocity Agreements (NC-SARA)[3]. This agreement covers the University's ability to administer instruction to individuals from all other states that are participating members. The most recent copy of the renewal application to NC-SARA is included as supporting documentation[4].

The basis for the University's degree-granting authority has not changed since its last reaffirmation in 2010, therefore this standard does not need to be addressed.

3.1.b An institution seeking to gain or maintain accredited status offers all course work required for at least one degree program at each level at which it awards degrees. *(Course work for degrees)* [CR]

**Compliance Status:** Compliant

**Narrative**

...
Texas A&M University-Corpus Christi (TAMU-CC) offers all coursework required for at least one
degree program at each level at which it awards degrees. TAMU-CC awards degrees at the
undergraduate, masters, and doctoral levels. Catalog listings of degree requirements for a degree at
each level are included as supporting evidence[1] [2] [3]. Sample redacted transcripts for each of the
three degree levels are included to show that all courses required for completion of these degrees are
offered by TAMU-CC[4] [5] [6]. A complete listing of all active courses offered by TAMU-CC is
viewable within the Course Descriptions sections of the online undergraduate[7] and graduate[8]
catalogs.

3.1.c An institution seeking to gain or maintain accredited status is in operation and has students
enrolled in degree programs. *(Continuous operation)* [CR]

**Compliance Status:** Compliant

**Narrative**

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) initially
accredited Texas A&M University-Corpus Christi (TAMU-CC) in 1975[1]. TAMU-CC is in continuous
operation and had a total enrollment of 11,929 for the Fall 2018 semester[2]. Therefore, SACSCOC
does not require a response for this standard.
Section 4 Governing Board

4.1 The institution has a governing board of at least five members that:
   a. is the legal body with specific authority over the institution.
   b. exercises fiduciary oversight of the institution.
   c. ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.
   d. is not controlled by a minority of board members or by organizations or institutions separate from it.
   e. is not presided over by the chief executive officer of the institution.

(Governing board characteristics) [CR]

Compliance Status: Compliant

Narrative

4.1a Legal Body with Specific Authority

Texas A&M University-Corpus Christi (TAMU-CC) is part of the Texas A&M University System (TAMUS) and is governed by the TAMUS Board of Regents per section 87.401 of the Texas Education Code (TEC)[1]. The Board of Regents is an active policy-making body for the university and is ultimately responsible for ensuring that the financial resources of the university are adequate to provide sound educational programs that support the overall mission of the university. In compliance with TEC 85.11 and 85.12, the Board of Regents is comprised of nine members from different areas of the state that the governor appoints to serve staggered six-year terms[2]. In addition to the nine appointed voting members, the Board of Regents also includes a nonvoting student regent in accordance with TEC 51.355[3]. TAMUS clearly outlines the selection process of the student regent with details on application, duties, and eligibility[4]. TAMUS has a dedicated website for the Board of Regents[5], which provides the current board roster along with detailed biographies[6] which include the educational and professional background of each of its Regents along with their board committee positions and professional, business, and community affiliations[7]. The Texas Higher Education Coordinating Board (THECB) coordinates the Board of Regents’ training[8] [9] [10] which complies with TEC 61.084[11].

The chairperson, who is elected by the board from current Regents and serves a two-year term leads the Board of Regents[12]. The current Board of Regents chairperson is Elaine Mendoza, who is not TAMU-CC’s president[6]. The Board of Regents has created several standing committees including an executive committee and a committee on finance[12]. The Board of Regents meets quarterly and publishes the schedule on its website[13]. The bylaws include details on types of meetings, committee structure, and the definition of a quorum[12]. The executive committee meets in a closed session in accordance with the Texas Government Code (TGC) 551.074[14] and reports back to the full board during each regular meeting. The University has included an example of a recent meeting agenda in the support documentation[15].

The Board of Regent’s formal responsibilities for the ultimate well-being of the TAMUS member institutions start in TEC 51.352 and include “(providing) the policy direction for each institution of higher education under its management and control” and “(having) the legal responsibilities of a fiduciary in the management of funds under the control of institutions”[3]. TEC 85.21-71[2] discusses additional duties of the Board of Regents. The bylaws of the Board of Regents, which were created under the authority of the TEC 85.21[2] and updated in 2018[12] further detail the Board of Regent’s authority. TAMUS created TAMUS policy 02.01 Board of Regents[16] to comply with TEC 51.352[3] and clearly communicate the Board of Regent’s role and authority in managing the TAMUS member institutions including TAMU-CC. This policy states that the Board of Regents shall, among other things: nurture each member under its governance to the end that each member achieves its full
potential; establish, for each member under its control and management, goals consistent with the role and mission of the member; appoint and annually evaluate the chief executive officer (CEO) of each member; and set campus admission standards[16]. The response to standard 4.2.c includes information on the Board of Regent’s role in the selection and evaluation of TAMU-CC’s CEO. To expand upon the responsibility of supporting its member institutions in terms of governance, TAMUS created TAMUS policy 01.01 System Policies and Regulations, and Member Rules and Procedures[17] describing the development and review process for TAMUS policies and regulations and member institutions’ responsibilities in creating their own rules and procedures. This policy formally states that member institutions must comply with TAMUS policies and regulations and that TAMUS must approve member university rules[17].

The Board of Regents complies with the requirements of TEC and has created its own policies and regulations to support these requirements. As a result, the Board of Regent’s legal authority over its member institutions, including TAMU-CC, is clearly stated and acted upon.

4.1(b) Fiduciary Oversight

The Board of Regents and its members have “the legal responsibilities of a fiduciary in the management of funds under the control of the institutions subject to the board’s control and management” as required by TEC 51.352[3] and echoed in TAMUS policy 02.01 Board of Regents[16]. TAMUS policy 21.01 Financial Policies, Systems and Procedures specifies that financial policies must be uniform and conform to the Board of Regents’ directive and applicable state and federal laws[18]. THECB board training introduces Regents to their fiduciary responsibilities[8]. One way the Board of Regents exercises this oversight is through review and approval of key financial decisions of its member institutions. A summary of all actions requiring action by the Board of Regents[19] is available on its website and includes the following financial items with references to the specific TAMUS policies and regulations:

- Establishment of quasi-endowment funds[20]
- System rules for awarding scholarships[21]
- Approval of system employee participation in a business entity intellectual property agreement[22]
- Actions related to debt management program[23]
- Authorization for revolving fund bank accounts[24]
- Approval of system employee participation in a business entity intellectual property agreement[22]
- Approval of system employee participation in a business entity intellectual property agreement[22]
- Approval of tuition and fees (annually)[25]
- New tuition and fees[25]
- Changes to current tuition and fees[25]
- Confirmation of field trip fees[25]
- Approval of guidelines for annual operating budgets[26]
- Approval of annual operating budgets[26]
- Approval of service departments[27]
- Approval to exceed the full-time equivalent (FTE) cap[28]
- Naming of buildings and other entities[29]
- Appropriations from AUF, special mineral fund, etc., or unappropriated income[28]
- Confirmation of budget increase of $750,000 or above[28]
- Approval of certain contracts of $500,000 or more or more than 3 or 5 years[30]
- Approval of depository banks[20]

A selection of board minutes demonstrating how the Board of Regents acts on these items is in the support documentation. The Board of Regents minutes from April 19, 2019 include: establishment of a quasi-endowment, details on revolving fund bank accounts, approval of service departments, approval of member institutions’ budgets, and the renaming a building or other entity[31] The Board of Regents minutes from November 15, 2018 include approving annual budgeting guidelines[32], and the minutes from February 8, 2018 included approving tuition and fees[33]. TAMU-CC has included additional details on each of these financial items in the referenced policies/regulations in the supporting documentation. These policies and regulations are published on the TAMUS online library of policies and regulation[34] and cover the following topics: Texas public education grants[21], intellectual
property, disbursement of funds, service departments, system investment, debt management, contract administration, tuition and fees, budget, delegation of authority, and naming of buildings.

One of items requiring Board of Regents’ approval is member institutions’ budgets. This is a direct way for the Board of Regents to have oversight of its member institutions’ financial situation. System Regulation 27.04.01 Chancellor's Delegations of Authority Related to Budget and Fiscal Changes provides direction for the annual operating budget with respect to authorization, limitations, delegations of authority, and reporting requirements. TAMUS Policy 27.03 Annual Operating Budget Process outlines requirements for member institutions’ budgets which include: complying with board-approved guidelines; accomplishing the system missions, goals, and objectives; representing sound fiduciary management; and staying within the limits of available resources. TAMUS policy 21.01 Financial Policies, Systems and Procedures provides guidance on the Annual Financial Report and auditing, and System Regulation 21.01.01 Financial Accounting and Reporting assigns the responsibility of supervision and coordination of accounting and reporting of TAMUS and its member institutions to the System Office of Budgets and Accounts. TEC 51.0051 requires that the Board of Regents approves its members’ budgets annually by September 1 and supply the THECB with a copy. The Board of Regents approved its member institutions’ budgets most recently at the April 19, 2018 meeting. This budget review and approval process is one way the Board of Regents demonstrates its legal authority and operational control over the financial stability of the institution.

In addition, TAMUS policy 21.01 Financial Policies, Systems and Procedures prescribes that each TAMUS member’s “chief financial officer has direct responsibility for the establishment of efficient and effective internal controls over the financial accounting system and financial reporting”. The current chief financial officer for TAMU-CC is the Vice President for Finance and Administration Jaclyn Mahlmann, whose appointment was approved by the Board of Regents on June 5, 2019. TAMU-CC prepares an annual financial report in accordance with these state and System requirements.

From an auditing standpoint, the TAMUS Internal Auditing Department provides fiscal oversight for TAMU-CC. TAMUS policy 10.01 Internal Auditing, dictates the authority and scope of the chief auditor and the staff of the Internal Audit Department. The chief auditor, who reports functionally to the board’s Committee on Audit and administratively to the chancellor, ensures that the Board of Regents maintains legal authority and operational control of the institution’s financial stability. TAMUS policy 01.03 Appointing Power and Terms and Conditions of Employment gives hiring authority of the chief auditor to the Board of Regents.

By requiring Board of Regents approval based on accurate information for the primary financial activities including budgeting and auditing, the Board of Regents maintains appropriate fiduciary oversight of its member institutions including TAMU-CC.

**4.1(c) Free from Contractual, Employment, Personal, or Familial Financial Interest**

It is critical that all Regents, especially the chairperson, are free from conflicts of interest from any contractual, employment, personal, professional, or familial financial interests in TAMUS and its member institutions. In accordance with TGC 572.001, the Board of Regents, as appointed officers of a major state agency "may not have a direct or indirect interest, including financial and other interests, or engage in a business transaction or professional activity, or incur any obligation of any nature that is in substantial conflict with the proper discharge of the officers' or employees' duties in the public interest".

According to TGC 572.021, all public officials, including Regents, must file a public financial statement annually. Falsification of the statements or other violations of the state’s standard of conduct has criminal penalties. This law also defines the procedures necessary for removing from office those state officials who falsify financial information or violate the standards of conduct. The THECB training given to new Regents covers this in accordance with TEC 61.084. TAMUS implements this training and underscores its commitment to ensuring high ethical standards for the Board of Regents in several TAMUS policies and regulations published on its online library of polices and regulations.
TAMUS policy 07.01 Ethics lists principles that the Board of Regents is expected to follow including honesty, accountability, and integrity and establishes a code of ethical conduct which requires Regents not to “hold direct or indirect financial interests or other interests that are in conflict with the conscientious performance of their official duties and responsibilities.” TAMUS policy 07.03 Conflicts of Interest, Dual Office Holding and Political Activities specifically addresses conflicts of interest stemming from political activities. TAMUS policy 07.04 Benefits, Gifts and Honoraria covers financial conflicts of interest related to gifts and other benefits. The personal financial statements for the Regents are on file with the Texas Ethics Commission. TAMUS Policy 07.05 Nepotism addresses personal conflicts of interest for familial relationships and System Regulation 07.05.01 Consensual Relationships addresses appropriate personal relationships.

With appropriate training at the onset of their duties and multiple TAMUS policies and regulations in place to clearly restrict conflicts of interest originating from various sources, the Board of Regents has a strong framework in place to allow it to maintain its independence and perform its duties ethically without undue influence from external sources.

4.1(d) Not Controlled by a Minority of Members

The Board of Regents operates as a collective entity to create policy, manage its member universities, and approve items via voting in accordance with its bylaws and as evidenced in the meeting minutes published on its website. TAMU-CC has included examples of recent minutes in the support documentation. TAMUS policy 09.01 Power to Bind the System states that "no officer, agent, employee or regent of the system, as an individual or as a member of any association or agency, shall have the authority to in any way bind the board, the system or a system member to any position or course of action that is in conflict with any bylaw or policy of the board or any policy of the system, and any effort to do so shall be of no force or effect.”

The practice of approving items by voting and the TAMUS policy preventing an individual or organization from binding the Board of Regents ensures that the board remains free to operate as deemed appropriate by a majority of its members.

4.1(e) Not Presided Over by the CEO

TAMU-CC’s CEO, like all TAMUS member institutions’ CEOs, is the president of the university as required by TAMUS policy 01.03 Appointing Power and Terms and Conditions of Employment. The Board of Regents is responsible for selecting, appointing, and evaluating its member institutions’ presidents per TEC 51.352, TAMUS policy 01.03 Appointing Power and Terms and Conditions of Employment, and TAMUS policy 02.01 Board of Regents. More details on the Board of Regent’s role in selecting, appointing, and evaluating these presidents, including information on the recent search for a new TAMU-CC president is available in the response to Section 4.2.c. TAMU-CC’s current President is Kelly Quintanilla, and like all previous TAMU-CC presidents, neither serves on nor presides over the Board of Regents. TAMUS policy 02.05 Presidents of System Member Universities specifies the president’s responsibilities which do not include serving on the Board of Regents. TAMU-CC’s senior administration organizational chart shows that the president reports to the TAMUS chancellor, who in turn reports to the Board of Regents.

The presiding officer of the Board of Regents is the chairperson. Regents select the chairperson from among their own number to serve a two-year term. The Board of Regents elected the current chairperson of the board, Elaine Mendoza, to serve a two-year term in 2019 which expires in 2021. The Board of Regents publishes lists of former presiding officers and former members of the board on their website. These lists confirm that neither TAMU-CC President Kelly Quintanilla nor TAMUS chancellor John Sharp have served as the presiding officer or as a Regent.

Conclusion
The Board of Regents which governs TAMU-CC is comprised of nine appointed members with appropriate legal authority to do so. The Board of Regents exercises fiduciary control over TAMU-CC in accordance with the Texas Education Code and TAMUS policies. The Board of Regents has established a related block of TAMUS policies to protect itself and its Regents from conflicts of interest and operates in an ethical manner. The Board of Regents also has created safeguards to prevent individuals from controlling the board’s decisions by creating a specific policy on binding the board. The Board of Regents does not allow the CEOs of its member institutions to serve on or preside over the board. TAMU-CC’s Board of Regents operates as intended with a solid structure of policies supporting it and its mission.

4.2.a The governing board ensures the regular review of the institution’s mission. (Mission review)

Compliance Status: Compliant

Narrative

Governance

Texas A&M University-Corpus Christi (TAMU-CC) is part of the Texas A&M University System (TAMUS), and as such, is governed by the TAMUS Board of Regents. In accordance with the Texas Education Code (TEC) 61.051[1], the Board of Regents shall “evaluate the role and mission” of its member universities. The Texas Administrative Code (TAC) states that the Board of Regents “shall regularly review the role and mission statements” in TAC 19.5, Subch. B[2]. TAMUS created TAMUS policy 03.02 Academic Mission Statements and Program Inventory[3] to detail the process for system members, including TAMU-CC, to submit their mission statements to the Board of Regents for regular formal review and approval. TAMU-CC expanded on the system policy’s direction and detailed the review cycle interval and university process for on-campus approval of the university mission statement culminating in submission to the Board of Regents for final approval in university procedure 03.02.99.C0.01, University Mission and Program Inventory[4]. The body of governing documentation described above establishes a responsibility and process to ensure that TAMU-CC’s mission statement is reviewed internally at least once per Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation cycle and any changes are formally approved by the Board of Regents.

This university procedure requires a review of TAMU-CC’s mission statement at least once per SACSCOC reaffirmation cycle and assigns the responsibility for managing the revision, review, and approval process to the Strategic Planning and Continuous Improvement Council, which is chaired by the Provost and Vice President for Academic Affairs[5]. This council initiates any revisions to TAMU-CC’s mission statement and routes it through the Faculty Senate, Staff Council, and Student Government Association before final on-campus approval by the President’s Cabinet. Once the President’s Cabinet approves a revised mission statement, it is submitted by the Office of the President to the Board of Regents for formal review and approval. The Board of Regents reviews an annotated copy of the mission statement to ensure all changes are appropriate and maintain alignment between the mission statement and the academic direction of the member university. Upon approval by the Board of Regents, the updated mission statement is published and communicated with the TAMU-CC campus community in a variety of ways including the official website[6] and in the online catalog[7].

History

The last major revision to TAMU-CC’s mission statement occurred in 2009 after the 2005 implementation of a 10-year strategic plan entitled Momentum 2015[8]. The 2009 mission statement[9] was in effect at the time of the last SACSCOC reaffirmation in 2010. In accordance with University Procedure 03.02.99.C0.01 University Mission and Program Inventory[4], TAMU-CC reviewed the 2009 version of its mission statement in 2012 and made some minor revisions to more explicitly include distance education and international programs. The revised mission statement completed the on-campus review process and was submitted to the Board of Regents in 2013 per TAMUS policy 03.02
The Board of Regents approved the new mission statement on May 1, 2013[10] and the Texas Higher Education Coordinating Board approved it on July 25, 2013[11]. This version of the mission statement was featured in Momentum 2020, the current strategic plan[12]. The Strategic Planning and Continuous Improvement Council reviewed the 2013 version of the mission statement in 2018 as part of the required five-year review period stated in University Procedure 03.02.99.C0.01 University Mission and Program Inventory[4] and elected to recertify the mission statement. A recertification means that the content of the document (i.e. the mission statement) is still appropriate and left unchanged. The necessary advisory bodies were notified of the recertification of the mission statement via email[13] [14] [15], and the President’s Cabinet approved the recertified mission statement on July 2, 2018[16]. The Office of the President contacted the Board of Regents regarding submitting the recertified mission statement, and the Board of Regents stated that there was no need for formal Board of Regents approval if there were no changes to the mission statement[17]. As no changes were made to the content of the mission statement, the existing language remained published in the various locations without additional campus communication.

**Upcoming**

TAMU-CC anticipates developing a new multi-year strategic plan with initial efforts starting in 2019. The mission statement will be revised as appropriate during this planning process and will route through the required approval path up to and including formal review and approval by the Board of Directors. Once revised and approved, the updated mission statement will be published in a variety of locations with notice sent to the TAMU-CC campus community.

**Conclusion**

In accordance with the Texas Administrative Code and the Texas Education Code, the TAMUS Board of Regents routinely reviews and approves the mission statements of its member universities including TAMU-CC. TAMU-CC further defines the mission review process and timeline, including approval by the Board of Regents, in a university procedure to ensure that regular reviews of the mission statement occur.

4.2.b The governing board ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy. *(Board/administrative distinction)*

**Compliance Status:** Compliant

**Narrative**

**Policy Making by The Board of Regents**

A clear and appropriate distinction exists between the policy-making function of the Texas A&M University System Board of Regents (board) and that of Texas A&M University-Corpus Christi (TAMU-CC) administration and faculty to administer and implement policy.

TAMU-CC is a member of the Texas A&M University System (TAMUS), which is governed by the board. Details on the structure of the board are published in the current bylaws[1], which were created under the authority of the Texas Education Code (TEC) section 85.21[2]. In accordance with TEC 51.352, the board “shall provide the policy direction for each institution of higher education under its management and control”[3]. TAMUS policy 02.01, Board of Regents echoes this requirement with the statement that the board “shall provide the policy direction for the system and its member universities and agencies”[4]. TAMUS achieves this through the creation of TAMUS policies and regulations, which are published online on the TAMUS Policy and Regulation Library[5]. Lines of authority dividing the power to make policy from the responsibility for its administration and implementation is evident in the TAMUS organizational chart[6].
TAMUS policy 01.01, System Policies and Regulations, and Member Rules and Procedures, describes the process TAMUS takes to ensure system-wide compliance with state and federal law through its policies and regulations[7]. This policy outlines the board’s role in making and distributing TAMUS policies and regulations and the member universities’ role in creating university-level rules and procedures to implement the policies and regulations. This policy specifically states that policies “create administrative structures, set priorities, delegate authority, assign responsibility, ensure accountability and define reporting requirements” while regulations “include specific directives and reporting requirements needed to implement system policies and shall include interpretations where issues are not covered or are unclear in system policies”[7].

TAMUS policy 02.02, Office of the Chancellor outlines the chancellor’s responsibilities including their role in policy development. The chancellor implements policy adopted by the board through TAMUS regulations. These regulations communicate matters of overall TAMUS concern established by the chancellor that are not specifically addressed in TAMUS policies involving rules, procedures, and reporting requirements. TAMUS regulations also assure uniform compliance with fiscal, academic, research, human resources, and other management requirements. Additionally, the chancellor is authorized to “delegate any of the assigned duties and responsibilities of that office, except as otherwise restricted in system policies.” Those delegations must be incorporated into TAMUS regulations. The chancellor is charged with regular review of TAMUS policies, and all employees and students of TAMUS must comply with all TAMUS policies[8].

As part of its policy-making role, the board is responsible for appointing and evaluating the chief executive officer (CEO) of its member institutions. This responsibility stems from TEC 51.352[3] and TAMUS policy 02.01, Board of Regents[4] and is expanded to include the chancellor’s recommendation in TAMUS policy 02.05, Presidents of System Member Universities[9]. The CEO of each TAMUS member university is the president per TAMUS policy 01.03, Appointing Power and Terms and Conditions of Employment[10]. TAMU-CC’s president is evaluated on administering the university annually by the board, which is initiated by a request for a self-evaluation[11]. The current president’s job description is included in the supporting documentation for reference[12]. The process of selecting and evaluating the president is discussed in detail in the response to Standard 4.2.c.

As evidenced by the above governing documentation, the board is responsible for creating system-level policies to govern its member universities including TAMU-CC, while the President is charged with the administration of the institution in accordance with TAMUS policy 02.05, Presidents of System Member Universities[9]. The implementation of these policies is managed at the university level in accordance with TEC 51.352, which states that the board “is expected to preserve the institutional independence and to defend its right to manage its own affairs through its chosen administrators and employee”[3].

Administration and Implementation of System Policy

The primary way TAMU-CC implements TAMUS policies and regulations is by creating TAMU-CC rules and procedures as directed by TAMUS policy 01.01, System Policies and Regulations, and Member Rules and Procedures[7]. This policy provides the scope of member university rules and procedures, and specifically states that procedures “shall implement system policies, regulations and member rules at the member level”[7]. The policy includes details about the content and scope of both rules and procedures. The president of each member university is responsible to establishing these university rules and procedures and publishing them online as part of their charge outlined in TAMUS policies 01.01, System Policies and Regulations, and Member Rules and Procedures[7] and 02.05, Presidents of System Member Universities[9]. The later of these policies, 02.05, Presidents of System Member Universities, details the breadth of the president’s responsibilities to oversee all aspects of the university[9].

TAMU-CC manages its rules and procedures similarly to the way TAMUS manages its policies and regulations. TAMU-CC procedure 01.01.99.C0.01, Review and Approval of University Rules and Procedures[13], describes the development and review process for all rules and procedures. This procedure outlines the roles of the various advisory bodies in the revision process and includes details
on the review cycles and required approvals. The review path[14] and history[15] are tracked internally, and the progress is reported to the President’s Cabinet monthly[16]. Examples of minutes in which Faculty Senate and President’s Cabinet approved rules and/or procedures are included in the support documentation[17] [18]. Upon approval, all rules and procedures are published online on the University Handbook of Rules & Procedures[19] and TAMU-CC staff and faculty are notified by email[20].

TAMU-CC created a Faculty Senate in accordance with TAMUS policy 12.04, Academic Council/Faculty Senate[21]. Faculty Senate is governed by its own constitution[22] and bylaws[23], and its roster and committee structure are published online[24]. Faculty Senate plays a critical role in curriculum development as detailed in the response to Standard 10.4 and serves as the voice of the faculty in the creation and review of university rules and procedures that impact the faculty. Faculty Senate organized the university rules and procedures that pertain to TAMU-CC’s faculty and published them along with other faculty guidance in a University Faculty Handbook[25]. TAMU-CC’s academic colleges have also created college faculty handbooks to further implement university rules and procedures[26] [27] [28] [29] [30] [31]. At all levels, the documents should be read in conjunction with the related higher-level document (i.e., TAMU-CC rules should be read with their associated TAMUS policy and/or regulation). Greater detail on the development, review, and approval processes for TAMU-CC rules and procedures can be found in the response to Standard 10.1.  

Conclusion

A clear and appropriate distinction exists between the board’s role in making policy and the TAMU-CC’s responsibility to implement and administer the policies. This is evident from the published TAMUS policies and TAMU-CC rules and procedures. The separation of TAMUS’s role in guiding its member universities and TAMU-CC’s role in managing the university under this guidance is clearly stated through all levels of governing documents and is evident in practice.

4.2.c The governing board selects and regularly evaluates the institution’s chief executive officer. (CEO evaluation/selection)

Compliance Status: Compliant

Narrative

Chief Executive Officer Selection and Appointment Process

At Texas A&M University-Corpus Christi (TAMU-CC) and all other member institutions of the Texas A&M University System (TAMUS), the chief executive officer (CEO) is the president per System Policy 01.03 Appointing Power and Terms and Conditions of Employment[1]. The TAMUS Board of Regents adheres to the Texas Education Code §51.352[2] which states that the Board of Regents shall “appoint the president or other chief executive officer of each institution under the board’s control and management.” TAMUS underscores this responsibility in three of its own policies. System Policy 02.01 Board of Regents[3] states that the Board of Regents shall “appoint and annually evaluate the chief executive officer (CEO) of each member university and assist each CEO in the achievement of performance goals.” TAMUS expands on this responsibility in System Policy 02.05 Presidents of System Member Universities[4] stating that the Board of Regents will appoint presidents of its member institutions “on the recommendation of the chancellor” and that these presidents will “serve under the direction of the chancellor.” System Policy 01.03 Appointing Power and Terms and Conditions of Employment echoes this point and continues by stating that the chancellor may dismiss a member CEO without cause upon approval by the Board of Regents[1].

Recent CEO Search and Selection

In September of 2016, TAMU-CC’s President, Dr. Flavius Killebrew, announced his retirement after 12 years of service, effective December 31, 2016[5]. On October 18, 2016, the Board of Regents appointed Dr. Kelly Quintanilla as the Interim President of TAMU-CC with an effective date of January
The Board of Regents shared the announcement with the TAMU-CC community that same day[6]. With an interim president appointed, TAMUS begin the search process for choosing a new TAMU-CC president by selecting a search committee and partnering with Parker Executive Search[8]. System Policy 01.03 Appointing Power and Terms and Conditions of Employment[1] provides for the use of a search committee for selecting a president and includes information on the committee makeup. The Board of Regents followed the guidelines set out by the policy when appointing the search committee. The search committee was chaired by Charles Schwartz of the Board of Regents and comprised of six community members, four faculty members including the faculty senate speaker, three staff members including a vice president and the staff council president, and the student government president[9]. The Chancellor held the initial meeting with the search committee and representatives from Parker Executive Search on February 3, 2017 to give the committee its charge of providing recommendations for the new president to the Chancellor[10]. Parker Executive Search coordinated open forums held on February 20, 2017 at the TAMU-CC campus to provide information on the search process to the TAMU-CC community[11].

In March of 2017, a position description was finalized for the search[12] which aligns with the duties of the president outlined in System Policy 02.05 Presidents of System Member Universities[4]. The nation-wide search officially began with an application deadline of May 3, 2017 and a projected announcement of a finalist in June 2017[13]. Shortly after the application deadline, Parker Executive Search aided the search committee in evaluating the applications, deciding on finalists, and conducting airport interviews in Houston, Texas[14]. In accordance with System Policy 01.03 Appointing Power and Terms and Conditions of Employment[1] and with the Chancellor’s recommendation, the Board of Regents named Dr. Quintanilla as the sole finalist for president of TAMU-CC on June 19, 2017[15]. The Board of Regents formally appointed Dr. Quintanilla as the President of TAMU-CC on August 23, 2017[16] and the position description was finalized.[17]

CEO Evaluation

The Board of Regents annually evaluates the president of each TAMUS member institution, including TAMU-CC[3]. The chancellor carries out this process in the late spring and summer. A letter to the president from the chancellor, which requests the president to complete a self-evaluation guided by a list of questions initiates the evaluation. Chancellor John Sharp sent the letter for Dr. Quintanilla’s 2019 evaluation on April 17, 2019 and requested a response to the following questions[18]:

1. What were your major accomplishments for the past year?
2. What goals and projects were not addressed or not completed?
3. What barriers do you regularly encounter that prevent you from achieving your institutional goals?
4. Are there any other issues I should be made aware of?

The next step in the evaluation process is the president submitting their self-evaluation to the chancellor and scheduling the evaluation meeting at TAMUS. For the 2019 evaluation, Dr. Quintanilla submitted her self-evaluation document on May 13, 2019[19] and scheduled her evaluation meeting with Chancellor Sharp for June 25, 2019[20].

The final step in the evaluation process is the Board of Regents’ formal review and evaluation of each member institution’s president. During the executive session of a late summer Board of Regents meeting, the chancellor presents the president evaluations to the Board of Regents for discussion. The Board of Regents conducts the executive session as a closed meeting with no published minutes in accordance with the Texas Government Code 551.074[21]. Regents discussed Dr. Quintanilla’s 2019 evaluation at the executive session on August 8, 2019 as evidenced by the content of the Schedule and Agenda for that meeting[22].

The Chancellor conducted the same process in the previous two years. The Chancellor evaluated Dr. Quintanilla in 2017 and 2018 as the current interim president and president, respectively, as evidenced
in the support documentation[23] [24] [25] [26] [27] [28] [29] [30]. The Chancellor evaluated the former
president, Dr. Killebrew, in same manner in 2016, which is available in the support documentation[31]
[32] [33] [34].

Conclusion

The TAMUS Board of Regents follows state governance and has created its own policies outlining its
responsibilities in the appointment and regular evaluation of the CEOs of each of its member
institutions, including TAMU-CC. In 2017, TAMU-CC went through the selection process for appointing
a new president. In this process, the Board of Regents retained its role in appointing the president in
accordance with both its own policies and the state regulations. The Board of Regents also takes an
active role in the annual evaluations of all its member CEOs as described in its own policies.

4.2.d The governing board defines and addresses potential conflict of interest for its members. (Conflict of
interest)

Compliance Status: Compliant

Narrative

Governance

The Board of Regents of the Texas A&M University System (TAMUS) governs Texas A&M University-
Corpus Christi (TAMU-CC). The Regents are bound by statutory requirements and by TAMUS policies
that address conflicts of interest for its governing board. Regents must undergo extensive ethics
training and go on record when there is a potential conflict of interest. TAMUS policy specifically
forbids Regents from using their political office for private gain.

According to Texas Government Code (TGC) 572.051 board members (as state officers) should
receive a copy of the ethics policy “not later than the third business day after the person qualifies for
office”[1]. Furthermore, Texas Education Code (TEC) 61.084 and 61.0841 address training for board
members, including the inclusion of information regarding conflicts of interest[2]. The Office of General
Counsel and other TAMUS staff inform TAMUS Regents of all requirements and policies related to
conflicts of interest during a new member orientation.

In compliance with TEC, the Texas Higher Education Coordinating Board (THECB) offers an online
course and assessment that Regents must complete before voting on budgetary or personnel matters
[3]. There is an additional training related to ethics for new appointments that Regents can take online
[4] or in person at the annual THECB Leadership Conference[5]. Regents must complete both training
sessions in the first year of service on the governing board[2]. All totaled, there are four trainings that
are mandatory for Regents and all are conveniently available online.

TGC 572[1] provides a guide for official conduct of state officers and employees and serves as a basis
for disciplinary action for failure to comply. TGC 572.001 says that no state officer or state employee
may “have a direct or indirect interest, including financial and other interests, or engage in a business
transaction or professional activity, or incur any obligation of any nature that is in substantial conflict
with the proper discharge of the officer’s or employees’ duties in the public interest.[1]”

The Code of Conduct found in TAMUS policy 07.01 Ethics prohibits Regents from holding “financial
interests or other interests that are in conflict with the conscientious performance of their official duties
and responsibilities”[6]. Regents should “not use their public offices for private gain” and are prohibited
from engaging “in any financial transaction in order to further any private interest using nonpublic
information”[6]. Regents “shall not engage in outside employment or activities, including seeking or
negotiating for employment, that conflict with official duties and responsibilities”[6]. The policy lists
additional requirements to ensure ethical conduct on the part of Regents.
TAMUS policy 07.03 Conflicts of Interest, Dual Office Holding and Political Activities outlines statutory requirements that Regents must obey “to ensure no conflicts of interest exist while they carry out their public duties”[7]. State law requires Regents to annually “file a financial statement with the Texas Ethics Commission”[7]. As required by the TGC 553.002, “A public servant who has a legal or equitable interest in property that is to be acquired with public funds shall file an affidavit within 10 days before the date on which the property is to be acquired by purchase or condemnation”[8]. If a Regent has a “substantial interest” in a contract or other transaction under consideration by the board, the Regent must disclose the interest at a board meeting held in compliance with the Open Meetings Act and refrain from voting on the matter[7]. In addition, Regents must meet criteria if they are to “hold non-elective offices with boards, commissions, and other state and federal entities”[7]. The policy also prohibits Regents from using their official authority for political purposes[7].

TAMUS policy 07.04 Benefits, Gifts and Honoraria provides protection against potential conflict of interest by restricting the acceptance of gifts or benefits or the offering of benefits or gifts from third parties[9]. The policy identifies prohibited benefits and gifts to Regents, as well as benefits and gifts that state law permits. A TAMUS Regent “shall not solicit, offer, confer, and agree to confer, accept, or agree to accept any benefit in exchange for his or her decision, opinion, recommendation, vote or other exercise of official power or discretion”[9]. System policy prohibits gifts, favors, or services “being offered with the intent to influence ... official conduct”[9]. Regents who “exercise discretion in connection with contracts, purchases, payments, claims, and other pecuniary transactions of government” must not accept any benefit from a person who is likely to be interested in decisions regarding such matters[9]. The personal financial statements for the Regents are on file with the Texas Ethics Commission[10][11][12][13][14][15][16][17][18]. The policy discusses additional requirements regarding gifts and benefits, including disclosure requirements.

TAMUS policy 07.05 Nepotism makes it clear that a Regent “may not appoint, confirm the appointment of, or vote for the appointment or confirmation of the appointment of an individual to a position that is to be directly or indirectly compensated from public funds or fees of office if the individual is a covered relative of the board member”[19]. A covered relative is within the third degree by consanguinity (blood) or second degree by affinity (marriage)[20]. This policy includes graduate assistant and student worker positions[19].

A Regent should report any potential conflict of interest to general counsel as soon as possible. Following its review, the general counsel will issue an opinion regarding the potential conflict[6]. A state officer who violates these policies is “subject to an applicable civil or criminal penalty if the violation also constitutes a violation of another statute or rule”[1]. The last time a Regent recused them self-due to a conflict of interest was in a special emergency telephone meeting on December 13, 2001, while considering a contract to provide retail electric service to some TAMUS member institutions. The minutes from this meeting reflect that a disclosure was made and that the potentially conflicted Regent was not present at the meeting[21]. The Board of Regents posts minutes of its meetings on the TAMUS website, which ensures transparency related to recusal and conflicts of interest and protect the integrity of the institution.

Conclusion

Governing documents are in place to ensure that the TAMUS Board of Regents can identify conflicts of interest, avoid them when possible, and address them when present. In addition to state codes, TAMUS has developed several policies to further protect the Board of Regents from conflicts of interest. The governing documents are effective as evidenced by the last time the Board of Regents identified and addressed a conflict of interest.

4.2.e The governing board has appropriate and fair processes for the dismissal of a board member. (Board dismissal)

Compliance Status: Compliant
Narrative

Governance

The Board of Regents of the Texas A&M University System (TAMUS) is responsible for the governance of Texas A&M University-Corpus Christi (TAMU-CC). Because the Governor of the State of Texas appoints Regents, they are not bound by TAMUS dismissal policies. The Constitution of the State of Texas and state law outline the methods that parties can use to remove Regents from office. These include due process protections, which help safeguard against the arbitrary dismissal of Regents.

Dismissal Process

As appointees of the Governor of the State of Texas, the members of the TAMUS Board of Regents are subject to the impeachment laws governing state officers, specifically Article XV, Section 1 of the Texas Constitution[1] and section 665 of the Texas Government Code (TGC)[2]. Per the Texas Constitution, the Texas House of Representative holds the power of impeachment[1]. This impeachment process is clearly prescribed and requires that Regents receive due process[2].

There is also a provision to remove state officers in TGC 572.058[3]. A Regent is subject to removal if they fail to properly disclose a conflict of interest during service. A petition from the Texas Attorney General can initiate this process. A jury will determine whether the preponderance of evidence supports removal of the Regent. A jury trial requires a preponderance of evidence, assuring Regents due process[3].

There is a third option for the removal of a Regent. Because the Governor appoints Regents, Article XV, Section 9 of the Texas Constitution applies[1]. This section of the Texas Constitution states that “in addition to the other procedures provided by law for removal of public officers, the Governor who appoints an officer may remove the officer with the advice and consent of two thirds of the members of the senate present”[1]. By requiring both the appointing Governor and two thirds of the Texas Senate to approve the removal of a Regent, this option again ensures that Regents receive due process when facing dismissal.

Records within the past ten years do not show record of impeachment proceedings for an TAMUS Regent. Examples of implementation are unavailable because no such dismissals have taken place.

4.2.f The governing board protects the institution from undue influence by external persons or bodies. (External influence)

Compliance Status: Compliant

Narrative

Governance

The Board of Regents that governs Texas A&M University System (TAMUS) is free from undue influence from political, religious, or other external bodies, and protects Texas A&M University-Corpus Christi (TAMU-CC) from such influence. A table including employment, term, and appointment details for each member of the Board of Regents is in the support documentation[1].

TAMU-CC is a member of TAMUS, as specified by Texas Education Code (TEC) section 87.401[2] and is therefore governed by the TAMUS Board of Regents. The Governor of Texas appoints the nine Regents, with the advice and consent of the Texas Senate. Regents serve on the board for six-year staggered terms as specified in TEC 85.11 and 85.12[3]. TEC 51.352 requires the Governor and Senate to “ensure that the appointee has the background and experience suitable for performing the statutory responsibility of a member of the governing board”[4].
According to section 572.051 of the Texas Government Code (TGC), Regents (as state officers) should receive a copy of the ethics policy “not later than the third business day after the person qualifies for office”[5]. TAMUS ethics policy, 07.01 Ethics requires Regents to adhere to high ethical standards and to avoid practices that could result in conflicts of interest[6]. The policy outlines prohibited actions by the Regents to guard against undue influence, including making unauthorized commitments or promises of any kind purporting to bind the System, giving preferential treatment to any public or private organization, and not engaging in outside employment or activities, including seeking or negotiating for employment, that conflict with official duties and responsibilities. TAMUS policy 07.03 Conflicts of Interest, Dual Office Holding and Political Activities which outlines statutory requirements for filing with the Texas Ethics Commission[7], gives assurances that dual office holding does not cause a conflict of interest and provides details on the prohibited use of official authority for political purposes. Similarly, TAMUS policy 07.04 Benefits, Gifts and Honoraria provides strict standards regarding when benefits and gifts may be offered to or accepted from third parties[8]. These policies help to ensure that the Board of Regents is free of undue influence from political, religious, and other external bodies by outlining strict guidelines and prohibiting activities and practices that could result in conflicts of interest.

Training

To ensure that all Regents are aware of and fully understand their responsibilities to protect the system members from undue influence, Regents participate in training through the TAMUS Office of General Counsel and other system offices. This training includes ethics and conflicts of interest, along with the information regarding other duties and responsibilities of the office. In addition, in accordance with TEC 61.084[9], the Texas Higher Education Coordinating Board (THECB) requires an online course and assessment that Regents must complete before the governing board member can vote on a budgetary or personnel matter[10]. There is an additional training related to ethics for new appointments that is available online[11] or in person at the annual THECB Leadership Conference[12]. Regents must complete both trainings in the first year of service on the governing board. TEC 61.084 also prohibits newly appointed Regents from voting on budgetary or personnel matters related to system administration or institutions of higher education until the Regent completes the intensive short orientation course[9].

Conclusion

The TAMUS Board of Regents governs the TAMUS member institutions including TAMU-CC and prevents undue influence. Protections against outside influence exist at the state level from the TGC and TEC, as well as, at the system level through various TAMUS policies (e.g., 07.01, Ethics and 07.03 Conflicts of Interest, Dual Office Holding and Political Activities). These governing documents ensure that both the TAMUS Board of Regents and TAMU-CC are insulated from these types of influence.

4.2.g The governing board defines and regularly evaluates its responsibilities and expectations. *Board self-evaluation*

Compliance Status: Compliant

**Narrative**

**Board Review of Effectiveness**

The Board of Regents periodically engages with consultants to ensure it is serving its member institutions, students, and faculty to the best of its ability. In April 2013, the Board of Regents entered a long-term consulting relationship with Dr. Richard Chait of Harvard University. Dr. Chait is a recognized expert in governance and governing boards. The Texas A&M University System (TAMUS) Board of Regents contracted with Dr. Chait for assistance in reviewing and improving the board's function. The Board of Regents engaged Dr. Chait until June 2015, a period of over two years. During these two years, Dr. Chait met with the Board of Regents before and after each board meeting to discuss processes and operations.
One of the most significant changes implemented as a result of this extensive self-evaluation was the initiation of “consent agendas,” first implemented at the October 31, 2013 meeting[1]. The addition of consent agendas allowed the Board of Regents to approve uncontroversial items without presentation or debate, permitting more time for discussion of substantive or controversial matters. Dr. Chait also advocated for the value of regular board workshops, which started at the September 7, 2013 meeting[2]. The primary focus of the workshops is to inform Regents about issues and processes related to higher education. As a result, Regents gain considerably greater depth of knowledge regarding challenges and opportunities, national trends, rating systems, and internal processes related to System member institutions. Each Board of Regents meeting since the October 2013 meeting has included a consent agenda, and each meeting since September 2013 has included a half-day workshop.

Responsibilities
The TAMUS Board of Regents defines and regularly evaluates its responsibilities and expectations. Statutes of the State of Texas define the responsibilities of the Board of Regents. The Board of Regent’s bylaws describe its roles, responsibilities, committees, and operating structure[3]. System policies further develop these responsibilities.

The Texas Higher Education Coordinating Board (THECB) requires training[4][5] and orientation related to Regent responsibilities through its regular leadership conferences[6]. The agenda for the 2018 Leadership Conference illustrates the significant issues addressed in the training[7]. TAMUS tracks attendance of Regents to ensure that they comply with this requirement. Regents also receive an initial orientation from TAMUS which covers various topics related to Regent responsibilities.

Legal Responsibilities of the Board of Regents
Statutes of the State of Texas define the responsibilities of the Board of Regents, including Texas Education Code (TEC) 51.352[8] and 85.21–71[9]. These legal responsibilities of the Regents are formerly accepted and adopted in System Policy 02.01 Board of Regents (02-01), which is reviewed by the Board of Regents and revised if necessary, every five years. This policy was last revised on August 8, 2013. The key legal responsibilities of the Board of Regents as stated in TEC 51.352 and System Policy 02.01 Board of Regents are:

- To preserve institutional independence and to defend its right to manage its own affairs through its chosen administrators and employees;
- To enhance the public image of each institution under its governance;
- To interpret the community to the campus and to interpret the campus to the community;
- To nurture each institution under its governance to the end that each institution achieves its full potential within its role and mission; and
- To insist on clarity of focus and mission of each institution under its governance[8][10].

Following their initial orientation, TAMUS’s Chief Legal Officer, Ray Bonilla advises Regents of their statutory responsibilities. This advisement ensures that their actions align with the roles and responsibilities afforded to them through the laws of the State of Texas and System Policy 02.01 Board of Regents[10].

Bylaws of the Board of Regents
The bylaws of the Board of Regents also provide a mechanism to ensure self-evaluation, since they allow the board to internally define its responsibilities. Specifically, the bylaws establish:

- The officers of the board and succession;
- The personnel of the board and their responsibilities, such as the chancellor, the executive director, general counsel, and chief auditor;
- The committees of the board, and the process by which items are assigned to committees and may progress through that process for consideration; and
- The process whereby the Bylaws may be amended[3].
The bylaws provide provisions whereby the Board of Regents differentiates between its function and that of the chancellor and the relationship between the chancellor and the board, maintains focus on the missions of the member institutions (Committee on Academic and Student Affairs) as well as the financial health of the institution (Committees on Finance, Audit, and Facilities). In addition to defining the roles and responsibilities of the Board of Regents and committees, the bylaws also require a quorum of members to conduct committee business, ensuring that a minority of Regents do not unduly impact decision making[3].

The Board of Regents reviews and revises the bylaws as needed and appropriate, resulting in considerable discussion of the roles and responsibilities of the Regents. The Board of Regents’ first adopted their bylaws on November 29, 1950 and all amendments have been reviewed and approved by Regents following the process described in the bylaws[3]. The Board of Regents have amended their bylaws eighteen times since adoption and recorded all approved amendments in official Board of Regents minutes as listed in the bylaws[3]. The latest change to the bylaws is illustrative of the Board of Regents’ self-evaluation process. In consultation with Regents, the General Counsel brought forward several amendments for the board’s consideration. The Regents first presented these amendments at the October 2017 meeting of the Board of Regents, as agenda item 5.2[11], and were as follows:

- The clarification of the difference between special meetings and emergency meetings;
- A change allowing the chair of the board to serve as a voting member of standing committees, rather than a non-voting member;
- The lengthening of the timeline for agenda items to be sent to the regents before regular and special meetings, allowing the regents more time for consideration;
- A requirement that draft agenda items are provided two weeks before regular meetings, with final agenda books provided one week prior to regular meetings; and,
- The elimination of references to audit guidelines that are not necessary, given TAMUS Policy 10.02 Fraud, Waste and Abuse[12].

The discussion at the October meeting largely focused on the second of these items: changing the chair’s role on standing committees from non-voting ex-officio to voting ex-officio. Prior to the amendment, standing committees consisted of four voting members, with the chair serving as a non-voting ex-officio member of all standing committees. Having four voting members could result in a “tie” vote, preventing needed items from coming before the full board for consideration. With the amendment, the chair could break the tie. Furthermore, the change would allow the chair to count for purposes of establishing a quorum, facilitating completion of assigned business[11].

The Board of Regents engaged in considerable discussion on this matter during the October meeting. Ultimately, Regents voted to “table” the amendments. In the interim, additional discussion and self-reflection resulted in a revised agenda item presented at the February 2018 Board of Regents meeting [13]. This discussion focused primarily on the chair’s role in standing committees, adjusting the proposed changes considered at the October meeting. Under these provisions, the chair may only vote in standing committees under two conditions: to break a tie vote or to provide a third member required to meet a quorum. In addition, discussion at the October meeting led to the reinstatement of a previous provision that allowed for three Regents to place an item on the agenda of the Board of Regents if the item had previously been considered in committee but had not received enough votes to progress from committee.

The changes to the bylaws passed at the February meeting[13]. This illustrates how the Board of Regents engages in self-evaluation of its processes, roles, functions, and responsibilities.

**Policies Related to the Responsibilities of the Board of Regents**

To further ensure that the policy-making responsibilities of the Board of Regents and the administrative function of the TAMUS chancellor and the university presidents are clearly delineated, the System has several policies that define the roles, responsibilities, and relationships between the chancellor and the board, as well as, the university presidents and the board. These include System Policies 02.02 Office of the Chancellor[14] and 02.05 Presidents of System Member Universities[15]. These policies
additionally define the roles and responsibilities of the Board of Regents related to the succession of the chancellor and university presidents. The responsibilities of Regents to avoid conflicts of interest and undue external influence are defined by System Policies 07.03 Conflicts of Interest, Dual Office Holding, and Political Activities[16] and 07.04 Benefits, Gifts, and Honoraria[17]. As with all System policies and regulations, Regents are required by System Policy 01.01 System Policies and Regulations, and Member Rules and Procedures[18] to review these periodically, generally every five years and to revise them when necessary. See the response to SACSCOC standard 4.2.d for additional information on how the Board of Regents handles conflicts of interest.

**Expectations**
The strategic plan for the System defines expectations of the TAMUS Board of Regents[19]. System policies and regulations convey the expectations of the Board of Regents to member universities including Texas A&M University-Corpus Christi (TAMU-CC).

**Texas A&M System Strategic Plan**
The primary mechanism that the Board of Regents uses to set and evaluate its expectations is the TAMUS strategic plan[19] which guides all component areas of the System. The most recent revision of the strategic plan occurred in 2016 when the Board of Regents engaged in a rigorous year-long process of study, analysis, self-reflection, and goal setting resulting in the Strategic Plan for 2016-2021[19]. System Policy 03.01 System Mission, Vision and Strategic Planning Process[20] defines the strategic planning process. For TAMU-CC and other member institutions, the Board of Regents is charged with ensuring that the University’s mission statement aligns with their expectations and the TAMUS strategic plan through a review and approval process as outlined in System Policy 03.02 Academic Mission Statements and Program Inventory[21]. The current TAMU-CC mission statement was approved by the Board of Regents on May 1, 2013[22] and the THECB on July 25, 2013[23]. TAMU-CC recertified this mission statement on July 2, 2018[24]; the University has included additional information on this process in the response to SACSCOC Standard 4.2.a.

The Board of Regents must also review and approve its member institutions’ budgets annually by September 1 and supply the THECB with a copy as required by TEC 51.0051[8]. The Board of Regents approved TAMU-CC’s budget most recently at the April 19, 2018 meeting[25].

**Policies and Regulations Related to the Expectations of the Board of Regents**
System policies and regulations further enumerate the expectations of the Board in System Policy 01.01 System Policies and Regulations, and Member Rules and Procedures[18]. The Board of Regents regularly review policies and regulations to determine their continued effectiveness and to make improvements as necessary.

**Initiatives In-Progress for Improving Board Self-Evaluation**
The TAMUS Office of General Counsel is currently putting together a rule for the Board of Regents bylaws that requires the Board to regularly engage in self-evaluation. The Chair and Vice Chair of the Board are looking to add a session as part of each quarterly Board of Regents meeting where this self-evaluation occurs. Additionally, they are working on identifying an effective evaluation instrument that provides substantive information.

**Conclusion**
The TAMUS Board of Regents has clearly defined its responsibilities and expectations in its bylaws and various TAMUS policies, all of which align with the requirements set forth by the State of Texas regulations. The Board of Regents evaluates itself through routine review of its bylaws. The Board of Regents also recently sought outside input via a respected consultant which improved the Board of Regents’ efficiency and effectiveness. These actions demonstrate that the Board of Regents actively monitors its responsibilities and how they impact its member institutions including TAMU-CC.

4.3 If an institution’s governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure: (a.) institution’s mission, (b.) fiscal stability of the institution, and
(c.) institutional policy. (Multi-level governance)

Compliance Status: Compliant

### Narrative

#### Mission

**Legal Authority and Operational Control.** Texas A&M University-Corpus Christi (TAMU-CC) “is under the management and control of the Board of Regents of The Texas A&M University System (TAMUS),” described in Texas Education Code (TEC) §87.401 [Texas A&M University-Corpus Christi][1]. The Board of Regents has the general responsibility assigned to all governing boards of Texas institutions of higher education. As stated in TEC §51.352 Responsibility of Governing Boards, the Board of Regent’s responsibilities are:

- to preserve institutional independence and to defend its right to manage its own affairs through its chosen administrators and employees;
- to enhance the public image of each institution under its governance;
- to interpret the community to the campus and to interpret the campus to the community;
- to nurture each institution under its governance to the end that each institution achieves its full potential within its role and mission; and
- to insist on clarity of focus and mission of each institution under its governance[2].

The Board of Regents is legally authorized, under TEC §85.21 *General Powers and Duties*, to “make bylaws, rules, and regulations it deems necessary and proper for the government of the university system and its institutions, agencies, and services”[3]. This includes bylaws, rules, and regulations related to the institution’s mission.

**Mission Review by the TAMUS Board of Regents.** TEC §51.359 *Role and Mission Statement* mandates that TAMU-CC develop a mission statement “reflecting the three missions of higher education: teaching, research, and public service.[2]” The Texas Administrative Code Rule §5.24 *Submission of Missions Statements and Planning Notification*[4] defines the criteria for the submission and approval of this mission statement. As the governing and active policy-making body over TAMU-CC, the Board of Regents retains the authority to develop policy related to the mission. As such, these statutes clearly identify the Board of Regents as having the primary legal authority and operational control over the TAMU-CC mission.

Relative to the mission and in keeping with TEC §51.352 *Responsibility of Governing Boards*[2], TAMUS policy 02.01 *Board of Regents*[5], also authorizes the Board of Regents to:

- nurture each institution under its governance, to the end that each institution achieves its full potential within its role and mission; and
- insist on clarity of focus and mission of each institution under its governance[2].

This further demonstrates that, in the governance structure of the institution, the Board of Regents has the legal authority and operational control over the university’s mission. The bylaws of the Board of Regents directly charge the Board’s Committee on Academic and Student Affairs with considering “all programs and activities of the academic institutions and service units, including...mission statements.” In addition to TAMUS policy 02.01 *Board of Regents*[5], TAMUS also has TAMUS policy 03.02 *Academic Mission Statements and Program Inventory*[6] which requires members of TAMUS to request approval from the Board of Regents for the creation or revision of their missions, tables of programs, and other significant policy statements. Additional information on the approval process of TAMU-CC’s mission statement including the most recent review cycle in included in the response to Standard 4.2.a.
Mission Review by the State of Texas. In addition to the approval by the Board of Regents, the Texas Higher Education Coordinating Board (THECB) periodically reviews TAMU-CC’s mission to ensure that it meets the needs of the University’s geographical region, in accordance with TEC §61.051 Coordination of Institutions of Higher Education.

Financial Stability

Legal Authority and Operating Control. TAMU-CC "is under the management and control of the Board of Regents of TAMUS," described in Texas Education Code (TEC) §87.861, Texas A&M University-Corpus Christi.

The Board of Regents is legally authorized, under TEC §85.21 General Powers and Duties, to "make bylaws, rules, and regulations it deems necessary and proper for the government of the university system and its institutions, agencies, and services." TAMUS policy 21.01 Financial Policies, Systems and Procedures states that all “financial policies and procedures shall be uniform throughout the TAMUS and shall conform to the directive of the Board of Regents, to the state or federal laws where applicable and to all riders on appropriations bills.”

Board Approval of the Annual Budget. The Texas Administrative Code (TAC), Title 19, Part 1, Chapter 13, Subchapter C, Budgets, including TAC Rule §13.42 Budget Approval outlines procedures for budget approval and financial reporting for institutions in Texas. In addition, TEC §51.051 Annual Operating Budgets requires the Board of Regents to approve an itemized, proposed operating budget on or before September 1 of each year. This budget review and approval process ensures that the Board of Regents has legal authority and operational control over the financial stability of the institution. Serving under the direction of the chancellor, the president/chief executive officer of TAMU-CC is responsible for carrying out the directives of the Board of Regents and TAMUS administration in developing annual budgets for operation and construction. According to the TAMUS policy 02.05 Presidents of System Member Universities, the president must submit the budget to the chancellor for recommendation and action by the Board of Regents.

TAMU-CC follows the TAMUS policy 27.03 Annual Operating Budget Process when preparing the annual budget. The Board of Regents approves the guidelines for the preparation of the operating budget. TAMUS regulation 27.04.01 Chancellor’s Delegations of Authority Related to Budget and Fiscal Changes provides direction for the annual operating budget with respect to authorization, limitations, delegations of authority, and reporting requirements. The Board of Regents approves the final budget submission, in addition to approving the guidelines that the institution follows when producing the budget. Additionally, TAMUS policy 27.04 Authorizations, Limitations, and Delegations of Authority presents the process for certain increases or changes in approved operating budgets during the fiscal year and specifies the approvals and limitations that apply.

Financial Accounting and Reporting. According to TEC §61.065 Reporting; Accounting, the Texas Comptroller of Public Accounts, and THECB are jointly mandated to “prescribe and periodically update a uniform system of financial accounting and reporting for institutions of higher education,” and to “incorporate insofar as possible the provisions of the financial accounting and reporting manual published by the National Association of College and University Business Officers.” The law also requires institutional accounts to be “maintained and audited in accordance with the approved reporting system.”

To this end, Texas Government Code (TGC) §2101 Accounting Procedures is the foundation for TAMUS policy 21.01 Financial Policies, Systems and Procedures and TAMUS regulation 21.01.01 Financial Accounting and Reporting. These provide guidance on the Annual Financial Report, auditing, the Uniform Statewide Accounting System, and other related topics. By enforcing these standards, TAMUS ensures that the Board of Regents has the ultimate legal authority and operational control over the financial stability of each TAMUS member.

In addition, TAMUS policy 21.01 Financial Policies, Systems and Procedures prescribes that each TAMUS member “chief financial officer has direct responsibility for the establishment of efficient and
effective internal controls over the financial accounting system and financial reporting.” The Board of Regents approve the appointment of the Vice President for Finance and Administration, who is the chief financial officer for TAMU-CC. TAMU-CC prepares an annual financial report in accordance with these State and TAMUS requirements.

Contract Administration. As required by TAMUS regulation 25.07.01 Contract Administration, Delegations, and Reporting[16], each institution reviews its contract administration procedures annually. Institutions submit updates and changes made to the delegation of authority to the TAMUS Office of Budgets and Accounting. The delegation of authority lists typical routing for various contracts and agreements, as well as the authorization to execute contracts of various dollar amounts for individual employees.

Capital Planning. The Board of Regents approves capital needs as part of a long-term planning process. Adhering to TAMUS policy 51.01 Capital Planning[17], the Board of Regents annually approves the TAMUS Capital Plan. The Board of Regents also approves the TAMU-CC Master Plan. The capital plan includes capital projects identified by TAMUS members, including new construction, repairs, renovations, rehabilitation of existing facilities, real property acquisitions, and other capital projects. The plan also identifies the available resources for funding the projects or repaying the debt. The Board of Regents may amend capital plans as needed. This process ensures that the Board of Regents maintains legal authority and operational control.

Auditing. The state independently audits TAMU-CC. The TAMUS also performs an internal audit of TAMU-CC. The State Auditor’s Office also performs specific audits targeting key programming areas. The Texas Internal Auditing Act, codified as TGC §2102[18], specifically requires state agencies to “conduct a program of internal auditing.” TGC §2102.006-7[18] directs the governing board of a state agency to appoint a qualified internal auditor and defines the duties of the internal auditor. The act establishes guidelines for the internal auditing program and further defines the responsibilities of the governing board. The TAMUS Internal Audit Department provides fiscal oversight for TAMU-CC. TAMUS policy 10.01 Internal Auditing[19] dictates the authority and scope of the chief auditor and the staff of the Internal Audit Department. The chief auditor reports functionally to the Board of Regents’ Committee on Audit, ensuring that the Board of Regents maintains legal authority and operational control of our financial stability, and administratively to the chancellor. TAMUS policy 01.03 Appointing Power and Terms and Conditions of Employment[20] gives hiring authority of the chief auditor to the Board of Regents.

Institutional Policies

Legal Authority and Operational Control. TAMU-CC "is under the management and control of the Board of Regents of The Texas A&M University System,” described in Texas Education Code (TEC) §87.861 Texas A&M University-Corpus Christi[1]. The Board of Regents is legally authorized under TEC §85.21 General Powers and Duties[3] to "make bylaws, rules, and regulations it deems necessary and proper for the government of the university system and its institutions, agencies, and services." This clearly identifies the Board of Regents as having legal authority and operational control over the institutional policies of TAMU-CC.

The TAMUS clearly defines and delineates policy-making authority. TAMUS policy 01.01 System Policies and Regulations, and Member Rules and Procedures[21] outlines this policy-making structure. According to this document, "System policies guide the system by incorporating the board’s philosophies, expectations, and priorities. System policies create administrative structures, set priorities, delegate authority, assign responsibility, ensure accountability, and define reporting requirements."

The Board Regents is responsible for formulating, updating, adopting, and publishing official policies to establish direction for TAMUS. As outlined in TAMUS policy 02.02 Office of the Chancellor[22], TAMUS charges the chancellor with providing recommendations to the Board of Regents on the adoption of new policies or the revision of current policies. Ultimately, though, the Board of Regents maintains legal authority and operational control over the institution’s policies.
To interpret these policies, TAMUS uses regulations at the system level and rules and procedures at the university level, in accordance with TAMUS policy 01.01[21]. The chancellor and their staff develop regulations to implement TAMUS policies. Member institutions develop rules and procedures to interpret and implement TAMUS policies and regulations locally. These are all approved at the system level by the TAMUS Policy Office, the Office of General Counsel, and the chancellor, as well as by the Board of Regents when necessary.

By distinguishing between policies, regulations, rules, and procedures, TAMUS policy 01.01[21] ensures that TAMUS solely charges the Board of Regents with making policy, while the chancellor, TAMUS staff, and the university are responsible for implementing and interpreting these policies.

**Reviews of Policies, Regulations, Rules, and Procedures.** TAMUS schedules a review for all policies and regulations on a five-year rotation. Policies are also subject to review at any time if any member of the Board of Regents make a special call, or on the recommendation of the chancellor. The response to Standard 10.1 includes additional details on the review and approval of TAMU-CC rules and procedures.

**Conclusion**
The governing structure of TAMU-CC clearly defines the legal authority and operating control regarding its mission, fiscal stability, and institutional policies.
Section 5 Administration and Organization

5.1 The institution has a chief executive officer whose primary responsibility is to the institution.  
(*Chief executive officer*) [CR]

**Compliance Status:** Compliant

**Narrative**

President Kelly M. Quintanilla is the Chief Executive Officer (CEO) of Texas A&M University-Corpus Christi (TAMU-CC) and her primary responsibility is to the University. She neither serves on nor presides over the Board of Regents of The Texas A&M University System (TAMUS). The Board of Regents elected the current presiding officer, Elaine Mendoza as its chairman in 2019.[1] Replacing Charles Schwartz, Mendoza will serve as chairman for a two-year term. The Board's website lists former presiding officers of the Board of Regents and former regents[2] [3]. These lists confirm that the University President has not served on the Board of Regents or presided over it.

Following a nation-wide search, the Board of Regents named Dr. Kelly Quintanilla as finalist for the position of president of TAMU-CC at the Board meeting on June 19, 2017[4]. The Board of Regents took final action on her appointment during the Board of Regents meeting on August 23, 2017[5]. Dr. Quintanilla assumed office in August 2017, becoming the institution's eleventh president. President Quintanilla’s curriculum vita documents her qualifications for the position[6]. She received her Ph.D. in Communication from the Pennsylvania State University in 1994. Before assuming her present position, President Quintanilla served as Provost and Vice President for Academic Affairs at TAMU-CC. Prior to that assignment, Dr. Quintanilla served in other positions at TAMU-CC, including Dean of the College of Liberal Arts, founding Director of the School of Arts, Media, & Communication, Program Coordinator for the Department of Communication, Chair of the Department of Communication and Theatre, and tenured Professor, Department of Communication and Theatre.

System Policies 01.03 Appointing Power and Terms and Conditions of Employment[7] and 02.01 Board of Regents[8] states that the Board of Regents shall appoint and annually evaluate the president of each university and the health science center, and director of each agency and assist each CEO in the achievement of performance goals. In fulfilling this role, the Regents “shall receive recommendations from the chancellor”. System Policy 01.03 also authorizes the Board of Regents to annually review the performance of each system member CEO. The policy says, "With prior approval of the board, the chancellor may dismiss or reassign a CEO without cause."

Duties of the president of TAMU-CC include those listed in System Policy 02.05 Presidents of System Member Universities[9] plus others that the chancellor or the Board of Regents may delegate. System Policy 02.05 identifies the following duties that the president carries out "under the general authority of the chancellor":

1. Administer the total program of the member under the president's jurisdiction. Recommend to the chancellor and the board the appropriate goals, purposes and role and scope for the member.
2. Recommend an organizational structure necessary to implement the purpose and mission of the member and recommend the establishment of administrative offices appropriate thereto.
3. Recommend to the chancellor the appointment of all personnel requiring appointment by the board.
4. Conduct regular periodic evaluations of each administrative officer.
5. Coordinate the planning, development and operation of all activities and programs of the member.
6. Develop legislative budget requests and submit to the chancellor for approval. The board will be provided with summary information for review after submission of these requests.
7. Develop annual budgets for operation and construction and submit to the chancellor for recommendation and action by the board.
8. Administer the business and financial management of the member. The management function includes, but is not limited to, budget preparation and implementation, financial and property accounting, the auditing of all expenditures and bills presented for payment, and the preparation of such financial reports as may be required.
9. Develop guidelines and standards for personnel administration, including those for employment, wage and salary administration, pay plans and classification, termination and conditions of employment in conformity with policies, practices and procedures of the system.
10. Provide for the operation and maintenance of the physical plant, the purchase of supplies and equipment, and the maintenance of appropriate inventories and records of real and personal properties under the jurisdiction of the member.
11. Explain system policy to the staff and explain the member’s program needs to the chancellor.
12. Serve as the member representative with appropriate former student associations and any institutionally related development foundations.

Additionally, System Policy 02.05 directs the president of a system member institution to provide for the following administrative functions within the institutional structure:

1. General supervision of all personnel employed by or assigned to the member
2. General supervision of all student programs and services. Such supervision includes, but is not limited to, recruitment of students, admissions, registration and records, academic advising, counseling, housing, scholarships and financial aid, student activities and services, placement, foreign students and the evaluation and certification of academic credit from other institutions
3. Development and dissemination of information concerning programs and accomplishments
4. Maintenance of a current rules and internal procedures website for the member last outlined in University Procedure 01.01.99.C0.01, Review and Approval of University Rules and Procedures [10].

Conclusion
The comprehensive list of duties and functions in System Policy 02.05 provides evidence that the president's primary responsibility is to the institution. President Quintanilla's official position description [11] provides additional assurance that her primary responsibility is to the university and that she is not currently, nor has she ever served as member of or presiding officer of the Board of Regents.

5.2.a The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following: the institution's educational, administrative, and fiscal programs and services (CEO control)

Compliance Status: Compliant

Narrative
The President of Texas A&M University-Corpus Christi (TAMU-CC) has ultimate responsibility for, and exercises appropriate control over the institution’s educational, administrative, and fiscal programs and services. The President is involved in the direction and oversight, either directly or through designated representatives. The President is the direct supervisor of the vice presidents who each oversee one of the University's six divisions: Academic Affairs, Student Engagement and Success, Finance and Administration, Research and Innovation, Institutional Advancement, and Marketing and Communication[1]. This control is also evidenced by the position description of the President[2].

The duties of the President, as described in the position description, include:

- Developing and implementing the strategic plan. As chief executive officer, is responsible to the Board of Regents through the chancellor for the operation and management of the university. Recommendings to the chancellor and Board of Regents: 1) the appropriate goals, purposes, role, and scope for the institution; 2) the necessary organizational structure; 3) the appointment of personnel requiring board approval; and 4) annual budgets.
• Providing oversight to and evaluation of the executive team, and through them is responsible for planning, development and operation of the university’s operation of the university’s activities and academic programs, student services, business and financial management, personnel administration, physical plant operation and maintenance of appropriate inventories and records of real and personal properties, marketing of programs, and internal and external communication [2].

Additionally, Texas A&M University System (TAMUS) Policy 02.05 Presidents of System Member Universities[3] sets forth the responsibilities and duties of the president. This policy provides that the president of each system member institution:

• administers the total program of the system member institution (section 2.1),
• recommends an organizational structure necessary to implement the purpose and mission of the system member and recommends the establishment of administrative offices appropriate thereto (section 2.2),
• coordinates the planning, development and operation of all activities and programs of the system member (section 2.5),
• develops annual budgets for operation (section 2.7), and
• administers the business and financial management of the system member (section 2.8).

As the direct supervisor of the Vice Presidents, the President is able to effectively exercise appropriate control of TAMU-CC’s educational, administrative, and fiscal programs and services. The President, vice presidents, Athletic Director, and Chief Information Officer all comprise members of President's Cabinet. Examples of minutes from President's Cabinet meetings are included as supporting evidence [4] [5] [6] [7] [8] [9] [10] [11] [12] [13].

5.2.b The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following: the institution's intercollegiate athletics program (Control of intercollegiate athletics)

**Compliance Status:** Compliant

**Narrative**

**Intercollegiate Athletics Program**

The President of TAMU-CC has ultimate responsibility for, and exercises appropriate control over the University’s intercollegiate athletics program and carries out the expressed commitment of the Board of Regents to assure full compliance with all rules and regulations of all athletic conference and national association rules, regulations, constitutions and bylaws. Intercollegiate athletics programs at TAMU-CC are accountable to the values and principles of the TAMUS. University officials take immediate and affirmative steps in each instance where noncompliance is suspected or reported to assure compliance with the spirit, letter, and intent of all such rules.

As the chief executive officer, the President is actively involved in the direction and oversight, either directly or through designated representatives of the intercollegiate athletics program. The President's responsibility for and control over the university and its budget is defined in the System Policy 02.05, Presidents of System Member Universities[1] and also in the Texas A&M University-Corpus Christi Faculty Handbook, Section 2.1.1[2], in which the President "administer[s] the total program of the system member under the president's jurisdiction" as prescribed by the National Collegiate Athletic Association (NCAA)[3]. The President's job description further documents their responsibility as having "ultimate oversight along with the Intercollegiate Athletics Council[4]," and "develop annual budgets for operation and construction[4]." These duties clearly cover the oversight of intercollegiate athletics.

TAMU-CC is a member of the NCAA and the Southland Conference[5] [6]. The University abides by the rules and regulations of both organizations. NCAA Article 2.1.1 requires the chief executive officer to have "ultimate responsibility and final authority for the conduct of the intercollegiate athletics program and the actions of any board in control of that program[3]." NCAA Article 6.3.1 requires that, once every 10 years, all NCAA Division I member institutions conduct a self-study focused on
compliance with NCAA operating principles, including compliance with the requirement that the president provide adequate supervision of the athletic program[7]. A self-study conducted by TAMU-CC in 2014 confirmed compliance[8]. Additionally, in compliance with System Policy 18.02 Principles for Intercollegiate Athletics Participation and NCAA Bylaw 30.3, the President certifies TAMU-CC’s compliance with NCAA rules each academic year[9] [10].

Consistent with Section 2.2 of TAMU-CC’s policy of senior administrators: duties and responsibilities, the President has delegated oversight of institutional and conference activities relating to intercollegiate athletics to the Director of Athletics. As is the case with all administrative employees, the director is hired, reports to, and serves at the pleasure of the President and is evaluated annually in accordance with System Regulation 33.99.03, Performance Evaluations for Nonfaculty Employees [11] and University Procedure 33.99.03.C0.01, Performance Management for Staff and Administrators [12]. The TAMU-CC organizational chart documents that the Director of Athletics reports directly to the President[13]. Section 8 of the Texas A&M University-Corpus Christi Faculty Handbook, which describes senior administrators' duties and responsibilities, clearly states that the director is, "responsible for the overall development of a comprehensive program for men's and women's intercollegiate sports ... ensure[s] compliance with NCAA and TAMU-CC rules and procedures[14]."

TAMU-CC has an Intercollegiate Athletic Council (IAC), which serves in an advisory capacity to the President of the University and the Director of Athletics relative to rules, regulations, and administration of intercollegiate athletics[15]. The IAC is concerned with maintaining an athletic program that benefits both student athletes and other students and is supportive of the purposes and goals of the university. The Council advises and makes recommendations to the President on immediate and longer-range planning, compliance, budgeting, scheduling, and other matters of importance with regards to the athletics program.

In accordance with the NCAA 6.1.2.1 of the NCAA Division I Manual, the Council consists of six faculty members, president of the University's Student Government Organization, one student from the Student Athletic Advisory Committee, Provost, Vice President for Student Affairs, and the Vice President for Finance & Administration. The faculty athletic representative is also one of the members [15] [16]. The President appoints one of these members to serve as chair. The following serve as liaison representatives without a vote: one alumni who is not an employee of the university, one at-large member who is neither a graduate nor employee of the university, Assistant Vice President and Comptroller, Director of Recreational Sports, Vice President for Institutional Advancement, Associate Vice President for Enrollment Management (transitioning into the Vice President for Enrollment Management), the Athletic Director, NCAA Compliance Coordinator and the Assistant Vice President for University Services. The President may appoint additional liaison representatives at her discretion [9] [17]. The Council meets at least four times each year.

TAMU-CC does award athletic scholarships; however, many athletes also receive academic scholarships. The Department of Athletics policy is that each head coach is directly responsible for overseeing the academic progress of each student-athlete involved in his/her program. The assigned faculty academic advisor performs the actual academic advisement. The compliance officer works with academic departments via the registrar to keep the advisors current on NCAA regulations and requirements. The compliance officer, the Director of the Center for Athletic Academic Services and the senior scholastic supervisor also monitor the student athletes' progress[18].

The President exercises appropriate fiscal control over the institution's intercollegiate athletics program. The President is responsible for final approval of the yearly budget for athletics and through appropriate administrators ensures that all athletic department funds, regardless of source, are deposited in the institutional fiscal office, and all accounting and disbursements of such funds are subject to institutional fiscal rules and procedures. Additionally, the President annually approves the income/expense statement for the intercollegiate athletic programs as required by the National Collegiate Athletic Association Division Manual Article 6.2, Budgetary Control[19].

The Board of Regents holds ultimate responsibility for the university budget including approval of the Department of Athletics budget. As part of this process the Board of Regents Programmatic Budget
Review requires a presentation on Department of Athletics budget matters, including the various sources of funding. Under Board of Regents policy, operational decisions regarding intercollegiate athletics are delegated to the university’s chief executive officer. The President and Executive Vice President for Finance and Administration are responsible for the final budget and fiscal control. The Director of Athletics is responsible for formulating overall athletics budget requests for submission to the president. While the Director of Athletics has the overall responsibility for the direct fiscal administration of the total intercollegiate Athletics Program, the Associate Director of Athletics for Business and Finance has authority to administer the day-to-day financial operations of the department. The Associate Athletic Director/Chief Revenue Officer reports to the Director of Athletics and is responsible for fundraising and gift development to support the annual athletic budget. These efforts include working with the Tarpon Foundation, which is a foundation in name only, and thus does not require an affiliation agreement between the two, as required by System Regulation 60.01.01, Association with Affiliated Organizations. The fundraising activities of the intercollegiate athletics program are monitored by the University and its President who strictly abide by the policies and procedures stipulated in Article IV, Section 6 of the Bylaws of the Board of Regents, TAMUS standard administrative procedures, University Rules, and Article 3A of the TAMU-CC Department of Athletics Policy and Procedures Manual regarding the acceptance and administration of gifts. Appropriate personnel deposit all funds in a university account and disburse the amounts in accordance with University policies and procedures.

5.2.c The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following: the institution’s fund-raising activities. (Control of fund-raising activities)

**Compliance Status:** Compliant

**Narrative**

The President of TAMU-CC has ultimate responsibility for and exercises appropriate control over the institution’s fund-raising activities. The President is involved in the direction and oversight, either directly or through designated representatives, of TAMU-CC’s development program.

System Policy 02.05 Presidents of System Member Universities sets forth the responsibilities and duties of the president. This policy provides that the president of each system member institution administers the total program of the system member university (section 2.1), recommends an organizational structure necessary to implement the purpose and mission of the system member and recommends the establishment of administrative offices appropriate thereto (section 2.2), coordinates the planning, development and operation of all activities and programs of the system member (section 2.5), develops annual budgets for operation (section 2.7), administers the business and financial management of the system member (section 2.8), and serves as the system member representative with appropriate former student associations, and any institutionally related development foundations (section 2.12). Section one of the policy provides that in addition, the president will have such other duties and responsibilities as may be delegated by the chancellor or the Board of Regents of TAMUS. Texas Education Code 85.21 authorizes the Board of Regents upon terms and conditions acceptable to it, to accept, administer gifts, donations, grants, and endowments, from any source for use by the system or any of its members.

System Policy 21.05 Gifts, Donations, Grants, and Endowments allows the Board of Regents to delegate authority for the acceptance of gifts, donations, grants and endowments to the chancellor and the chief executive officers. The CEO is responsible for organizational compliance with state and federal law (Internal Revenue Service – Charitable Contributions: Substantiation and Disclosure Requirements) and this policy at all times. This policy requires the CEO to ensure that the system member maintains the highest level of integrity and ethical standards in the solicitation or acceptance of gifts and allows the CEO to appoint a designee(s) to assist with these duties. System Regulation 21.05.01 Gifts, Donations, Grants, and Endowments provides procedures to accept gifts, donations, grants, and endowments, including proper cash and check handling.
Pursuant to this regulation, the CEO may accept an unrestricted cash gift of less than $1,000,000 and a restricted cash gift of less than $1,000,000 provided certain reviews and terms and conditions are in place. Referred to within that regulation is System Regulation 60.01.01 Association with Affiliated Organizations[5]. System Regulation 21.05, Gifts, Donations, Grants and Endowments[3] and System Policy 41.01 Real Property[6], require prior System approval of such donations. TAMU-CC University procedure 21.05.01 Gifts, Donations, Grants and Endowments designates the Office of Institutional Advancement and the Vice President for Institutional Advancement as the delegated campus entity for gifts, donations, grants, and endowments. Additionally, quarterly Gifts, Donations, Grants and Endowments Reports[7] [8] are completed per System Policy 21.05[3] and submitted from the Vice President for Institutional Advancement to the President and to the Board of Regents of TAMUS.

System Policy 51.06 Naming of Buildings and Other Entities[9] and university procedure 51.06.99.C0.01 Naming of Building and Other Entities[10] are also applicable to fundraising. University Procedure 51.99.99.C0.01 Permanent Memorials and Honorariums[11] covers the establishment of permanent memorials on the university campus and University Rule 13.03.99.C0.01 Academic Scholarships[12], which provides rules and procedures for the establishment and oversight of donor-funded academic scholarships. The Vice President for Institutional Advancement is named in procedures 51.06.99.C0.01, Naming of Buildings and Other Entities[10] and 51.99.99.C0.01, Permanent Memorials and Honorariums[11] as the delegated oversight authority. Oversight regarding various positions depending on the particular scholarship.

Additionally, System Policy 22.02 System Investment[13] directs the investment of various endowed and other gift funds of TAMU-CC. The Internal Audit Department submitted Fiscal Year 2009 TAMUS Review of Student Financial Aid Processes[14] both to the President and the Vice President for Institutional Advancement and reviewed it with them. The University has included official job descriptions for both the President[15] and the Vice President of Institutional Advancement[16] in the supporting documentation.

Responsibilities of the Vice President for Institutional Advancement include:

- Working with university leadership to set fundraising priorities that align with the strategic plan of the institution;
- Leading and coordinating the Departments of Advancement Services and Development & Alumni Relations;
- Teaching and mentoring advancement staff as well as other individuals across the institution that engage in fundraising activities;
- Leveraging technology to enhance fundraising efforts and enable data-driven decisions;
- Personally engaging in the solicitation of major gifts;
- Creating the infrastructure that builds a long-lasting pipeline of major gift prospects; and
- Engaging with the local community, industries, and external stakeholders to build long-term relationships that benefit the university, Corpus Christi, and the Coastal Bend region.

The Vice President for Institutional Advancement also serves on the President's Cabinet[12] [17]. Thus, the President has delegated to the Vice President for Institutional Advancement oversight of a comprehensive fundraising program, including capital campaigns.

Fund-raising activities are reported on by the Vice President for Institutional Advancement; discussed at President's Cabinet, as evidenced by the minutes of these meetings "President's Cabinet Meeting & Minutes" for the calendar years 2018, 2017, 2016[18], and 2015[19]. The role of the Vice President for Institutional Advancement and staff of the Division of Institutional Advancement has been further communicated to the campus community via Presidential Memorandum, Process for Contact with Legislative and External Constituents, most recently dated October 19, 2017[20].

The University has included the Reporting Structure for the Division of Institutional Advancement and the development function within this division in the supporting documentation. As of July 30, the division had 10 full-time fundraising positions, 8 of which are currently filled. In addition, the division has one Executive Director of Development who does fundraising for .75 FTE (.25 FTE management).
The division also includes a team of three alumni relations professionals, five advancement services professionals, and two stewardship and donor relations staff members. Four administrative staff members provide administrative support for the division.

Conclusion

The President of TAMU-CC, as evidenced above, has ultimate responsibility for, and exercises appropriate control over the institution’s educational, administrative, and fiscal programs and services, intercollegiate athletics program, and fund-raising activities. The President is involved in the direction and oversight, directly or through a designee, of these areas. These programs and activities are accountable to and in compliance with the TAMUS policies and regulations, TAMU-CC rules and procedures, and any applicable policies, rules and regulations established by other regulatory bodies.

5.3 For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs:
   a. The legal authority and operating control of the institution is clearly defined with respect to that entity.
   b. The relationship of that entity to the institution and the extent of any liability arising from that relationship are clearly described in a formal, written manner.
   c. The institution demonstrates that (1) the chief executive officer controls any fund-raising activities of that entity or (2) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.

(Institution-related entities)

Compliance Status: Compliant

Narrative

Texas A&M University-Corpus Christi (TAMU-CC) has four University-related foundations that are not controlled by the University. The foundations are: Texas A&M-Corpus Christi Foundation, The Island University Foundation, Inc., d/b/a Texas A&M-Corpus Christi Alumni Association, South Texas Institute for the Arts, and the Harte Research Support Foundation. The primary purpose of these foundations is to support the University and no liability is associated with the relationship. TAMU-CC ensures that the relationship is consistent with the mission of the University[1].

The rules prescribed in Texas Government Code §2255.001(b)[2] and in Texas A&M University System (TAMUS) Policy 60.01.01 Association With Affiliated Organizations[3] are the basis of the affiliation agreements that TAMU-CC has with each of its four institutionally related foundations and ensure that these foundations are managed in accordance with state and federal law.

Texas Government Code §2255.001 requires that any state agency authorized by statute to accept money from a private donor or for which a private organization exists that is designed to further the purposes and duties of the agency, adopt rules that govern the relationship between the donor or organization and the agency. Under the definition of Texas Government Code §2255.001, a "state agency" includes "a university system or an institution of higher education as defined by Section 61.003, Texas Education Code." The rules that govern the relationship between state agencies and private donors and/or organizations provided in Texas Government Code §2255.001 are mirrored in TAMUS Policy 60.01 Relationships with Affiliated Organizations[3]. System Policy 60.01 provides authority and guidance to the Texas A&M University System members that engage in relationships with affiliated organizations. The rules between System members and their employees who engage in a relationship with an affiliated organization or donor, and the regulation must address the following criteria:

1. administration and investment of funds received by the affiliated organization for the benefit of the system member;
2. use of an employee or property of the system member by the donor or affiliated organization;
3. service by an officer or employee of the system member as an officer or director of the affiliated organization; and
4. the prohibition of monetary enrichment of an officer or employee of the system member by the donor or affiliated organization.

**Legal Authority and Operating Control**

These organizations are each registered as independent nonprofit organizations under the Internal Revenue Code Section 501 (c) (3) and 509 (a) (3), qualifying for the primary purpose of supporting the instruction, research, and public service initiatives of the University.

As indicated by the formal bylaws of these organizations, TAMU-CC has no financial liability with these organizations and the relationships are consistent with the University's mission as outlined below.

President Quintanilla serves as an ex-officio member of the Board of Trustees of each of the four institutionally related foundations. President Quintanilla's service as an ex-officio member complies with the regulations set out in Texas Government Code §2255.001, TAMUS Policy 60.01 and TAMUS Policy 02.05 Presidents of System Member Universities. Section 2.12 of Texas A&M University System Policy 02.05 states that the president shall "serve as the system member representative with appropriate former student associations and any institutionally related development foundations." President Quintanilla's active participation as an ex-officio member of the board of each of these institutionally-related foundations ensures that the affiliation agreement between each organization and the University is reviewed by both University staff and each organization prior to its renewal, that affiliation agreements are renewed in a timely manner and that the mission of each organization remains compatible with the mission of the University.

A board membership list, the affiliation agreement between TAMU-CC and Texas A&M-Corpus Christi Foundation, the most recent addendum to the affiliation agreement, and the most recent audited financial statements of the Texas A&M-Corpus Christi Foundation provide evidence of the foundation's compliance with Texas Government Code §2255.001 and System Policy 60.01.

A board of directors membership list, and the affiliation agreement between TAMU-CC and The Island University Foundation, Inc., d/b/a Texas A&M University-Corpus Christi Alumni Association are evidence of the Alumni Association's compliance with Texas Government Code §2255.001 and System Policy 60.01.

To meet the requirements of Texas Government Code §2255.001 and System Policy 60.01, the University and the South Texas Institute for the Arts have an affiliation agreement in place. According to the affiliation agreement, Section 3.6, the Art Museum Director who is an employee of the University, supervises and controls the day-to-day operations of the art museum. The University President hires, evaluates, and retains final authority over the termination of the Museum Director. The University President may solicit recommendations from the Board of the South Texas Institute for the Arts when hiring, evaluating, and/or considering termination of the Museum Director. The Museum Director reports directly to the University President, or her designee and reports to the President's Cabinet quarterly or when asked.

The affiliation agreement between TAMU-CC and the Harte Research Support Foundation states that the Foundation is a charitable trust organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of, the University.

**Relationship Between the Entity and Institution**

The Texas A&M-Corpus Christi Foundation was established exclusively for the benefit of TAMU-CC. As stated on the University's website, the mission of Texas A&M-Corpus Christi Foundation is "to promote the growth, quality and effectiveness of Texas A&M University-Corpus Christi." Dr. Kelly Quintanilla, the President of the University, serves on the board as ex-officio of the Texas A&M-Corpus Christi Foundation. President Quintanilla attends board meetings and provides updates to board members about the progress, growth and needs of the University.
The objectives of The Island University Foundation, Inc., d/b/a Texas A&M University-Corpus Christi Alumni Association, as outlined in its constitution[18], are "to strengthen and promote the welfare and interests of Texas A&M University-Corpus Christi." Membership in the association is open to all graduates of the University of Corpus Christi, Texas A&I at Corpus Christi, Corpus Christi State University, and TAMU-CC. Associate membership is open to former students of the University of Corpus Christi, Texas A&I at Corpus Christi, Corpus Christi State University, and TAMU-CC. Honorary membership in the association may be conferred by a majority vote at the annual meeting of the association upon supporters and benefactors of the University whose services the alumni may desire to recognize.

The mission of the Texas A&M University-Corpus Christi Alumni Association is to promote positive interaction between the University and alumni through a variety of actions, events, services, and communication[19]. As provided by Section 2.05 of the bylaws[20], the TAMU-CC administrative staff member in charge of the alumni office is the Executive Director of the alumni association. The Executive Director reports all alumni "actions, events, services and communications" referenced in the alumni association's mission statement to the Vice President of Institutional Advancement in weekly and monthly reports[21] [22] [23].

The mission of the South Texas Institute for the Arts is to "operate educational facilities and an art museum which advances the awareness, knowledge, appreciation and enjoyment of the visual arts for residents and visitors of South Texas[24]. "

The Harte Research Support Foundation was established in the Fall of 2000 to manage the assets of the endowment used to support the Harte Research Institute[25]. The Harte Research Institute is an endowed research component of TAMU-CC whose mission it is to support and advance the long-term sustainable use and conservation of the Gulf of Mexico[26]. The endowment supports research chairs, endowed graduate research fellowships, and an endowed operating budget. The agreement of the trustees of the Harte Research Support Foundation names TAMU-CC as the beneficiary organization of the foundation[16].

Fundraising Activities
The Foundation's bylaws[27] outline the activities of Texas A&M-Corpus Christi Foundation as "… may receive property by gift, devise or bequest, invest and reinvest the same and apply the income and principal thereof, as the Board of Directors may from time to time determine, for educational and charitable purposes for the benefit of the University." Board minutes dated March 4, 2019[28] reflect financial distributions made by the Texas A&M-Corpus Christi Foundation annually to support various scholarships, chairs and professorships, and other University programs as prescribed by the foundation's bylaws. The 2019 Annual Report of the Texas A&M-Corpus Christi Foundation includes the names of the scholarships and professorships that the foundation manages[29].

The Texas A&M-Corpus Christi Foundation awarded 273 scholarships to 247 students during the 2018-19 academic year. The Texas A&M-Corpus Christi Foundation also manages the endowments of the following A&M-Corpus Christi chairs and professorships:

- Conrad Blucher Fund for the Advancement of Science and Technology
- Ennis and Virginia Joslin Chair in Accounting
- Roglio Benavides Memorial Chair in Engineering Technology
- Dr. Joe Franz Professorship in History
- Furgason Fellows to benefit the Harte Research Institute
- Paul & Mary Haas Professorship in English
- Daniel & Carol Kilgore Endowment for Texana
- Hans & Patricia Suter Endowment for Coastal Studies
- Tom Goad Endowment for Coastal Studies
- Edwin Singer Presidential Endowment

The Alumni Association fulfills its mission to "strengthen alumni relations through meaningful engagement and campus experiences" by hosting alumni suite gatherings at basketball games[30];
selling class rings as a fund-raising activity[31]; holding an annual ring ceremony and reception for junior students and their parents[32]; hosting receptions at homecoming for alumni[33]; maintaining a website[34]; and participating in spring, summer and fall commencement by selling leis and other items to further engage the graduating students[31].

Pursuant to the bylaws of the South Texas Institute for the Arts[24] [24], art museum employees are employees of TAMU-CC and the University provides some operating expenses. Further, the South Texas Institute for the Arts must match financial resources provided by the State of Texas through the University at a two to one ratio. In return for this support, the South Texas Institute for the Arts provides a variety of services to the University and its students[24].

The services provided to the University and its students are set out in an attachment[35] and include hiring university students to work as docents for school tours; providing internships for two students each semester; offering a "college night" with free admission to university students; working with the Department of Communication and Media and the Department of Art and Design of the University to show student art exhibitions; providing off-site classrooms for University art classes; and collaborating with faculty for visiting artists. The South Texas Institute for the Art's Board of Trustees membership list [36] is updated after the Institute’s annual meeting each November. The membership list, the most recent audited financial statements dated April 15, 2019[37], and the affiliation agreement between TAMU-CC and South Texas Institute for the Arts[15] are evidence of compliance with Texas Government Code §2255.001[2] and TAMUS Policy 60.01[3].

The Harte Research Institute is involved in research projects including hosting a summit to focus attention on the economic and ecological health of the Gulf of Mexico; developing data and procedures for mapping ecosystem services of coastal habitats and assigning socio-economic values to these resources; conducting pilot studies on the biophysical and socioeconomic impacts of sea-level rise, coastal erosion, and hurricanes; developing a student exchange program between the USA and Mexico to include an exchange program and joint research; and addressing the environmental water needs for Texas. A summary of the Advisory Council[38] meeting held April 16, 2019 and a summary of activities[38] provide evidence of the institute’s activities in support of TAMU-CC.

**Conclusion**

There are four University-related foundations that TAMU-CC does not control. The primary purpose of these foundations is to support the University. These relationships have no associated liability for the University. The relationship with these foundations is consistent with the mission of the University as evidenced in the minutes of their meetings and summaries of activities.

5.4 The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. *(Qualified administrative/academic officers)* [Off-Site/On-Site Review]

**Compliance Status:** Compliant

**Narrative**

Texas A&M University-Corpus Christi (TAMU-CC) has qualified, experienced and competent administrators who effectively lead the institution. At TAMU-CC, administrative officers include the President, Vice Presidents, and Associate Vice President for Planning and Institutional Research; academic officers include all academic deans, the Dean of University Libraries, and the Graduate Dean [1].

TAMU-CC requires position descriptions that detail requirements for education and experience as well as knowledge, skills, and abilities. The credentialing process requires that every administrative and academic officer submit a curriculum vitae or résumé and a transcript of the highest degree earned. These are reviewed with the position description to confirm education and experience and demonstrate that the administrative and academic officers of the university are highly qualified.
The two tables below contain information on current academic and administrative officers, including the job description for each of these positions and the résumé or curriculum vitae of the individual holding the position. Table 5.4-1: President’s Cabinet contains information on the university’s administrative officers, while Table 5.4-2: Deans houses information on the University’s academic officers.

### Table 5.4-1: Presidents Cabinet

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Job Description</th>
<th>Résumé/CV</th>
<th>Degrees</th>
<th>Date of Evaluation</th>
<th>By:</th>
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<tbody>
<tr>
<td>Kelly Quintanilla</td>
<td>President/CEO</td>
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<td>[2]</td>
<td>[3]</td>
<td>05/24/2019</td>
<td>Chancellor Sharp</td>
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<tr>
<td>Jaclyn Mahlmann</td>
<td>VP for Finance and Administration</td>
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<td>[6]</td>
<td>[7]</td>
<td>05/30/2019</td>
<td>Kelly Quintanilla</td>
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<tr>
<td>Jaime Nodarse Barrera</td>
<td>Acting VP for Institutional Advancement</td>
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<td>[8]</td>
<td>[9]</td>
<td>06/04/2019</td>
<td>Kelly Quintanilla</td>
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<tr>
<td>Ahmed Mahdy</td>
<td>VP for Research, Commercialization and Outreach</td>
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<td>[10]</td>
<td>[11]</td>
<td>05/30/2019</td>
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<tr>
<td>Donald Albrecht</td>
<td>VP for Student Engagement and Success</td>
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<td>[12]</td>
<td>[13]</td>
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<tr>
<td>Cheryl Cain</td>
<td>VP for Marketing and Communications</td>
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<td>[14]</td>
<td>[15]</td>
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<td>Jonathan Palumbo</td>
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<td>[17]</td>
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<td>Kelly Quintanilla</td>
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<tr>
<td>Ed Evans</td>
<td>CIO/AVP for Information Technology</td>
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<td>[18]</td>
<td>[19]</td>
<td>07/07/2019</td>
<td>Jaclyn Mahlmann</td>
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<tr>
<td>Vacant</td>
<td>VP for Enrollment Management</td>
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<td>By: Kelly Quintanilla</td>
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### Table 5.4-2: Deans

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<tr>
<th>Name</th>
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<th>Résumé/CV</th>
<th>Degrees</th>
<th>Date of Evaluation</th>
<th>By:</th>
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<tr>
<td>John Gamble</td>
<td>Dean, College of Business</td>
<td></td>
<td>[20]</td>
<td>[21]</td>
<td>05/16/2019</td>
<td>Clarenda Phillips</td>
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<tr>
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<td>David Scott</td>
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<td>Karen McCaleb</td>
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<td>Mark Hartlaub</td>
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<td>Julie Hoff</td>
<td>Dean, College of Nursing and Health Sciences</td>
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<td>Frank Pezold</td>
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<tr>
<td>Melissa Jarrell</td>
<td>Dean, University College</td>
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<td>Catherine Rudowsky</td>
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The Texas A&M University System (TAMUS) Policy 01.03, Appointing Power and Terms and Conditions of Employment requires that the Board of Regents appoint the presidents, vice presidents and the deans of system universities.

The university conducts searches for vice presidents and deans and appointments are subject to approval by the Board of Regents, as noted above. System Regulation 33.99.01, Employment Practices, allows for filling vacancies with qualified internal candidates without posting a vacancy; however, it also requires that universities must widely publicize all other position vacancies to be accessible to as many qualified individuals as possible. Universities will advertise open search and procedures prohibit discrimination.

**Evaluation**

System Regulation 33.99.03, Performance Evaluations for Nonfaculty Employees requires annual evaluation of the university's administrative and academic officers, which helps to ensure continued competence of administrators. The President annually evaluates the Vice Presidents and the Athletic Director. The President also annually evaluates the Senior Associate Vice President for Planning and Institutional Research and Special Projects, who directly reports to the President but is not on President's Cabinet. The university has included an example of the written evaluations in the supporting documentation. The President requires cabinet members to submit reports that include analysis of completion of the previous year's goals as well as goals for the coming year, and then have a face-to-face discussion with the President.
The Provost reviews the performance of the academic deans and the Dean of Graduate Studies. The university has included an example of one of these evaluations in the supporting documentation[41]. The Office of the Provost keep written results of the evaluations. Faculty review their college deans every two years. The university has included an example of this review in the supporting documentation[42].

Members of the Faculty Senate, members of the Academic Council, and subordinate faculty and staff review of the Provost every three years. Faculty Senate coordinates the review. Faculty Senate may request and conduct more frequent reviews. Following the review, the Provost discusses the results with the Faculty Senate.

The University evaluates administrators at TAMU-CC, including the President on a periodic basis. System Policy 02.05 Presidents of System Member Universities[43] provides that the President is to "conduct regular periodic evaluations of each administrative officer." The President generally delegates these reviews to the administrator's immediate supervisor. System Regulation 33.99.03 Performance Evaluations for Nonfaculty Employees[39] requires that "the performance of nonfaculty employees of the Texas A&M University System, except graduate assistants, student workers and temporary employees, will be evaluated each year" and further specifies that:

"The purpose of employee performance evaluations is to inform employees of the quality of their work, to identify those areas needing improvement, set specific objectives for employees, and provide an opportunity to discuss career goals and the support needed to meet those goals. Performance evaluations also assist department heads and managers in evaluating their work force, identifying employee potential, and establishing priorities for training, education, compensation, and reward."

University Rule 33.99.03.C0.01 Performance Management for Staff and Administrators[44] further specifies that a purpose of the reviews is to "promote the establishment of performance expectations and goals that are consistent with institutional goals." University Procedure 33.99.03.C0.01[44] provides details regarding the skills upon which administrators will be evaluated, including the ability to think strategically, analyze issues, use sound judgment, establish plans' develop systems and processes, manage effectively, provide direction, lead decisively, influence others, foster teamwork, give specific and constructive feedback, champion change, build relationships with direct reports, colleagues and supervisors, champion the recruitment and promotion of people from diverse backgrounds, communicate effectively, achieve results, act with integrity, demonstrate adaptability, use financial/quantitative data productively, and focus on the needs of their respective constituencies.

**President.** System Policy 01.03 Appointing Power and Terms and Conditions of Employment[36] requires that the Board of Regents review the chief executive officers annually. The chancellor begins the process by requiring a written review of the past year's accomplishments[45] as well as a compact with the system[46], which includes specific targets for achievement. The chancellor meets annually with the president to discuss these documents and meets annually with the Board of Regents to evaluate the President[47].

**Nonacademic Administrators.** Annual evaluation of nonacademic administrators, at or above the level of director, as discussed above in University Procedure 33.99.03.C0.01 Performance Evaluation of Administrators[44] requires that administrators and their supervisors "review the institutional goals and make sure that their particular units have established goals that are congruent with the university goals." Human resources provides a form for performance appraisal of exempt (non-classified) employees[48]. Each vice president is responsible for collecting information on the evaluation process in his or her division.

The President annually evaluates her direct administrative reports. Each administrator completes a report[40] that includes an analysis of completion of the previous year's goals, which link to the strategic plan, and goals for the coming year. Administrative reports discuss this document in a face-to-face meeting with the president. The Office of the President keeps the evaluations of administrative officers.
Academic Administrators. Supervisors evaluate academic administrators annually, like all other university employees. The university has included sample evaluations of deans and department chairs by their supervisors in the supporting documents. University Procedure 33.99.03.C0.02 Performance Reviews of Academic Administrators[49] provides further direction for review of academic administrators. As part of the evaluation process for academic administrators, their supervisors seek input from the appropriate academic constituencies about the effectiveness of the administrator under review. Faculty Senate approves the questionnaires that are customized for evaluation of department chairs, assistant or associate deans, deans, the Graduate Dean, and the Dean of Libraries (by both library staff and faculty) are used[50].

University Procedure 33.99.03.C0.02[49] lays out the schedule for periodic reviews by academic constituencies of academic administrators and keeps a matrix detailing review dates. Faculty review their respective academic department chairs annually. Faculty review their college deans every two years. University staff members review their directors and assistant/associate directors every two years. Librarians and professional staff review the Dean of Libraries every two years. The appropriate staff and/or faculty review their associate/assistant deans, every two years depending on their portfolios. The Office of the Provost coordinates these reviews.

Faculty Senate coordinates the review of the Provost. Individuals reporting directly to the Provost, members of Faculty Senate, and members of the Academic Council review the Provost every three years. Faculty Senate may request and conduct more frequent reviews. The Provost discusses the results of his or her review with the Faculty Senate.

Conclusion

Through the hiring process at TAMU-CC and TAMUS policies, the university ensures that it selects qualified, experienced, and competent administrators who will effectively lead the institution. The university ensures that it has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution through its use of position and job descriptions, credentialing against the requirements of the position, its search processes, and its evaluation procedures.

As described in TAMUS policies and regulations and TAMU-CC rules and procedures, TAMU-CC evaluates the effectiveness of its administrators, including the chief executive officer, on a periodic basis. The reviews ensure the quality of leadership at the university and provide the administrative officers with information for improving their work and that of their offices to better serve the university.

5.5 The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel. (Personnel appointment and evaluation)

Compliance Status: Compliant

Narrative

Texas A&M University-Corpus Christi (TAMU-CC) appoints, employs, and performs regular evaluations for non-faculty (staff) personnel in accordance with the policies and regulations of the Texas A&M University System (TAMUS) and the rules and procedures of the University. The relevant TAMUS policies and regulations are published on the TAMUS website and listed with links in TAMUS Policies and Regulations Websites Related to Appointment, Employment and Regular Evaluation of Non-Faculty Personnel [1], relevant TAMU-CC rules and procedures are published on the TAMU-CC website and listed with links in TAMU-CC Rules and Procedures Websites Related to Appointment, Employment and Regular Evaluation of Non-Faculty Personnel [2], and TAMU-CC Human Resources Processes Websites[1].

System Policy 01.03 Appointing Power, Terms, and Conditions of Employment[2] explains the appointment of system employees. The Board of Regents appoints all officers, faculty and staff members, and other employees of the system. The Board of Regents, however, delegates the
authority to appoint, promote, transfer, and terminate employees to the chancellor, and the chancellor delegates it to the respective president.

TAMUS establishes standard employment practices in accordance with federal and state law. TAMUS and its members strictly comply with all applicable legal requirements prohibiting discrimination against employees and applicants for employment. These requirements are delineated in System Policy 08.01 Civil Rights Protections and Compliance, System Regulation 33.99.01 Employment Practices, University Rule 08.01.01.C1 Civil Rights Compliance, University Procedure 33.99.01.C0.01 Filling Staff Vacancies, and TAMU-CC Staff Recruitment & Selection Manual for Hiring Managers and Search Committees.

TAMUS creates policies and regulations for itself and its member institutions, including TAMU-CC, to ensure compliance with state and federal laws. These policies and regulations are available online in the TAMUS Policy and Regulation Library. TAMUS Policy 01.01 System Policies and Regulations, and Member Rules and Procedures details the creation and review of these policies and regulations. At the university level, TAMU-CC creates rules and procedures to implement and expand on TAMUS policies and regulations. These rules and procedures are available in the TAMU-CC Handbook of Rules and Procedures and published online. TAMU-CC Procedure 01.01.99.C0.01 Review and Approval of University Rules and Procedures outlines the creation and review process for all university rules and procedures. This procedure ensures that all appropriate advisory bodies (e.g., Faculty Senate, Finance and Administration Council, Student Engagement and Success, and President’s Cabinet) are involved in the review process. When publishing new/revised rules and procedures, university administration notifies staff and faculty via email. The university tracks a review path and history for each rule and procedure in a database with reporting available upon request.

**Staff Personnel Hiring Practices**

System Regulation 33.99.01 Employment Practices establishes standard employment practices that are in accordance with federal and state law. Specifics addressed include employment practices, vacancy announcements, equal opportunity, records retention, search committees, and employment offers. TAMU-CC University Procedure 33.99.01.C0.01 Filling Staff Vacancies covers position descriptions, interviews, search committees, reference checks employment verification, approvals, and job offer. Manuals and resources for hiring an employee, onboarding, staff recruitment, and evaluations are available on TAMU-CC Human Resources website. The Human Resources Department publishes the eligibility criteria for staff vacancies on its website and is responsible for monitoring compliance with applicable employment laws and regulations. The department hiring manager or search committee accesses applications of qualified candidates through Workday and evaluates applications to determine those most highly qualified for the position. Human Resources provides hiring guidelines to department hiring managers or search committees during the search and selection process, such as open position notice, instruction on how to proceed when a finalist has been selected. Upon hiring manager or search committee selection of a finalist, they must submit the hiring matrix, interview notes and references to Human Resources. Prior to extending a job offer, the Human Resources Department and the Equal Employment Opportunity Office review and approve documentation, to ensure compliance and equal opportunity in the final selection criteria. Once the finalist has accepted the offer of employment, Human Resources will send an email to the successful applicant with detailed instructions to guide them through the new employee onboarding process.

**Evaluation of Non-Faculty Personnel**

The primary regulation and procedure dealing with the evaluation of non-faculty personnel at TAMU-CC are TAMUS Regulation 33.99.03 Performance Evaluation for Nonteaching Employees and TAMU-CC Procedure 33.99.03.C0.01 Performance Management for Staff and Administrators. These regulations and procedures require TAMU-CC to complete annual evaluation of employees. Department or unit heads complete these annual evaluations online in Workday and have access to training with instructions for completing the online evaluation. University administration notify
supervisors by email that the evaluation cycle has opened in Workday and provide deadlines for completion of all staff performance evaluation[27]. These evaluations must include a review of the position description for each employee and, as well as, an evaluation by the immediate supervisor. The purpose of employee performance evaluation is to communicate the employee’s overall performance during a review period, recognize performance as merited, identify those areas needing improvement, set specific objective for employees and provide an opportunity to discuss career goals and the support needed to meet those goals.

**Contracts, Memorandum of Understanding, or Other Agreements for Outsourced Services /Programs**

TAMU-CC has a contract software database, BlueRidge that stores all contracts, memorandums of understanding, and other agreements for outsourced services[28]. The university has included a list of executed contracts, memorandums of understanding, and other agreements for outsourced services in the supporting documents[29]. TAMU-CC ensures the practices for employment, appointment, and evaluation of outsourced services and programs are comparable to its own practices. Examples of these practices include following State and Federal laws, U.S. Equal Employment Opportunity Commission’s guidelines for hiring employees; annual evaluation of employees’ performance; performing criminal background checks and sex offender screening on all employees; and reference checks before hiring an employee. The University sent a survey to vendors to document these comparable practices[30] [31]. Throughout the terms of the contract, department head or the contract administrator meets with a vendor to discuss issues and performances either in meetings, via phone calls, reports, or surveys of the services. Examples are Momentum Village Management Committee Meeting Minutes[32] and Islander Housing Survey[33]. For future contract evaluations beginning in Fiscal Year 2019, the University will require contract administrators to annually complete a Texas A&M University-Corpus Christi Vendor/Contractor Performance Evaluation Form[34] to ensure consistent evidence of these requirements.

**Conclusion**

In compliance with TAMUS policies and regulations, TAMU-CC defines and publishes rules and procedures regarding appointment, employment, and evaluation of non-faculty personnel. Department heads and search committees at the University follow these policies, regulations, rules, and procedures. The Human Resources Department, Equal Opportunity Employee Relations Office, and other appropriate administrative officials guide the department heads and or search committees throughout the appointment, employment, and regular evaluation of non-faculty personnel process to ensure compliance with TAMUS policies and regulations, university rules and procedures and all applicable state and federal laws and regulations.
Section 6 Faculty

6.1 The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution. *(Full-time faculty)* [CR; Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

Texas A&M University-Corpus Christi (TAMU-CC) has an adequate number of full-time faculty to support the mission and goals of the University and ensure the quality and integrity of the academic programs. The mission focuses on "excellence in teaching, research, creative activity and service" and creating a "supportive, multicultural learning community" that "provides undergraduate and graduate students with a challenging educational experience[1]," with an underlying goal of "unparalleled commitment to every student's success" as outlined in Momentum 2020[2].

Expectations of Faculty

Full-Time: Tenure and Tenure Track Faculty. All tenure track faculty members are full-time faculty members who engage in research, teaching, and service. TAMU-CC provides a definition of full-time faculty and expectations through University Policy 12.01.99.C0.03, Responsibilities of Full-Time Faculty Members[3].

At the University level, University Statement 12.01.99.C0.03, Responsibilities of Full-Time Faculty Members[3], defines 27 basic responsibilities. Among these are to “make known to students, in writing, the goals and requirements of each course”, "be available to students for consultation on course work during regular or electronic office hours", "serve as academic advisor/mentor", "engage in service activities as required by college guidelines [and] engage in research and scholarly/creative activity as required by college guidelines and in accordance with faculty appointment and discipline.[3]"

University Statement 12.01.99.C0.04, Descriptions of Teaching, Scholarship and Creative Activity, and Service[4], defines and describes expectations in each of these mission-critical areas.

University Rule 33.99.04.C0.02, Promotion of Tenured and Tenure-Track Faculty Members[5], specifies faculty evaluation and promotion processes consistent with the previous definitional statements. University Rule 12.06.99.C0.01, Post-Tenure Review, articulates a process “designed to provide a periodic comprehensive evaluation of tenured faculty members. It is a supplement to the usual annual evaluation of faculty performance for merit evaluation."

Full-Time: Non-Tenure Track Faculty. The roles and expectations of full-time non-tenure track faculty are addressed in University Procedure 12.07.99.C0.01: Full-Time Non-Tenure Track Positions [6]. It identifies five types of full-time, non-tenure track positions: instructors, visiting faculty, clinical track faculty, professional track faculty, and research track faculty. The definition of each are below.

- **Instructors** are full-time teaching appointments.
- **Visiting faculty positions** are annual, limited term appointments. Visiting appointments can be made at assistant, associate, or professor rank, depending on qualifications and experience.
- **Clinical track faculty positions** are full-time appointments that bring excellence to the university through highly skilled and experienced practitioners who address a specific need in a department or college. Clinical faculty may have duties that include teaching, research/creative activity, and/or service.
- **Professional track faculty positions** are full-time appointments that bring excellence to the university through high quality professionals in teaching and/or research/creative activity and/or service. Professional track faculty must hold at least a master’s degree in the teaching field or related discipline and are generally appointed with an emphasis on teaching.
• **Research track faculty** are typically full-time appointments whose primary responsibilities are designing, carrying out, and managing research, preparing publications, supervising student research, and actively participating in the continuing effort to improve the research in departments, colleges and the University. While research track faculty appointments are research focused, research faculty members may teach classes if there is a program need. They are an integral part of the academic unit and actively participate in departmental and college activities.

Professional and clinical track faculty focus primarily on supporting the teaching and service mission, while research faculty support the University’s research and service mission. In addition to their teaching and/or research responsibilities, these faculty members also play a support role in the assessment of curriculum, ensuring the integrity and quality of programs. Non-tenure track faculty provide support either directly through their involvement on disciplinary, college, or university curriculum committees, or indirectly, by teaching course loads that allow tenured and tenure-track faculty additional time to devote to curricular development, review, approval, and assessment processes[6].

**Part-Time Faculty.** Part-time faculty provide a valuable supplement to the full-time faculty of the University. These individuals often possess a wealth of knowledge and experience that provides valuable knowledge to students. TAMU-CC Procedure 12.99.99.C0.02, Responsibilities of Part-Time Faculty Members[7] defines the expectations for part-time faculty. Instructional expectations are the same as for full-time faculty in most respects, including making "known to students, in writing, the goals and requirements of each course", "instruct[ing] so as to meet course objectives", and "be[ing] available to students for consultation on course work during regular or electronic office hours." Part-time faculty are also expected to “take the initiative in promoting their own professional development as teachers, scholars, and public servants.” Though clinical, professional, and research track faculty are classified as non-tenure track appointments, all three classifications are eligible for promotion and application for promotion in rank for each classification following established department, college, and university criteria and processes “with the exception that the dossier shall include required documentation for only those areas of teaching, research/creative activity and/or service” that have been agreed upon in the faculty member’s contract. The employment of individuals in these faculty classifications further demonstrates the commitment of the University to its mission.

**Graduate Assistants.** Graduate Assistants are subject to the guidelines defined in University Procedure 33.99.08.C0.02, Graduate Assistants[8]. The procedure demonstrates the University’s control over the quality of non-faculty instructors, “The employment of graduate students as graduate teaching assistants at Texas A&M University-Corpus Christi will be carefully monitored. Graduate Teaching assistants who have primary responsibility for teaching a course for credit and/or for assigning final grades must meet certain academic qualifications described below, be under the direct supervision of a faculty member experienced in the teaching discipline, receive regular in-service training and be regularly evaluated.” Qualifications are stated as, “All teaching assistants must hold a bachelor’s degree or equivalent and be admitted as students for graduate study. Teaching assistants given full responsibility for assigning final grades for a course must have at least 18 hours of graduate coursework in the field of their teaching responsibilities. If the teaching assistant is to be listed as the instructor of record for a class, they must be credentialed by the Office of Assessment, Accreditation, and Compliance before classes are assigned to them”[8].

**Headcount by Full-time and Part-time Status**

Texas A&M-Corpus Christi employed a total of 728 faculty members who taught one or more credit-generating course sections in Fall 2017 and 744 faculty in Fall 2018. Table 6.1-1 illustrates the number and percent of full-time and part-time faculty during this time period. Full-time faculty made up 59% of all faculty in Fall 2017 and 55% in Fall 2018 which shows a strong commitment by the University for unparalleled commitment to every student’s success.[2]
Texas A&M University-Corpus Christi had a higher than usual number of full-time faculty retirements and resignations (separations) during the 2017-2018 academic year. While the previous two-year average (2015-2017) was 35 separations per year, 43 faculty members separated from the university during 2017-2018[9]. In January 2017, Governor Abbot announced a hiring freeze that lasted through February 2018 for all positions funded by legislative appropriations[10]. As a result of the hiring freeze and student enrollment growth, the university had to increase its reliance on part-time faculty in fall 2018 while the number of full-time faculty decreased.

Comparisons of Peer Institutions Using Student-to-Faculty Ratios

Student-to-faculty ratios can be calculated using official statewide data and compared among the public universities in Texas. This calculation is carried out by the THECB (Texas Higher Education Coordinating Board) each fall semester and is publicly available online in its annual Higher Education Accountability System report. The student-to-faculty ratio at TAMU-CC for Fall 2017 was 18:1. The Fall 2017 student-to-faculty ratios for universities comparable in size to TAMU-CC are listed below:

<table>
<thead>
<tr>
<th>University</th>
<th>Student-to-Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morgan State University</td>
<td>13:1</td>
</tr>
<tr>
<td>University of Arkansas at Little Rock</td>
<td>14:1</td>
</tr>
<tr>
<td>University of Massachusetts-Boston</td>
<td>17:1</td>
</tr>
<tr>
<td>Middle Tennessee State University</td>
<td>18:1</td>
</tr>
<tr>
<td>North Carolina A &amp; T State University</td>
<td>18:1</td>
</tr>
<tr>
<td>Tennessee State University</td>
<td>18:1</td>
</tr>
<tr>
<td><strong>Texas A&amp;M University-Corpus Christi</strong></td>
<td><strong>18:1</strong></td>
</tr>
<tr>
<td>University of Missouri-St Louis</td>
<td>18:1</td>
</tr>
<tr>
<td>University of South Alabama</td>
<td>18:1</td>
</tr>
<tr>
<td>University of Wisconsin-Milwaukee</td>
<td>18:1</td>
</tr>
<tr>
<td>University of North Carolina at Charlotte</td>
<td>19:1</td>
</tr>
<tr>
<td>The University of West Florida</td>
<td>21:1</td>
</tr>
<tr>
<td>Florida Gulf Coast University</td>
<td>22:1</td>
</tr>
<tr>
<td>Texas State University</td>
<td>22:1</td>
</tr>
<tr>
<td>University of Louisiana at Lafayette</td>
<td>24:1</td>
</tr>
<tr>
<td>The University of Texas at San Antonio</td>
<td>25:1</td>
</tr>
</tbody>
</table>

TAMU-CC has been hiring more faculty every year to keep up with its increasing growth needs over the past decade from 8,563 students in Fall 2007 to 11,929 students in Fall 2018.

Data for all University Programs and Degrees Awarded
The quality and integrity of the academic programs are illustrated in Table 6.1-3 through Table 6.1-10 [11] These tables delineate the number of course sections taught by full-time and part-time faculty, as
well as total student credit hours generated by full-time and part-time faculty in each college and program offered by the University. Data are presented by department. These tables give an overall picture of the University for undergraduate, graduate and doctoral degrees.

The benchmark for student credit hours generated by full-time faculty is 60% for undergraduate with an aspirational benchmark of 70%. Benchmark for graduate student credit hours is 75% for student credit hours generated by full-time faculty with an aspirational benchmark of 85%.

**Undergraduate Degrees**
Tables 6.1-3 and 6.1-7[11] indicate full-time faculty teach most classes in all undergraduate degrees offered. At the university level, 1,054 courses (72%) of the 1,463 courses taught for undergraduate degree completion were taught by full-time faculty in Fall 2017 and in Fall 2018 1,006 (69%) of the 1,464 courses were taught by full-time faculty. Of the University’s 22 academic departments, all 22 have full-time faculty percentages above 60% for Fall 2017 and Fall 2018.

**General Education Courses – the Core Curriculum**
Core courses are the general education courses which support and build baccalaureate education for the degrees offered at TAMU-CC. Students take 42 hours of core courses to complement their majors and prepare them as baccalaureate scholars during the first two years of their education. Tables 6.1-4 and 6.1-8[11] indicate that 66% of the individual courses were taught by full-time faculty for Fall 2017 and 63% for Fall 2018. Total student credit hours for those courses are well past the benchmark of 60% at 84% (2017) and 75% (2018).

**Master’s Degrees**
Data for Fall 2017 and 2018[11] indicate full-time faculty represent 75-76% of courses taught in the total of master’s degrees offered meeting the benchmark of 75% for master’s-level graduate courses. Although Nursing and Health Science shows almost a doubling of part-time faculty compared to full-time during Fall 2017, part-time faculty only generated 19% of total credit hours. Full-time faculty taught all didactic courses with 81% of all total credit hours. Part-time faculty were experts in their field and certified with graduate faculty status who were able to lead students in the accomplishment of clinical objectives and outcomes with a low ratio of one faculty to six or less students. In the Counseling and Education Psychology program, field placement for students is an intense one-on-one with adjuncts who are experts. The field placements are low in number (two to three students) and therefore greater numbers are needed to insure educational outcomes.

**Doctoral Degrees**
Tables 6.1-6 and 6.1-10[11] indicate 121 out of 126 courses were taught by full-time faculty in Fall 2017 in those programs offering doctoral degrees. In Fall 2018, 161 out of 166 courses were taught by full-time faculty. All degrees apart from Nursing and Health Sciences showed a 95% or higher of full-time faculty responsible for total student credit hours in doctoral programs. During the Fall 2018 semester, a leading expert in the community was hired to teach health policy for the College of Nursing and Health Sciences. This adjunct faculty member (certified with graduate faculty status) was extremely knowledgeable in health policy and possessed global experiences which benefited the students.

**Justification for Areas not Achieving the Benchmark**

**Department of Undergraduate Studies.** The Department of Undergraduate Studies offers applied degrees through the Bachelor of Applied Science (BAS) and University Studies (UNVS) programs. The department also offers First-Year Seminars and Learning Communities to enhance first-year student success. Because of the transference between programs the table data shows totals both with and without courses from this department. General Education courses are core courses offered through the Colleges of Business, Liberal Arts, and Science and Engineering and their corresponding departments in addition to Undergraduate Studies.
The Core Curriculum Program (the Core – General Education courses) is a 42-semester-hour program of study required of undergraduates to ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. In order to clarify and drill down to where the total department student credit hours and department faculty courses originate the tables reflect courses and student credit hours both with and without core courses.

As an example, the Department of Undergraduate Studies (DUGS) faculty are regularly hired by other departments (eg, ENGL, HIST, MUSI, POLS) to teach core curriculum courses as adjuncts. In some cases, full-time DUGS faculty members teach core curriculum courses offered in other departments (such as ENGL 1302 or POLS 2306) as part of their standard workload. For this reason, the tables representing undergraduate core courses show less than 60% for student credit hours generated in the department.

Department of Counseling and Educational Psychology. A full-time Associate Professor was on a release from his teaching assignment to focus on grant-funded research. This resulted in him teaching one less course. A new faculty hire (Assistant Professor) was on a reduced teaching load which resulted in her teaching one less course. Additionally, a newly-hired Clinical Assistant Professor was listed in the fall as an adjunct since she did not officially start until January 2019. This resulted in her not counting toward full-time SCH generation. Lastly, increased enrollment necessitated the offering of multiple sections of introductory courses (CNEP 5304 and CNEP 5308). These two additional courses were not on the Fall 2017 schedule.

College of Business. The College of Business has been employing part-time/adjunct faculty in the expanding Online MBA program to provide the flexibility needed for this rapidly growing program. All part-time faculty meet the high qualifications required by the College of Business in teaching master’s-level courses. They all have terminal degrees, are active researchers, and were certified as graduate faculty.

A part-time/adjunct faculty member was hired to teach an undergraduate online course in Economics. The faculty member is well-qualified with the required 18 graduate hours in Economics. The online class was relatively small but provided an alternative for students not able to take one of the many campus classes. The College is noting a trend as students ask for more flexibility in choices for course delivery.

College of Liberal Arts. This College supports most of the Core Curriculum Program (general education classes) and is therefore very dependent on the ebb and flow of first- and second-year students. The two majors Art and Design and Communication and Media were below the undergraduate benchmark due to an increase in students for Fall 2018. In addition, two last-minute faculty resignations added to the need to hire a visiting and part-time faculty to cover courses. These faculty were experts and professionals in their fields and afforded the students beneficial learning experiences. The College has hired two full-time tenure-track faculty members who will be starting Fall 2019.

College of Nursing and Health Sciences. Fall 2018 indicates the Master’s in Nursing program was below the 75% benchmark. Full-time faculty taught the 22 didactic courses which is the content and theory of the program. Part-time faculty who were experts in their field and certified with graduate faculty status were able to lead students in the accomplishment of clinical objectives and outcomes with a small ratio of one faculty to six or less students. Accreditation agencies require programs to limit clinical experiences to no more than six students per faculty.

College of Science and Engineering. Although Fall of 2018 indicates a major portion of classes in Life Sciences were taught by part-time faculty many of these were lab sections. The total classes taught by full-time faculty generated 76% of total student credit hours while the number taught by part-time faculty was only 24%. Lab sections are limited in size for safety factors.
Delineation of Instruction at TAMU-CC in Three General Areas: On-campus Instruction (Face-to-Face), Online Instruction and Off-campus Instruction.

On-Campus Instruction. Table 6.1-11 through Table 6.1-18 contain full-time and part-time faculty data as they pertain to courses taught on campus face-to-face. The last two columns in each table provide percentage of full-time faculty and percentage of part-time faculty values corresponding to student credit hours (SCH) generated under those categories. The percentage of total courses taught under each of these groups is also presented within the text to complement the SCH percentages.

Most courses are still taught face-to-face on campus. There is a total of 22 departments on campus that provide undergraduate and graduate degrees in several disciplines. Tables 6.1-11 - 6.1-14 indicate full-time versus part-time data collected from on-campus undergraduate core and non-core courses for the Fall 2017 and Fall 2018 semesters.

As illustrated in these tables, 84% (corresponding to 65% of total courses) and 74% (corresponding to 61% of total courses) of undergraduate core student credit hours (SCH) overall were taught by full-time faculty during the Fall 2017 and Fall 2018 semesters, respectively. Percentages of undergraduate non-core SCH taught by full-time faculty were closer together at 78% (reflecting 72% of total courses) during the Fall 2017 semester and 79% (reflecting 70% of total courses) in the Fall 2018 semester. Most departments have met the goal set during the last SACSCOC review of having at least 60% of their courses/SCH taught by full-time faculty. Some of the departments in the College of Education and Human Development, however, face unique challenges. The Department of Kinesiology and Military Science offers many fitness activity course sections taught by part-time faculty as well as courses taught by military personnel. The Department of Teacher Education houses the teacher training program and uses part-time faculty with extensive experience as public school teachers to supervise students during student teaching in the field. These unusual circumstances account for the lower percentage of SCH taught by full-time faculty in those departments. In addition, it is important to note that many TAMU-CC departments are required to use their full-time faculty to accomplish graduate teaching and research as well as upper-level undergraduate teaching responsibilities.

Tables 6.1-15 and 6.1-16 contain full-time and part-time data for master’s on-campus courses from the Fall 2017 and Fall 2018 semesters.

Some of the departments that struggled with their undergraduate SCH continued to grapple with achieving the 75% full-time teaching goal even with some of their master’s-level on-campus SCH. Overall, 77% (relating to 87% of total courses) and 80% (relating to 90% of total courses) of master’s SCH were taught by full-time faculty for the Fall 2017 and Fall 2018 semesters, respectively. Thirteen of 17 departments taught master’s-level on-campus SCH above the 75% full-time teaching goal during Fall 2017 while 16 of 18 departments achieved the same results in the Fall 2018 semester.

Tables 6.1-17 and 6.1-18 exhibit full-time and part-time data collected from doctoral-level on-campus courses taught during the Fall 2017 and Fall 2018 semesters. The full-time and part-time data collected from doctoral-level courses taught on campus indicate that all participating departments are in compliance with the 75% full-time faculty goal of teaching their SCH for both the Fall 2017 and Fall 2018 semesters and all but one department exceeds the aspirational goal of 85%.

Off-Campus Instructional Sites. Texas A&M University-Corpus Christi only has one off-campus instructional site, the Texas A&M University System RELLIS Academic Alliance (RELLIS Campus). This new facility offers the Bachelor of Business Administration (BBA) degree on the Texas A&M University System RELLIS Campus which includes majors in Accounting, Finance, Management, and Marketing.

<table>
<thead>
<tr>
<th>Table 6.1-19:</th>
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<tbody>
<tr>
<td>TAMU-CC Faculty at RELLIS Campus Headcount by Full-Time and Part-Time</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>Headcount</td>
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</table>
Courses taught at the RELLIS Campus were difficult to distinguish from the on-campus courses and, as a result, were included as part of the undergraduate on-campus data tables presented above.

**Online Instruction.** TAMU-CC currently offers online courses, programs and degrees. More online courses are being offered every year. The number of online courses is a relatively small percentage compared to the number of on-campus courses being taught. In addition to online courses, some programs offer hybrid or blended courses which contain an on-campus teaching portion combined with an online instruction component.

Tables 6.1-20 - 6.1-23\[13\] include data collected on online instruction for undergraduate core and non-core courses taught during the Fall 2017 and Fall 2018 semesters.

Tables 6.1-20 and 6.1-21\[13\] indicate that TAMU-CC is generating most of its online undergraduate core SCH by using full-time faculty. Ninety-four percent (corresponding to 90% of total courses) and 91% (corresponding to 78% of total courses) of online undergraduate core SCH were generated using full-time faculty for the Fall 2017 and Fall 2018 semesters, respectively. There were only a few departments in which SCH were dominated by part-time faculty and these were explained previously in the justifications.

Tables 6.1-22 and 6.1-23\[13\] show that more of the online undergraduate non-core SCH were produced by part-time faculty overall. Seventy-seven percent (reflecting 73% of total courses) and 59% (reflecting 57% of total courses) of undergraduate non-core SCH were generated by full-time faculty for the Fall 2017 and Fall 2018 semesters, respectively. Since fewer online courses were offered compared to on-campus courses, differences in SCH are more dramatic when isolated. Another contributing factor for the drop in SCH and courses in the Fall 2018 term can be seen in Table A where the percentage of full-time faculty decreased from the Fall 2017 term (59%) to the Fall 2018 term (55%). As more online courses are developed, greater numbers of full-time faculty will likely participate in teaching them. As a result, online SCH generated and percent courses taught should close in on the 60% full-time faculty teaching goal over time.

Tables 6.1-24 and 6.1-25\[13\] contain full-time and part-time data for master’s online courses from the Fall 2017 and Fall 2018 semesters. Trends in the online master’s SCH mimic the trends observed in the online undergraduate non-core SCH produced during the Fall 2017 and Fall 2018 semesters in which more SCH were contributed by part-time faculty rather than full-time faculty. Nonetheless, online master’s SCH were still dominated by full-time faculty at 73% and 65% overall for the Fall 2017 and Fall 2018 semesters, respectively. Although the full-time faculty led in the master’s SCH generated for both semesters, only 49% of the total courses were taught by full-time faculty during the Fall 2017 semester compared to 45% taught by full-time faculty in the Fall 2018 semester. Thus, the data collected on SCH and total courses taught don’t always complement each other and can give diverging results depending on the size of the courses being offered.

Tables 6.1-26 and 6.1-27\[13\] contain full-time and part-time data for doctoral online courses from the Fall 2017 and Fall 2018 semesters. The data indicates all online doctoral SCH were produced by full-time faculty in the three programs offered Fall 2017 and three out of the four programs taught in Fall 2018 semesters were 100%. The Doctor of Nursing Practice program (DNP) was at 73% because of the opportunity to recruit a global expert to teach health policy. This created an excellent learning experience for the students.

Tables 6.1-28 and 6.1-29\[14\] show hybrid courses (those containing both an on-campus and online component) taught by departments. These tables contain full-time and part-time data collected on hybrid undergraduate non-core courses taught during the Fall 2017 and Fall 2018 semesters.
The one hybrid undergraduate core course that was taught during the Fall 2018 semester by full-time faculty. Hybrid undergraduate non-core courses indicate that 63% of SCH were produced by full-time faculty in the Fall 2017 semester while 75% (correlating to 76% of total courses) of them were produced by full-time faculty in the Fall 2018 semester. The College of Nursing and Health Sciences shows a high number of part-time SCH generated 83% Fall 2017 and 49% in Fall 2018. The Health Science program is part of the College and has grown exponentially in the last two years. Part-time faculty who are highly qualified to teach in the program have been recruited. Many embrace the hybrid model of education because it allows them the opportunity to meet with their students and be flexible in their ability to teach the content. Students have reacted very favorably and more full-time faculty are adopting this method for some classes (Fall 2018).

Tables 6.1-30 and 6.1-31 contain full-time and part-time data collected on hybrid master’s-level courses from Fall 2017 and Fall 2018. As indicated in the two tables, 71% (reflecting 86% of total courses) and 84% (reflecting 85% of total courses) of the hybrid master’s SCH were generated by full-time faculty in the Fall 2017 and Fall 2018 semesters, respectively.

Tables 6.1-32 and 6.1-33 indicate full-time and part-time data for hybrid doctoral courses offered during the Fall 2017 and Fall 2018 semesters. As can be seen in these two tables, 100% of hybrid doctoral SCH and courses were taught by full-time faculty.

The relatively high overall percentage of SCH taught by full-time faculty (for undergraduate and graduate courses) strongly indicates that the number of full-time faculty members is ample to support the mission of the university and to ensure the quality and integrity of its academic programs. This is supported by data collected on total courses taught.

Conclusion
In conclusion, Texas A&M University-Corpus Christi employs an adequate number of full-time faculty to support the mission and goals of the institution. Faculty are sufficient to fulfill basic functions of curriculum design, development and evaluation, teaching, assessment of student learning outcomes, research and service to the community. The University defines the roles and expectations of all faculty regardless of rank, tenure status, and employment classification (full-time or part-time) through its policies, rules and procedures.

6.2.a For each of its educational programs, the institution justifies and documents the qualifications of its faculty members. (Faculty qualifications)

Compliance Status: Compliant

Narrative
Texas A&M University-Corpus Christi (TAMU-CC) justifies and documents the qualifications of its faculty members in each of its educational programs, regardless of program or course modality. TAMU-CC faculty are qualified to accomplish the mission and goals of the University.

Faculty Qualifications
Texas A&M University-Corpus Christi faculty meet or exceed the competency expectations of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The qualifications of all faculty who taught during the Fall 2018 and Spring 2019 semesters are included the Faculty Roster Form[1].

Documentation pertaining to faculty qualification is initially collected and verified as part of the hiring process. Official transcripts are requested to be sent to TAMU-CC directly from the university from which an applicant received their terminal degree. A Certification of Credentials and Qualifications form must be completed by the Department Chair or Associate Dean (as appropriate) and approved by the dean of the respective college as part of the credentialing process. The qualification documents and updates are retained and filed with the Office of the Provost. Any updates to faculty credentials follow this same process.
The University uses a faculty activity reporting program, Digital Measures, to provide a uniform method for faculty to update activity across teaching, research, creative activity, and service. The platform allows for performance metrics (e.g., course teaching evaluations) to be uploaded by the Office of the Provost and the college deans. Annual evaluations are retained as part of the faculty personnel records stored via Laserfiche by the Office of the Provost.

In order to provide public access to faculty credentials, faculty information is located on the University website through each respective college. An example of this can be seen on the College of Business’ website[2] [3]. Additionally, Curriculum vitae and course syllabi are stored in an online database available to the public[4].

**Graduate Assistants.** Graduate Assistants are subject to the guidelines defined in University Procedure 33.99.08.C0.02[5]. Graduate Assistants. The procedure demonstrates the University’s control over the quality of non-faculty instructors, “The employment of graduate students as graduate teaching assistants at Texas A&M University-Corpus Christi will be carefully monitored. Graduate Teaching assistants who have primary responsibility for teaching a course for credit and/or for assigning final grades must meet certain academic qualifications described below, be under the direct supervision of a faculty member experienced in the teaching discipline, receive regular in-service training and be regularly evaluated.” Qualifications are stated as, “All teaching assistants must hold a bachelor’s degree or equivalent and be admitted as students for graduate study. Teaching assistants given full responsibility for assigning final grades for a course must have at least 18 hours of graduate coursework in the field of their teaching responsibilities. If the teaching assistant is to be listed as the instructor of record for a class, they must be credentialled by the Office of Assessment, Accreditation, and Compliance before classes are assigned to them”[5].

**Additional Justification**

**Department of Undergraduate Studies Faculty.** The Department of Undergraduate Studies (DUGS) is a unique department that includes First-Year Seminar I/II (UCCP 1101/1102) and Honors (HONR) courses, both of which are subject areas that do not have clearly defined academic disciplines in which faculty must be credentialled. The courses are taught by a combination of professional track faculty (Professional Assistant Professors), adjuncts, and graduate teaching assistants with a wide variety of academic backgrounds and experiences suited to support the particular needs of the learning communities in which the First-Year Seminar courses are linked or the Honors student population.

Professional Assistant Professors (PAPs) who teach First-Year Seminar I/II (UCCP 1101 and UCCP 1102) and must have at least master’s degree from an accredited institution and one year of prior teaching experience at the college level, preferably in First-Year Seminar or learning communities, to be eligible for the position. They are hired following standard faculty hiring procedures for full-time faculty at TAMU-CC.

Adjuncts who teach First-Year Seminar I/II must hold at least a master’s degree and are required to complete the First-Year Seminar training workshop prior to their first semester of teaching.

Graduate Teaching Assistants (GTAs) who teach First-Year Seminar I/II must have at least 18 graduate credit hours and are required to complete the First-Year Seminar training workshop prior to their first semester of teaching. They are directly supervised by the First-Year Seminar Coordinator, who meets regularly with First-Year Seminar GTAs for training and evaluation.

Honors courses are taught by full-time faculty (professional or tenure-track) who are already credentialled to teach in other disciplines and whose academic training, scholarly work, and prior teaching are particularly suited to support the mission of the Honors Program.

**Courses taught by ALLEX Scholars.** TAMU-CC has a partnership with Fullbright Foreign Student Program and a renewed partnership with the Alliance for Language Learning and Educational Exchange (ALLEX) Foundation[6]. Information regarding the selection process and pedagogical
background of ALLEX scholars is included in the supporting documentation[7]. ALLEX scholars are identified in the University's faculty roster.

**Guidelines for Expected Qualifications**

Texas A&M University-Corpus Christi faculty are qualified to teach courses in their respective academic disciplines and to advance the University's mission in areas of research and service. As stated in its mission, TAMU-CC is “dedicated to excellence in teaching, research, creative activity and service”[8]. In order to achieve these goals, the institution values the selection of qualified faculty members and has procedures in place to ensure selection of individuals who share in the mission of the Institution. As the hiring process is the primary means for ensuring faculty have adequate qualifications, University Regulation 12.99.99.C0.01, Recruitment and Appointment of Faculty[9] and Texas A&M University System Policy 33.99.01, Employment Practices[10] provide standards for the hiring process.

As part of the credentialing process, the deans of each of the six colleges certify that all faculty members meet or exceed the criteria for competency established by SACSCOC[11]. This process is guided by University standards based on three ranks: Tenured/Tenure-Track Faculty, Non-Tenure Track Faculty, and Teaching Assistants.

Additionally, the University has employed the use of Foreign Credential Service of America, Educational Credential Evaluators, Inc., Global Credential Evaluators, Inc., World Education Services, and SpanTran: The Evaluation Company to verify the credentials of faculty who have a terminal degree from a university located outside of the United States. These verifications are included with the faculty member's credentialing information and supporting documents have been placed in the faculty members' permanent files retained in the Office of the Provost.

**Conclusion**

Texas A&M University-Corpus Christi justifies and documents the qualifications of its faculty members in each of its educational programs, regardless of program or course modality. Following TAMUS Policy, University Procedure, and SACSCOC guidelines, TAMU-CC hires faculty that are qualified to accomplish the mission and goals of the University, whether they are teaching at the main campus, online, or at an off-campus instructional site.

6.2.b For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. *(Program faculty)[CR; Off-Site/On-Site Review]*

**Compliance Status:** Compliant

**Narrative**

For each of its educational programs, Texas A&M University-Corpus Christi (TAMU-CC) employees a sufficient number of full-time faculty members to ensure curriculum quality, integrity, and review of the academic programs offered, in support of the institution’s mission.

**Roles and Expectations of Faculty**

**Full-Time: Tenure and Tenure Track Faculty.** All tenure track faculty members are full-time faculty members who engage in research, teaching, and service. TAMU-CC provides a definition of full-time faculty and expectations through University Policy 12.01.99.C0.03, Responsibilities of Full-Time Faculty Members[1].

At the University level, University procedure 12.01.99.C0.03, Responsibilities of Full-Time Faculty Members[1], defines 27 basic responsibilities. Among these are to “make known to students, in writing, the goals and requirements of each course”, "be available to students for consultation on course work during regular or electronic office hours", "serve as academic advisor/mentor", "engage in service
activities as required by college guidelines [and] engage in research and scholarly/creative activity as required by college guidelines and in accordance with faculty appointment and discipline.[1]

University procedure 12.01.99.C0.04, *Descriptions of Teaching, Scholarship and Creative Activity, and Service*[2], defines and describes expectations in each of these mission-critical areas.

University procedure 33.99.04.C0.02, *Promotion of Tenured and Tenure-Track Faculty Members*[3], specifies faculty evaluation and promotion processes consistent with the previous definitional statements. University procedure 12.06.99.C0.01, *Post-Tenure Review*[4], articulates a process “designed to provide a periodic comprehensive evaluation of tenured faculty members. It is a supplement to the usual annual evaluation of faculty performance for merit evaluation.”

**Full-Time: Non-Tenure Track Faculty.** The roles and expectations of full-time non-tenure track faculty are addressed in University Procedure 12.07.99.C0.01: *Full-Time Non-Tenure Track Positions*[5]. It identifies five types of full-time, non-tenure track positions: instructors, visiting faculty, clinical track faculty, professional track faculty, and research track faculty. The definition of each are below.

- **Instructors** are full-time teaching appointments.
- **Visiting faculty positions** are annual, limited term appointments. Visiting appointments can be made at assistant, associate, or professor rank, depending on qualifications and experience.
- **Clinical track faculty positions** are full-time appointments that bring excellence to the university through highly skilled and experienced practitioners who address a specific need in a department or college. Clinical faculty may have duties that include teaching, research/creative activity, and/or service.
- **Professional track faculty positions** are full-time appointments that bring excellence to the university through high quality professionals in teaching and/or research/creative activity and/or service. Professional track faculty “must hold at least a master’s degree in the teaching field or related discipline” and are generally appointed with an emphasis on teaching.
- **Research track faculty** are typically full-time appointments whose primary responsibilities are designing, carrying out, and managing research, preparing publications, supervising student research, and actively participating in the continuing effort to improve the research in departments, colleges and the University. While research track faculty appointments are research focused, research faculty members may teach classes if there is a program need. They are an integral part of the academic unit and actively participate in departmental and college activities.

**Part-Time Faculty.** Part-time faculty provide a valuable supplement to the full-time faculty of the University. These individuals often possess a wealth of knowledge and experience that provides valuable knowledge to students. TAMU-CC Procedure 12.99.99.C0.02, *Responsibilities of Part-Time Faculty Members*[6] defines the expectations for part-time faculty. Instructional expectations are the same as for full-time faculty in most respects, including making “known to students, in writing, the goals and requirements of each course”, “instruct[ing] so as to meet course objectives”, and “be[ing] available to students for consultation on course work during regular or electronic office hours.[6]” Part-time faculty are also expected to “take the initiative in promoting their own professional development as teachers, scholars, and public servants.[6]”

**Faculty Workload**

Texas A&M University-Corpus Christi Rule 12.03.99.C1, *Faculty Workload*[7] and University Procedures 12.03.99.C1.01 *Assignment of Faculty Workload Credit*[8] and 12.99.99.C02 *Responsibilities of Part-time Faculty*[6] Members members form the basis for defining and documenting full-time and part-time faculty status and for calculating full-time equivalent (FTE) faculty.

For tenured and tenure track faculty, 12 workload credits per semester is defined as a full-time workload. For non-tenure track faculty, 15 workload credits per semester is defined as a full-time workload. Faculty workload is made up of a combination of direct student instruction, instructionally-
related departmental service, scholarly and creative activity, and other administrative service assignments. For example, for tenure and tenure-track faculty teaching one three-semester-hour lecture course section equates to three workload credits of the 12 workload credits, or 0.25 FTE.

Each college within the University defines full-time and part-time/adjunct faculty using procedure 12.03.99.C1, Faculty Workload[7] and Procedure 12.03.C1.01 Assignment of Faculty Workload Credit [8] as a guide for full-time and adjunct faculty. These University guidelines for faculty workload assigned by the colleges include but are not limited to, “classroom teaching, scholarly study, basic and applied research, creative activities, professional development, student advising/mentoring and counseling, course and curriculum development, continuing education, public service, assistance in the administration of the academic program, participation in college and university governance, special projects of the university, and similar academic activities. These duties are inherent in the life and work of a faculty member.” Full-time tenured/tenure track faculty are expected to accrue 24 workload credits (usually 12 each long term) over the academic year. Full-time non-tenure track faculty are expected to accrue 30 workload credits (usually 15 each long term) over the academic year. These workload credits are assigned for instruction and for a variety of instructionally-related, administrative, scholarly, and service activities.” In addition, “Faculty may be assigned non-instructional workload credit by the dean of each college in consultation with the appropriate department chair.”

The college workload policies are published in each college’s faculty handbook. An example from the College of Nursing and Health Sciences (COHNS) states “Academic workload is the numerical representation of time and effort faculty members are expected to allocate across work responsibilities for an academic period. Workload is derived from each faculty member’s work assignment for a specific time period- normally an academic semester.[9]” consistent with University Rule 12.03.99. C1 Faculty Workload[7] and University procedure 12.03.99.C1.01 Assignment of Faculty Workload Credit[8]. University procedure 12.03.99.C1 Faculty Workload[7] delineates the work activities across which time and effort should be allocated by each faculty member; University procedure 12.03.00.C1. 01 Assignment of Faculty Workload Credit[8] delineates the credit hours that can be allocated to the specific work activities.” In addition, specific workload also addresses that which is distinct within CONHS. An example addresses workload in online courses “in keeping with national standards, the college has established parameters for course structure, class size, faculty support, student support, and course evaluation. The college established class size limit at 25 students per course section. This class size is a student/teacher ratio of 25/1. The class size may be 25-30 (on the 12th class day). Teaching support, additional course credit or the creation of additional sections will be considered for courses that have over 30 students depending on:

(1.) the faculty member’s experience with online teaching;
(2.) student experience in online education (based on program course sequence); and
(3.) complexity of principles covered in course. Performance variances are investigated to determine whether course structure or process changes are needed to improve student learning”

Department chairs are responsible for faculty workload assignments in collaboration with deans or designated administrators. In the College of Science and Engineering the Dean “Approves teaching loads, teaching schedules, academic advisory responsibilities, special assignments that may impact on faculty’s instructional responsibilities, and requests to participate in outside activities”

Decisions for faculty workload are based on several factors: work/service requirements for a semester; available faculty resources; educational preparation and experience required for specific courses; proper credentialing of faculty; administrative responsibilities and scholarly and creative activities and the mission of the colleges which are derived from the mission of the University.

Institutional Faculty Profile

In Fall 2018, TAMU-CC enrolled a total of 11,929 students comprised of 9,776 undergraduate students and 2,153 graduate students[10].
For each academic program, TAMU-CC has sufficient full-time faculty to ensure curriculum and program quality, integrity, and review. In total, 54.8% of the faculty were employed full-time by the University[11]. As illustrated in Tables 6.2b-2[12], Table 6.2b-3[13], and Table 6.2b-4[14], more than 87% of academic disciplines have 60% of instructors as full-time faculty. The percentage of full-time faculty equivalents ranges from 61% to 88% across the academic colleges[15].

TAMU-CC is committed to ensuring that all students are in programs with a sufficient number of full-time faculty members regardless of the academic program level (i.e., baccalaureate, master’s, or doctoral), delivery mode (i.e., face-to-face or online), or location (i.e., main campus or RELLIS campus). Tables 6.2b-2 - 6.2b-8 provide the percentage of full-time faculty equivalents by (a) college [15], (b) department[15]; (c) program level (i.e., baccalaureate[12], master’s[13], doctoral[14]); academic program by modality (i.e., online programs) (Table 6.2b-6); and (d) academic programs for off-site location (Table 6.2b-7).

Table 6.2b-5[15] provides data by college and department and shows the following:

- The percentage of full-time faculty equivalents consolidated across program level, modality, and off-site location for the College of Business programs is 88%.
- The percentage of full-time faculty equivalents consolidated across program level, modality, and off-site location for the College of Education and Human Development programs is 61%.
- The percentage of full-time faculty equivalents consolidated across program level, modality, and off-site location for the College of Liberal Arts programs is 78%.
- The percentage of full-time faculty equivalents consolidated across program level, modality, and off-site location for the College of Nursing and Health Sciences programs is 83%.
- The percentage of full-time faculty equivalents consolidated across program level, modality, and off-site location for the College of Science and Engineering programs is 81%.

**Degree Level: Undergraduate Programs**

TAMU-CC is committed to ensuring that all students are in programs with a sufficient number of full-time faculty members regardless of the academic program level (i.e., baccalaureate, master’s, or doctoral), delivery mode (i.e., face-to-face, online), or location (i.e., main campus, RELLIS campus). Table 6.2b-2[12] illustrates that the full time faculty equivalents for 100% of undergraduate programs across TAMU-CC exceeds 60%.

- The percentage of full-time faculty equivalents for undergraduate degree programs consolidated across modality and off-site location within the College of Business ranges from a high of 91% to a low of 89%. As evidenced by the large percentage of its FTE faculty being full time, the College of Business has a sufficient number of full-time faculty.
- The percentage of full-time faculty equivalents for undergraduate degree programs consolidated across modality and off-site location within the College of Education and Human Development ranges from a high of 94% to a low of 60%. As evidenced by the large percentage of its FTE faculty being full time, the College of Education and Human Development has a sufficient number of full-time faculty.
- The percentage of full-time faculty equivalents for undergraduate degree programs consolidated across modality and off-site location within the College of Liberal Arts ranges from a high of 100% to a low of 84%. As evidenced by the large percentage of its FTE faculty being full time, the College of Liberal Arts has a sufficient number of full-time faculty.
- The percentage of full-time faculty equivalents for undergraduate degree programs consolidated across modality and off-site location within the College of Nursing and Health Sciences ranges from a high of 93% to a low of 67%.
- The percentage of full-time faculty equivalents for undergraduate degree programs consolidated across modality and off-site location within the College of Science and Engineering ranges from a high of 100% to a low of 71%.

**Degree Level: Graduate Programs (Master’s)**
As shown in the data on Table 6.2b-3[13], TAMU-CC has a high percentage of full-time faculty across all graduate programs at the master’s level. This table also illustrates that the full time faculty equivalents for 96% of master’s programs across TAMU-CC exceed 75% full-time faculty equivalents.

- The percentage of full-time faculty equivalents for master’s degree programs consolidated across modality within the College of Business ranges from a high of 100% to a low of 95%. As evidenced by the large percentage of its FTE faculty being full time, the College of Business has a sufficient number of full-time faculty.
- The percentage of full-time faculty equivalents for master’s degree programs consolidated across modality and off-site location within the College of Education and Human Development ranges from a high of 100% to a low of 75%.
- The percentage of full-time faculty equivalents for master’s degree programs within the College of Liberal Arts ranges from a high of 100% to a low of 95%. As evidenced by the large percentage of its FTE faculty being full time, the College of Liberal Arts has a sufficient number of full-time faculty.
- The percentage of full-time faculty equivalents for master’s degree programs consolidated across modality and off-site location within the College of Nursing and Health Sciences ranges from a high of 100% to a low of 0%. In Fall 2018, the MSN Leadership track taught three courses. Two of the three were taught by adjuncts. Both of these courses were under Healthcare Administration (HCAD) which also supports the Masters of Public Administration. During Fall 2018, the MSN Leadership track was changing course sequences so both these HCAD courses were taught in order to meet the needs of the students (those on the old sequence and those on the new). The adjuncts who taught those classes are experts in their field. One has been a Chief Nursing Officer for over 20 years and the other is the President of the Nueces County Hospital District. The College of Nursing and Health Sciences seeks to teach classes with full time faculty when ever possible i.e. Fall 19 two MSN leadership courses are being taught and both are being taught by full time faculty. But the College also looks to experts in their field to periodically teach courses to enrich the learning experience of students.
- The percentage of full-time faculty equivalents for master’s degree programs within the College of Science and Engineering is 100% for each master’s program. As evidenced by 100% FTE faculty being full time, the College of Science and Engineering has a sufficient number of full-time faculty.

Degree Level: Graduate Programs (Doctoral Level)

As shown in the data on Table 6.2b-4[14], TAMU-CC has a high percentage of full-time faculty across all graduate programs at the Doctoral level.

- The percentage of full-time faculty equivalents for doctoral degree programs within the College of Education and Human Development ranges from a high of 100% to a low of 90%. As evidenced by the large percentage of its FTE faculty being full time, the College of Education and Human Development has a sufficient number of full-time faculty.
- The percentage of full-time faculty equivalents for the doctoral degree program within the College of Nursing and Health Sciences is 80%. As evidenced by the large percentage of its FTE faculty being full time, the College of Nursing and Health Sciences has a sufficient number of full-time faculty.
- The percentage of full-time faculty equivalents for doctoral degree programs within the College of Science and Engineering are each at 100%. With each doctoral program having a large percentage of its FTE faculty being full time, the college has a sufficient number of full-time faculty.

Distance Education

TAMU-CC offers a limited number of online programs leading to a bachelor or master’s degree. TAMU-CC faculty may be assigned to teach face-to-face or online programs. As TAMU-CC faculty teach using both modes of delivery, the academic programs offered via online delivery are of the same quality and academic rigor as traditional face-to-face programs. As illustrated in Table 6.2b-6[16], 88%
of FTFE taught the online courses offered in Fall 2018. Accordingly, TAMU-CC has an adequate number of full-time faculty to ensure curriculum and program quality, integrity, and review of its online programs.

**Off-Site Locations**

The College of Business offered four baccalaureate degree (BBA) programs at the Texas A&M University System RELLIS Campus in Bryan, Texas beginning in Fall 2018. TAMU-CC has an adequate number of full-time faculty to ensure the quality, integrity, and review of the academic programs offered at the Texas A&M University System RELLIS Academic Alliance Campus off-campus instructional site (RELLIS Campus). TAMU-CC enrolled 68 students at the RELLIS Campus in the Fall 2018 semester and 80 for the Spring 2019 semester.

Table 6.2b-7[17] details the number of full-time and part-time faculty by college and department teaching at the RELLIS Campus. In Fall 2018, six TAMU-CC faculty members taught one or more credit generating course section at the RELLIS Campus. This total included three full-time faculty members and three part-time faculty members. One full-time professor allocated 50% teaching to Accounting, Finance, and Business Law and 50% to Management and Marketing which is why the total in the table equals seven.

**Conclusion**

For each of its educational programs, regardless of modality, Texas A&M University-Corpus Christi (TAMU-CC) employees a sufficient number of full-time faculty members to ensure curriculum quality, integrity, and review of the academic programs offered, in support of the institution’s mission.

6.2.c For each of its educational programs, the institution assigns appropriate responsibility for program coordination. *(Program coordination)[Off-Site/On-Site Review]*

**Compliance Status:** Compliant

**Narrative**

**Academic Administration and Program Coordination**

The deans of the six academic colleges at Texas A&M University-Corpus Christi (TAMU-CC) have been selected by the Provost and President of the University based on their academic credentials as well as their administrative qualities. Deans are formally appointed by the Board of Regents of The Texas A&M University System after the president has made a recommendation to the chancellor. Deans provide direction and oversight for the academic programs of their colleges.

The basic organizational units in the colleges are academic departments, which are administered by department chairs. Department chairs are responsible for program administration within their departments, and are assisted in academic program coordination, as needed, by individuals within the department who are academically qualified in each discipline. University Procedure 33.99.99.C0.03, *Academic Department Chairs*[1], describes the position of the department chair as a mid-level administration position in the institution. Department chairs are appointed by the college dean, subject to approval by the Provost. The document states that “Faculty assessments will be used as a factor in the final selection. Normally, the dean and the Provost will appoint the candidate whom a majority of the full-time faculty support.” Department chairs work under the supervision of the college dean, and they function as liaisons between departmental faculty and the dean. “With the active engagement of their faculties,” department chairs “oversee the curricular, personnel, financial, and functional aspects of the departments.” They usually have a half-time administrative role and a half-time faculty role.

The general responsibilities of a department chair include various duties related to academic program planning and coordination, curriculum development and review, program maintenance, and evaluation. Examples include supervising curricular and course planning, including the planning and promoting of
improvements within the curricula; coordinating the department’s catalog revision process; developing class schedules in consultation with the department faculty; approving all degree plans; supervising textbook selection in the department; and conducting annual faculty reviews.

Department chair positions are held by tenured faculty members or, rarely, by tenure track faculty members. University Procedure 33.99.99.C0.03 states, “In all but exceptional cases, internal candidates [for the position of department chair] must be tenured in the department for which they will chair”[1]. Although department chairs provide overall coordination for the degree programs in their departments, many departments also have program coordinators for specific majors, minors, concentrations, or degrees. This is especially true of departments that administratively house a number of degrees or majors representing diverse disciplines. A program coordinator reports to the chair of the department in which the program is housed and serves as a liaison to the tenure track and non-tenure track faculty of the program. With rare exceptions, program coordinators are tenured or tenure track faculty members who hold a terminal degree in their discipline or a related discipline. The responsibilities of program coordinators may vary from college to college. Such responsibilities may include coordinating faculty decisions on program changes, providing recommendations to the department chair on scheduling of courses and the program hiring needs for faculty, identifying potential adjuncts, coordinating catalog copy changes for their assigned programs, carrying out tasks related to program assessment, and performing other duties as assigned.

Faculty members chosen for academic department chair or program coordination positions are highly qualified in their specialized areas. Their competence has been judged in terms of their highest degree, work experience, scholarly or creative activity, professional recognition and licensure, and demonstrated excellence within their field. A roster[2] of the department chairs showing qualifications is included in the supporting evidence.

Program Coordination and Oversight

Each college at the University is composed of departments, each led by a department chair. While department chairs oversee program coordination and curriculum development and review, in virtually all disciplines, the department chair is assisted in his or her program coordination and curriculum development and review duties by faculty within the department. This is especially true in departments that are multidisciplinary. Each college ensures that the coordination of programs and development and review of curriculum that meets the needs of the programs, the college, the University, and regional and discipline specific accrediting bodies.

College of Business

The Association to Advance Collegiate Schools of Business (AACSB) accredited College of Business has three academic departments: Accounting, Finance, and Business Law, Management and Marketing, and Decision Sciences and Economics. Chairs are appointed to oversee each of these departments. The College Curricula Management Committee guides the development and review of all curricula. The Committee is chaired by the Associate Dean and consists of faculty representing each discipline and all department chairs in the college. All faculty representatives on the committee hold terminal degrees in their discipline. All changes recommended to the programs offered through the college are reviewed and approved by this committee and the graduate faculty (for graduate programs) or undergraduate faculty (for undergraduate programs). All faculty with administrative oversight of programs are tenured professors.

At the graduate level, the college offers the Master of Business Administration (M.B.A.) and the Master of Accountancy (M.Acc.). General administrative oversight for these two programs is provided by the Director of Master’s Programs, an individual who holds both an M.B.A. and a C.P.A. and who works with students and faculty to develop individual degree plans, schedule courses and manage administrative processes related to the programs. Responsibility for the curriculum, however, lies with the graduate faculty in the college and the Curricula Management Committee.
Proposed curricular changes to either graduate program must be approved by the Curriculum Management Committee and the graduate faculty as a whole before they are forwarded to the Dean and other review bodies outside the college as needed.

At the undergraduate level, the college offers a Bachelor of Business Administration, with majors in Accounting, Economics, Finance, General Business, Management, Management Information Systems, and Marketing. The Associate Dean of the College coordinates administrative oversight of the undergraduate programs and works closely with the Curricula Management Committee, the department chairs, and the undergraduate faculty to ensure the quality of the curriculum. Changes recommended by the department chairs and faculty are approved by the Curriculum Management Committee and the Dean of the college.

The Chair of Management and Marketing provides administrative oversight for majors in general business, management, and marketing. His Ph.D. is in Management and he is assisted by management faculty for the management major, assisted by both management and marketing faculty for the general business major, and by marketing faculty for the marketing major. All full-time faculty in the department have terminal degrees in their chosen fields of management or marketing. The Chair of Accounting, Business Law and Finance provides administrative oversight for majors in accounting and finance. She is a Certified Public Accountant and her Ph.D. is in accounting. She is assisted by accounting faculty in the accounting major and by finance faculty for the finance major. All faculty in the department hold terminal degrees in their chosen fields of accounting or finance. The Chair of Economics and Decision Sciences provides administrative oversight for the economics and management information systems major. His Ph.D. is in economics. He is assisted by the economics faculty for the economics major and by decision sciences faculty for the management information systems major. All faculty in the department hold terminal degrees in their chosen fields of economics or decision sciences.

College of Education and Human Development

The College of Education and Human Development offers degrees at the baccalaureate, masters, and doctoral levels through four academic departments: Curriculum, Instruction, and Learning Sciences; Counseling and Educational Psychology; Educational Leadership; and Kinesiology and Military Science. Each department is overseen by a department chair appointed by the dean. Each program is coordinated by a faculty member who is academically qualified to do so. All changes to curriculum are developed by discipline faculty, approved by the department chair, then reviewed and approved by the College Curriculum Committee and the dean before being submitted for approval by review bodies outside the college. All faculty charged with administrative oversight of programs are tenure-track or tenured and hold terminal degrees in their chosen discipline.

The Department of Curriculum, Instruction, and Learning Sciences offers undergraduate and graduate degrees. The undergraduate degree (Bachelor’s in Interdisciplinary Studies) prepares students for teaching careers in one of four specialization areas: EC-6, bilingual; EC-6, reading; 4-8 mathematics; or EC-12 special education. Master’s degrees are offered in teacher education, curriculum and instruction, early childhood education, reading, and instructional design & educational technology. The master’s program in curriculum & instruction also offers master reading teacher certification, and reading specialist certification. The department offers the Ph.D. in Curriculum & Instruction. It also offers alternative teacher certification at the master’s level. The department chair provides administrative oversight for all programs offered by the department. Program coordinators hold either a Ph.D. or an Ed.D. in curriculum and instruction, special education, or education and instructional technology. Virtually all coordinators have public school teaching experience.

The Department of Counseling and Educational Psychology offers both a master’s degree (MS) and a doctoral degree (Ph.D.) in counselor education. At the master’s level the department offers four separate specializations: addictions counseling, clinical mental health counseling, marriage, couple, and family counseling, and school counseling. While the chair provides administrative oversight for all programs in the department, each of these programs and specializations is coordinated by a faculty member who is academically qualified through a combination of terminal degrees received in his/her
chosen field and professional experience related to the specialization. In all cases, program coordinators in this department hold either a Ph.D. or an Ed.D. in Counselor Education and have public school or clinical and research experience.

The Department of Educational Leadership offers two graduate degrees: Master of Science in Educational Administration and an Ed.D. in Educational Leadership. The master’s program is designed to prepare K-12 school leadership positions such as campus principal, campus assistant principal, and central office administration. The program offers curriculum preparing students for state-level certification examinations, including principal certification and superintendent certification. The doctoral program (Ed.D.) is a scholar practitioner model designed to enhance the leadership capabilities of professionals in leadership roles in PreK-12 schools, education districts, community colleges, or universities. The program offers two tracks: Educational Leadership Specialization or Open Specialization allowing students to tailor the program to support individual professional goals. The Ed.D. program is a member of the Carnegie Project on the Education Doctorate. The department chair provides administrative oversight for all programs offered by the department. Program coordinators are required to hold either a Ph.D. or an Ed.D. in their chosen field and typically have PreK-12 teaching and/or administrative experience.

The Department of Kinesiology and Military Science offers undergraduate degrees in athletic training and kinesiology with specializations in exercise science, sports management, pre-allied health, and EC-12 P.E. teacher certification. It also offers a Master’s of Science degree in Kinesiology with an emphasis in Sport and Exercise Science. The department chair provides administrative oversight for all programs offered by the department. Program coordinators for the undergraduate and graduate degrees kinesiology hold either a Ph.D. or an Ed.D. in physical education or exercise science. The program coordinator for athletic training holds a Ph.D. in curriculum and instruction and is licensed and nationally accredited as an athletic trainer. The internship coordinator holds an Ed.D. in educational leadership and has more than 20 years of experience as a corporate wellness coordinator and an internship placement coordinator in the public schools. The affiliated Military Science (ROTC) program offers coursework and training toward officer commissioning as well as a minor in Military Science. Although administratively housed in the College of Education, ROTC students may pursue degrees and majors in any other college at the University.

College of Liberal Arts

The College of Liberal Arts has eight departments and one school, the School of Arts, Media, and Communication, through which four of the eight departments report. The Department of Music, the Department of Theatre and Dance, the Department of Communication and Media, and the Department of Art and Design are housed within the School of Arts, Media, and Communication. The Department of English, the Department of Humanities, the Department of Psychology and Sociology, and the Department of Social Sciences complete the list of departments in the college. In all departments, the department chair holds a terminal degree in one of the disciplines in the department. The chair provides administrative oversight for the programs housed in the department and is assisted by faculty in the discipline in academic program coordination and curricular development and review.

All department chairs charged with administrative oversight of programs are tenured and hold terminal degrees in their chosen discipline. All individuals assisting the chair also hold terminal degrees in their discipline. All changes to curriculum are developed by discipline faculty, approved by the department chair, then reviewed and approved by the College Curriculum Committee and the Dean before being submitted for approval by review bodies outside the college.

The Department of Art and Design offers undergraduate courses leading to the B.A., the B.F.A., the B.F.A. with teaching certification, and graduate courses leading to the M.F.A. in art. The department chair coordinates the undergraduate programs and holds an M.F.A. in Art, the terminal degree for the field. The graduate program coordinator also holds an M.F.A. The faculty as a whole work with the chair and the graduate program coordinator to ensure quality and integrity of programs.
The Department of Theatre and Dance offers an undergraduate degree in Theatre. The department chair holds a terminal M.F.A. in theatre and is assisted by a tenured faculty member with an M.F.A. in theatre. The Department of Communication and Media Studies offers a B.A. in Communication Studies, a B.A. in Media Arts, and a M.A. in Communication. The department chair holds a terminal degree in the field and coordinates the undergraduate program. He is assisted in program coordination at the graduate level by a faculty member with a terminal degree in the field. The Department of Music offers a B.A. and a Bachelor of Music in Performance. These programs are coordinated by the department chair who holds a terminal degree in the field.

The Department of English offers undergraduate and graduate courses leading to the B.A. and the M.A. in English. At the undergraduate level, two tracks, literary studies and writing studies, are each coordinated by separate individuals with terminal degrees in the respective area of study. At the graduate level, program coordination is accomplished by a tenured full professor.

Several disciplines are housed in the Department of Humanities, including History, Philosophy, and Spanish. The department chair coordinates the undergraduate history program while a tenured associate professor coordinates the graduate history program. Both have terminal degrees in history. The philosophy program is coordinated by a tenured professor with a terminal degree in philosophy. The Spanish program is coordinated by a tenure-track faculty member with a terminal degree in Spanish.

The Department of Social Sciences offers undergraduate programs in political science and criminal justice, as well as a graduate professional program in public administration (M.P.A.). The department chair holds a Ph.D. in public administration and is responsible for overall coordination of both undergraduate and graduate programs. He is assisted in program coordination at the undergraduate level by tenured faculty with terminal degrees in their disciplines, and at the graduate level by a tenure-track professor with a terminal degree in public administration.

The Department of Psychology and Sociology offers undergraduate degrees in psychology and sociology as well as a M.A. in Psychology. The department chair holds a terminal degree in psychology and coordinates the undergraduate psychology program. A tenured faculty member with a terminal degree in psychology assists with coordination of the graduate psychology program. A tenured full professor with a terminal degree in sociology assists with coordination of the undergraduate sociology program.

**College of Nursing and Health Sciences**

The College of Nursing and Health Sciences offers both undergraduate and graduate programs in nursing and an undergraduate program in health sciences. The College is organized as three departments—Population Health, Health Systems Leadership; Biobehavioral Health Science; Women, Children, and Family Health—and department chairs assume overall administrative responsibility for faculty coordination in their areas. The Associate Dean for Academic Affairs (ADA) leads the coordination of curriculum. She is assisted in this effort by highly qualified faculty members with content expertise as well as experience in recruitment, advising, and clinical site coordination, and student mentoring. Faculty members assisting in program coordination are primarily responsible for administrative tasks, while the Associate Dean (ADA) works with the department faculty as a whole to oversee curriculum. The department chairs each hold a terminal degree in the discipline and are tenured/tenure-track faculty members. The health sciences coordinator holds a terminal degree and has experience as well as a significant graduate coursework in health care and health care administration. The RN/BSN coordinator is a clinical faculty member with a Master of Science in Nursing degree and extensive work experience in the discipline. This coordinator is responsible for recruitment, advising, and mentoring students in the RN/BSN program. A third undergraduate coordinator is responsible for administrative duties associated with the face-to-face and online (eLine) delivery of the prelicensure baccalaureate in nursing. This coordinator assists with online course design and delivery as well as with other administrative tasks. At the graduate level, there is a coordinator for the master’s level Nurse Educator and Nursing Leadership tracks. A second coordinator is responsible for the master’s level Family Nurse Practitioner track. In Fall 2016, a doctor
of nursing practice (D.N.) program admitted its first class. There is a third graduate coordinator for the D.N.P. program.

**College of Science and Engineering**

The College of Science and Engineering offers programs at the undergraduate, masters, and doctoral level. The college is comprised of four academic departments. Each department chair has overall administrative oversight for all programs within the department, is tenured, and holds a terminal degree in one of the disciplines within the department. Because of the multidisciplinary and multilevel nature of the degree programs offered, each chair is assisted in program coordination efforts by faculty members with specific expertise in each discipline.

All faculty charged with administrative oversight of programs hold terminal degrees in their chosen fields.

The Department of Engineering and the Department of Computing Sciences reside in the School of Engineering and Computer Science and offers programs at the undergraduate, masters, and doctoral levels. The department chair of Computing Sciences is a tenured faculty member and holds a terminal degree in computer science. He oversees curriculum in computer science and is assisted by geographic information science faculty for the B.A., M.A., and Ph.D. programs. The M.S. in Geospatial Survey Engineering and the Ph.D. in Geospatial Computing Science are overseen by tenured faculty with a Ph.D. in the field. The B.S. and M.S. in computer science are coordinated by a faculty member with a Ph.D. in the field. The Department of Engineering programs are coordinated by a faculty member who holds a terminal degree in the field. The Department of Life Sciences offers programs at the undergraduate, masters, and doctoral levels. At the undergraduate level, programs in biology, biomedical sciences and clinical laboratory sciences are all coordinated by tenured faculty with terminal degrees in the field. The interdisciplinary program in STEM is coordinated by a tenured faculty member with a terminal degree in science education. At the master’s level, the biology and the fisheries and mariculture programs are coordinated by faculty members with terminal degrees in wildlife and fisheries sciences with extensive research and academic experience. The master’s and Ph.D. in marine biology are coordinated by a tenured faculty member with a terminal degree in oceanography.

The Department of Math and Statistics offers programs at the undergraduate and master’s level. All programs in the department are coordinated by the chair, a tenured faculty member with a terminal degree in the field. The Department of Physical and Environmental Sciences offers programs at the undergraduate, masters, and doctoral levels. At the undergraduate level, programs in chemistry, environmental science, geology, physics, and atmospheric science are all coordinated by tenured faculty members with terminal degrees in the field. At the master’s level, the Master in Environmental Science and the Master in Coastal and Marine System Science are coordinated by individuals with terminal degrees in relevant fields. At the doctoral level, the Ph.D. in Coastal and Marine System Science is coordinated by a tenured faculty member with a terminal degree in an appropriate field.

**University College**

The University College was founded on September 1, 2018. The Dean and Associate Dean of the college each hold terminal degrees. The college oversees the Honors Program, the Center for Orientation Advising and Students in Transition as well as a single academic unit, the Department of Undergraduate Studies which offers the Bachelor of Applied Science Degree (B.A.S.) and University Studies Degree. Development of the curriculum at the department level is overseen by the Department Chair. There are 11 interdisciplinary and applied career tracks offered including legal studies, emergency response, and applied leadership. The department provides the First-Year Learning Communities Program (a first-year seminar offered across all undergraduate degree programs). The chair is assisted by faculty from numerous disciplines to reflect the interdisciplinary and broad nature of the Department. Coursework toward the B.A.S. degree consists of hours granted for vocational/technical credit as well as coursework taught by the five other academic colleges depending on the student’s program of focus.
6.3 The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status. (Faculty appointment and evaluation)

Compliance Status: Compliant

Narrative

Institutional Policy Publishing and Implementation

Appointment, employment and evaluation of faculty policies are developed in concert with the appropriate input and participation of the constituencies affected by the policy, conform to commonly accepted practices and policies in higher education, accurately portray the institution’s policies and operating procedures, and are disseminated to those benefiting from such policies and procedures. These policies lead to a teaching and working environment that enhances and acknowledges the achievements of faculty members and motivates a high standard of performance.

Texas A&M University-Corpus Christ (TAMU-CC) is part of the Texas A&M University System (TAMUS) and is thus governed by the TAMUS policies and regulations[1]. Additionally, TAMU-CC has developed rules and procedures to further govern itself. These rules and procedures are published as the University Handbook of Rules & Procedures on a dedicated page of the University website[2]. The President delegates responsibility for maintaining the compendium of the University’s rules and procedures to the Provost and Vice President for Academic Affairs. The Academic and Administrative Compliance Manager is charged with ensuring the appropriate review of new and amended rules and procedures. Typically, review cycles are every five years to ensure compliance with federal and state laws, system policies and regulations, and the institutional mission and goals. All rules and procedures must complete the review process within six months. New and revised rules and procedures relating to faculty may be reviewed by the College Deans Council, the Faculty Senate, and the Graduate Council before final review by the President’s Cabinet. All advisory bodies and/or representative bodies may be included in the review process based on the content of the rule or procedure as determined by the Academic and Administrative Compliance Manager or at the request of one of the advisor bodies. The goal is to provide a comprehensive review of the document. Final approval of all university rules and procedures rest with the President.

Institutional Policies Regarding Recruitment and Appointment of Faculty

Although the President has ultimate authority on all personnel actions, the approval of faculty appointments is delegated to the Provost and Vice President for Academic Affairs. Requests of full-time faculty members begins with the college deans who then forwards the request to the Provost and Vice President for Academic Affairs for review and approval. Following approval, deans form search committees from among the college and department faculty to review applications, identify qualified applicants, conduct interviews, and submit hiring recommendations to the deans. The search committee is assisted by the Faculty Recruitment and Record Coordinator who provides guidelines for conducting searches in compliance with System and University policies. Position advertisements are reviewed by the Provost and Vice President for Academic Affairs and the Director of Employee Relations and Compliance Services or their designees. In general, all searches are advertised for no less than thirty days. However, in exceptional circumstances additional advertising/recruitment procedures may be waived by the Faculty Recruitment and Record Coordinator with concurrence by the Director of Employee Relations and Compliance Services or their designees. The Department Chair will add his/her recommendations, which will then be routed to the Dean of the College. In turn, the Dean will review the recommendation and submit the recommendation to the Director of Employee Relations and Compliance Services who will review and submit the recommendation to the Provost and Vice...
President for Academic Affairs for final approval. Upon final approval, the Faculty Recruitment and Record Coordinator will send a notice of appointment to the prospective faculty member. The notice of appointment will include terms of appointment, notifications of policies governing the appointment, and state if the appointment is a tenured, tenure-track, or non tenure-track appointment and the rank of the faculty member.

**Institutional Policies Regarding Regular Evaluation of Faculty**

Texas A&M University-Corpus Christi regularly evaluates the effectiveness of each faculty member in accordance with published criteria, regardless of contractual or tenured status. University Procedure 33.99.99.C0.02 Performance Reviews of Full-Time Faculty Members[3] states that "a faculty member's professional performance is to be evaluated annually." It also indicates the minimum requirements of the evaluation process. As documented below, the evaluations take on many forms and involve multiple reviewers. Faculty annual performance evaluations are housed in Laserfiche in the faculty file. Teaching evaluations are housed in Digital Measures. Sample reviews are provided in the discussion below. The University Rules & Procedures Manual contains descriptions of responsibilities for tenured and tenure-track faculty members which are used to assess performance[4]. Additionally, full-time nontenure-track and fixed-term contract faculty are reviewed annually. Performance reviews of visiting, adjuncts, part-time instructors, and graduate teaching assistants who are instructors of record will be kept in Laserfiche.

Faculty assessments in all colleges center on areas as outlined in University Procedure 12.01.99.C0.04 Descriptions of Teaching, Scholarship and Creative Activity, and Service[5] and Faculty Handbook section 2.1.3. Results of such evaluations affect merit raises[6][7][8], and promotion and tenure[9][10]. Since Texas A&M University-Corpus Christi considers teaching to be at "the apex of its mission"[5], the teaching domain is addressed separately in the following discussion. Scholarship and service are addressed in the annual review sections below. The System policies[11] and the University rules governing these reviews are published on the web and are further elaborated in the Faculty Handbook[12].

**Evaluation of Teaching**

The teaching performance of each faculty member, regardless of contractual or tenure status, and of each graduate assistant who is an instructor of record is evaluated each semester using evaluation instruments completed by the students in each class. Course evaluations are initiated by the University via Academic Affairs Office of Assessment, Compliance, and Accreditation via Blue Explorance. Students are notified via email and text messages to log in and complete the course evaluations. They continue to receive this notification until the evaluation of all courses they are currently enrolled in have been submitted or the deadline has passed. The course evaluations comprise a significant source of information used by each college in annual faculty evaluations[13][14][15][16][17][18]. For instance, the College of Science and Engineering requires that the results of course evaluations are discussed "with the faculty member during the annual performance review.[17]"

Course evaluations allow students to express their satisfaction or dissatisfaction with a given class and to suggest positive changes. Course evaluation forms ask students to rate professors on a five-point scale on various measures such as clarity of instructions, fairness of grading, and the like. A second form asks students to answer open-ended questions such as "The things I liked most about this course were." A sample of each form is included in the documentation[19].

Consistent with University Procedure 33.99.99.C0.02 Performance Reviews of Full-Time Faculty Members[3], the performance reviews of teaching for faculty members in all colleges is based on four ranking levels. These levels include unsatisfactory, standard, high, and excellent. An evaluation level of unsatisfactory indicates that the faculty member does not meet the expectations and remediation is warranted. An evaluation level of standard suggests that the faculty member has meet but does not exceed the expectations for a faculty member of comparable rank and workload. An evaluation level of high indicates that the faculty member has exceeded the expectations for a faculty member of comparable rank and workload. An evaluation level of excellent suggests the faculty member has exhibited multiple instances of exceptional accomplishments in teaching. Merit pay is contingent upon
the ranking level given to faculty members in the area of teaching as well as other areas. To receive merit pay, the faculty member must be evaluated at least at standard.

**Annual Review of Tenured and Non-Tenured Faculty Members**

As noted above, the University Rules & Procedures Manual is currently under review; however, past versions state that all tenured and non-tenured faculty members are to be evaluated annually. The minimum requirements for the annual faculty evaluation include (a) a written evaluation prepared by the department chair, (b) a provision for the faculty member to review the evaluation and respond in writing, (c) review of the evaluation by the Dean of the College, and (d) a provision for the Dean and the Chair to meet with the faculty members when requested. Each college has detailed the annual review process using the same criteria specified by University Procedure 33.99.99.C0.02 Performance Reviews of Full-Time Faculty Members[3], which is currently under review. All colleges require faculty to complete a self-evaluation which initiates the annual review process. The College of Business indicates that faculty are evaluated annually based on their "scholarly and creative activity, teaching, and service"[16]. The College of Education's criteria for evaluating faculty performance includes academic preparation, experience, teaching, service, and scholarship or creative activity and the process is completed via an "annual evaluation"[18] [20]. The College of Science and Engineering indicates that the result of the annual evaluation "provides evidence for recommendations on merit salary increases, promotion, and tenure"[17] [21]. Like the other colleges, Science and Engineering provides an opportunity for a faculty member to "reply to the evaluation in writing." The College of Liberal Arts has a similar evaluation process and states that if the "faculty member undergoes promotion or tenure review in an academic year, a separate annual review is not necessary"[14]. The College of Nursing and Health Sciences has an annual evaluation process similar to all the other colleges, but it also includes a "biannual peer performance review by selected peers as a component of the overall performance evaluation process"[22]. Nursing and Health Sciences also has fixed-term contract clinical faculty who are evaluated on an annual basis in accordance with System Policy 12.07 Fixed Term Academic Professional Track Faculty[23] and University Procedure 12.07.99.C0.01 Full-Time Non-Tenure Track Faculty Positions[24]. A sample of a clinical faculty evaluation is provided[25]. The evaluation process is managed according to the college handbook[26] and includes a review of teaching, scholarship and service, with the principal focus on teaching. Sample annual reviews forms of full-time faculty for each of the five colleges are provided below in the supporting documentation[27] [28] [29] [30] [31]. Each college's procedures for annual evaluation of full-time faculty comply with University Procedure 12.01.99.C0.04 Descriptions of Teaching, Scholarship and Creative Activity, and Service[5], which describes teaching, scholarship/creative activity, and service.

Appropriate quality and quantity of scholarship are determined annually by department chairs. Scholarship and creative activity is identified as having a product, involving peer review and being novel, creative or new. The University allows for four types of scholarship/creative activity: discovery (new knowledge in a field); scholarship of integration (synthetic works based on other research or work focused on teaching and learning); application (using knowledge in the field to solve problems as with consulting work) and creative activity (use/development of creative works). Service divides into the categories of university, college, and departmental; service to the community, and service to the profession.

Similar to the ranking levels used for teaching, four ranking levels are used to evaluation areas of scholarship and creative activities as well as the area of service. Consistent with University Procedure 33.99.99.C0.02, Performance Reviews of Full-Time Faculty Members[3] the performance reviews of scholarship/creative activities and service for faculty members in all colleges based on four ranking levels. These levels include unsatisfactory, standard, high, and excellent. An evaluation level of unsatisfactory indicates that the faculty member does not meet the expectations and remediation is warranted. An evaluation level of standard suggests that the faculty member has meet but does not exceed the expectations for a faculty member of comparable rank and workload. An evaluation level of high indicates that the faculty member has exceeded the expectations for a faculty member of comparable rank and workload. An evaluation level of excellent suggests the faculty member has exhibited multiple instances of exceptional accomplishments in a particular area. Merit pay is contingent upon the ranking level given to faculty members in the area of teaching, scholarship /creative activities, and service. Samples evaluations for Full[32] [33] [34] [35] [36] [37], Assistant[38]
Annual Review of Administrative Faculty

The evaluation for administrative faculty is guided by University Procedure 33.99.99.C0.03 Academic Department Chairs[48] for academic chairs and 33.99.99.C0.04 Assistant and Associate Deans[49] for assistant/associate deans. University Procedure 33.99.99.C0.03, Academic Department Chairs[48] and the Faculty Handbook section 2.4.10 Academic Department Chairs[50] describe academic chairs as holding "mid-level administrative positions in the University." Chairs oversee the curricular, personnel and functional aspects of the departments and provide a major leadership role in the academic mission of the University. "Chairs may be selected internally or through an external search." Chairs are subject to annual written evaluations like other faculty in the university. The Dean considers faculty input and student teaching evaluations to determine the performance of the Chair and reappointment[48] [49]. The faculty input is collected using a series of questions approved by the Faculty Senate Chairs Survey Instrument 2018[51]. The University uses Qualtrics (i.e., 360 evaluations) to ensure the anonymity of the reviewers. Sample reviews of five chairs are provided in the supporting documentation[52] [53] [54] [55] [56].

According to University Procedure 33.99.99.C0.04 Assistant and Associate Deans[49], assistant and associate deans also "hold mid-level administrative positions" and provide a leadership role in the academic mission of the University. Assistant and associate deans are evaluated annually by the Dean (in writing). As is the case with chairs, the Dean includes biennial input from "faculty and the department chairs" in the evaluation process and in determining reappointment[49]. Three sample reviews are included in the supporting documentation.

Annual Review of Instructors and Adjunct Faculty

Full-time instructors receive annual written evaluations from their department chairs following the same process of tenure and nontenure faculty described above. However, instructors are "full-time teaching appointments," so their evaluations are based primarily on teaching performance and effectiveness. Instructor annual performance evaluations are housed in Laserfiche in the faculty file. Samples are included from each college that currently is employing instructors[57] [58].

In the course of conducting business, the University often requires the assistance of part-time nontenure-track faculty. System Regulation 33.99.05 Part-Time Employment[59] provides guidance for part-time faculty members. University Procedure 12.99.99.C0.02 Responsibilities of Part-Time Faculty Members[60] and Faculty Handbook 2.1.4 Responsibilities of Part-Time Faculty Members details the responsibilities of part-time faculty, which pertain to teaching and advising students. Because part-time faculty are primarily charged with teaching, their annual evaluations follow the procedures shown above for evaluation of teaching. Appointments of adjunct faculty follow the University Procedure 12.99.99.C0.01 Recruitment and Appointment of Faculty[61], which states that all requests to recruit and appoint faculty will "originate with the Dean of the College in which the vacancy exists and will be forwarded to the Provost and Vice President for Academic Affairs for review and approval.” Verification of credentials is the responsibility of the Dean and the Chair. The Chair is responsible for performing the annual written evaluations of part-time faculty members. These annual performance evaluations are housed in Laserfiche in the faculty file, and sample forms are included in the supporting documents[62] [63]. Samples are included from each college that currently is employing adjuncts[64] [65] [66].

Some colleges have developed specific guidelines for the review of adjuncts. For example, the College of Business has established a policy for supervising adjunct faculty that includes the statement that the "primary component of the evaluation of these part-time/adjunct faculty members is teaching"[67]. Similarly, the College of Liberal Arts has an Adjunct Handbook[68] that includes comments about adjunct faculty evaluations and indicates that they will receive "written annual evaluations" from the Department Chair or other permanent faculty designated by the Chair.

Promotion and Tenure

The Texas A&M University System Policy 12.01 Academic Freedom, Responsibility and Tenure[69] sets the "basis upon which tenure/tenure-track faculty may be hired, tenured, and dismissed." Tenure,
as defined by the A&M System policy "means the entitlement of faculty members to continue in their academic positions unless dismissed for good cause." For tenure-track faculty, in particular, System Regulation 12.01.01 Institutional Rules for Implementing Tenure[70] indicates that "annual performance reviews are an important part of the tenure review process." This System regulation states that the "president of each system academic institution submits, through the chancellor, for approval by the Board of Regents detailed procedures in effect at that institution for implementing Systems regulation 12.01.01[70]." In a similar fashion, University Procedure 33.99.99.C0.02 Performance Reviews of Full-Time Faculty Members[3] sets forth the procedures for promotion; however, this policy is currently under review.

Texas A&M University-Corpus Christi Procedure 12.02.99.C0.01 Tenure[71] sets the University standards for tenure. Examples of performance for tenure focus on three areas. One area of performance is teaching which includes, "classroom and laboratory instruction; development of new courses, laboratories, and teaching methods; service learning; distance education; publication of instructional material; advising; supervision of undergraduate students and/or graduate students." Another area of performance is scholarship and creative activity which includes the, "creation and dissemination of new knowledge or other creative activities and/or the preservation of knowledge." The last area of performance is service which includes, "service to the university, student organizations, colleagues, department, college as well as service beyond the campus." Similarly, University Procedure 12.01.99.C0.04, Descriptions of Teaching, Scholarship and Creative Activity, and Service[5], states that, "Consistent with its strong commitment to instruction, the university requires that teaching effectiveness count in promotion to all ranks." For tenure/tenure-track faculty, teaching also includes "academic advisement and career counseling," and teaching is assessed in the tenure and promotion process via teaching portfolios, classroom observations, peer collaboration, and other instruments. Student evaluations are also used to help assess the quality of the teaching.

Each college has processes in its own manual outlining further specifics of the timetable within the college and requirements for tenure[72][73][74][21][7][72][73][74][75]. Texas A&M University-Corpus Christi Procedure 12.02.99.C0.01 Tenure[71] states that "the probationary period for a faculty member will not exceed seven (7) years." University Rule 12.01.99.C4 Granting Extension of Tenure Probationary Period[76] establishes the criteria and process for extension of the tenure probationary period:

A faculty member must submit a written request for extension of the tenure probationary period to his/her department head. The request should state in detail the extraordinary circumstances supporting the request and include all relevant documentation. If approved, the department chair will forward the request to the dean for approval and on to the Provost and Vice President for Academic Affairs for final approval.

For promotion and tenure cases, each faculty member is responsible for putting together his or her dossier. The documentation for the application for tenure and/or promotion must include a current curriculum vitae; student course evaluations; evidence of teaching performance; an account of teaching assignments and teaching loads, which must be listed by semester and for a specified number of years; and other documentation that provides additional evidence of teaching, such as teaching innovations or new course development. Evidence of scholarly or creative activity and evidence of service such as a list of contributions to the University, community, and profession with the dates, types of service and appropriate documentation, documentation of workshops or seminars attended, and any consulting activities must also be included. Additionally, individual colleges may require supplementary information such as peer reviews of teaching, program development, or scholarly production. Candidates may also include further documentation that they deem relevant.

The actual promotion and tenure review process begins in the departments with a departmental committee. That departmental committee forwards its recommendation to the Department Chair who in turn forwards the recommendation along with his recommendation to the Dean of the College. The Dean forwards the recommendations to the college promotion and tenure committees that are responsible for making a recommendation to the Dean. Once the Dean has the college committee's recommendation, he or she makes his or her recommendation and forward the entire process to the
University Promotion and Tenure Committee. That Committee consists of membership from all the Colleges. Its recommendation is forwarded to the Provost, along with all the other recommendations and the original tenure and/or promotion dossier. The Provost is charged with further evaluating the candidate and with making a recommendation to the President. Ultimately, the Board of Regents of the Texas A&M University System makes the final judgment regarding tenure based upon the recommendation of the System Chancellor and all the others who have participated in the process. The System Chancellor approves all faculty promotions. Copies of the two most recent Board of Regents’ tenure agenda items are available for review in the supporting documents.

Post-Tenure Review
Texas Education Code 51.942, Performance Evaluation of Tenured Faculty[77] requires a post-tenure review policy. The Texas A&M University System Policy 12.06 Post-Tenure Review of Faculty and Teaching Effectiveness[78] requires that each academic institution, "must periodically evaluate the performance of tenured faculty." Texas A&M University-Corpus Christi Procedure 12.06.99.C0.01 Post-Tenure Review[79] states that,

"The purpose of the comprehensive evaluation is to: assess whether the individual is making a contribution consistent with that expected of a tenured faculty member; provide guidance for continuing and meaningful faculty development; assist faculty to enhance professional skills and goals; refocus academic and professional efforts, when appropriate; and provide assurance that faculty members are meeting their responsibilities to the University and the State of Texas."

The University Rule is available on-line for access by all faculty. Texas A&M University-Corpus Christi submits reports annually to The Texas A&M University System Office.

Faculty Grievance Policy
On occasion, faculty members may feel the need for redress. The purpose of University Procedure 32.01.01.C0.01 Complaint and Appeal Procedure for Faculty Members[80] is to "promote prompt and efficient investigation and resolution of concerns/complaints that are not addressed elsewhere in System policies or regulations or University rules and procedures." University Rule 08.01.01.C1 Civil Rights Compliance[81] covers general grievances concerning "illegal discrimination, sexual harassment, and/or related retaliation complaints or appeals." These complaints escalate until resolution from the Department Chair, to the Dean, then the Provost and Vice President for Academic Affairs, and then to an ad hoc university investigation committee, which consists of five tenured faculty members appointed by the Provost. The faculty grievance process allows a faculty member to address what he or she may feel to be an unfair review. The purpose of University Procedure 32.01.01.C0.02 Faculty Ombuds[82] is to establish an ombuds to “function as a confidential, neutral resource for faculty and professional librarians to raise and clarify issues and concerns, identify options, and request assistance to informally resolve workplace concerns.”

Conclusion
As demonstrated above, Texas A&M University-Corpus Christi employs multiple measures to review and evaluate the effectiveness of all TAMU-CC faculty and instructors, including graduate assistants who are instructors of record. The review procedures are published in multiple locations such as the University Handbook of Rules & Procedures web page and the faculty handbooks, and the results are shared with the faculty in order to continue to improve teaching, research, and service at the University.

6.4 The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom. (Academic freedom)

Compliance Status: Compliant

Narrative
Texas A&M University-Corpus Christi (TAMU-CC) enacts and follows well-publicized rules and regulations that preserve and protect academic freedom. A complete compendium of those rules and
regulations is available at the University Rules and Procedures web page hosted and maintained by the Provost[1]. These rules and regulations (and the enactment thereof) ensure academic freedom in the institution’s classrooms and research laboratories. The rules and regulations supported by Section 61.057 (1) (E) of the Texas Education Code (TEC) require that the Texas Higher Education Board (THECB) develop and recommend “minimum standards for academic freedom, academic responsibility, and tenure.[2]” The publication and distribution of the policies via the Internet and via the Faculty Handbook [3] to TAMU-CC’s faculty complies with directives in Chapter 7, Subchapter A, Section 7.4 (13) of THECB’s Rules, concerning dissemination of a statement “assuring freedom in teaching, research, and publication and the policies and procedures concerning promotion, tenure, and non-renewal or termination of appointments.[3]”

The basic tenets for academic freedom at TAMU-CC are codified in University procedure 12.01.99.C0.02 Academic Freedom[4], which states that “The common good depends upon a free search for truth and its free expression.[4]” The procedure further states that “...it is essential that the faculty member be free to pursue scholarly inquiry without undue restriction, and to voice and publish conclusions concerning the significance of evidence considered relevant.” This freedom extends to the classroom when discussing the material that the faculty member has been assigned to teach, and the procedure reiterates the faculty member is entitled to “full freedom...including the absence of pressure from within or outside the institution or from regulations which violate the First Amendment in insisting on orthodoxy in the classroom.[4]”

University procedure 12.01.99.C0.02 Academic Freedom further maintains that “Faculty members have constitutionally protected rights as citizens to freedom of expression on matters of public concern” and that “every member of the faculty or staff has the right to participate in political activities. [4]” But the statements recognize that there are limits and that faculty members and staff must exercise professional integrity. For example, University procedure 12.01.99.C0.02 points out that “false statements and/or falsification of scholarly work made with knowledge of their falsity or in reckless disregard of the truth are not entitled to constitutional protection.[4]”

To ensure that academic freedom is protected in cases, “where the facts are in dispute,” University procedure 12.01.99.C0.02 [5] requires that hearings “be conducted by a committee of two administrators, including a representative from the Office of the Provost, and three faculty members appointed by the Provost/Vice President for Academic Affairs, in consultation with Faculty Senate, from the Faculty Hearing Committee/Advisory Committee Pool. Due process will be followed. The controlling principle maintains that a faculty member’s expression of opinion as a citizen rarely bears upon the faculty member’s fitness for job performance. Moreover, a final decision should take into account the faculty member’s entire record as a teacher and scholar.[4]” Further protection is guaranteed by the University’s grievance system, which is discussed in more detail below.

**Faculty Responsibilities**

University procedure 12.01.99.C0.02[4] is fully supported and aligned with Texas A&M University System Policy 12.01 Academic Freedom, Responsibility and Tenure[5]. This policy argues that “Institutions of higher education exist for the common good. The common good depends upon an uninhibited search for truth and its open expression. Hence, it is essential that each faculty member be free to pursue scholarly inquiry, and to voice and publish individual conclusions concerning the significance of evidence that the faculty member considers relevant. Each faculty member must be free from the corrosive fear that others, inside or outside the academic community, because their vision may differ, may threaten the faculty member’s professional career or the material benefits accruing from it.” System policy 12.01 also maintains that “The concept of academic freedom for faculty must be accompanied by an equally demanding concept of academic responsibility.[5]”

Statement 12.01.99.C0.03 Responsibilities of Full-time Faculty Members sets forth the actual duties of faculty members at TAMU-CC, and in doing so, the procedure not only safeguards the faculty from unreasonable duties but also safeguards the students and the institution, ensuring transparency, collegiality, and professionalism[6]. For example, faculty are required to “make known to students in writing the goals and requirements of each course, the nature of the course content, student learning outcomes and their relationship to the program learning outcomes, and methods of evaluation to be
employed,” to “meet classes as scheduled…..” and to “ instruct so as to meet course objectives…..” Faculty must also “maintain competence in teaching fields” and “be professional in conduct in the classroom and show respect for students, student confidentiality (in compliance with FERPA guidelines), and diversity of opinions.” Respecting diversity of opinions is obviously crucial to protecting academic freedom, as is engaging “in college and university activities in a collegial manner” and working “cooperatively and professionally with colleagues” as well as sharing “in the responsibility of group endeavors that further the mission of the department, college, and university.” Perhaps most importantly, University procedure 12.01.99.C0.03 charges faculty to “maintain high ethical standards in all professional activities.[6]”

**Faculty Grievance**

As mentioned above, academic freedom requires due process. To ensure due process and to protect academic freedom, Texas A&M University-Corpus Christi (TAMU-CC) has established procedures for filing and resolving student, faculty, and staff grievances. The grievance procedures for students are discussed in detail in the responses to 12.3 [8] and 12.4 [9]. The Employee Relations, Training and Development, Equal Opportunity Office supports employee relations, equal opportunity, and professional development inquiries at TAMU-CC. The purpose of the TAMU-CC University Procedure 32.01.01.C0.01 Complaint and Appeal Procedure for Faculty Members is to “promote prompt and efficient investigation and resolution of concerns/complaints that are not addressed elsewhere in Texas A&M University System policies or regulations for university rules and procedures.[7]” It also states, “System policies and regulations and university rules and procedures exist to cover complaints including, but not limited to, the areas of civil rights, tenure, promotion, dismissal, reduction in force, and violations of academic freedom.” A faculty ombuds has been established on campus in an effort to provide alternative modes of resolution. “Faculty members who are considering filing a formal complaint are encouraged first to seek alternative mechanisms, such as discussing the matter with their supervisor(s) or meeting with the faculty ombuds.”

Should a formal complaint be filed, the process may escalate to the dean, then the Provost and Vice President for Academic Affairs, and then to an investigation committee. The faculty grievance process allows a faculty member to address what he or she may feel to be erosion or violation of academic freedom.

**Tenure and Promotion**

Tenure, of course, is one of the most important safeguards of academic freedom at an institution of higher education. Texas A&M University System Policy 12.01 Academic Freedom, Responsibility, and Tenure, states that faculty are provided with tenure so that they will have “the freedom to carry out teaching, research and service which is consistent with their disciplines, expertise and interests.[5]” As such, Texas A&M University-Corpus Christi (TAMU-CC) enacts specified procedures for granting tenure and for promotions within the tenured rank. University Rule 12.02.99.C0.01 Tenure, defines tenure as “the entitlement of a faculty member to continue in an appointed academic position unless dismissed for good cause.[8]” Removal of tenure can only happen after the faculty member who has tenure is given “reasonable notice of the cause for dismissal and only after an opportunity of a hearing that meets the requisites of due process.” As mentioned above, due process requires a hearing, and in the case of removing tenure “the institution will bear the burden of proving that the cause of dismissal is adequate.” System Policy 12.01, Section 8 establishes the procedures for such hearings and requires that not only must the faculty committee hearing the case find good cause for dismissal but also the president of the institution and the Chancellor of Texas A&M University System[5].

System policy 12.01, Section 4, limits the conditions or circumstances that constitute good cause for dismissal of a faculty member to 10 items, including professional incompetence, continuing failure to perform duties, moral turpitude, conviction of a crime, and falsification of academic credentials[5]. A faculty member may also be dismissed in cases of bona fide financial exigency or the phasing out of educational programs; Section 9 establishes the conditions for dismissal in these cases and provides that “recommendations from...faculty representative shall be sought on alternatives[5].” If alternatives cannot be found, then the policy requires that the affected faculty members “should be given opportunities for an appointment in related areas” if they are qualified and such positions are available [5].
According to University rule 12.02.99.C0.01 Tenure, “To be eligible to receive tenure, a faculty member must be an employee of Texas A&M University-Corpus Christi, must have the terminal degree in his/her academic discipline or a related discipline, and should hold the academic rank of assistant professor, associate professor, or professor." When someone is appointed to a tenured position, "the provost will provide faculty members with a written statement of terms of employment including tenure conditions when employment is initiated." 

Academic freedom is further protected in the evaluation process for tenure. System regulation 12.01.01 Institutional Rules for Implementing Tenure, set the guidelines for the process[9], and TAMU-CC Rule 12.01.99.C0.01 Tenure details the actual processes for the University[8]. As the rule states, the evaluations must “take place in the college in accordance with the following university guidelines." To make certain that the criteria used for evaluating faculty for tenure is appropriate, the rule allows each college, by a majority vote of its faculty, to develop said criteria. The various colleges’ documents on procedures and criteria to be used in the evaluation process are included in the response to 6.3, and they are available to faculty in the colleges, in the Faculty Senate Office, and the Office of the Provost. In some colleges, per University rule 12.01.99.C0.01, departments have developed further steps in the process and further criteria necessary to evaluate candidates for tenure[8]. These criteria and steps have been approved by a majority vote of the faculty of the department and have been filed with the Faculty Senate and Office of the Provost.

During tenure review, the department chair and department committee, the dean and the college committee, the Provost and the university committee, and the President all must assess whether the candidate has fulfilled faculty responsibilities and must assess his or her qualifications in the following five areas: academic preparation and experience, teaching, scholarship, and service. Faculty (and academic freedom) are protected from capricious actions because the criteria are published for these five areas and have been approved by the faculty. Additionally, the numerous steps in the process provide further protection.

University rule 12.02.99.C0.01 offers an additional protection and appeals process for those who are denied tenure. “A tenure candidate may appeal a decision denying tenure for reasons detailed in System Policy 12.01 Academic Freedom, Responsibilities and Tenure[5]. Those appealing should refer to System Regulation 32.01.01 Complaint and Appeal Process for Faculty Members[10] and University procedure 12.01.99.C0.06 Faculty Dismissals, Administrative Leave, Non-Reappointments and Terminal Appointments[11].[8]"

Faculty Senate
Shared governance is vital to protecting academic freedom. Texas A&M University System Policy 12.04 Academic Council/Faculty Senate authorizes the establishment of faculty senates in the System “as a means for the faculty of each system academic institution to advise the president of that system academic institution[12]." The Faculty Senate is an active body which meets monthly as can be seen by the Senate’s minutes in the supporting documents[13] [14] [15] [16]. The Provost attends these meetings, and the Senate’s Executive Committee meets as necessary with the President. Nonetheless, and importantly, the Faculty Senate is an independent body, and as stated in Section 1.3.3.1 of the Faculty Handbook, “No Texas A&M University-Corpus Christi officer or body shall exercise control over the Senate’s recommendations."[17]

The Faculty Senate is charged with reviewing “new policies, changes in existing policies, and the interpretation of existing policies” to safeguard academic freedom and to help chart the future of the University, its students, staff, and faculty. This is performed in the following areas:

1. Educational policy and planning of academic programs, curriculum, and instruction.
2. Academic standards, including policies on admissions, awarding of grades, retention of students, and graduation requirements.
3. University scholarships, honors, awards, and other forms of student distinction.
4. Faculty policies and their implementation, including but not limited to appointments, reappointments, academic freedom, evaluation, promotion, tenure, faculty workloads, and faculty development.

5. Faculty compensation policies and their implementation, including but not limited to salaries, fringe benefits, and the awarding of merit increases.

6. The role of research and policies for allocating undesignated research funds in the University.

7. Academic support services, including but not limited to the library, computing, teaching and research equipment and facilities.

8. The appointment and evaluation of academic administrators.

9. The establishment, reorganization, downgrading, and/or discontinuation of organizational units and areas of instruction and research.

10. The review of administrative decisions concerning any of the above matters [24].

This review process and the active participation of the Faculty Senate in University decisions ensures that the actions of the institution are transparent and consultative. At TAMU-CC, faculty are not only informed about what is happening at the University; they also play important decision-making roles.

Conclusion

The emphasis on inclusiveness, transparency, and due process protects academic freedom at Texas A&M University-Corpus Christi. The Texas A&M University System policies and University rules discussed above further ensure that protection. In summary, the University has put into place rigorous procedures that do more than protect academic freedom—they also foster academic freedom.

6.5 The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission. (Faculty development)

Compliance Status: Compliant

Narrative

In accordance with the Texas Educational Code (TEC), Texas A&M University-Corpus Christi (TAMU-CC) provides its faculty—as teachers, scholars, and practitioners—with ongoing professional development opportunities and experiences, including study, research, writing, and other suitable subjects that improve higher education for residents of Texas[1] [2]. The Texas A&M University System (TAMUS) identifies professional development as activities that enhance the quality of educational programs and teaching/learning processes implemented in the delivery of programs[3]. TAMU-CC University Statement 12.01.99.C0.04 Descriptions of Teaching, Scholarship and Creative Activity, and Service[4] provides a framework for classifying professional development activities. Work effort directed at professional development must clearly contribute to the TAMU-CC mission. Responsibility for growth in teaching, scholarship, and service is assigned to individual faculty[5].

TAMUS Policy 12.03 Faculty Academic Workload and Reporting Requirements[5] provides guidelines for establishing work assignments for each of the System academic institutions that promote opportunities for faculty development. This policy stipulates that each member institution will establish workload standards that best match the unique needs of the institution. TAMU-CC rules are consistent with System guidelines and assure that a balance is maintained in the use of faculty resources directed at teaching, scholarship, and service. Work assignments indicate the amount of time and effort for which faculty members are responsible while engaging in specific activities associated with their faculty roles, including faculty development.

The TAMU-CC workload standard specified in University Rule 12.03.99.C1, Faculty Workload[3] delineates both instructional and noninstructional faculty functions for which workload credit can be assigned. Full-time faculty are expected to engage in scholarship, teach, take leadership roles in college and university governance activities, and participate in professional and community activities[6] [4].

University Faculty Development Processes and Programs
Workload Reassignment for Professional Development. TAMUS Policy 12.03[5] authorizes each member institution to establish a procedure for awarding equivalent teaching load credit for academic duties other than instruction. TAMU-CC workload rules are delineated in TAMU-CC University Rule 12.03.99.C1 Faculty Workload[3]. This rule authorizes deans of each college to allocate non-instructional workload credit according to procedures developed within the college and with recommendations by appropriate department chairs. Assignment of credit can be divided between instructional and non-instructional activities. Non-instructional credit can be assigned to activities generally acknowledged as faculty development activities when these activities contribute to maintaining a professionally active faculty. Scholarship and service are non-instructional activities. Scholarship is defined as research, intellectual contributions, or creative activities. To receive workload credit, service must be performed at an exceptional level in the university, academic discipline, or public forum. The Provost has final approval for academic workload[6] [4].

Each TAMU-CC college creates unique processes for managing workload reassignment for non-instructional activities. The College of Education and Human Development (COEHD) links non-instructional reassignment time to specific research opportunities. Grant-funded overload or workload reassignment must be requested in writing to the appropriate department chair and Dean. The procedure is described in the COEHD Handbook[7].

Workload reassignment for faculty in the College of Liberal Arts (CLA) may be linked to scholarly programs, instructional support, or administrative assignments. These reassignments are made in consultation with the faculty member, Dean, and department chair, and are described in further detail under the respective college sections below and are outlined in the CLA Handbook[8] [9].

Both the College of Business (COB) and the College of Nursing and Health Sciences (CONHS) have general policies that delineate situations that may warrant approval for non-instructional workload assignment[10] [11]. The purpose of the workload reassignment in these colleges must contribute to the respective college’s mission and support operations. Both colleges require that faculty complete a request for reassignment time and submit the request for review by appropriate administrators. In the COB, the department chair and Dean must determine that there are sufficient resources to conduct College business with the granting of reassignment time to a faculty member[10]. Conversely, any requests for reassignment time must be reviewed by department chairs before it is submitted to the Dean in the CONHS. This process assesses the fit between the purpose of the reassignment time and the CONHS mission. Each dean has final approval in their respective colleges[11].

Finally, the College of Science and Engineering (COSE) has a workload assignment standard that allows faculty members to negotiate for non-instructional workload credit with their department chairs. The Dean for this college has authorized faculty with earned doctoral degrees with active projects to have a six non-instructional workload credit reassignment for research activities[12]. These standards are consistent with TAMU-CC workload policies.

Faculty Development Leave

Section 51.103 of the Texas Education Code authorizes the Texas A&M University System (TAMUS) Board of Regents to grant faculty development leave to eligible individuals for scholarly purposes[13]. System Regulation 12.99.01 Faculty Development Leave[14] delineates requirements for development leave for all member institutions. All requests for this leave must be reviewed by a committee elected by the faculty of each member institution. Committee recommendations must be reviewed by the Chancellor who will, in turn, make a recommendation to the Board of Regents after completing the application review. The final decision to grant development leave to any faculty member is made by the Board of Regents[14].

The Faculty Development Leave Program for Texas A&M-Corpus Christi (TAMU-CC) is outlined in University procedure 12.99.01.C0.01 Faculty Development Leave[14]. The program requirements are consistent with TAMUS policy described above. The TAMU-CC Faculty Senate oversees the Faculty Development Leave Committee and supervises committee member elections. Per Senate policy, two
faculty representatives from each college are elected by their peers to sit on the Faculty Development Leave Committee. To assure continuity in the implementation of the application review process, TAMU-CC staggers three-year member terms. The Faculty Development Leave Committee Chair is responsible for announcing award opportunities and application deadlines to the faculty. The TAMU-CC rule allows faculty members to apply for two, half semesters or one, full semester of leave with full pay to pursue their academic goals. To be eligible, a faculty member must have worked at TAMU-CC in a tenure-track position for at least six consecutive academic years before the leave begins. Tenure must be earned before the leave begins.

The Center for Faculty Excellence manages the online application process. The application is accessed through links listed on the Office of the Provost’s website as well as the Center for Faculty Excellence website on the Academic Affairs home page[15] [16]. In addition to their project description, applicants must submit recommendations from two professional peers (one of whom must be the department chair). The dean must complete an information sheet that, when signed, indicates he or she agrees to fund the leave through college or department resources. Hard copies of all documents with signatures are submitted as follow-up to the electronic application.

The Faculty Development Leave Committee puts forward its recommendations for leave awards to the Provost/Vice President for Academic Affairs upon review of all applications. The Provost/Vice President for Academic Affairs will review and accept/reject the recommendations and forward the accepted recommendations to the President. After reviewing the accepted recommendations with the Provost/Vice President for Academic Affairs, the President will submit a list of University nominees to the Chancellor for recommendation to the Board of Regents for final approval prior to the effective date of leave. The Provost is responsible for overseeing the administration of these awards. Once awarded and accepted, the terms and conditions of the leave may not be altered.

One applicant from each college is recommended for leave in each award period for a total of five possible awards. When deans have sufficient funds to support additional faculty leave, they can recommend to the Faculty Development Committee and Provost that additional faculty be granted development leave from their colleges. During the 2018-19 academic year, five development leaves were granted by the Texas A&M University Board of Regents. A list of faculty development leave awards for the 2018-19 academic year is provided in the supporting documents[17].

**Externally Funded Grants and Contracts**

Texas A&M University-Corpus Christi (TAMU-CC) procedure 15.01.01.C0.02 Administration of Sponsored Agreements[18], establishes general rules for the management of programs that support research activities that may be included as faculty development activities. The Vice President for Research and Innovation (R&I) is the chief administrator for research conducted at TAMU-CC. As the administrator, the Vice President monitors sponsored projects and activities associated as required in the Texas A&M University System (TAMUS) Policy 15.01 Research Agreements[19].

**Research Enhancement Funds.** The Research Enhancement Program is one of the externally-funded programs managed through R&I. The purpose of the Research Enhancement Program is to encourage and provide support for research conducted by faculty members. The funds are provided annually to TAMU-CC by the Texas Higher Education Coordinating Board (THECB) according to a formula established in Texas Education Code Section 141.001 Research Enhancement Program[20]. Total funds available to this program for each institution are based on the number of full-time faculty employed at the institution.

TAMU-CC University procedure 15.01.01.C0.01 Administration of Research Enhancement Program outlines the guidelines and procedures used to implement the program at TAMU-CC[21]. Only tenured or tenure-track faculty are eligible to compete for this award at the university and college level. Forty percent of the annual coordinating board funds are distributed to college deans for college level awards. The remaining 60% is awarded through university level competition managed by the Vice President for Research and Innovation. The Vice President selects recipients for the funds based on the recommendations of a faculty review committee[21] [20].
The University Research Enhancement Committee review all grants submitted for university level funds and make award recommendations to the committee chair. The Vice President for Research and Innovation serves as the committee chair as well as the chief administrator of the program. Each college elects two representatives to serve on the University Research Enhancement Committee for staggered, two-year terms. The TAMU-CC Faculty Senate monitors committee membership to ensure adequate representation for each college is sustained. In accordance with University procedure 15.01.01.C0.01, Administration of Research Enhancement Program[21] members of the University Research Enhancement Committee are ineligible to apply for the university-level award during their terms[20]. University awards are documented in a news story each year and records are kept in the office of Research and Innovation[22]. For the 2018-19 academic year, the Research Enhancement Program allocated a total of $105,328. Forty percent ($42,131) was allocated to the college-level awards; $63,197 was awarded at the university-level.

University procedure 15.01.01.C0.01 also delineates rules for the college-level awards[21]. All proposals must be reviewed by a college Research Enhancement Committee. The two representatives on the University committee must also sit on the college Research Enhancement Committee. College-level committee policies and award procedures must be consistent with University procedure 15.01.01.C0.01[21]. Each of the college procedures outlines the application process, review timeline, and evaluation criteria used by the review committee. For example, the Colleges of Business[23], Nursing and Health Sciences[12], and Science and Engineering[11] have a designated committee named the Research Enhancement Committee. In the College of Education and Human Development, the Center for Educational Development, Evaluation, and Research, allocates college research enhancement funds; the committee’s membership includes the Associate Dean of Undergraduate Affairs and representatives from each department within the college who are appointed by the chairs of those departments[7]. Similarly, the College of Liberal Arts Faculty Teaching and Scholarly/Creative Activities Committee (FTSCA) review proposals submitted for the research enhancement award as well as other development leave opportunities. The College of Liberal Arts and School of Arts, Media, and Communication each have a FTSCA committee and funding is divided between the two entities by the Dean by number of tenure track faculty in each. Specific guidelines associated with this award process are used to assure compliance with University research enhancement program requirements [21]. Each college is required to submit their procedure to the Division of Research and Innovation. For the 2018-19 academic period, $42,131 was awarded through the college-level research enhancement program. College funding included $6,931 for the College of Business, $7,135 for the College of Education, $12,300 for the College of Liberal Arts, $5,097 for the College of Nursing and Health Sciences, and $10,669 for the College of Science and Engineering in research enhancement proposals. College committee decisions and award records are maintained in the respective colleges.

The Vice President for Research and Innovation (R&I) also administers the Texas Comprehensive Research Funds (TCRF). These funds are allocated to TAMU-CC by the Texas Higher Education Coordinating Board (THECB) as designated in Texas Education Code Chapter 62, Subchapter E, Texas Comprehensive Research Fund[24]. The funding is provided to promote increased research capacity at eligible general academic teaching institutions. The amount allocated biennially to eligible institutions is derived from each institution’s total restricted research expenditures over a three-year period[24] [25]. R&I advertises and accepts proposals to the TCRF Program Grant and the TCRF Post-Doctoral Support Award. A panel of invited experts reviews the proposals and makes recommendations to the Vice President for Research and Innovation for final award decisions. A request for proposals is distributed in January of each year. In 2018, six program grants of up to $20,000 each and two post-doctoral support awards of $30,000 each were awarded.

Office of Distance Education and Learning Technologies

Currently, the Office of Distance Education and Learning Technologies offers the certificates program as part of instructors’ professional development[26]. This program is intended to support instructors as they integrate technologies into their courses to improve instruction and provide students with highly engaging learning experiences as well as flexible scheduling. The certificates program consists of three certificates: Certificate of Professional Development in Best Practices for Online Course Design.
(required for all new faculty), Certificate of Course Design and Development, and Certificate of Course Delivery and Peer-Review.

The certificates program objectives are to:

- Improve and increase opportunities for faculty professional development and ongoing support for effective teaching in online courses,
- Support TAMU-CC’s strategic plan by ensuring the quality of online courses, along with increasing potential for continuity of learning in the event of an evacuation, and to
- Ensure that TAMU-CC meets THECB and SACSCOC standards for distance education by providing faculty support services related to distance education and appropriate development for faculty who teach in online programs.

The requirement to complete the Certificate of Professional Development in Best Practices for Online Course Design Workshops training[27] within the first year of employment is included in the notice of appointments for full time permanent faculty:

“During your first year, you will be required to participate in orientation and faculty development as assigned by your department chair. This must include successfully completing the TAMUS mandatory online training via TrainTraq and the Best Practice of Online Instruction workshops conducted by ODELT.”

The other two certificates include the Certificate of Course Design and Development and Certificate of Course Delivery and Peer-Review[26]. For these two certificates, instructors are asked to develop a three-credit hour course in Blackboard, have it reviewed by the Office of Distance Education and Learning Technologies (ODELT) for best practices in online course design, accessibility and copyright compliance, then have the course peer-reviewed while teaching.

The required Certificate of Professional Development in Best Practices for Online Course Design workshops may be completed as part of a three-day or semester long workshop series, in an intensive online course, or on demand with a big enough group.

ODELT maintains the records of all instructors who complete the training and recognizes the faculty who had completed the certificates on the Island Online website[28].

Other professional development opportunities for faculty include training on University supported software: Blackboard, Camtasia, Examity, Qualtrics, Respondus, Turnitin, WebEx[29]. In collaboration with the Mary and Jeff Bell Library, the office of Distance Education and Learning Technologies maintains an Open Educational Resources (OER) repository page and offers training and support for faculty who consider incorporating these resources into their courses[30].

In collaboration with TAMU-CC’s Project GRAD, the Office of Distance Education and Learning Technologies (ODELT) conducts faculty seminar and workshop series. Twice a year, about 100 to 150 instructors participate in the hands-on, three-hour event highlighting the latest innovations and pedagogical approaches to online learning.

As part of the University’s commitment to delivering quality online education, TAMU-CC has joined the Quality Matters (QM) consortium and will be using the QM Rubrics and Standards to guide faculty through development, evaluation, and improvement of online courses[31]. Instructors will have multiple opportunities to participate in Quality Matters professional development workshops on how to apply the QM Rubric and build or improve their courses. The latest Quality Matters standards include:

- course overview and introduction
- learning objectives
- assessments and measurement
- instructional materials
- learning activities and learner interaction
Center for Faculty Excellence

The Center for Faculty Excellence’s (CFE) mission promotes a community for professional growth and development to create a student-centered learning and research environment through collaboration and innovation. The Center provides professional development opportunities primarily in the area of teaching and learning, but also in research and service, when appropriate. The CFE has five primary goals: continuous improvement of teaching and learning, assistance in creating an environment that increases quality and quantity of faculty scholarly and research activities, assistance in creating an environment that accommodates faculty involved with ongoing leadership and service activities and encouragement of new and creative service activities, service as a communication center and repository for information about all University activities related to faculty development, and assistance in creating a collegial environment in which new and existing faculty can grow harmoniously.

The CFE has developed an efficient turn-key system for sponsoring frequent, faculty-led professional development workshops, enabling the department to collaborate with multiple units across campus and host on average several workshops per month. This turn-key process includes brainstorming and collaborating with multiple University departments to determine the topic, creating a flier for the event, setting up an RSVP input form, adding the event to the CFE website and rotating and updating these events on a regular basis, creating a Facebook event, promoting Facebook posts, setting up a Marketing and Communications Department (MARCOM) campaign for electronic distribution across campus, and coordinating physical distribution of hard copy fliers on campus. Event logistics include space reservations, technology setup, promotional items to attendees, taking attendance, and arranging catering for the event.

During the 2017-18 academic year, the CFE hosted 14 professional development workshops (five in the Fall, nine in the Spring) partnering with University departments including Psychology and Sociology, Counseling Education, Nursing, the University Library, Communication & Media, Kinesiology, Division of Research and Innovation, Community Outreach, the Department of English, and the Office of Distance Learning and Educational Technologies. Workshop topics included Healing after Hurricane Harvey, Student Connections and Engagement, Team-Based Learning, Managing Student Uncertainty, At-Risk Avatar Training, Open Education Resources (OER), Managing Online Research Presence, and Grant Writing. Attendance numbers at these events ranged from 10-100, representing multiple academic departments across campus. The largest of these events was the Strada Education Network mini-conference, which received 116 RSVPs across three development workshops.

In addition to professional development workshops, the CFE hosts one, three-day New Faculty Orientation session (August 2017) and one Adjunct Faculty Orientation (January 2018). In Fall 2018, faculty-led professional development workshops were scheduled nearly weekly, with topics including Textbook Writing, Engaging Students in Research, a Courageous Conversation on Diversity Competence, Green Zone Student Veteran Training, Managing Student Misbehaviors in the Classroom, Positive Psychology and Resilience in Academia, Coding Qualitative Data, Language Ideologies, Art & Politics in the Classroom, as well as others.

New Faculty Orientation. New Faculty Orientation is held annually during the second week of August, after Summer Commencement and before all faculty report back to campus for the Fall semester. the Center for Faculty Excellence (CFE) coordinates and sponsores New Faculty Orientation which entails a three-day training schedule that acclimates new faculty to the culture and expectations of the campus environment. Many campus leaders and organizations within TAMU-CC participate in the orientation, including a welcome from TAMU-CC President, presentations by the President and Provost. A promotion and tenure overview provided by college deans, onboarding and benefits information from Human Resources, and information sessions provided by Student Engagement and
Success, the University Library, Division of Research and Learning, Faculty Senate, Marketing and Communications Department, and the Honors Program. The schedule is designed to provide a thorough review of relevant policies, practices, and opportunities available to faculty[37].

Other University Development Opportunities

Summer and Winter Teaching Institutes. Summer and Winter Teaching Institutes (STIs/WTIs) are professional development meetings hosted each semester by the University Core Curriculum Program co-directors and Academic Affairs to support the First-Year Learning Communities Program (FYLCP). The purpose of the institute is to share information related to first-year students and to bring together all the learning community teams to finalize plans for the semester, such as shared assignments, deadlines, policies, etc. The first hour is spent on social networking and communicating policies, programs, and practices related to first-year students. The remaining 2-3 hours are provided for planning purposes for the separate learning community teams[38].

Training. System Regulation 33.05.02 requires that all TAMU-CC faculty members complete training regarding policies and regulations by which they are expected to abide[39]. There are five mandatory courses offered through HR Connect including courses on employment discrimination, ethics, information security awareness, orientation to the system, and reporting fraud, waste, and abuse. These must be completed by all faculty members within 30 days of their hire date and repeated at specified times. Additionally, Information and Technology Services provides training for faculty and staff that focuses on useful software programs. Training is available through workshops as well as online services.

Faculty are notified of training, specialized workshops, conferences, or meetings through various methods. Listservs and traditional paper fliers are used to inform members of the community of development opportunities. The Center for Faculty Excellence (CFE) and the Division of Research and Learning (R&I) use the University email system to invite faculty to attend workshops aimed at clarifying processes associated with research and teaching. See the sections in this document devoted to those units for more detail.

A list of workshops is provided to faculty at University-wide faculty meetings. The University also sends notices of events via weekly “campus announcements” on Wednesdays[40].

Division- or College-Specific Development Programs

Texas Education Code Section 51.942 requires institutions to evaluate tenured faculty based on their responsibilities and that such evaluation include peer-review and be directed toward their professional development[41]. As detailed below, each college or division within the University has established specific faculty development programs. Additionally, each college is awarded specific travel funds to support faculty participation in conferences and research ventures.

The Division of Research and Innovation. The Division of Research and Innovation (R&I) promotes faculty development in research. The Division manages the Texas Comprehensive Research Funds TCRF and Research Enhancement (RE) competitions mentioned above and offers training, professional development, and year-long programs that support faculty work in their respective fields.

- The Faculty Research Development Program is a year-long support program that helps faculty members kick-start their research agendas.
- BiteSize lunch sessions provided by the Office of Sponsored Research Administration offer training in pre- and post-award subjects that help researchers and research administrators better understand the process and requirements of managing funded research.
- Impact Multiplier grant program offered by Community Outreach provides funding to faculty and staff to complete projects in the region.
- Staff members from R&I also offer sessions through the Center for Faculty Excellence (CFE), Graduate Resource and Opportunity Workspace (GROW), and at department or college request.
College of Business. The College of Business (COB) promotes faculty development in teaching and scholarship. The process for designing, implementing, and evaluating a development event is outlined in the college’s faculty handbook and described in Policy 03.FAC.06 Faculty Development and Faculty Development Leave[14]. The process to provide development programs for faculty begins with the identification of workshops, seminars and conferences that would benefit specific individuals, some faculty members, or the entire faculty. The College’s sponsorship of a research seminar series that allows faculty to present manuscripts accepted for publication in leading business journals is an example of such a faculty development opportunity. Additional programs supporting faculty development include:

- Development of a research enhancement workshop series covering topics such as research methodology, database usage, case research, publication strategies, and social sciences network listings.
- Additional reassigned time during the Fall and Spring terms to reward high research productivity.
- Expansion of faculty travel budgets with a priority on attending the conferences of each faculty member’s primary academic association.
- Increase in college budget for databases and library subscriptions to more than $200,000 annually.
- Compensated reassigned time for summer research activities.
- Increase in the college budget for computing equipment and software.

Faculty development in teaching includes the integration of assessment results into program and course learning objectives and community engagement. The COB developed a business services network to provide engagement opportunities for students and pro bono consulting services to small businesses and not-for-profit organizations with specific professional business service needs. The COB faculty have provided expertise to local organizations in areas such as business communications, social media marketing, project management, and financial statement development and analysis. Much of this work is done in collaboration with the Coastal Bend Business Innovation Center (CBBIC) through lunch-and-learn workshops and direct client consulting.

College of Education and Human Development. The College of Education and Human Development (COEHD) promotes faculty development in teaching and scholarship. These processes are outlined in the COEHD Faculty Handbook[7] and include:

Provisions for faculty workload reassignments are used to help faculty develop and implement research agendas. Consistent with University guidelines, workload reassignments are granted by approval from the Dean of the COEHD.

Tenured and tenure-track faculty in the COEHD may also apply for Research Enhancement funds each year provided to support initiation of new research endeavors. The COEHD faculty are encouraged to apply for Research Enhancement funds at the college- and university-level for pursuing a research agenda.

Last year the COEHD initiated a Research Brown Bag Speaker Series to highlight the COEHD faculty research initiatives. The Research Brown Bag series is an informal lunch speaker series wherein faculty members present research ideas and projects to faculty colleagues. The series is open to the entire TAMU-CC community and provides a venue for professional development.

Travel is funded to professional conferences to disseminate research findings. Faculty members are provided with a standard $1,300 (FY 2018) travel allowance for attending professional development meetings and professional conferences. Faculty and mentees (graduate students) can both apply for supplemental travel funding to present research at conferences when they have expended their standard allowance.

The COEHD faculty are active in partnerships for providing both ongoing and event based professional development to community constituencies. The COEHD provides ongoing professional development with community partnerships: The Antonio E. Garcia Center for Arts and Education is a community-
based partnership with the Art Museum of South Texas (AMST). The center provides evidence-based academic intervention in reading and math for at-risk students, instruct on school readiness strategies, deliver health education classes to alleviate chronic disease among underserved populations, and offer counseling services to vulnerable groups. Faculty and Professional Staff from the COEHD departments in Counseling & Educational Psychology (CNEP), Curriculum and Learning Sciences (CILS), Kinesiology (KINES) and Educational Leadership (EDLD) support a variety of professional development activities for community partners and constituents (families and children).

The Early Childhood Development Center (ECDC) is a University-School partnership with the Corpus Christi Independent School District (CCISD). In coordination with CCISD, faculty members in bilingual education, early childhood education, reading, kinesiology, and counseling have provided workshops and ongoing professional development to ECDC faculty and staff on such topics as best practices in reading strategies, fluency, second language acquisition, and math. The ECDC has facilitated the opportunity for their administrator and teachers to attend several state and national conferences such the National Professional Development Schools Conference.

Professional development opportunities address the school’s unique emphasis on dual language professional development, as well as processes of second language acquisition program models and best practices. COEHD faculty members have also presented at state and national conferences with faculty members of ECDC and have been fiscally supported by the College of Education, which serves as professional development for both the COEHD and ECDC faculty.

The COEHD faculty members in Educational Leadership (EDLD) and Educational Administration (EDAD) provide professional development to school district teachers and personnel at the Educational Service Center on several Texas Education Agency (TEA) mandated trainings for professional certification as teachers, principals and superintendents (i.e., TExES #268) and TEA observation and coaching required training for Educator Preparation Program (EPP) supervisors. Faculty are also active in TEA development and reformulation of Career Technical Education certification.

The COEHD regularly hosts special events in which faculty are active providers of professional development. COEHD faculty regularly present content workshops for the Center for Faculty Excellence (CFE) which support faculty teaching efforts each semester.

For the past five years, the COEHD has supported the Coastal Bend Regional Science Fair as a major sponsor of the program. In February 2018, the 30th annual science fair was hosted on the TAMU-CC campus for the first time. TAMU-CC is currently preparing for hosting the FY2019 event on campus. TAMU-CC faculty and administrative staff provided professional development and coordination support to teachers from allied school districts for training and venue logistics. Last year 748 attendees from 21 school districts and 11 Texas counties participated in the regional fare. The COEHD personnel supported financial awards and Travel to State level competition.

The COEHD hosts The School and University Partnership for Education (SUPCE) conference which serves as a venue for the professional development of in-service and pre-service teachers as required by The Texas Education Agency. The concurrent sessions seek to provide participants with innovative educational research-based strategies grounded in theory and practice and issues dealing with social change and social justice as they pertain to the educational landscape. Participants will also explore current issues in education such as the growing rate of diverse populations, high stakes testing, literacy, and how to implement classroom instruction to meet the needs of diverse learners, especially in the area of English language learners.

COEHD faculty regularly participate and present at the annual Texas A&M University System (TAMUS) Chancellor’s Summit on Education. The summit, held annually for the last nine years, was hosted for the first time in FY2017 at TAMU-CC. Professional development opportunities and dialog between TAMUS college administrators and faculty facilitates a two-day thematic focus on solutions to contemporary/pressing issues facing educational professionals. This years’ summit focused on school safety and violence on educational campuses.
The TAMU-CC community (administrators, faculty, staff) as well as a number of community constituents benefit from the COEHD faculty involvement in attendance, programming, and provision of professional development activities.

**College of Liberal Arts.** The College of Liberal Arts (CLA) provides faculty development activities through College Research Enhancement Funds and the Creative Activities and Scholarly Enrichment (CASE) Program (College of Liberal Arts Handbook, http://cla.tamucc.edu/about/cla_faculty_handbook.html). The Faculty Teaching and Scholarly/Creative Activities Committee (FTSCA) receives and evaluates grant proposals for research and scholarly/creative activity enhancement funds. In addition, the CLA adopted the CASE program in 2005.[8] Recognizing that all faculty members, not just those in graduate programs, should be engaged in scholarly and creative activities, support is provided in the form of load reassignment. According to the CLA/SAMC Handbook section II.G.6.3,

“Tenured and tenure-track faculty are eligible for the college’s Creative Activities and Scholarly Enrichment (CASE) program. If the faculty member receives positive annual reviews in the area of scholarly and creative activity, that faculty member may receive up to one, 3-credit-hour release per long semester per year. The faculty member must remain active in the realm of scholarly/creative activity to renew the release, as deemed appropriate by the Department Chair, Associate Dean, and Dean, as measured against the individual departmental criteria for productivity.”

CLA also provides New Faculty Orientation. This occurs monthly during the faculty members’ first Fall semester at the University and includes topics like teaching, promotion and tenure/scholarship, and administrative processes.

The CLA maintains the Social Science Research Center (SSRC). The SSRC is a research, planning and education resource.[42] The Center provides grant management, data analysis, and report preparation assistance to researchers and their staff. The SSRC also offers research and consultation services to agencies such as law enforcement and EMT services, among many others. The SSRC conducts research in partnership with local, regional, state, and federal agencies to investigate community-related issues. These programs, described on the SSRC web page, include the Regional Workforce Data Collection, Texas Department of Transportation Port Aransas Ferry Survey, Youth Continuum of Care Coalition, and the Texas A&M University-Corpus Christi Family Life Center.

**College of Nursing and Health Sciences.** The College of Nursing and Health Sciences (CONHS) sponsors workshops and conferences through its Continuing Education Committee. The Continuing Education Committee is a Texas Nurses Association approved provider of continuing education programs for nursing. Evidence of continuing education relevant to practice is required for registered nurses in Texas to retain their licenses to practice. Educational activities must meet professional standards as specified by the American Nurses Credentialing Center for accreditation to count as credit for the license. The Texas Nurses Association is an accredited approver for the national accreditation center and grants approval to education providers who meet the national standards. The CONHS was recently reauthorized as a provider of continuing education for nursing until 2020.[43]

The Continuing Education Committee conducts annual needs assessments, plans continuing education offerings for the faculty and health care community based on identified need, approves continuing education offerings, negotiates and approves co-provider agreements, conducts overall program evaluation of each offering, verifies attendance, and files, stores and secures continuing education records. A summary of the Continuing Education Committee’s activities is submitted annually to the Texas Nurses Association. This report is shared with faculty upon their request to the Chair of the Continuing Education Committee.

The CONHS faculty and registered nurses in the community are informed of workshops or seminars through the CONHS listserv or listservs managed by professional nursing organizations. Fliers may be placed in health care organizations to announce continuing education events. The Chair of the Continuing Education (CNE) Committee includes announcements of upcoming events in their reports on the Committee’s activities at the CONHS Faculty of the Whole meetings. A list of events is also available to interested participants through the CONHS web page. Over 500 participants earned a total
of 34.32 continuing education credits through programs offered in five workshops by the Texas A&M University-Corpus Christi CONHS Continuing Education committee in 2017, as documented in American Nurses Credentialing Center’s Nursing Activity Reporting System (NARS).

Support for the development of online teaching skills has been provided through several sponsored training sessions. The CONHS developed its online educational programs through an award from the Fund for the Improvement in Post-Secondary Education (FIPSE) Learning Anytime Anywhere Partnership. The College used these funds to coordinate the design of a web-based alternative to the TAMU-CC face-to-face undergraduate nursing curriculum. Faculty received formal courses on the design of web courses that support successful learning as well as training in a specific course management system. Web-based graduate courses were later developed by faculty members who were knowledgeable in the distance learning principles and the content management system. Additional funds were contributed to the CONHS, which were used to develop the template for all graduate nursing courses.

Since that time, faculty development in the area of distance education has been ongoing. The CONHS currently offers seven programs/tracks offered online for distance learners: the undergraduate track (as described above), the RN-BSN program, the RN-MSN program, the MSN Nurse Educator program, the MSN Leadership in Nursing Systems program, the MSN Family Nurse Practitioner program and most recently the DNP is also offered online. Over the last several years, CONHS faculty have worked closely with the Office of Distance Learning and Educational Technology (ODELT) to ensure that faculty have the tools necessary to deliver an excellent online experience for the CONHS distance students in all of their online programs. All of the undergraduate courses underwent an extensive review by ODELT staff to ensure faculty were meeting standards of excellence.

Changes implemented included a more synchronous delivery of courses including the use of WebEx technology and use of notifications and calendar tools in the learning management system, Blackboard. The courses were also examined to ensure that they met the American Disability Association’s most current standards to meet all student needs. Faculty in the CONHS have participated in ODELT’s Blackboard and distance learning education certificate programs. Faculty attend ongoing Project GRAD programs offered by ODELT toward furthering their development in the delivery of online programs as well as face-to-face content. Since the inception of ODELT, faculty in the CONHS has met a standard of excellence in distance education secondary to excellent faculty development offerings and partnership with ODELT. This is evidenced by the high ranking in U.S. News and World Report for graduate online programs in 2015 and 2016.

**College of Science and Engineering.** The College of Science and Engineering (COSE) is home to several research centers that promote faculty development through research and publication support [44].

The support roles that these centers play is increasingly important as the University increases its research efforts. Three centers are highlighted below.

The Conrad Blucher Institute (CBI) is named after a founding father of Corpus Christi who was a surveyor and engineer. Like its namesake, the Conrad Blucher Institute influences Corpus Christi and its surrounding region through the Institute’s leadership in undergraduate and graduate education. The Institute’s activities are directed at professional development and research in multidisciplinary application of geospatial technology[45].

The CBI has cooperated with faculty from Computer Science, Nursing, Environmental Science, Marine Biology, Mariculture, Mathematics, Education, Physics, Engineering Technology, and Criminal Justice to produce a wide variety of research and applications. The versatility of geographic information science allows for the analysis of scientific and social data sets in a spatial context. This technology has provided scientists a new tool for exploring social phenomena.
The National Spill Control School focuses on education and planning. The school collaborates with the COSE to provide continuing education on environmental issues including spill prevention and the control of oil, hazardous materials, and hazardous waste[46] (http://nscs.tamucc.edu/).

A detailed description of the school and courses is available in the Graduate Catalog and in the Office of Graduate Studies and Research brochure: Research Centers and Institutes[47]. A list of faculty presentations offered through the College of Science and Engineering and National Spill Control School collaboration is published on the Division of Nearshore Research web page and is available in the supporting documents. Several of these presentations were on groundwater and spring flows.

**The Harte Research Institute for Gulf of Mexico Studies.** The Harte Research Institute for Gulf of Mexico Studies (HRI) is the premier research center at TAMU-CC[48]. This institute was created through an endowment that includes faculty development support through endowed research chairs and graduate research fellowships. The HRI has established partnerships with scientists from Mexico and Cuba to “advance long-term sustainable use and conservation” of Gulf resources[49]. The promotion of excellence and innovation in interdisciplinary scientific research and public education is a major element of the HRI’s mission[49].

The HRI supports faculty development through multiple avenues. A research database is available to researchers and other research institutes for relevant and appropriate investigations. It supports annual exploratory cruises that allow scientists and students to conduct focused research on the Gulf of Mexico. Workshops and conferences have been held to facilitate discussion about issues affecting the Gulf of Mexico. Faculty members are invited to participate in these events[50]. The Institute also hosts Friday research talks in HRI127 that are open to campus and the broader community.

**Lone Star UAS Center of Excellence & Innovation.** The Lone Star UAS Center of Excellence & Innovation (LSUASC) test site was established in response to a Federal Aviation Administration (FAA) initiative to integrate unmanned aircraft systems (UAS) into the national airspace. The test site and its test ranges across Texas and the nation were designed by former FAA air-traffic control experts, according to FAA requirements for certificates of authorization (COA) and the screening information request (SIR) that solicited test-site proposals from public entities in February 2013.

LSUASC is the only regional engineering research center in the Texas A&M University System. The Center supports the FAA with safely integrating UAS into the National Airspace System (NAS) while developing aviation rules, regulations, and procedures via crucial national relevant research. LSUASC is a leader in UAS research and development testing. LSUASC was also chosen by the National Aeronautics and Space Administration (NASA) to assist NASA in development of an Unmanned Traffic Management (UTM) solution, like Air Traffic Control for small unmanned aircraft, and to assist NASA in extending its replica model of the National Airspace integrating actual tests with simulators and constructive models. The center supports faculty researchers when their research flights require a certificate of authorization[51].

**Conclusion**

Texas A&M University-Corpus Christi pro-actively provides its faculty multiple forms of support to promote better teaching and increase research. Both university-wide and college-level programs have been established to support faculty development. Embedded in these programs is the understanding that faculty must engage in creative, scholarly, and educational activities to enrich their expertise in their disciplines. Ongoing faculty development assures that students have access to accurate, current principles in their field of study. TAMU-CC’s faculty development activities ensure the University’s compliance with The Texas A&M University System policies and the Texas Educational Code that require that faculty participate in events that promote their professional development (Chapter 51, Subchapter A, Subchapter C. Faculty Development Leaves of Absence).
Section 7 Institutional Planning and Effectiveness

7.1 The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a.) focus on institutional quality and effectiveness and (b.) incorporate a systematic review of institutional goals and outcomes consistent with its mission.

(Institutional Planning)[CR]

Compliance Status: Compliant

Narrative

Texas A&M University-Corpus Christi (TAMU-CC) engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a.) focus on institutional quality and effectiveness an (b.) incorporate a systematic review of institutional goals and outcomes consistent with its mission.

Institutional Mission

The University’s mission ultimately guides TAMU-CC’s institutional planning processes and operations:

Texas A&M University-Corpus Christi is an expanding, doctoral-granting institution committed to preparing graduates for lifelong learning and responsible citizenship in the global community. We are dedicated to excellence in teaching, research, creative activity, and service. Our supportive, multicultural learning community provides undergraduate and graduate students with a challenging educational experience through residential, distance learning, and international programs. The University’s federal designation as a Hispanic Serving Institution (HSI) provides a foundation for closing educational gaps, while its strategic location on the Gulf of Mexico and on the cultural border with Latin America provides a basis for gaining national and international prominence[1].

The Strategic Planning and Continuous Improvement Council reviewed the 2013 version of the mission statement in 2018 as part of the required 5-year review period stated in University Procedure 03.02.99.C0.01, University Mission and Program Inventory[2] and elected to recertify the mission statement. The recertified mission statement received approval from the President’s Cabinet[3] and the Texas A&M University System Board of Regents stated that there was no need for formal Board of Regents approval if there were no changes to the mission statement[4].

Strategic Planning, Budgeting, and Evaluation

Planning Process. The strategic planning process provides a foundation for institutional effectiveness at TAMU-CC. In spring 2013, President Flavius C. Killebrew, along with the Provost and Vice President for Academic Affairs and the Chief of Staff, headed up a steering committee consisting of six members from the TAMU-CC community[5] to develop the institution's current strategic plan[6]. The University has included a full timeline of the strategic planning process as supporting evidence[5].

Nine different theme committees, comprised of over 180 campus employees, each consisting of no less than five individuals from the university community, participated in the strategic planning process. A list of these committees is below. The specific charge for each is included as supporting evidence[5].

- Student Engagement & Success
- Collaboration
- Faculty & Staff
- Inclusive Excellence
- Sustainability
- Globalization
- Campus Environment & Information Technology
• PK-20 Relationships
• Community & Stakeholder Relationships

The steering committee charged all theme committees with the responsibility of drafting a goal-oriented initiative/imperative aimed at achieving the Momentum 2020 mission[7].

Prior to identifying goals, the members of each committee reviewed several types of institutional data[5] (e.g. recruitment data, enrollment, retention, transfer, tuition, and fee data), comparative data for emerging research peers in-state and out-of-state, data related to the region and Texas, and data on the higher education climate[5]. The review of these data helped drive the conversations as committees began identifying goals and initiatives.

Theme committees submitted first drafts of their imperatives and corresponding strategies to the strategic plan steering committee on November 11, 2013. The University has included an example of a committee draft as supporting evidence[8]. The committees incorporated steering committee feedback into an expanded second draft of imperatives and then resubmitted for steering committee review on February 3, 2014.

During the months of February, March, and April, the University held town-hall style meetings to allow for commentary by both the university community and the public. The steering committee then incorporated commentary received from those meetings into the final draft of Momentum 2020 and submitted the final draft to the President in April 2014. After final revisions, the University launched the Momentum 2020 plan in Spring 2014[6]. It contains seven major goals, each with multiple objectives[6], which support the University’s mission[1]:

• Enrollment and Student Success,
• Learning,
• Research, Scholarship and Creative Activity,
• Community Engagement,
• Campus Climate,
• Learning and Information Resources, and
• University Resources and Accountability.

**Budget Planning and Development Process.** TAMU-CC prepares an annual budget which includes appropriations from the Texas Legislature, provided on a biennium basis, and anticipated local funds which include tuition, fees, auxiliary enterprises, and contracts. The University has included a document outlining the timeline for the budget development process as supporting evidence[9]. An annual assessment of departmental and university objectives provides TAMU-CC leadership with critical information to identify initiatives and priorities, to ensure that the University’s resources support its strategic plan, and to advance academic and student success. On an annual basis, the Budget Office calculates university funding amounts available from sources. The University provides continued funds for colleges and departments to ensure the sustained delivery of services and subtracted from the available sources to calculate the amount of discretionary funds available for allocation.

The budget process starts with a preliminary review of departmental operations for the current fiscal year. This provides a basis for requesting new resources and setting priorities. These requests[10] can include those for new positions, technology, equipment, services, etc. to support new or existing programs or services. The University has included examples of these requests as supporting evidence[11] [12] [13]. Each Vice President reviews the requests for additional resources from Deans and Department Heads and prioritizes and advances those requests that meet the University’s strategic plan to the budget office. The University has included examples of these division-level requests as supporting evidence[14] [15] [16] [17] [18] [19] [20] [21] [22] [23] [24] [25].

As part of the budget process, the Budget Director, Vice President for Finance and Administration, and the President hold a budget hearing with each Vice President who presents their respective divisional request for consideration. These meetings include discussions on division goals and objectives over the next three years, how these align with the University’s mission, and the divisional needs to meet
these goals. Following these meetings, the President reviews the requests along with additional institutional or division-specific data and approves requests within the estimated resources available. For example, in the most recent budget development cycle, the Provost and Vice President for Academic Affairs requested $35,000 to hire a lab coordinator for the Anatomy and Physiology I and II labs[14]. The request cites data trends and the substantial increase in enrollment for these labs over the past few years. Additionally, the experienced teaching assistants are graduating during the 2018-19 Academic Year and there will then be no one to train the incoming teaching assistants for Fall 2019. The University has included further data supporting this budget request in the supporting evidence[14].

The University President and Chief Financial Officer prepare a presentation for the Programmatic Budget Review (PBR), which is sponsored by the Texas A&M University System Budget Office. During these reviews, each system president presents an overview of their proposed operating budget for the new fiscal year, including any new goals, initiatives, or concerns they may have regarding the upcoming fiscal year to the Board of Regents, Chancellor, and other system presidents.

At a recent PC Retreat in May 2019, there was a discussion of possible budget models moving forward. The minutes of this retreat are included as supporting evidence[26].

Evaluation Process. The University identified over forty metrics across all themes of the Momentum 2020 Strategic Plan. Evaluation data for these metrics from the past three years are available in the Assessment of Momentum 2020 Report[27]. This report also contains summary narratives for each of the strategies of Momentum 2020.

Examples of Institutional Planning and Effectiveness

To illustrate TAMU-CC’s institutional planning and effectiveness process, Table 7.1-1 provides information related to examples of the planning, budgeting, and evaluation components of the process as it relates to goal one (Enrollment and Student Success) and goal three (Research, Scholarship and Creative Activity) of the strategic plan. Additional information is provided in the two subsections that follow the table: Enrollment Management and Retention and Research and Innovation.

Table 7.1-1: Examples of Planning, Budgeting, and Evaluation

<table>
<thead>
<tr>
<th>Planning</th>
<th>Budgeting</th>
<th>Evaluation</th>
</tr>
</thead>
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| Improve Retention & Graduation Rates  
  • Retention = 57.5%  
  • Graduation = 37.9% | Allocated $1.9M through grants and tuition/fees  
  • Added three new FTEs in Enrollment Mgmt. Division  
  • Incorporated new software | Retention is projecting at 61.5% based on weekly, preliminary data[28] |
| Becoming an Emerging Research Institute (ERI) | Allocated $3.6M through appropriations and institutional funds for Lonestar UAS  
  • Added five new FTEs in Research & Innovation Division | • Named Air Wing 1[29]  
  • Research Expenditures: FY17 $27,993,000  
  • Research Expenditures: FY18 $30,250,000  
  • Overall 75% increase in research expenditures from FY 2010 to FY 2018[30] |

| Academic Year 2018-2019 |  |
|-------------------------|  |
| Improve Retention & Graduation Rates | Allocated $800K through tuition/fees | • Due to need for increased support for new and transfer |
Enrollment Management and Retention. Guided by the goals of the strategic plan, the University is making strides at improving various aspects and processes throughout the campus. In early Fall 2016, University administrators wanted to improve the overall retention percentage (58.3%) of the student population. Despite the fact that TAMU-CC had institutionalized the QEP from its previous SACSCOC reaffirmation[35], which was focused on retention, the University’s evaluation processes, led by the Retention Task Force[36], determined that a number of changes needed to be made. One of the major actions performed by the University was the review and revision of its admission processes. By updating criteria for conditional admits[37], instituting the Viking Islander Program[38], and redesigning the academic probation process[39] [40], the University began to see improvements in the retention rate. Additional changes to proactively address issues identified included revamping the scholarship program, instituting a cleaner, faster, automated enrollment management process (Enrollment Management project), and hiring the first Vice President for Enrollment Management, all while improving marketing to increase awareness of the institution in new and existing markets.

Scholarship program overhaul. The University completely overhauled and updated its scholarship program to meet more needs of students. In Summer 2017, the President developed an initiative to restructure and invest in a standard set of academic scholarships paid for through institutional funds that could be offered to First Time in College (FTIC) and transfer students upon their acceptance to TAMU-CC. Prior to this restructuring, awards were not given out automatically upon acceptance to TAMU-CC, nor was there a standardized set of academic scholarships automatically distributed, based on defined criteria for the purposes of attracting high-achieving students. These awards were compared against two dozen peer and aspirational institutions in order to help the University become more competitive in attracting top students. The President also invested in additional awards for the Honors Program.

Enrollment management project. The University is currently implementing a comprehensive enrollment management project that will streamline and automate multiple parts of the recruitment and admissions process. Prior to this, the enrollment management process was largely manual. By implementing the enrollment management project, the University can now collect data to make more informed decisions that align strategically with the institutional mission. The project allows for tighter integration between enrollment and advising by directly linking admissions data with the Degree Works program audit. The project also allows for more efficient course schedule offerings so that students can complete courses needed to graduate.
The University committed annual funds to the creation and hiring of a new Vice President of Enrollment Management[41] [42]. The University developed and filled this position in 2019 to further emphasize the importance of these upgrades in the enrollment management division. This is a current trend in higher education, especially among peer institutions[43] [44] [45] [46] [47]. The Vice President will sit on President’s Cabinet and report directly to the President.

Marketing improvements. During this time, the presence of the University outside the immediate community needed to improve. Marketing and Communications increased their marketing focus with additional funds. The marketing budget increased by $500,000[48]. This allowed TAMU-CC to add the Rio Grande Valley market to its mix for the first time in many years. The marketing campaign included billboards and advertisements in social media, print, and television. In addition, the University initiated a new campaign in targeted high schools in the Corpus Christi, Rio Grande Valley and Dallas-Fort Worth markets. The University also expanded its marketing efforts across other markets including San Antonio and Houston.

Creation of University College. During the initial work of the Retention Taskforce, a discussion emerged regarding the Department of Undergraduate Studies (DUGS) (document) and their service to students, especially first-year students. These discussions highlighted the recognition of several programs across campus that were integral to student success but lacked coordination with one another. They needed to be brought under the same umbrella for better collaboration to effectively serve students. In addition, these programs and services needed equal representation at the Dean level to ensure the academic colleges were participating in retention efforts. Programs that included Honors, First Year Learning Communities, Academic Advising, Convocation, Islander Launch were brought together and housed in the newly formed University College[49]. Additionally, two undergraduate programs are offered within University College: University Studies degree program and Bachelor of Applied Science degree program. DUGS operated from 2016-18 with University College being finalized by Fall 2018. The new college received additional funding for further expansion and collaboration to better serve students, thus, positively affecting the retention rates.

Research and Innovation. The University has made great strides since 2014 in progressing toward Emerging Research Institute status through deliberate activities that have generated a 40% increase in total research expenditures ($20M in 2014; $28M in 2018)[30]. Through the development of this synergistic research ecosystem, the Division of Research and Innovation (R&I), academic leadership, and the research community drove TAMU-CC to succeed in becoming recognized as a “R2 Doctoral University – High Research Activity” by Carnegie Commission of Higher Education in December 2018 [32]. This is the first time the University has achieved Tier Two classification. The University’s R2 Doctoral University standing is a solid endorsement of the University’s research capabilities and its ability to serve as an ecosystem for innovation as well as an intellectual hub for the Coastal Bend region and beyond[33].

After Hurricane Harvey in August 2017, discussions began to designate Lone Star Unmanned Aircraft Systems Center of Excellence and Innovation (LSUASC) under Texas Task Force 1 as Air Wing 1[29]. LSUASC was selected to control all UAS operations during a state disaster. Air Wing 1 will be responsible for:

- establishing operational paradigms, FAA concurred permissions and processes;
- developing formal arrangements with the state of Texas;
- establishing the Emergency Operations Center (Air Ops, etc.);
- de-conflicting airspace and air operations from unmanned and manned flight activities in selected areas of search and rescue;
- conducting research on new environmentally hardened operational aircraft and support equipment; and
- creating a back-end data repository and central imagery storage node for near real-time analysis and support planning, and post-incident triage.
The Air Wing 1 Commander is the Executive Director of the LSUASC. Air Wing 1 will be called into action when Texas experiences a disaster in which UAS supports search and rescue and disaster recovery. This not only provides an important service to the state of Texas during times of disaster, but also provides access to valuable data and collaborations integral to future research. LSUASC was operating and collaborating in this capacity in late 2017/early 2018 with the designation becoming official in August 2018.

Most recently, NASA selected TAMU-CC to test drones in urban traffic management[34]. The University’s location was only one of two test sites chosen nationwide. NASA’s Urban Traffic Management project works closely with the Federal Aviation Administration (FAA) to conduct research that will help pave the way for increased small unmanned aircraft systems that serve the needs of the community and supports civil and business opportunities. Just as the LSUASC was selected as one of only seven FAA UAS test sites in the United States, this selection is also one of great distinction.

Building TAMU-CC’s research enterprise is a University-wide effort. Multiple pathways have been set in place to facilitate interdisciplinary research growth internally, across the TAMU System, and with a wide range of external stakeholders. This approach has been especially successful within the University’s research strength areas of coastal and marine resiliency, smart technologies, disaster response and recovery, geographic information systems and remote sensing, and innovative aging. Aligned with these strategic disciplines, University administration has strongly advocated for and invested in the diversification of graduate degrees [Documentation of Investment]. Two new doctoral programs have been added to TAMU-CC’s graduate offerings since 2016. The Geospatial Computer Science (GSCS)[50] and Nursing Practice (DNP)[51] doctoral programs broaden options for graduate students in the Departments of Computing Science and Nursing as supplements to the five established doctoral programs in the Departments of Education, Physical and Environmental Science, and Life Sciences. Since 2014, TAMU-CC has seen a steady increase in doctoral degrees awarded (25 in 2014; 33 in 2018). The University anticipates awarding degrees in all seven doctoral programs by 2020.

The College of Science and Engineering has placed targeted emphasis on appointing strategic hires with interdisciplinary expertise across TAMU-CC’s research strengths (i.e.; autonomous robots, unmanned aerial systems, innovative aging, artificial intelligence, machine learning, and human factors). In 2018, Harte Research Institute broadened their interdisciplinary model to incorporate three new research chairs in marine resource development, coastal conservation and restoration, and coastal ecosystem processes; one sharing a joint appointment with Texas A&M AgriLife Research. In the process, these interdisciplinary efforts have organically enabled partnerships across the TAMU System and nationally, as well as international collaborators in countries such as Mexico, Cuba, China, Scotland, Norway, and New Zealand.

Investments in research infrastructure enable interdisciplinary research collaborations among internal and external partners. The 2019 opening of Tidal Hall provides the Department of Life Sciences a collaborative environment for discoveries in biological and chemical processes in human, animal, and environmental health. Further, the National Science Foundation has awarded TAMU-CC seven Major Research Instrumentation grants since 2014 totaling $2.8M bolstering our cloud computing, geochemical environmental assessment, and autonomous systems capabilities. The University has made additional infrastructure available in the I-Create MakerSpace located in the Mary and Jeff Bell Library. It houses over $100,000 in machinery and electronics to allow students, faculty, and staff access to 3D printing, sewing and embroidery, laser cutting, virtual reality, and other creative activities.

R&I has invested in multiple avenues to promote a culture of innovation across campus that enables students, faculty, and staff to professionally develop their careers through research and creative activity. In 2014, R&I created a centralized Office of Research Development and Commercialization (ORDC) to coordinate activities that build upon the University’s research capacity. The department has dedicated staff who compile data that enable data-informed planning and research decisions. The department has coordinated the distribution of internal funding to support research seed funding, faculty and student support, travel grants, and equipment acquisition. ORDC supports researchers in identifying funding opportunities, proposal development, commercialization, and technology transfer.
The ORDC coordinates the annual Faculty Research Development Program to train early career faculty in best practices for grant writing and career development. The Office of Sponsored Research Administration and Office of Research Compliance in R&I have been diligent in making refinements and assessing the administrative and regulatory processes and procedures that support the exponential growth of TAMU-CC’s research enterprise. They provide consulting and training for pre- and post-award administration and compliance and offer the marine and coastal research community dive safety training.

**High Impact Practices.** All full-time first-year students at TAMU-CC are required to engage in their First-Year Seminar (FYS) and learning communities (LC) which are two of the High Impact Practices (HIP) identified by the Association of American Colleges & Universities (AAC&U) as contributing to student engagement, persistence, and ultimately graduation. The First-Year Learning Communities Program (FYLCP) is on the leading edge of scholarship on the FYS-LC model and was highlighted in a 2017 AAC&U publication on what makes first-year seminars effective. Students consistently recognize the hallmarks of HIPs as central features of the FYLCP.

As part of the FYLCP, faculty introduce first-year students to undergraduate research through two common intellectual experiences: First-Year Symposium and a First-Year Research Conference. In the fall semester, first-year students participate in the First-Year Symposium, a student poster session in which students share the results of the work they did in their First-Year Seminar and learning community courses that semester. During the spring, students submit proposals to present learning community or First-Year Seminar projects to the First-Year Research Conference, and accepted students present in panels in an academic conference setting. All first-year students attend as audience members to share in the experience and gain an appreciation for undergraduate research as they head into their second year at the University. Both events provide students with an opportunity to publicly demonstrate their knowledge, which is known to be a key feature of any HIP. Many learning community students engage in collaborative projects as part of a writing-intensive curriculum, exposing students to two additional HIPs during their first year.

During the 2012-13 Academic Year, the College of Liberal Arts began holding conversations with its Department Chairs and Program Coordinators about the different HIPs that they embed within their courses. These discussions and reviews of existing HIPs within the college has led to an increased awareness of these experiences across the other colleges. Each college at TAMU-CC now keeps a list of the HIPs that faculty embed within the programs that it offers. These lists contain the specific high impact practice(s) and the course(s) that it is incorporated in. The University has included these lists in the supporting evidence.

**Faculty Equity.** Faculty at TAMU-CC participate in the Faculty Survey of Student Engagement (FSSE) each year. In the results from 2017, faculty responses were not positive relating to salary equity. Faculty Senate and the Budget Office collaborated to identify areas of compression and equity discrepancies. The University established an equity plan for faculty, and earmarked adequate funds to address identified areas. The University implemented stipends with Post Tenure Review to address equity/compression problems going forward for future faculty members.

**Academic Program Approval and Implementation.** In the last three years, TAMU-CC submitted ten new academic programs for approval and implementation. The University developed these academic programs based on various criteria, such as accessibility for distance students, community needs, and to capitalize on regional resources. TAMU-CC develops its academic programs in accordance with the Texas Higher Education Coordinating Board’s (THECB) guidance for bachelor’s and master’s programs and doctoral programs, both of which are based on the Texas Administrative Code Title 19, Part 1, Chapter 5. TAMUS Policy governs TAMU-CC’s program development, which requires the Board of Regents approval of academic programs and provides the TAMUS Academic Affairs approval process. A current list of TAMU-CC’s approved program inventory is available from the THECB.
At the university-level, TAMU-CC recently revised its academic program development process to improve efficiency while maintaining appropriate faculty control and involvement. TAMU-CC also revised the associated University Procedure 11.10.99.C0.01 Development of Academic Degree Programs[71] to make sure that the University clearly communicated the new process to the campus community and that the procedure accurately reflected the process. This procedure, along with related procedures on curriculum change[72] [73] [74], was last reviewed and approved by the Faculty Senate on January 26, 2018[75] and President’s Cabinet on February 26, 2018[76], and it was published that day. The University recertified the procedures (only clerical edits) on December 17, 2018 due to TAMUS updating Policy 11.10 Academic Program Requests[69]. The President’s Cabinet approved these procedures[77], and republished these on December 17, 2018. A key change in the process implemented by these procedures is the creation of a University Curriculum Committee, which was finalized as part of the discussion in Faculty Senate on August 21, 2017[78]. The University Curriculum Committee is comprised of members from Faculty Senate’s Academic Affairs Committee, Undergraduate Council, Graduate Council, and a variety of ex-officio members from across campus. This new committee provides a wider scope of review than the individual reviews of the Graduate Council and Undergraduate Council. Complete details of the committee’s charge and makeup are available in the supporting documentation[79].

Through this process, the University demonstrates the need for its programs and that the financial resources are available to support the programs. For example, the accelerated Bachelor of Science in Nursing (B.S.N.) Nurse Education, Practice, Quality and Retention (NEPQR) – Registered Nurses in Primary Care (RNPC) Training Program was recently approved by SACSCOC and began July 2019[80]. The University developed this program to fill the need of practicing registered nurses (RNs) in primary care settings within the Greater Coastal Bend Region (GCBR). In fact, only 10.8% of practicing RNs in the GCBR practice in such settings. The GCBR includes fifteen counties and has a total population of 721,491 with sixty-three percent living in the Corpus Christi metropolitan statistical area[81]. Of the fifteen counties in the GCBR, ten are classified as rural and all counties are classified as Medically Underserved Areas (MUAs) or partial MUAs[81]. The primary barrier to clinical training in community-based primary care teams is that this concept is not regularly practiced in health care in South Texas. The University’s College of Nursing and Health Sciences determined that the GCBR, a region with a health professional shortage, needed additional B.S.N. trained RNs. The College secured a grant from the United States Department of Health and Human Services Health Resources and Services Administration to develop the program[82] [83].

In 2015, the Texas Higher Education Coordinating Board (THECB) approved the B.S. in Electrical Engineering, which boasts nearly 100 declared majors and about a dozen graduates since the first graduating class in Spring 2018. The Engineering Accreditation Commission / Accreditation Board for Engineering and Technology, Inc. (EAC/ABET) is expected to vote on program accreditation in July 2019. Two additional bachelor’s degrees, the B.S. in Civil Engineering and the B.S. in Industrial Engineering, are being reviewed by the THECB Committee of Academic and Workforce Success in September 2019, with consideration by the THECB Board in October 2019 if approved. If both programs are approved, they will commence in Fall 2020. For both programs, $3.1 million through appropriations and City/Type A board grants have been allocated. Eight new FTEs will also be added for the programs.

**Campus Master Plan.** The campus master plan for TAMU-CC provides a multi-year comprehensive master plan for the University to address development needs and existing development ideas for the entire campus. In 2018, the University initiated a master plan update. The University implemented the previous master plan update in 2013[84]. Some of the structures developed from the 2013 master plan update include Tidal Hall and Momentum Campus student housing. The master plan update will incorporate an analysis of existing conditions, projected needs, current capabilities, and educational goals. The master planning team will prepare existing land use plans and open space plans to form a baseline for future changes. These existing condition maps will indicate accurate size and location of all buildings, building usage, streets, and parking lots (with capacity shown), other structures such as playing fields, topography, landscape, etc. The plans will also include vehicular circulation, service and emergency circulation, and pedestrian circulation.
**Annual Assessment Process.** As mentioned earlier in the narrative, TAMU-CC has an ongoing assessment program that focuses on effectively identifying and measuring key outcomes, and then systematically acting to make improvements. Each unit's mission statement is consistent with the institution's mission. The WEAVEonline assessment reporting system provides the means for integrating the assessment program across a broad range of units.

The current use of the WEAVEonline system provides a common structure for conducting and reporting assessment results for every unit. Accordingly, the steps in WEAVEonline for individual units are as follows:

1. Publish mission statements
2. Identify outcomes
3. Identify multiple means to measure achievement of outcomes
4. Assess if the findings met target achievement
5. Create action plan to improve unit if the target achievement was unmet
6. Implement action plan
7. Report Progress of action plans
8. Document the results of improvements made or things that did not improve

All units also respond to the following analysis questions:

- Based on the analysis of findings, what are the strengths of the unit?
- Based on the analysis of findings, how has the unit improved?
- Based on the analysis of findings, what are the areas of concern within the unit?

The University uses analysis of the assessment findings to drive improvements for academic, administrative support, and academic and student support units.

**Academic unit example.** The Bachelor of Music (B.M.) in Performance uses the Texas Examinations of Educator Standards (TExES) content area exam to assess student knowledge of music theory, history, literature, and culture. From the 2014-15 to 2016-17 academic years, the program saw a drop in student performance for this measure[85]. Program faculty met to discuss the assessment results and to develop improvement initiatives to respond to this drop in performance[86]. One of the improvements made was the integration of a TExES music pre-test into an existing course to help students prepare for the TExES content area exam. The Department of Music purchased practice guides that students could access through the University library. The University has included action plans documenting these improvements as supporting evidence[87]. Since the implementation of these improvements, the program has seen an increase in the percentage of students that pass the TExES Content Area Exam on the first attempt (2015-16: 68%, 2016-17: 68%, 2017-18: 75%)[88].

**Academic and student support unit example.** The 2016 Noel Levitz survey results[89] indicated that students did not generally know what events were happening on campus or how to get involved in campus organizations to the degree desired by the campus. In response, the Division of Student Engagement and Success transitioned the weekly student electronic newsletter with campus events and information to a responsive web based format ensuring higher quality in appearance and function [90]. To further enhance communications, in 2018 a corresponding PowerPoint presentation was developed weekly and sent to faculty, who displayed the presentation prior to the start of class[91]. As a result, the 2018 Noel Levitz[92] results showed significant improvement with the campus exceeding the national comparison group on both questions. The division continues to look for ways to reach students. Staff first published a parent newsletter in February 2019 to further help communicate events and services.

**Administrative support unit.** One of the expected outcomes identified by the Office of Accounting Services is to: Provide training and support on the effective use of the University’s automated accounting system (FAMIS) to assist staff with their job responsibilities[93]. One of the measures used to assess this outcome is an evaluation sheet that is distributed at the accounting training workshops that the unit holds. This evaluation consists of two items:
Were the objectives of the workshop stated clearly?
Did the workshop meet the objectives that were set?

The results have shown an increase in the percentage of workshop participants agreeing with both items over the past few years (2015-2016: 93%, 2017-2018: 99.32%)[93].

Additionally, units are required to create action plans for targets that are not met. For example, Accounting Services found through its annual assessments that the Accounts Receivable Department is not regularly making contact with departments regarding invoices that are past due[93]. In response to this, the unit made updates to the Accounts Receivable monthly checklist to include monthly reporting of all delinquent invoices to the Comptroller and Assistant Comptroller.

**Program Review Processes.** THECB maintains a 7-year review cycle for all graduate programs[94]. TAMU-CC applies this same logic to its undergraduate programs and manages a university program review calendar based on the THECB calendar for both graduate and undergraduate academic programs[95]. This university calendar also tracks programs with external accrediting bodies, whose reports supplant the University’s required reviews.

The external program review processes for undergraduate and graduate programs are largely the same. The Academic and Administrative Compliance Manager who serves as the single point of contact for the program faculty and the external reviewers manages this process. The review process starts with the department faculty creating a comprehensive self-study of the program spanning from the last formal review through the end of the most recent academic year (typically five to seven years). The self-study report follows a set template and dataset for consistency[96]. The key elements covered in the self-study include alignment with the TAMU-CC’s mission, faculty qualifications and workload, program performance, student outcomes and retention, and resources across the University. The department faculty, with input from their department chair and college dean, creates a list of potential external reviewers to come to campus for a 2-day site visit. For graduate programs, the two-reviewer team includes one person from Texas and one person from outside of the state. For undergraduate reviews, there are no geographic requirements for the two-reviewer team. During the site visit, the reviewers interview program stakeholders at all aspects of the program including faculty, administration, support staff, and students. The reviewers also review examples of student work and tour the facilities. At the end of the site visit, the review team presents an initial report of its findings with a more detailed written report to follow. The program faculty will then create an implementation plan in response to this report and present it to the Provost and Dean for feedback. Recent examples of both undergraduate and graduate program reviews are in the support documentation[97] [98] [99] [100] [101] [102] [103] [104] [105].

TAMU-CC has several programs across its colleges that external bodies accredit. These include Business Administration (B.B.A. and M.B.A.), Counselor Education (Ph.D.), Mechanical Engineering (B.S.), and others. The current external accrediting bodies that TAMU-CC has a relationship with are:

- AACSB: The Association to Advance Collegiate Schools of Business[106]
- ABET: Accreditation Board for Engineering and Technology[107]
- CAATE: Commission on Accreditation of Athletic Training Education[108]
- CACREP: Council for Accreditation of Counseling Related Educational Programs[109]
- CCNE: Commission on Collegiate Nursing Education[110]
- NAACLS: National Accrediting Agency for Clinical Lab Sciences[111]
- NASM: National Association of Schools of Music[112]

Whether the program is reviewed under the TAMU-CC’s process or via an external accrediting body, the resulting reviewers’ report and implementation plan are used as tools for the program and college to plan the future of the programs. This may involve budgeting needs that the University handles as part of the annual budgeting process.

**Conclusion**
Texas A&M University-Corpus Christi has in place an integrated and ongoing institution-wide research-based planning and evaluation process designed to continuously improve the University as well as to demonstrate where the University has been successful in achieving its goals and objectives and fulfilling its mission.

7.2 The institution has a Quality Enhancement Plan that (a.) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b.) has broad-based support of institutional constituencies; (c.) focuses on improving specific student learning outcomes and/or student success; (d.) commits resources to initiate, implement and complete the QEP; and (e.) includes a plan to assess achievement. *(Quality Enhancement Plan)*

**Compliance Status:** Compliant

**Narrative**

**Optional QEP Review**

Texas A&M University-Corpus Christi (TAMU-CC) is submitting a QEP proposal to scaffold digital information literacy concepts into the curriculum across all majors.

(a) **Topic Identified through Ongoing Comprehensive Planning and Evaluation Process**

**Formation of QEP Steering Committee.** The process for selecting the QEP at Texas A&M University-Corpus Christi began in Spring 2018 with the formation of the SACSCOC Steering Committee. University President Kelly M. Quintanilla charged the Committee with “identifying a topic that has broad-based support of institutional constituencies and that is derived from the University’s ongoing comprehensive planning and evaluation processes”[1]. Membership of the Committee, which was chaired by the University’s SACSCOC Liaison, included one faculty representative from each of the five academic colleges, a staff representative from Enrollment Management, a staff representative from the Center for Academic Student Achievement, three staff representatives from the Division of Student Engagement and Success, a faculty representative from the Library, two student representatives, and the Associate Vice President for Planning and Institutional Research. Leadership from each area represented submitted their recommendations on who should serve on the Committee to President Quintanilla. Please note that Undergraduate College did not exist yet in the Spring 2018, hence five academic colleges instead of six had representation on the Steering Committee.

**QEP Topic Selection.** In April and May 2018, each faculty representative attended their respective unit’s (i.e. college, library) faculty meeting to explain the purpose of a QEP, solicit ideas for potential QEP topics, and direct their colleagues to the newly created QEP website. This website included additional information on QEPs, example QEPs, and links to reports containing institutional data (e.g. SLO assessment data, survey data, enrollment and persistence data). Additionally, the website contained a portal where individuals could submit their topic ideas for the University’s QEP. The committee chair held similar meetings with Staff Council and the Student Government Association. The University’s Alumni Association also marketed the QEP website and solicited topic ideas from TAMU-CC alumni. The Committee worked collaboratively with the Office of Marketing to inform faculty, staff, and students of the QEP identification process and its importance to the University and student success. Additionally, campus announcements were sent to the campus community advertising the QEP website and soliciting topic submissions to the portal. Throughout the process, it was stressed that the topics focus on improving student learning and/or student success and be supported by institutional data. The topic submission portal was open through the first week of September 2018.

Overall, 44 topic ideas were submitted to the Committee. These were then categorized into themes with the following five receiving the most submissions:

- Critical Thinking/Problem Solving
- Teamwork/Collaborative Learning
- Communication
In August 2018, the QEP Steering Committee created a QEP abbreviated proposal template that was uploaded onto the QEP website and shared with the campus community. Two open forums were held in September and October where the campus community was invited to discuss the QEP process, institutional data or possible topics, or to present their QEP topic. Both open forums were well attended and included presentations of QEP topics by faculty, staff, and students. Three abbreviated proposals were submitted to the QEP Steering Committee:

- Information and Digital Literacy
- Global Islanders
- Emotional Intelligence

From November 27 – December 7, the campus community had the opportunity to review the proposals and vote for their preferred topic. Respondents also had the option of providing feedback for the proposals. There were 358 total responses with Information and Digital Literacy being the clear favorite among respondents.

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<th>Table 7.2-1: QEP Topic Survey</th>
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<td>Information and Digital Literacy</td>
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<td>Global Islanders</td>
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<td>Emotional Intelligence</td>
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In addition to taking these results and the feedback into consideration, the QEP Steering Committee applied an evaluation form to the three abbreviated proposals. Committee members met on December 12 to discuss their scores for each proposal and any comments or concerns that they had with each. The Committee decided to recommend to the President that the University’s next QEP be on Information and Digital Literacy.

**Topic Tied to Institutional Strategic Plan and Mission.** Digital Information Literacy (DIL) serves to further TAMU-CC’s Momentum 2020 Strategic Plan by directly addressing several strategies under the Learning and Information Resources goal to “provide 21st century learning resources and information technology infrastructure to support instruction, discovery and administrative operations.” Specifically, the first objective under this goal is to “transform Bell Library into an Emerging Research, 21st century, Information-Age learning and research center.” Strategy 5 associated with achieving this objective is “formalize and support the integration of information literacy instruction in each academic program and at all levels of the curriculum.” This Digital Information Literacy QEP is designed to do just that.

Further, objective 2 under the Learning and Information Resources goal is to “provide an information technology infrastructure to support 21st century learning and research.” Strategy 2 under this
objective is to “provide the information technology resources needed to meet the needs of research,” and strategy 3 is to “develop applications to meet the needs of the students, faculty, and staff." These strategies directly point to the proliferation of technology as a means to interact with information.

In addition to directly addressing specific objectives within the campus strategic plan, the QEP ties to the University’s mission to prepare graduates for lifelong learning and responsible citizenship in a global community. Lifelong learning requires interacting with information, both professional and civic, including finding, evaluating, creating, and communicating information. Further, being a responsible global citizen entails having a critical understanding of the current environment of information.

(c) Focuses on Improving Specific Student Learning Outcomes and/or Student Success

Definition of Terms. Information Literacy is described by the Association of College and Research Libraries (ACRL) as “the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.”

Digital Literacy is defined by American Library Association’s (ALA) digital literacy task force as “the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.”

Pulling together aspects of each of these definitions as well as other related scholarship, TAMU-CC defines Digital Information Literacy (DIL) for the purpose of this QEP as “the ability to find, evaluate, create, and communicate information effectively and responsibly by leveraging the appropriate technology to achieve the student’s goals.”

Building from this definition, the TAMU-CC Digital Information Literacy QEP will help the University produce graduates who are capable of not only managing information in the current world of digital technologies, but of adapting and thriving when the next generation of technological innovations emerge.

Goal. The goal of the Digital Information Literacy program is for Texas A&M University-Corpus Christi to prepare students to find, evaluate, create, and communicate knowledge using digital technologies so that they can successfully and responsibly navigate the increasingly complex modern information landscape as global citizens. Students who develop a critical awareness of information along with the skills to utilize information technologies efficiently and effectively will be more likely to succeed academically and will obtain marketable skills needed to advance professionally in the competitive global workforce. These efforts will further the University’s commitment “to preparing graduates for lifelong learning and responsible citizenship in the global community.” Upon graduation, students will have obtained the necessary skills to use information and digital technologies efficiently and effectively to further their engagement with the professional and civil issues ahead of them.

Scope. The DIL QEP will focus on scaffolding digital information literacy concepts and values throughout the academic careers of undergraduate students at TAMU-CC. Students will be exposed to foundational DIL concepts, such as finding and understanding information, in the required First-Year Seminar I/II courses (UCCP 1101/1102). Those concepts will be expanded upon to include evaluating and applying information in major prerequisite courses as identified by each program. Higher levels of learning related to DIL concepts, such as synthesizing and creating information, will be explored in one upper level course in every undergraduate major at TAMU-CC. These courses, likely research methods and capstone courses, will be natural fits for DIL programming. Each department offering an undergraduate major will select a prerequisite and upper level course that will be designated as part of the DIL curriculum. Requiring all programs to pick two courses to designate as DIL ensures coverage on campus, online, and at RELLIS, with no undergraduate program being exempt. Courses will be chosen based on the curriculum and not the location. Therefore, online programs and distance programs, such as RELLIS, will also be required to designate DIL courses.
Student Learning Objectives. Student learning objectives (SLOs) were developed for each level of learning being scaffolded into the curriculum following the TAMU-CC definition of digital information literacy as outlined above.

<table>
<thead>
<tr>
<th>SLO Level</th>
<th>Course</th>
<th>Topic</th>
<th>Student Learning Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>First Year Seminar 1101 and 1102</td>
<td>Find</td>
<td>Identify and pursue effective digital approaches for accessing information (such as keyword searching and citation following) as well as assess the quantity, quality, and relevance of their search results.</td>
</tr>
<tr>
<td>Level 2</td>
<td>Major Pre-requisite Courses</td>
<td>Evaluate</td>
<td>Evaluate a source’s credibility and suitability in the context of their information needs.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Major Capstone/Research Courses</td>
<td>Create</td>
<td>Create effective research questions based on curiosity and gaps in the information or data available.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Major Capstone/Research Courses</td>
<td>Communicate</td>
<td>Use appropriate technology (such as shared documents and digital presentation software) for creating knowledge, collaborating with peers, and contributing to scholarly conversations.</td>
</tr>
</tbody>
</table>

7.3 The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. *(Administrative effectiveness)*

Compliance Status: Compliant

**Narrative**

Texas A&M University-Corpus Christi (TAMU-CC) has an ongoing assessment program that is focused upon effectively identifying and measuring key outcomes, and then systematically acting to make improvements. This assessment program involves all units: educational programs, academic and student support units, and administrative support units. Administrative support units identify expected outcomes that are tied to their mission. Each administrative support unit then identifies measures for each expected outcome as well as targets for success. Assessment data and analysis of the data are reported in the WEAVEonline assessment reporting system by administrative units annually. Action plans are created for outcomes that do not meet their set targets.

**Assessment of Administrative Units**

The current use of the WEAVEonline assessment reporting system provides a common structure for conducting and reporting assessment data for every unit. The steps in completing annual assessment reports in WEAVEonline for administrative units are as follows:

1. Publish mission statement
2. Identify expected outcomes
3. Identify means to measure achievement of outcomes
4. Assess if the findings met the achievement target
5. Create action plan to improve unit if the achievement target was unmet
6. Implement action plan to improve the unit
7. Report Progress of action plans
8. Document the results of improvements made or things that did not improve

**Examples of Administrative Support Unit Assessment**
Below are examples of how administrative support units across the University assess the extent to which they achieved expected outcomes. Additionally, the University has included the past three years of assessment reports for all administrative support units as supporting evidence: 2017-2018, 2016-2017, 2015-2016. Each report is by division.

**Division of Finance and Administration – Accounting Services**

The Office of Accounting Services has identified three outcomes:

- Provide training and support on the effective use of the University’s automated accounting system (FAMIS) to assist staff with their job responsibilities.
- Provide timely and accurate monthly accounting statements and supporting data for use by campus community.
- Monitor University accounts that fund credit card processing fees, banking and audit fees for sufficient budget, and ensure established or agreed upon year end due dates are met.

The unit has identified multiple measures for each of these outcomes. For example, one of the measures for the first outcome is the use of evaluation sheets at the accounting training workshops that the unit holds. This evaluation consists of two items:

- Were the objectives of the workshop stated clearly?
- Did the workshop meet the objectives that were set?

The results have shown an increase in the percentage of workshop participants agreeing with both items over the past few years (2015-2016: 93%, 2017-2018: 99.32%).

As part of the annual assessment process, administrative support units respond to the following analysis items:

- Based on the analysis of findings, what are the strengths of the unit?
- Based on the analysis of findings, how has the unit improved?
- Based on the analysis of findings, what are the areas of concern within the unit?

Additionally, units are required to create action plans for targets that are not met. For example, Accounting Services found through its annual assessments that the Accounts Receivable Department is not regularly making contact with departments regarding invoices that are past due. In response to this, the unit made updates to the Accounts Receivable monthly checklist to include monthly reporting of all delinquent invoices to the Comptroller and Assistant Comptroller.

**Division of Research and Innovation – Lone Star UAS Center of Excellence and Innovation**

The Lone Star UAS Center (LSUASC) has identified three outcomes:

- Provide the Federal Aviation Administration with unmanned aircraft systems (UAS) research, development, and operational data.
- Advance the use of UAS across the State of Texas and beyond by conducting safe, secure operations.
- Support industry and government agencies in Texas and beyond by providing an organization for research and testing of UAS technologies.

The unit has identified multiple measures for each of these outcomes. For example, the unit assesses the second outcome by the following data:

- Percentage of safe flight hours conducted at LSUASC test ranges.
  - Target: Maintain a percentage of safe flight hours above or equal to 99% for the year.
The unit met targets for all three measures during the 2017-2018 year[14]. Additionally, all other targets for the 2017-2018 year were met.

The unit’s responses to the analysis items provided additional information regarding strengths, improvements, and areas of concern for the unit. In particular, the unit identified the need to actively recruit and train more unmanned aerial vehicle (UAV) pilots within the organization to meet the increasing commercial customer demand[14].

Division of Academic Affairs – Office of Assessment, Accreditation, and Compliance

The Office of Assessment, Accreditation, and Compliance has identified three expected outcomes:

1. Increase knowledge of assessment practices and strategies across all areas of the institution.
2. Provide campus-wide, unit-specific support for assessment and continuous improvement.
3. Ensure that the University maintains its status as a SACSCOC-accredited University[15].

The unit has identified multiple measures for each of these outcomes. For example, the unit assesses the first outcome by the following data:

- Survey responses from those who attend training sessions to the item: The assessment training that I received was helpful.
  - Target: 80% of respondents will agree or strongly agree with the statement.
- Survey response from those who receive assessment consultation to the item: The assessment consultation that I received was helpful.
  - Target: 80% of respondents will agree or strongly agree with the statement.

Results for both of these measures have consistently been over 90%, leading the unit to increase both targets to 90%.

Conclusion

All of TAMU-CC’s administrative support units identify expected outcomes and complete annual assessments to demonstrate the extent to which the outcomes are achieved. Additionally, all administrative units analyze the results of the assessments and identify the strengths, areas of improvement, and areas of concern for the unit.
Section 8 Student Achievement

8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (Student achievement) [CR; Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

Texas A&M University-Corpus Christi (TAMU-CC) identifies, evaluates, and publishes[1] goals and outcomes for student achievement appropriate to the institution’s mission[2], the students the institution serves[3], and the programs offered by the institution[4].

Identification of Measures

Review of Previous Measures. During the 2018-2019 academic year, President’s Cabinet reviewed the measures of student achievement the university had been using since 2015 with the purpose of making appropriate updates and revisions. These previous student achievement measures are listed below.

- One-Year Persistence Rates
- Course Completion Rates
- Licensure/Certification Pass Rates
- Graduation Rates of First-Time Degree-Seeking Students
- Percentage of Undergraduate Degrees Awarded to “At-Risk” Students
- Gainful Employment/Placement Rates

These measures, as well as their achievement goals and outcomes, were published on the university’s Student Achievement Measures webpage[5] up until the point when the page was updated with the new measures[1] that are discussed below. Summary statements on the appropriateness of each were also published on the same webpage.

Identification and Approval of New Measures. At a meeting on March 25, 2019, the President’s Cabinet reviewed the university’s mission and discussed the indicators that would best demonstrate the university’s unparalleled commitment to every student’s success[6]. Additionally, because the university has agreed with the Texas A&M System to track and monitor student persistence, progression, and graduation rates, these measures were viewed as critical, especially since the university reports them annually and is able to benchmark its progress with other System schools. Therefore, the President’s Cabinet identified and approved the following student achievement measures that were aligned with our institutional priorities:

- Retention Rates
  - First-to-Second Year Rates
    - For All Students
    - For Hispanic Students
  - First-to-Third Year Rates
    - For All Students
    - For Hispanic Students
- Graduation Rates
  - Four-Year Rates
    - For All Students
    - For Hispanic Students
  - Six-Year Rates
For All Students
For Hispanic Students

• Progression Rates
  • 30 SCH Completed after Year 1
  • 60 SCH Completed after Year 2
• Course Completion Rates
• Licensure/Certification Exam Pass Rates
• Education
• Nursing
• Percentage of Undergraduate Students that Participate in High-Impact Practices (HIPs)

Identification and Justification of Achievement Goals and Thresholds of Acceptability
As part of the process of identifying achievement goals and thresholds of acceptability for the student achievement measures, President’s Cabinet reviewed and discussed data for each measure. These data included both institutional and peer data. The achievement goals and thresholds of acceptability included in this section were all approved by President’s Cabinet on July 15, 2019.

Retention Rates. For the retention rate measures, Integrated Postsecondary Education Data System (IPEDS) and Texas A&M University System (TAMUS) data were reviewed. These data are presented in Table 8.1-1.

Table 8.1-1: Retention Rates Data

<table>
<thead>
<tr>
<th>Institutions</th>
<th>All Students 2016 Cohort</th>
<th>Hispanic Students 2016 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2nd Fall</td>
<td>3rd Fall</td>
</tr>
<tr>
<td>Texas A&amp;M University-Corpus Christi</td>
<td>59%</td>
<td>45%</td>
</tr>
<tr>
<td>East Tennessee State University</td>
<td>75.9%</td>
<td>65.4%</td>
</tr>
<tr>
<td>North Carolina A&amp;T State University</td>
<td>78.6%</td>
<td>69.4%</td>
</tr>
<tr>
<td>University of Texas at San Antonio</td>
<td>73.6%</td>
<td>62.6%</td>
</tr>
<tr>
<td>Texas A&amp;M University-Commerce</td>
<td>69.3%</td>
<td>53.3%</td>
</tr>
<tr>
<td>Texas A&amp;M University-Kingsville</td>
<td>67.9%</td>
<td>56.3%</td>
</tr>
<tr>
<td>University of South Alabama</td>
<td>78%</td>
<td>62%</td>
</tr>
</tbody>
</table>

From the review of these data, President’s Cabinet identified and approved the following achievement goals and thresholds of acceptability for the retention rate measures.

Table 8.1-2: Retention Rates Goals and Thresholds of Acceptability

<table>
<thead>
<tr>
<th>Measure</th>
<th>Achievement Goal</th>
<th>Threshold of Acceptability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Students</td>
<td>Hispanic Students</td>
</tr>
<tr>
<td>First-to-Second Year (Return for 2nd Fall)</td>
<td>68%</td>
<td>68%</td>
</tr>
<tr>
<td>First-to-Third Year (Return for 3rd Fall)</td>
<td>55%</td>
<td>55%</td>
</tr>
</tbody>
</table>

Additionally, President’s Cabinet agreed that an asterisk would be added to the published data table to note that TAMU-CC receives Program for System Admission (PSA) students from Texas A&M
University (TAMU). PSA students are denied admission to TAMU and choose to enroll in participating TAMUS institutions with the goal of transferring to TAMU after the first year[7]. Considering that these PSA students plan to transfer, President’s Cabinet decided to add an additional retention rate measure. This measure and its achievement goal and threshold of acceptability are presented in Table 8.1-3.

**Table 8.1-3:**
First-to-Second Year at Any University Goal and Threshold of Acceptability

<table>
<thead>
<tr>
<th>Measure</th>
<th>Achievement Goal</th>
<th>Threshold of Acceptability</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-to-Second Year – Any University (Return for 2nd Fall at Any University)</td>
<td>75%</td>
<td>65%</td>
</tr>
</tbody>
</table>

**Graduation Rates.** For the graduation rate measures, IPEDS data were reviewed. These data are presented in Table 8.1-4.

**Table 8.1-4: Graduation Rates Data**

<table>
<thead>
<tr>
<th>Institutions</th>
<th>All Students</th>
<th>Hispanic Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012 Cohort</td>
<td>2012 Cohort</td>
</tr>
<tr>
<td></td>
<td>4-year 6-year</td>
<td>4-year 6-year</td>
</tr>
<tr>
<td>Texas A&amp;M University-Corpus Christi</td>
<td>17%</td>
<td>14%</td>
</tr>
<tr>
<td>University of West Florida</td>
<td>22%</td>
<td>18%</td>
</tr>
<tr>
<td>East Tennessee State University</td>
<td>23%</td>
<td>22%</td>
</tr>
<tr>
<td>North Carolina A&amp;T State University</td>
<td>26%</td>
<td>22%</td>
</tr>
<tr>
<td>University of Texas at San Antonio</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>Lamar University</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Texas A&amp;M University-Commerce</td>
<td>24%</td>
<td>22%</td>
</tr>
<tr>
<td>Texas A&amp;M University-Kingsville</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>University of Texas at El Paso</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Florida Gulf Coast University</td>
<td>22%</td>
<td>22%</td>
</tr>
<tr>
<td>University of Louisiana at Lafayette</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>University of South Alabama</td>
<td>22%</td>
<td>22%</td>
</tr>
</tbody>
</table>

From the review of these data, President’s Cabinet identified and approved the following achievement goals and thresholds of acceptability for the graduation rate measures.

**Table 8.1-5: Graduation Rates Goals and Thresholds of Acceptability**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Achievement Goal</th>
<th>Threshold of Acceptability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Students</td>
<td>Hispanic Students</td>
</tr>
<tr>
<td></td>
<td>All Students</td>
<td>Hispanic Students</td>
</tr>
<tr>
<td>Four-Year Graduation Rate</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Six-Year Graduation Rate</td>
<td>55%</td>
<td>55%</td>
</tr>
</tbody>
</table>
President’s Cabinet also identified an additional measure to account for the PSA students that plan to transfer to TAMU. The achievement goal and threshold of acceptability of this measure are presented in Table 8.1-6.

Table 8.1-6: Six-Year Graduation Rate from Any University

<table>
<thead>
<tr>
<th>Measure</th>
<th>Achievement Goal</th>
<th>Threshold of Acceptability</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>60%</td>
<td>45%</td>
</tr>
</tbody>
</table>

Progression Rates. For the progression rate measures, TAMUS data were reviewed. These data are presented in Table 8.1-7.

Table 8.1-7: Progression Rates

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Progression Rates 2017 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30 SCH/Year 1</td>
</tr>
<tr>
<td>Texas A&amp;M University-Corpus Christi</td>
<td>28.4%</td>
</tr>
<tr>
<td>Texas A&amp;M University-Commerce</td>
<td>44.6%</td>
</tr>
<tr>
<td>Texas A&amp;M University-Kingsville</td>
<td>43.6%</td>
</tr>
</tbody>
</table>

Additionally, President’s Cabinet took into consideration that the percentage of students that complete 30 SCH after their 1st year was 31% at both the national- and state-level. From the review of these data, President’s Cabinet identified and approved the following achievement goals and thresholds of acceptability for the progression rate measures.

Table 8.1-8: Progression Rates Goals and Thresholds of Acceptability

<table>
<thead>
<tr>
<th>Measure</th>
<th>Achievement Goal</th>
<th>Threshold of Acceptability</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>40%</td>
<td>25%</td>
</tr>
<tr>
<td>60 SCH after Year 2</td>
<td>38%</td>
<td>22%</td>
</tr>
</tbody>
</table>

Course Completion Rates. Course completion rate is calculated by dividing the earned credits by the attempted credits. President’s Cabinet considered the federal financial aid Satisfactory Academic Progress standard of 67% when identifying the achievement goal and threshold of acceptability for the course completion rate student achievement measure. The achievement goal and threshold of acceptability identified and approved by President’s Cabinet for this measure is presented in Table 8.1-9.

Table 8.1-9: Course Completion Rates Goal and Threshold of Acceptability

<table>
<thead>
<tr>
<th>Measure</th>
<th>Achievement Goal</th>
<th>Threshold of Acceptability</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>85%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Licensure/Certification Exam Pass Rates. For the licensure/certification exam pass rate measures, licensure pass rate data from the Texas Higher Education Coordinating Board (THECB) were reviewed. These data are presented in Table 8.1-10.
Table 8.1-10: Licensure Pass Rates

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Nursing</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016/2017/2018</td>
<td>2017/2018</td>
</tr>
<tr>
<td>Texas A&amp;M University-Corpus Christi</td>
<td>83.8%/91.3%/97%</td>
<td>98%/99%</td>
</tr>
<tr>
<td>Texas A&amp;M University-Commerce</td>
<td>96%/92%/93%</td>
<td>97%</td>
</tr>
<tr>
<td>Texas A&amp;M International</td>
<td>93.5%/94%/95%</td>
<td>99%</td>
</tr>
<tr>
<td>Texas A&amp;M University-Kingsville</td>
<td>-</td>
<td>94%/88%</td>
</tr>
<tr>
<td>Texas</td>
<td>90%/93%/91.6%</td>
<td>-</td>
</tr>
</tbody>
</table>

President’s Cabinet identified and approved the following achievement goals and thresholds of acceptability for the licensure/certification exam pass rate measures.

Table 8.1-11: Licensure/Certification Exam Pass Rate Measures Goals and Thresholds of Acceptability

<table>
<thead>
<tr>
<th>Measure</th>
<th>Achievement Goal</th>
<th>Threshold of Acceptability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Pass Rate</td>
<td>98%</td>
<td>90%</td>
</tr>
<tr>
<td>Education Pass Rate</td>
<td>95%</td>
<td>85%</td>
</tr>
</tbody>
</table>

Undergraduate Student HIP Participation. For the undergraduate student HIPs participation measure, National Survey of Student Engagement (NSSE) data were reviewed. These data are presented in Tables 8.1-12 and 8.1-13.

Table 8.1-12: 2017 Undergraduate Student HIP Participation

<table>
<thead>
<tr>
<th></th>
<th>TAMU-CC</th>
<th>Similar Institutions</th>
<th>Texas Schools</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year Participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Learning</td>
<td>71%</td>
<td>62%</td>
<td>67%</td>
<td>56%</td>
</tr>
<tr>
<td>Learning Community</td>
<td>48%</td>
<td>9%</td>
<td>18%</td>
<td>11%</td>
</tr>
<tr>
<td>Research w/ Faculty</td>
<td>7%</td>
<td>3%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Senior Participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Learning</td>
<td>59%</td>
<td>64%</td>
<td>66%</td>
<td>69%</td>
</tr>
<tr>
<td>Learning Community</td>
<td>24%</td>
<td>22%</td>
<td>22%</td>
<td>17%</td>
</tr>
<tr>
<td>Research w/ Faculty</td>
<td>20%</td>
<td>18%</td>
<td>17%</td>
<td>12%</td>
</tr>
<tr>
<td>Overall HIP Participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-year</td>
<td>82%</td>
<td>63%</td>
<td>71%</td>
<td>58%</td>
</tr>
<tr>
<td>Senior</td>
<td>85%</td>
<td>81%</td>
<td>82%</td>
<td>83%</td>
</tr>
</tbody>
</table>

Table 8.1-13: 2015 Undergraduate Student HIP Participation

<table>
<thead>
<tr>
<th></th>
<th>TAMU-CC</th>
<th>Similar Institutions</th>
<th>Texas Schools</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year Participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
President’s Cabinet identified and approved the following achievement goals and thresholds of acceptability for the undergraduate student HIP participation measures.

### Table 8.1-14: Undergraduate Student HIP Participation

<table>
<thead>
<tr>
<th>Measure</th>
<th>Achievement Goal</th>
<th>Threshold of Acceptability</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Participation</td>
<td>90%</td>
<td>75%</td>
</tr>
<tr>
<td>Senior Year Participation</td>
<td>90%</td>
<td>75%</td>
</tr>
</tbody>
</table>

### Student Completion Indicator

In addition to the identified student achievement measures outlined earlier, TAMU-CC selected the IPEDS Outcome Measure as its student completion indicator for SACSCOC. This was selected due to its inclusion of transfer-in and part-time students. This allows the university to track completion of students who both start at TAMU-CC and complete here, as well as those students who complete their degree at other universities. Considering the university’s partnership with TAMU for the PSA program, this indicator best captures the completion success of TAMU-CC’s students. Data for this indicator are published on the same webpage that the student achievement measures information is published. Outcomes for the indicator are presented and analyzed in the outcome analysis section of this narrative.

### Appropriateness of Selected Student Achievement Measures

**Retention, Progression, and Graduation Rates.** The student achievement measures of student retention, progression, and graduation rates are directly tied to Goal 1, Objective 3 of TAMU-CC’s strategic plan, Momentum 2020[8]:

- Goal 1: Enrollment and Student Success
- Objective 3: Retain and graduate diverse and highly qualified students consistent with our mission as a Hispanic Serving Institution and one that serves students representing the changing demographics of Texas.

Additionally, these rates are reported to TAMUS annually and the university is able to benchmark its progress with other System schools.

**Course Completion Rate.** The appropriateness of the course completion rate student achievement measure is through it being a major component of student persistence and retention. Like retention,
progression, and graduation rates, course completion rates are also directly tied to Goal 1 of Momentum 2020[8].

**Licensure/Certification Exam Pass Rate.** The licensure/certification exam pass rate measures are one of the multiple measures used to assess Goal 1 of Momentum 2020[8].

**Undergraduate High Impact Practice Participation.** The undergraduate HIPs student achievement measure is directly tied to Goal 2, Objective 1, Strategy 1 of Momentum 2020[8]:
- Goal 2: Learning
  - Objective 1: Create a rich, challenging, and supportive educational environment for undergraduate students.
  - Strategy 1: Incorporate High Impact Educational Practices demonstrated to improve student learning and success across the curriculum and co-curriculum as appropriate.

**Outcomes Analysis: New Measures**

**Retention Rates.** Data for TAMU-CC’s 2016 cohort show all students and Hispanic students missing the achievement goals for both First-to-Second Year (68%) and First-to-Third Year (55%) retention rates by roughly ten or more percentage points. However, the threshold of acceptability was met for each measure. Data trends were unable to be analyzed since this is the first year that TAMU-CC will be reporting this as one of its student achievement measure.

<table>
<thead>
<tr>
<th>Table 8.1-16: 2016 Cohort Retention Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
</tr>
<tr>
<td>2016 Cohort</td>
</tr>
<tr>
<td>First-to-Second Year</td>
</tr>
<tr>
<td>59%</td>
</tr>
<tr>
<td>Hispanic Students</td>
</tr>
<tr>
<td>2016 Cohort</td>
</tr>
<tr>
<td>First-to-Second Year</td>
</tr>
<tr>
<td>55.4%</td>
</tr>
</tbody>
</table>

**Graduation Rates.** Data for TAMU-CC’s 2012 cohort show all students and Hispanic students missing the achievement goals for both 4-year and 6-year graduation rates. However, the threshold of acceptability was met for each measure. Data trends were unable to be analyzed since this is the first year that TAMU-CC will be reporting this as one of its student achievement measure.

<table>
<thead>
<tr>
<th>Table 8.1-17: 2012 Cohort Graduation Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
</tr>
<tr>
<td>2012 Cohort</td>
</tr>
<tr>
<td>4-year</td>
</tr>
<tr>
<td>17%</td>
</tr>
<tr>
<td>Hispanic Students</td>
</tr>
<tr>
<td>2012 Cohort</td>
</tr>
<tr>
<td>4-year</td>
</tr>
<tr>
<td>14%</td>
</tr>
</tbody>
</table>

**Progression Rates.** Data for TAMU-CC’s 2017 cohort show all students missing the achievement goals for both completion of 30 SCH after the first year (40%) and 60 SCH after the second year (38%). The threshold of acceptability for both measures were met. Data trends were unable to be analyzed since this is the first year that TAMU-CC will be reporting this as one of its student achievement measure.

<table>
<thead>
<tr>
<th>Table 8.1-18: 2017 Cohort Progression Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progression Rates</td>
</tr>
<tr>
<td>2017 Cohort</td>
</tr>
<tr>
<td>30 SCH/Year 1</td>
</tr>
</tbody>
</table>
Course Completion Rates. The course completion rate for both Fall 2017 and Fall 2018 met the achievement goal.

Table 8.1-19: Fall 2017 and 2018 Course Completion Rates

<table>
<thead>
<tr>
<th></th>
<th>Course Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>93%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>94%</td>
</tr>
</tbody>
</table>

Licensure/Certification Exam Pass Rates. The Nursing pass rate has increased over to past three years and is close to meeting the achievement goal of 98%. The Education pass rate has met the achievement goal of 95% over the past two years.

Table 8.1-20: Licensure/Certification Exam Pass Rates

<table>
<thead>
<tr>
<th></th>
<th>Nursing</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016/2017/2018</td>
<td>2017/2018</td>
</tr>
<tr>
<td></td>
<td>83.8%/91.3%/97%</td>
<td>98%/99%</td>
</tr>
</tbody>
</table>

Undergraduate High Impact Practice Participation. Data from 2015 and 2017 show both first-year students and seniors meeting the threshold of acceptability for each year. While senior participation in high impact practices increased by a percentage point between 2015 and 2017, first-year participation dropped six percentage points. However, the percentage for both first-year and senior participation in high impact practice participation for 2017 were each higher than those of similar institutions, other Texas schools, and schools in the region.

Table 8.1-21: 2015 Undergraduate HIP Participation

<table>
<thead>
<tr>
<th></th>
<th>TAMU-CC</th>
<th>Similar Institutions</th>
<th>Texas Schools</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year</td>
<td>88%</td>
<td>65%</td>
<td>57%</td>
<td>62%</td>
</tr>
<tr>
<td>Senior</td>
<td>84%</td>
<td>84%</td>
<td>80%</td>
<td>85%</td>
</tr>
</tbody>
</table>

Table 8.1-22: 2017 Undergraduate HIP Participation

<table>
<thead>
<tr>
<th></th>
<th>TAMU-CC</th>
<th>Similar Institutions</th>
<th>Texas Schools</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year</td>
<td>82%</td>
<td>63%</td>
<td>71%</td>
<td>58%</td>
</tr>
<tr>
<td>Senior</td>
<td>85%</td>
<td>81%</td>
<td>82%</td>
<td>83%</td>
</tr>
</tbody>
</table>

Student Completion Indicator: 8-Year Reward Rate

Data for the IPEDS outcome measure (8-year reward rate) show a steady decline over the past three years.

Table 8.1-23: 8-Year Reward Rate

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Outcome Measure (8-year reward rate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>45%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>47%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>48%</td>
</tr>
</tbody>
</table>
Conclusion
Texas A&M University-Corpus Christi (TAMU-CC) identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission[2], the students the institution serves[3], and the programs offered by the institution [List of Programs].

8.2.a The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the Student learning outcomes for each of its educational programs, (Student outcomes: educational programs)[Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative
Texas A&M University-Corpus Christi (TAMU-CC) has an ongoing assessment program that focuses upon effectively identifying and measuring key outcomes and then systematically acting to make improvements in the areas of educational programs and learning outcomes. This assessment program involves all educational programs. The WEAVEonline system provides the means for integrating the educational assessment program across a broad range of major, degree, and certificate programs. At the same time, the faculty members create, measure, and refine a set of learning outcomes appropriate for each program. Based upon the results of assessments, faculty members discuss the results and make changes that effectively close the loops. Student learning outcomes are available in the online undergraduate and graduate catalogs.

Assessment of Student Learning Outcomes
The current use of the WEAVEonline system provides a common structure for conducting and reporting assurance of learning for every unit. The steps in completing annual assessment reports in WEAVEonline for academic units are as follows:

1. Publish program mission statements
2. Identify student learning outcomes
3. Identify multiple means to measure achievement of outcomes
4. Assess if the findings met the achievement target
5. Create action plan to improve program if the achievement target was unmet
6. Implement action plan to improve program and student learning
7. Report progress of action plans
8. Document the results of improvements made or things that did not improve

The assurance of learning is in the assessment of the appropriate learning outcomes and continuous improvement across diverse programs and units. Flowing from the University mission[1] are the college missions, listed on college websites[2] [3] [4] [5] [6] and program missions in the online catalog[7].

Faculty of each program develop student learning outcomes that align with the program’s mission statement. The student learning outcomes then go through the catalog change approval process where multiple levels within the Division of Academic Affairs review the outcomes and decide whether to approve them. University Procedure 11.10.99.C0.03 Development of Courses and Catalog Revisions[8] defines the roles and requirements of this review process. The University has included an example of a program going through this approval process in the supporting evidence. For proposed programs, faculty review student learning outcomes in the approval process for new degree programs. The University has included an example of a new degree program going through this approval process as supporting evidence[9] [10] [11] [12].

Each educational program reports performance standards identifying the measures used to assess learning outcomes. Program faculty regularly review these measures and make appropriate changes.
TAMU-CC programs annually report on the achievement of their student learning outcomes and how faculty will use the results to improve their respective programs and student learning. The results and analysis portion of the WEAVEonline reports indicate how each program is engaged in assessing learning outcomes.

**Office of Assessment, Accreditation, and Compliance**
The University formally established the Office of Assessment, Accreditation, and Compliance (AA&C) in 2012 to assist academic programs and departments with assessment and accreditation. With the overall goal of supporting the assessment efforts and continuous improvement initiatives of academic, academic support, and administrative programs at the University, the AA&C’s primary assessment responsibilities include:

- Provide training and consultation on assessment design and implementation for faculty, staff, and administrators
- Provide consultation on the documentation of assessment strategies, as reported in WEAVEonline
- Evaluate the quality of assessment documentation strategies and assessment reports
- Serve as the official WEAVEonline administrator for the University

The establishment of this office has played a large role in the renewed focus on assessment and continuous improvement among the colleges. There have been positive changes within every college driven by an increased use of assessment results and an increase in faculty involvement within the assessment process. The office also provides WEAVEonline and educational assessment training to faculty, staff, and administrators who will be taking on a larger role in their unit’s assessment or want to learn more about how assessment can improve within their departments and/or programs.

**Meta-Assessment.** During the 2014-15 academic year, AA&C staff began a meta-assessment process where a rubric adapted from Texas A&M University (TAMU) was applied to the assessment reports of all educational program. Staff evaluated each area of the assessment report as either Exemplary, Satisfactory, or Developing. The first application of this rubric identified the following most common weaknesses: student learning outcomes without direct measures, use of overall course grades as measures, and analysis responses that were not focused on the assessment findings. Completed evaluation forms were shared with program coordinators, department chairs, and, in some cases, college deans. The University has included examples of this correspondence in the supporting evidence. Staff then held meetings for programs that had assessment reports evaluated as Developing. AA&C staff worked closely with these programs to improve their assessments. Following noticeable improvements in the assessment of these programs, AA&C leadership decided to begin applying rubric items of James Madison University’s Assessment Progress Template rubric to TAMU-CC’s educational program assessment reports for the 2018-19 academic year[13].

**Institutional Effectiveness Council.** In an effort to increase efficiency and meaningful conversations, the Institutional Effectiveness Council which is charged by the President to oversee and advise the University on issues regarding assessment and continuous improvement efforts was split into two separate councils during the 2018-19 academic year. One of these new councils focuses on assessment and continuous improvement efforts of educational programs[14]. The council is chaired by the Associate Vice President for Academic Affairs who is head of the Office of Assessment, Accreditation, and Compliance. Membership of this council includes an Associate Dean from each of the colleges, representatives from Academic Advising, the Office of Planning and Institutional Research, and the Student Government Association. The Speaker of Faculty Senate and the SACSCOC Liaison also serve on this council, the Provost and Vice President for Academic Affairs serves as an Ex-Officio member[14].

**Improvements to Assessment Process.** TAMU-CC’s educational programs strive to continuously improve student learning outcome assessment in part through regular review of outcomes, measures, and targets. AA&C found through its meta-assessment process that programs varied in documenting these reviews. During the 2018-19 academic year, the Chair of the Institutional Effectiveness Council for Academic Units and SACSCOC Liaison proposed to the council that educational programs begin
completing a Continuous Improvement Report in addition to the annual assessment reports[15]. Council members agreed that this would be beneficial to the University’s assessment program[16] [17].

Additionally, the council agreed to create a second assessment reporting deadline. Previously, all components of the annual assessment report had the same, single deadline[17] [16]. The first of the new deadlines would be for the reporting of assessment findings. The second deadline would be for the reporting of assessment data analysis and any action plans for areas where students did not meet the assessment target.

**Examples of Seeking Improvement**

As part of the completion of the annual assessment report, units develop action plans for improvement if a target was not met. Additionally, each unit responds to the following three data analysis questions:

- Based on the analysis of findings, what are the strengths of the unit?
- Based on the analysis of findings, how has the unit improved?
- Based on the analysis of findings, what are the areas of concern within the unit?

These help to ensure that the units are focused on continuously improving. Below are examples of educational programs across all colleges, levels, and modalities seeking improvement.

**Bachelor of Music in Performance.** The Bachelor of Music (BM) in Performance uses the TExES content area exam to assess student knowledge of music theory, history, literature, and culture. From the 2014-15 to 2016-17 academic year, the program saw a drop in student performance for this measure[18]. Program faculty met to discuss the assessment results and to develop improvement initiatives to respond to this drop in performance[19]. One of the improvements made was the integration of a TExES music pre-test into an existing course to help students prepare for the TExES content area exam. The Department of Music purchased practice guides that students could access through the University library. The University has included action plans documenting these improvements in the supporting evidence[20]. Since the implementation of these improvements, the program has seen an increase in the percentage of students that pass the TExES Content Area Exam on the first attempt (2015-16: 68%, 2016-17: 68%, 2017-18: 75%)[21].

**Bachelor of Science in Biology.** The Bachelor of Science (BS) in Biology program uses performance on an oral presentation in BIOL 3428: Principles of Ecology to assess student ability to successfully communicate biological information. In this course, students complete an experiment, write a lab report, and deliver an oral presentation on their findings. Assessment results for this measure from the 2015-16 academic year showed only 42% of students earning at least 70% of the available points for the presentation, well below the 70% target[22]. Program faculty identified lack of participation as the main reason for this. In response, the lab teaching assistants checked students’ progress on the course’s primary lab report weekly[22]. Additionally, faculty regularly remind students in class and via email about related deadlines. These actions appear to have had a positive impact on student performance, as assessment findings for the 2016-17 and 2017-18 have overwhelmingly met the target for this measure (2016-17: 96%, 2017-18: 100%)[23]. Additionally, participation in the presentations has dramatically increased, with all students participating in the 2017-2018 academic year.

**Bachelor of Science in Interdisciplinary Studies, 4-8 Mathematics.** The Bachelor of Science in Interdisciplinary Studies (BSIS) – Grades 4-8 Mathematics program uses the TExES Grades 4-8 Mathematics exam to assess students’ knowledge of middle school-level mathematics instruction. Assessment results from the 2016-17 academic year did not meet the target for this measure and indicated weaknesses in the content pedagogy and assessment subsections of the exam[24]. In response, the program developed two additional courses: EDCI 3350 which focuses on content pedagogy and EDCI 4350 which focuses on assessment in middle school-level mathematics. These changes are currently going through the University’s curriculum review process.
Bachelor of Business Administration. Two key external benchmarks assess the program’s student learning outcomes in the MGMT4388 Administrative Policy and Strategy capstone course. Faculty assess Goal 2, Objective 1 using the results of the ETS Major Field Test (MFT) for Business required for all seniors. Assessment results for the 2013-14 showed students not meeting the target for five of the MFT’s nine assessment indicators. In response, the College’s Curriculum Management Committee (CMC), in consultation with the Capstone professors, changed the procedures in hopes of drawing more attention to the seriousness of the MFT requirement. Faculty changed the MFT course requirement to constitute 10% of the grade in all Capstone sections, with the points awarded based upon the student’s earned percentile total score. Students with the lowest scores must retake the MFT. Students that still have low scores must meet with the capstone professors for an interview. The Capstone professors summarize and report the results of the interviews to the CMC for possible action items. As a result, more textbooks have been placed on reserve for Capstone students and math refresher tutorials have been made available. The tutorials were also available through web-conferencing and recorded versions. The college adopted these changes by Fall 2016.

For the assessment of the student learning outcomes associated with program Goals 2 and 3, multiple measures associated with the Business Strategy Simulation materials are a good fit and provide a second source of external benchmarking. The students have generally performed as expected on these nationally normed scores. During Spring 2018, there was an effort to align the content, learning objectives, and measures from the Simulation across the multiple Capstone sections. The coordination among the Capstone instructors enabled a more robust set of results thereby including all graduating seniors. There was no statistical difference between the sections in the comparison for each measure. There was one score lower than the expected level. This appeared to be in part, due to the instructor of that section using the simulation and accompanying measures for the first time. The Associate Dean met with the Capstone instructors to discuss this variance and the instructor with the low results provided a closing-the-loop report to CMC with planned changes course changes.

Bachelor of Science in Environmental Science. The Bachelor of Science in Environmental Science program uses student performance on multiple final and midterm exams to assess student command of environmental science concepts and principles at the undergraduate level. Each of these exams focuses on an area of environmental science, which allows program faculty to identify student weaknesses in certain areas of the subject. For example, the final exam in ESCI 3351: Oceanography covers human environmental impact issues. Assessment results for the 2015-16 academic year indicated that only 35.2% of students correctly answered 75% or more of the exam items. This was well below the set target of 75% of students correctly answering 75% or more of the exam items[25]. In response to these results, the program coordinator met with the graduate teaching assistants that taught the lecture sections of the course to discuss the results and stress that the lecture must be taught at a level appropriate for undergraduate students. Additionally, the program coordinator began reviewing the graduate teaching assistants’ performance in terms of grading across the ESCI 3351 course sections in order to ensure consistency. Although the target was still not met for the 2016-17 and 2017-18 academic years, assessment findings for these years show improvements in student performance for this particular measure since the 2015-16 year (2015-2016: 35.2%; 2016-2017: 52.1%; 2017-2018: 69.1%)[26].

Master of Arts in Communication. Faculty apply an evaluation rubric to the comprehensive exam to assess the student learning outcomes of the MA in Communication program. Each item of the rubric coordinates with one or more student learning outcome[27]. Assessment results from the 2017-18 did not meet the targets set for the written component of the comprehensive exam[28]. Program faculty have identified students’ lack of preparation as a main factor in why students did not meet these targets. In response, program faculty are making a concerted effort to provide students with more information on how to prepare for the exam[28].

Master of Science in Counseling. The Master of Science in Counseling program recently changed the comprehensive exam from a faculty-produced instrument to the nationally normed Counselor Preparation Comprehensive Exam (CPCE). Faculty created the previous comprehensive exam based on how they taught the courses and emphasized content. Over time, as faculty left the University or
assignments changed, program faculty found that the exam no longer aligned well with the content that students were learning in the program’s courses. The program’s Assessment Coordinator conducted an items analysis each semester to evaluate items and eliminate those that were problematic in terms of being bad predictors or not representative of the upcoming exam content. By 2016, roughly a third of the exam was outdated, so program faculty decided to replace the exam completely.

Faculty replaced the previous comprehensive exam with the CPCE which is a national, standardized exam that aligns with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) core content areas. Utilizing the CPCE allows the program faculty to better track student performance on accreditation standards for student learning and benchmark the program with other accredited programs nationwide for comparison purposes.

Faculty first administered the CPCE in Fall 2017, and the results for that academic year did not meet the set target[29]. To help improve student performance on the CPCE, the Department of Counseling and Educational Psychology purchased extra study materials that are on reserve at the University’s library and created a Blackboard course for students to enroll in and take preparatory questions. Additionally, the Department implemented a one-credit hour remediation course devised to help develop a concrete study plan for students who failed the exam after the first attempt.

**Master of Science and Doctor of Philosophy in Marine Biology Programs.** Through the assessment of the student learning outcomes (including committee evaluation of student theses and dissertations, as well as the surveying of students enrolled in one of the graduate marine biology programs) and an external program review, communication of scientific information in both oral and written form was identified as an area where students required more instruction. For both graduate Marine Biology programs, students must complete MARB 6102: Graduate Research Seminar, which provides instruction on communicating scientific information in oral and written form. This course was a 1-credit course and program faculty determined that this was not giving students the amount of instruction that they needed on communicating such information. Therefore, the faculty decided to increase the course that was formerly MARB 6102 (now special topics course MARB 6590) to a 3-credit course. This increase occurred Spring 2019. During the 2019-2020 academic year, the course will be offered again but the curriculum will be adjusted based on student and faculty feedback.

**University College.** University College is the newest academic college at TAMU-CC, having just recently finished its first academic year. The College offers two degree programs, the Bachelor of Applied Science (BAS) degree program and the University Studies degree program. The University Studies degree at Texas A&M University-Corpus Christi is a flexible undergraduate program which allows students to design a course of study that best fits their educational and career goals rather than follow a specific track of coursework prescribed by a major degree. The UNVS program is particularly suited for students who have completed coursework in two or more degree programs but not on a clear path to graduation in one field of study. The University Studies degree encourages students to develop an intimate relationship with the community as students research viable jobs within the community and build their degree around community needs.

Students choose courses from all available Texas A&M University-Corpus Christi undergraduate level courses and present why they feel the courses would be appropriate for their personalized degree. A University Studies Committee reviews the proposal and courses presented and either accepts or denies the proposed courses. Given that any number of course combinations are possible for this degree, from any department at Texas A&M University – Corpus Christi, each department is responsible for course rotation, development, coordination and delivery curriculum. The Student Learning Outcomes are as follows:

After completion of this degree, students will be able to
- Demonstrate good written communication skills;
- Demonstrate good research skills;
- Demonstrate skills and abilities corresponding to their course of study.
All students must complete the UNST 4350 course, which is the capstone course for the University Studies degree. In this course, students are responsible for creating a written portfolio which reflects their ability to develop a resume, search for gainful employment, successfully apply for a job, interview for a job, and showcase how their classroom knowledge can be applied to real life situations. Students are expected to be able to take their skills and use them in practical settings to solve community and regional problems. Students are expected to demonstrate good written communication skills, good research skills and skills and abilities corresponding to their course of study.

In 2015, six students were in the UNVS program.

In 2016, seven students were in the UNVS program.

In 2017, two students were in the UNVS program.

There have been a number of changes in leadership throughout the past five years in this program. This can impact the programs ability to implement procedures. It would be ideal to have coordination of the UNVS catalog changes firmly rest in one person’s list of job duties. Because UNVS is comprised of courses across the Colleges and several Departments, curriculum development necessities meeting with numerous Chairs and Coordinators. This process can be very labor intensive, particularly when new Chairs and Coordinators are not familiar with the program. The first recommendation is to reinstate the position of Program Coordinator in addition to Academic Advisor.

In addition, should the program hire a Program Coordinator, the following recommendations are made to enhance the program:

1. The proposal committee should include at least one faculty member, one member from Career Services, and one member from a department which provides support services.
2. Development of a formal guidebook to inform students about the University Studies degree, why it is important, how it can enhance a student’s marketability and guidelines for writing the proposal.
3. The University Studies degree should include at least one to three courses that focus on career choice, leadership skills and critical thinking. The course(s) would be required and would be taught by Department of Undergraduate Studies faculty.
4. The University Studies degree should work with local employers in the Coastal Bend to develop suggested pathways of coursework for the most popular career choices.

The Program Review conducted in spring 2019[30] led to the following program recommendations:
- Identify purpose of degree and populations served.
- Restructure the proposal process for entry into the program.
- Hire Program Coordinator
- Track data on students who are denied admission to the program
- Strengthen partnerships with local community colleges

The Program Review recommendations let to the following Action Plans[31]:
- Remove the vocational component to UNVS degree
- Develop tracks similar to BAS program
- Recommendation to hire a Program Coordinator (position has not been filled since 2015)
- Remove the requirement to choose coursework prior to entry to the program
- Schedule and conduct assessment
- Continue to foster partnerships with Del Mar College and develop pathways to degrees

The BAS program has not had a coordinator for several years, and this has impacted the program’s ability to assess its student learning outcomes. The BAS program is made up of several different tracks that all share the three same outcomes:

Students will:
1. Understand concepts and practices within community-accepted standards relevant to each track;
2. Apply teamwork and communication skills to develop successful careers in their fields;
3. Apply professional and ethical awareness in the practices of their fields.

These tracks are made up of several required courses that are specific to the track. Since not having a BAS program coordinator, the student learning outcomes have been assessed through courses across the various tracks. For example, in the Emergency Response track, ESCI 4301 - Environmental Regulations is a required course. In this course, SLO 1 has been assessed through a series of three quizzes given in the course which covers basic regulatory/policy/management issues. The items on these quizzes are designed to test whether or not the student adequately understands the concepts. This course is also a requirement for one of the BS Environmental Science program's concentrations. This makes it very difficult to assess the proficiency of students within the BAS program.

Similarly, a BAS student within the Digital Information Mapping track has GISC 2301 - Geospatial Systems II as a required course. Student performance on one of the labs in this course assesses SLO 1. Evidence of this assessment is included as supporting documentation[32]. This course is a required course for all students within the BS Geographic Information Science program, so utilizing the assessment data for improvement of the BAS program is challenging.

Another example can be seen in the Applied Leadership and Information Technology tracks. Both tracks have MGMT 3312 - Behavior in Organizations as an elective choice. Evidence of this assessment is included as supporting documentation[33][34][35][36][37].

The Department of Undergraduate Studies within University College is currently developing an assessment plan and measures to better assess the two programs that they offer.

**Online and Distance Programs**

**Bachelor of Science in Nursing.** In assessing the outcome: Demonstrate leadership through application and utilization of theories for the improvement and enhancement of care and health status, the Bachelor of Science in Nursing program uses items 29-34 on the pre-licensure clinical evaluation form as one of the measures. Faculty use this measure for both face-to-face and distance students. Results from the 2016-17 assessment cycle show 100 percent of students, regardless of method of delivery, scored satisfactory or above on these items of the evaluation form[38].

**Bachelor of Arts in Psychology.** Psychology faculty developed a statistics and methodology test to assess student ability to use critical and creative thinking, skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes. Faculty administered this assessment method to both face to face and online offerings of the PSYC 3411 course. During the 2017-18 academic year, the Fall 2017 sample consisted of students taking a face to face section of the course and the Spring 2018 sample consisted of students from a fully online section of the course. Faculty gathered one sample at the beginning of the semester (representing what knowledge student had regarding statistics prior taking Experimental Psychology) and another sample at the end of the term. The overall test mean from the beginning of the Fall 2017 semester sample was 31.77% correct with only 9.3% of students scoring at or above 50%. The end of the term sample had a mean of 69.39% correct with 100% of students scoring about 50%. The results of this sample clearly meet the target for this measure. Faculty observed improvements across all five subscales. For basic statistics, the mean increased from 26.3% to 75.5%. For probability, the mean increased from 47% to 77.5%. For hypothesis testing, the mean increased from 30.25% to 72.0%. For correlation, the mean increased from 25.23% to 64.0%. Finally, for ANOVA, the mean increased from 22.0% to 61.5%.[39]

In Spring 2018, faculty sampled students from the fully online section of PSYC 3411. The overall test mean from the beginning of the Spring 2018 semester sample was 26.87% correct with only 4.7% of students scoring at or above 50%. The end of the term sample had a mean of 44.09% with 18.2% of students scoring at or above 50%. Faculty observed improvements across all five subscales. For basic statistics, the mean increased from 19.75% to 37.5%. For probability, the mean increased from 41.75% to 54.5%. For hypothesis testing, the mean increased from 25.0% to 37.5%. For correlation, the mean increased from 36.5% to 53.35%. Finally, for ANOVA, the mean increased from 13.5% to 41.0%[39].
The faculty discussed the results of the assessments and the weaknesses identified in the online offering of the course. Faculty decided to increase emphasis on statistics in future online offerings of PSYC 3411. In addition, the program is holding discussions with the Department of Mathematics and Statistics to increase the integration between statistics courses and experimental psychology.

**Bachelor of Business Administration.** The online course offerings within the Bachelor of Business Administration (BBA) are extensive; therefore, assessment of embedded measures in both online and on campus formats are represented in the assurance of learning results to assure systematic comparisons between them. As faculty produce assessment data from the BBA majors at the RELLIS Campus, further comparisons can be made. The first year where students took courses at the RELLIS Campus was 2017-2018, so assessment data will be available following the assessment reporting deadline October 2019.

The results of the online and on campus assessments generally indicate equivalence across these two formats. When faculty identified weaknesses through the assessments, the program planned and implemented improvement initiatives. For example, the assessment of online and on campus sections of the MGMT3315 Communicating in Business course indicated that the performance of the online students exceeded that of the on-campus students. The instructor of the on-campus section changed the assignment to improve opportunities for students to improve and revise the submitted assignments, thereby enhancing student learning. This resulted in better results in the next cycle. However, creating viable comparisons of student presentations has been more challenging and CMC continues to work on creating equivalence between the on campus and online embedded measures in the MGMT3315 course and the MGMT4388 Administrative Policy and Strategy course.

**Assessment Reports (2015-16 AY to 2017-18 AY)**

As further supporting evidence, the University has included assessment reports from the past three cycles in the table below for every program. The University has organized the assessment reports by college. Assessment reports consist of the following sections:

- Mission Statement
- Student Learning Outcomes
- Measures
- Targets
- Findings
- Action Plans
- Analysis of Assessment Data
- Annual/Special Reporting

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<td>Science &amp; Engineering</td>
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**Conclusion**

TAMU-CC identifies expected outcomes, assesses the degree to which students met these outcomes, and provides evidence of seeking improvement based on the review of these results. The programs at TAMU-CC are involved in a continual process of assessment of student learning outcomes. The Institutional Effectiveness Council for Academic Units, chaired by the Assistant Vice President for Academic Affairs who heads the Office of Assessment, Accreditation, and Compliance, oversees, and advises the University on issues regarding the assessment and continuous improvement efforts of educational programs. An Associate Dean represents each college on the council. In addition to
reporting assessment results annually, educational programs must also develop action plans for areas in which students did not meet target outcomes. The Office of Assessment, Accreditation, and Compliance provides assessment guidance and support. The AA&C Office is continuously working towards improving not just the assessments of the University’s programs but also the assessment program itself.

8.2.b The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs, *(Student outcomes: general education)*

**Compliance Status:** Compliant

**Narrative**

Texas A&M University-Corpus Christi (TAMU-CC) identifies expected collegiate-level undergraduate general education outcomes, assesses the extent to which students achieve these outcomes, and seeks improvement based on analysis of the assessment results.

Since 1987, the state requires that every student who received a baccalaureate degree from a Texas public institution of higher education, regardless of the student’s academic discipline or major completes the state’s general education core curriculum. The Texas Education Code (TEC) Section 61.821 defines the Texas Core Curriculum (TCC) as: “the curriculum in liberal arts, humanities, and sciences and political, social, and cultural history that all undergraduate students of an institution of higher education are required to complete before receiving an academic undergraduate degree”[1].

**Identification of Expected Outcomes**

THECB revised its rules for the TCC at its regular quarterly meeting of the Board on October 27, 2011. Implementation of the revised rules began with the Fall 2014 semester. One part of these rules mandate that every Texas higher education institution’s core curriculum include the following eight Foundational Component Areas (FCA):

- Communication
- Mathematics
- Life and Physical Sciences
- Language, Philosophy and Culture
- Creative Arts
- American History
- Government/Political Science
- Social and Behavioral Sciences

Additionally, THECB identified six core outcomes to for assessment within FCAs:

- Critical Thinking
- Communication
- Empirical and Quantitative Skills
- Teamwork
- Personal Responsibility
- Social Responsibility

Each FCA has specified Core Outcomes requirements. These requirements are available in the supporting evidence[2].

**Assessment of the Outcomes**

The University Core Curriculum Programs Resource Group (UCCP RG) along with the Chair of the Department of Undergraduate Studies (now the Dean of University College) developed the process for ensuring that each course objective aligns with the FCA description and includes the required Core
Outcomes. The UCCP RG is a working group with a representative from each academic discipline in the core.

The Assessment Plan begins with the members of the UCCP RG coordinating the assessments in their academic programs. Each UCCP RG member has access to the University’s online assessment management system – WEAVEonline. Each academic program in the Core submitted an assessment plan, using direct measures of student learning, for their assigned Core Outcomes. The academic programs provided faculty with the Association of American Colleges and Universities (AAC&U) Value Rubrics as a resource for their assessment work for establishing benchmarks for success. Faculty entered the results of the assessments into WEAVEonline. The Institutional Effectiveness Officer and Associate Dean of University College review the assessment reports.

In order to provide feedback and suggestions for improvement to reporting units, the Office of Assessment, Accreditation, & Compliance began applying an evaluation form to assessment reports from the 2014-2015 reporting cycle[3]. This was adapted from an evaluation form used at Texas A&M University-College Station. Examples of completed forms from across all FCAs can be found in the supporting documentation[4] [5] [6] [7] [8] [9] [10] [11].

Table 8.2b-1 includes assessment reports for each FCA. Faculty have organized each report by Core Objective.

<table>
<thead>
<tr>
<th>Foundational Component Area</th>
<th>17-18 Assessment Reports</th>
<th>16-17 Assessment Reports</th>
<th>15-16 Assessment Reports</th>
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<td>Social and Behavioral Sciences</td>
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Examples of Seeking Improvement
When completing their annual assessment report, each core area responds to the following data analysis questions:

- Based on the analysis of the findings, what are the strengths of the program?
- Based on the analysis of findings, how has the program improved?
- Based on the analysis of findings, what are the areas of concern within the program?

Additionally, core areas create action plans for any assessment findings that did not meet the set target.

**FCA: Communication.** For example, within the Communication FCA, one of the measures for the Critical Thinking outcome is the application of the Critical Thinking AAC&U VALUE Rubric[36] to written assignments within the COMM 1311: Foundation of Communication course. The assessment findings for the 2014-2015 cycle showed that only 14% of students met the set target of scoring an average of 2 or better on the VALUE Rubric[37]. The results of the assessment showed that students
had difficulty critically evaluating sources of evidence and difficulty integrating multiple, opposing perspectives into arguments. In response to this, faculty began focusing on helping students with critical thinking skills and introducing more opportunities in class for student discussion of the concepts of evaluating sources of evidence and integrating opposing perspectives into their arguments. Following these in-class discussions, faculty require students to address the concepts in their persuasive assignments[38]. Faculty assessed Critical Thinking again in the 2016-2017 cycle, and the findings (100% of students met the target) indicate that the curriculum changes had a positive impact on student performance in this area[39].

FCA: Language, Philosophy, & Culture. From the Language, Philosophy, & Culture FCA, one of the measures for the Personal Responsibility outcome is the application of the Ethical Reasoning AAC&U VALUE Rubric to written assignments within the ENGL 2316: Literature and Culture course. The assessment findings for the 2016-2017 cycle showed that 63% of students met the set target of scoring an average of 2 or better on the VALUE Rubric[40]. Faculty of the English Department met to discuss the assessment findings and the implementation of the action plan developed in response to the findings[41]. The faculty-developed action plan has four components:

- Develop an in-class activity archive containing activities that require students to engage in literary study from an ethical perspective[42].
- Develop a vocabulary for ethics to encourage students to engage more directly with the ethical dimensions of a text[43].
- Circulate five essays/projects that met the target during the 2016-2017 cycle among Core Literature faculty and hold a faculty discussion on how these essays/projects exemplify strong ethical reasoning as a means of modeling how future writing assignments might engage more directly with the Personal Responsibility outcome[44].
- Core Literature faculty discuss strategies for demonstrating to students how ethical arguments and issues are present in the course assignments, activities, and readings. Bring these ideas to the surface and make students aware of how they are already engaging with ethical issues[45].

The Language, Philosophy, & Culture FCA assessed the Personal Responsibility again during the 2018-2019 cycle. Faculty will report the findings, analysis, and any required action plans in Fall 2019.

FCA: Life and Physical Sciences. From the Life and Physical Sciences FCA, one of the measures for the Communication outcome is the application of a faculty-developed 5-point Likert scale rubric to lab reports collected from the CHEM 1411: General Chemistry I course[46]. The assessment findings for the 2016-2017 cycle showed that only 31% of students met the set target of scoring a 4 on all dimensions of the rubric[47]. In response to these findings, the Chemistry Lab Curriculum Committee met weekly throughout the Fall 2018 semester to discuss plans to improve student written communication proficiency. The committee ultimately decided to implement the following changes to all General Chemistry I Lab sections beginning Fall 2019:

- Realign the order of labs in order to complement when topics are taught in lecture,
- Provide students with more opportunities to communicate scientific data by including three full lab reports in the course, and
- Add a component to the first dry lab experiment to help students analyze their scientific data (i.e. instructors will give students a set of data from the literature and students will be expected to plot the data and write about it).

The next assessment of the Communication outcome will occur within CHEM 1411 during the 2019-2020 cycle.

FCA: Creative Arts. From the Creative Arts FCA, one of the measures for the Critical Thinking outcome is the application of the Critical Thinking AAC&U VALUE Rubric to written assignments within the THEA 1310: The Art of the Theatre course. Prior to this measure, faculty had used the rubric to develop embedded exam items that would measure the Critical Thinking outcome. The assessment findings for the 2014-2015 cycle showed that only 55% of students met the set target[48]. In response to these low results, the faculty made the following changes to the course:
• Use of an in-class evaluative instrument in the form of chapter reviews that specifically address the elements used in the areas of critical thinking.
• Utilize grades on the writing assignment in the form of a critique that addresses the critical thinking elements.
• Remediate students who are deficient in the assignment to assist them in understanding the material as it relates to critical thinking[49].
• Replace the embedded exam items as measures of critical thinking with the application of the Critical Thinking AAC&U VALUE Rubric to written assignments.

Using the new measure, faculty assessed the Critical Thinking outcome again within THEA 1310 during the 2017-2018 cycle. The 2017-2018 findings (90% of students met the target) indicated that the changes that faculty made to the course had a positive impact on student proficiency in critical thinking[50].

**FCA: Mathematics.** From the Mathematics FCA, one of the measures for the Critical Thinking outcome is embedded exam items that cover the following four topics: interpretation of a test statistic, identification of the null and the alternative hypothesis, identification of the correct conclusion in hypothesis testing, and interpretation of computer output for hypothesis testing. This assessment takes place in the MATH 1442: Statistics for Life course. The assessment findings for the 2015-2016 cycle showed student weaknesses in the areas of interpreting a test statistic (49.1% rate of correct responses to embedded items) and identifying the correct conclusion in hypothesis testing (69.3% rate of correct responses to embedded items)[51]. The mathematics faculty met and implemented the following adjustments in teaching methodology to improve student performance in the two areas where they are weak:

• Additional practice examples aimed to interpreting correctly the test statistic and identifying the correct conclusion, both during lab time and lecture
• Additional homework examples focused on these two areas

Adding more examples and time spent on interpreting a test statistic and identifying the correct conclusion in hypothesis testing appear to have had a positive impact on student proficiency in these areas. The assessment findings for the 2017-2018 cycle showed the embedded exam item related to interpreting a statistic had a 65.2% rate of correct response. While the 70% target was still not met, this is an increase of over 15 percentage points. The embedded exam item related to identifying the correct conclusion in hypothesis testing had a 70.1% rate of correct responses. The increase in performance compared to the 2015-2016 cycle were not significant but were enough to meet the 70% target[52].

**FCA: Government/Political Science.** From the Government/Political Science FCA, faculty applied the Ethical Reasoning AAC&U VALUE Rubric to written assignments to assess the Personal Responsibility outcome. These assessments occurred in both POLS 2305: U.S. Government and Politics and POLS 2306: State and Local Government. Of the six course sections where this assessment occurred, only two sections met the set target in the 2016-2017 cycle[53]. Faculty met to discuss the findings and determined that this particular VALUE Rubric was not a good fit for the course assignments[53]. Political Science faculty are currently developing a rubric to better assess the Personal Responsibility outcome.

**FCA: American History.** Assessment findings for the American History FCA have consistently met their set targets. Faculty in this FCA meet regularly to discuss the assessment findings and determine any actions required. Faculty have included meeting minutes showing discussion of the findings from the past three annual assessment reports for the FCA in the supporting documentation[54] [55] [56].

**FCA: Social & Behavioral Sciences.** From the Social and Behavioral Sciences FCA, one of the measures for the Communication outcome is the application of the Written Communication AAC&U VALUE Rubric to written assignments from the SOCI 1301: Human Societies course. Findings for the 2015-2016 cycle met the set target, but while reviewing and discussing the results, faculty noticed that student performance on the Disciplinary Conventions rubric dimension was lower than the other rubric
dimensions[57]. As a result, faculty spent more time in SOCI 1301 discussing and teaching conventions of sociological analysis and writing. This appears to have had a positive impact, since the 2017-2018 assessment findings for this measure show performance on this rubric dimension has increased (15-16: 65%; 17-18: 70.8%)[58].

**Conclusion**

TAMU-CC identifies college-level competencies within the general education component core. Each FCA assesses student proficiency in three or more of the six competencies identified by THECB. Faculty within each FCA or subject area analyze the assessment results, identify areas where improvement can occur, and implement action plans to improve student learning.

**8.2.c** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the Academic and student services that support student success. *(Student outcomes: academic and student services)*

**Compliance Status:** Compliant

**Narrative**

Academic and student support services programs at Texas A&M University-Corpus Christi (TAMU-CC) identify expected outcomes that align with the University’s strategic plan (Momentum 2020)[1], assess the extent to which these outcomes are achieved, and provide evidence of seeking improvement based on analysis of the assessment findings. The WEAVEonline assessment reporting system is utilized by all units of the University to report assessment findings, analysis of the findings, and action plans documenting improvement initiatives.

TAMU-CC has an ongoing assessment program that focuses upon effectively identifying and measuring key outcomes and then systematically acting to make improvements. This assessment program involves all units. The WEAVEonline system provides the means for integrating the educational assessment program across a broad range of major, degree, and certificate programs. At the same time, the faculty members create, measure, and refine a set of learning outcomes appropriate for each program.

**Assessment of Outcomes**

The current use of the WEAVEonline system provides a common structure for conducting and reporting assurance of learning for every unit. The steps in completing annual assessment reports in WEAVEonline for academic and student support service units are as follows:

1. Publish unit mission statements
2. Identify expected outcomes
3. Identify means to measure achievement of outcomes
4. Assess if the findings met the achievement target
5. Create action plan to improve program if the achievement target was unmet
6. Implement action plan to improve unit
7. Report progress of action plans
8. Document the results of improvements made or things that did not improve

Academic and student support service units are housed within the Division of Academic Affairs and Division of Student Engagement and Success. Three years of assessment reports for these units are included in the supporting documentation. The Division of Student Engagement and Success follows a different assessment reporting cycle that allowed for their 2018-2019 reports to be available in time for inclusion in this report. Units within the Division of Academic Affairs are reported annually in October.

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**Table 8.2c-1: Assessment Reports for Academic and Student Support Units**

|-----------------------------|--------------|--------------|--------------|
Examples of Seeking Improvement

As part of the completion of the annual assessment report, units develop action plans for improvement if a target was not met. Additionally, each unit responds to the following three data analysis questions:

- Based on the analysis of findings, what are the strengths of the unit?
- Based on the analysis of findings, how has the unit improved?
- Based on the analysis of findings, what are the areas of concern within the unit?

These help to ensure that the units are focused on continuously improving. Below are examples of academic and student support units seeking improvement.

**Division of Student Engagement and Success.** The Division of Student Engagement and Success developed a division plan to align with the Momentum 20/20 University Strategic Plan[1]. The SEaS 2020 Plan is framed with the four major goals of Learning, Campus Climate, Community Engagement, and Resources and Accountability[8]. Each department in the division then created a program level strategic plan based on the same major goals[9][10][11][12][13][14][15][16][17][18][19]. SEaS implemented these plans Fall 2015. Each division program and service undergoes rigorous assessment annually and the results of these assessments are entered into WEAVEonline, the University’s web-based assessment reporting system. Assessment reports from 2018-2019[7], 2017-2018[6], and 2016-2017[5] for these programs and services are included in the supporting documentation.

Under the 2020 strategic plans, departments provide programming to support and assess six student learning outcomes over a three-year period. These outcomes align with the academic program student learning outcomes and are based on the mission of the University and the Texas A&M University System (TAMUS) learning outcomes[20][21]. Two of the outcomes are rigorously assessed across the division each year and reported to TAMUS.

Program reviews for each functional area of the division occur on a five-year rotating basis[22]. Reviews are framed using the Council for Advancement of Standards in Higher Education (CAS) standards to ensure a holistic approach[23]. Evidence is collected into a dashboard instrument under each of the CAS Standards[24][25][26][27][28][29]. A committee of faculty and staff members from outside the functional area reviews the standards and evidence for compliance and comes to a consensus rating for each standard[30][31][32][33][34][35]. Following this stage, the functional area develops action items for standards that are not fully met. Every ten years, the dashboard instrument, including the action items, are submitted to an external reviewer who is an expert in the functional area[36][37][38][39][40][41]. This reviewer familiarizes themselves with the functional area through review of the evidence and website prior to conducting an on-site review. During the on-site visit, the expert reviewer visits with functional area personnel and constituents including faculty, staff, and students. The reviewer also tours the campus and facilities. After the on-site visit, the expert reviewers submit a report with recommendations for improvement[42][43][44][45][46][47]. The functional area then creates action items to implement appropriate improvements[48][49][50][51][52][53]. Staff enter any action items not completed by the close of the assessment cycle into WEAVEonline for follow-up.

The 2016 Noel Levitz survey results[54] indicated that students did not generally know what events were happening on campus or how to get involved in campus organizations to the degree desired by the campus. In response, the division transitioned the weekly student electronic newsletter with campus events and information to a responsive web based format ensuring higher quality in appearance and function[55]. To further enhance communications, in 2018 a corresponding PowerPoint presentation was developed weekly and sent to faculty, who displayed the presentation prior to the start of class[56]. As a result, the 2018 Noel Levitz[57] results showed significant
improvement with the campus exceeding the national comparison group on both questions. The division continues to look for ways to reach students. Staff first published a parent newsletter in February 2019 to further help communicate events and services.

Departmental offices sought to improve the customer service ratings across the division. Since much of the front-line service is delivered by student employees, a division-wide student employee training focusing on customer service, Islander pride, and inclusive speech was created and implemented starting Fall 2017[58]. Initial assessment results from the training showed that students gained knowledge and skills as a result of the training. Based on results, staff improved the training in Spring 2018 to further enhance learning[59] [60]. Overall it was found that student employees needed more instruction in problem solving and critical thinking. As a result, staff developed and implemented a level two training for returning student employees in Fall 2018. This training focuses primarily on critical thinking skills[61]. It teaches experienced student employees to better solve work, academic, and personal problems through a systematic problem-solving method. Results of this training showed that students increased in their critical thinking and problem solving skills[62].

Division personnel started to notice an increase in students with food insecurities. At the same time, many campuses were opening food pantries to assist students in need. The division established a steering committee to research food pantries at other campuses and create a plan to address food insecurities at TAMU-CC[63] [64]. As a result, Izzy’s Food Pantry opened Fall 2017[65]. The response from both donors and students in need was tremendous. Over 350 students were served in 880 pantry visits the first year with 9,127 pounds of food distributed[65]. Through partnerships with the Coastal Bend Food Bank, a regional grocery store, and private donors, the center continues to grow and the university expanded the pantry in Fall 2018.

As seen in the documentation, Islander Housing conducts a residence life survey every two years[66]. Findings in 2017 included several negative comments about the inability to have pets in on-campus housing, as well as maintenance and housekeeping concerns related to service animals and emotional support animals. Also, many prospective residents reported that the inability to have a pet on campus was a primary deterrent to living on campus. To address these items and provide increased incentive for students to reside on campus, Islander Housing developed a pet friendly pilot program for one on-campus housing community[67]. The program was discussed in a housing policy management meeting [68] and later approved via email[67]. The program begins Fall 2019 and the policy outlines the process for having a pet on campus[69]. In addition, capital improvement funds are being used to develop a pet recreation area with pet waste and washing stations[70].

The Texas Higher Education Coordinating Board released the 60x30TX plan in 2015. As part of this plan, each institution is required to identify the marketable skills graduate will acquire during their course of study[71]. An analysis of student resumes revealed that students need more guidance to effectively communicate the skills they gain in the classroom and through co-curricular experiences such as student employment, student organization membership and leadership, and student programs and activities. A multifaceted approach was developed to address this concern using the National Association of Colleges and Employers Career Readiness key competencies[72]. Student employment positions posted with Career Services contain a section for employers to list the skills students will gain as a result of employment[73]. Career Services has enhanced their resume writing and other trainings to focus on effectively communicating the skills[74] [75]. The office has also updated the resume rubric to create a guide for intentional conversations about marketable skills during resume review appointments as well as the mock interview rubric to ensure that students highlight their marketable skills in the interview process[76]. In addition, the Islander Voyage student employee level two training program contains a segment on connecting your student employment experiences to your future career[77] and all student employees in the Division are now evaluated annually using a marketable skills rubric[78].

The campus enrolls a high number of student veterans. The division facilitated an assessment of veteran students to determine the needs of this valued population and create a plan to meet their long-term needs[79]. In response, the University established a Veteran’s Affairs Committee, chaired by the Associate Vice President and Dean of Students. This committee, comprised of a cross-section of
campus constituents, researched the identified issues, developed a SWOT analysis, and developed a list of recommendations[80] [81]. As a result of this research, a Veteran’s Resource Center was developed[82], a Veteran Student Handbook was created[83], a freshman seminar course for veteran students was created[84], campus trainings were hosted[85], and a Veteran’s Resource Center Coordinator was hired[86].

Additional programs, services, and improvements implemented within the Division of Student Engagement and Success as a result of the findings from various assessment activities include:

- Due to increased traffic and a deficiency in student meeting and event space, the university expanded its University Center to provide more student programming, meeting, and lounge space. SEaS conducted a feasibility study through a professional design firm to determine the needs and projected costs of the project[87]. The division held a student referendum to provide students the opportunity to vote on a necessary increase in fee for the expansion[88] [89]. Upon securing funding, architectural renderings were created[90], and construction commenced. The University Center expansion project was a multi-year effort that resulted in 30,000 additional gross square feet[91].

- After a drop in participation numbers and feedback from the campus community, Student Conduct and Community Standards determined that Walk a Mile in Her Shoes[92] [93], the annual event to raise money and awareness of gender violence, was no longer an appealing program to the students. The division added Islander’s Race to Zero 5K Walk and Run in 2018 [94] [95]. This event raised more money for the cause and attracted additional people to the event[96].

- Assessment of the StepUp! Bystander Intervention training indicated that students were not fully grasping the methods taught[97]. As a result, Student Conduct and Community Standards revised the training to incorporate more interactive exercises focusing on the methods (Step Up!). As a result, outcome results indicate improved understanding of the techniques[98] [99] [100].

- As a result of the Student Activities CAS Self-study and expert review[42] [48], the department reviewed and revised the membership selection process and criteria for departmental organizations. The new criteria went into effect Fall 2018[101] [102]. As a result, departmental organizational membership has greatly expanded[103].

- Fraternity and Sorority Life has struggled to attract students to participate in the inter-fraternity council recruitment process in recent years. Those students who do participate report great satisfaction, are highly engaged in the campus community, and are successful academically. To create greater exposure on campus, the program expanded to provide an additional fraternity option and is investigating various ways to create greater recognition and exposure of fraternity and sorority life[104] [105]. In October 2018, the University Center installed fraternity and sorority chapter banners in the rotunda[106]. The program is now investigating outdoor spaces to enhance this effort and will add a new fraternity in Fall 2019. As a result of recent efforts, the program experienced growth in Fall 2018[107]. Follow-up review of the impact of this initiative will be determined after Fall 2019 recruitment.

- The 2014 Alcohol and Drug Survey indicated that only 77.2% of students believed that the campus was concerned about the prevention of alcohol and drug use[108]. The division made programmatic changes to address this concern. A Coordinator for Prevention Programs was hired to lead programmatic efforts[109], a peer education group dedicated to topics of prevention was formed and programming[110] and education on alcohol and other drugs increased dramatically[111] [112]. In 2016, 76.6% of students believed the campus was concerned about alcohol and drugs while in 2018, 89% believed the campus was concerned about alcohol and drugs[113] [114].
The 2017 Residence Life Survey[115] indicated that 28% of residents were dissatisfied with pest control services at the Miramar community. After several improvement attempts with the current pest control service provider, the university contracted a new provider. Pest control requests were significantly reduced. The 2019 Residence LifeSurvey indicates that satisfaction has increased to 81%[116].

Outcome evidence indicated that students were not following through on notifications to partners after receiving a Sexually Transmitted Disease (STD) diagnosis from the University Health Center[117]. To address this issue, the University Health Center began utilizing STDcheck.com, an anonymous notification system. Students may elect to use a laptop located in a private room in the clinic or use the system at home. The University Health Center launched this system September 2018. Staff will evaluate the effectiveness of the system in the next cycle.

Students were experiencing long wait times for appointments with the University Counseling Center. At the same time, many students were missing scheduled appointments[118]. Therefore, the center implemented a patient portal and text messaging system to help students better manage appointments[119][120].

The annual client feedback survey for the University Counseling Center indicated that 70% of students were interested in personal growth workshops[121]. At the same time, attendance at in-person workshops was very low. To address this need, the Center implemented Therapy Assisted On-Line (TAO)[122]. TAO provides students access to mobile friendly self-help and therapy tools 24 hours a day, seven days a week. The University Counseling Center implemented the program in Fall 2018. Early data indicates that students are using the program and find it helpful[123].

The Office of Disability Services implemented an exam services scheduling system in Disability Services to assist students and faculty in scheduling exams[124][125]. The new process launched in 2016. The 2018 Disability Services survey indicated 100% satisfaction with exam services staff indicating that all exam related processes were satisfactory to students[126].

Recreational Sports fitness instructors and personal trainers noticed an increasing need for nutrition training and programming on campus. This initiative was included as a possible area for program expansion during a referendum to increase the Recreational Sports fee[127][128]. Students were given the opportunity to vote on whether the fee should be increased to include nutrition programming and other services[129]. The referendum passed and the department hired a dietician[130]. Since then, nutrition classes, personal nutrition counseling, and cooking courses have been offered as a regular programming component[131][132][133][134][135].

The process of determining budget needs in the Division of Student Engagement and Success begins in the individual departments and are based on the analysis of assessment findings. Regular meetings of the Vice President, Associate Vice President and Dean of Students, Assistant Vice President, and Executive Director of Strategic Engagement Initiatives are also used to verify priorities and check for alignment with the Division and University mission statements. Resulting budget requests are reviewed by a Student Service Fee Advisory Committee that analyzes requests and makes recommendations to the president[136].

**Division of Academic Affairs.** The Associate Vice President for Enrollment Management and individual unit heads meet to verify alignment of objectives with the University mission and strategic plan. It should be noted that during 2018-2019, the Registrar’s Office moved from Enrollment Management directly under the Provost.

Enrollment Management uses assessment results to form new initiatives and improvements. For example, as University applicants from outside Corpus Christi increased, the need for Outreach Admission Counselors to assist prospective students also increased. Enrollment Management used the enrollment data to determine the need and priority for Outreach Admission Counselors based in specific geographic areas. Outreach Admission Counselors are now based in San Antonio, Central
Texas, Houston, Dallas, and the Rio Grande Valley to meet the needs of applicants from those areas. The Buffalo Noel Levitz survey indicated that service in some Enrollment Management offices did not meet desired levels. As a result, trainings were developed and new initiatives implemented to address concerns. Enrollment Management implemented the following additional programs, services, and improvements as a result of the findings from assessment activities:

- Veteran Affairs Office placed under the Financial Assistance Office
- Moved Veteran Affairs staff to an enclosed office setting for more auditory privacy
- Veteran Affairs Office provides staffing Monday through Friday for three hours a day in the Veteran Affairs Lounge in the University Center
- Added an additional Outreach Admission Counselor in the Houston area
- Merged the Office of Student Recruitment and New Student Programs and the Office of Admissions to create the Office of Recruitment and Admissions
- Moved the graduate recruitment and admission processes under the Office of Recruitment and Admissions
- Established the Islander Welcome Center[137]
- Transitioned the Scholarship Office from Institutional Advancement to Enrollment Management
- Transitioned Degree Works scribing responsibilities from the Department of Undergraduate Studies to the Office of the University Registrar
- Transitioned core course coding responsibilities from the Department of Undergraduate Studies to the Office of Recruitment and Admissions

In fall 2019, the Associate Vice President for Enrollment Management position will transition into the Vice President for Enrollment Management position. This position reports directly to the President and oversees the Division of Enrollment Management.

The Center for Academic Student Achievement (CASA), a program recognized nationally by the National Tutoring Association, works strategically with students by providing a holistic approach to academic support and success. The Center for Academic Student Achievement services include College Reading and Learning Association Master level tutors and Mentors, providing high quality, student-centered tutoring across the disciplines, a Writing Center with both on-campus and online sessions, Supplemental Instruction, a First-Generation Program, and peer mentors. The Center also assists students who are identified as at-risk by the Noel-Levitz College Student Inventory, admission type, and by referrals from faculty and staff.

The Director of Developmental Education/TSI Program and two full-time Academic Success Coaches provide advice and assist students who are participating in the Texas Success Initiative, a state-mandated program to improve student success in college. The Director of Developmental Education/TSI, along with Academic Success Coaches, also provide faculty and staff updates and orientations to TSI-related changes and mandates from The Texas Higher Education Coordinating Board. The Texas Success Initiative requires testing and the Pre-Assessment Activity to determine student placement in the correct reading/writing, and math courses. Students identified as needing developmental instruction are considered “not college-ready” by the Texas Higher Education Coordinating Board standards.

Since 2007, CASA utilizes the CAS Professional Standards for Higher Education to conduct self-studies and created a strategic plan for the department[138].

As a result of increased demand and assessing the needs of students CASA has increased the number and types of programs and services it offers to students including a 34 percent increase in CASA part-time, student staffing and the addition of 22 additional supplemental instruction courses. Additional improvements include:

- Implemented Starfish Early Alert & Connect academic early alert system[139].
- Implemented the Conditional Admit Contracts and monitoring of progress for students admitted conditionally to the University[140].
The Mary and Jeff Bell Library supports student success and student achievement by offering diverse information resources and collections, instruction, reference, technology-rich physical and virtual spaces, and events and programming, among other offerings. The library strives to provide both traditional and new library services utilizing modern access and discovery models in an inspiring environment that includes extra-curricular learning experiences through exhibits and programs. The library utilizes a variety of assessment methods to evaluate and improve upon these offerings in support of student success.

One long-standing method of assessment includes traditional surveys. The Library Instruction Survey is administered each fall and spring semester and results are used to determine effectiveness of information literacy instruction[141] [142]. This online survey is administered to students taking part in library instruction as part of a course. This tool has been used since 2003 to evaluate instructors and instruction methods for improvement. The Comprehensive Library Survey is conducted every other year through the Office of Planning and Institutional Research[143]. This survey measures satisfaction with various library resources and services. Typical response rates for this survey have risen in recent years due to purposeful changes in distribution and are typically around 20%. The library also uses results derived from the Graduating Student Survey[144], and the Undergraduate Student Survey, which are shared with the library annually[145].

The library maintains a strong relationship with the Student Government Association and provides and receives regular feedback related to library services in support of student success. As evidence of this, most recently, the library received a request from a Graduate Student Senator on behalf of graduate students to open the library earlier on Sundays. As a result of this request, the library evaluated gate counts and determined that the numbers supported the request. Beginning in the summer of 2018, the library opens at 9:00 am instead of 12:00 noon on Sundays. In addition, as a result of a strong and positive working relationship with the Student Government Association, the library now has a Library Senator permanently in place[146]. This will help to facilitate communication and collaboration between the library and student government.

At a broader level, starting in 2017, the library formed a Library Assessment Committee with the goal of a more robust and well-rounded assessment protocol. This group meets regularly to discuss outcome based assessment and a centralized assessment effort. In addition, in 2018 we added assessment responsibilities to the User Engagement department forming the User Engagement & Assessment department[147]. The head of this department also chairs the Library Assessment Committee. This furthers the goal of a more strategic and proactive approach to assessment beyond traditional surveys and number counts. Lastly, as do other colleges and departments on campus, the library tracks the outcomes and measures of goals and objectives in WEAVEonline. The Library Assessment Committee has spent the past year mapping more purposeful measures and targets to objectives and goals.

Conclusion
All the academic and student services that support student success at TAMU-CC utilize the WEAVEonline management system to identify expected outcomes, assess the extent to which outcomes are achieved, and to provide evidence of continue improvement based on analysis of results each year.
Section 9 Educational Program Structure and Content

9.1 Educational programs (a.) embody a coherent course of study, (b.) are compatible with the stated mission and goals of the institution, and (c.) are based upon fields of study appropriate to higher education. (Program content) [Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

Texas A&M University-Corpus Christi (TAMU-CC) offers educational programs that embody a coherent course of study that are compatible with the stated mission and goals and are based upon fields of study appropriate to higher education.

TAMU-CC offers baccalaureate, master’s, and doctoral degrees across its six colleges: Business, Education and Human Development, Liberal Arts, Nursing and Health Sciences, and Science and Engineering. The reader is referred to the Institutional Summary Form [Institutional Summary Form] or the undergraduate[1] and graduate[2] catalogs for a full listing of programs offered.

Each of TAMU-CC’s degree programs is required to adhere to the Texas Higher Education Coordinating Board’s (THECB) Texas Classification of Instructional Programs (CIP) taxonomy[3], as derived from the United States Department of Education Classification of Instructional Programs (CIP) taxonomy[4]. The CIP taxonomy for post-secondary disciplines, originally developed by the U.S. Department of Education’s National Center for Education Statistics (NCES), provides a taxonomic scheme to support the accurate tracking, assessment, and reporting of fields of study and program completion activity. The first six digits of the Texas CIP taxonomy codes are identical to those in the CIP taxonomy published by the NCES. The seventh and eight digits, when they are not zeroes, are Texas suffixes intended to better specify the diversity of courses and program offerings in Texas. The CIP codes of each of the degree programs at TAMU-CC are reflected on the institution’s Program Inventory as published by THECB[5]. To assure adherence to standard academic expectations, all programs offered by TAMU-CC are approved according to the rules and regulations of THECB[6] [7].

Coherent Course of Study

Section 87.401 of the Texas Education Code identifies Texas A&M University-Corpus Christi as “a general academic teaching institution” and “a component institution of the Texas A&M University System”[8]. THECB authorizes TAMU-CC to award baccalaureate, master’s, and doctoral degrees in a variety of academic areas. Degrees at TAMU-CC are developed in accordance with the Texas Administrative Code (TAC) which mandates the curriculum for new baccalaureate and master’s degrees be “up-to-date and consistent with current educational theory”[6]. For doctoral programs, the TAC requires that “there should be a carefully planned and systematic program of study and a degree plan which is clear, comprehensive, and generally uniform but which permits sufficient flexibility to meet the legitimate professional interests and special needs of doctoral-level degree candidates”[7].

Texas A&M University-Corpus Christi implements a variety of measures to ensure that all programs maintain a coherent course of study. A comprehensive internal review process ensures appropriateness of each course of study. A core curriculum of 42 semester credit hours provides all undergraduate students the foundation for further study. The graduate catalog outlines general degree requirements for master’s and doctoral programs. The coherence and appropriateness of each program is initially affirmed in the approval process for new programs, as outlined in the Texas A&M System policy 03.02, Academic Mission Statements and Program Inventory[9]. All programs undergo regular external reviews to further ensure the coherence of their courses of study and quality of programs.
**Internal Review Process.** Texas A&M University-Corpus Christi ensures the coherence and appropriateness of each course of study through a comprehensive review process that includes four main components. Initial program approval at the department, college, university and system levels requires the demonstration of coherence, alignment of program mission with University mission, and appropriateness to higher education. Evidence documenting this approval process for the BA Media Arts degree are included[10] [11] [12] [13]. The annual catalog review process requires thorough examination and approval of all new and changed courses of study by disciplinary, college level, and university-level committees and councils, ensuring that coherence and mission alignment are maintained. Continuous program assessment combines a rigorous internal program monitoring and assessment process with regular external program reviews to enhance program quality and to ensure ongoing program coherence, alignment with mission, and appropriateness to higher education.

All programs are approved by The Texas A&M University System, where they have been found to meet the standards on quality and appropriateness, as well as by the THECB in sections 5.45[6] and 5.46[7] of the Texas Administration Code. These standards are reflected in the proposal guidelines for new bachelor’s/master’s[14] and doctoral degree programs[15].

THECB uses the United States Department of Education Classification of Instructional Programs (CIP) taxonomy for postsecondary disciplines[4] as the basis for the Texas Classification of Instructional Programs[3]. All degree programs at TAMU-CC have designated Classification of Instructional Programs codes in accordance with THECB policies; therefore, TAMU-CC’s programs are aligned with postsecondary programs throughout Texas and the United States. This can be seen in the THECB Program Inventory for Public Universities in Texas[16]. For example, TAMU-CC’s BS in Environmental Science program has the same CIP code as the BS in Environmental Science programs offered by Lamar University, Sam Houston State University, Texas A&M International University, Texas A&M University, Texas A&M University-Commerce, and The University of Texas at San Antonio[16].

**Undergraduate Degrees.** The undergraduate academic degree programs of TAMU-CC follow a similar structure in their degree plans. Following Section 61.822 of Subchapter S of Chapter 61 of the Texas Education Code, which requires the THECB to "develop a recommended core curriculum of at least 42 semester credit hours"[17] and the THECB Rules 4.21-4.35, which delineate the implementation of the core curriculum[18] [19] [20] [21] [22] [23] [24] [25] [26] [27] [28] [29] [30] [31] [32] , TAMU-CC requires all undergraduate students to dedicate approximately one-third of every undergraduate degree program (42 semester hours) to the University core curriculum, which provides the foundation for further study. Individual academic programs may require courses contained in parts of the University core curriculum to satisfy particular degree requirements.

To ensure increasing levels of knowledge integration, each program's requirements for majoring in a discipline are divided into several components. At the initial level there may be a set of prerequisites that provide a foundation for students to enter the curriculum of the discipline. Next are the introductory and core courses of the major that establish the foundation in the discipline. Finally, options are available under major-related courses that give students the opportunity to choose pathways for further study in the discipline. The Bachelor of Business Administration in Economics[33] and Bachelor of Science in Kinesiology[34] plans illustrate the framework upon which all degree programs base their requirements. Several programs feature capstone courses that allow students to integrate knowledge and skills. In addition, students may have hours designated in their degree to use as free electives that allow them to explore other areas of interest or create an academic minor area of study.

**Graduate Degrees.** Texas A&M University-Corpus Christi’s graduate catalog[35] outlines the general degree requirements for master’s and doctoral programs. Following admission to the program, students work closely with the degree coordinator and program faculty on a degree plan, which must be filed with the office of College of Graduate Studies. The degree programs[36], course descriptions[37], and degree requirements[38] are published online versions of the graduate catalog[39]. During each catalog cycle, the integrity and coherence of the program is first assessed by the faculty and then the Graduate Council. The council oversees the annual catalog review process and approves the catalog copy, which contains all graduate degree programs, course descriptions, and degree requirements. The Graduate Council submits their recommendations to the two Graduate Council
representatives that serve on the University Curriculum Committee. The University Curriculum Committee completes a thorough review and provides its recommendation to the full Faculty Senate. Action by the full senate completes the faculty review of the graduate catalog. The master's degree in psychology[40] and doctorate in counselor education[41] illustrate the framework upon which graduate degree programs base their requirements.

Program Approval. The coherence and appropriateness of each program is initially affirmed in the approval process for new programs, as outlined in the Texas A&M System policy 03.02, Academic Mission Statements and Program Inventory: Preparation, System Review and Approval[9]. According to this regulation, all new and revised programs must be approved by the Chancellor and the Board of Regents before being presented to the Texas Higher Education Coordinating Board. University procedure 03.02.99.C0.01, University Mission and Program Inventory[42] affirms this procedure and specifically outlines the approval process within the University. After being recommended by the faculty and departmental or college-wide curriculum review committees in the individual colleges, new degree proposals are reviewed by the University Curriculum Committee and Faculty Senate[43]. Once a program has received both Provost and President approval, it is sent to the System Office for staff to prepare for the Board of Regents and Chancellor. At each level of review coherence, alignment with mission and appropriateness to higher education are addressed. The University Curriculum Committee recently started in Spring 2019. No new programs have been approved by them yet.

The University produces an undergraduate[44] and graduate[35] catalog annually which lists courses required in each program offered. The listings provide course descriptions along with course and program prerequisites. An example from an undergraduate program[45] and graduate program[46] are included in the supporting documentation. The associate dean(s) of each college, acting under the direction of the dean, oversees the preparation of catalog copy in the colleges. All additions of new courses and revisions to academic policies, degree requirements, and program curricula in the college sections of the University catalogs are approved through the faculty curriculum review process of the relevant college and by the dean of the college. Each college provides catalog materials electronically to the Office of Assessment, Accreditation, and Compliance through Curriculog, the university catalog’s electronic curriculum management system. The university catalog contains all degree programs, course descriptions, and degree requirements.

Following a preliminary review, the designee forwards substantive changes in the college sections of the proposed undergraduate and graduate catalogs to the University Curriculum Committee for review, along with proposed changes in University-level undergraduate and graduate admission standards, academic policies, and degree requirements. The University Curriculum Committee, which is comprised of the Academic Affairs Committee of Faculty Senate, representatives from Undergraduate Council, and Graduate Council oversee the revision of the general sections of both the undergraduate and graduate catalog. Additionally, the University Curriculum Committee reviews the course syllabi of proposed new courses. The University Curriculum Committee completes a thorough review of the catalog changes and provides its recommendation to the full Faculty Senate. Action by the full Senate completes the faculty review of the undergraduate and graduate catalogs.

External Review. Undergraduate and graduate programs at TAMU-CC accredited by specialized accrediting agencies undergo regular reviews by their external agencies, which further ensure the coherence of their courses of study and the quality of their academic programs. A table containing the various specialized accrediting agencies and which TAMU-CC programs they accredit is included in the response to Standard 14.4. Also included in this table is the date of their most recent reaffirmation. No negative actions were taken by any of the agencies, and none of them terminated accreditation following the most recent reviews.

Compatibility with Mission and Goals

Mission Review. TAMU-CC periodically reviews its mission statement. The last major revision to TAMU-CC’s mission statement occurred in 2009 after the 2005 implementation of a 10-year strategic plan entitled Momentum 2015[47]. The 2009 mission statement[48] was in effect at the time of the last SACSCOC reaffirmation in 2010. In accordance with University Procedure 03.02.99.C0.01 University
TAMU-CC reviewed the 2009 version of its mission statement in 2012 and made some minor revisions to more explicitly include distance education and international programs. The revised mission statement completed the on-campus review process and was submitted to the Board of Regents in 2013 per System Policy 03.02 Academic Mission Statements and Tables of Programs. The new mission statement was approved by the Board of Regents on May 1, 2013 and the Texas Higher Education Coordinating Board on July 25, 2013. The Strategic Planning and Continuous Improvement Council reviewed the 2013 version of the mission statement in 2018 as part of the required five-year review period stated in University Procedure 03.02.99.C0.01 University Mission and Program Inventory and elected to recertify the mission statement. A recertification means that the content of the document (i.e., the mission statement) is still appropriate and left unchanged. The necessary advisory bodies were notified of the recertification of the mission statement via email, and the President’s Cabinet approved the recertified mission statement on July 2, 2018. The Office of the President contacted the Board of Regents regarding submitting the recertified mission statement, and the Board of Regents stated that there was no need for formal Board of Regents approval if there were no changes to the mission statement. All university courses, degrees, and programs are also reviewed and approved by these governing bodies, helping to ensure that the activities of the University conform to its stated mission.

New Program Review. TAMU-CC utilizes THECB’s degree program request forms for internal review and consideration of all proposed degree programs at the undergraduate, master’s, and doctoral levels. The degree proposals, regardless of curricular modality, require thorough descriptions of the program and its curriculum, as well as documentation of student demand, market need, and institutional resources. New bachelor’s and master’s degree program proposals are submitted using THECB’s “New Program Request Form for Bachelor and Master’s Degrees.” Doctoral program proposals require the “New Doctoral Degree Proposal” and must adhere to the Guidelines for Institutions Submitting Proposals for New Doctoral Programs. Following the internal review and approval actions as described previously, all degree proposals are forwarded to the Board of Regents for review and approval. All doctoral proposals, bachelor’s and master’s proposals in engineering, and other bachelor’s and master’s proposals with costs exceeding $2 million during the first five years of operation are subject to full review by THECB. For bachelor’s and master’s degree program proposals not requiring full THECB review, the University and Texas A&M University System conduct a full review of the proposal, and TAMU-CC forwards only the Certification Form for New Baccalaureate and Master’s Programs to THECB.

The Texas Administrative Code, which governs THECB review, requires that “the program must be within the existing role and mission of the institution as indicated by its table of programs or the Board must make the determination that the program is appropriate for the mission of the institution.” For doctoral programs, it requires that “proposed programs should build on existing strengths at the institution, should fit into the institution’s strategic plan, and should align with the state strategic plan.” Furthermore, “professional programs and those resulting in licensure must also be designed to meet the standards of appropriate regulatory bodies.” As part of the curriculum cycle, curricular content of all proposed degrees is developed by the departmental faculty and subsequently reviewed internally, with accompanying recommendations by departmental, college, and university curriculum committee, the Provost, and the President. Proposals are then reviewed externally for approval or denial by the Texas A&M University System Board of Regents and THECB.

Fields of Study Appropriate to Higher Education
The appropriateness of all degree programs and courses is ensured by a combination of the internal and external review processes previously described. The Texas Administrative Code prohibits public universities from offering “courses at levels or in programs not approved by the [THECB].” Section 61.0512 of the Texas Education Code dictates that “a new degree or certificate program may be added at an institution of higher education only with specific prior approval of the [THECB].”

As stated above, all master’s and doctoral programs are required to submit the results of a graduate program review to THECB at least once every ten years. For master’s programs not submitting reviews performed for licensure or accreditation, reviews must include 19 criteria stipulated by the Texas Administrative Code. The University submits the results of each graduate program review to
THECB accompanied by the external reviewer reports and the actions the University has taken or will take to improve the quality of the program. THECB reviews these submissions and may require additional actions to improve the program.

Texas Administrative Code dictates that “each public institution of higher education shall have a process to review the quality and effectiveness of existing degree programs and for continuous improvement.” The University’s assessment process provides an internal review of each degree program’s learning outcomes. All educational programs are required to annually complete this assessment and report findings, improvements, weaknesses, and action plans in the WEAVEonline assessment reporting system. Additional information on the University’s educational program assessments can be found in the response to Standard 8.2a.

Conclusion
Texas A&M University-Corpus Christi ensures that all majors in each educational program embody a coherent course of study, are compatible with the stated mission and goals, and are based upon fields of study appropriate to higher education.

9.2 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit. *(Program Length)* [CR; Off-Site/On-Site Review]

Compliance Status: Compliant

**Narrative**
A minimum of 120 semester hours of credit must be successfully completed for award of the bachelor’s degree at Texas A&M University-Corpus Christi (TAMU-CC) and some curricula or combinations of field may require more. All graduate and professional degrees at TAMU-CC must meet or exceed 30 semester credit hours.

**Undergraduate Programs**
Texas A&M University-Corpus Christi offers 45 undergraduate programs under 23 different Classification of Instructional Program codes, variously leading to a Bachelor of Arts (B.A.), Bachelor of Applied Science (B.A.S.), Bachelor of Business Administration (B.B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of Music (B.M.), Bachelor of Science (B.S.), Bachelor of Science in Health Science (B.S.H.S.), Bachelor of Science in Interdisciplinary Studies (B.S.I.S.), and Bachelor of Science in Nursing (B.S.N.) degrees. All undergraduate degree plans require a minimum of 120 semester credit hours as specified in the Undergraduate Catalog. Every degree program is subdivided into components that vary by program in format and terminology, but each includes the University core curriculum requirements as well as specific major requirements. The degree plans for the Bachelor of Science in Electrical Engineering demonstrate how the total hours to degree are distributed across the various curricular requirements. Exceptions to undergraduate degree requirements, including number of hours required for the degree, may be made in case of extenuating circumstances per University Procedure 11.99.99.C0.05 Certification of Degrees.

TAMU-CC degrees are awarded only to those students who have completed all degree requirements as documented in the 2018-19 undergraduate and graduate catalogs and previous year catalogs. The online catalog contains TAMU-CC’s degree requirements to obtain a baccalaureate degree. The electronic undergraduate catalogs outline in the “Undergraduate Programs” area all University requirements. They also outline the major requirements of the specific academic colleges.
Academic advisors in the various colleges monitor compliance for degree requirements for undergraduate students. The advisors use the Student Information System, referred to as Banner, and the University’s automated degree audit system, referred to as Degree Works, to review the progress of students toward their degree completion. Upon application to graduate, the dean and/or associate dean(s) of the appropriate college certifies candidates for graduation. The Office of the University Registrar completes a final degree audit to ensure each student has met this requirement and all other University requirements before they are permitted to graduate. This policy is stated in the University Procedure 11.99.99.C0.05 Certification of Degrees[5]. Students must meet all University and degree requirements or they will not have a degree awarded. A sample of a degree audit from Degree Works is included in the supporting evidence as an example[6].

**Graduate Programs**

Texas A&M University-Corpus Christi (TAMU-CC) offers 40 graduate programs under 18 different Classification of Instructional Program codes, variously leading to seven masters-level degrees (M.A., M.Acc., M.B.A., M.F.A., M.P.A., M.S., M.S.N.) and seven doctoral programs under five different Classification of Instructional Program codes, leading to three doctoral degrees (D.N.P., Ed.D., Ph.D.) [7]. All graduate and professional degrees at TAMU-CC meet or exceed 30 semester credit hours. The degree requirements for all graduate degrees are detailed in the catalog under the program description. The degree requirements for the Master of Arts in Psychology,[8] the Master of Science in Computer Science[9] and the Master of Accountancy[10] demonstrate how the minimum hours are distributed. Exceptions to graduate-degree requirements, including number of hours required for the degree, may be made in case of extenuating circumstances as is noted in University Procedure 11.99.99.C0.05 Certification of Degrees[5].

The degree auditing process as stated above for baccalaureate degrees is similar for graduate and terminal degree students. Both graduate and doctoral students also have faculty mentors and the College of Graduate Studies who monitor their progress towards degree completion. Degree completion is monitored by utilizing Degree Works as well as internal forms and checklists.

Graduate and terminal degree students must meet all University requirements and major requirements before a degree is awarded.

**Conclusion**

All undergraduate degree programs at Texas A&M University-Corpus Christi require a minimum of 120 semester credit hours to earn the degree. All masters-level programs require a minimum of 30 graduate-level or professional-level hours. The doctoral programs at TAMU-CC require either 90 hours beyond the baccalaureate degree or 40 hours post-masters depending upon the nature of the program of study. The University does not offer any degrees that require hours that fall below the above minimums. All degree programs are submitted through a rigorous approval process at the University, the Texas A&M University System, and the Texas Higher Education Coordinating Board to ensure quality and compliance with University, System, and state rules that ensure appropriate program length.

**9.3 The institution requires the successful completion of a general education component at the undergraduate level that:**

a. **is based on a coherent rationale.**

b. **is a substantial component of each undergraduate degree program.** For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.

c. **ensures breadth of knowledge.** These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

*(General education requirements)[CR; Off-Site/On-Site Review]*
Compliance Status: Compliant

**Narrative**

All undergraduate students graduating from Texas A&M University-Corpus Christi (TAMU-CC) are required to successfully complete a 42-hour general education core curriculum based on coherent rationale, is a substantial component of each undergraduate degree, and ensures breadth of knowledge across the humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics.

The general education component at TAMU-CC embodies the Texas Core Curriculum required of all undergraduate students, regardless of location or learning modality. The core curriculum is congruent with the requirements of the State of Texas as mandated by the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter B, Rule 4.28[1]. These rules were created by the Texas Higher Education Coordinating Board (THECB) in response to Texas Senate Bill 148[2].

Texas A&M University-Corpus Christi abides by Texas Education Code (TEC), Chapter 61, Subchapter C. § 61.0515 which states, “To earn a baccalaureate degree, a student may not be required by a general academic teaching institution to complete more than the minimum number of semester credit hours required for the degree by the Southern Association of Colleges and Schools (SACS) or its successor unless the institution determines that there is a compelling academic reason for requiring completion of additional semester credit hours for the degree”[3]. The minimum number of hours required for baccalaureate degrees by SACS is 120 semester credit hours. All baccalaureate degree plans at the University require at least 120 semester credit hours and adhere to the requirements of TEC 61.0515[3].

Completion of the 42-hour core curriculum is also required of transfer students. Core curriculum transfer policies are specified in the THECB’s Core Curriculum Rule 4.28. TAMU-CC will accept a transfer student as “core complete” if that student has completed the 42 hour minimum core curriculum at a Texas public higher education institution. Texas A&M University System Policy 11.06, Core Curriculum mandates that, “System academic institutions shall accept for transfer all courses identified in the Texas Common Course Numbering System and published in the Academic Course Guide Manual”[4]. TAMU-CC uses the Texas Common Course Numbering System to facilitate transfers from Texas public institutions. If a student has not completed the core curriculum from the transferring institution, they must then complete the TAMU-CC core curriculum. The transfer student will receive core curriculum credit for the core curriculum courses they completed. If a student is transferring from a private Texas institution or any out of state institution, TAMU-CC reviews the student’s transcript and accepts equivalent courses for TAMU-CC core courses. If TAMU-CC is unable to determine if a course is a transfer equivalent, the transcript evaluator consults with the appropriate member of the University Core Curriculum Program Resource Group about the equivalency of courses. THECB Rule 4.28 specifically forbids institutions from waiving or substituting core curriculum requirements.

Undergraduate transfer students have several means of fulfilling the core curriculum requirement. A student may satisfy specific core curriculum requirements by taking the approved core curriculum transfer courses that are listed in Appendix B of the University Catalog[5]. Courses equivalent to TAMU-CC’s Core Curriculum Program courses are identified by their common course numbers.

If a student successfully completes a core curriculum of 42 or more semester credit hours at another regionally accredited public institution of higher education in Texas, and that core curriculum meets the specified “Foundational Component Area” requirements, that block of courses may be transferred to the University and satisfy the core curriculum. The student will not be required to take any additional core curriculum courses at TAMU-CC.

If a student transfers from another regionally accredited public institution in Texas without having completed a 42 or more semester credit hour core curriculum, TAMU-CC will accept approved core curriculum courses from the transferring schools’ core curricula as fulfillment of the equivalent requirement here. A student who transfers from a regionally accredited private or out-of-state
institution will receive academic credit for each of the acceptable courses that he or she has successfully completed in the core curriculum of the sending institution as long as these courses meet the state of Texas criteria for core curricula. Following receipt of credit for these courses, the Office of Admissions will determine the equivalency of those courses to the courses in TAMU-CC’s core curriculum. Core curricula completed at regionally accredited private or out-of-state institutions will be evaluated on a case by case basis.

Coherent Rationale
The core curriculum at Texas A&M University-Corpus Christi (TAMU-CC) is based on a coherent rationale and is designed to promote a breadth of student knowledge, promote student inquiry, reinforce student cognitive skills, and provide effective learning opportunities for students. TAMU-CC’s core curriculum aligns with the THECB Statement of Purpose: “Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning”. To support this Statement of Purpose, the THECB established eight required (and one optional) Foundational Component Areas to serve as guidelines. The alignment between these areas and the areas required of 9.3c is shown below.

Foundational Component Areas
- Communication (aligns with Humanities/Fine Arts)
- Mathematics (aligns with Natural Sciences/Mathematics)
- Life and Physical Sciences (aligns with Natural Sciences/Mathematics)
- Language, Philosophy, and Culture (aligns with Humanities/Fine Arts)
- Creative Arts (aligns with Humanities/Fine Arts)
- American History (aligns with Humanities/Fine Arts)
- Government/Political Sciences (aligns with Social/Behavioral Sciences)
- Social and Behavioral Sciences (aligns with Social/Behavioral Sciences)
- Institutional Option

Additionally, THECB identified six core objectives for the Core Curriculum:
- Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Each foundational component area is responsible for regularly assessing three to four of the above objectives. An overview of which core objectives are to be assessed by each foundational component area is included as evidence[6].

While a majority of these assessments are completed through the administration of the AAC&U (Association of American Colleges and Universities) VALUE (Valid Assessment of Learning in Undergraduate Education) Rubrics to student work, some areas also use other types of direct measures such as embedded exam items or student performance on oral presentations. Assessment findings are annually entered into the WEAVEonline Assessment Reporting System. Additionally, an analysis of the findings is completed and action plans are created to improve student learning in areas where student performance did not meet the set criterion for success.

For example, within the communication foundational component area, one of the measures for the Critical Thinking objective is the application of the Critical Thinking AAC&U VALUE Rubric[7] to written
assignments within the COMM 1311: Foundation of Communication course. The assessment findings for the 2014-15 cycle showed that only 14% of students met the set target of scoring an average of two or better on the VALUE Rubric. The results of the assessment showed that students had difficulty critically evaluating sources of evidence and difficulty integrating multiple, opposing perspectives into arguments[8]. In response to this, faculty began focusing on helping students with critical thinking skills and introducing more opportunities in class for student discussion of the concepts of evaluating sources of evidence and integrating opposing perspectives into their arguments[9]. Following these in-class discussions, students are required to address the concepts in their persuasive assignments[9]. Critical Thinking was assessed again in the 2016-17 cycle, and the findings (100% of students met the target) indicate that the curriculum changes had a positive impact on student performance in this area [10]. Full assessment reports for the past three academic years and further examples of seeking improvement from within the core are included in the response to 8.2b.

TAMU-CC publishes its core curriculum requirements consistently in the online Undergraduate Catalog [11] and on academic degree plans[12]. The Registrar’s Office verifies that all requirements, including the core curriculum, are complete prior to a student's graduation. By state law and in accordance with THECB Rules, transfer students who have completed some, or all, of the core curriculum at another state-supported institution (2- or 4-year) in Texas must receive credit for that portion of the core curriculum at TAMU-CC[13] [1].

The process for making revisions or additions to the core curriculum begins in the colleges of the disciplines proposing a core change. Once approvals are made at the college level, proposals are passed on to the Undergraduate Council. This committee is composed of two faculty members from each college and part of the purpose of this committee is to focus on issues involving the core curriculum program, such as course requirements, advising, transfer equivalency, freshman seminars, and assessment as stated in the Official Catalog of University Committees and University Administrative Councils[14]. The committee will review proposals for changing existing core courses or adding courses to the core to determine if the course addresses the student learning outcomes for the appropriate component area. The committee also reviews the course to determine if it is broad in scope and open to all students in accordance with TAC Rule 4.28[1]. If the committee votes in favor of the change, the proposal is then forwarded to the Faculty Senate. Once approved by Faculty Senate, the core curriculum requests are submitted to THECB for review. THECB’s review ensures each course’s alignment with the core’s stated purpose: “Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning”.

The process culminates with final approval by THECB in a review of the course’s fit within the purpose and objectives of the Texas Core Curriculum[15].

Substantial Component
The core curriculum at Texas A&M University-Corpus Christi (TAMU-CC) represents a substantial component of the students’ undergraduate degree programs and exceeds SACSCOC minimum expectations of general education component length. The TAMU-CC core curriculum consists of 42 semester credit hours, representing 35% of the total course work for degrees requiring a minimum of 120 semester credit hours. At 42 semester credit hours, the TAMU-CC core curriculum exceeds the SACSCOC recommended 30 semester credit hours minimum for baccalaureate programs. TAMU-CC does not offer associate degree programs.

Breadth of Knowledge
Texas A&M University-Corpus Christi’s core curriculum provides a wide breadth of knowledge that encompasses the SACSCOC recommended principle knowledge areas of humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. To complete the Component Area Option, students may take another course from the Language, Philosophy Foundational Component area or choose from other approved courses. In accordance with THECB guidelines, courses within TAMU-CC’s core curriculum do not focus on skills development and instead provide students with a breadth of knowledge[16]. The following chart illustrates how the TAMU-CC core curriculum aligns with the
SACSCOC guidelines regarding the principle areas of knowledge and with the general content knowledge areas required by THECB. Additionally, sample syllabi from courses that meet the humanities/fine arts principle knowledge area are provided as evidence that these courses do not focus on skills development[17] [18] [19] [20] [21].

### Section 9.3, Table 1

<table>
<thead>
<tr>
<th>Foundational Component Area</th>
<th>Required Semester</th>
<th>SACSCOC Principle Areas of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>6 SCH</td>
<td>Humanities/Fine Arts</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 SCH</td>
<td>Natural Sciences/Mathematics</td>
</tr>
<tr>
<td>Life and Physical Science</td>
<td>6 SCH</td>
<td>Natural Sciences/Mathematics</td>
</tr>
<tr>
<td>Language, Philosophy and Culture</td>
<td>3 SCH</td>
<td>Humanities/Fine Arts</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>3 SCH</td>
<td>Humanities/Fine Arts</td>
</tr>
<tr>
<td>American History</td>
<td>6 SCH</td>
<td>Humanities/Fine Arts</td>
</tr>
<tr>
<td>Government/Political Science</td>
<td>6 SCH</td>
<td>Social/Behavioral Sciences</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>3 SCH</td>
<td>Social/Behavioral Sciences</td>
</tr>
<tr>
<td>Component Area Option</td>
<td>6 SCH</td>
<td></td>
</tr>
</tbody>
</table>

Through the core curriculum course proposal process described previously, TAMU-CC ensures appropriate breadth of knowledge within the core course options.

**Conclusion**

Texas A&M University-Corpus Christi requires that every student complete general education core curriculum component before graduation. The THECB approved 42-hour core is a substantial component of each degree program, and it provides students with exposure to a broad range of disciplines. The core curriculum at TAMU-CC was created in accordance with the rules and policies of the State of Texas Education Code, the Texas Higher Education Coordinating Board, and The Texas A&M University System.

**9.4** At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree. *(Institutional credits for an undergraduate degree)*

**Compliance Status:** Compliant

**Narrative**

Texas A&M University-Corpus Christi (TAMU-CC) degrees are awarded only to those students who have earned a minimum of 25% of the credit hours required for the degree through instruction at the University. All programs offered through joint, cooperative, or consortia arrangements require that students take at least 25% of the program from the participating institutions. As documented in the 2018-19 undergraduate catalog and previous year catalogs, TAMU-CC’s residency policy requires that a minimum of 36 credit hours, or 30%, of upper-division course work be completed in residence at the University to obtain a baccalaureate degree[1]. The electronic undergraduate catalogs as outlined in the “Undergraduate Programs” area[2] both specify that a minimum of 12 of these hours must be completed in the major area.
The University complies with Texas Education Code, Chapter 61, Subchapter C, §61.0515, which states, “To earn a baccalaureate degree, a student may not be required by a general academic teaching institution to complete more than the minimum number of semester credit hours required for the degree by the Southern Association of Colleges and Schools (SACS) or its successor unless the institution determines that there is a compelling academic reason for requiring completion of additional semester credit hours for the degree.” SACSCOC sets the minimum number of hours required for baccalaureate degrees at 120 semester credit hours.

Academic advisors in the various colleges monitor compliance with the 36-hour residency requirement for undergraduate students. The advisors use the Student Information System, referred to as Banner, and the University’s automated degree audit system, referred to as Degree Works, to review the progress of students toward the 36-hour rule from the start of their academic career at TAMU-CC. Degree Works has an option to monitor the progress of the residency requirement. Upon application to graduate, the dean and/or associate dean(s) of the appropriate college certifies candidates for graduation. The Office of the University Registrar completes a final degree audit to ensure each student has met this requirement and all other University requirements before they are permitted to graduate. This policy is stated in our University Procedure, 11.99.99.C0.05 Certification of Degrees.

All baccalaureate degrees offered at TAMU-CC require at least 120 semester credit hours. Due to licensure, certification, or specialized accreditation requirements, some baccalaureate degrees require more than 120 semester credit hours. A complete list of degrees and those that have requirements of more than 120 hours is included as supporting evidence. This list includes the percentage of hours necessary to meet the 36-hour residency requirement.

The University utilizes an electronic degree audit system of Ellucian Degree Works. Degree Works is a “comprehensive academic advising, transfer articulation, and degree audit solution that aligns students, advisors, and institutions to a common goal: helping students graduate on time”. While Degree Works is housed in the Office of the Registrar and managed by the Degree Audit Coordinator and Degree Audit Specialist, several units work together to ensure that the degree plans for each major, minor and certificate program at the undergraduate- and graduate-level are consistent and accurate including Academic Advising (in the Center for Orientation, Advising and Students in Transition within University College) and Information Technology. Degree Works houses electronic versions of each degree plan, and within this system the University degree requirements are also scribed. One of which is the “Residence Requirement” as stated in the undergraduate catalog. This requires undergraduate students to complete “a minimum of 36 hours of upper-division course work” which must be in residence. Also, a “minimum of 12 of these 36 hours must be in the major”. The Degree Works audit is scribed to check for this requirement and a degree will only be awarded if this requirement is met. An example where Degree Works highlighting a student who had not completed 120 hours is included in the supporting evidence.

TAMU-CC is one of eight members of the Texas Electronic Coalition for Physics TECP. The University is in the consortium with four other Texas A&M University System (TAMUS) universities: Texas A&M University-Kingsville, West Texas A&M University, Texas A&M International University, and Tarleton State University. The MOU for this consortium and the approval letter from SACSCOC for the program are attached as supporting documentation. TAMU-CC is included in the TECP. The TECP offers 10 upper-division courses in physics through distance education via the TAMUS TTVN (formerly known as the Trans-Texas Videoconference Network), the Internet and other electronic means. The courses in this consortium count toward the completion of either a joint Bachelor of Science major or minor in Physics for students at TAMU-CC. For the Joint B.S., students must complete University Physics I & II, Calculus I, II, & II, Differential Equations, Introduction to Problem Solving with Computers, and 34 hours of electives at the University and 11 additional upper-division courses through the TECP. The joint B.S degree is awarded from all participating institutions. For the minor, students must complete University Physics I & II at the University and 12 hours through the TECP. Although the last 12 hours are completed through the coalition, TAMU-CC maintains control of and awards the minor. Students take at least 25% of the required credit hours from the consortium institutions. Any physics
course used toward the minor that is completed outside of the consortium is counted as a transfer credit. Students who elect to take the physics minor must meet the University’s admission requirements and must comply with all college and University rules and requirements for undergraduate programs. This minor meets TAMU-CC’s requirements for minors as stated in the undergraduate catalog[2].

**Conclusion**

Students at Texas A&M University-Corpus Christi are required to take a minimum of 36 hours to meet the University residency requirements. The University therefore ensures that students earn more than 25% of the credit hours required for a baccalaureate degree from TAMU-CC. The students enrolled in the physics consortia earn more than 25% of their credits from the participating institutions when pursuing a minor but can meet residency requirements when pursuing the bachelor’s degree.

9.5 At least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. *(Institutional credits for a graduate-professional degree)*

**Compliance Status:** Compliant

### Narrative

Texas A&M University-Corpus Christi (TAMU-CC) requires the majority of credit counted towards a graduate or post-baccalaureate professional degree to be earned through the University. All graduate or post-baccalaureate degree programs at TAMU-CC that are offered through joint, cooperative, or consortia arrangements require that students earn a majority of credits from the participating institutions.

#### Master’s Degrees

As stated in the Texas A&M University-Corpus Christi 2018-19 Graduate Catalog, “No more than 12 semester hours of graduate-level study may be transferred. All transfer work must be appropriate to the degree being sought. Specific programs may limit the number of transfer courses allowed to less than 12[1]. This is applicable for all master’s degrees at the University. For example, the minimum number of hours required for a master’s degree at TAMU-CC is 30 hours in the Master of Business Administration. Only 40% of this degree can be transferred. Therefore, the majority of the coursework for the M.B.A. must be completed at TAMU-CC. The maximum number of hours required for a master’s degree at TAMU-CC is 60 hours for the Master of Accountancy. Eighty percent of the degree must be completed at the University.

The individual colleges at TAMU-CC are responsible for the evaluation of transcripts for the possible transfer of credits from another institution. The number of hours that are accepted for transfer may be limited by specific programs[1]. The College of Business’ Director of Master’s Programs evaluates graduate transcripts from other institutions for possible transfer credit[2]. For the other academic colleges, the College of Graduate Studies will consult with the appropriate graduate program that represents the course content to determine the course equivalency and transferability[1].

#### Doctoral Programs

In doctoral programs, the maximum number of credit hours that may be transferred from another doctoral degree program is one-fourth of the credit hours required for the Texas A&M University-Corpus Christi degree[1]. The 2018-19 Graduate Catalog specifies, “The maximum amount of transfer credit from another doctoral degree program accepted toward the TAMU-CC degree is one-fourth of the credit hours required for the TAMU-CC degree.” The catalog also states, “The student must have been enrolled as a terminal degree student when the courses were taken”[1].

### Post-Baccalaureate Programs

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Texas A&M University-Corpus Christi requires all students enrolled in post-baccalaureate programs to receive the majority of their credit from the University. A list of post-baccalaureate certificates in the College of Education and Human Development can be found online[3]. The requirements for transfer of credits for the post-baccalaureate teacher certification are the same as the policies regarding transfer credits for master’s degrees; only 12 hours of coursework can be transferred into the certificate that is integrated into the Master of Science in Elementary Education or Secondary Education degrees. The post-baccalaureate certificates in the College of Science & Engineering can be found in the Undergraduate Catalog, Geomatics and Geographic Information Systems (GIS) require that students take a minimum of 20 out of 32 hours from TAMU-CC; students must complete more than 60% of the credit hours at the institution[4].

Joint Program

Texas A&M University and Texas A&M University-Corpus Christi offer a joint Master of Science degree and Doctor of Philosophy degree in Marine Biology. This interdisciplinary joint program combines the strengths of two universities within the Texas A&M University System: Texas A&M-Corpus Christi and Texas A&M University, as well as Texas A&M University at Galveston which is a branch campus of Texas A&M University[6]. The master’s degree requires 32 credit hours under the thesis option and 36 under the non-thesis option[6]. For TAMU-CC students, no more than one-fourth of the credit hours required (no more than eight hours with a thesis or no more than nine credit hours without a thesis) may be transferred from another institution[1]. For the joint doctoral program in Marine Biology, which requires a total of 64 credit hours for students with a master’s of science degree and 96 credit hours for those without a master’s of science degree, up to 12 credit hours may be accepted as transfer credit from another institution[7].

Conclusion

Texas A&M University-Corpus Christi requires that the majority of credits earned towards a graduate or post-baccalaureate professional degree be earned at the University. Additionally, students enrolled in the joint degree programs at Texas A&M University-Corpus Christi must earn the majority of their credits from the participating universities.

9.6 Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a.) to include knowledge of the literature of the discipline and (b.) to ensure engagement in research and/or appropriate professional practice and training. (Post-baccalaureate rigor and curriculum)

Compliance Status: Compliant

Narrative

Texas A&M University-Corpus Christi (TAMU-CC) offers masters, doctoral, and professional degree programs that are progressively more advanced in academic content than the University’s undergraduate programs. The “Graduate Degrees” section of the graduate catalog[1] informs prospective students of the advanced and specialized nature of graduate studies:

The objective of graduate study is to develop intellectual depth and to provide the specialized training necessary to a career in teaching, in research, or in the professions. Emphasis is placed on the knowledge, methods, and skills needed for scholarly teaching, original research and problem solving, intellectual leadership, creative expression, and other modes of achievement in the student’s discipline.

TAMU-CC ensures the rigor of graduate programs through its meticulous processes for program reviews and approvals of new degree programs and courses. These processes are predicated on the guidelines[2] espoused by the Council of Graduate Schools in the Organization and Administration of Graduate Education and grounded in state and institutional regulations, rules and procedures.
TAMU-CC structures its graduate curricula to include a thorough knowledge of the literature of a discipline and an ongoing research experience for both students and faculty. TAMU-CC clearly distinguishes between undergraduate and graduate education and requires progressively more rigor in terms of coursework, learning outcomes, faculty membership on the Graduate Faculty, as well as general and program-specific requirements for graduate education.

TAMU-CC offers 31 master's degrees and nine terminal degrees within five colleges[3]. Each degree program at TAMU-CC goes through a formal internal and external review process to ensure that each program is appropriate to the curriculum and has established academic standards.

Program Reviews

TAMU-CC takes the periodic review of its academic programs seriously. THECB maintains a 7-year review cycle for all graduate programs[4]. TAMU-CC manages a university program review calendar based on the THECB calendar and also tracks programs with external accrediting bodies, whose reports supplant the university’s required reviews for both graduate and undergraduate academic programs[5] [4].

The review process is managed by the Academic and Administrative Compliance Manager who serves as the single point of contact for the program faculty and the external reviewers. The review process starts with the department faculty creating a comprehensive self-study of the program spanning from the last formal review through the end of the most recent academic year (typically 5-7 years). The self-study report follows a set template and dataset for consistency[6]. The key elements covered in the self-study include alignment with TAMU-CC’s mission, faculty qualifications and workload, program performance, student outcomes and retention, and resources across the university.

The department faculty, with input from their department chair and college dean, creates a list of potential external reviewers to come to campus for a 2-day site visit. The two-reviewer team is made up of one person from Texas and one person from outside of the state. During the site visit, the reviewers interview program stakeholders at all aspects of the program including faculty, administration, support staff, and students. The reviewers also consider examples of student work and tour the facilities. At the end of the site visit, the review team presents an initial report of its findings with a more detailed written report to follow. The program faculty create an implementation plan in response to this report and present it to the Provost and Dean for feedback.

Recent examples of program reviews are in the support documentation[7] [8] [9] [10] [11] [12]. The resulting reviewers’ report and implementation plan are used as tools for the program and college to plan the future of the programs. This may involve budgeting needs that are handled as part of the annual budgeting process.

Graduate Council

TAMU-CC’s Graduate Council is comprised of three tenured or tenure-track graduate faculty members from each college who are elected by the graduate faculty of the college. Ex-officio members (non-voting) include the Associate Dean of the College of Graduate Studies, a representative elected by the Faculty Senate, and a senior leadership member of the Mary and Jeff Bell Library appointed by the Dean of Libraries.

According to the bylaws of the Graduate Council, members serve two important functions at TAMU-CC:

- A consultative body to the Dean of Graduate Studies.
- A faculty governance body by reviewing new graduate courses and degree programs, recommending rules and procedures, providing counsel and recommendations to Faculty Senate, etc.

The Graduate Council includes two standing committees (Rules & Procedures and Curriculum). Ad hoc committees are formed by the Council as needs arise. Two members of the Curriculum Committee
serve as voting members on the University Core Curriculum Committee. Members of the Graduate Council also serve as liaisons on many university committees, including the International Education and Library Committees.

To ensure that students receive training from faculty who are proficient in the current literature and research, membership on the graduate faculty requires evidence of recent scholarship. As part of the Graduate Faculty Approval Process, the curriculum vitae for faculty nominated for graduate faculty status are reviewed by the departmental chair, academic dean, the Graduate Council, and the Dean of Graduate Studies. The specific criteria are determined by each of the five discipline colleges and the process is detailed in TAMU-CC University Procedure 12.99.99.C0.03[13].

**Graduate Program Approval Process**

The progression of academic content from the baccalaureate level to the graduate level is initially and intentionally addressed during the development of any new graduate degree program. The curriculum review process ensures that new graduate courses and programs provide advanced study in the discipline, currency in the literature and research, and/or professional practice. The content of a proposed program is created by the departmental faculty and subsequently reviewed by the appropriate departmental faculty, college curriculum committee and dean, and University Curriculum Committee prior to submission to Faculty Senate, the Provost, President’s Cabinet, the President, the Board of Regents of the Texas A&M University System (TAMUS), and the Texas Higher Education Coordinating Board (THECB).

TAMU-CC develops its academic programs in accordance with the Texas Higher Education Coordinating Board’s (THECB) guidance for bachelor’s and master’s programs[14] and doctoral programs[15], both of which are based on the Texas Administrative Code Title 19, Part 1, Chapter 5 [16] [17]. TAMU-CC’s program development is further governed by TAMUS Policy 11.10 Academic Program Requests[18], which requires the Board of Regents’ approval of academic programs and provides the TAMUS academic affairs approval process. A current list of TAMU-CC’s approved program inventory is available from the THECB[19].

At the university-level, TAMU-CC recently revised its academic program development process to improve efficiency while maintaining appropriate faculty control and involvement. TAMU-CC also revised the associated Procedure, 11.10.99.C0.01 Development of Academic Degree Programs[20] to make sure that the new process was clearly communicated to the campus community and that the procedure accurately reflected the process. This procedure, along with related procedures on curriculum change[21] [22] [23], was last reviewed and approved by the Faculty Senate on January 26, 2018[24] and President’s Cabinet on February 26, 2018[25], and it was published that day. These procedures were recertified (only clerical edits) on December 17, 2018 due to TAMUS updating Policy 11.10 Academic Program Requests[18]. The President’s Cabinet approved these procedures[26], and they were republished on December 17, 2018. A key change in the process implemented by these procedures is the creation of a University Curriculum Committee, which was finalized as part of the discussion in Faculty Senate on August 21, 2017[27]. The University Curriculum Committee is comprised of members from Faculty Senate’s Academic Affairs Committee, Undergraduate Council, Graduate Council, and a variety of ex-officio members from across campus. This new committee supplants and provides a wider scope of review than the individual reviews of the Graduate Council and Undergraduate Council. Complete details of the committee’s charge and makeup are available in the supporting documentation[28].

The development process for creating an academic program starts at the department level within a college with the department faculty securing support for drafting a new program proposal from the department chair, college dean, and Provost. Once the department faculty have drafted the program proposal, they send it through their college’s curriculum committee as outlined in the college faculty handbook[29] [30] [31] [32] [33] [34]. With college approval, the department submits its program proposal to Academic Affairs for routing through the approval process. The proposal moves along to the newly created University Curriculum Committee for review and comment. The department will address any comments made by the University Curriculum Committee and forward the proposal to the
Faculty Senate for additional review and comment. The department will again address any comments and forward the resulting proposal to the President’s Cabinet (via Academic Affairs) for approval. The Office of the President sends the university-approved program proposal to TAMUS in accordance with 11.10 Academic Program Requests (11.10). Depending on the nature of the proposal, SACSCOC and THECB are contacted by TAMUS for approval and/or notification. More details on this process are contained in 11.10.99.C0.01 Development of Academic Degree Programs (11.10.99.C0.01). Examples of a graduate program change (Accountancy, M.Acc.), and an undergraduate program change (Economics, B.A.) completed through this new process are in the supporting documentation section[35][36]. An example of a new graduate program being approved under the former process is included in the support documentation[37][38][39][40][41][42][43][44]. An example of a new certificate being approved under the former process is also included[45][46][47][48][49][50]. Note, TAMU-CC is authorized to approve certificate programs without approval by THECB though it does submit a notice of new certificate programs[51].

In this process, the University faculty are primarily responsible for developing the academic program and are heavily involved throughout the entire review and approval process on campus via the appropriate college curriculum committee, Faculty Senate, and University Curriculum Committee. The faculty ensure program proposals include appropriate courses that address the current knowledge in the discipline. TAMU-CC administration as led by the President’s Cabinet make sure that the proposed program aligns with the University’s mission and that sufficient resources exist to support it.

**Graduate Course Numbering and Approval Process**

The curriculum approval and review process ensures that all courses, whether new or modified, meet the standards of TAMU-CC for content, outcomes, methods, evaluation and credit. TAMU-CC Procedure 11.10.99.C0.03 Development of Courses and Catalog Revisions[52], describes the process for course changes. TAMU-CC’s Procedure 11.10.99.C0.03[52] requires oversight by persons academically qualified to make necessary judgments. Faculty members within each discipline develop (and/or modify) the course(s), and the program faculty review such courses. Each college follows University Procedure 11.10.99.C0.03[52] in the development of new courses, review, and approval process.

All new course proposals must include a syllabus, a course description, the number of semester hours, the prefix and course number, and the equivalent Texas Common Course Number if applicable. Courses are reviewed and approved by the College Curriculum Committee, whose makeup is the appropriate faculty curriculum group defined by the college, the dean of the college, the Provost, the University Curriculum Committee, and the Faculty Senate. Course outcomes are evaluated as appropriate to program outcomes and core objectives.

TAMU-CC utilizes a course numbering sequence that is indicative of progressive academic content. Undergraduate courses use a course number in the 1000 to 4999 range while graduate course numbers range from 5000 to 6999. Typically, courses with numbers of 5000-level are master’s-level courses and 6000-level are doctoral-level courses. In individual cases and by application, a student may use 4000-level courses at TAMU-CC for graduate credit. Students taking such courses must complete additional work to elevate the amount, content, and rigor expected in graduate courses. The process is explained under “Graduate Credit for Undergraduate Courses” in the Graduate Catalog[53].

Comparing the course descriptions and content between baccalaureate and graduate courses with similar titles provides evidence that the academic content progresses from baccalaureate to graduate programs. For example, within the Master’s of Accountancy, students take ACCT 5341 Advanced Auditing and Assurance Services[54], which is a continuation of the undergraduate course ACCT 4311 Auditing Principles and Procedures[55]. The course descriptions and objectives for ACCT 4311 and ACCT 5341 reveal that the graduate course demands greater analytical skills, technical expertise, and research capabilities.

Comparison of the course objectives for the undergraduate and graduate courses in Communication Theory, COMM 3310[56] and 5302[57], provides another example of the progression from providing a
broad understanding of the subject matter at the undergraduate level to developing independent readers, scholars, and teachers who will contribute significantly to the profession of communication at the graduate level.

Advanced Content

Comparison of course requirements of undergraduate and graduate course syllabi with similar course names and/or descriptions demonstrates progressively more advanced content. Program and course prerequisites are further evidence of the progressive nature of the post-baccalaureate professional degree programs and graduate programs, as are the relative overall degree requirements. According to the “University Graduate Admission Criteria” section of the graduate catalog:

To be admitted into graduate studies, an applicant must hold a bachelor’s degree from an accredited institute of higher education in the United States (or an equivalent foreign institution). The applicant must show promise of success in graduate studies.

There is an exception in that college deans may allow undergraduate students with recognized abilities to enroll in graduate courses.

Stacked Courses

Stacked courses are those offered at a graduate level in conjunction with an offering at the upper-division undergraduate level. Dozens of stacked courses are offered each semester and are most common in Art, Environmental Science, Management Information Systems, Biology, Computer Science, and Math[58]. It is of upmost importance that the higher rigor of graduate courses is maintained when stacked with undergraduate courses. For example, ATSC 4305 Remote Sensing[59] and CMSS 6310 Fundamentals of Remote Sensing[60] were stacked in the Fall of 2018. The graduate course had more emphasis on a research project that made up 30% of the final grade; the project in the undergraduate course was worth only 20% of the final grade. It is also clear in the syllabi that graduate students had to make significant effort to manipulate a real remote sensing dataset; whereas, students enrolled in the undergraduate course could perform basic analysis rather than manipulating the real remote sensing dataset.

Currently, final approval for stacked courses is granted by academic deans. The approval process involves ensuring that there are clear distinctions between the undergraduate- and graduate-level courses in terms of rigor and that the courses are taught by graduate faculty. In the immediate future, a more detailed process will be overseen by the dean of the College of Graduate Studies or her designee. This centralized process will allow for better record keeping and consistency across the colleges.

Student Engagement in Research and Professional Practice

The College of Graduate Studies (CGS) offers many opportunities for students to prepare and present their mentor-supported research. To prepare research, CGS offers space and resources to graduate students within the Graduate Resource and Opportunity Workspace (GROW), which is a large space within the university’s library. CGS has actively supported and encouraged dozens of students to participate in the annual Pathways Research Symposium sponsored by the Texas A&M University System since 2003[61]. At the annual event, students have the opportunity to showcase their research efforts, gain exposure to graduate and post-graduate opportunities, and form collaborative relationships for future research. Since the fall of 2016, fifty-seven TAMU-CC graduate students have presented their research at the symposium. Of those, 13 students have won first, second, or third place. Additionally, TAMU-CC hosted the conference for the TAMU System in 2015.

Since the fall of 2015, CGS has sponsored a local Three Minute Thesis competition for graduate students. In the competition, graduate students are challenged to present their thesis research in three minutes to a lay audience. Prizes include gift cards and money for conference travel. During the period spanning AY 2016-2018, five competitions were held with 45 students participated. One student
attended the regional CGS conference to compete with other regional winners during the Spring 2017 semester. The winner of the 2018-2019 Spring competition will be invited to compete at the regional CGS conference in February of 2020.

In the spring of 2018, the Division of Research and Innovation hosted its first Student Research Competition. The goals of the competition are to engage students in the funded research process from proposal to final report, support their research goals, and increase research activity on campus. The competition, open to undergraduate and graduate students, offered 8 awards of $800 each to the top student projects proposed in coordination with a faculty mentor. In the first year, the division received 17 applications and in spring 2019 received 20. Each year, two undergraduate and six graduate student projects have been awarded. The funds are for use during the following fiscal year. Final reports from the first year are expected to be received by the end of the fall semester of 2020.

Graduate students are also encouraged to present their research at national and international conferences. The college deans, CGS, and the provost’s office provide some financial support for students to present at these conferences.

For example, the College of Education and Human Development (COEHD) has awarded funds to graduate students to present their research at a number of conferences at the local, state and national level, including the Gulf Coast Counseling Association, Texas Counseling Association, American Counseling Association, International Literacy Association, Southeastern Research Association, Association for Literacy Educators, and the American Educational Research Association. In the past three years, nearly 50 research presentations by graduate students from the COEHD have been presented in more than a dozen states in the United States and in Canada.

In addition, the COEHD sponsors annual conferences that provide opportunities for all graduate students in the COEHD to present their work. ME by the SEa is a math/science teacher conference that has been hosted for 15 years on the campus of TAMU-CC and is coordinated by the Department of Curriculum, Instruction, and Learning Sciences and the Coastal Council Teachers of Mathematics. In 2018 alone, there were 16 presentations made by TAMU-CC graduate students and faculty from the Department of Curriculum, Instruction and Learning Sciences at this conference.

In the past three years, students in the Master’s in Business Administration in the College of Business have produced 13 publications and presented 12 times at conferences. Outlets include SAM: Advanced Management Journal, Journal of Health & Medical Economics, and Journal of Doctoral Nursing Practice. Graduate students in the Marine Biology program in the College of Science and Engineering have produced 22 peer-reviewed publications, 45 non peer-reviewed reports, and 16 poster presentations in the past three years.

**Knowledge of the Literature of the Discipline**

**Master Level Programs.** Graduates of master’s level programs demonstrate competency of the discipline’s literature in three ways: comprehensive exams, capstone courses, and/or traditional theses. Faculty members have the option to determine the most appropriate measure(s) for their program. In some cases, programs have two-track options. For example, students seeking the Master’s in Chemistry may complete a Thesis Option or a Professional Option, which includes a professional research project and a written final report.

Irrespective of the plan selected, common criteria centered on content knowledge are used to determine knowledge of the appropriate literature within all 31 of the master’s degree programs at TAMU-CC. Furthermore, it is important to note that all of the assessment is performed by the content experts – faculty whose appointments have been approved by administrators and peers – in the respective disciplines.

- Comprehensive exams are prepared and scored by core faculty teaching in the program such as in the Master’s of Communication[62] and Master’s of English[63] programs. The comprehensive exams have a rubric component that guides the scoring.
Capstone courses require a project which may be evaluated by the course professor and/or a team of faculty members, as in the cases of the Master’s of History[64] and Master’s of Curriculum and Instruction[65] programs.

Theses are managed at the college level. Students identify a thesis committee that advises them throughout the process. The process for publishing theses is handled through ProQuest. Each program offers courses on developing and directing a thesis. Rubrics for the Master’s in Mathematics[66] and Master’s in Communication[67] programs are attached.

**Doctoral Level Programs.** All eight of the doctoral programs at TAMU-CC require the completion of a dissertation as a graduation requirement. One such program – the Ph.D. in Marine Biology – outlines the dissertation expectations in both the Marine Biology Program Handbook, which includes program specific criteria, and the Graduate Office Handbook, which includes general procedural information. Additionally, a series of forms have been developed to correspond to the expectations detailed in the catalog to ensure implementation of the requirements, such as consistent degree plan forms[68] [69], to be submitted early in the program to ensure program rigor, requests for committee formation to ensure status of faculty serving on committees, and a rubric for the dissertation and oral defense[70]. A more detailed listing of the forms can be found on the graduate web site.

**Graduation Requirements by Degree Program**

As described above, the courses at TAMU-CC are reviewed to ensure rigor and appropriateness for students in the field. Students must also maintain a minimum grade point average of 3.0 in their courses and degree program. However, because grades are not the single indicator of subject mastery and knowledge of the literature within the discipline, faculty within the graduate degree programs at TAMU-CC use exams, projects, theses, and dissertations as a way to assess student success.

**College of Business**

The College of Business has two master’s programs: Business Administration (MBA) and Accountancy (MAcc). The case method is used extensively in several of the required courses in the MBA and MAcc programs. Students obtain research experience in the background and contextual analysis of each case and in the preparation of the responses to the questions posed by the case. Additionally, in the MBA capstone course MGMT 5355 Administrative Strategy and Policy[71] students obtain research experience in industry/firm/market analysis within the context of strategic managerial decisions. Students in the MAcc capstone course ACCT 5391 Integrative Seminar in Accounting[72] obtain research experience of the impact of accounting policy choices on firm valuation within the context of managerial strategic decision making.

All of the research experiences and requirements for College of Business graduate degrees are listed in the graduate catalog.

**College of Education and Human Development**

The College of Education and Human Development has 11 master’s degree programs and three doctoral programs (two Ph.D.s and one EdD). Students enrolled in the Master’s of Science in Professional Counseling and Professional School Counseling programs must pass a comprehensive examination to demonstrate their ability to integrate foundational knowledge learned throughout the curriculum. The examination used by the department is the Counselor Preparation Comprehensive Examination (CPCE) developed by Center for Credentialing & Education (CCE). The CPCE is a national standardized examination covering the Counseling for Accreditation of Counseling and Related Educational Programs (CACREP) core curriculum areas in counseling (professional orientation and ethics, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation). Students who are unsuccessful in obtaining a passing score on the examination enroll in one credit of CNEP 5390 Professional Seminar[73] where they work with their advisor to devise a study plan facilitative of future success on the exam.
The Ph.D. in Counselor Education requires an extensive sequence of research courses that give students 27 credit hours of research methodology and statistics. Students must also complete a comprehensive written examination demonstrating their knowledge of the literature and research in the field. Additionally, Ph.D. students are required to complete a dissertation of original research that includes an extensive review of the literature in their field. Students complete all requirements for their dissertation in CNEP 6398 Dissertation in Progress[74]. Publishable products and completed proposals are emphasized.

The Master of Science in Curriculum and Instruction requires that students complete a capstone course EDCI 5389 Curriculum and Instruction Research Seminar[75] at the end of their course work. As a requirement of the course, students successfully present and defend a capstone project in their field to a faculty panel. They must use their knowledge of the literature and research ability to complete this project. The courses of the program prepare students to meet the student learning outcome of “producing a comprehensive literature review on a major issue in the field of curriculum theory or instruction.” EDFN 5301 Introduction to Research[76] is designed to emphasize finding, interpreting, and using research to achieve the individual educational goals of each student. The concepts of tests and measurements for interpreting research and gathering data for applying data are emphasized.

Students seeking a Ph.D. in Curriculum and Instruction must take 18 credit hours of research methods classes focused on both quantitative and qualitative methodologies and pass a comprehensive exam that assesses their knowledge of the current literature of the field and their ability to apply research tools. EDCI 6335 Curriculum Research Design[77] provides doctoral students the knowledge and skills to read, analyze, and synthesize educational research and gives students the opportunity to develop and conduct a research project. Students must complete a dissertation of original research that includes an expansive section reviewing the literature of their field. EDCI 6398 Dissertation in Progress[78] is the course in which students conduct research for their dissertation.

Students enrolled in the Master’s of Science in Early Childhood Education degree complete ECED 5349 Capstone Experience[79], which includes a portfolio of their experiences, projects, and a synthesis reflection developed during participation in the program. The portfolio must demonstrate the student’s knowledge of the field and understanding of current literature and trends in early childhood education.

The Master’s of Science in Educational Administration requires candidates for the degree to complete a departmental comprehensive examination, in which students demonstrate knowledge gained in course work and the current literature in the field. Faculty provide a review session prior to the exam. If a student fails the exam, they must wait until the next semester to take it again.

Students in the EdD in Educational Leadership are required to complete a 60-credit hour program which includes 18 credit hours of core coursework as well as 15 hours in research tools and additional hours in either a cognate or specialization/elective area. Students must successfully complete a written comprehensive exam that requires them to reference and synthesize the current literature of their field. They must also complete a dissertation that includes original research in the field and a thorough review of the literature of that area. In EDLD 6397 Dissertation Research[80], students write the first three chapters of their dissertation and conduct the literature review. Students complete the work for their dissertation in EDLD 6398 Dissertation[81]. A final oral examination is also required that focuses on, but is not limited to, their dissertation work.

Students in the Master’s of Science in Instructional Design and Educational Technology (IDET) demonstrate their research experience and knowledge of the literature of the field in IDET Practicum[82]. Students take IDET 5320 Strategies for Technology Integration[83].

The Master’s of Science in Elementary Education and the Master’s of Science in Secondary Education require a Capstone experience, EDUC 5358 Applied Research and Professional Writing[84], where students are expected to conduct a formal applied research study that examines teaching and learning practices. This project demonstrates their understanding and ability to integrate the knowledge and research of their field into practice.
Students completing a Master’s of Science in Kinesiology can choose between a thesis or non-thesis option, but not matter the choice, all students must complete a capstone experience course KINE 5397 Graduate Research Project in Kinesiology. Thesis students complete a thesis project in KINE 5698 Thesis in Progress that involves original research and a review of the literature of the appropriate field. Thesis students must defend their thesis and non-thesis students must complete a graduate research project. KINE 5307 Research Design in Kinesiology is a required core course and provides students with the skills necessary to conduct a research study in the field of kinesiology.

The Master’s of Science in Reading provides students with the opportunity to demonstrate their knowledge of research and of the literature in the field through a capstone experience READ 5396 Literacy Research Seminar in which they complete a synthesis research project. EDFN 5301 Introduction to Research is designed to introduce students to the process of planning and implementation of educational research projects that demonstrate rigorous conceptual thinking. Students study research in the field and create projects from extant studies. Students in the Master’s of Science in Special Education demonstrate their knowledge of the literature of the field and experience with research through a written comprehensive examination. Students in SPED 5397 Special Education Field Experience apply the law, literature, and related issues in the field of special education to a supervised field experience.

Beginning in the Summer of 2020, a Master’s of Science in Athletic Training will be offered within the COEHD. All of the requirements of the education programs that demonstrate research experience and knowledge of the literature are published in the College of Education and Human Development section of the graduate catalog.

**College of Liberal Arts**

The College of Liberal Arts has five master’s degrees and a terminal master’s degree in fine arts.

Students working towards a Master’s of Fine Arts in Studio Art must prepare a professional one-person exhibition that must be reviewed favorably by the graduate faculty. The MFA exhibition will be supported by a critical statement, five to ten pages in length, written by the student, discussing the development of the work. In addition, the exhibition will be documented photographically. A CD of the images in the exhibition must be submitted to the Graduate Coordinator. Passing an oral comprehensive examination administered by the graduate faculty is also required before the degree may be awarded. The oral comprehensive examination may be repeated once. A second failure will result in termination from the program.

Students enrolled in the Master’s of Arts in Communication have the option to demonstrate their knowledge of literature in the field and research experience through the successful completion of a comprehensive exam or a thesis. Students choosing to exit by comprehensive exam complete examinations that cut across completed courses allowing students to demonstrate their abilities to analyze and synthesize material. Students choosing to complete a thesis must demonstrate their knowledge of the field through an extensive literature review and produce a comprehensive research contribution to their area of study. Students must apply and be accepted to the thesis option. Students conduct and complete their thesis research taking two semesters of COMM 5395 Thesis.

Students completing a Master’s of Arts in English may choose to take a comprehensive exam to demonstrate their knowledge in their field, or they may write a thesis where they demonstrate extensive research in one area of their field. Students choosing to take an exam in Literary Studies must work with their advisor to develop a rationale for their exam topic and a list of at least 25 texts. Students in Writing Studies create a portfolio and annotated reading list and work with their advisor to develop a rationale for their exam questions. Students who choose to write a thesis first develop a proposal which must be approved by their committee before they are allowed to write the thesis. If the proposal is not approved, they will be required to take a comprehensive exam as their exit requirement. Additionally, English graduate students take several courses that focus on research in
various fields of English, including 5301 Theory and Practice I: Literary Studies[91] and ENGL 5303 Theory and Practice II: Writing Studies[92].

Students seeking a Master’s of Art in History must complete either an exam track or a thesis track. Both tracks provide advanced historical content and a comprehensive overview of the research and writing methods used by professional historians. Both tracks also require completion of HIST 5310 Historiography[93] and HIST 5320 Research Methods[94], giving students the information to conduct research in history and to critically analyze the literature of the field. The exam track requires that students demonstrate their knowledge of literature and research in the field in a series of comprehensive exams in three exam fields. Students who choose the thesis option demonstrate their historical knowledge, analytical ability, and research skills in an original work and must complete six credit hours of HIST 5395 Thesis[95].

Students in the Master’s of Art in Psychology program complete an oral exam during the last semester in the program (coinciding with their second semester of PSYC 5398 Clinical Practicum[96]). The oral exam serves as the opportunity for students to demonstrate their mastery of clinical assessment and related clinical skills. Students are required to prepare a comprehensive written analysis of a testing and therapy case which they present during the oral examination with the faculty. Development of this presentation is under the direction of the practicum faculty supervisor and the final draft of the paper must be approved before the oral exam. The oral examination is graded as "satisfactory," "conditional," or "re-examination required." If deficiencies are identified during the exam, additional requirements may be added for successful completion of this requirement and may include, but are not limited to: repeating the examination, resubmission of written examination materials, or repeating a practicum placement. The student may retake the oral examination once, with a second failure resulting in termination from the program.

In the last semester of the Master’s of Public Administration (MPA), all students must complete PADM 5365 Seminar in Public Administration – Capstone[97] where they apply the skills, knowledge, and values that were discussed during their course of study. Passing this course serves as the exit requirement for the program. Students in the MPA program must also take PADM 5301 Theory and Practice of Public Administration[98], where they learn the major theoretical foundations, structures, functions, process, and theories of public administration. All of the requirements for degrees in the College of Liberal Arts are published in the graduate catalog.

College of Nursing and Health Sciences

The College of Nursing and Health Sciences has three Master’s in Nursing programs (Family Nurse Practitioner, Leadership in Nursing Systems, and Nurse Educator), a Ph.D. in Nursing Science offered in cooperation with Texas Woman’s University, and a Doctor of Nursing Practice program that began in 2016.

The majority of students enrolled in the three Master’s of Science in Nursing (MSN) degree programs choose to pursue capstone experiences as the way to demonstrate their knowledge of literature and experience in the field of nursing. Students who wish to pursue scholarly investigation of a research area may forgo the capstone experience and complete a thesis and oral examination. All three MSN degrees share a 12-credit core. NURS 5310 Science in Nursing[99] gives students the opportunity to examine nursing theories and conceptual frameworks in relation to nursing practice and research. In NURS 5314 Research Methods in Advanced Nursing Practice[100], students study the intermediate and advanced aspects of research designs and methods that are relevant to the investigation of nursing problems. Students gain knowledge of theoretical, research, and practice foundations for specific health care practices in NURS 5315 Health Policy & Cultural Diversity[101]. NURS 5316 Introduction to Advanced Practice Role Development[102] teaches students in-depth information about the research and literature required for advanced nursing practice.

The online Doctor of Nursing Practice (D.N.P.) program is a post-master’s clinical doctorate program that requires students complete a scholarly project designed to improve patient or system outcomes. The 40-credit D.N.P. program requires students to complete 33 credits of core courses, 3 credits of
advanced specialty courses, 4 credits of D.N.P. Project seminars, and 1000 hours of advanced field experience. During NURS 6308 D.N.P. Project Proposal, students prepare their D.N.P. project proposal. During NURS 6311 Capstone Project and Seminar, students demonstrate advanced role competencies through the design and implementation of a D.N.P. scholarly project.

All of the requirements for degrees in the College Nursing and Health Sciences of are published in the graduate catalog.

**College of Science and Engineering**

The College of Science and Engineering offers 9 master’s programs and three Ph.D. programs.

The faculty encourages student engagement and ensures that students have general knowledge of the literature of the field through several means.

The Master’s of Science in Environmental Science requires that students write a thesis of original work based on research experience, which includes an extensive literature review, or a professional paper based on work conducted in the course ESCI 5397 Directed Research. Additionally, the program requires, as part of its student learning outcomes, that students “Possess enhanced knowledge of a specific area of environmental science, including relevant scientific literature, related to their thesis or professional paper.”

Students working toward a Master’s of Science or Ph.D. in Coastal and Marine Systems Science gain research experience and knowledge of the literature through the process of completing original research that is developed into a final thesis or dissertation. Students learn how to write through reading the literature and conducting hypothesis-driven research with the help of faculty mentors.

The Master’s of Science in Biology, Master’s of Science in Chemistry, and the Master’s of Science in Marine Biology require research experience in the form of a thesis based on original research conducted by the student or a non-thesis option where the research option is a professional paper based on work conducted under BIOL 5397 Directed Research.

The Master’s of Science in Fisheries and Mariculture requires that students either complete a thesis based on original research or an internship where research is in the form of practical hands-on experience at an aquaculture or fisheries facility or agency. A successful thesis must include a review of relevant literature, a description of the results from original research on a topic approved by the committee, statistical analysis as appropriate, and an appropriate discussion of the results. Nonthesis students must enroll in FAMA 5397 Professional Paper Submission and FAMA 5998 Internship.

Students enrolled in the Ph.D. in Marine Biology must gain their research experience in individual original research that is developed into a final dissertation. Students learn how to write through reading the literature and conducting hypothesis-driven research with the help of faculty mentors.

Students enrolled in the Master’s of Science in Mathematics gain understanding of the literature of the discipline in MATH 5393 for students in the curriculum content track of the program and MATH 5394 Proposal Research for students in all tracks of the program. Students in the curriculum content and statistics tracks of the MS in Mathematics must complete either a thesis or a culminating project to gain research experience. The thesis must be supported by data collected and analyzed for that purpose; the project must demonstrate the student’s ability to undertake significant curriculum development, perform the appropriate research needed to implement the development, and communicate orally and in writing their understanding of that process. To gain research experience, students in the applied and computational track of the MS in Mathematics must complete a thesis that includes development of a body of theorems and the proofs of those theorems.

Students completing the Master’s of Science in Computer Science must either complete a thesis project that includes original research and an extensive study of the literature of the field in COSC
5398 Thesis I[111] and COSC 5399 Thesis II[112], or they must complete COSC 6370 Advanced Software Engineering[113] for the courses-only option, which requires the implementation of a significant software system.

To demonstrate knowledge of the literature and gain research experience for the Master’s of Science in Geospatial Systems Engineering, all students must either complete a thesis of original research in GSEN 5398[114] or a graduate creative project that includes original research that is conducted in GSEN 5395 Graduate Research Design[115] and is published in a formal technical report.

Students enrolled in the Ph.D. in Geospatial Computer Science must gain their research experience in individual original research that is developed into a final dissertation. Students learn how to write through reading the literature and conducting hypothesis-driven research with the help of faculty mentors.

The student comprehensive oral exam required for all of these graduate programs ensures that students have acquired this discipline knowledge. The requirements for all graduate degrees including knowledge of the literature and research experience are listed in the College of Science and Engineering section of the Graduate Catalog.

9.7 The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs. (Program requirements)

Compliance Status: Compliant

Narrative

Program Completion Requirements

Texas A&M University-Corpus Christi (TAMU-CC) defines and publishes program completion requirements for its undergraduate, graduate, and post-baccalaureate professional programs through the TAMU-CC online academic catalogs. Degree requirements for undergraduate and post-baccalaureate programs are published in the “Undergraduate Programs” section of the undergraduate catalog[1] and graduate programs are published in the “Graduate Academic and Degree Requirements” section of the graduate catalog[2]. Degree program requirements are also published within each of the colleges respective majors in their section of the catalogs. Examples of these degree program requirements are included as supporting documentation[3] [4] [5].

In addition to the online academic catalog, TAMU-CC publishes degree requirements in the degree audit system DegreePlanner as well as each of the college’s respective websites. The DegreePlanner system provides students, faculty, and staff access to degree requirements as well as individual student progress towards their degree. DegreePlanner provides each student with an overview of what requirements they need as well as what they have already completed.

General Education Requirements

TAMU-CC defines and publishes general education requirements for its undergraduate professional programs through the TAMU-CC online academic catalog, degree plans, and DegreePlanner. The University Core Curriculum Program (UCCP) in the undergraduate catalog display’s the University Core Curriculum components and courses[6]. The University Core Curriculum is in compliance with Texas Higher Education Coordinating Board (THECB) Rule 4.28, which states that “each institution of higher education that offers an undergraduate academic degree program shall design and implement a core curriculum, including specific courses composing the curriculum, of no less than 42 lower-division semester credit hours”[7].

The Core Curriculum consists of 42 semester credit hours covering nine component areas[6]. Each component area has a list of specific courses and a minimum credit hour requirement.
TAMU-CC ensures that the requirements for its undergraduate, graduate, and post-baccalaureate professional programs conform to commonly accepted standards and practices through rigorous approval processes, program accreditation compliance, and ongoing curriculum review and evaluation. All new degree programs and changes to existing degree programs are reviewed and voted on by departmental faculty and then submitted to the college curriculum committee for consideration. Following approval by the college faculty, proposals go to the University Curriculum Committee for approval and then move to the Faculty Senate for a vote. The President’s Cabinet is the final internal reviewer and the curriculum proposal then moves to a rigorous external review process.

External review begins with the Texas A&M University System (TAMUS). TAMUS reviews programs for consistency with the mission of the institution, quality, and resources. Programs approved by TAMUS are then submitted to the Texas Higher Education Coordinating Board (THECB) for review and approval. New programs or substantive revisions to existing programs are forwarded to SACSCOC for final approval and authorization.

TAMU-CC defines and publishes the awarding of credit for its undergraduate and post-baccalaureate professional programs through the TAMU-CC online academic catalog. Awarding of credit are published in the “General Academic Policies and Regulations” section of the undergraduate catalog. The catalog defines how a student can obtain credit if they were to have or take military credit, College Level Examination Program (CLEP), Advanced Placement, International Baccalaureate Diploma, as well as other examinations that are available. Undergraduate and graduate students are also awarded credit when they complete and pass their courses.

New Program Approval

The content of a proposed program is created by the departmental faculty and subsequently reviewed by the appropriate departmental and college curriculum committees, the college dean, the University Curriculum Committee, and the Faculty Senate prior to submission to the Academic Affairs Council, the Provost, the President, the Board of Regents of the Texas A&M University System (TAMUS) and the Texas Higher Education Coordinating Board (THECB).

Proposals for a new program are submitted using the THECB’s Proposal for a New Bachelor’s or Master’s Degree Program or Proposal for a New Doctoral Program. The proposals for new programs include, but are not limited to, an extensive description of the program, courses, accreditation requirements, admissions standards, curriculum, assessment, faculty, and resources. The THECB’s approval ensures the use of commonly accepted standards and practices for each reviewed degree program. The THECB, in its review, demands that the curriculum be up-to-date and consistent with current academic theory. In some cases, degree requirements are further defined by external state certification agencies or national associations from whom specific programs require approval. A full listing of externally accredited programs is provided later in this narrative.

All TAMU-CC degree programs have been designed in accordance with THECB rules and regulations found within Texas Administrative Code, Chapter 5, Subchapter C, Sections 5.45 and 5.46. These rules stipulate that that degree requirements be up-to-date and consistent with current educational theory, comparable to similar degrees in the state, and that requirements meet, where applicable, state and national accreditation, licensure, or certification standards. The approval process through the THECB ensures that all approved programs conform to commonly accepted standards and practices.

Undergraduate Core Curriculum

As a member of TAMUS and as a state-supported public institution of higher learning, TAMU-CC is bound by the rules of THECB. Consistent with these rules, TAMU-CC has identified an undergraduate general education core curriculum that complies with the standards. The Curriculum Program (the
Core) is a 42-semester-hour program of study that is required of undergraduates to ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life.

Each course in the Core has been reviewed and approved on the basis of its potential to contribute to the achievement of the following six core objectives.

- Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Students are encouraged to consult their degree plans for specific Core course requirements for their majors. Core curriculum courses are organized according to the Foundational Component Areas and are listed below.

<table>
<thead>
<tr>
<th>Component Area I</th>
<th>Communications</th>
<th>6 Hours</th>
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<tbody>
<tr>
<td>Component Area II</td>
<td>Mathematics</td>
<td>3 Hours</td>
</tr>
<tr>
<td>Component Area III</td>
<td>Life and Physical Science</td>
<td>6 Hours</td>
</tr>
<tr>
<td>Component Area IV</td>
<td>Language, Philosophy, and Culture</td>
<td>3 Hours</td>
</tr>
<tr>
<td>Component Area V</td>
<td>Creative Arts</td>
<td>3 Hours</td>
</tr>
<tr>
<td>Component Area VI</td>
<td>American History</td>
<td>6 Hours</td>
</tr>
<tr>
<td>Component Area VII</td>
<td>Government/ Political Science</td>
<td>6 Hours</td>
</tr>
<tr>
<td>Component Area VIII</td>
<td>Social and Behavioral Sciences</td>
<td>3 Hours</td>
</tr>
<tr>
<td>Component Area IX</td>
<td>Component Area Option</td>
<td>6 Hours</td>
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<tr>
<td><strong>Total Hours Required to Complete Core Requirements</strong></td>
<td><strong>42 Hours</strong></td>
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</table>

TAMU-CC follows the guidelines established by the THECB in the selection of core course distribution across areas of study and further obtains approval from the same regulatory body for all degrees offered at the undergraduate level.

In addition to the standards for review and approval, all undergraduate degree programs at TAMU-CC have designated United States Department of Education Classification of Instructional Programs (CIP) codes, a taxonomic scheme that supports the accurate tracking and reporting of fields of study. The CIP code for each program is reviewed by the THECB along with the request for degree.

**Program Accreditation**

Some programs’ adherence to accepted collegiate standards and practices are certified by external accrediting agencies. These programs and their corresponding agencies are published online[14].

**AACSB International, The Association to Advance Collegiate Schools of Business.** All undergraduate and graduate business and accounting degree programs are accredited by AACSB International – The Association to Advance Collegiate Schools of Business, 777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602-5730; USA; telephone 813-769-6500; fax 813-769-6559.
Commission on Collegiate Nursing Education (CCNE). The baccalaureate degree program and the master’s degree program in nursing at Texas A&M University-Corpus Christi are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org). The Doctor of Nursing Practice program at Texas A&M University-Corpus Christi is pursuing initial accreditation by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org). Applying for accreditation does not guarantee that accreditation will be granted.

National Association of Schools of Music. Texas A&M University-Corpus Christi is an accredited institutional member of the National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248.

National Accrediting Agency for Clinical Laboratory Sciences. The clinical laboratory science program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences, 8410 W. Bryn Mawr Ave., Suite 670, Chicago, Illinois 60631-3415; telephone (773) 714-8886.


ABET, Computing Accreditation Commission (CAC). The bachelor’s degree program in Computer Science-Systems Programming option is accredited by the Computing Accreditation Commission (CAC) of ABET, 415 North Charles Street, Baltimore, MD 21201 – telephone: (410) 347-7700.

ABET, Engineering Accreditation Commission (EAC). The bachelor’s degree program in Mechanical Engineering is accredited by the Engineering Accreditation Commission (EAC) of ABET, 415 North Charles Street, Baltimore, MD 21201 – telephone: (410) 347-7700.

ABET, Engineering Technology Accreditation Commission (ETAC). The bachelor’s degree program in Mechanical Engineering Technology is accredited by the Engineering Technology Accreditation Commission (ETAC) of ABET, 415 North Charles Street, Baltimore, MD 21201 – telephone: (410) 347-7700.

Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The Counseling and Educational Psychology Department’s master’s programs in addiction counseling, clinical mental health counseling, school counseling, and marriage, couple and family counseling, as well as the doctor of philosophy in counselor education are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), 5999 Stevenson Avenue, Alexandria, VA 22304; telephone: (703) 823.9800, ext. 301.

Commission on Accreditation of Athletic Training Education (CAATE). The undergraduate Athletic Training Education Program (ATEP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664; www.caate.net

Curriculum Review

To maintain appropriate degree content and requirements, all defined and published requirements undergo periodic review through the annual catalog revision process and the annual assessment of student learning process.

The academic sections of the undergraduate and graduate catalogs are forwarded to the respective departments (program coordinators and chairs) for initial review and curricular revisions. Catalog content and revisions are subsequently reviewed and approved by an associate dean, the academic dean, and the office of the Office of Assessment, Accreditation, and Compliance. Some colleges also require approval by the college curriculum committee. All catalog changes are also reviewed and
approved by the Faculty Senate Academic Affairs Committee and the University Curriculum Committee. Changes may also be made between cycles to comply with accreditation requirements or legislative actions. The review cycle provides an opportunity for faculty to review the degree requirements and procedures for each degree program in their respective departments.

Part of the effort to ensure that program requirements conform to commonly accepted standards and practices for degree programs is accomplished through regular, systematic assessment. As detailed in Standard 8.2.a, each program must identify student learning outcomes, measures, and criteria used to assess student learning. These attributes, along with the associated findings, actions, and plans for continuous improvement, are used to maintain and improve program quality in relation to accepted professional standards.

Further, in accordance with THECB rules found in Texas Administrative Code, Rule 5.52, Review of Existing Degree Programs[15] all graduate programs at TAMU-CC are reviewed at least once every seven years[16]. The self-studies report on the outcomes of each review, including the evaluation of the external reviewers and the actions that the institution has taken or will take to improve the program [17].
Section 10 Educational Policies, Procedures, and Practices

10.1 The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution. (Academic policies)

Compliance Status: Compliant

Narrative

Academic Policy Development and Dissemination

System and University Level Governance. Texas A&M University-Corpus Christi (TAMU-CC) is part of the Texas A&M University System (TAMUS) and is thus governed by TAMUS policies and regulations[1]. Additionally, TAMU-CC has developed rules and procedures to further govern itself. These University rules and procedures are published as the University Handbook of Rules & Procedures on a dedicated page of the University website[2]; a static copy of this handbook is also included in the support documentation[3]. TAMU-CC’s mission also provides direction for its academic policies and is published on a dedicated web page[4] and as part of the catalog[5].

The review and approval process of the TAMUS and TAMU-CC governing documents is clearly defined to ensure all groups’ voices are heard and principles of good educational practice are upheld. TAMUS policy 01.01 System Policies and Regulations, and Member Rules and Procedures[6] establishing the purpose and scope of the System policies and regulations and outlines the TAMUS member institutes’ (including TAMU-CC) responsibilities in creating university rules and procedures. TAMU-CC describes the full development, routine review, and approval processes for its rules and procedures in University Procedure 01.01.99.C0.01 Review and Approval of University Rules and Procedures[7]. This procedure identifies several key advisory bodies whose participation in the review and approval process of university rules and procedures is required. The responsibilities and scope of each advisory body are outlined in this same procedure[7]. Each affected advisory body provides its own revisions to ensure that the document aligns with TAMU-CC’s mission, programs, and services. The final TAMU-CC reviewing body is the President’s Cabinet, who’s approval is required and documented in the official minutes[8]. All rules and procedures are reviewed at least once every five years and are revised as appropriate to further ensure compliance and accuracy[9] [10]. Upon completion of the review and approval process, revised rules and procedures are published on the University Handbook of Rules & Procedures web page[2] and disseminated via email to all TAMU-CC faculty and staff[11]. Each university administrative head is also responsible for ensuring their employees have access to TAMUS policies and regulations, TAMU-CC rules and procedures, and internal department guidelines.

Under the guidance of the Texas Higher Education Coordinating Board (THECB)[12] [13] and TAMUS [14], TAMU-CC maintains academic policies in the form of University procedures that govern curriculum development, which is primarily controlled by the faculty. The University recently revised its existing procedures and created new ones on academic program and course development (11.10.99. C0.01 Development of Academic Degree Programs[15], 11.10.99.C0.02 Development of Certificate Programs[16], 11.10.99.C0.03 Development of Courses and Catalog Revisions[17], and 11.10.99.C0. 04 Distance Education Programs[18]) which were reviewed and approved by the Faculty Senate on January 26, 2018[19] and President’s Cabinet on February 26, 2018[20] and went into effect that day [15] [16] [17] [18]. These procedures were recertified (only clerical edits) on December 17, 2018 due to TAMUS updating policy 11.10 Academic Program Requests[14]. The President’s Cabinet approved these procedures[21], and they were republished on December 17, 2018. These academic procedures describe the process for the creation, review, revision, and approval of the University curriculum including modes of delivery. These procedures ensure TAMU-CC’s academic programs and curriculum align with the University’s academic mission and have rigor, substance, and standards tied to the student learning outcomes. TAMU-CC also has regular faculty-driven reviews of its academic
programs to ensure appropriate content and use of good educational practices. See Principle 10.4 for more information on these academic policies including implementation and examples of curriculum changes following these procedures, as well as, information on recent external program reviews.

**Internal University Governance.** In addition to TAMUS policies and regulations and the TAMU-CC rules and procedures, TAMU-CC has internal academic policies that are maintained within and published by a variety of departments. Each of these departments routinely reviews, manages, and publishes its specific academic policies to make sure they align with good educational practices, accurately represent TAMU-CC’s programs, and are easily accessible to the TAMU-CC community and the public.

TAMU-CC’s Faculty Senate has developed a University faculty handbook to consolidate the University rules and procedures most applicable to the faculty and to expand on the roles and responsibilities of the University faculty[22]. This handbook is to be read in conjunction with TAMU-CC’s University Handbook of Rules & Procedures[3] and TAMUS’ policies and regulations[1]. Furthermore, each academic college has developed its own college faculty handbook to put the University’s rules and procedures into practice in the most effective way for its college[23] [24] [25] [26] [27] [28]. These handbooks contain college-specific policies and resources on areas such as grading policies, withdrawals, degree completion requirements, academic misconduct policies, and syllabus requirements. The academic colleges most recently revised and approved their handbooks at the start of the 2018-19 academic year[29] [30] [31] [32] [33]. Each academic college also provides an extensive list of resources with links to various academic and administrative units[34] [35] [36] [37] [38].

The Division of Student Engagement and Success (SEAS) is responsible for creating, updating, and publishing the Student Code of Conduct[39]. This important document serves as the primary guide to various academic and administrative topics for students at TAMU-CC. This document is reviewed annually by a committee lead by SEAS[40] and published on the Student Conduct section of the SEAS web page[41]. Students are introduced to this document during a presentation at Islander Launch, TAMU-CC’s student orientation[42] [43]. SEAS also publishes a list of student resources[44] to aid students in quickly finding answers to questions on academic policy and student affairs issues on its site[45].

The Office of the Registrar and the College of Graduate Studies work closely with the Office of Assessment, Accreditation, and Compliance on academic policies tied to TAMU-CC’s undergraduate and graduate catalogs, respectively. The Office of the University Registrar maintains general academic policies and regulations for the undergraduate students and publishes them through the appropriate catalog web page[46]. The College of Graduate Studies does the same for the graduate students[47]. The Office of the Registrar also provides additional academic policies targeted at degree requirements [48] and graduation[49] [50]. Outside of the catalog process, the Office of the Registrar updates and publishes the course schedule, which is entirely online[51].

Other academic and administrative units are responsible for maintaining and publishing internal academic policies for their areas within TAMU-CC. The Office of Admissions provides a large amount of information on its website including the admission requirements for freshmen[52]. The Office of Academic Testing publishes information about various required testing[53] with detailed information about the Texas Success Initiative (TSI)[54]. The Business Office provides requirements relating to tuition and fees on its website to aid students[55]. The Veterans Affairs Office is responsible for publishing information and requirements for TAMU-CC’s veteran student population[56].

**Distance Education**

TAMU-CC offers a variety of courses and programs to students at a distance with modes of delivery over 50% online. To the extent possible, TAMU-CC applies the same academic standards and policies to all courses and programs. Examples of syllabi from courses taught in different modes of delivery show equal application of academic policies such as grade appeals and dropping a course[57] [58] [59] [60] [61]. University Procedure 11.10.99.C0.04 Distance Education Programs[18] describes the process for developing, reviewing, and approving academic programs that can be completed at least
50% online. This process mirrors that of traditional programs as described in University Procedure 11.10.99.C0.01 Development of Academic Degree Programs[15]. Additional information on distance education programs including pertinent academic policies is discussed in detail in the response to Principle 14.3.

Conclusion

TAMU-CC creates, publishes, and implements academic policies from the university-level down to the department level that include principles of good educational practice. These policies are reviewed regularly by appropriate advisory bodies and departments to ensure each policy underscores TAMU-CC’s academic mission and supports the programs offered at the University. All of these academic policies are available to both the University community and public via the official TAMU-CC website. TAMU-CC faculty and staff are also updated via email of changes to university-level documents such as rules and procedures.

10.2 The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. (Public information)[Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

Texas A&M University-Corpus Christi (TAMU-CC) publishes and makes available online to the public the current academic calendars, grading policies, and refund policies. The University website gives students and the public the ability to access virtually all information about TAMU-CC including the current academic calendar[1], grading policies[2], and refund policies[3].

Academic Calendar

The semester academic calendar is found online[1] and includes the full academic year calendar, to include a 2.5 week MayMester, 7.5 week courses as well as 7 week online, year-round courses. Grading policies and refund policies are available in the undergraduate and graduate catalogs that are available in electronic and printable format[4]. The link to the academic calendar is accessible from the TAMU-CC website homepage and a link is also available via the graduate and undergraduate catalogs, and the Office of the University Registrar's website[5]. The Office of the University Registrar website also publishes information on grading policies[6].

The Texas Administrative Code (TAC) Chapter 4, Subchapter A, Section 4.5[7] establishes a common calendar for all the public institutions of higher education in the state of Texas. The common calendar provisions recommends a 16-week semester length that incorporates 15 weeks of instruction and one week for final examinations; and, two summer terms that each include no less than 5 1/2 calendar weeks with registration, instruction and final examinations. TAMU-CC follows the required common calendar provisions set forth by the state and has established a process for the approval of the academic calendar. TAC Chapter 4, Subchapter A, Section 4.6[9] (e) addresses non-traditional methods for offering courses in a shortened format. TAMU-CC offers courses in length of 7.5 weeks during the long terms, and 7 weeks for online, year-round programs. The Academic Calendar Approval process, University Procedure 11.99.99.C0.04, Academic Calendar Approval[10] ensures compliance with the Texas Higher Education Coordinating Board’s Common Calendar[11] and its provisions, and ensures that important academic dates are scheduled four years in advance for TAMU-CC.

The academic calendar approval process provides opportunities for various segments of the University community to participate on the Calendar Committee[12] to develop the multi-year academic calendars. The development and publication of multi-year academic calendars enables students, faculty, and staff to have information about important academic dates in future semesters or terms. The Calendar Committee is composed of members from each of the following areas: Community Outreach, College Dean’s Council, Institutional Advancement, Enrollment Management, Finance and Administration Council, Planning and Institutional Research, Faculty Senate, the Office of
the Provost, Performing Arts Center, the Staff Advisory Council, Student Engagement and Success, and Student Government Association. Student members serve one-year terms; other members serve for three-year staggered terms. An Executive Working Group comprised of member representatives from Academic Affairs, Student Engagement and Success, and Faculty Senate is charged with creating the working calendar and presenting it to the larger Committee for review and final draft.

The Calendar Committee is charged with maintaining a four-year calendar cycle and to update that cycle annually. The Committee will analyze previous academic calendars and make recommendations to the Executive Working Group for modifications to upcoming calendars, and coordinate a master university calendar so that there will be coordination of University scheduling. The Executive Working Group will create a working calendar and distribute to their respective units for review. A final draft will be presented to the larger Committee with recommendations from the various units. The Chair of the Calendar Committee will then send the recommendations and updated proposed four-year cycle calendar to the Provost. The Provost then submits the proposed academic calendar to the President's Cabinet. President's Cabinet reviews and approves the calendar by the end of January. The Office of the Provost informs the Calendar Committee of any changes to the original proposed calendar. The Executive Working Committee distributes the approved academic calendar for publication within one week of approval by President's Cabinet.

**Grading Policies**

Grading policies and any revisions to those policies are guided by Texas A&M University System (TAMUS) Policies and Regulations, and TAMU-CC University Rules and Procedures[13]. University Rules, Procedures, and Statements should be read in conjunction with related TAMUS Policies and Regulations. TAMUS Policy 13.02 Student Rights and Obligations[14], and University procedure 13.02.99.C0.03 Student Grade Appeals[15] govern grading policies at TAMU-CC.

TAMUS policy 13.02 Student Rights and Obligations[14], addresses students’ rights to be respected for personal feelings, freedom from indignity of any type, and freedom from control by any person except as may be in accord with published rules of the system academic institutions. Students’ obligations addressed in the policy include recognizing constituted authority, to conform to the ordinary rules of good conduct, and to be truthful. These are also addressed in the Student Code of Conduct. University procedure 13.02.99.C0.03 Student Grade Appeals, outlines the basic aspect of evaluation of student performance solely on academic performance and not on opinions or conduct in matters unrelated to academic standards. It also addresses the responsibility of the faculty for setting standards and the University’s duty to maintain standards of scholarship and conduct for students who attend classes. The rule explains the grounds for appealing a grade and gives a student who believes that he or she has not been held to the appropriate academic standards the right to appeal the final grade given in a course.

Grading policies can be found in the electronic graduate and undergraduate catalogs and the TAMU-CC Student Handbook and Code of Conduct. The University catalogs, which are reviewed and revised annually as outlined in University procedure 11.10.99.C0.03, Development of Courses and Catalog Revisions, include the policies on grading and grade point average calculation, academic standards and dean’s list eligibility, academic or grade appeal process, and degree requirements. All substantive catalog changes pertaining to the educational program and other academic matters must be approved by Faculty Senate and the Provost prior to the printing of the University catalog. The Office of the University Registrar provides a web page on grades that includes how to calculate grade point average (GPA), how to access grades, and the grading policies.

**Cost of Attendance and Refund Policies**

Texas Education Code (TEC) Section 54.006 (pdf of code) and TAMUS Policy 26.01 Tuition and Fees, supplemented by TAMUS Regulation 26.01.01 Chancellor’s Delegation of Authority Related to Tuition and Fee Exemptions and Waivers, provide the governing authority over refund policies for TAMU-CC. Section 54.006 of TEC addresses refund or adjustment of tuition and mandatory fees for dropped courses and student withdrawals stating that “a general academic teaching institution, as soon as
practicable, shall refund tuition and mandatory fees collected for courses from which students drop within a specified number of days at the beginning of the semester or summer term." TAMUS Policy 26.01 provides a description of the approval process regarding tuition and fees, including the authority delegated to the Chancellor and any further delegation to system member chief executive officers (CEOs)/university presidents. TAMUS Regulation 26.01.01 delegates authority to the Chancellor and permits the further delegation to the presidents of the universities and the academic institutions of the Texas A&M University System regarding the implementation of tuition and fee exemptions and waivers.

Refund policies, as well as tuition, fees and payment options information are available online via the Business Office website.

Texas A&M University-Corpus Christi uses three methods to refund students for financial aid award balances, overpayment of tuition and fees, or for tuition and fee reimbursements when they drop classes. The University contracts with BankMobile to provide refund methods to all registered students. Students will receive a letter in the mail from BankMobile with instructions on how to log in and choose between an electronic deposit of their refund money to a bank account of their choice with a wait period of two to three days; they can request a paper check sent to them in the mail from BankMobile with a wait period of five or more days; or, they can have the funds deposited into a BankMobile Vibe account, giving access to the refund within one business day of its release by TAMU-CC. A virtual BankMobile Vibe card is provided to the student while the physical card is mailed arriving between 5 to 7 days. The BankMobile Vibe card can be used by students to make debit purchases wherever Debit MasterCard is accepted. All three refund methods require that the student select their refund method through the BankMobile website. In accordance with Section 54.006 of the Texas Education Code, the refund policy schedule at TAMU-CC is posted under important dates that include a pro-rated refund for students who officially withdraw from the University during a scheduled period. A refund schedule is available on the business office web page. Additionally there is a set of frequently asked questions to assist students in working their way through the system and a Tuition and Fees link that provides information about the cost of tuition and mandatory fees for specific terms, tuition and fee descriptions and information about exemptions and waivers for tuition and mandatory fees.

10.3 The institution ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students. (Archived information)

Compliance Status: Compliant

Catalog Availability

Texas A&M University-Corpus Christi (TAMU-CC) ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students. The offices that store archived catalogs are the Office of Assessment, Accreditation, and Compliance and the Mary and Jeff Bell Library. The Office of Assessment, Accreditation, and Compliance maintains the University’s online catalog, both current and archived editions. Archived catalogs are available on the University’s online catalog website dating back to the 2009-10[1].

The archival print catalogs are housed by the Office of Assessment, Accreditation, and Compliance. The oldest catalogs date back to 1974-75 and into 2009-10. Archived catalogs are available for each year in which a print copy was produced from 2009-12, when the institution transitioned away from print catalogs to a solely online format. The University Archive holdings can be accessed by using the TAMU-CC website[1]. Copies of the catalog materials can also be requested by telephone and email, as well as by visiting the Office of Assessment, Accreditation, and Compliance. Requested copies can be faxed, emailed, or mailed.

Relevant Information for Course and Degree Requirements
The catalog review process further ensures that appropriate courses with appropriate content are being offered and follows TAMU-CC Procedure 11.10.99.C0.03 Development of Courses and Catalog Revisions. The Undergraduate Catalog is reviewed by the College Curriculum Committee, whose makeup is the appropriate faculty curriculum group defined by the college, the dean of the college, the Provost, the University Curriculum Committee, and the Faculty Senate. The graduate catalog is reviewed by the above groups. Changes impacting other disciplines include memoranda from the disciplines through the respective dean. Should concerns occur, the disciplines seek resolution through the deans and the Provost. Each college provides catalog materials electronically to the Office of Assessment, Accreditation, and Compliance via Curriculog, the University catalog's electronic Curriculum Management System. The catalog contains all degree programs, course descriptions, and degree requirements.

Conclusion

Texas A&M University-Corpus Christi ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students.

10.4 The institution (a.) publishes and implements policies on the authority of faculty in academic and governance matters, (b.) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c.) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. (Academic governance)

Compliance Status: Compliant

Faculty Authority in Academics and Governance

The faculty at Texas A&M University-Corpus Christi (TAMU-CC) are key stakeholders in developing the University’s governing documents and upholding its academic mission. TAMU-CC is part of the Texas A&M University System (TAMUS) and is thus governed by TAMUS policies and regulations. Additionally, TAMU-CC has developed rules and procedures to further govern itself. These university rules and procedures are published as the University Handbook of Rules & Procedures on a dedicated page of the University website; a static copy of this handbook is also included in the support documentation. TAMU-CC’s Faculty Senate has developed a University faculty handbook to consolidate the University rules and procedures most applicable to the faculty and to expand on the roles and responsibilities of the University faculty. Furthermore, each academic college has developed its own college faculty handbook to put the University rules and procedures into practice in the most effective way for its college. Throughout all levels of governing documents, the idea of shared governance and the faculty’s authority in the University’s academic mission is clear.

The review and approval process of the various governing documents is clearly defined to ensure all groups’ voices are heard and appropriate revisions are made to the documents. TAMUS policy 01.01 System Policies and Regulations, and Member Rules and Procedures establishes the purpose and scope of the System policies and regulations and outlines the TAMUS member universities’ (including TAMU-CC) responsibilities in creating university rules and procedures. TAMU-CC describes the full development, routine review, and approval processes for its rules and procedures in University Procedure 01.01.99.C0.01 Review and Approval of University Rules and Procedures. This procedure identifies several key advisory bodies, including Faculty Senate, whose participation in the review and approval process of university rules and procedures is required. The responsibilities and scope of each advisory body are outlined; Faculty Senate’s function is to review and propose “university rules and procedures dealing with academic matters, educational policy, faculty, librarians, academic administrators, the role of research and allocation of dedicated research funds, student awards, scholarships and honors, academic support services, and academic standards for students.
Advisory bodies can request a revision to an existing rule/procedure or the creation of a new procedure for a variety of reasons including aligning rules and procedures with the university processes. This helps ensure compliance with the university rules and procedures.

All rules and procedures are reviewed at least once every five years and are revised as appropriate to further ensure compliance and accuracy. Upon completion of the review and approval process, revised rules and procedures are published on the University Handbook of Rules & Procedures page, and the faculty and staff are notified via email.

In April of 1991, TAMU-CC created a Faculty Senate as an advisory body. Faculty Senate exists in accordance with System Policy 12.04 Academic Council/Faculty Senate. Faculty Senate is the primary conduit for faculty to aid in revising university rules and procedures, especially those related to the academic mission. Faculty Senate is governed by its own constitution and bylaws, as well as by a dedicated University Procedure: 12.04.99.C0.01 Faculty Senate. Faculty Senate is comprised of elected representatives from each academic college (4 per college), the Bell Library (2), the Department of Undergraduate Studies (2), and any other faculty not affiliated with an academic college. To efficiently operate, Faculty Senate has structured committees outlined in its bylaws including the Academic Affairs Committee (tasked with reviewing the curriculum and new/changed programs among other things) and the Faculty Affairs Committee (tasked with reviewing university rules and procedures and related items). The Faculty Senate roster and committee structure are included in the support documentation.

Faculty Senate reviews and approves all University procedures dealing with faculty, academics, and/or overall University administration per University procedure 01.01.99.C0.01 Review and Approval of University Rules and Procedures. Each college’s faculty reviews and approves the college-level policies included in each college’s respective college faculty handbook. The colleges recently revised and approved their handbooks at the start of the 2018-19 academic year. These processes exist to ensure that faculty have an appropriate level of shared governance in the University’s academic and administration missions. Additional details on the faculty’s specific role in curriculum development is below.

**Curriculum Development**

**Programs.** Texas A&M University-Corpus Christi (TAMU-CC) develops its academic programs in accordance with the Texas Higher Education Coordinating Board’s (THECB) guidance for bachelor’s and master’s programs and doctoral programs, both of which are based on the Texas Administrative Code Title 19, Part 1, Chapter 5. TAMU-CC’s program development is further governed by TAMUS Policy 11.10 Academic Program Requests, which requires the Board of Regents’ approval of academic programs and provides the TAMUS academic affairs approval process. A current list of TAMU-CC’s approved program inventory is available from the THECB.

At the university-level, TAMU-CC recently revised its academic program development process to improve efficiency while maintaining appropriate faculty control and involvement. TAMU-CC also revised the associated Procedure, 11.10.99.C0.01 Development of Academic Degree Programs to make sure that the new process was clearly communicated to the campus community and that the procedure accurately reflected the process. This procedure, along with related procedures on curriculum change and development, was last reviewed and approved by the Faculty Senate on January 26, 2018, and President’s Cabinet on February 26, 2018, and it was published that day. These procedures were recertified (only clerical edits) on December 17, 2018 due to TAMUS updating Policy 11.10 Academic Program Requests. The President’s Cabinet approved these procedures, and they were republished on December 17, 2018. A key change in the process implemented by these procedures is the creation of a University Curriculum Committee, which was finalized as part of the discussion in Faculty Senate on August 21, 2017. The University Curriculum Committee is comprised of members from Faculty Senate’s Academic Affairs Committee, Undergraduate Council, Graduate Council, and a variety of ex-officio members from across campus. This new committee supplants and provides a wider scope of
review than the individual reviews of the Graduate Council and Undergraduate Council. Complete details of the committee’s charge and makeup are available in the supporting documentation[37].

The development process for creating an academic program starts at the department level within a college with the department faculty securing support for drafting a new program proposal from the department chair, college dean, and Provost. Once the department faculty have drafted the program proposal, they send it through their college’s curriculum committee as outlined in the college faculty handbook[5] [6] [7] [8] [21] [10]. With college approval, the department submits its program proposal to Academic Affairs for routing through the approval process. The proposal moves along to the newly-created University Curriculum Committee for review and comment. The department will address any comments made by the University Curriculum Committee and forward the proposal to the Faculty Senate for additional review and comment. The department will again address any comments and forward the resulting proposal to the President’s Cabinet (via Academic Affairs) for approval. The Office of the President sends the university-approved program proposal to TAMUS in accordance with TAMUS policy 11.10 Academic Program Requests[30]. Depending on the nature of the proposal, SACSCOC and THECB are contacted by TAMUS for approval and/or notification. More details on this process are contained in University procedure 11.10.99.C0.01 Development of Academic Degree Programs[32]. Examples of a graduate program change (Accountancy, M.Acc.)[38], and an undergraduate program change (Economics, B.A.)[39] completed through this new process are in the supporting documentation section. An example of a new graduate program being approved under the former process is included in the support documentation[40] [41] [42] [43] [44] [45] [46] [47]. An example of a new certificate being approved under the former process is also included[48] [49] [50] [51] [52] [53]. Note, TAMU-CC is authorized to approve certificate programs without approval by THECB though it does submit a notice of new certificate programs[54].

In this process, the University faculty are primarily responsible for developing the academic program and are heavily involved throughout the entire review and approval process on campus via the appropriate college curriculum committee, Faculty Senate, and University Curriculum Committee. The faculty ensure program proposals include appropriate courses that address the current knowledge in the discipline. TAMU-CC administration as led by the President’s Cabinet make sure that the proposed program aligns with the University’s mission and that sufficient resources exist to support it.

Other Curriculum Changes. TAMU-CC has applied the new program development and approval process outlined in University procedure 11.10.99.C0.01 Development of Academic Degree Programs [32] to various other curriculum changes and published separate procedures for each type of change to increase transparency of the processes and improve ease of access to the information. The block of related University procedures includes: 11.10.99.C0.02 Development of Certificate Programs[55] for university certificate programs; 11.10.99.C0.03 Development of Courses and Catalog Revisions[56] for course and other catalog revisions; 11.10.99.C0.04 Distance Education Programs[57] for programs that can be completed more than 50% online; and 11.10.99.C0.05 Substantive Change[58] which describes what constitutes a substantive change and how it would be communicated to SACSCOC. Examples of these types of curriculum changes done under the current procedures are in the supporting documentation[59] [60] [61]. Examples of these changes handled under the prior procedures (before the University Curriculum Committee) are also in the supporting documentation[62] [63] [64].

Program Review

Texas A&M University-Corpus Christi (TAMU-CC) takes the periodic review of its academic programs seriously. THECB maintains a 7-year review cycle for all graduate programs[65]. TAMU-CC applies this same logic to its undergraduate programs and manages a university program review calendar based on the THECB calendar for both graduate and undergraduate academic programs[66]. This university calendar also tracks programs with external accrediting bodies, whose reports supplant the University’s required reviews.

The external program review process for all programs (undergraduate and graduate) is largely the same. The process is managed by the Academic and Administrative Compliance Manager who serves
as the single point of contact for the program faculty and the external reviewers. The review process starts with the department faculty creating a comprehensive self-study of the program spanning from the last formal review through the end of the most recent academic year (typically 5-7 years). The self-study report follows a set template and dataset for consistency[67]. The key elements covered in the self-study include alignment with the TAMU-CC’s mission, faculty qualifications and workload, program performance, student outcomes and retention, and resources across the university. The department faculty, with input from their department chair and college dean, creates a list of potential external reviewers to come to campus for a two-day site visit. For graduate programs, the two-reviewer team is made up of one person from Texas and one person from outside of the state. For undergraduate reviews, there are no geographic requirements for the two-reviewer team. At the end of the site visit, the review team will present an initial report of its findings with a more detailed written report to follow. The program faculty will then create an implementation plan in response to this report and present it to the Provost and Dean for feedback. Recent examples of both undergraduate and graduate program reviews are in the support documentation[68] [69] [70] [71] [72] [73] [74] [75] [76].

Conclusion

TAMU-CC supports shared governance and has created University rules and procedures that address the faculty’s authority as it relates to the academic mission of the University. Faculty are engaged in the creation, review, and approval of these University rules and procedures. The final documents are published on an official University page, and the faculty and staff are notified via email when a new document is published. Program development (content and quality) and evaluation (effectiveness) is lead and controlled by the appropriate faculty. The University has revised the process for these activities to improve efficiency while maintaining significant faculty involvement. This has resulted in the revision of existing University procedures and the creation of new ones to ensure that University policy and these processes are aligned, and the information is clearly available for interested parties. Existing academic programs at both the graduate and undergraduate levels are carefully reviewed by external reviewers on a routine basis to ensure quality and effectiveness of the curriculum.

10.5 The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees. (Admissions policies and practices)[Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

---------Texas A&M University-Corpus Christi (TAMU-CC) publishes admissions policies that are consistent with its mission. TAMU-CC seeks to admit students who, upon graduation, will be prepared “for lifelong learning and responsible citizenship in the global community”. TAMU-CC considers itself to be an agent of opportunity, particularly for those persons residing in the South Texas region who have historically been underrepresented in higher education. Accordingly, the admission standards and policies of the University have been designed to identify students who demonstrate the potential for academic success. Both undergraduate and graduate admissions policies are consistent with the University’s mission and goals as a federally designated Hispanic-Serving Institute (HSI) to provide “a foundation for closing educational gaps” in order to advance the region. The University recognizes that through the success of its students, its “strategic location on the Gulf of Mexico and on the cultural border with Latin America provides a basis for gaining national and international prominence”[1].

The Texas A&M University System (TAMUS) Policy 11.04 Admissions Standards, provides guidance in the development of admission standards at the University[2]. This policy requires that all members of System prepare and submit their admissions standards to the Chancellor and the Board of Regents for approval according to an established schedule. TAMU-CC follows University and TAMUS board admission standards and policies. Any changes to these standards must also be submitted for review and approval. The University’s admissions process is selective, and the criteria used in selecting
students vary according to the individual’s classification, as well as the particular program for which the student seeks entrance. Criteria also depend upon whether the applicant is seeking admission into an undergraduate[3], graduate[4], or doctoral/terminal degree program[4]. The admissions policies are published in the undergraduate and the graduate catalogs, which are available online[5]. Undergraduate admissions policies are also available online through the Office of Recruitment and Admissions website[6]. The Office of Recruitment and Admissions website includes a link to the College of Graduate Studies website where potential graduate students can view graduate admissions policies[7].

**First Time in College Admissions**

A student is automatically admitted to the University as a first-time freshman if he or she successfully completes the recommended or advanced/distinguished high school programs, or a pre-college high school curriculum equivalent in content and rigor, and graduates in the top 10% of his or her class from an accredited Texas high school, as is required by Chapter 51 of the Texas Education Code[8]. Applicants in the top 10% of their high school class must have graduated during one of the two school years prior to the academic year for which they seek admission as first-time freshmen, and they must not have attempted any higher education credits since graduation from high school. Applicants who are admitted as a result of being in the top 10% of their high school class will gain automatic admission without minimum SAT or ACT score requirements. Students are still required to submit official scores on either the SAT or ACT exam to the Office of Recruitment and Admissions. All other freshman applicants must either meet the “Regular Freshman Admission” requirements or the “Conditional Admission” requirements. The “Regular Freshman Admission” category is based on a combination of high school class rank and standardized test scores. A student’s high school class rank results from ongoing opportunities to demonstrate capabilities in familiar situations, whereas standardized tests use objective measures for gauging academic potential. All applications are reviewed to ensure that applicants present basic academic preparation required to study at the University[3][4]. The University’s admissions policy has resulted in strong freshman classes that have the potential to succeed. In 2017, 73% of the students in the freshman class were in the top half of their high school graduating class, 27% were in the top quarter of their high school graduating class, and 7% were in the top 10% of their high school graduating class. The average high school GPA of all first time, first-year students in 2017 was 3.26, and 75% of all first-time, first-year students had a high school GPA of 3.00 or higher[9]. The following is the admit breakdown for freshmen for the past three fall terms: Fall 2018: 7875, Fall 2017: 7531, Fall 2016: 7717[10].

**Transfer Undergraduate Students**

Texas A&M University System Board of Regents endorses and encourages “the recruitment and admission of transfer students from community colleges and other general academic institutions” to the institutions within the Texas A&M University System, including TAMU-CC, in System Policy 11.05 Recruitment and Admission of Transfer Students[11]. TAMU-CC was an upper-division transfer institution for over 20 years, during which time it earned a reputation for working effectively with transfer students. The University aims to maintain its transfer-friendly reputation. A student who is interested in transferring to the University must have earned at least 24 or more college-level hours with a minimum cumulative GPA of a 2.0 on a 4.0 scale. Students who have less than 24 college level hours are considered freshman-transfer students and must also meet the regular freshmen admission requirements[12]. The following is the admit breakdown for transfer undergraduates for the past three fall terms: Fall 2018: 1250, Fall 2017: 1475, Fall 2016: 1472[10].

In most cases, transfer students at the University have attended the local community college where course selection was influenced by the transfer guides developed by the University and the community college. The transfer guides can be accessed through a University web page[13], and a sample transfer guide is provided[14]. The transfer guides list each program that the University offers and provide a detailed guide for that program’s courses both at the community college and the University. The University continues to develop articulation agreements and Memorandums of Understanding (MOUs) with a number of area community colleges. These agreements will specify conditions under which the community college students will be automatically admitted to the University upon completion
of the associate’s degree. Example of these agreements with a community college is included in the documentation.

Special Admission Conditions

The Texas A&M University-Corpus Christi (TAMU-CC) also admits a number of students under special conditions. Among these are the members of Academic Fresh Start Program, post-baccalaureate students, high school concurrent enrollment students, conditional admission, international applicants, and transient students. Students seeking admission under the Academic Fresh Start Program or as a post-baccalaureate student must meet the admission requirements for their classification. A student seeking admission to the high school concurrent enrollment program must rank in the top 10% of his or her high school class or have a composite score of at least 25 on the ACT or a combined score of at least 1210 on the SAT; be completing a college preparatory high school curriculum; have completed an approved Texas Success Initiative assessment or be exempt; present a letter of recommendation from the high school principal; and be approved by the Executive Director of Recruitment and Admissions. Students who are seeking admission as a transient student must provide proof of enrollment in good standing at their home college or university. International applicants must meet all the academic requirements and demonstrate adequate language competency, financial responsibility, and health insurance.

Graduate Admissions

The criteria for admission to graduate studies at the University are published in the Graduate Catalog and are available online on the College of Graduate Studies (CGS) website. Both the Graduate Catalog and the CGS website include information on the general University admissions criteria as well as program-specific requirements, such as entrance examination information, graduate essays, and other application and admission requirements. Additionally, students who wish to pursue a graduate education at the University can find the graduate admissions policies through a link provided on the University’s general admissions web page. The CGS website includes separate links for each graduate program. Each link provides the specific requirements and the deadlines for application. As an example, the requirements and deadlines for the Biology M.S. program are provided. In addition to finding a listing of all graduate degree programs through both the CGS website, students may also find a list of undergraduate and graduate degree programs on the University’s general admissions web page. The following is the admit breakdown for graduate students for the past three fall terms: Fall 2018: 880, Fall 2017: 842, Fall 2016: 775.

The CGS website includes information on special requirements for international students, including language requirements, transcript information, and the health requirements for acceptance to the University. Students who wish to apply for a graduate program at the University submit their application via Apply Texas.

Recruitment Materials and Presentations

Texas A&M University-Corpus Christi accurately represents its practices and policies in its recruitment materials and presentations. With a strategic plan and a clear mission, TAMU-CC maintains a clear focus on engaging students and promoting student success. Recruitment materials and presentations are designed to inform prospective students about the University’s programs and services, as well as about the institutional policies and practices that might affect them.

Momentum 2020: A Clear Vision is Texas A&M University-Corpus Christi’s most recent strategic plan. The planning process was launched in Spring 2013 by President Flavius Killebrew and the plan was crafted by the faculty, staff, students, and local community members over the next year. The plan was finalized in May 2014 and implementation began in the fall semester of 2015. The Momentum 2020 Steering Committee was charged by the president with designing and coordinating the strategic planning process. The steering committee identified nine themes and recruited faculty, staff, students, alumni and community members to participate on each of the nine theme groups. Each group was charged with proposing recommendations that would move the University as a whole toward its vision.
of becoming “an Emerging Research University with an unparalleled commitment to every student’s success, closing gaps in achievement and delivering a robust campus experience.” Recruitment materials are intentionally designed to reflect the University’s vision and mission, accurately portraying academic programs, student life, scholarly and creative activities, and the campus environment.

Texas A&M University-Corpus Christi’s website[22] serves as the primary point of entry for prospective students who want to learn more about the University online. During Spring 2016, the website underwent a complete redesign, with new navigation, mobile responsive style sheets, and new content designed to improve access to information as well as present a more cutting-edge web presence. Easy to navigate tabs direct prospective and current students to the information they need within two clicks of the main page. A separate section for parents and visitors provides information most relevant to these groups within two clicks of the main University page. The University is currently completing another redesign of its website process with an anticipated launch date of fall 2020.

The website is a powerful recruitment tool that provides accurate information and gives prospective students the ability to access virtually all of the information on TAMU-CC that is available in print. The Division of Marketing and Communications oversees the University’s main website. The Web Services Manager serves as the University’s principal web master and is responsible for maintaining and enhancing the site to support the changing needs of prospective students, current students, the external community, and the faculty and staff. The Web Services Manager provides input regarding changes within and adherence to University web policies; communicates web publishing guidelines developed to serve in brand development and management.

Many departments on campus contribute data used in recruitment publications, with each department responsible for ensuring that information about that office is correct as of the date of publication. Because the University is engaged in integrated marketing tactics, changes in its print materials also appear in electronic promotion materials. Individual academic and administrative departments develop informational materials with details about specific programs.

While individual departments contribute academic program information, the Office of Planning and Institutional Research[23] is the resource for student data that is woven within the language found in the recruitment components on the web and in print. The Associate Vice President for Planning and Institutional Research is responsible for compiling and certifying official University statistics and providing University offices with accurate, official data for use in publications and recruitment efforts. The Director of Marketing works closely with the Associate Vice President for Planning and Institutional Research, and the Associate Vice President for Enrollment Management to present the most recent data and information for University recruitment publications. Publications highlight the University’s reputation for award-winning academic programs and high-quality research, demonstrate its focus on students and student engagement, and showcase the University’s strategic growth. Personnel in Enrollment Management in the Office of Recruitment and Admissions, work collaboratively with staff from Marketing and Communications to review recruitment publication proofs, ensure accuracy in information content and make suggestions and/or corrections. Once prepublication materials have been checked for accuracy and meet with enrollment management staff approval, the corresponding director authorizes the final copy affirming the document to be published is accurate. The document is submitted to the Director of Marketing for approval and production. Recruitment publications are created to focus on both general markets and target-specific markets. In developing the Texas A&M University-Corpus Christi view book[24][25] and search pieces[26][27], anecdotal information and focus group studies are utilized to craft language and images to position the University as a destination site for higher education. While the graphic look of materials changes annually, there continues to be the underlying theme of a “multicultural learning community,” reflective of the University’s mission.

Recruitment materials take many forms because any TAMU-CC publication, postcard, t-shirt, web page or business card can serve as a recruitment tool. For example, prospective students and their parents attending Island Days[28][29], a series of open houses/campus preview events that provide a first-hand look at what the University has to offer, are provided with a packet consisting of the event’s agenda, break-out sessions, admission and financial aid presentations, campus tours information and
important contact information. The contents of the folder include the view book and various flyers and information items. Students are given a presentation and have the opportunity to gather information on scholarships, campus housing, Army ROTC, the Honors Program, and specific academic programs during the Island Days Fair. Students have the opportunity to visit with faculty, staff and current students to get a sneak peek at Islander campus life and programs and receive University Island Day T-shirts intended to remind them of their TAMU-CC visit.

Prospective students and parents can register for Island Days on the TAMU-CC website. From the website prospective students can also schedule a campus tour, take a virtual campus tour, access information about programs offered, and see the Island Days schedule of events. The University engages the community through its official Facebook, Twitter, LinkedIn, Snapchat, YouTube, and Instagram sites, as well as through other official University social media outlets. News and information about the University is posted as updates, sometimes at multiple points within the day. The information is gleaned from news generated from both the marketing and communications operation and the sports information operation. The Office of Recruitment and Admissions monitors and updates the multiple social media sites, and ensures prospective and current students are made aware of recruitment activities, registration deadlines and other timely information that supports recruitment and retention efforts. The office also utilizes Twitter and Instagram to reach prospective students when there are recruitment and orientation events underway. Additional recruitment materials are provided to high school counselors at annual workshops and in every region where an Admission Counselor is housed every fall semester. Counselors receive a presentation and other materials such as those included in the Island Days folders to take back to their high schools.

The University markets to prospective students and parents through a mix of broadcast, print, outdoor (billboard), and digital methods, and targeted markets (both geographical and demographic) are identified in conjunction with Enrollment Management. The Institution’s recruitment and recruitment-related materials use photographs of students from diverse ethnicities as one way of connecting with target populations. Promotional materials for University recruitment events provide a quick overview of key points for potential students. Recruitment of international students occurs in multiple ways: through the third-party Intensive English Program run by StudyGroup, through agents who work directly with the University, through our web pages, through cooperative agreements we have with international universities, and through faculty contacts. Recruitment is also carried out through letters and emails to specific audiences. The University website, emails, and promotional materials created by programs. The University and StudyGroup have a Memorandum of Understanding (MOU) which covers ethics, operations, and other issues and which has been approved by the Texas A&M University System legal office. International students who wish to attend the University make initial contact with the Office of Recruitment and Admissions. The Executive Director of Recruitment and Admissions is involved in admitting the students and communicating with them from the time they express interest in the University and its programs.

Aside from the primary recruitment materials for the overall University community, the larger academic units (the seven colleges) have developed recruitment materials for specific degree programs to highlight these course offerings to more targeted populations. These recruitment materials, available both in print and electronically, are generated in-house by the colleges, following the parameters outlined by the Division of Marketing and Communications and are checked for accuracy by either program or department chairs, by committees or by the college dean. College web pages provide a means of recruiting interested students. Recruitment materials generated by the colleges are also taken to recruitment fairs, mailed out upon request. Individual colleges are active at on-campus graduate recruiting as well as the Assistant Director of Graduate Recruitment.

General advertising for the University highlights specific aspects of the institution, its mission and its programs. TAMU-CC focuses on its academic programs, doctoral-granting status, the research and creative accomplishments of its faculty and students, its role in important Gulf of Mexico studies, and its dedication to excellence in teaching, research, creative activity and service, reflecting fulfillment of the Institution’s mission. Important landmarks, including the Momentum sculpture at the entrance to the University, the Harte Research Institute for Gulf of Mexico Studies and the Performing Arts Center,
Conclusion

TAMU-CC publishes admissions policies that are consistent with the mission of the institution. All undergraduate and graduate students at the University may easily access and view the admissions policies through the online undergraduate and graduate catalogs, the University admissions website, and through the College of Graduate Studies website. These policies encourage a diverse student body that is consistent with the University’s mission of preparing its students to be lifelong learners and members of a global community.

All recruitment materials are compared against the information from the Planning and Institutional Research office, which is the official source of data at TAMU-CC. Information in recruitment materials is consistently and thoroughly checked by college and department administrators, the Director of Marketing and the Associate Vice President for Enrollment Management (this position is transitioning into the Vice President for Enrollment Management in fall 2019). Through these measures the University ensures that all recruitment materials and presentations accurately represent its practices and policies.

10.6 An institution that offers distance or correspondence education:

   a. ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.

   b. has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

   c. ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.

(Distance and correspondence education) [Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

Texas A&M University-Corpus Christi (TAMU-CC) ensures that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the credit (10.6.a). The University has written procedures in place for protecting the privacy of students enrolled in distance education courses or programs (10.6.b). It also has written procedures for notifying students of additional charges, including any charges associated with verification of student identity. These procedures are available to students prior to registration or enrollment (10.6.c). TAMU-CC does not offer correspondence education courses or programs.

Verification of Student Identity (10.6.a)

TAMU-CC ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit. This assurance comes from an identity assurance program that begins at the moment of application and which uses a combination of technical and administrative controls. Additionally, all entering students are given information on the University’s Student Code of Conduct and are regularly reminded of their responsibilities regarding academic integrity through the undergraduate and graduate catalogs, as well as in all course syllabi.

Technical Controls

Apply Texas. Applicants must apply to TAMU-CC via the ApplyTexas website[1]. The ApplyTexas process requires a significant amount of personally-identifying information such as birthdate, mailing
addresses, phone numbers, names of relatives, etc. In conjunction with the application process, a student is required to submit supplemental documentation to the University such as academic transcripts from either their high school or institute of higher learning, test scores and/or letters of recommendation.

**SandDollar.** As part of the campus orientation for incoming freshmen, students may obtain photo ID card called a SandDollar card[2]. To receive a SandDollar card, a student must supply a government-issued photo ID or comparable credential(s). The SandDollar process provides an additional layer of identity verification.

**Active Directory.** All admitted students receive an Active Directory username (Island ID) and a password. These are used to authenticate centrally to virtually all of the systems that students must access in the course of their academic careers. The Island ID password must conform to the University's Passwords Standard[3]. The key elements of the standard are:

- Passwords must be a minimum of eight characters/numerals.
- Passwords must contain a combination of three of the following:
  - Upper Case Letters (A, B, C, etc...)
  - Lower Case Letters (a, b, c, etc...)
  - Numbers (1, 2, 3, etc...)
  - Non-Alphabetic Characters (!, @, #, etc...)
- You cannot use a password that you have previously used the last ten (10) times.
- You cannot use a password that contains any part of your name.
- You can only change your password one (1) time per 24-hour period.

**Single Sign On.** Texas A&M University-Corpus Christi uses Single Sign On (SSO) with the IslandID and password to log in to applications such as Banner, BlackBoard Learn, LaserFiche, Argos, DegreePlanner, and many more that are SSO enabled.

Single Sign On (SSO) is a property of access control of multiple related, yet independent, software systems. With this property, a user logs in with a single ID and password to gain access to a connected system.

As different applications and resources support different authentication mechanisms, SSO must internally store the credentials used for initial authentication and translate them to the credentials required for the different mechanisms.

**Duo Two-Factor Authentication.** To add an extra level of security to the University’s Island ID account TAMU-CC has implemented Duo Two-Factor Authentication[4][5] for students beginning in October of 2018. All faculty and staff have been using Duo on all major applications for approximately two years. Duo re-verifies each identity using a second factor, such as a phone or other mobile device, or a passcode to prevent anyone other than the authorized user from logging into University accounts even if they know the password. Once a person is enrolled in Duo Two-Factor Authentication, they log in as usual with the Island ID and password, and then use a personal device, landline, tablet, or a FIDO Certified U2F token to verify the identity via push notification from the mobile app, entering a passcode sent in a text message, or answering a phone call.

**Photo roster.** To further support identity verification, TAMU-CC introduced photo rosters that allow instructors and their delegates to obtain the official SandDollar ID Card photos of students in their classes.

**Exam Proctoring**

Proctoring is incorporated into academic instruction at the discretion of the academic faculty member. The University offers proctoring via testing services or online via Examity[6][7]. Examity offers live online proctoring for academic institutions and universities by using a webcam to monitor students taking exams online to prevent cheating. Examity offers varying levels of security—from basic
authentication to live proctoring—to ensure students’ identities and monitor actions during an assessment. All authentication and proctoring are done electronically through a web browser interface that integrates with BlackBoard Learn, the University’s centrally supported learning management system.

**Administrative Controls**

TAMU-CC, like all Texas state institutions of higher education, is bound by the Texas Administrative Code, *Section 202* (TAC 202) “Information Security Standards” and the accompanying “Security Control Standards Catalog.” The Security Control Standards Catalog states that: "Each user of information resources shall be assigned a unique identifier except for situations where risk analysis demonstrates no need for individual accountability of users. User identification shall be authenticated before the information resources system may grant that user access."

At the Texas A&M University System level, System Regulation 29.01.03, *Information Security, Section 5* states that: "Users of various electronic information services are assigned a unique login name or ID to access these resources. Users are required to protect and maintain the confidentiality of their passwords."

The University’s Procedure on IT Acceptable Use and Privacy, and IT Standards for All Users expressly forbids sharing one’s password with another, accepting the password of another, or logging into a system with the password of another. Furthermore, these policies impose on all users an affirmative duty to report such violations to administration.

Technical and Administrative controls do much to ensure that the student who enrolls in a course is the same student who participates in and completes the course. However, the University must still rely on the integrity and honesty of its student body. All students are introduced to the TAMU-CC Student Code of Conduct during their initial orientation to the University. The Student Code of Conduct contains multiple statements forbidding identity fraud, e.g., Article III, Violations of the Student Code of Conduct, Section 1 “Academic Misconduct,” Section 20 “Technology Misuse,” and Section 21 “Information and Identification.”

Students are also reminded of expectations related to academic integrity through statements on course syllabi and in the University’s undergraduate and graduate catalogs.

**Procedures for Student Privacy Protection (10.6.b)**

TAMU-CC takes seriously its responsibility to ensure that student information is protected and has written procedures in place that are designed to protect the privacy of all students, including those enrolled in distance education courses and programs. In addition to written procedures, training is required of all personnel on Information Security Awareness and all users of the University’s Banner student information system are required to sign an annual Banner pledge of responsibility statement to maintain access to the system. Additional technology controls ensure that all student information is secure and private to the extent allowed by law.

TAMU-CC, like all institutions of higher education in the United States, is bound by the Federal Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g). FERRPA gives parents and eligible students (age 18 or older) the right to review their records and to request corrections to erroneous information. FERPA ensures the student’s right to determine whether non-directory information may be released by the institution to third parties. It also provides specific guidance on when information may be released without written consent. The University’s policy regarding the privacy of all students can be found on the website of the Registrar. The Registrar’s site includes specific information for students, for parents, and for faculty.
TAMU-CC has a robust set of policies regarding information security that protect the privacy of student information processed by university-owned systems. The key documents are the Procedure on IT Acceptable Use and Privacy[28], IT Acceptable Use and Privacy[38] and the IT Standards for Owners and Custodians[39]. The first two documents define the information-security rights and responsibilities of all University users, and the third is specifically for people who manage information systems (e.g., system administrators).

University contracts with vendors include a standard IT Security Addendum[40] attached to every contract that involves a third-party handling. This IT Addendum addresses the handling of protected information by vendors.

**Training**

All new TAMU-CC network users must take and pass a comprehensive, online information-security training class offered through the University’s training software, TrainTraq. TrainTraq 3001[41] must be completed within 30 days of being granted access. This class includes a module specifically about FERPA[42] and the protection of student data. All users must re-take and pass TrainTraq Information Security training every two years. All operators of the University’s student information system, Banner, must also sign a certification form in TrainTraq[43] affirming that they will not share passwords, access data for personal use, modify the records of friends/relatives except as permitted by a supervisor, access/modify their own records, or allow unauthorized access to the information contained in the system.

**Blackboard Online Learning Management System Controls**

TAMU-CC’s primary online Learning Management System is Blackboard Learn, hosted by Blackboard as Software as a Service (SaaS). Authentication to Blackboard, as noted above, is controlled through Duo Two-Factor Authentication System which uses a combination of ID and password that are unique to each user and a second factor, such as a phone or other mobile device, a passcode to prevent anyone but the authorized user. Blackboard’s Privacy[44] outlines multi-layered and redundant approaches to data transfer compliance. Blackboard addresses data transfer requirements via multiple avenues to ensure personal information is adequately protected to include regional hosting, membership in Privacy Shield framework, model clauses that govern the transfer of personal information, and robust contracts with partners and vendors.

**Procedure for Notification of Fees for Identity Verification (10.6.c)**

At the discretion of the academic faculty of record, courses may require proctored exams. When students search for classes on the University’s student portal S.A.I.L, they are alerted to the possibility of fees associated with exam proctoring. The following message is posted on the portal’s course schedule page[45].

“IMPORTANT MESSAGE: Courses may require the use of exam-proctoring involving third party charges. Exam-proctoring charges may range from $1 - $50.00 per exam. Students may be required to schedule exams at least 24 hours in advance or incur late scheduling charges. All costs for exams are the responsibility of the student. Students may also be responsible for providing webcams to be used in test proctoring.”

The same message appears in the courses’ syllabi[46].

In addition, a similar statement is referenced in the base template of all courses offered at TAMU-CC via Blackboard. Each academic course shell is automatically created therefore, the use of test-proctoring software[47] statement is visible in every academic course. The statement contains a Testing Online link that directs students to the office of Distance Education and Learning Technologies' Online Testing and Proctored Exams website stating the possibility of proctoring fees and proctoring options[7].
S.A.I.L. is a secure student portal where students can access their academic and financial aid records at TAMU-CC. A statement informing students of a possibility of additional charges is added to the page where students search for and add or drop courses.

10.7 The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies. 

(Policies for awarding credit)[Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

Texas A&M University-Corpus Christi (TAMU-CC) publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. All courses, except those identified as remedial or developmental, are applicable to at least one University degree as a degree requirement or elective option. TAMU-CC uses the semester system and awards student academic credit in units that meet the requirements of the Texas Higher Education Coordinating Board (THECB) in Section 4.6 of Chapter 4, Subchapter A: “Traditionally-delivered three-semester-credit-hour courses should contain 15 weeks of instruction (45 contact hours) plus a week for final examinations so that such a course contains 45 to 48 contact hours depending on whether there is a final exam.” Furthermore, THECB requires that courses using a shortened calendar meet the same requirement for contact hours for each credit awarded. The Texas A&M University System Policy 11.03 Shortened Courses[2] aligns with the THECB rules.

The TAMU-CC 2018-19 Undergraduate Catalog[3] and Graduate Catalog[4], published online, address the “Unit of Credit.” The Undergraduate Catalog states, “A semester hour is the amount of credit for one class hour per week for one semester. Each class hour generally requires two hours of preparation on the part of the student, though the actual time required may vary from one to three. Three hours of laboratory work are equivalent to one class hour. Most courses are for three semester hours of credit. Some have variable credit from one to three hours, others four to six hours.” The Graduate Catalog defines a unit of credit as, “One semester hour is defined as the amount of credit given for one class hour a week for one semester or 15 class hours per semester.” The information in the University catalogs complies with the course credit requirements in the THECB and System rules.

Student learning outcomes are published in the University catalog for each degree program. An example of the publication of student learning outcomes is demonstrated in the Bachelor of Business Administration with a Major in Accounting section of the Undergraduate Catalog. The curriculum approval and review process ensures that all courses, whether new or modified, meet the standards of TAMU-CC for content, outcomes, methods, evaluation and credit. TAMU-CC Procedure 11.10.99.C0.03, Development of Courses and Catalog Revisions[5], describes the process for course changes. TAMU-CC’s Procedure 11.10.99.C0.03[5] requires oversight by persons academically qualified to make necessary judgments. Faculty members within each discipline develop (and/or modify) the course(s), and the program faculty review such courses. Each college follows University Procedure 11.10.99.C0.03[5] in the development of new courses, review, and approval process. All new course proposals must include a syllabus, a course description, the number of semester hours, the prefix and course number, and the equivalent Texas Common Course Number if applicable. Undergraduate courses are reviewed and approved by the College Curriculum Committee, whose makeup is the appropriate faculty curriculum group defined by the college, the dean of the college, the Provost, the University Curriculum Committee, and the Faculty Senate. Graduate courses are similarly reviewed, in compliance with TAMU-CC University Procedure 11.10.99.C0.03[5]. Course outcomes are evaluated as appropriate to program outcomes and core objectives.

The catalog review process further ensures that appropriate courses with appropriate content are being offered and follows TAMU-CC Procedure 11.10.99.C0.03[5]. The Undergraduate Catalog is
reviewed by the College Curriculum Committee, made up of the appropriate faculty curriculum group defined by the college, the dean of the college, the Provost, the University Curriculum Committee, and the Faculty Senate. The graduate catalog is reviewed by the above groups. Changes impacting other disciplines include memoranda from the disciplines through the respective dean. Should concerns occur, the disciplines seek resolution through the deans and the Provost. Each college provides catalog materials electronically to the Office of Assessment, Accreditation, and Compliance via Curriculog, the University catalog’s electronic curriculum management system. The catalog contains all degree programs, course descriptions, and degree requirements.

Credit for online courses is awarded in the same manner as courses offered on site. TAMU-CC requires that each college ensure that each online course follows the same rigor as the face-to-face format of the same course. This information is verified by the chair of the department offering the course and the dean of the college. This process is in accordance with THECB Rules 4.261 Standards and Criteria for Distance Education Programs[6] and 4.262 Standards and Criteria for Distance Education Courses[7]. Credit awarded for international course work is based on review by one of the approved evaluation agencies. The University recommends foreign credential evaluation agencies based on their accuracy and rapid processing.

Credit awarded toward the degree plan is based on review of each course by a professional academic advisor upon the approval of the faculty member in the discipline. Undergraduate transfer policies and the process of resolution of transfer disputes for lower-division courses are published in the Undergraduate Catalog. Graduate transfer policies are also published in the Graduate Catalog. Study abroad course credit for a student already enrolled at TAMU-CC requires prior approval before enrolling in the course.

Texas A&M University-Corpus Christi uses a grading scale that includes five markers for undergraduate and graduate courses (A, B, C, D, F). Faculty award course credit to students who succeed within a course—specifically, undergraduates must receive at least a D (or a P for Pass or CR for Credit); graduate students must earn a C or higher (or a P or CR). The Undergraduate and Graduate Catalogs publish the University policies on the grading. The first digit in the course numbering system represents the level of the course (1 = freshman, 2 = sophomore, 3 = junior, 4 = senior, 5 = graduate, 6 = doctoral). The second digit in the course numbering system represents the semester credit hours for the course. The last two digits represent a unique identifier for each course within that sequence of courses in the program of study. Many undergraduate courses also correspond to the Texas Common Course Numbering System (TCCNS), thus allowing a more seamless transfer of courses from other Texas universities and colleges.

All degree programs are governed by Texas A&M University System (TAMUS) policies. System Policy 03.02, Mission Statements and Program Inventory[8] provides the Policies for the Establishment and Revision of Mission Statements and Tables of Programs. Section 2 of System policy 03.02 specifies the Approval Procedures for Degree Programs, Administrative Changes, etc[8]. Although these policies require that the Board of Regents approve new programs and substantive changes to programs, the ultimate responsibility remains at the local level in the hands of the faculty at TAMU-CC as set forth in University Procedure 11.10.99.C0.03[5]. This University procedure specifies the role of the faculty in the curriculum review process and subsequent approval process by appropriate curriculum committees, department chairs, deans (or equivalents), the University Curriculum Committee, the Faculty Senate, and the Provost. The procedure establishes the parameters for the university-level review of catalog revisions and the review of new courses. These review bodies are each composed of faculty, chairs, and unit administrators who are academically qualified to make necessary judgements regarding course and program changes and additions. Current membership of these bodies and curricula vitae are included in the tables below.

<table>
<thead>
<tr>
<th>Table 10.7-1, Membership of the University Curriculum Committee</th>
</tr>
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<tbody>
<tr>
<td><strong>Name</strong></td>
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<tr>
<td>Sean Britt</td>
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As a separate check on the course inventory, the Office of Planning and Institutional Research at TAMU-CC submits the CBM003 report to the THECB annually. This report lists every course available at the University within the academic year. The Associate Vice-President for Academic Affairs provides the appropriate Texas CIP (Classification of Instructional Programs) code for each course. TAMU-CC removes courses from its inventory as required by THECB policy: “Any course untaught as an organized class or individual instruction course for four consecutive years will be deleted to help each institution keep its course inventory up-to-date.” Academic programs reinstating a course must seek approval prior to offering the course. The Office of the University Registrar houses a procedure manual.
to ensure all employees follow course inventory processing consistently. The manual is being revised to reflect the recent implementation of the new Banner student information system.

**Conclusion**

Texas A&M University-Corpus Christi publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. Policies and rules from the Texas Higher Education Coordinating Board, the Texas A&M University System, and Texas A&M University-Corpus Christi guide the creation and offering of new courses and the determination of credit.

10.8 The institution publishes policies for evaluating, awarding and accepting credit not originating from the institution. The institution ensures (a.) the academic quality of any credit or coursework recorded on its transcript, (b.) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c.) the credit awarded is comparable to a designated credit experience and is consistent with the institution’s mission. *(Evaluating and awarding academic credit)*

**Compliance Status:** Compliant

**Narrative**

Texas A&M University-Corpus Christi (TAMU-CC) has defined and published policies for evaluating, awarding, and accepting credit as well as ensuring that all course work qualifies as collegiate level and compares to the institution’s own degree plan. TAMU-CC ensures that the transfer credit aligns with content taught at the University and compares to the University’s course credit by using multiple cross-checks where several reviewing participants (Office of Recruitment and Admissions, faculty, and academic advisors) determine if the credit is acceptable. The reviewers, especially the individual program faculty, ensure that the content of the course work transferred qualifies as proper collegiate level work through catalog description and, if necessary, the examination of syllabi. This enables the University to ensure that the courses align with educational content in its programs, thereby maintaining the integrity of TAMU-CC degrees and the TAMU-CC mission of providing “undergraduate and graduate students with a challenging educational experience”[1]. Policies and procedures are reviewed and updated as legislation changes are made. Office of Recruitment and Admissions administrators receive annual updates from the Texas Higher Education Coordinating Board at the Texas Association of Collegiate Registrar and Admission Officers annual meeting and during the summer meeting. Office administrators also attend national association annual meetings to ensure process training is conducted. As policy, rules and procedures are updated, office team members are trained. Updates are also shared with other key offices/departments on campus where processes would be impacted by these changes. Periodic student record audits ensure compliance in processes, policies and regulations.

The policy for transfer of credit in the 2018-19 undergraduate and graduate catalogs states, “Texas A&M University-Corpus Christi will consider for credit collegiate level work from regionally accredited institutions and institutions who are currently candidates for accreditation[2] [3]. The Office of Recruitment and Admissions uses the Accredited Institutions of Postsecondary Education manual and TES (Transfer Evaluation System) by CollegeSource to determine accreditation. The Institution uses military credit guidelines from the American Council of Education manual. TAMU-CC has established and published policies for the evaluation, awarding, and acceptance of transfer credit in its various forms. Furthermore, the catalogs dictate that the Office of Recruitment and Admissions will be responsible for the evaluation of undergraduate credit[2], while the College of Graduate Studies is responsible for the evaluation of graduate credit[3]. The 2018-19 undergraduate catalog states that “Course work transferred or accepted for credit toward an undergraduate or graduate degree must represent collegiate course work relevant to that degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the relevant degree programs at Texas A&M University-Corpus Christi”[2]. Applicants for transfer of credit must send official transcripts and/or test scores from all previous institutions and/or testing agencies[2].
TAMU-CC publishes well defined policies in the Undergraduate Catalog for the evaluation, awarding, and transcription of credit from other accredited colleges and universities as well as credit by examination, such as Advanced Placement (AP), International Baccalaureate (IB), and the College-Level Examination Program (CLEP)\[2\]. No more than 45 semester hours of undergraduate work may be transferred from among the following: military service, credit by examination, and vocational technical courses\[2\]. Persons granted honorable or general discharge from military service of the United States may send the appropriate documentation, depending on the type of military service, to the Office of Recruitment and Admissions for evaluation. Students who wish to transfer work from foreign institutions must present transcript copies in English and ‘certified as true’ copies produced by a translator approved by the Office of Recruitment and Admissions. Policies for standardized examinations such as DSST Examinations, ACT/PEP Exams, and other exams are also provided in the Undergraduate Catalog\[2\]. Non-collegiate experiences detailed in the appropriate ACE publication are reviewed, as required, for potential award. Continuing Education Units (CEU) or other professional credits cannot be translated into academic hours\[2\].

Graduate transfer courses must be earned at a regionally accredited institution, must have earned a letter grade of “B” or better (no pass/no pass or credit/no credit or satisfactory/unsatisfactory), and be less than seven years old at the time the TAMU-CC degree is awarded\[3\]. The maximum amount of transfer credit from another doctoral degree is 1/4 of the credit hours required for the TAMU-CC degree \[3\]. The University accepts only undergraduate academic post-secondary coursework for transfer credit completed with a grade of “D” or better at regionally accredited institutions of higher learning. The University accepts only graduate academic post-secondary coursework for transfer credit if the student earns a grade of “B” or better.

For students transferring from the largest feeder program in the area, Del Mar College, transfer (articulation) guides provide students with a list of courses that will transfer automatically from their lower-division course work\[4\]. The undergraduate transfer guides are developed in concert with the Academic Advising Team in the Department of Undergraduate Studies, professional academic advisors, deans of the colleges, and academic chairs of the colleges with appropriate faculty from the departments and oversight from the Office of the Provost. In January 2009, new transfer guides were designed to better serve transfer students from Del Mar College to TAMU-CC. A copy of the most recent transfer guide with Del Mar College is included in the supporting documentation\[5\]. Transfer Guides for other large feeder institutions continue to be developed, at least one per academic calendar year. Articulation Agreements are in place for Health Science, Nursing (following the Texas Nursing Articulation Model), San Antonio College, St. Phillip’s College, Northwest Vista College, and Palo Alto College. The Lower-Division Academic Course Guide Manual (ACGM) dictates what courses can be taught at community colleges in Texas\[6\].

Chapter four of the Texas Higher Education Coordinating Board’s (THECB) Rules\[7\] establishes the parameters and procedures for transfer of lower division credit, including core curriculum and field of study curricula. Core curriculum is defined as “the curriculum in the liberal arts, humanities, sciences, and political, social, and cultural history that all undergraduates of an institution of higher education are required to complete before receiving an academic undergraduate degree. Core curriculum provisions apply to public colleges and universities and to academic degree programs offered at health-related institutions. Field of Study Curriculum (FOSC) is defined as a set of courses that will satisfy the lower-division requirements for a baccalaureate degree in a specific academic area at a general academic teaching institution. A field of study curriculum affects academic degree programs at public colleges or universities as designated within the particular field of study curriculum.” The THECB requires that, “All successfully completed lower-division academic courses that are identified by the Texas Common Course Numbering System (TCCNS) and published in the Lower Division Academic Course Guide Manual (ACGM) shall be fully transferable among public institutions and shall be substituted for the equivalent course at the receiving institution”\[8\]. The TCCNS matrix and the section containing TAMU-CC are included in the supporting documentation as an example\[9\].

TAMU-CC complies with the Texas A&M System Policy 11.05, Recruitment and Admission of Transfer Students\[10\] to actively seek to recruit and enroll transfer students from public community colleges and four-year universities. Additionally, TAMU-CC follows the rules and regulations set out by the
THECB and the Texas A&M University System regarding the awarding of transfer credit. While there is no limit on the number of hours an undergraduate student can transfer to TAMU-CC, graduation requirements mandate that the student complete a minimum of 36 upper-division credit hours in residence. In addition, a maximum of 45 hours can be transferred from military service and credit by examination. To ensure that students stay abreast of the current knowledge in their respective fields, graduate credit more than seven-years-old is not counted toward a master’s degree with rare exceptions. Students have the opportunity to file disputes regarding the acceptance or application of transfer credit through the Office of Recruitment and Admissions. The dispute resolution process is described in the Undergraduate Catalog[2].

THECB Rule 4.28[7] requires that core curriculum courses be completely transferable among all Texas state institutions, either separately or as an entire block and that students completing the entire core curriculum at one institution may not be required to take additional core curriculum courses at any state institution to which they transfer. Texas state institutions are required to indicate completed core curriculum courses on transcripts through a standard numbering system. Receiving institutions are required to accept these courses as fulfilling the respective component of their core curriculum. Courses taken by students transferring from non-Texas state institutions are evaluated for equivalency against a comprehensive list of Texas Common Course Number[8] [9] titles and catalog descriptions that have been reviewed and approved by the Office of Recruitment and Admissions[2]. The 2018-19 Undergraduate Catalog states, “If a student successfully completes a core curriculum of 42 or more semester credit hours at a Texas Higher Education Coordinating Board recognized institution of higher education in Texas, and that core meets the specified ‘component area’ requirements below, that block of courses may be transferred to this university and substituted for the core curriculum here. The student will not be required to take any additional core curriculum courses at this institution”[11].

The 2018-19 graduate catalog requires that coursework transferred or accepted for credit toward a graduate degree must represent graduate course work relevant to that degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in TAMU-CC’s own graduate degree programs[3]. Extension, correspondence study credit, continuing education unit (CEU) and similar professional credits may not be applied toward graduate degrees[3]. No more than 12 semester hours of graduate-level study may be transferred[3]. All transfer work must be appropriate to the degree being sought. Specific programs may limit the number of transfer credits allowed to less than 12. The student must consult the college for additional information on transfer credit[3].

Specific requirements must be met for courses that may transfer for doctoral credit. The student must be enrolled as a doctoral student when the course work is completed, and the maximum amount of transfer credit from another doctoral degree program toward the TAMU-CC degree is 1/4 of the credit hours required for the degree at TAMU-CC[3]. Transfer credit in the doctoral degree must be approved by the academic chair of the program[3].

The review of credit for international coursework requires that the foreign transcript be sent to one of the approved evaluation agencies listed on the Office of Recruitment and Admissions’ website[12]. Once the foreign evaluation is received at the Office of Recruitment and Admissions, the office evaluates the undergraduate transcripts[13]. Graduate transcripts are received and reviewed by the Office of Recruitment and Admissions and then forwarded to the applicable degree program for review. The University maintains a number of agreements with international universities and study abroad programs. Students must seek approval prior to enrolling in study abroad programs in order to apply coursework to their degree programs. The following is the admit breakdown for international applicants for the past three fall terms: Fall 2018: 307, Fall 2017: 192, Fall 2016: 283[14].

Conclusion

TAMU-CC employs clearly defined and published rules and policies for evaluating, awarding, and accepting credit for coursework. The University ensures that the course work and learning outcomes are at the collegiate level, are comparable to TAMU-CC’s degree programs, and are consistent with its mission.
The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements. (Cooperative academic arrangements)

Compliance Status: Compliant

Narrative

Texas A&M-Corpus Christi (TAMU-CC) ensures the quality of the education programs and courses that are provided through consortial relationships and contractual agreements, ensures ongoing compliance with comprehensive requirements, and evaluates the consortial relationships against the mission of the University. The University defines a consortial relationship as one in which two or more institutions share the task of developing and implementing courses and programs based on agreed-upon standards; and the University defines a contractual agreement as one in which an institution contracts for the delivery of courses or programs by another institution or service-provider. Using these definitions, the University has identified two consortial relationships: an undergraduate physics consortium and a joint doctoral and masters program in marine biology. All of these initiatives are aligned with and support Texas A&M University-Corpus Christi’s mission to be "an expanding, doctoral-granting institution for lifelong learning and responsible citizenship in the global community. We are dedicated to excellence in teaching, research, creative activity and services, and our supportive, multicultural learning community provides undergraduate and graduate students with a challenging education experience. The University’s federal designation as a Hispanic-Serving Institution (HSI) provides a foundation for closing educational gaps, while its strategic location on the Gulf of Mexico and the cultural border with Latin America provides a basis for gaining national and international prominence."

Texas Physics Consortium

Texas A&M-Corpus Christi is one of eight members of the Texas Physics Consortium (TPC), along with Texas A&M University-Kingsville, West Texas A&M University, Texas A&M International University, Midwestern State University, Prairie View A&M University, Texas Southern University, and Tarleton State University. All of these institutions are accredited by the Southern Association of Colleges and Schools. The Texas Physics Consortium is a cooperative group of physics departments and programs that would normally not be able to maintain a physics major program (TPC webpage). A sample, redacted transcript for the program is included as supporting documentation[1]. The TPC offers physics courses across the Consortium on a two-year rotation schedule with the number of electives constrained to ensure that minimal enrollment limits are met (TPC Agreement). The courses are offered through distance education, using interactive television provided through the Texas A&M System's TTVN network (formerly the Trans-Texas Video Network), the Internet, and other electronic media. TAMU-CC offers one course every two years through the coalition, although the proposal is for each institution to offer core classes on a one-year rotation in order to eliminate the need for special local offerings. The University currently offers a degree program in physics and a minor through the Department of Physical and Environmental Sciences in the College of Science and Engineering.

TPC and its participating institutions are committed to offering physics courses of high quality. The coalition curriculum committee, consisting of all faculty members teaching in the coalition including TAMU-CC’s representative, reviews course syllabi in terms of content, objectives, and student outcomes. Through this process, the faculty agree on course content and a common syllabus to be used for each course. To assess the quality of courses, including the effectiveness of the electronic delivery methods, the coalition has used pre- and post-tests that are jointly developed by the faculty members, surveys of students, and other methods. Faculty members communicate through electronic means and face-to-face meetings regarding ways to improve the content and delivery of coalition courses.
The most recent memorandum of understanding was updated in 2014[2] and re-signed in 2019[3]. The memorandum was revised to ensure that the administration of the program will meet SACSCOC requirements, including those related to assessment. It discusses accountability performance measures and targets to include the following:

- Enrollment
- Junior/Senior enrollment
- Upper-level physics courses
- Retention
- Five-year graduation rate
- Five-year underrepresented group graduation rates
- Growth target
- Recruiting targets

The memorandum also discussed a proposal to provide a report on its progress in meeting all accountability measurements to the Texas Higher Education Coordinating Board staff by August 31 annually. An assessment against national standards is conducted using the ETS Physics Field of Study Exam. Oversight of the joint degree is through the TPC Council of Deans and is described in the MOU. The Council of Deans alone is responsible for the approval of course schedules including the offering of short courses, final approval of any curriculum or assessment changes suggested by TPC faculty, approval of course substitutions, and Joint BS Degree graduation checkout.

**Joint Doctoral and Masters’ Program in Marine Biology**

The Marine Biology Interdisciplinary Program (MARB IDP) is designed for students with an interest in one or more of the sub-disciplines of marine biology who wish to pursue careers in higher education, government, or private industry. The signed MOU[4], proposed updates to the MOA[5], and bylaws[6] for the MARB IDP are all included as supporting evidence. This unique, interdisciplinary degree program combines the strengths of various departments at two universities within the Texas A&M University System: Life Sciences at TAMU-CC, Wildlife and Fisheries Sciences, Oceanography and Biology at Texas A&M University, and Marine Biology and Marine Sciences at Texas A&M University at Galveston which is a branch campus of Texas A&M University. Students can choose courses from any campus and form committees with any of the participating faculty. Advantages of the interdisciplinary degree format for marine biology students include a diverse, internationally-recognized faculty with high scholarly productivity and extramural funding, as well as two campuses strategically located on the Gulf of Mexico.

The program offers the Master of Science and the Doctor of Philosophy degrees in Marine Biology. A personalized graduate advisory committee guides each student through the conception, design, construction, and execution of a marine biology-based inquiry. The need for this program is based on the expansion of the field of marine biology since the beginning of the environmental movement and the popularization of marine biology in the media. The demand for these degrees is high, based on the estimated 300-plus inquiries from prospective graduates. A sample, redacted transcript for the program is included as supporting documentation[7].

What sets this program apart is the vast collection of resources made available by the joining of three campuses and six departments. Students are able to choose the courses that are right for them and their individual goals, and advisory committees can be made of faculty from any of the campuses involved (Texas A&M University, Texas A&M University at Galveston, and Texas A&M University–Corpus Christi). An annual MARB IDP retreat was held in January 2019 which brought together deans, faculty, and staff from all three campuses (Galveston webpage).

The program faculty formatted a plan for assessing the program both periodically via external peer reviewers and annually via the catalog review cycle and WEAVEonline, the web-based assessment tool. “The graduate program will also be evaluated on an ongoing basis by the MARB IDP faculty at least annually and will be documented in the institutional effectiveness process. The institutional effectiveness process currently in place requires each degree program to identify at least three to four
student learning outcomes, develop appropriate measures, report results annually, and determine any program modifications needed. In addition, the Council of Participating Deans will monitor admission, retention, and academic progress. Students will be interviewed upon completion of degree requirements to determine their future plans and how they perceive the program's effectiveness. The assessment of the marine biology programs helps determine and document objective student learning outcomes for each program level within the themes of research, technology, diversity, and internationalization. The assessment shall indicate the extent to which the program has achieved its objectives and outcomes. These findings will provide an appreciation of the specific program planning, the decisions made to improve the program, what revisions, if any, to the program objectives have occurred to date, and the resources allocated, and budget requests conducted to enhance the program. The process provides specific plans, goals, and metrics.

**Articulation Agreements**

To serve the Coastal Bend area and to increase the number of Hispanics achieving a bachelor's degree, TAMU-CC, in cooperation with the Texas A&M University System Office of General Counsel, has developed an articulation agreement template designed to simplify the transfer process for students from local community colleges. This agreement allows for joint enrollment and seamless transfer of credit not only to TAMU-CC, but also back to the community college. In addition, the students are able to utilize online transfer articulation guides [https://transferguides.tamucc.edu/](https://transferguides.tamucc.edu/). For accuracy and transparency, these guides use the coordinating Academic Course Guide Manual, which lists lower-division academic courses in Texas that can be taught at community colleges and can be transferred to other public higher-education institutions. Applicable courses are mentioned in transfer guides or within the agreement itself. Currently there are 12 active articulation agreements with seven community colleges in Texas.

- Austin Community College
  - Biology/Biomedical Sciences[8]
- Blinn College
  - Computer Science/Cyber Security, System/Games Programming[9] [10]
  - Online Bachelor of Business Administration[11] [12]
  - Mechanical Engineering[13] [14]
- Coastal Bend College
  - Bachelor of Applied Science[15] [16]
  - Online Bachelor of Business Administration[17] [18]
- Del Mar College
  - Kinesiology[19]
  - Online Bachelor of Business Administration[20] [21]
  - Mechanical Engineering[22]
- Lone Star College
  - Bachelor of Arts in Theatre[23]
- McLennan Community College
  - Mechanical Engineering[24] [25] [26]
- South Texas College
  - Bachelor of Arts in Theatre[27]

The initial term of the articulation agreements is one year, with the option to renew for four additional years. Each of these agreements are either current, have been renewed or are up for renewal this year. The Office of Recruitment and Admissions is newly appointed responsible party for maintaining the online transfer articulation guides and is in the process of revising the guides for the start of Fall 2019.

**International Exchange Agreements**

TAMU-CC's Office of International Education(OIE) has worked with the Texas A&M University System Office of General Counsel to develop a reciprocal exchange template that governs faculty and student
exchange at the following institutions: University of Applied Sciences (Worms) in Germany[28] [29],
Colegio Universitario de Estudios Financieros (CUNEF) in Spain[30] [31] [32] [33], Tecnológico de
Monterrey in Mexico[34] [35], and Montpellier Business School in France[36] [37] [38]. A sample,
redacted transcript is included as supporting documentation[39]. Students who participate in exchange
programs must have all courses pre-approved before the student enrolls at the international university.
OIE works closely with the Divisions of Academic Affairs and Enrollment Management, and the deans
of the various colleges to ensure that the courses are of acceptable quality and academically rigorous
before enrollment in the exchange program. Once the student completes their studies, an official
transcript from the international university is sent to TAMU-CC for evaluation and entering of
coursework onto the official student record and transcript. The Office of International Education also
monitors and assesses its operations annually using WEAVEonline, where it measures its level of
attainment of the office's goals and objectives. The agreements are reviewed approximately six
months before they expire. They typical length of the exchange agreements are three- to five-year
terms. All international agreements are current and active.

Texas A&M University System RELLIS Academic Alliance (RELLIS Campus)

In Spring 2018 an alliance was formed between Blinn College District and several Texas A&M
University System schools to create a multi-institutional education center located in Bryan, Texas. The
partnership offers students a unique opportunity for a complete degree path from the same facility
located near Texas A&M University main campus (RELLIS website). Alongside Texas A&M University-
Corpus Christi, the following are partner schools in the alliance: Prairie View A&M University, Tarleton
State University, Texas A&M International University, Texas A&M University-Central Texas, Texas
A&M University-Kingsville, Texas A&M University-Texarkana, West Texas A&M University, and Texas
A&M University-Commerce.

The first degree programs offered in Fall 2018 at the RELLIS campus were from TAMU-CC. In Fall
2018 the other partner institutions joined in, and by Fall 2019 28 degree programs are scheduled to be
offered to RELLIS students. The College of Business is the only academic college at TAMU-CC that is
offering courses and degree programs at the campus. The degree programs of Accounting, Finance,
Management, and Marketing are the currently offered programs. College of Business faculty teach at
the RELLIS facility. The RELLIS campus has its own academic advising staff located onsite to assist
students with registration and monitoring of degree completion. A sample, redacted transcript is
included as supporting documentation[40].

TAMU-CC and Blinn College District entered into a consortium agreement for financial aid, veteran
benefits, and scholarships for students. This agreement allows for a successful and seamless
awarding of aid and benefits for students who have co-enrollment in both Blinn and TAMU-CC courses
at the RELLIS campus[41].

A memorandum of agreement (MOA) was established that defines the co-enrollment of students who
have not completed the Texas Core Curriculum or business core courses but are seeking the Bachelor
of Business Administration degree program with TAMU-CC. This allows the students to have co-
enrollment at Blinn while completing core curriculum and business core courses.

An articulation agreement was also established for students at Blinn who entered into the Associate of
Science degree in Business and want to continue on to complete a Bachelor of Business
Administration with TAMU-CC (copy of articulation agreement). The agreement details the process for
“course articulation and course substitution in accordance with the minimum standards as set in this
agreement by both the respective programs.[11]”

The RELLIS Campus is in its first year and more buildings are being established in Bryan, Texas to
accommodate the growing number of students from each institution. A newly purchased Student
Information System (SIS) will be implemented at RELLIS to house information from each of the
participating partners. In March 2019, members from each campus representing the offices of IT,
Registrar, and Bursar will meet at RELLIS to discuss the implementation of the SIS system. An
assessment has not been completed yet, but the alliance will be responsible for providing one to the
Texas Higher Education Coordinating Board on the progress of the RELLIS programs after the first year.
Section 11 Library and Learning/Information Resources

11.1 The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission. *(Library and learning/information resources)*[CR]

Compliance Status: Compliant

**Narrative**

The Mary and Jeff Bell Library provides student and faculty access and user privileges to adequate and appropriate library and learning/information resources and services consistent with the degrees offered. The Mary and Jeff Bell Library's mission, "to collaborate actively in the teaching, research and service endeavors of Texas A&M University-Corpus Christi (TAMU-CC), through the delivery of information resources,"[1] describes specifically the library's commitment to and role in achieving the University's mission of dedication to "excellence in teaching, research, creative activity and service, and [a] supportive, multicultural learning community [that] provides undergraduate and graduate students with a challenging educational experience"[2].

**Mary and Jeff Bell Library**

The Mary and Jeff Bell Library provides learning/information services to support the University's educational, research, and public service programs through collections of books, journals, media, and other appropriate materials; physical and remote accessibility to those materials; and collection management through resource relationships and through specific departments/disciplines at TAMU-CC.

**Library Collections.** The Mary and Jeff Bell Library expands and improves its collections and academic resources through several avenues including purchases, donations, database and e-journal subscriptions, and demand-driven acquisition of e-books and streaming videos. New additions to the collection are typically selected by librarians in collaboration with departmental faculty. A general collection development policy[3] guides librarian liaisons in the selection of appropriate, relevant materials for the library collection, including both owned and leased materials. This policy was very recently updated and the updated version is included as supporting documentation[4]. The Special Collections and Archives Department also actively seeks opportunities to add materials unique to the South Texas region or of other significance to the University.

The Bell Library owns over 500,000 print books in the main circulating collection, the reference collection, and other areas of the library. The library also provides access to approximately 300,000 e-books through various subscription and purchase arrangements, including a demand-driven acquisition program, whereby e-books are available for searching and the library pays for access only when a user reads the book. The library actively adds to its book collection via a profile with the library's book vendor[5], developed and maintained by librarian liaisons in collaboration with faculty in the respective departments, which ensures that books fitting the assigned parameters are automatically shipped to the library. Additionally, each academic program in the University is allotted an amount for purchasing individual new books as requested by faculty. New academic programs are allocated additional, "start-up" funds for purchasing new materials during the first five years of the program.

The Bell Library maintains current subscriptions to approximately 13,000 journals and periodicals, primarily in e-journal format. The majority of these are through large journal publisher packages and cover a wide variety of subject areas. For e-journals that the library previously had as print subscriptions, or that have been specifically requested by faculty in support of curriculum and research needs, the library seeks perpetual-access agreement to ensure continued access. Journal subscriptions are supplemented by library subscriptions to a number of full-text aggregator databases—such as Academic Search Complete, JSTOR, ProQuest Central, etc.—which provide access to more than 85,000 additional journals.
Besides books and periodicals, the Bell Library seeks to provide access to audiovisual materials and other content as needed to support the teaching and research mission of the University. In addition to a collection of over 4,000 DVDs and 900 CDs, the library currently subscribes to two streaming-video databases and two streaming-audio databases, providing access to more than 65,000 videos and more than 115,000 music recordings. The library also subscribes to a number of primary-source databases, plus specialized databases supporting various academic programs, such as DynaMed Plus and Board Vitals (Nursing), Knovel (Engineering), and Reference USA, Mergent, Online, and Value Line (Business). A complete list of the library’s database subscriptions is included in the documentation.

The Library hosts public access copies of all student theses and dissertations in the TAMU-CC Repository. The repository hosts over 330 items, with new works being created and published every semester. The library is also evaluating the feasibility of digitizing past student master and doctoral research and hosting it in the TAMU-CC Repository along with current work.

To assist in its mission to provide appropriate information resources, the Bell Library partners with other organizations. As a member of the statewide library consortium, TexShare, the Bell Library receives access to a number of core databases, including various EBSCO databases, the Credo Reference Core Collection, the ProQuest Science and Technology e-book package, and others. TexShare maintains a list of currently licensed databases on its website. The Bell Library is also a member of Amigos, which negotiates discounted subscription prices and provides other services. Finally, as a member of the Texas A&M University System, as well as the Greater Western Library Alliance, the Bell Library is able to take advantage of consortial subscription agreements.

The Special Collections and Archives Department of the Mary and Jeff Bell Library at TAMU-CC has as its primary focus to locate, acquire, preserve, and make available to researchers materials that document the development of Corpus Christi and South Texas. Of import is a multi-year collaboration with the Conrad Blucher Institute to digitize and provide access to surveying records reflecting the development of South Texas. Special Collections and Archives also supports an active university archives program that includes the management of digital records. Its holdings include items dealing with history, urban and ethnic studies, literature, folklore, art, government, anthropology, sociology, education, the sciences, business, and other disciplines. Special Collections and Archives has more than 10,000 linear feet of papers of individuals, organizations, and institutions and also contains approximately 25,000 books, periodicals, and other printed primary and secondary items. These materials not only document South Texas but extend to the remainder of the state and northern Mexico. Special Collections and Archives works closely with faculty and students to provide research topics and learning opportunities (such as internships and collaborative oral history projects) to enrich the classroom experience. It also conducts outreach into the community through initiatives such as History Harvest.

The library has been a depository for federal documents since 1976, serving both campus users and community users of the 27th Congressional District. The library receives approximately 48 percent of all publications distributed by the Federal Depository Library Program Bibliographic records for these federal documents are received through its selection program from Marcive, Inc., in San Antonio. Documents are available in multiple formats, including print, microform, maps, web resources, and electronic media (i.e. CD ROM/DVD). Microform documents, maps, and electronic formats are available for library use only; however, print documents may be checked out by users. Microform readers/printers are available for users to access microform documents and arrangements can be made in order for users to utilize documents on electronic media. The library provides access to web resources via direct links (PURLs, created by the Government Printing Office) found in the catalog records. Users can search for all government document materials, including web resources, through the library’s catalog.

The library was a depository for the Texas State Publications Depository Program. The State ceased distribution to depository libraries in June of 2011. Copies of the documents continue to be sent to the Texas State Library, Texas Tech University, and the University of North Texas and are available to
users through interlibrary loan services. Due to the discontinuation of the program, the State Publications collection at TAMU-CC is a static collection. All documents currently maintained in the collection were published by state agencies. Nearly all the print documents are available in the library catalog and can be checked out by users.

In order to enhance the library’s support of TAMU-CC’s curriculum and mission, the Bell Library also provides interlibrary loan and document delivery services to all members of the University community (i.e., students, faculty, staff, and emeriti). In addition to memberships in numerous reciprocal resource-sharing consortia such as Libraries Very Interested in Sharing (LVIS) and Information Delivery Services (IDS) Project, the Bell Library is a signee of both the Amigos Resource Sharing Agreement and the Amigos Western Resource Sharing Agreement. To fill specialized needs, the Bell Library has also entered into bilateral agreements with the Driscoll Children’s Hospital, the National Diet Library of Japan, and the University of Texas at Austin to provide specialized access to collections in health sciences, Japanese and Asian studies, and media, respectively. Moreover, when traditional interlibrary loan agreements cannot adequately fulfill the needs of University members, the Mary and Jeff Bell Library participates in purchase-on-demand and has active accounts with numerous academic and commercial vendors such as the Online Computer Library Center’s (OCLC) Get It Now service and Reprints Desk.

**Access to Resources.** Access to the library’s physical collections is covered in 11.3. Access to the library's electronic information resources is available through the library Web site. The Summon discovery service currently acts as the primary access point for most library materials and collections. Summon is a third-party product, provided via library subscription, which indexes and searches across multiple databases and other information resources, including the library catalog. Searches can be scoped according to various search parameters which the individual user can set (e.g., limit to books or to journal articles, limit to peer-reviewed resources, limit by date, etc.). Users also have the option to expand their search beyond the Bell Library’s holdings, in order to discover additional resources to support their research.

Other means of access to the Bell Library resources include the TAMU-CC Repository[13] and the Journal Search web page[14]. The Journal Search web page is a comprehensive list of all periodicals for which full text is available to library patrons, including those journals that are part of subscription databases. The list is updated daily and is accessible via a link on the library home page. All the library’s subscribed databases are included in an A-Z list[15] that is also accessible via a link on the home page.

Materials in Special Collections and Archives are accessible via the AskSam database, as well as online finding aids and online exhibits[16]. The legacy AskSam database contains a partial inventory of the materials housed in the Special Collections and Archives Department and is searchable from workstations located in the department. New archival acquisitions are added to the ArchivesSpace collection management system, where information about them can be consulted online, and AskSam content is being migrated there. Published materials in Special Collections are available through the library catalog. Thousands of items in Special Collections and Archives have been digitized and can be viewed in the TAMU-CC Repository.

**Off-Campus Access for Distance and Online Learners.** In recognition of the unique needs of the University’s distance learners and remote researchers, the Mary and Jeff Bell Library provides additional services to those unable to visit campus due to location or handicap[17]. The Library makes provisions to provide remote students with access to both electronic and physical resources. Nearly all electronic products are licensed to allow all students and faculty, regardless of location, to access materials. Due to licensing restrictions, off-campus users must first identify themselves as authorized users in order to access most online library resources. This is generally accomplished via a proxy server, which is maintained by the library. The proxy server is connected to the university’s Central Authentication System (CAS), allowing users to log in using their normal university login credentials (Island ID and password).
Services extended to remote students also includes expedited home delivery of library materials, both from the Bell Library’s collection and from the collections of external libraries received through interlibrary loan, along with pre-paid return shipping. The Bell Library also extends document delivery services to distance learners and remote researchers from typically ineligible collections such as Circulation Reserves and Special Collections and Archives.

**Collection Analysis.** Disciplinary core subject lists are created upon request. Requests are usually generated by an academic department or program as a result of disciplinary program reviews and/or accreditation. Disciplinary core subject lists are generated by the librarian liaison assigned to the subject area working in collaboration with the Library Systems Department, the Resource Management & Discovery Department, and the library Dean. These lists are forwarded to the academic department or program for review along with an assessment of the collection. A sample of recent core subject lists and assessments is included with the documentation accompanying this core requirement.

**Patron Perceptions and Assessment.** The library receives data from several surveys conducted by the University’s Planning and Institutional Research Office. The Undergraduate Student Survey is administered to sophomores and juniors in April of each year. Results from the 2018 survey indicated a combined satisfaction score of 97% for the Bell Library. Questions covered the ability to find materials to complete assignments and satisfaction with the services. Every other year the library also receives results from a Comprehensive Survey Report specifically designed to capture detailed feedback about library services and resources. This survey is also distributed by the office of Planning and Institutional Research and goes out to students, faculty, and staff. In the 2017 results, some of the key findings included 94% reporting satisfaction with library hours, and a combined satisfaction rate of above 98% for all questions related to library services. The overall performance rating of Good/Very Good for the library was reported at 95%, which is an increase of 11% over the last two reporting periods. All of the items relating to collection availability and access received a combined satisfaction of 93%.

In addition to patron surveys, the library undergoes annual assessment each year along with the rest of the university. Library assessment covers goals related to: selecting, maintaining, and providing access to collections; employing a highly qualified staff; creating flexible physical and virtual environments; providing opportunities for all students to develop fluency in information literacy and research skills; enhancing existing and developing new services; and communicating and collaborating to connect to the campus community. Findings support that we are hitting our targets in nearly all areas.

**Library Services.** In addition to its collections, the library provides information-related services to students, faculty, and staff of TAMU-CC. Instruction in the use of library resources is provided to classes and other groups, as well as individuals, by professional librarians and Research and Learning staff. The primary delivery point for individual instruction is the Ask Us Desk. Group instruction sessions are provided in the library’s computer labs, in campus classrooms, and to distance classes via WebEx. Detailed information about the library’s instruction program and Ask Us services can be found in section 11.3.

The library participates in new faculty orientation, adjunct faculty orientation, and a variety of other onboarding activities for faculty, staff, and students to help communicate the resources and services available. In the fall semesters, the library offers Liaison Get Togethers, inviting faculty liaisons to the library to learn about new resources and services. The events also offers insight into faculty and curriculum requirements and has proven very useful in engaging faculty.

**Work Spaces.** The library houses three computing laboratories: the electronic resources area located adjacent to the Ask Us Desk, the first floor Computer Lab (Room 109), and the second floor Computer Lab (Room 216A). The I-Create Lab, a makerspace, has viewing rooms that are equipped with a television, a DVD/VCR player and a Laser Disc player. The viewing rooms have computers, and some are equipped with Smartboards. I-Create, opened in January 2019, includes equipment such as a laser cutter, a vinyl cutter, a CNC router, 3D printers, a large format printer, sewing machines,
embroidery machines, a soldering station, Virtual reality stations, camcorders, and audio recording equipment along with Adobe Creative Cloud Software. All labs adhere to the guidelines established by the University's Computer Services Department. The library circulates laptops from the Circulation Desk. 36 wireless laptops are available for in-house student use and 12 are available for graduate students. These laptops offer students an alternative to the traditional campus computing lab and facilitate both group and individual study at any location within the library[29]. The library provides wireless access throughout the building.

Fifteen rooms dedicated to group and individual study are located on the second floor. They are available on a first-come, first-served basis. Quiet study areas are provided on the first floor in the area adjacent to the Reference stacks. An expanded Super Quiet Study Room is located on the first floor.

**Information Technology Services and Support.** The Information Technology division (IT) at TAMU-CC offers a multitude of services for the university community. The IT-Service Desk (https://it.tamucc.edu/index.html) provides technical assistance and support for digital services on campus. There are two conveniently located areas on campus where assistance can be received: one in Corpus Christi Hall and the most convenient one located in the Bell Library. In addition, individuals can call in and receive assistance via the phone or start a digital session using desktop sharing software. The Service Desk provides support for e-mail, wireless connectivity, Duo two-factor authentication software, SAIL, single sign on, Blackboard, office 365, and other software used on campus. Several computer labs have been created across campus. The lab computers are equipped with a variety of software programs and secured against malware and viruses (http://it.tamucc.edu/Security/About%20OIS.html). Students may reserve specific workstations in order to complete assignments. On campus faculty and staff are supported by Technology Support Services. IT has increased its visibility and engagement with students by taking an active role in Islander Launch, a variety of orientations, student digital events and on-premise student competitions.

**Information Technology Services Assessment Measures.** The Office of Planning and Institutional Research conducts a survey of Undergraduate Students yearly which includes items related to satisfaction with computer lab classrooms. In 2018, highest satisfaction ratings (very satisfied and satisfied ratings) were received for the quality of equipment in computer labs (95%) and for the accessibility of computer labs (96%). The satisfaction rating with the student SAIL online portal ranked at 94% which was a 9% increase from the prior year. IT has also facilitated several processes that yield high satisfaction rates in the past. In 2017, ease of dropping/adding courses via SAIL received one of the highest ratings with 94% and accessibility of computer labs was at 91%.

In addition, the IT-Service Desk has initiated a survey process this year to assess satisfaction with service provided by IT support staff. The population for the survey was individuals with resolved IT support tickets. The first round of surveys yielded a 95.2% overall customer satisfaction rating and individual results listed below:

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses (N)</th>
<th>% of N who ranked Satisfied or Extremely Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>The courtesy of the analyst/s?</td>
<td>271</td>
<td>254 = 93.4%</td>
</tr>
<tr>
<td>The technical skills/knowledge of the analyst/s?</td>
<td>270</td>
<td>255 = 94.4%</td>
</tr>
<tr>
<td>The timeliness of the service provided?</td>
<td>270</td>
<td>241 = 89.3 %</td>
</tr>
<tr>
<td>The quality of the service provided?</td>
<td>269</td>
<td>251 = 92.6%</td>
</tr>
<tr>
<td>The overall service experience?</td>
<td>269</td>
<td>250 = 92.9%</td>
</tr>
</tbody>
</table>

The IT-Office of Distance Education and Learning Technologies (ODELT)[30] provides faculty and student support for information technology resources that are employed in digital environments. ODELTT has a series of training events available for students. Their participation in Islander Launch,
Blackboard workshops, 20 minute class visits for Blackboard basics, Island Days Fair, Transfer Student Orientation, National Distance Learning Week, and iLearn student online course allows for a constant engagement with students and faculty for support. In addition, ODELT hosts a series of faculty workshops including Online Best Practices certifications, Peer Reviewer certifications, a Digital Strategies Symposium, and will be launching the Quality Matters Quality Assurance Program. ODELT hosts faculty centered events throughout the year including a Digital Strategies Symposium. The inaugural Digital Strategies Symposium provided an opportunity for university faculty to interact with colleagues across academic disciplines engaged in digital activities in instruction and research. Attendance approached 200 with an overall satisfaction rate of 91.7%.

Conclusion

The Mary and Jeff Bell Library and the Information Technology department at TAMU-CC provide adequate and appropriate library and learning/information resources, services, and support for its mission. Library collections, services, and spaces complement the educational programs offered and support educational, research, and public service programs. IT offerings ensure that all faculty and students are supported in their use of technology and provide adequate support services.

11.2 The institution ensures an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the institution. (Library and learning/information staff)

Compliance Status: Compliant

Narrative

Texas A&M University-Corpus Christi (TAMU-CC) ensures adequate qualified faculty and staff with appropriate education or experiences to accomplish the mission of the Mary and Jeff Bell Library[1]—actively collaborate in the teaching, research, and service endeavors of the academic community—as well as to support the University's commitment of "preparing graduates for lifelong learning and responsible citizenship in a global community"[2]. To assist in ensuring this, library personnel are qualified through advanced degrees, on-going education, valuable work experience, and continual professional training and development. The staff consists of faculty librarians, library support staff, graduate assistants, and student assistants, all of whom serve to advance the mission of the library and the campus. Faculty and staff rosters specific to this standard are available as supporting evidence[3] [4].

Library Faculty and Staff

Bell Library staff is led by the Dean of Libraries and includes 11 faculty librarians, one hospital librarian, one part-time evening librarian, seven professional staff, and 17 non-professional staff, constituting a total team of 37.5. The Dean of Libraries holds a PhD in Communication Media and Instructional Technology, as well as two master's degrees, one in Library and Information Science and one in Business Administration. In addition, the Dean has nearly 20 years of experience working in libraries[5]. Under the direction of the dean, the library is organized into seven departments, with department heads comprising the leadership team. Departments include: Access Services, Business Operations, Library Technology Services, Research and Learning, Resource Management and Discovery, Special Collections and Archives, and User Engagement and Assessment[6].

The library organizational structure includes 11 faculty librarians. This is an increase from nine librarians just three years ago and aligns Bell Library more closely with peer librarian:student ratios[7]. Eleven faculty positions are currently filled, and there are no current vacancies[8] [9] [10] [11] [12] [13] [14] [15] [16] [17] [18]. Faculty librarians hold the appropriate terminal degree, which is either a master's degree from a library school accredited by the American Library Association (ALA) or from a country with a formal accreditation process as identified by ALA as the appropriate terminal professional degree[19]. Governance of faculty librarians is guided by TAMU-CC procedure 12.07.99.C0.02 Fixed-
Term Faculty Librarians[20] and TAMU-CC procedure 33.99.04.C0.04 Promotion of Fixed-Term Faculty Librarians[21]. Faculty librarians hold the rank of either Assistant, Associate, or Senior Faculty Librarian, and TAMU-CC procedures delineate progression through rank.

In addition, the library employs one professional librarian as a contracted employee at Driscoll Children’s Hospital[22]. As an employee contracted out to Driscoll Children’s Hospital, this position does not have faculty status. The current employee in this position holds a master’s degree in library science and a doctorate in neuroanatomy. Finally, the library employs one part-time evening librarian to cover the reference desk[23]. Ms. Hyde used to be a full-time librarian on staff and is working part-time in retirement, affording the opportunity to have a highly qualified and knowledgeable librarian assisting students during evening hours.

Recruitment for librarians is conducted on a national level and is guided by TAMU-CC procedure 12.99.99.C0.01 Recruitment and Appointment of Faculty[24] as well as the Guidelines for Recruiting Academic Librarians published by the Association of College and Research Libraries (ACRL)[25]. Search announcements are posted with The Chronicle of Higher Education[26], HigherEdJobs[27], Inside Higher Ed[28], and ALA JobList[29]. In addition, search announcements are distributed to electronic discussion lists as they relate to the position responsibilities. For example, archives vacancies are announced on archives discussion lists. Vacancies are also posted on the University Human Resources’ web page[30]. Final candidates are invited to campus for an extensive interview that involves multiple meetings and a presentation. All candidates must submit transcripts documenting the required education and a detailed CV documenting appropriate experience, as well as a cover letter and references. Required and desired experience varies depending on the responsibilities of the vacancy and the rank at which it is being hired, assistant, associate, or senior.

Librarian positions align with programs offered by the institution in two ways. Librarians have functional responsibilities, such as instruction, resource management, scholarly communication, and special collections[6]. The functional areas support resource management and access—ensuring we have strong collections that map to the curricular offerings of the departments and that are discoverable and available to our students, regardless of physical location—as well as service units that provide such things as information literacy instruction, research assistance, and learning opportunities that complements the student experience[31]. In addition, librarians are assigned subject areas whereby they serve as liaisons to academic degree departments across campus. In these areas, they are responsible for liaising with those units by providing subject appropriate instruction, library resource subject and course guides, adequate collection development to meet course offerings, and outreach regarding library initiatives and collaboration opportunities[32].

In addition to librarians, the library employs seven professional staff. This includes a business manager[33], a library supervisor[34], an IT manager[35], a software application developer[36], and three library coordinators, a library services coordinator[37], continuing resources coordinator[38], and makerspace coordinator[39]. These positions do not require library degrees but do require advanced degrees and/or experience equal to a professional post. Staff in these areas provide managerial and supervisory support for complex operations and have responsibilities beyond non-professional support staff that may include budgetary input, department management, policy oversight, and/or advanced technical skills[40]. These positions directly align with the library’s organizational structure, which in turn supports the mission of the library and the university[6].

The library also employs 17 non-professional support staff. These positions are comprised primarily of individuals at the rank of Library Information Specialist[41] or Library Specialist II[42]. In addition, the library employs various technology support positions[43] and administrative support positions[44]. These positions assist with day-to-day duties that ensure the library is able to support the varied needs of our students, faculty, and staff. A full roster of library staff can be found online under the Mary and Jeff Bell Library Staff Directory[45].

All staff members, including non-professional support staff, hold credentials and experience appropriate for their positions as described in their position descriptions (PDs). In addition, regardless of classification, position descriptions are reviewed and updated annually, as required by the
University Human Resources department. Further, annual evaluations are completed for all personnel, again regardless of classification. The library complies with all TAMU-CC procedures pertaining to employment as outlined in Section D: Human Resources of the University Handbook of Rules & Procedures.[46]

The library also employs part-time undergraduate and graduate assistants in order to maintain an appropriate level of service. They represent the full time equivalent of 18.5 staff members. Student assistants’ performance is evaluated at the end of each semester[47]. Graduate assistants are evaluated annually[48].

Library Personnel Professional Development

All library personnel are encouraged to attend training sessions, including in-house workshops lead by co-workers, workshops conducted by vendors (in-person and Web-based), University sponsored training, and relevant training provided by external entities in order to maintain and improve qualifications to perform job responsibilities. Additionally, the library recognizes the importance of attending professional conferences that may require travel and has established funding guidelines to allow for such development. The Library Travel and Training Policy outlines general support for professional development, including funding levels[49]. Most personnel participate in professional growth in one way or another, particularly those holding a faculty librarian rank and professional classification[50].

Effectiveness of Faculty Librarians and Library Staff

In addition to performance evaluations, the library engages other mechanisms to evaluate patron perception of library services using both internal and external instruments. Internal instruments include the library instruction evaluation[51] [52] and the comprehensive library survey[53] [54]. Campus surveys are also used to gauge effectiveness of staff and include the Graduating Student Survey[55], and the Undergraduate Student Survey[56].

Most recently, in the spring 2018, 94.5% of students participating in library instruction rate the librarians’ presentation of material as good or excellent, and 98% rate the information received as useful or very useful to them in their academic careers[52]. Satisfaction with services provided by library staff at the time of the Fall 2017 comprehensive library survey averaged 98.6% for all participants and 98.5% for faculty only[53] [54].

<table>
<thead>
<tr>
<th>Question</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Total Very Satisfied and Satisfied</th>
<th>Total Responses</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of Staff to Answer Questions</td>
<td>1381</td>
<td>1044</td>
<td>2425</td>
<td>2475</td>
<td>97.98%</td>
</tr>
<tr>
<td>Helpfulness of Circulation Staff</td>
<td>1331</td>
<td>967</td>
<td>2298</td>
<td>2353</td>
<td>97.66%</td>
</tr>
<tr>
<td>Timeliness of Interlibrary Loan services</td>
<td>1021</td>
<td>733</td>
<td>1754</td>
<td>1787</td>
<td>98.15%</td>
</tr>
<tr>
<td>Helpfulness of Reference/Ask Us Staff</td>
<td>1298</td>
<td>914</td>
<td>2212</td>
<td>2237</td>
<td>98.88%</td>
</tr>
<tr>
<td>Quality of Reference/Ask Us services via email</td>
<td>1016</td>
<td>708</td>
<td>1724</td>
<td>1736</td>
<td>99.31%</td>
</tr>
<tr>
<td>Quality of Reference/Ask Us services via chat</td>
<td>966</td>
<td>643</td>
<td>1609</td>
<td>1620</td>
<td>99.32%</td>
</tr>
<tr>
<td>Question</td>
<td>Very Satisfied</td>
<td>Satisfied</td>
<td>Total Very Satisfied and Satisfied</td>
<td>Total Responses</td>
<td>%</td>
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</tr>
<tr>
<td>Availability of Staff to Answer Questions</td>
<td>107</td>
<td>75</td>
<td>182</td>
<td>186</td>
<td>97.85%</td>
</tr>
<tr>
<td>Helpfulness of Circulation Staff</td>
<td>99</td>
<td>74</td>
<td>173</td>
<td>177</td>
<td>97.74%</td>
</tr>
<tr>
<td>Timeliness of Interlibrary Loan services</td>
<td>94</td>
<td>56</td>
<td>150</td>
<td>153</td>
<td>98.04%</td>
</tr>
<tr>
<td>Helpfulness of Reference /Ask Us Staff</td>
<td>92</td>
<td>59</td>
<td>151</td>
<td>152</td>
<td>99.34%</td>
</tr>
<tr>
<td>Quality of Reference/Ask Us services via email</td>
<td>61</td>
<td>46</td>
<td>107</td>
<td>108</td>
<td>99.07%</td>
</tr>
<tr>
<td>Quality of Reference/Ask Us services via chat</td>
<td>47</td>
<td>36</td>
<td>83</td>
<td>83</td>
<td>100%</td>
</tr>
<tr>
<td>Helpfulness of Media Center Staff</td>
<td>55</td>
<td>50</td>
<td>105</td>
<td>108</td>
<td>97.22%</td>
</tr>
<tr>
<td>Helpfulness of Special Collections and Archives Staff</td>
<td>51</td>
<td>37</td>
<td>88</td>
<td>89</td>
<td>98.88%</td>
</tr>
</tbody>
</table>

Conclusion

The Mary and Jeff Bell Library ensures an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning/information resources. The staff are structured in a way that supports the mission of the library and the institution in order to advance the interests of the students. Staff continue to progress and provide robust support through well supported professional development and through ongoing evaluation.

11.3 The institution provides (a.) student and faculty access and user privileges to its library services and (b.) access to regular and timely instruction in the use of the library and other learning/information resources. *(Library and learning/information access)*

Compliance Status: Compliant

Narrative

Student and Faculty Access and User Privileges

In its mission statement[1], the Mary and Jeff Bell Library emphasizes partnering with the academic community, and one aspect of partnership is providing access to physical and digital collections as effectively as possible. The library accomplishes this mission through a variety of strategies, but the goal is always the same: to provide seamless, convenient, efficient access for users.
User Accounts. Students, faculty and staff receive library privileges automatically upon joining the University community, and the ID card they receive serves as their library card. Local users can purchase a community borrower’s card that grants a full year of limited borrowing privileges for $20.

Hours. During the spring and fall semesters, the library is open Monday through Thursday from 7:30 a.m. to 1:30 a.m., Friday from 7:30 a.m. to 8:00 p.m., Saturday from 10:00 a.m. to 6:00 p.m., and Sunday from 9:00 a.m. to 10:30 p.m. During the summer sessions, the library closes at midnight Monday through Thursday. The library is open 24 hrs Monday through Thursday with extended hours Friday through Sunday beginning the week before finals and through the exam period[2].

Loan Periods. Loan periods are generous and are graduated based on the status of the borrower, ranging from 3 weeks for an undergraduate student to 6 months for a faculty member. Students and staff may renew materials up to 3 times, while faculty and teaching assistants receive unlimited renewals. Community users are not allowed to renew materials. Patrons can request renewals in person, by phone, and online. A complete list of loan periods and renewal permissions is available on the library’s Web site[3].

Off-Campus Access to Electronic Resources. Access to the library’s electronic information resources is made available through the library website. As most electronic information resource vendors and/or publishers require the library to restrict access to these resources, only individuals who are affiliated with TAMU-CC may use them, with the exception of on-campus guest access for community patrons.
Individuals affiliated with TAMU-CC may access virtually all of the library’s electronic information resources from off campus. The library uses EZProxy proxy server technology to enable off-campus access. Off-campus users are required to identify themselves as being affiliated with TAMU-CC by logging into the Central Authentication Service (CAS) using their Island ID and password before they are provided access to electronic information resources[4]. Connecting to the Island ID/password combination for authentication in 2011 was a great improvement over the previous system we used in which users had a different username and password for using library computers and off-campus resources.

Course Reserves. The library provides a course reserves program that allows faculty to make textbook materials and other class readings available to students via the library. The reserves program includes both print and online reserves, and the library can, as needed, purchase e-book versions of book-length course readings and make those available to users online in addition to copies of articles. To facilitate the e-reserves program, the library subscribes to the Copyright Clearance Center, which provides an annual copyright license. Being able to determine that a proposed reserve item is within the terms of this license facilitates our e-reserves program while enabling us to act within the requirements of copyright law[5] [6].

Media materials that have historically been placed on reserve in the library in physical form can now be made available to users both on- and off-campus via our subscription to Mediasite, a video hosting platform. Mediasite also allows the library to make media material, whether it is material from our collections or acquired via Interlibrary Loan, available online for users in a secure environment.

Services for Distance Learners. Students taking 100% of their courses online are considered distance learners by the library, and these students benefit from a variety of services. Distance learners report a high satisfaction rate with the library, as evidenced in the Fall 2017 Comprehensive Library Survey[7]. The library’s Access Services Department provides essential services to connect all members of the university community with information resources using services such as interlibrary loan and document delivery, but they also provide additional services to those unable to visit campus due to location or handicap. These services include expedited home delivery of library materials, both from the library’s collection and from the collections of external libraries received through interlibrary loan, along with pre-paid return shipping. The library also extends document delivery services to distance learners and remote researchers from typically ineligible collections such as Circulation Reserves and Special Collections and Archives[8].
Access Services also provides TexShare cards to all members of the TAMU-CC community upon request. The TexShare card allows a registered user of a participating institution to borrow materials directly from the libraries of other participating institutions. This card is particularly useful to distance learners as it opens the collections of participating libraries in their area to them[9].

**Access to Regular and Timely Instruction in the Use of the Library and Other Learning/Information Resources.**

**Information Literacy and Research Skills Instruction.** The mission of the Mary and Jeff Bell Library’s Information Literacy Program is to enable students to become successful researchers, lifelong learners, and responsible citizens through student-centered information literacy instruction. The program reaches students through skill-based, assignment-centered instruction sessions and is reinforced by self-guided online resources including tutorials and subject- and class-specific research guides[10].

Librarians teach information literacy classes on demand every semester (fall, spring and summer). In Fall 2018, the Instructional Services Librarian developed and implemented a form for faculty to use for instruction requests and computer lab reservations. This form has proven to appeal to faculty and has been useful in coordinating classes more effectively[11]. Whenever possible, the librarian engaged to teach a class is the liaison to the students’ subject area[12]. Librarians develop class content in collaboration with faculty, and tailor class activities closely to an individual assignment or student learning objectives. The librarian may choose to include an introduction on how to search for materials using the library’s discovery platform and select databases, a demonstration of how to locate journals and journal articles, a lesson on differentiating the various types of sources or a lesson on how to evaluate information sources or a library tour, among other possibilities. Recently, library sessions have branched out to include non-traditional topics such as website creation and contribution to online public history exhibits such as South Texas Stories[13].

Library liaisons actively promote the importance of library instruction to faculty members by attending faculty meetings and teaching institutes, through email correspondence with new and veteran faculty, and by presenting at orientations for various academic programs. The Instructional Services Librarian also advocates across campus for information literacy instruction and assists liaison librarians with outreach efforts. A recent summer retreat led by the Instructional Services Librarian encouraged information literacy outreach by introducing the librarian liaisons to curriculum mapping, an approach that liaisons can use to identify classes in the programs they support which have research components. This allows them to target the instructors of high-impact classes and communicate directly with them about the benefits of library instruction[14].

Library staff teach most classes in one of the library’s two teaching computer labs or in other campus labs to ensure hands-on, interactive learning. Librarians use other active learning strategies such as discussion, question and answer, think-pair-share, and worksheets to increase student engagement and learning. A few examples are included in these materials[15] [16] [17] [18].

During the 2017-2018 Academic Year, 201 classes were taught by library liaisons with a total of 4,087 students attending. This represents an 18% decrease from the previous year. However, with the loss of a week of classes due to Hurricane Harvey in Fall 2017 and the scheduling challenges that instructors experienced as a result, we believe this decrease is an anomaly, as we have otherwise been increasing the number of students we reach through classes steadily since the 2014-2015 Academic Year[19].

Approximately 80 percent of library instruction takes place in one of the library’s two computer labs designated for library instruction. The other 20 percent is conducted in computer labs, classrooms, and meeting rooms on campus. The library initially had one computer lab which could also be used for instruction. This lab is located on the first floor of the library (Room 109) and can accommodate 26 students. In 2011, the library added a second, larger computer lab (Room 216A) which seats 51 students. A lab this size allows us to combine sections when possible (which is done usually with learning community classes). In 2015, this space was enhanced by redesigning the seating
arrangement and adding a second projector so that students could be engaged more easily by instructors.

The library assesses the effectiveness of the Information Literacy program through student evaluation surveys conducted at the end of each library instruction session. These surveys address specifically the effectiveness of the instructor and the usefulness of the instruction to the student. For Academic Year 2017-2018, 94% of library instructors were rated as “Good” or “Excellent” for the quality of their instruction. Sixty-six percent of instructors were rated “Excellent.” Responses to questions pertaining to pre- and post-session library knowledge indicate a statistically significant increase in students’ perceived self-knowledge of library services and materials[20]. Instructors also employ other methods of assessment at their discretion. Methods include one minute papers, informal student reporting, and feedback from faculty members.

Many of the librarians participate in professional development related to information literacy and instruction. As one example, three librarians travelled to Texas A&M University to participate in an Association of College and Research Libraries Workshop on Information Literacy in summer of 2017. The library is a member of LOEX and sends someone to the LOEX conference, arguably the most important information literacy conference in the United States, almost every year. Librarians provide peer observations and mentoring to one another in instruction techniques and approaches. In 2018, the Instructional Services Librarian held two Instruction Retreats to discuss effective instruction techniques. In addition to the retreat on curriculum mapping mentioned previously, a second retreat concerned backwards design for more effective, objective-based lesson planning[21].

Other Instructional Activities

Librarians create and maintain research guides for the various academic disciplines taught on our campus as well as course guides for specific courses within a program. The library subscribes to the LibGuides platform by Springshare. The library currently has 41 active subject guides covering 36 subjects, as well as 24 active course guides. The total number of published research guides is 105. Research guides and course guides received a total 117,360 views in AY 2018[22].

In addition to research guides, librarians and library staff have created and maintained a variety of tutorials on various topics. These tutorials cover topics such as the basics of requesting an item through Interlibrary Loan, an introduction to using the library’s “Quick Search” Summon tool, and the steps required to connect Google Scholar results to the Library’s holdings. All of the tutorials are available through Bell Library’s YouTube channel, through Mediasite, and in various LibGuides[23].

In addition to library-specific instruction, the library now partners with departments across campus to offer three workshops a month. Campus partners include the Writing Center, Career Services, and the Center for Inclusion. Topics include, but are not limited to, college-level writing skills, citation managers, resume building, and copyright and fair use[24][25].

The Special Collections and Archives department in the library provides library instruction to students, faculty, and other researchers in the use of its materials. Staff offer specialized instruction on conducting research using the department’s materials to individual researchers as well as to classes. Methods range from the traditional show-and-tell class to classes that incorporate active learning activities into instruction. The department offers several classes per semester. Historically the most frequently served academic departments have been History and English, although recently the Communication department has also requested classes.

The Scholarly Communications program supports all levels of researchers and scholars on campus. The program offers graduate student researchers scholarly communication services including consultations on research data sharing and reuse, copyright, open access, and publishing practices. In addition, the library partners with the College of Graduate Studies to present workshops on thesis and dissertation preparation and publishing. During each workshop students participate in a librarian led discussion about copyright, publishing, embargos, and journal publishing. These workshops are offered six times a year and are open to all graduate students. The library also provides faculty
outreach including consultations and workshops. The library offers a Copyright in the Educational Setting workshop as part of the larger ODELT Best Practices for Online Course Design Certificate Program[26], as well as faculty development workshops in Copyright[27][28]and Managing an Online Research Presence[29].

Reference Service – One-on-One Instruction. Bell Library offers reference service through a variety of channels. Referred to as “Ask Us”, this service provides a means for patrons to receive directional and information assistance as well as one-on-one information literacy and research skills instruction.

Our Ask Us service is featured prominently on the library’s home page. The Ask Us home page includes in-person, telephone, email, chat, and text reference as well as a Frequently Asked Questions knowledgebase where users can find answers to many common questions on their own. Our Ask Us site also helps connect patrons with the liaison librarian for their subject so that they can schedule a consultation if necessary[30].

Ask Us services are staffed 74 hours per week: Monday through Thursday from 8:00 a.m. to 10:00 p.m., Friday from 8:00 a.m. to 6:00 p.m., and Sunday from 10:00 a.m. to 6:00 p.m. Questions can be submitted via email or text outside of those hours and are responded to as quickly as possible. The service is staffed by a combination of librarians, a part-time staff member, two graduate assistants and student assistants. Student assistants provide help with printing, scanning and copiers, directional and informational questions, and simpler reference questions such as whether a particular item is in the library’s collection. Librarians, the staff member and graduate assistants handle more complex reference inquiries. During the summer, the Research and Learning department conducts weekly reference training for all students and interested staff.

The library uses the LibAnswers platform by Springshare to manage virtual reference services and the RefAnalytics module of that platform to record statistics related to Ask Us services. In 2017-2018, the Ask Us service received 6,101 questions, which represents a 21% increase over 2016-2017. During the same period, 599 questions were answered virtually. This represents a 30% increase over 2016-2017[31]. Entries in our FAQ Knowledgebase received a total of 3,268 views in AY2017-2018[32].

A chat button is featured in the discovery service interface and many of the library’s other databases. Also, a slide-out chat widget is located on the A-Z database list, the journals list and all guides. In August of 2018, the library began offering proactive chat service on all pages with the slide-out widget. This service prompts a user who lingers on a page longer than 30 seconds without making a selection to chat with a librarian (when the chat service is staffed). This has resulted in a 500% increase in the number of chat sessions initiated by users, from 63 in September 2017 to 352 in September 2018.

Conclusion

The Mary and Jeff Bell Library is very conscious of its responsibility to provide services to both on- and off-campus students, and library staff have developed services that provide access to collections, instruction in information literacy and research skills, and assistance with research to everyone who depends on us for their information needs. Library staff also seek to continually improve access and instruction by incorporating new technologies, platforms and pedagogical approaches.
Section 12 Academic and Student Support Services

12.1 The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. *(Student support services)*[CR Off-Site/On-Site Review]

**Compliance Status:** Compliant

**Narrative**

Texas A&M University-Corpus Christi (TAMU-CC) provides mission driven academic and student-support programs, services, and activities that promote student learning and enhance the development of students. The University mission is “committed to preparing graduates for lifelong learning and responsible citizenship in the global community.” The University Strategic Plan, Momentum 20/20 outlines this support through the identified values of Excellence, Integrity, Leadership, Sustainability and Inclusion. The plan includes seven major goals addressing Enrollment and Student Success; Learning; Research, Scholarship, and Creative Activity; Community Engagement; Campus Climate; Learning and Information Resources; and University Resources and Accountability.

- **Enrollment and Student Success:** To “attract a diverse and highly qualified student body” that is “consistent with our mission as a Hispanic Serving Institution.”
- **Learning:** To deliver a “challenging, learning-centered environment” that will “result in student success.”
- **Research, Scholarship and Creative Activity:** To create “an environment that articulates and provides resources necessary for commitment to excellence.”
- **Community Engagement:** To “build and sustain mutually beneficial relationships” through engagement in the community.
- **Campus Climate:** To “maintain a supportive campus that celebrates engaged learning in an inclusive environment.”
- **Learning and Information Resources:** To “provide 21st century learning resources and information technology infrastructure.”
- **University Resources and Accountability:** To utilize resources to “efficiently and effectively achieve the mission of the university.”

Each of these goals is designed to help the University reach its vision of becoming an “emerging research institution with an unparalleled commitment to every student’s success.”

**Campus Demographics**

The University is comprised of both undergraduate and graduate level students in six academic colleges. Beginning fall 2018, undeclared undergraduate students were placed in the newly formed University College. The University has achieved designation as a Hispanic Serving Institution and a Minority Serving Institution. However, status as a Minority Serving Institution is due, primarily, to the large number of Hispanic students enrolled in programs of study.

The majority of undergraduate students enroll on a full-time basis. Approximately 21% of undergraduate students enrolled part time in fall 2018. A growing number of undergraduate students are participating in on-line courses, but a relatively small number are taking all coursework on-line. A large proportion of students rely on grants, scholarships and federal financial aid programs to meet the cost of tuition.
The number of graduate students has increased in recent years. The vast majority of these students are enrolled in master’s level course-work and attend part-time. A large portion of graduate students are enrolled exclusively in distance education courses[5].

**The Division of Academic Affairs**

The Division of Academic Affairs[6] [7] oversees several departments that provide academic support services. These programs and services are outlined in both the undergraduate and graduate catalogs[8] and are prominently displayed on the division web page[9] [10].

Information regarding programs and services is advertised through weekly iNews student email announcements[10] [11] and during campus preview days[12] [13], new student orientation[14], and other events.

The Division follows the Momentum 20/20 Strategic Plan in developing and delivering programs and services[3]. Each Division program, service, and activity described below undergoes rigorous assessment annually and the results of these assessments are entered into WEAVE online, the University’s web-based assessment reporting system. The Division utilizes a host of evaluation methods to ensure that its programs and services meet the needs of the students including the Noel Levitz Student Satisfaction Survey[15], National Survey on Student Engagement[16], Undergraduate Student Survey[17], Graduating Student Survey[18] [19], a Dropped Student Survey[20], an Alumni Survey[21], and various department level assessments including satisfaction surveys[22] [23] [24], departmental program reviews[25] [26], and service utilization reports[27].

**The Mary and Jeff Bell Library.** The Mary and Jeff Bell Library[28] (Library) supports students through the delivery of information resources and services. To achieve this purpose, the Library selectively acquires, organizes, preserves, and provides access to information resources. It also provides information literacy instruction[29] [30] [31] and maintains a physical environment conducive to research, study, and the pursuit of learning. The Library houses four computing laboratories and provides wireless access[32]. Twenty-five study rooms are located on the second floor. The Library supports distance learners through services designed specifically for students needing access to resources at a distance, including databases, e-journals, e-books, research guides, citation style guides, “Ask a Librarian” virtual services, inter-Library loan, and electronic course reserves[33].

The Library houses a collection of approximately 872,500 items. Over 500,000 of these items are made available electronically[34] [35] [36] [37] [38] [39]. The Special Collections & Archives Department contains significant collections providing unique resources for scholars[40]. The Library expands its collections and academic resources through formal lease arrangements and license agreements and has served as a depository for federal documents since 1976. The Library participates in the TexShare database and document delivery consortium administered by the Texas State Library[41] [42] [43]. The Library also participates in consortium database subscription purchases with the other libraries in the Texas A&M University System. Access for patrons to information resources outside the Library is provided via cooperative agreements with several local special libraries and inter-library loan services[44] [41] [42].

Data from various surveys are used to assess patrons’ perceptions of the adequacy of Library resources as well as perceptions of the adequacy of Library services[45] [46] [47]. Collection analysis is conducted by subject upon request for academic programs and departments, usually in conjunction with a program review or accreditation. For more detailed information on how the institution provides adequate and appropriate library and information resources, services and support for its mission, refer to standard 11.1.

**Center for Academic Student Achievement.** The Center for Academic Student Achievement[48] (CASA) is committed to providing academic support services to help students reach their educational
goals[49] [50]. CASA’s vision is to assist in closing educational gaps by integrating, engaging, motivating, retaining and graduating students through academic support and mentoring services[51] [52] [53]. At CASA, students work collaboratively with staff to set educational goals, gain an understanding of individual learning styles and master learning strategies. CASA services include a Writing Center to assist students in the planning, organization and revision of their written work[54], Peer Tutors to help students develop skills for academic success[55], Supplemental Instruction to reinforce the content of a course[56], Developmental Education to support one-on-one proactive advising for Texas Success Initiative (TSI) course enrollment[57], Academic Success Coaches to assist at-risk, under-represented and under-served students through intrusive advising and referrals for academic support[57], and Peer Mentoring designed to provide academic assistance to students. Peer Mentoring is delivered through the CASA Learning Community Peer Mentoring Program for all first-year students[58] and the First Islander Scholars’ Academy Peer Mentoring Program designed to assist first generation college students[59].

CASA also hosts the Starfish Early Alert and Connect program[60]. This program is designed to communicate the individual needs of students in an effort to better connect students to resources that will improve and enhance their ability to succeed at the institution.

CASA services are available to all students, including students at a distance[61]. Services and materials available online include the Writing Center[62] [63], The Khan Academy for Tutoring and Supplemental Instruction courses[64] [65], Tutorial handouts[66], Supplemental Instruction Tip Sheets [67], the Pre-Assessment Activity for Developmental Education[68] and Starfish, which is integrated into the Learning Management System[69]. CASA evaluates its programs and services annually.

Programs for Academic Student Support (PASS)/TRiO Federal Programs. PASS is comprised of seven federally funded United States Department of Education grants and one state-funded academic support program[70] [71] [72]. Programs include Student Support Services (SSS)[73], SSS-STEM[74], SSS Teacher Prep[75], Upward Bound Central Program (UBCP)[76], Upward Bound North Program (UBNP)[77], McNair Scholars Program[78], Project GRAD[79], and GO Centers[80]. Programs and services are available through multiple media methods including the internet, video conferencing, and by phone for students on campus and at a distance[81]. PASS evaluates its programs and services annually.

The Student Support Services program (SSS), a federally funded TRIO program, identifies, attracts and assists in graduating students of high potential, especially those from groups who have been historically under-represented in Texas higher education. Services are comprised of academic coaching, financial aid and fiscal guidance, self-improvement workshops, and access to cultural educational events.

SSS-STEM is a federally funded TRIO program that supports low-income and first generation students majoring in Science, Technology, Engineering, and Math (STEM) and Health Science[82]. Services are comprised of academic coaching, financial aid and fiscal guidance, self-improvement workshops, and workshops involving Technology Innovations, Scientific and Health Research, and Biotechnology [83].

SSS-Teacher Prep is a federally funded TRIO program for students pursuing a teaching degree in kindergarten through 12th-grade education[84]. Services are comprised of Academic Coaching in English, Math, and Science, financial aid and registration assistance, skill improvement workshops, as well as test preparation to help students pass the teacher certification content and pedagogy exams[85].

Upward Bound Central Program (UBCP)[86] and Upward Bound North Program (UBNP)[87] are federally funded TRIO programs through the United States Department of Education that provide fundamental support to participants in their preparation for college entrance. The programs provide opportunities for participants to succeed in their high school performance and ultimately in their higher education pursuits. UBCP and UBNP serve local high school students from low-income families and high school students from families in which neither parent holds a bachelor’s degree. The overarching
goal of UBCP and UBNP is to increase the rate at which participants complete high school and enroll in and graduate from college[71].

The McNair Scholars Program[88] supports student success through excellence in research. The McNair Scholars Program prepares low income, first generation and underrepresented undergraduate students to pursue doctoral studies through involvement in research and other scholarly activities. The program provides participants with a mentored research experience, seminars, and workshops on topics pertinent to the pursuit of a graduate education, and the acquisition of advanced library and research presentation skills[89].

Project GRAD: Graduation and Retention through Academic Diversity[90] is a Department of Education funded grant intended to create a seamless pipeline to increase the number and proportion of high-need students who are academically prepared for, enroll in, and graduate from college. Services include the Texas Success Initiative Summer Prep Academy, which aims to assist underprepared students with math, reading, and writing skills so they can forgo developmental education, as well as Academic Coaching, peer mentoring, workshops, and engagement activities on and off-campus for students and their families[91].

The GO Center Program[92], funded by the Texas Higher Education Coordinating Board, is dedicated to creating a college-going culture among high school students and providing the financial support needed to be successful in post-secondary education. The GO Center serves as a point of coordination between students, parents, counselors, and the Institution. Services include GO Center mentors who are trained to provide assistance with financial aid, scholarship applications, admission applications, resume writing, and a number of other processes required for admission into a college or university.

**Academic Advising.** The purpose of Academic Advising is to assist students in developing meaningful educational plans and career goals, so they may become engaged, self-directed learners, and effective decision makers[93]. Each of the five academic Colleges has an advising center to assist undergraduate and graduate students[94] [95] [96] [97] [98]. Academic Advising evaluates its programs and services annually.

Advisors provide early communication and proactive advising and will assist students with a wide range of issues including academic status, graduation requirements, degree plan status, scheduling of classes, and registering for classes. Advisors help students understand how to add minors, change majors, find syllabi for classes, add and drop classes, withdraw, and remove holds[18] [19] [21] [99] [17] [100].

The University also has an advising team known as the Anchor Team. The Anchor team advises students in the University Preparatory High School program, the dual credit Islander Academy Program, the Island Harbor program (Supervised Independent Living for foster care students), Program for System Admissions, and students in the Viking Islander Program (partnership with Del Mar College). The Anchor team also advises transfer students and students enrolled in the Bachelor of Applied Science and University Studies programs.

**Islander Launch (New Student Orientation).** Prior to 2018, new student orientation was hosted by Enrollment Management. Summer 2018, the Department of Undergraduate Studies hosted Islander Launch for the first time. Islander Launch is an action-packed and informative program designed especially for incoming freshman students at Texas A&M University-Corpus Christi[101] [102]. Attending a session is required of all new freshmen. At Islander Launch, students learn about student resources, get oriented to the campus, meet fellow students, faculty and staff, and register for classes. Several changes were made to the orientation format including moving from a 2-day to 1-day format, engaging faculty in the orientation events, and hosting College specific orientation days. Ten sessions were offered during June, July, and August[22] [103] [104] [105] [106] [107] [108] [109] [110].

**Transfer Student Orientation.** All transfer students are required to complete an online orientation course in Blackboard to help them adjust to the academic environment at TAMU-CC[111] [112]. In
2019, University College determined that we needed to redesign the existing online orientation course titled NSUO_2018: Transfer Student Online Orientation 2017-2018[113]. Therefore, the updated version was delivered for the fall 2019 semester. Now called ILT_2019: Transfer Orientation, the online course incorporates some of the elements previously seen in the NSUO_2018 course[114]. The changes focused on simplifying the information to orient, engage, and welcome transfer students to campus.

**Graduate Student Orientation.** The College of Graduate Studies has hosted an orientation for new master’s and doctoral students since 2007. The format and content are consistently reviewed to consider student/faculty/university feedback, needs, and preferences. Graduate Student Orientations (GSO) are held twice a year, in August and January, prior to the start of the fall and spring academic semesters. Students are encouraged to pre-register online; the events are free of charge. Orientation sessions include optional campus tours, a university-wide resource fair, a “speed sharing” presentation of resources and opportunities, tuition waiver drawings, and break-out sessions in which students meet with their program advisors and faculty regarding program requirements and expectations[115][116][117][118].

The GSO is held the week before classes begin, on Thursday evening, from 5:30-8:00pm.

**Office of International Education.** The Office of International Education (OIE) [119][120] provides opportunities for international students to become engaged in university life, to enhance their personal development, and to increase interactions with domestic students. The office hosts a special orientation for international students as well as monthly activities designed to educate international students on cultural issues and facilitate interactions[121][122]. As of fall 2018, there were 340 international students at TAMU-CC, and 30 students attending the pathway program. Most pathway students will become TAMU-CC students upon completion of their English as a Second Language studies. OIE evaluates its programs and services annually.

OIE also seeks to increase the number of students participating in study-abroad programs[123][124][125]. To this end, this office is implementing faculty-led workshops for interested faculty[126] and Study Abroad 101 workshops for students to learn more about study-abroad opportunities. There are two reciprocal agreements already signed and two to four more in the process of being developed. Study-abroad fairs are scheduled every spring and fall semester to highlight study-abroad opportunities. Study-abroad opportunities are promoted to the campus community via orientation, postings on the campus monitor, and posters placed at the entrance to the University Center.

**Center for Faculty Excellence.** The Center for Faculty Excellence (CFE)[127] promotes and supports the continual professional growth and development of faculty at TAMU-CC so they are bettered prepared to meet the changing needs of students. The Center plays a key role in creating a campus culture that values and acknowledges the contributions of faculty in the areas of teaching, scholarship and service. The Center leads the University community in creating and coordinating faculty development activities and acts as a repository and resource for faculty to learn about, benefit from, and participate in formal and informal professional development activities[128][129][130].

The CFE promotes professional development, lifelong learning, and collegiality through workshops, special programming, development grants, and social events[131][132]. The Center is responsible for cultivating and maintaining a campus culture that values faculty contributions of teaching, research, and service. The Center hosts New Faculty Orientation every fall and Adjunct Faculty Orientation every fall and spring to acclimate new faculty to the unique campus culture. Additionally, professional development events for faculty are held on a regular basis to promote these areas. CFE workshop topics include Team-Based Learning, Grant Writing and Resource Finding, Online Research Presence, Online At-Risk Avatar Training, Student Connections and Engagement, and Online Educational Resources. Events are promoted heavily to the campus community via marketing campaigns that include online announcements, campus monitor announcements, posters, and fliers delivered to faculty and staff mailboxes. CFE evaluates its programs and services annually.
Office of Recruitment and Admissions. The Office of Recruitment and Admissions identifies undergraduate applicants who demonstrate the potential for academic success and cultivates an efficient admissions process for the enrollment of students. Prospective university students may tour the campus through the services of the on-campus Welcome Center. The University also reaches out to prospective students via college nights and preview days. Prospective students can request information and apply for admission and financial assistance online by visiting the Future Islander homepage.

The admissions process identifies academically prepared students using holistic evaluation criteria that incorporate the assessment of the students’ grade point average, standardized test scores, extracurricular involvement and percentile class rank for each type of student. This evaluation process supports the University mission by identifying students who are academically prepared to meet the challenges of a postsecondary education at TAMU-CC. Recruitment and Admissions evaluates its programs and services annually.

Office of Financial Assistance. The Office of Student Financial Assistance helps students and their families finance their education. The office provides customized aid packages and financial advising by informing students of the availability of federal, state and local financial assistance programs. Financial assistance awards are processed in compliance with the laws and guidelines governing each program.

To better prepare students to manage their finances, Financial Aid provides an online guide to assist students who wish to apply for financial assistance and information for parents. Students are able to check their eligibility and status, review funding resources, and view important dates and deadlines online. Financial Assistance evaluates its programs and services annually.

Office of the University Registrar. The Office of the University Registrar maintains student records from matriculation to graduation. The office also oversees registration and course enrollment, issues transcripts and certificates of enrollment, maintains the academic calendar, schedules courses and classrooms, tracks degree requirements, serves as the hearing office for academic/administrative appeals and serves as the compliance authority in matters related the Family Educational Rights and Privacy Act (FERPA). The Office provides students access to their student records, transcripts and academic information 24 hours a day, 7 days a week via an online student portal, SAIL. Current course schedules are available for viewing online via the class schedule webpage and online student portal, SAIL. Distance education students are able to select “Web-Based” course types to filter for online courses only. Commonly used student forms and information related to the forms are available online. The office contact information is also available online. The Office of the University Registrar evaluates its programs and services annually.

Office of Academic Testing. The Office of Academic Testing serves the student population, and the Coastal Bend community, with their testing needs. The office is charged with ensuring that undergraduate students meet the requirements set forth by the Texas Success Initiative. Services to students include credit by examination, major field tests, math placement exams, TSI assessment, other exams, and proctoring services. Dates of exams provided on campus are stated on the department’s web site. Academic Testing evaluates its programs and services annually.

Veteran’s Affairs. The Veteran Affairs Office is committed to recruiting, retaining and supporting active-duty service members, veterans and their dependents. Veteran’s Affairs encourages participation in student organizations such as the United Student Veteran Organization and the Islander Reserve Officers Training Corps (ROTC) Islander Battalion. Services include certification of benefits, benefits counseling, and military-to-civilian student transition assistance. A University Veterans Affairs Committee serves as an advisory panel.
To assist with the needs of students at a distance, the Veterans Affairs office maintains a webpage with downloadable forms, information on benefits and a GI Bill Item Checklist. Veteran’s Affairs evaluates its programs and services annually.

**Scholarship Office.** The Scholarship Office provides prospective and enrolled students with information and resources to help fund tuition and fees for their academic career and to eliminate financial barriers to higher education. The Scholarship Office provides online information for undergraduate and graduate scholarships. Scholarship information is also available for specific academic majors, study abroad programs, international students, and private scholarships. Information on applying and accepting awards can be found online. The office contact information is also available online. The Scholarship Office evaluates its programs and services annually.

**Center for Athletic Academic Services.** The Center for Athletic Academic Services provides services to student athletes that enhance their academic experience. Services include supervised study hall, a computer lab, individual and group tutoring and the availability of Learning Assistants. The department works with the student-athletes, coaches, faculty and staff to ensure NCAA compliance standards are met, coordinates student-athletes’ schedules, determines academic eligibility and provides necessary support services to student-athletes. The office evaluates its programs and services annually.

**The Division of Student Engagement and Success (SEaS)**

The Division of Student Engagement and Success has primary responsibility for student support programs, services and activities and provides excellent opportunities to help students develop leadership skills for lifelong learning. These programs and services are outlined in both the undergraduate and graduate catalogues. The division communicates the services offered on the web site through weekly iNews student email announcements and during campus preview days, new student orientation, and other events.

Upon adoption of the Momentum 20/20 Strategic Plan, the Division of Student Engagement and Success developed a division plan. The SEaS 20/20 Plan is based on Momentum 20/20 and is framed with the four major goals of Learning, Campus Climate, Community Engagement and Resources and Accountability. Each department in the division then created a program level strategic plan based on the same major goals. These plans were implemented fall 2015. Each Division program, service, and activity described below undergoes rigorous assessment annually and the results of these assessments are entered into WEAVE online, the University’s web-based assessment reporting system. Under the 20/20 Strategic Plans, departments provide programming to support and assess six student learning outcomes over a three year period. These outcomes align with the academic program student learning outcomes and are based on the mission of the University and the Texas A&M University System learning outcomes.

Two of the outcomes are rigorously assessed across the division each year.

The Division utilizes the Council for Advancement of Standards in Higher Education (CAS) standards to ensure a holistic approach to program review. Program reviews for each functional area of the division occur on a five year rotating basis. Reviews are framed using the Council for Advancement of Standards in Higher Education (CAS) standards to ensure a holistic approach. Evidence is collected into a dashboard instrument under each of the CAS Standards. A committee of faculty and staff members from outside the functional area review the standards and evidence for compliance and come to a consensus rating for each standard. Following this stage, the functional area develops action items for standards that are not fully met. Every ten years, the dashboard instrument, including the action items, are submitted to an external reviewer who is an expert in the functional area. This reviewer familiarizes themselves with the functional area through review of the evidence and website prior to conducting an on-site review. During the on-site visit, the expert reviewer visits with functional area personnel and constituents including faculty, staff and students.
The reviewer also tours the campus and facilities. After the on-site visit, the expert reviewers submit a report with recommendations for improvement[235] [236] [237] [238] [239] [240] [241] [242]. The functional area then creates action items to implement appropriate improvements[243] [244] [245] [246] [247] [248]. Any action items not completed by the close of the assessment cycle are entered into Weave Online for follow-up.

**University Center and Student Activities.** The University Center and Student Activities[249] were operated as a joint unit through summer 2015. Starting fall 2015, a Director of Student Activities position was authorized and the unit divided into two separate departments. Both departments fall under the direction of the Assistant Vice President of Student Life and continue to co-market the programs[250].

The mission of the University Center is to serve as the “living room of campus” while providing leadership, development, and involvement opportunities to students[251] [208]. The center includes meeting facilities, administrative and student offices, a game room[252], food service, and retail amenities[253] that comprise almost 135,000 square feet. The University Center hosts an array of programs and events throughout the year[254] [255] [256] [257]. The University Center evaluates its programs and services annually.

Student Activities[207] [258] [250] is dedicated to helping students become more connected to campus life by providing programming and services for student organizations and students interested in participating in a wide variety of activities at TAMU-CC[259] [260] [261] [262] [263] [264] [265] [266] [267] [268] [269]. Programming is coordinated through departmentally sponsored organizations like Aloha Days First Year Camp[270], Campus Activity Board[271], Student Volunteer Connection[272] [273], Fraternity and Sorority Life[274] [275] [276] [277] [278], Islander Cultural Alliance[279] [280], University Council of Student Organizations[281], Waves of Welcome[282] [283], and Homecoming[284]. In addition, the UCSA LEADS program provides leadership workshops and a student leadership conference[285]. Student Activities evaluates its programs and services annually.

**Recreational Sports.** The Recreational Sports Department[286] [206] provides opportunities for participation in a variety of recreational, wellness, and social activities designed to accommodate all ages, skill levels, genders, and interests[287]. Participation in intramural sports allows students to participate in a variety of team sports[288] [289]. Sport clubs offer students an opportunity to develop skills and knowledge in a particular sport[290] and to enhance their leadership skills by managing club activities. Some examples of these clubs include rugby, martial arts, fencing, sailing, scuba and table tennis.

Other programs include informal recreation such as aquatics[291], Outdoor Adventures[292] [293], or special events such as Islander Bash, Health and Wellness Expo, and Turkey Trot. Nutrition services[294], personal fitness training[295], and group exercise programs[296] are also available.

The Jack and Susie Dugan Wellness Center[297] has 70,000 square feet of space including 9,000 square feet of weight and cardio equipment and two 2,000-square-foot group-exercise rooms. The gymnasium supports volleyball, basketball and badminton. The Center also houses the recreational sports and intercollegiate athletic offices and academic class venues. An indoor walking track and additional gymnasium space is available in Island Hall which is connected to the Dugan Wellness Center and a Hike and Bike trail surrounds the campus[298]. In addition, multipurpose fields and a tennis center are located on the Momentum Campus[299] [300]. Recreational Sports evaluates its programs and services annually.

**Student Government Association.** The Student Government Association (SGA)[301] [302] is a student-run campus organization developed to provide all students at TAMU-CC with a voice in the decision-making processes of the University[303] [304] [305] [306]. Association members are encouraged to express their expectations, opinions and concerns in order to promote a student-friendly environment and uphold the general welfare of the student body. Through service in SGA, students improve communication skills, enhance leadership abilities, hone critical-thinking and problem-solving skills, and learn how to work with a variety of people.
The governing body is determined by the population of students within the designated college, as well as representatives from targeted student populations such as international students, resident students, and students with disabilities. Appeals regarding parking violations and Library fines are addressed by SGA[307] [308]. SGA also appoints students to a variety of campus-wide councils and committees, including the Homecoming Committee, Recreational Sports Advisory Board, Chancellor’s Student Advisory Board, Honors Council, Strategic Planning Council, Parking and Transportation Committee, Student Fee Advisory Board and others[309]. In addition, SGA sponsors a wide array of programs to engage the student body[310] [311] [312] [313] [314].

**Engagement Initiatives.** Engagement Initiatives oversees Inclusion Programs and Prevention Programs. The Inclusive Islander Network[315] [204] is a network of students, staff and faculty who strive to create a welcoming environment for all members of the TAMU-CC community[316] [317]. In order to become an Inclusive Islander, one must complete at least one training workshop[318] [319] and sign a pledge to be inclusive[320] [320]. The program also offers Un schooled Discussion Groups to provide research based information on a variety of topics that impact inclusion[321] [322] [323]. The program is advertised on the Division and Department website[324] [325], in campus announcements, iNews, social media, new student orientation, and at other events[326] [327] [328]. Engagement Initiatives is a newer office to the campus. Prior to fall 2018, assessment results for the programs were reported under the Strategic Engagement Initiatives Annual Report. The office will begin reporting assessment results independently in the 2018-2019 cycle.

Prevention Programs[205] are also administered through the Office of Engagement Initiatives. Prior to 2018, policy and prevention activities were coordinated under the umbrella of the Islander’s Alcohol and Drug Abuse Prevention Team (I-ADAPT)[329]. In an effort to better meet the prevention education needs of the students, programming is now facilitated by student peer educators[330] while policy advisement is addressed by a new campus coalition[331].

The Islanders Teaching, Engaging and Mentoring (I-TEAM)[332] [333] is a peer education group dedicated to promoting student wellness including alcohol, drugs, sexual health, consent, stress management and other wellness related issues. In an effort to reach students with evidence-based prevention education strategies, the I-TEAM collaborates on programs with entities across campus and also offers several signature programs including an annual Party House[334] [335], Oktoberfest [336], and Screening and Brief Interventions[337]. The office also offers other prevention programs, social norms messaging[338], and resources to students[339].

Alcohol and other drug policy advisement is specifically addressed through a campus coalition called the Coalition on Substance Abuse (CoSA)[340]. CoSA is a group of students, staff, and faculty committed to promoting healthy choices and reducing the harmful effects caused by abusing alcohol, tobacco, and other drugs. Prevention Programs, in coordination with CoSA, conducts alcohol and drug surveys in order to determine the educational needs of the campus[341] [342] [343]. The coalition also looks at student conduct and police data to determine campus trends and needs[344]. The program conducts a Biennial Review in compliance with the Drug-Free Schools and Campuses Regulations of EDGAR Part 86[345]. All faculty, staff, and students, including students at a distance, are invited to engage with Engagement Initiatives in person or online[346].

**Islander Housing.** Islander Housing[347] [348] [194] assists students in achieving their academic and personal goals by providing excellent on-campus housing[349], referral to off-campus housing, and transportation resources[350]. The department supports the mission of the University by creating living environments that are conducive to learning. Islander Housing works with a private partners to provide on-campus housing for students. The Miramar community[351] is located on the Island Campus. Momentum Village Apartments and Townhomes is located on the Momentum Campus. Originally, the two communities were owned and managed by separate entities, but in December, 2017 the Miramar property was acquired by Collegiate Housing Foundation and now both communities are owned by Collegiate Housing Foundation and managed by American Campus Communities.
Knowledgeable resident advisors are the on-site link to campus resources. These peer advisors are selected from students who successfully complete an intensive leadership training course and are trained on a wide array of topics to enable them to perform their role successfully. Resident advisors offer programs based on identified student learning outcomes that equip students with the proper tools to be successful living away from home.

Every two years, housing conducts the Residence Life Survey to assess the quality of housing. In addition, student learning outcomes are assessed annually.

The office coordinates campus transportation services in partnership with the Corpus Christi Regional Transportation Authority. In addition to dedicated routes to campus, all Islanders ride city bus transportation free of charge. Housing and transportation search engines are available online to assist students at a distance in finding providers in their local area.

**Career Services.** Career Services engages students and alumni in career exploration, career planning, and job-search preparation. The office also provides print and online career-related resources and job-listing services. Students and alumni who seek full-time, part-time, internship, or volunteer opportunities register with Career Services and submit résumés online through the “Hire an Islander” system. Career Services sponsors on-campus recruiting, workshops and presentations, a Business Etiquette Dinner, Get the Job Fashion Show, and Employer Q&A sessions. Career Services works with all students, including students at a distance.

Career Counselors offer one-on-one sessions to help students gain insight and awareness about career or educational options and job-search strategies. Résumé reviews and mock interviewing challenge and prepare students for their future career endeavors. Career Services hosts several career fairs throughout the year. Online resources include assessments to help students identify interests, clarify values, and assess skills in order to make better educational and career decisions. The Career Guide is available both in print and online and offers assistance with résumé writing, networking, evaluating a job offer, and transitioning from college to career. Career Services evaluates its programs and services annually.

**Disability Services.** Disability Services coordinates appropriate academic accommodations and encourages the development of student self-advocacy skills. The services are designed to meet the unique educational needs of enrolled students with documented permanent or temporary disabilities. The office collaborates with students, faculty, and staff to eliminate physical, programmatic, and attitudinal barriers within the campus community, and to ensure that all students with disabilities, including students at a distance, receive equal and integrated access to curricular and co-curricular opportunities. Sample services include alternative format textbooks, assistive technology, height-adjustable tables, closed-circuit television, Kurzweil 3000 Web Edition, Kurzweil 1000 Scan and Read, ZoomText Xtra and Magic Screen Magnification, TTY Telephone, JAWS for Windows, and interpreters. These services are available in various locations across campus. Disability Services also works to ensure that appropriate testing accommodations are provided for students who are eligible for services. Disability Services evaluates its programs and services annually.

**University Counseling Center.** The University Counseling Center provides free and confidential mental health services to currently enrolled TAMU-CC students. A variety of services are offered to facilitate students’ development toward their academic, personal, and professional growth.

University Counseling Center services include: personal counseling, academic success counseling, group counseling, alcohol and drug services, psychiatric services, outreach services, relaxation room, biofeedback services, and self-help resources. Enrolled students are eligible for University Counseling Center services, as appropriate, and online resources and referral sites are available to students at a distance.
Students initially learn about the Center through presentations at new student orientations, first-year seminar courses, and the University catalog. Additional information is provided to the students on the University web site. Students are frequently referred to the Counseling Center by faculty and staff who feel that the student may benefit from the services. The University Counseling Center evaluates its programs and services annually.

**University Health Center.** The University Health Center's emphasis is to provide quality services which integrate clinical treatment, health education, preventive services, and public health responsibilities. Primary health care is provided by registered nurses, family nurse practitioners, and physicians for the care of acute illnesses and minor injuries. Health Services provides immunizations, physicals, clinical services, provider services, women’s services, and testing for sexually transmitted diseases.

For the privacy and convenience of students, the Health Center offers a 24-hour nurse line. Students, including students at a distance, can speak to a nurse about their health-related concerns or questions from the privacy and anonymity of their home. In addition, the University Health Center provides several online resources including a monthly online magazine, and a website with information on health issues, insurance, and after-hours resources.

Students initially learn about the Center through presentations at orientation, the University website and the University catalog. Additionally, students are referred to the Health Center by faculty and staff who feel that the student may benefit from the services. The Health Center evaluates its programs and services annually.

**The Associate Dean of Students.** The Associate Dean of Students oversees Student Conduct and Community Standards and the behavioral intervention team, I-CARE. The office is dedicated to fostering a safe and supportive environment for students to learn. Student Conduct and Community Standards is responsible for administering the student conduct process for behavioral and academic misconduct allegations for all students, including students at a distance. The conduct process utilizes an administrative hearing approach as well as the option to have cases heard by a Student Conduct Board. The office co-manages the Student Sexual Assault Misconduct process with the University Title IX Coordinator and utilizes a Student Hearing and Appellate Board composed of faculty, staff, and students to address high level violations and appeals. The office produces and publishes the Student Code of Conduct, the annual alcohol and drug notification, and Title IX notifications and educational materials.

The I-CARE team is designed to provide a timely and coordinated university response when faculty, staff, or students report concerns regarding students exhibiting distressed and/or high risk behaviors, and to ensure a timely and coordinated university response. The I-CARE Case Manager trains faculty, staff, and student groups to recognize and refer concerning behavior through an online reporting process. After a referral is made, the I-CARE team develops a course of action to best address concerns. I-CARE resources and the incident reporting form are available online for all students, including students at a distance. The office evaluates its programs and services annually.

**The Division of Finance and Administration**

The Division of Finance and Administration oversees the student support services areas of University Police Department and Employee Development and Compliance Services.

The Division follows the Momentum 20/20 Strategic Plan in developing and delivering programs and services. Each Division program, service, and activity described below undergoes rigorous assessment annually and the results of these assessments are entered into WEAVE online, the
University’s web-based assessment reporting system. The Division utilizes a host of evaluation methods to ensure that its programs and services meet the needs of the students including the Noel Levitz Student Satisfaction Survey[15], National Survey on Student Engagement[16], Undergraduate Student Survey[17], and the Graduating Student Survey[18] [19].

**University Police Department.** The University Police Department (UPD) is committed to providing quality professional law enforcement which ensures a safe and secure learning and working environment. The department is dedicated to enforcing the laws and regulations by utilizing a community policing philosophy. They strive to serve with excellence and integrity by providing proactive service and encouraging awareness through crime prevention efforts[444].

The UPD is the sole law enforcement agency on the campus. The office is open and ready to assist twenty-four hours a day, every day of the year. The Department employs commissioned peace officers who are licensed by the Texas Commission on Law Enforcement Officers Standards and Education. University police officers are empowered by the Code of Criminal Procedures to enforce all state and local laws. Pursuant to Section 51.203 of the Texas Education Code, the primary jurisdiction of Texas A&M University-Corpus Christi police officers includes all areas in which property is owned, rented, or otherwise under the control of Texas A&M University-Corpus Christi. The University police officers also enforce the rules and regulations of Texas A&M University-Corpus Christi. The police officers of Texas A&M University-Corpus Christi have the same authority to detain and arrest as municipal police officers and are authorized to carry firearms[445].

In addition to campus law enforcement, the UPD provides crime prevention programming in topic areas including active shooter, alcohol and other drugs, general safety and others. Requests for presentations can be made in person, by telephone or online[446]. The Department coordinates the campus mass notification system to alert the campus in the event of an emergency or a timely warning of a crime[447], oversees campus parking[448], creates the Campus Security and Fire Safety (Clery) Report[449] [450] [451], and provides resources to the campus community on safely, crime victim’s rights, and what to do in the event of a crime[452] [453] [454] [455] [456] [457] [457] [458] [459] [460] [461] [462].

**Employee Development and Compliance Services.** The Employee Development and Compliance Services Department[463] offers services to students to address concerns related to Title IX and other complaints. The Director acts as the Title IX officer for the University and the office investigates all sexual misconduct allegations and compliance[464]. To meet the educational portion of the law, the office supports the Think About It online educational course[465]. This course addresses topics including sexual misconduct, sexual violence, and alcohol and drug prevention education. The course was first implemented fall 2017 and all students were required to complete it. From this point forward, all incoming students must complete the course in the first semester. The office evaluates its programs and services annually.

The office is also the administrator of the University Complaint Resolution process[466] [467]. Resolution of all student grievances are facilitated by the office as outlined in Standard 12.4.

**Texas A&M University System RELLIS Academic Alliance (RELLIS Campus)**

TAMU-CC and TAMUS provide mission driven academic and student-support programs, services, and activities that promote student learning and enhance the development of TAMU-CC students at the TAMUS RELLIS Academic Alliance off-campus site (RELLIS Campus)[468] [469] [470]. The RELLIS Campus first enrolled students to the participating system schools fall 2018. Fall 2018 enrollment at the RELLIS Campus for TAMU-CC students was 68. The number of TAMU-CC students enrolled at the RELLIS Campus has since increased to 80 for spring 2019.

**RELLIS Programs, Services, and Activities Provided by TAMU-CC**

TAMU-CC’s Division of Academic Affairs[471] oversees several departments that provide academic support services to the RELLIS Campus. These programs and services are outlined in both the
undergraduate and graduate catalogs and are prominently displayed on the division web page. Services are delivered on-line, via telephone and through webinars. Specific departments providing academic support services to the RELLIS Campus include the Mary and Jeff Bell Library, the Center for Academic and Student Achievement, the Office of Financial Assistance, Admissions and Recruiting, the University Registrar, Veteran’s Affairs, the Scholarship Office, and the Center for Faculty Excellence. Detailed descriptions and supporting documentation for each of these offices are presented in the above narrative.

**RELLIS Programs, Services, and Activities Provided by TAMUS**
As the RELLIS Campus is an academic alliance between several TAMUS system schools and is located on the Blinn College campus near the Texas A&M University College Station campus, the programs, services and activities listed below are provided by TAMUS.

**Office of the Associate Director of the RELLIS Academic Alliance.** The Office of the Associate Director of the RELLIS Academic Alliance oversees the delivery of academic and student support services provided by TAMUS. These functions include creation and implementation of the student code of conduct and the hearing process[472] as well as oversight for civil rights compliance and complaints[473].

**Admissions and Recruiting.** RELLIS Campus recruiters work with prospective students through transfer fairs, college panels, advising days and other avenues[474]. Students can apply online through ApplyTexas, a state-wide college application program. Student financial assistance and scholarships are awarded from the main campus[475].

**New Student Orientation.** Students enrolled with an TAMUS school at the RELLIS Campus complete face-to-face New Student Orientation (NSO) as part of their process of enrollment at that site[476]. NSO addresses critical topics, such as student conduct and filing complaints/grievances (including those related to Civil Rights), academic and student support services (such as advising), enrollment services (e.g., financial aid and Veterans Affairs benefits), and introduces them to opportunities for engagement in student organizations. RELLIS NSO is somewhat unique in that it blends together information specific to the RELLIS Campus (e.g., academic advising) with services provided by the student’s degree granting institution (such as financial aid). NSO is offered to new students just before the commencement of each long semester and is a critical first step in teaching them to navigate their education at the RELLIS Campus.

**Academic Advising and Career Counseling.** Academic advising is provided to all students at the RELLIS Campus and is considered an integral part of the student’s education[477][478][479]. This service is provided primarily by TAMUS staff whose primary function is to advise students and is supplemented by faculty advising from the student’s home school and from Blinn College District (if the student co-enrolled). The TAMUS staff are highly-skilled, well-trained and adhere to the four Pillars of Academic Advising put forth by NACADA: The Global Community for Academic Advising: (1) Concept of Academic Advising, (2) Core Values of Academic Advising, (3) Core Competencies of Academic Advising, and (4) Council for the Advancement of Standards in Higher Education’s (CAS) standards for an academic advising program. In addition to the international advising organization, RELLIS staff also participate in professional development opportunities provided by the advising organization for Texas, TEXAAN (Texas Academic Advising Network).

Students at the RELLIS Campus receive pre-admission advising as part of the recruitment and admission process. Upon admission students receive an official degree audit, which clearly identifies the transferability and applicability of courses taken at other institutions. The advisor assists with crafting a schedule each term and creating a graduation plan.

Academic advisors also assist with approving coursework taken concurrently from other institutions (through consortium agreements), and following up with students to ensure all transcripts are received after the completion of transfer coursework.
This year RELLIS welcomed its inaugural student body, therefore career services are not fully developed, but are beginning to be offered. The RELLIS Campus currently offers career assessments for students to ensure their career aspirations and abilities match their academic plan. Next year, with the first senior class, career services will expand and become more robust to assist students with moving into the job market.

**Student Organizations.** The RELLIS Campus offers students the opportunity to form clubs based upon a number of shared interests. These organizations have been, or have begun to be, formed:

- **Student Advisory Council:** student voice at RELLIS, the council of students selected by their peers; resource that connects students with one another and other available campus resources; encourage positive change for a better student experience at RELLIS
- **RELLIS AMBASSADORS:** acclimate students to campus; encourage a climate of diversity and inclusion; serve as ambassadors both on and off campus; official programming board for RELLIS Campus
- **RELLIS Roses (Women’s Organization):** group that uplifts women and encourages women to learn from one another; raises money for philanthropic organizations
- **RELLIS Rangers (Men’s Organization):** men’s organization that focuses on the uplifting men; men mentoring other men so that they can all succeed
- **College Of Business Organizations (sponsored by Texas A&M University-Corpus Christi faculty):** Club Marketing; Student Accounting Society; Student Finance Association; Collegiate Entrepreneurs Organization

**Counseling Services.** Counseling services are provided to students at the RELLIS Campus by the Texas A&M University Psychology Clinic. This agreement is included in the supporting documentation. Direct services are provided by Texas A&M University Department of Psychological and Brain Sciences (PBSI) Clinical Psychology doctoral students. These students are completing advanced doctoral practical training under the direct supervision of the clinical psychology faculty. The clinic operates 12 months per year, with closures limited to dates of TAMU-determined campus holidays and closures.

Services provided by the Clinic include clinical psychology therapy services and clinical psychology evaluation services, including disability services eligibility evaluation services. The Clinic offers its services to the Bryan-College Station community and surrounding region, however priority over community referrals will be given to RELLIS referrals. PBSI will assist the RELLIS Campus in new student orientation meetings regarding developing patterns of success in college and in disseminating referral information to RELLIS students.

**Health Services.** Student health services is available for TAMU-CC students at the RELLIS Campus through a partnership with the Texas A&M Physicians Clinic. The services are at no cost to students.

**Disability Services & Testing.** Students at the RELLIS Campus may request to be tested for a disability requiring accommodation. RELLIS currently contracts with local providers to supply the necessary resources for disability services and testing. As mentioned under the Counseling Services section, mental disability assessments are conducted through the Texas A&M University Department of Psychological and Brain Sciences (PBSI) graduate program under the direction of a faculty member. PBSI clinical psychology graduate student service providers and faculty supervisors appointed by the Clinic comply with policies established by the Clinic regarding the American Psychology Association Ethical Principles of Psychologists and Code of Conduct and laws of the State of Texas relevant to provision of clinical psychology services.

Blinn College District’s Disability Services & Testing office determines appropriate accommodations (e.g., extended examination time), based upon the assessment. A&M System students studying at the RELLIS Campus may also utilize the testing center, located in the Walter C. Schwartz building, for proctored examinations.
Common Library Study Spaces. The Walter C. Schwartz building features a library resource area with access to computers for all students to utilize online resources, such as library collections. Students enrolled at the RELLIS Campus have access to their institution's online library resources. In addition to the resources and services available through their home institution, students may also access physical library collections and facilities of local libraries through the TexShare program. The student's home institution provides the TexShare card to students. Additionally, the RELLIS Campus also supports a book drop-off/pick-up site for interlibrary loan[491].

Safety, Security, Parking and Transportation. The RELLIS Campus contracted with the Texas A&M University (TAMU) Police Department[492] to provide security and patrol functions. Transportation and Parking services or students enrolled at the RELLIS Campus but not at Blinn are provided through the TAMU Police Department[493]. The TAMU Police Department also takes the lead in publishing the Annual Security Report for the RELLIS Campus[494]. Emergency notification at the RELLIS Campus is provided through the Blinn College District's alert program[495].

Evaluation of RELLIS Campus Programs, Services and Activities. Each program and service offered on the RELLIS Campus will be systematically evaluated for sufficiency and effectiveness. National Surveys such as the Noel Levitz Student Satisfaction Survey and the National Survey of Student Engagement will be utilized in addition to campus surveys including the Undergraduate Student Survey, the Graduating Student Survey, a Dropped Student Survey, an Alumni Survey, and various departmental level assessments. Results of assessments will be entered into Weave Online, the University assessment reporting tool. The 2018-2019 cycle will be the first to include RELLIS Campus assessment and evaluation results. As part of the Weave Online reporting process, action plans will be created for any items that score below target achievement so that a culture continuous improvement may be created and maintained.

Conclusion

Texas A&M University-Corpus Christi provides student support programs, services and activities that are consistent with its mission and that promote student learning and enhance the development of students on both the main campus and the RELLIS Campus. These programs, services, and activities are regularly assessed to ensure that they are effective in supporting the University’s mission and the goals of the Momentum 20/20 Strategic Plan.

12.2 The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution. (Student support services staff)

Compliance Status: Compliant

Narrative

Texas A&M University-Corpus Christi (TAMU-CC) employs an adequate number of qualified personnel to ensure the quality and effectiveness of academic and student support services to accomplish the University mission as outlined in the Momentum 20/20 Strategic Plan[1] [2]. TAMU-CC provides support for students primarily through the Division of Academic Affairs and the Division of Student Engagement and Success with additional services located in other areas across the campus.

Each Division and Department determines the number of personnel needed to effectively deliver the program for which it is charged. Staff numbers are based on program delivery needs, student demand, professional standards[3] and program effectiveness. These needs are determined based on the results of student satisfaction survey findings, traffic patterns and other outcome assessment[4] [5] [6].

The process for the recruitment and selection of new staff is outlined in Texas A&M University System Regulation 33.99.01. Employment Practices[7] and University Procedure 33.99.01.C0.01, Filling Staff Vacancies[8]. The Human Resources department also provides instructions on the process for
updating position descriptions and other tasks to allow for posting jobs and managing performance.

Human Resources provides each supervisor a new employee checklist to review with each new employee during the first week as well as an online guide for supervisors to use when onboarding new employees and instructions for new employees. Also, each new University employee attends an orientation hosted by Employee Development and Compliance Services.

All supervisors abide by System Regulation 33.99.03 on Performance Evaluations for Non-faculty Employees and University Procedure 33.99.03.C0.01 on Performance Management for Staff and Administrators for conducting annual job performance appraisals to ensure the quality of programs and services delivered. Each year supervisors identify individual performance expectations and goals that establish acceptable job standards for employee performance. Annual and other evaluation processes are available in the Workday system. Prior to conducting the formal evaluation review, supervisors attend training on the performance evaluation process.

After completing the evaluation ratings, supervisors meet with the employee to discuss the ratings, recognize strengths, identify areas for improvement, and to set mutually understood goals for the upcoming year. This process instills a culture that values performance and goal setting from the beginning of employment. Meritorious performance by employees is recognized with merit raises during the next fiscal year, when available.

Training and development opportunities for all University staff are made available through the Texas A&M University System online Train Traq system, the Employee Development Day, special workshops hosted by Employee Development and Compliance Services, special workshops, and Information Technology on-line help. Employees also have access to educational benefits through the Employee Betterment Program.

Academic Affairs
The Division of Academic Affairs provides several academic support services to students. Division initiatives are led by the Provost and Vice President for Academic Affairs. The Division is divided into four units led by the three Associate Vice Presidents and one Assistant Vice President. There are 104 non-faculty professional staff positions dedicated to academic student support services within the Division. There are also faculty members within the Division who contribute to academic support functions. Faculty qualifications are referenced in standard 6.2a of the compliance report.

The Division utilizes assessment information to ensure that departments are staffed at the appropriate level to fulfill the mission. Departments record the findings of their various assessments in Weave Online. These assessments are discussed in the response to standard 8.2c. National satisfaction and benchmark survey data including the Noel Levitz Student Satisfaction Survey, the Beginning College Survey of Student Engagement, and the National Survey for Student Engagement and Success help the Division identify areas that need more attention as compared to other institutions. Campus surveys including Undergraduate Student Survey, the Graduating Student Survey, the Dropped Student Survey, and the Alumni Survey also indicate service areas that may need improvement through staffing or other initiatives. Also, Departmental surveys and analyses of usage, including the Analysis of Student Success and CASA Utilization, Writing Center Survey, Freshman Seminar Survey, New Student Orientation surveys, and the Honors Program Self-Study.

The Division of Academic Affairs provides its staff members with many opportunities for professional growth. Employees are encouraged to expand their knowledge and skills within their respective fields through professional associations. Division personnel actively hold volunteer roles in local, state, regional and national professional associations.
During departmental orientations with new employees, direct supervisors meet with new staff to discuss topics such as the University mission, departmental mission, confidentiality, organizational structure, duties and responsibilities, team work, and the physical surrounding and resources available for use during employment. A basic checklist is provided by Human Resources[14].

As summarized in Standard 12.1, academic support departments provide mission driven services and activities which promote student learning and enhance the academic experience of students.

The Mary and Jeff Bell Library
The Mary and Jeff Bell Library (Library)[47] supports students through the delivery of information resources and services. To achieve this purpose, the Library selectively acquires, organizes, preserves, and provides access to information resources. It also provides information literacy instruction[48] [49] [50] and maintains a physical environment conducive to research, study, and the pursuit of learning. The Library houses four computing laboratories and provides wireless access[51]. The Library supports distance learners through services designed specifically for students needing access to resources at a distance, including databases, e-journals, e-books, research guides, citation style guides, “Ask a Librarian” virtual services, inter-Library loan, and electronic course reserves[52].

Center for Academic Student Achievement
The Center for Academic Student Achievement (CASA)[53] is committed to providing academic support services to help students reach their educational goals[54] [55]. CASA’s vision is to assist in closing educational gaps by integrating, engaging, motivating, retaining and graduating students through academic support and mentoring services[56] [57] [58].

Programs for Academic Student Support (PASS)/TRiO Federal Programs
PASS is comprised of seven federally funded United States Department of Education grants and one state-funded academic support program[59] [60] [61]. Programs include Student Support Services (SSS)[62], SSS-STEM[63], SSS Teacher Prep[64], Upward Bound Central Program (UBCP)[65], Upward Bound North Program (UBNP)[66], McNair Scholars Program, Project GRAD[67], and GO Centers[68]. PASS programs serve the needs of low-income, first generation high school and college students and underrepresented student in higher education. The major goal of PASS is to increase student retention and graduation.

Academic Advising
The purpose of Academic Advising is to assist students in developing meaningful educational plans and career goals, so they may become engaged, self-directed learners, and effective decision makers[69]. Each student at TAMU-CC is assigned an academic advisor based on their chosen major. Students meet with their advisor at new student orientation and during seminar courses in their first and second semesters. Academic advisors are also available to meet with students face-to-face as well as via phone or online throughout their enrollment.

Islander Launch (New Student Orientation)
Islander Launch is an action-packed and informative program designed especially for incoming freshman students at Texas A&M University-Corpus Christi[70] [43] [71] [72]. At Islander Launch, students learn about student resources, get oriented to the campus, meet fellow students, faculty and staff, and register for classes.

Office of International Education
The Office of International Education (OIE)[73] [74] provides opportunities for international students to become engaged in university life, to enhance their personal development, and to increase interactions with domestic students[75].

Center for Faculty Excellence
The Center for Faculty Excellence (CFE) promotes and supports the continual professional growth and development of faculty at TAMU-CC so they are bettered prepared to meet the changing needs of students.
Office of Recruitment and Admissions
The Office of Recruitment and Admissions[76] identifies undergraduate applicants who demonstrate
the potential for academic success and cultivates an efficient admissions process for the enrollment of
students. The admission evaluation process supports the University mission by identifying students
who are academically prepared to meet the challenges of a postsecondary education at TAMU-CC.

Office of Financial Assistance
The Office of Student Financial Assistance[77] helps students and their families finance their
education. The office provides customized aid packages and financial advising by informing students
of the availability of federal, state and local financial assistance programs[78].

Office of the University Registrar
The Office of the University Registrar maintains student records from matriculation to graduation[79].

Office of Academic Testing
The Office of Academic Testing[80] serves the student population, and the Coastal Bend community,
with their testing needs.

Veteran’s Affairs
The Veteran Affairs Office[81] is committed to recruiting, retaining and supporting active-duty service
members, veterans and their dependents.

Scholarship Office
The Scholarship Office provides prospective and enrolled students with information and resources to
help fund tuition and fees for their academic career and to eliminate financial barriers to higher
education.

Center for Athletic Academic Services
The office of Center for Athletic Academic Services[82] [83] provides services to student athletes that
enhance their academic experience.

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<tr>
<td>Enrique Garcia</td>
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<td>Kayla Lopez</td>
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Shippenburg University
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<td>Diane Gonzalez</td>
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<td>Outreach Advisor II</td>
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<td>Esther Quevado Delgado</td>
<td>Scholarship Office</td>
<td>Director Scholarship Services</td>
<td>Master of Business Administration from Texas A&amp;M Corpus Christi</td>
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<td>Linda Buckley</td>
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<td>Derek Yu</td>
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<td>Kabee Vue</td>
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<td>Patricia Spaniol-Mathews</td>
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<td>Hector Duarte</td>
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<td>Amy Watson</td>
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<tr>
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<td>Center for Academic Student Achievement</td>
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<td>Kristen Ruggles</td>
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<td>Tara Ivey</td>
<td>Academic Success Coach I</td>
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<td>Nicholas Gentry</td>
<td>System Support Specialist</td>
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<td>Adriana Jimenez</td>
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<td>Adan Gongora</td>
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<td>DeShawna Colvin</td>
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<td>Heather Herrera</td>
<td>Trio-Student Support Services</td>
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<td>Teresa Alaniz</td>
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<td>Jessica Barrera</td>
<td>Student Support Services - Teacher Prep</td>
<td>Academic Success Coach I</td>
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<td>Renita Newton</td>
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<td>Anabel Hernandez</td>
<td>Fitw Stem-Osip</td>
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<td>Colin Orand</td>
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<td>Erendira Perez</td>
<td>Upward Bound</td>
<td>[278] Bachelor of Science in</td>
<td>[279]</td>
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### Student Engagement and Success

The Division of Student Engagement and Success[284] [285] is led by the Vice President for Student Engagement and Success[286] [287]. Division departments are divided into three units that are led by the Associate Vice President and Dean of Students, Assistant Vice President for Student Life, and the Executive Director for Engagement Initiatives. There are 66 professional staff level positions within the Division[286]. The Division also hires a contract physician in University Health Services. In addition, Division personnel work with American Campus Communities to manage Islander Housing[288]. All professional staff hold a degree, and many hold an advanced degrees beyond what is required for the position.

The Division utilizes assessment information to ensure that departments are staffed at the appropriate level to fulfill the mission. Assessment findings are reported in Weave Online annually. National satisfaction and benchmark survey data including the Noel Levitz Student Satisfaction Survey[4], the Beginning College Survey of Student Engagement[36], and the National Survey for Student Engagement and Success[37] help the Division identify areas that need more attention as compared to other institutions. Campus surveys including the Campus Climate Survey[289], Dropped Student Survey[38], Undergraduate Student Survey[6] and the Graduating Student Survey[5] indicate service areas that may need improvement through staffing or other initiatives. Participation and traffic analyses help define busy periods and increased usage[290] [291]. Also, Departmental surveys including the Residence Life Survey[292] [293], University Counseling Center Survey[294], University Health Center Survey[295], Disability Services Survey[296], University Center and Student Activities EBI Survey[297], University Center Satisfaction Survey[298], Alcohol and Drug Surveys[299] [300] and Biennial Report [301] and the Career Services First Destination Survey[302] [303] are used to further identify needs.

The Division utilizes the Council for Advancement of Standards in Higher Education (CAS) to ensure a holistic approach to program review. Program reviews for each functional area of the division occur on a five-year rotating basis[304]. Reviews are framed using the Council for Advancement of Standards in Higher Education (CAS) standards to ensure a holistic approach[305]. Evidence is collected into a dashboard instrument under each of the CAS Standards[306] [307] [308] [309] [310] [311]. A committee of faculty and staff members from outside the functional area review the standards and evidence for compliance and come to a consensus rating for each standard[312] [313] [314] [315] [316] [317]. Following this stage, the functional area develops action items for standards that are not fully met. Every ten years, the dashboard instrument, including the action items, are submitted to an external reviewer who is an expert in the functional area[318] [319] [320] [321] [322] [323] [324]. This reviewer familiarizes themselves with the functional area through review of the evidence and website prior to conducting an on-site review. During the on-site visit, the expert reviewer visits with functional area personnel and constituents including faculty, staff and students. The reviewer also tours the campus and facilities. After the on-site visit, the expert reviewers submit a report with recommendations for improvement[325] [326] [327] [328] [329] [330] [331] [332]. The functional area then creates action items to implement appropriate improvements[333] [334] [335] [336] [337] [338].
Any action items not completed by the close of the assessment cycle are entered into Weave Online for follow-up.

All action plans requiring a Student Service Fee funded budgetary expenditure are reviewed by the Student Fee Advisory Committee, as required by Texas State law. The Committee then determines what new expenditures, including personnel, should be forwarded to the President of the University.

Student employees are also key members of the Division of Student Engagement and Success. Through their employment within various departments, students are able to gain valuable experience which enhances their student and professional development while providing increased programs and services to students. (33.99.08.C0.01).

The Division of Student Engagement and Success provides its staff members with many opportunities for professional growth. The Division hosts monthly staff development presentations during the academic year. A committee comprised of Division staff meets regularly to determine presentation topics and speakers. Presentations are led by faculty and staff across the Division as well as guest speakers from the community. Average attendance in 2017-18 was 95% of staff members. Opportunities to help staff members expand their knowledge and skills within their respective fields are also provided through professional associations. Division personnel actively hold volunteer roles in local, state, regional and national professional associations and agencies.

During departmental orientations with new employees, direct supervisors meet with new staff to discuss topics such as the University mission, departmental mission, confidentiality, organizational structure, duties and responsibilities, team work, work schedule, absences and the physical surrounding and resources available for use during employment. A basic checklist is provided by Human Resources and many departments add additional components to the agenda. Within the first two weeks of employment, supervisors begin to provide feedback regarding the employee’s work. Before the end of the fourth month of employment, the employee’s success in meeting performance expectations are reviewed and discussed with the employee.

As summarized in Standard 12.1, these departments provide mission driven student support programs, services and activities which promote student learning and enhance the development of students as the University prepares its “students for lifelong learning and responsible citizenship in the global community.” Each department follows the guidelines, standards, and principles of their respective professional associations and undergoes systematic program review using the Council for the Advancement of Standards in Higher Education (CAS) standards.

University Center
The mission of the University Center is to serve as the “living room of campus” while providing leadership, development, and involvement opportunities to students.

Student Activities
Student Activities is dedicated to helping students become more connected to campus life by providing programming and services for student organizations and students interested in participating in a wide variety of activities at TAMU-CC.

Recreational Sports
The Recreational Sports Department provides opportunities for participation in a variety of recreational, wellness, and social activities designed to accommodate all ages, skill levels, genders, and interests.

Student Government Association
The Student Government Association (SGA) is a student-run campus organization developed to provide all students at TAMU-CC with a voice in the decision-making processes of the University.
Engagement Initiatives
The office of Engagement Initiatives oversees Inclusion Programs and Prevention Programs. The Inclusive Islander Network is a network of students, staff and faculty who strive to create a welcoming environment for all members of the TAMU-CC community. The Islanders Teaching, Engaging and Mentoring (I-TEAM) is a peer education group dedicated to promoting student wellness including alcohol, drugs, sexual health, consent, stress management and other wellness related issues.

Islander Housing
Islander Housing assists students in achieving their academic and personal goals by providing excellent on-campus housing, referral to off-campus housing, and transportation resources. The department supports the mission of the University by creating living environments that are conducive to learning. Islander Housing works with a private partners to provide on-campus housing for students.

Career Services
Career Services engages students and alumni in career exploration, career planning, and job-search preparation. The office also provides print and online career-related resources and job-listing services.

Disability Services
Disability Services coordinates appropriate academic accommodations and encourages the development of student self-advocacy skills.

University Counseling Center
The University Counseling Center provides free and confidential mental health services to currently enrolled TAMU-CC students. A variety of services are offered to facilitate students' development toward their academic, personal, and professional growth.

University Health Center
The University Health Center's emphasis is to provide quality services which integrate clinical treatment, health education, preventive services, and public health responsibilities.

The Associate Dean of Students
The Associate Dean of Students oversees Student Conduct and Community Standards and the behavioral intervention team, I-CARE. The office is dedicated to fostering a safe and supportive environment for students to learn.

Chart of Division of Student Engagement and Success Support Professionals (as of 5/1/19)

<table>
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<tr>
<th>Name</th>
<th>Dept</th>
<th>Position - Title</th>
<th>Position Desc</th>
<th>Educational Qualification</th>
<th>Resume</th>
<th>Other Required Credentials</th>
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<td>Donald D Albrecht</td>
<td>Student Engagement and Success</td>
<td>Vice President for Student Affairs</td>
<td>[401]</td>
<td>Doctor of Philosophy in Educational Administration from Texas A&amp;M University</td>
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<tr>
<td>Ann M Degaish</td>
<td>Student Engagement and Success</td>
<td>Associate Vice President</td>
<td>[403]</td>
<td>Master of Science in Education (Sports Administration)</td>
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<tr>
<td>Lisa O Perez</td>
<td>Student Engagement and Success Assistant</td>
<td>Student Life Assistant Vice</td>
<td>Master of Education in Physical Education from Southwest Texas State University</td>
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<tr>
<td>Amanda L Drum</td>
<td>Student Engagement and Success Executive</td>
<td>Director</td>
<td>Doctor of Philosophy in Clothing /Fashion Merchandising from Texas Woman's University</td>
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<tr>
<td>Julie K Shuttlesworth</td>
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<tr>
<td>Angela Y Walker</td>
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<td>Leslie S Mills</td>
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<tr>
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<td>Delaney V Foster</td>
<td>Engagement Initiatives</td>
<td>Student Development Specialist III</td>
<td>Master of Science in College Student Personnel Services from Arkansas State University</td>
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<tr>
<td>Kayla A Stovall</td>
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<td>Student Development Specialist II</td>
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<td>Stephanie N Box</td>
<td>Housing</td>
<td>Manager, Housing Business Operations</td>
<td>Master of Public Administration from Texas A&amp;M University-Corpus Christi</td>
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<td>Franklin H Harrison</td>
<td>Recreational Sports</td>
<td>Director, Recreational Sports</td>
<td>Master of Science in Educational Administration (Higher Education) from Old Dominion University</td>
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<tr>
<td>Brianne R Baril</td>
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<td>Master of Education in Coaching, Sport, Recreation and</td>
<td>[457] [459] [460] [461]</td>
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<tr>
<td>Dennis R Coplen</td>
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<tr>
<td>Marcelina O Garza</td>
<td>Recreational Sports Dietitian</td>
<td>Bachelor of Science in Nutritional Sciences from Texas A&amp;M University</td>
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<td>Andrew J Kuchem</td>
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<td>Cole Everett Castleberry</td>
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<td>Devon D Wilde</td>
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<td>Stephanie J Schmidt</td>
<td>Student Activities Director, Student Activities</td>
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<td>Liliana V Gonzalez</td>
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<td>Jennifer D Randolph</td>
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<td>Brandon Mandigo</td>
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<td>Susan R La Torre</td>
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<td>Master of Education in Student Affairs Higher Education Administration from Wright State University</td>
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<td>Mara Stonebrook</td>
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<td>Stacy L Rowan</td>
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<tr>
<td>Ricardo Reyes</td>
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<td>Student Development Specialist III</td>
<td>Bachelor of Applied Science in Applied Leadership from Texas A&amp;M University-Corpus Christi</td>
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<tr>
<td>Katheryn E Paynter</td>
<td>University Center</td>
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<td>Master of Education in Educational Leadership and</td>
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<tr>
<td>Laura Mahogany Tas Echevarria</td>
<td>University Center</td>
<td>Student Development Specialist II</td>
<td>Policy Studies from University of Texas - San Antonio</td>
<td>Master of Business Administration from Texas A&amp;M University - Corpus Christi</td>
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<tr>
<td>Theresa M Sharpe</td>
<td>University Counseling Center</td>
<td>Director, Counseling</td>
<td></td>
<td>Doctor of Philosophy in Psychology from southern Illinois University at Carbondale</td>
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<tr>
<td>Claudia A Ayala</td>
<td>University Counseling Center</td>
<td>Associate Director P14</td>
<td></td>
<td>Master of Science in Counseling and Guidance from Texas A&amp;M University - Corpus Christi</td>
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<tr>
<td>Alison J Marks</td>
<td>University Counseling Center</td>
<td>Psychologist I</td>
<td></td>
<td>Doctor of Psychology at Pepperdine University</td>
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<tr>
<td>Sarah E Skelton</td>
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<td>Psychologist I</td>
<td></td>
<td>Doctorate of Psychology from Hawai'i School of Professional Psychology and Argosy University</td>
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<tr>
<td>Alyssa K Good</td>
<td>University Counseling Center</td>
<td>Professional Counselor II</td>
<td></td>
<td>Master of Arts in Community Counseling from James Madison University</td>
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<tr>
<td>Stephanie F Majors</td>
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<td>Professional Counselor II</td>
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<tr>
<td>Suzanne J Bonds</td>
<td>University Counseling Center</td>
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<td>Master of Education in Professional Counseling from West Texas A&amp;M University</td>
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<tr>
<td>Warren T Windsor</td>
<td>University Counseling Center</td>
<td>Professional Counselor II</td>
<td>[525] Master of Arts in Psychology from University of West Georgia</td>
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<tr>
<td>Ana M Salazar</td>
<td>University Counseling Center</td>
<td>Professional Counselor II</td>
<td>[528] Master of Science in Counseling from Texas A&amp;M University-Corpus Christi</td>
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<tr>
<td>Karen G Pressley</td>
<td>University Counseling Center</td>
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<td>[531] Bachelor of Arts in Psychology from University of Texas At Arlington</td>
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<tr>
<td>Zelda Y Chacon</td>
<td>University Health Center</td>
<td>Director, Student Health Center</td>
<td>[533] Master of Science in Nursing (Family Nurse Practitioner) from Texas A&amp;M University-Corpus Christi</td>
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<tr>
<td>Shelley D Martinez-Lozep</td>
<td>University Health Center</td>
<td>Associate Director, Student Health Services</td>
<td>[537] Associate in Applied Science Tech Prep Registered Nurse Education (certified for position through 18 years of experience in the field)</td>
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<tr>
<td>Erin Moss-Gamez</td>
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<td>Nurse Practitioner</td>
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<tr>
<td>Valerie Y Serna</td>
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<td>Nurse Practitioner</td>
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<td>Registered Nurse I</td>
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Christi D Ortiz  
University Health Center  
Registered Nurse I  
Associate in Applied Science in registered Nursing from Del Mar College

Melinda T Martinez  
University Health Center  
Registered Nurse I  
[551]  
[552]  
[553]  
[554]

Nancy F Smith  
University Health Center  
Registered Nurse I  
[555]  
[556]  
[557]  
[558]

Arthur Montiel  
Dean of Students  
Student Development Specialist II  
[559]  
[560]

Kristeen J Gonzalez  
Dean of Students  
Student Development Specialist II  
[561]  
[562]

Finance and Administration
The Division of Finance and Administration is led by the Vice President for Finance and Administration [563]. Most units under this Division provide administrative services; however, The Division oversees the student support services areas of University Police Department and Employee Development and Compliance Services[564].

Finance and Administration has 19 academic and student support service related positions in the University Police Department and four positions in the office of Employee Development and Compliance Services. Personnel are provided numerous opportunities for personal growth. In addition to the offerings provided on campus, staff are encouraged, as appropriate, to attend off-campus training and professional development opportunities through professional associations[565].

All areas in the Division of Finance and Administration utilize the check-list and onboarding process provided by Human Resources and follow the System and University guidelines for providing employee feedback and performance appraisals. Position descriptions, resumes, and transcripts documenting the qualifications, educational attainments, and other credentials of employees are available for review in the Human Resources department on campus.

The Division utilizes assessment information to ensure that departments are staffed at the appropriate level to fulfill the mission. All assessment findings are entered into Weave Online annually. National satisfaction and benchmark survey data including the Noel Levitz Student Satisfaction Survey[4] and the National Survey for Student Engagement and Success[37] help the Division identify areas that need more attention as compared to other institutions. Campus surveys including Undergraduate Student Survey[6] also indicate service areas that may need improvement through staffing or other initiatives.
University Police Department
The University Police Department (UPD) is committed to providing quality professional law enforcement which ensures a safe and secure learning and working environment. The department is dedicated to enforcing the laws and regulations by utilizing a community policing philosophy. They strive to serve with excellence and integrity by providing proactive service and encouraging awareness through crime prevention efforts[566].

Employee Development and Compliance Services
The Employee Development and Compliance Services Department[567] offers services to students to address concerns related to Title IX and other complaints. The Director acts as the Title IX officer for the University and the office investigates all sexual misconduct allegations and compliance[568]. The office is also the administrator of the University Complaint Resolution process[569] [570]. Resolution of all student grievances are facilitated by the office as outlined in Standard 12.4.

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Position Title</th>
<th>Position Desc</th>
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<tr>
<td>Samuel Ramirez</td>
<td>Employee Development &amp; Compliance Services Department</td>
<td>Director</td>
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<td>Master of Arts in Management from Webster University</td>
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<tr>
<td>Rosie Ruiz</td>
<td>Employee Development &amp; Compliance Services Department</td>
<td>Associate Director P12</td>
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<td>Masters of Public Administration from Texas A&amp;M University - Corpus Christi</td>
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<td>Wanese Butler</td>
<td>Employee Development &amp; Compliance Services Department</td>
<td>Compliance and Training Coordinator</td>
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<td>Bachelor of Business Administration from Texas A&amp;M University - Corpus Christi</td>
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<tr>
<td>Kristie Diaz</td>
<td>Employee Development &amp; Compliance Services Department</td>
<td>Compliance and Training Coordinator</td>
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<td>Master of Arts in Administration from University of the Incarnate Word</td>
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<tr>
<td>Alan Gutierrez</td>
<td>University Police</td>
<td>Chief of Police</td>
<td>[579]</td>
<td>Bachelors of Applied Arts and Sciences from Texas A&amp;M University - Kingsville</td>
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<tr>
<td>Jesse Pena</td>
<td>University Police</td>
<td>Police Captain</td>
<td>[582]</td>
<td>Bachelor's Degree in Criminal Justice from Texas A&amp;M University-Corpus Christi</td>
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<tr>
<td>Melissa Perkins</td>
<td>University Police</td>
<td>Police Captain</td>
<td>[586]</td>
<td>High School plus years of experience and certification as a Master Peace Officer. Progressive leadership experience prior to promotion.</td>
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<td>Steven Baggett</td>
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<td>Police Lieutenant</td>
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<td>Christopher Brannan</td>
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<tr>
<td>Adrian Rodriguez</td>
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**Texas A&M University System RELLIS Academic Alliance (RELLIS Campus)**

TAMU-CC and TAMUS provide mission driven academic and student-support programs, services, and activities that promote student learning and enhance the development of TAMU-CC students at the TAMUS RELLIS Academic Alliance off-campus site (RELLIS Campus)[650] [651] [652]. The RELLIS Campus first enrolled students to the participating system schools fall 2018. Fall 2018 enrollment at the RELLIS Campus for TAMU-CC students was 68. The number of TAMU-CC students enrolled at the RELLIS Campus has since increased to 80 for spring 2019.
Many of the academic and support services for students and faculty at the RELLIS Campus are provided directly by TAMU-CC. These offices are summarized above and in Standard 12.1 and the staff are listed in the Academic Affairs staff roster. These departments provide mission driven academic support programs, services and activities which promote student learning and enhance the development of students as the University prepares its “students for lifelong learning and responsible citizenship in the global community.”

Programs and services not provided by the TAMU-CC Campus are provided by Blinn College and TAMUS employees at the RELLIS Campus as well as contracted services with local providers. Since most services are provided by the TAMU-CC campus, or are contracted through other agencies, currently only nine on-site staff are needed to meet the needs of the students and provide services to support the mission. As the student population grows and develops, the staff will increase to meet the needs of students.

RELLIS Campus staff employed by TAMUS are hired, trained, and evaluated based on the same system policies that govern TAMU-CC employees. These TAMUS policies and regulations cover employment practices, required training, performance evaluations, discipline and dismissal, and complaints and appeal processes.

Counseling Services
Counseling services are provided to students at the RELLIS Campus by the Texas A&M University Psychology Clinic. This agreement is included in the supporting documentation. Direct services are provided by Texas A&M University Department of Psychological and Brain Sciences (PBSI) Clinical Psychology doctoral students. These students are completing advanced doctoral practical training under the direct supervision of the clinical psychology faculty.

New Student Orientation
Students enrolled with an A&M System school at the RELLIS Campus complete face-to-face New Student Orientation (NSO) as part of their process of enrollment at that site. RELLIS NSO is somewhat unique in that it blends together information specific to the RELLIS Campus (e.g., academic advising) with services provided by the student’s degree granting institution (such as financial aid).

Academic Advising and Career Counseling
Academic advising is provided to all students at the RELLIS Campus and is considered an integral part of the student’s education. This service is provided primarily by TAMU System staff whose primary function is to advise students and is supplemented by faculty advising from the student’s home school and from Blinn College District (if the student co-enrolled).

This year RELLIS welcomed its inaugural student body, therefore career services are not fully developed, but are beginning to be offered. The RELLIS Campus currently offers career assessments for students to ensure their career aspirations and abilities match their academic plan. Next year, with the first senior class, career services will expand and become more robust to assist students with moving into the job market.

Disability Services and Testing
Students at the RELLIS Campus may request to be tested for a disability requiring accommodation. RELLIS currently contracts with local providers to supply the necessary resources for disability services and testing. Blinn College District’s Disability Services & Testing office determines appropriate accommodations (e.g., extended examination time), based upon the assessment. A&M System students studying at the RELLIS Campus may also utilize the testing center, located in the Walter C. Schwartz building, for proctored examinations.

Common Library Study Spaces
The Walter C. Schwartz building features a library resource area with access to computers for all students to utilize online resources, such as library collections. Students enrolled at the RELLIS Campus have access to their institution’s online library resources. In addition to the resources and
services available through their home institution, students may also access physical library collections and facilities of local libraries through the TexShare program.

**Student Organizations**
The RELLIS Campus offers students the opportunity to form clubs based upon a number of shared interests.

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<th>Affiliation</th>
<th>Position Title</th>
<th>Position Description</th>
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<th>Other Required Credential</th>
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<tr>
<td>Chris Marrs</td>
<td>Blinn College District</td>
<td>Executive Dean</td>
<td>[667]</td>
<td>Master of Science in Aviation Safety from University of Central Missouri</td>
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<tr>
<td>Rebecca Reyes</td>
<td>Blinn College District</td>
<td>Academic Advisor</td>
<td>[669]</td>
<td>Bachelor of Arts in Political Science from Texas A&amp;M University</td>
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<td>Gerald Brown</td>
<td>Blinn College District</td>
<td>Student Engagement Coordinator</td>
<td>[671]</td>
<td>Master of Arts in Education Counseling from Prairie View A&amp;M University</td>
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<td>Isaiah Vance</td>
<td>Texas A&amp;M University System</td>
<td>Associate Director</td>
<td>[673]</td>
<td>Master of Arts in Christian Ministry from Abilene Christian University</td>
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<tr>
<td>Allyssa Villareal</td>
<td>Texas A&amp;M University System</td>
<td>Academic Advisor</td>
<td>[675]</td>
<td>Bachelor of Arts in Psychology from Texas A&amp;M University</td>
<td>[676]</td>
<td></td>
</tr>
<tr>
<td>DaNeetra Walker</td>
<td>Texas A&amp;M University System</td>
<td>Admissions Coordinator II</td>
<td>[677]</td>
<td>Master of Education in Higher Education from the University of North Texas</td>
<td>[678]</td>
<td></td>
</tr>
<tr>
<td>Cleveland Jones</td>
<td>Texas A&amp;M University System</td>
<td>Admissions Coordinator I</td>
<td>[679]</td>
<td>Bachelor of Science in Bioenvironmental Sciences from Texas A&amp;M University</td>
<td>[680]</td>
<td></td>
</tr>
<tr>
<td>Lindsey Garza</td>
<td>Texas A&amp;M University System</td>
<td>Financial and Student</td>
<td>[681]</td>
<td>Master of Science in Educational Human</td>
<td>[682]</td>
<td></td>
</tr>
</tbody>
</table>
Conclusion
Through its hiring practices, staff development efforts, performance appraisal procedures, and assessment activities, TAMU-CC ensures the quality and effectiveness of personnel, and in turn the quality and effectiveness of programs and services offered by TAMU-CC’s academic and student support services personnel both in Corpus Christi and at the RELLIS Campus. It ensures that there are adequate staff to fulfill the mission of the University in each department through ongoing assessment and evaluation.

12.3 The institution publishes clear and appropriate statement(s) of student rights and responsibilities and disseminates the statement(s) to the campus community. *(Student rights)*

**Compliance Status:** Compliant

**Narrative**
Texas A&M University-Corpus Christi (TAMU-CC) publishes clear and appropriate statements of student rights and responsibilities and disseminates the statements to the campus community via various media. At the beginning of each semester (fall, spring and summer), students are informed of their rights and responsibilities via official email notices to all currently enrolled students. The official schedule of notices is reviewed annually by President’s Cabinet. The individual notifications are reviewed by the office(s) responsible for the content. Upon distribution, the email notifications are posted on the Islanders Right to Know Act web-site to provide a simple means for students to refer back to the message.

The University Handbook of Rules and Procedures
The University Handbook of Rules and Procedures is easily accessible and located on the Division of Academic Affairs and Division of Student Engagement and Success websites. It is also referenced in the Faculty Handbook and other publications for faculty and staff. This compendium of rules and procedures outlines University-wide rules and procedures. While some of these rules and procedures are stand-alone campus items, many are based on Texas A&M University System Policies which are located on the System web-site. All rules and procedures are reviewed in accordance with the university procedure regarding the Review and Approval of University Rules and Procedures.

Undergraduate and Graduate Catalogs
The *Undergraduate Catalog* and *Graduate Catalog* communicate general information on academic policies and regulations to students. They each outline student rights pertaining to academic grievances including the grade appeal process, withdrawal from the university, adding or dropping a course, student absences on religious holy days, challenge to an academic record, and the Family Educational Rights and Privacy Act (FERPA). Catalogs are easily accessible online on the Academic Affairs web-site.

The Student Code of Conduct
Texas A&M University-Corpus Christi strives to protect the educational community and to maintain social discipline among students and student organizations. All members of the University community are entitled to freedom from suffering deliberate hurt, injury, or loss regardless of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity. The University endeavors to foster the development of students who are ethically sensitive and responsible community members. The Student Code of Conduct is available online[15]. Copies are available at the beginning of the fall term for students to pick-up in the Office of Student Conduct and Community Standards[16] [17].

**Islanders Right to Know Website**

In an effort to ensure that the University clearly communicates the rights of each student, several office web-sites link to the Islanders Right to Know Act website[18]. This site provides links to student consumer information made available across campus including:

- Campus Security and Fire Safety Report Information[19]
- The Biennial Report for the Drug-Free Schools and Campuses Regulations (EDGAR Part 86)[20]
- Bacterial Meningitis Vaccination Policy[21]
- Financial Aid Availability[22]
- Family Educational Rights and Privacy Act (FERPA)[23]
- Graduation and Transfer Rates[24]
- Voter Registration Form[25]
- Computer and Network Resources Statement of Acceptable Use[26]
- Equity in Athletics[27]
- Completion/Graduation Rates for Student Athletes[28]
- Accreditation[29]
- Complaint Resolution[30]
- Disability Services[31]
- Official Notices Website[32]
- Syllabi and Instructor Curriculum Vitae[33]
- Gainful Employment Certificate Programs Approved by Federal Financial Aid (Title IV Aid)[34] [35] [36] [37] [38] [39] [40] [41]

**Family Educational Rights and Privacy Act (FERPA)**
The Family Educational Rights and Privacy Act (FERPA) guides the entire campus on matters related to the confidentiality of student education records. The University Registrar is the University's FERPA Compliance Officer. All student records are maintained under regulations established by FERPA. Personally identifiable information retained in student educational records may be accessed or released only with the written consent of the student[42] or under the provisions allowed by FERPA on a need to know basis. To ensure that students know their rights under FERPA, all who are admitted to the University receive a FERPA information flyer together with their letter of acceptance. This same information is disseminated to all new students at all orientations. Students are also directed to view information on-line[43] [44] [45] [46].

**Civil Rights Compliance**
TAMU-CC is firmly committed to ensuring equal treatment and access to programs and activities to its students and has rules and procedures in place to protect these rights. Students are notified via their University student email account of their rights and the process to file a written complaint regarding rules and regulations[47]. Specifically, the University has rules and procedures addressing Civil Rights Compliance[48], Reasonable Accommodation Request for Employees and Applicants Under the American with Disabilities Act, as amended[49], Student Title IX Pregnancy and Parenting Support[50], Student Title IX Sexual Misconduct (assault/violence) Incident Coordination[51], Requests for Religious Accommodations[52], and Service and Emotional Support Animals on Campus[53]. Complaints and reports may be made in person to the Employee Development and Compliance Services (EDCS) Title IX Coordinator, by phone, or via the campus online Complaint Resolution Form [54] [55] [56] [57] [58].

**Campus Security and Fire Report**
In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the campus publishes an annual *Campus Security and Fire Report*. The *Campus Security and Fire Report* provides students the information on campus crime statistics, security resources, rules and regulations, and a report on campus fire safety. A copy of the annual *Campus Security and Fire Report* is located on the University website and can be made available upon request at the University Police Department.[59] [60] [61].

**Drug and Alcohol Prevention Program (DAAPP) Annual Notification**
Each semester, the campus sends an email containing the Drug and Alcohol Prevention Program (DAAPP) Notification[62]. This notification includes standards of conduct related to alcohol and other drugs, a listing of applicable legal sanctions, a description of health risks associated with the abuse of alcohol or use of illicit drugs, a list of campus drug and alcohol programs, and a clear statement of disciplinary sanctions for violations of the standards of conduct. In addition, every two years the campus conducts a Biennial Review of the DAAPP. This review is intended to determine the effectiveness of the DAAPP and identify any needed changes and to ensure that disciplinary sanctions for violations are consistently enforced[63].

**Complaint Resolution and Appeals**
Students, faculty, staff, and community members may submit both academic and non-academic complaints and appeals by using the online Complaint Resolution Process[64] [65]. One may also elect to file a complaint in person by visiting the Employee Development & Compliance Services Department (EDCS)[66]. The Complaint Resolution Form is widely-publicized and accessible online[67] [68] [69] [70].

**Student Complaints/Appeals to Address Faculty or Staff Conduct**
TAMU-CC publishes formal written procedures for students who need to file a complaint to address faculty conduct and staff employee conduct[71] [72]. Students may file an appeal if the matter is not resolved to the student’s satisfaction via the Complaint Resolution Form or by visiting the EDCS department in person.

**College Handbooks**
Each College of the University publishes a guide detailing the standards of conduct for the programs of the College, student rights and responsibilities, and appeal procedures. The College of Business publishes a Student Code of Ethics under the student link of the College website[73]. The College of Education and Human Development publishes a college handbook and individual program handbooks on the website[74] [75] [76] [77] [78] [79] [80] [81] [82] [83]. The College of Liberal Arts publishes a student resources page that details suspension and grade appeal forms and processes[84] [85] [86]. The College of Nursing and Health Sciences Student handbook is located online under information for current students on the College website[87]. The College of Science and Engineering publishes the grade appeal process on the College website[88]. The College of Graduate Studies also publishes a *Master’s Student Handbook*[89] and a *Doctoral Student Handbook*[90].

**Grade Appeals**
TAMU-CC follows the Student Grade Appeals procedure[91] that specifies that grade appeals are administered at the College level. Each College publishes specific grade appeal procedures and forms on-line[92] [93] [94] [87] [95]. A revised student grade appeal procedure was approved May 2019[96]. The revised procedure will be implemented for summer 2019 classes.

**Academic Misconduct Procedure**
Student Conduct and Community Standards coordinates the Academic Integrity Hearing Panel in the adjudication of academic misconduct cases. The procedure for Academic Misconduct Cases[97] is available online and describes the process for handling academic misconduct cases and appeals. The *Student Code of Conduct* states additional standards of conduct that students are held to with clear examples of academic misconduct[98]. A flow chart is provided online to provide additional clarification and visual explanation of how academic misconduct cases are handled[99]. Students are informed of this procedure via University email and course syllabi. A revised Student Academic Misconduct
procedure was approved May 2019[100]. The revised procedure will be implemented beginning in summer 2019.

International Education and Study Abroad
The Office of International Education publishes information pertinent to prospective and current international students on the departmental website[101]. Information for prospective students includes information on the admissions process, visa information, cost of attending, and more[102] [103] [104]. The departmental website contains detailed information that is vital to international students including pre-arrival information[105], immigration basics[106], as well as health care and health insurance information[107]. The office also publishes and posts an International Student Handbook to assist international students in understanding the student rights and responsibilities unique to them[108] [109]. This office also oversees the study abroad program and publishes a Study Abroad Code of Conduct that governs TAMU-CC students studying away from their home campus[110].

Scholarships
TAMU-CC provides academic scholarships to assist students in pursuing academic excellence and leadership roles[111]. The Scholarship Office web-site promotes the available scholarships, dates and deadlines and other information about qualifying for, applying and accepting an award[112] [113] [114]. The Academic Scholarships procedure[71] provides guidelines for the oversight, establishment, awarding and withdrawing of an academic scholarship at the University. A student may submit a written appeal to have the scholarship reinstated if mitigating circumstances prevented the student from meeting the criteria for satisfactory progress. Undergraduate scholarship recipients must provide a letter detailing the mitigating circumstances along with supporting documentation to the University Scholarship Coordinator. Graduate scholarship recipients must provide the same documentation for an appeal to the Graduate Dean. Scholarship recipients are informed of the decision no later than 30 days after receipt of the appeal.

Student-athletes can refer to the Athletic Scholarship Procedure[115] for guidelines to appeal a decision to withdraw an athletic scholarship. Student-athletes are afforded the right to an appeal of the cancellation or reduction of an athletic scholarship by submitting a letter and supporting documentation of the mitigating circumstances to the Office of Student Financial Assistance. The Office of Student Financial Assistance will conduct a hearing regarding the appeal, and notify both the student and the Inter-collegiate Athletic Department of the decision within one business day.

Parking and Traffic Regulations
The University Police Department posts information regarding Parking and Traffic Regulations on the parking website[116] [117] [118] [119]. The Student Government Association (SGA) Judicial Board is responsible for parking appeals. The Parking Appeal Form may be obtained from University Police Department, SGA office in the University Center, and the SGA website[120] [121].

Library Policies and Fines
The Mary and Jeff Bell Library[122] posts policies regarding library use, patron rights and responsibilities, processes, and library fines on the Library website[123]. The Student Government Association (SGA) Judicial Board is responsible for library fine appeals. The patron who wishes to appeal a fine is still responsible for the borrowed item(s), and fines will continue to accrue until a decision from the Judicial Board is made and the library is notified[124] [125].

The Student Athlete Handbook
The Student-Athlete Handbook[126] is published annually and disseminated to student-athletes each fall semester. The Student-Athlete Handbook contains information regarding grievances, appeals, NCAA rules, Student-Athlete Code of Conduct, general academic information and resources, and recruiting. Upon receiving the handbook, the student-athletes are required to sign the Student-Athlete Handbook Acknowledgement Form, indicating they received a copy of the handbook and understand their responsibility[127]. This handbook is also available online[128].

Division of Student Engagement and Success
Several units within the Division of Student Engagement and Success have written statements regarding student rights and responsibilities and standards of conduct pertaining to specific programs and services. These include:

- The University Health Center publishes a *Patient Rights and Responsibilities* statement and posts it in the office area[129].
- During the intake process at Disability Services, students sign the “Student Rights and Responsibilities” document electronically in the department’s information management system[130]. The Office website provides a description of policies and procedures for ensuring the identification, coordination, and implementation of disability-related academic accommodations[131]. The website also contains instructions on how to register with the Disability Services Office, obtain documentation, and provides documentation requirements in order to qualify for services[132].
- University Counseling Center has a statement of clients’ rights and responsibilities regarding confidentiality, eligibility for services, and authorization to release information form to third parties[133][134] as well as an agreement for the use of Psychiatric Services[135].
- Islander Housing informs students who live in on-campus housing of housing policies and rules when they sign the Community Lease Agreement and the Community Policies Leasing forms[136][137]. The lease agreement includes information about lease policies, cancellations and terminations, and rules and procedures. They are also provided an *Islander Housing Handbook* detailing their rights and responsibilities as well as processes and procedures[138]. This information is adequately discussed during summer orientations for new incoming students, Community Meetings[139] and is available to all students on the Islander Housing website[140][141][142][143].
- The Student Activities Office annually publishes the *Student Organizations Handbook*[144]. All student organizations are made aware of the handbook at the annual mandatory Risk Management, Policy and Procedures Training[145][146]. The handbook is also available on the department website[147] and on I-Engage, the web-hosted student organization management platform[148]. The handbook includes rules, procedures and statements regarding Title IX, discrimination, sexual harassment, bullying/cyber-bullying, and hazing as well as procedures to reserve space, apply for funding, complete travel paperwork, and other common processes. The department also publishes the Student Organization Code of Conduct[149][150] and other resources for student organizations online. Fraternity and Sorority Life groups have a separate handbook[151] and receive additional training on risk management including hazing each year[152][153]. The *University Center and Student Activities Employee Handbook* details the rights and responsibilities for all student employees[154]. Student employees are able to access this handbook on the department’s shared drive and a hard copy at the work desk.
- The Recreational Sports department outlines its expectations regarding student rights and responsibilities in an *Intramural Sports Policies and Procedures Handbook*[155] and a *Sport Club Handbook*[156]. All manuals are available on the department’s website. Manuals are also available in hard copy upon request.
- Student Conduct and Community Standards is responsible for administering the *Student Code of Conduct*[16][157], the Student Sexual Misconduct Process[51][158], The Student Organization Conduct Process[149], and the procedure for the Academic Misconduct Cases[97]. The *Student Code of Conduct* defines the process for adjudication of alleged misconduct by students and establishes standards of behavior, both scholastic and behavioral, for students and their guests. The procedure for Academic Misconduct Cases describes the process for handling alleged violations of academic misconduct as well as the students’ rights in the process. A flow chart that provides a visual explanation of the overall process is also available online[99]. The *Student Sexual Misconduct Process* outlines the procedures for adjudicating sexual misconduct violations, options for reporting incidents, and rights for both the complainant and respondent. A flowchart is also available online to provide a visual explanation of the overall process[159].
- Students are informed of rules and procedures via the official email notice to their Islander email account[160] and the rules and procedures are published online[161][162][163].
TAMU-CC and TAMUS provide mission driven academic and student-support programs, services, and activities that promote student learning and enhance the development of TAMU-CC students at the TAMUS RELLIS Academic Alliance off-campus site (RELLIS Campus)[164] [165]. The RELLIS Campus first enrolled students to the participating system schools fall 2018. Fall 2018 enrollment at the RELLIS Campus for TAMU-CC students was 68. The number of TAMU-CC students enrolled at the RELLIS Campus has since increased to 80 for spring 2019.

In most areas, the statements of student rights and responsibilities detailed above are also disseminated and pertinent to TAMU-CC students on the RELLIS Campus. However, there are a few exceptions. As the RELLIS Campus is an academic alliance between several TAMUS system schools and is located on the Blinn College campus near the Texas A&M University College Station campus, some processes differ to allow continuity on the campus.

- Civil Rights Compliance at the RELLIS Campus is addressed through System Rule 08.01.01.S2 [166] which outlines the rules for compliance and the procedure for filing a complaint.
- The RELLIS Student Code of Conduct outlines student’s responsibilities and rights under the code, as well as the procedures for adjudicating alleged violations[167].
- Transportation and Parking services are provided by the Texas A&M University campus located in College Station. Regulations and procedures are outlined in the Transportation Services /Parking Rules and Regulations guide[168].
- The RELLIS Campus publishes a separate Annual Security Report specific to that campus[169].

All RELLIS Campus specific items are communicated to the students located on the RELLIS Campus through orientations[170], the campus web-site[171] [172], and email.

Conclusion
TAMU-CC publishes clear and appropriate statements of student rights and responsibilities to students at all locations. These statements are disseminated to the entire campus community in a variety of methods. TAMU-CC adequately ensures that students, faculty, and staff are aware of their rights and responsibilities through various means of communication including student orientation presentations, trainings, publications, email notifications, course catalogs, University web-sites and course syllabi.

12.4 The institution (a.) publishes appropriate and clear procedures for addressing written student complaints, (b.) demonstrates that it follows the procedures when resolving them, and (c.) maintains a record of student complaints that can be accessed upon request by SACSCOC. (Student complaints) [Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative
Texas A&M University-Corpus Christi (TAMU-CC) is committed to appropriate review and resolution of complaints as efficiently and effectively as possible. TAMU-CC believes that providing a mechanism for complaints to be heard gives the University the opportunity to improve services to the campus community, parents, visitors, and the local community.

The Texas A&M University System (TAMUS) has established comprehensive regulations for the resolution of all faculty, staff, student, and other complaints against the system or any of its members, including appeals of employment actions. As such, students and employees of the system have the protection offered by federal and state laws. Procedures for reporting violations of law are established in system regulations.

The University has established rules and procedures to supplement TAMUS policy and regulations for reporting and resolving grade appeals, faculty and non-faculty grievances, student grievances, sexual harassment, student conduct, and research misconduct.
Publication of Procedures for Addressing Complaints

Students, faculty, staff, and community members may submit complaints using the online Complaint Resolution Process[1] [2]. One may also elect to file a complaint in person by visiting the Employee Development & Compliance Services Department (EDCS)[3]. The Complaint Resolution Form is widely-publicized and accessible online[2] [4] [5]. This process of complaint resolution has been in practice since 2011 and was a directive of the University President[6].

In addition to the University system for filing a complaint, TAMUS maintains an on-line system for reporting waste, fraud, abuse, or other serious ethics violations. It is available online[7] or by calling 888-501-3850. Also, the State of Texas Auditor's Office investigates allegations of fraud, waste, or abuse relating to state funds associated with state agencies and institutions of higher education. A link to the reporting hotline is located on the University webpage[8].

The State of Texas Higher Education Coordinating Board (THECB) also provides a complaint forum. After exhausting the institution’s complaint process, current, former, and prospective students may initiate a complaint with THECB by sending the required forms either by electronic mail[9] to StudentComplaints@thecb.state.tx.us, or by mail to the Texas Higher Education Coordinating Board, Office of General Counsel, P.O. Box 12788, Austin, Texas 78711-2788.

To report immediate threats to life or property, or if emergency assistance is required, the University Police Department[10] is contacted at (361) 825-4444 or by calling 911.

TAMU-CC ensures that the campus community is aware of their rights regarding avenues of complaint or appeal through a variety of methods including trainings, official notices[11], course syllabi, and University web-sites[12]. The University Handbook of Rules and Procedures[13] is easily accessible and located on the Division of Academic Affairs[14] and Division of Student Engagement and Success[15] websites. It is also referenced in the Faculty Handbook and other publications for faculty and staff[14] [16]. The Undergraduate Catalog[17] and Graduate Catalog[18] communicate general information on academic policies and regulations to students. The Student Code of Conduct is available online[12] [19]. In an effort to ensure that the University clearly communicates the rights of each student, several office websites link to the Islanders Right to Know Act website which provides links to various policies and reports students need quick access to[20]. Each College of the University publishes a guide detailing the standards of conduct for the programs of the College, student rights and responsibilities, and appeal procedures[21] [22] [23] [24] [25] [26] [27] [28] [29]. The University Police Department posts information regarding Parking and Traffic Regulations and the appeal process on the parking website[30] [31]. The Mary and Jeff Bell Library[32] posts policies regarding library use, patron rights and responsibilities, processes, and library fines and appeals on the Library website[33]. The Student-Athlete Handbook[34] contains information regarding grievances, appeals, NCAA rules, Student-Athlete Code of Conduct, general academic information and resources, and recruiting.

The University Follows Published Procedures

The University follows its published procedures for addressing and resolving customer service complaints[35] [36] [37], possible Civil Rights Violations[38] [39] [40] and other concerns[41].

The University also takes great care in administering the Student Code of Conduct and any resulting appeals from that process. These cases include alleged infractions of behavioral conduct[42], Academic Misconduct[43], Student Organization Misconduct[44], and Sexual Misconduct[45].

The University Maintains a Record That Can Be Accessed Upon Request

The University maintains a record of all complaints made through the Complaint Resolution Process that can be accessed, upon request, by the Commission. Records include a complaint log[41] and files containing the complete details of each case[35] [36] [37]. The official case file is kept in hard copy with and electronic backup. The file contains the original complaint and all documents pertaining to the investigation and resolution of the complaint. These records may be requested through the University’s SACSCOC Liaison or directly by contacting Employee Development and Compliance Services at 361-825-2765 or in person in Corpus Christi Hall, room 130.
The complaint log contains various elements of each case in order to provide an overview of all complaints by type, date, category, resolution date, and other information[46]. An abbreviated version of the log is provided below. The various elements kept in the log include:

- Complainant Name – name of complainant
- Respondent Name – name of person named
- Date – date of complaint
- Case Number – the case number assigned for tracking
- Source of Complaint – the method by which the complaint was submitted (email, telephone, etc.)
- Type of Complaint – complaint resolution, Title IV, or other
- Status of Respondent – staff, faculty, student, customer, or parent
- Sex – gender of the complainant
- Category of Complaint – customer service, policy, or procedure
- Allegation – brief description of complaint
- Department Assigned – the department assigned to investigate and report on the complaint
- Person Assigned – the person assigned to investigate and report on the complaint
- Resolution – the date and manner in which the complaint was resolved.

Employee Development and Compliance Services reviews the log to identify trends. If trends appear, the Vice President responsible for the area is informed and the item is presented to the university Compliance Committee for discussion and possible inclusion on the quarterly compliance report that is submitted to TAMUS[47] [48] [49] [50] [51] [52].

There were 47 complaints filed through the Complaint Resolution Process in the 2017-2018 academic year and 33 filed in the 2018-2019 academic year. Each of these complaints were resolved according to University procedures and issues were corrected where needed. Outcome results are listed as follows:

- Addressed - The complaint and relevant policies, rules practices, and procedures were reviewed and no corrective action or changes were warranted.
- Resolved - The complaint and relevant policies, rules, practices, and procedures were reviewed and corrective action was taken to address the initial complaint and possible future concerns.

Table 12.4-1:
List of Complaints Filed Through the Complaint Resolution Process 2017-2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Academics, Customer Service, Housing, Procedure-Policy</th>
<th>Complaint</th>
<th>Resolution</th>
<th>Date Resolved</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/12/2017</td>
<td>Housing</td>
<td>Move-in and Harvey resulted in late fees.</td>
<td>Late fees were waived.</td>
<td>9/12/2017</td>
</tr>
<tr>
<td>9/12/2017</td>
<td>Academics</td>
<td>Treatment from advisor (faculty).</td>
<td>Resolved unsubstantiated.</td>
<td>9/12/2017</td>
</tr>
<tr>
<td>9/21/2017</td>
<td>Customer Service</td>
<td>Library dissertation.</td>
<td>Reporter sent letter addressing concerns and the thesis was removed.</td>
<td>10/12/2017</td>
</tr>
<tr>
<td>9/21/2017</td>
<td>Housing</td>
<td>Housing environment.</td>
<td>Addressed by management and concerns resolved.</td>
<td>10/12/2017</td>
</tr>
<tr>
<td>9/26/2017</td>
<td>Customer Service</td>
<td>Parent complains daughter is being charged $160 for exams (HESI).</td>
<td>Exam fee waived.</td>
<td>10/17/2017</td>
</tr>
<tr>
<td>Date</td>
<td>Section/Policy</td>
<td>Concern/Action</td>
<td>Resolution/Action</td>
<td>Resolution Date</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>10/6/2017</td>
<td>Procedure-Policy</td>
<td>Pay Complaint withdrawn.</td>
<td></td>
<td>10/11/2017</td>
</tr>
<tr>
<td>10/19/2017</td>
<td>Academics</td>
<td>Accounting class concerns.</td>
<td>Faculty member reviewed the concerns and addressed.</td>
<td>11/10/2017</td>
</tr>
<tr>
<td>10/19/2017</td>
<td>Academics</td>
<td>Instructor communications.</td>
<td>Reviewed by management.</td>
<td>11/10/2017</td>
</tr>
<tr>
<td>10/19/2017</td>
<td>Procedure-Policy</td>
<td>Behavior by professor.</td>
<td>Resolved and reviewed by management.</td>
<td>11/10/2017</td>
</tr>
<tr>
<td>10/19/2017</td>
<td>Customer Service</td>
<td>Concerns campus internet services.</td>
<td>Campus internet services restored.</td>
<td>11/10/2017</td>
</tr>
<tr>
<td>10/20/2017</td>
<td>Academics</td>
<td>Regarding an accounting class.</td>
<td>Faculty member sent updated email addressing concerns.</td>
<td>11/11/2017</td>
</tr>
<tr>
<td>11/8/2017</td>
<td>Academics</td>
<td>Concerns attendance policy/ rescheduling tests.</td>
<td>The student was allowed to complete the quiz after class.</td>
<td>11/13/2017</td>
</tr>
<tr>
<td>11/8/2017</td>
<td>Procedure-Policy</td>
<td>Posting of names and grades by faculty.</td>
<td>Resolved by Dean</td>
<td>11/29/2017</td>
</tr>
<tr>
<td>11/8/2017</td>
<td>Academics</td>
<td>Regarding an incident in a computer lab so that engineering faculty could host meeting.</td>
<td>Resolved by Dean</td>
<td>11/29/2017</td>
</tr>
<tr>
<td>11/10/2017</td>
<td>Academics</td>
<td>Concerns grade and treatment by instructor.</td>
<td>Department chair addressed the conduct.</td>
<td>1/31/2018</td>
</tr>
<tr>
<td>1/8/2018</td>
<td>Academics</td>
<td>Grade appeal.</td>
<td>Provided information on how to appeal grade.</td>
<td>1/8/2018</td>
</tr>
<tr>
<td>1/10/2018</td>
<td>Customer Service</td>
<td>Individual not able to register for classes due to staff member not returning calls.</td>
<td>The student's award was increased.</td>
<td>2/1/2018</td>
</tr>
<tr>
<td>1/16/2018</td>
<td>Academics</td>
<td>Concerns grade and treatment by instructor.</td>
<td>Department chair addressed concerns.</td>
<td>1/26/2018</td>
</tr>
<tr>
<td>1/18/2018</td>
<td>Academics</td>
<td>Complaint against adjunct.</td>
<td>Concerns addressed by department chair with the employee.</td>
<td>1/31/2018</td>
</tr>
<tr>
<td>Date</td>
<td>Department</td>
<td>Description</td>
<td>Action</td>
<td>Date</td>
</tr>
<tr>
<td>------------</td>
<td>------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>1/19/2018</td>
<td>Procedure-Policy</td>
<td>Upset that a complaint was filed against her and why is university investigating anonymous complaints.</td>
<td>Referred to PIO for action and resolved.</td>
<td>2/10/2018</td>
</tr>
<tr>
<td>1/31/2018</td>
<td>Customer Service</td>
<td>Concerns with treatment.</td>
<td>Student has been provided resources.</td>
<td>1/31/2018</td>
</tr>
<tr>
<td>2/1/2018</td>
<td>Procedure-Policy</td>
<td>Treatment</td>
<td>Concerned addressed with employee.</td>
<td>2/5/2018</td>
</tr>
<tr>
<td>2/16/2018</td>
<td>Procedure-Policy</td>
<td>Language proficiency (English) of instructor teaching class.</td>
<td>Reviewed by management.</td>
<td>3/7/2018</td>
</tr>
<tr>
<td>2/20/2018</td>
<td>Procedure-Policy</td>
<td>Treatment</td>
<td>Student withdrew complaint.</td>
<td>3/7/2018</td>
</tr>
<tr>
<td>3/1/2018</td>
<td>Customer Service</td>
<td>Treatment</td>
<td>Addressed by management.</td>
<td>3/1/2018</td>
</tr>
<tr>
<td>3/2/2018</td>
<td>Academics</td>
<td>Regarding course and professor issues.</td>
<td>Reviewed by management.</td>
<td>3/23/2018</td>
</tr>
<tr>
<td>3/7/2018</td>
<td>Customer Service</td>
<td>Treatment and unprofessional conduct.</td>
<td>Resolved</td>
<td>3/28/2018</td>
</tr>
<tr>
<td>3/12/2018</td>
<td>Customer Service</td>
<td>Unprofessional conduct by faculty member.</td>
<td>Reviewed and resolved</td>
<td>4/6/2018</td>
</tr>
<tr>
<td>3/13/2018</td>
<td>Customer Service</td>
<td>Campus dining closed and paying for service.</td>
<td>Reviewed by management.</td>
<td>4/4/2018</td>
</tr>
<tr>
<td>4/4/2018</td>
<td>Housing</td>
<td>Living environment.</td>
<td>Reviewed and addressed.</td>
<td>4/12/2018</td>
</tr>
<tr>
<td>4/5/2018</td>
<td>Customer Service</td>
<td>Treatment.</td>
<td>Reviewed by management.</td>
<td>4/26/2018</td>
</tr>
<tr>
<td>4/16/2018</td>
<td>Housing</td>
<td>Living conditions.</td>
<td>Reviewed and resolved concerns.</td>
<td>4/16/2018</td>
</tr>
<tr>
<td>4/30/2018</td>
<td>Housing</td>
<td>Several maintenance concerns.</td>
<td>Maintenance concerns were resolved.</td>
<td>4/30/2018</td>
</tr>
<tr>
<td>5/4/2018</td>
<td>Housing</td>
<td>Transcript hold on account due to a housing past due balance.</td>
<td>Charge is correct. Momentum general manager will call student.</td>
<td>5/7/2018</td>
</tr>
<tr>
<td>5/4/2018</td>
<td>Customer Service</td>
<td>Damage to personal vehicle by another vehicle.</td>
<td>Reviewed by management.</td>
<td>5/24/2018</td>
</tr>
<tr>
<td>5/11/2018</td>
<td>Housing</td>
<td>Elevators not working and student could not access second floor room.</td>
<td>Student moving to first floor unit. Housing continues working with ACC on options that would enable wheelchair bound residents to get down to lower levels.</td>
<td>5/30/2018</td>
</tr>
<tr>
<td>Date</td>
<td>Customer Service</td>
<td>Concerns Addressed</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------</td>
<td>--------------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>6/12/2018</td>
<td>Advising concerns.</td>
<td>Concerns were addressed, and student will be able to graduate in December if classes are passed.</td>
<td>6/19/2018</td>
<td></td>
</tr>
<tr>
<td>6/12/2018</td>
<td>Lack of healthcare at on campus health clinic.</td>
<td>Will provide staff training and reexamining of policies and procedures to continue improving the flow and customer service of the Health Center.</td>
<td>6/19/2018</td>
<td></td>
</tr>
<tr>
<td>6/15/2018</td>
<td>Living arrangements for twin sisters.</td>
<td>Concerns were addressed. Sisters will be able to have an apartment together.</td>
<td>6/15/2018</td>
<td></td>
</tr>
<tr>
<td>6/22/2018</td>
<td>Treatment of student during tutoring assistance.</td>
<td>Reviewed and resolved</td>
<td>7/13/2018</td>
<td></td>
</tr>
<tr>
<td>6/29/2018</td>
<td>Ceiling leak in the apartment.</td>
<td>Complaint resolved, and vent fixed.</td>
<td>6/29/2018</td>
<td></td>
</tr>
<tr>
<td>8/9/2018</td>
<td>Treatment</td>
<td>Resolved by management.</td>
<td>9/6/2018</td>
<td></td>
</tr>
</tbody>
</table>

Table 12.4-2:
List of Complaints Filed Through the Complaint Resolution Process 2018-2019 (to June 1)

<table>
<thead>
<tr>
<th>Date</th>
<th>Customer Service</th>
<th>Complaint</th>
<th>Resolution</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/19/2018</td>
<td>Procedure-Policy</td>
<td>Parking fees not added to tuition.</td>
<td>Dismissed citation 9/19/18 and Banner account refund provided.</td>
<td>10/10/2018</td>
</tr>
<tr>
<td>9/28/2018</td>
<td>Customer Service</td>
<td>Treatment by faculty.</td>
<td>Management addressed the concerns. (Student withdrew from class.)</td>
<td>10/22/2018</td>
</tr>
<tr>
<td>10/10/2018</td>
<td>Customer Service</td>
<td>Unprofessional treatment.</td>
<td>Management addressed the concerns. RESP took some required trainings.</td>
<td>10/25/2018</td>
</tr>
<tr>
<td>10/12/2018</td>
<td>Customer Service</td>
<td>Unprofessional treatment by T.A.</td>
<td>Management has resolved the issue.</td>
<td>10/17/2018</td>
</tr>
<tr>
<td>10/17/2018</td>
<td>Customer Service</td>
<td>Treatment.</td>
<td>Did not pursue.</td>
<td>12/14/2018</td>
</tr>
<tr>
<td>10/22/2018</td>
<td>Customer Service</td>
<td>Process.</td>
<td>Addressed at university level</td>
<td>10/26/2018</td>
</tr>
<tr>
<td>10/29/2018</td>
<td>Housing</td>
<td>Bullying from roommates.</td>
<td>Issued resolved.</td>
<td>11/19/2019</td>
</tr>
<tr>
<td>11/6/2018</td>
<td>Customer Service</td>
<td>Treatment from Veteran's office.</td>
<td>Did not response to calls and emails, did not pursue concerns.</td>
<td>12/10/2018</td>
</tr>
<tr>
<td>Date</td>
<td>Category</td>
<td>Issue Description</td>
<td>Resolution Details</td>
<td>Date</td>
</tr>
<tr>
<td>------------</td>
<td>------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>11/16/2018</td>
<td>Customer Service</td>
<td>Charged out of state tuition wrongfully (not certified correctly by VA).</td>
<td>Issue addressed.</td>
<td>1/9/2019</td>
</tr>
<tr>
<td>11/30/2018</td>
<td>Customer Service</td>
<td>Parking ticket /hold.</td>
<td>The citation was dismissed and hold removed 11/19/2018.</td>
<td>12/10/2018</td>
</tr>
<tr>
<td>12/14/2018</td>
<td>Customer Service</td>
<td>Attacked by medical devices</td>
<td>Not pursued.</td>
<td>12/14/2018</td>
</tr>
<tr>
<td>1/7/2019</td>
<td>Housing</td>
<td>Power outage across the entire campus</td>
<td>Issue resolved.</td>
<td>2/6/2019</td>
</tr>
<tr>
<td>1/22/2019</td>
<td>Customer Service</td>
<td>Course offered, daughter-Name redacted</td>
<td>Issue addressed.</td>
<td>2/18/2019</td>
</tr>
<tr>
<td>1/22/2019</td>
<td>Customer Service</td>
<td>Student, not able to understand the accent</td>
<td>Issue addressed.</td>
<td>2/18/2019</td>
</tr>
<tr>
<td>1/25/2019</td>
<td>Customer Service</td>
<td>Needed to drop a course</td>
<td>Solved by EDCS. Sent drop form and information to student. Registrar assisted with her dropping of class. Student will schedule an appointment with to discuss course offerings.</td>
<td>1/25/2019</td>
</tr>
<tr>
<td>2/7/2019</td>
<td>Procedure-Policy</td>
<td>Group fitness limitations process</td>
<td>Issue addressed.</td>
<td>3/7/2019</td>
</tr>
<tr>
<td>2/14/2019</td>
<td>Procedure-Policy</td>
<td>Notification of campus regarding incident on NAS</td>
<td>Issue addressed.</td>
<td>2/25/2019</td>
</tr>
<tr>
<td>2/14/2019</td>
<td>Procedure-Policy</td>
<td>Notification of campus regarding incident on NAS</td>
<td>Issue addressed.</td>
<td>2/25/2019</td>
</tr>
<tr>
<td>2/14/2019</td>
<td>Procedure-Policy</td>
<td>Notification of campus regarding incident on NAS</td>
<td>Issue addressed.</td>
<td>2/25/2019</td>
</tr>
<tr>
<td>2/20/2019</td>
<td>Academic</td>
<td>Student complaint against faculty member</td>
<td>Issue resolved.</td>
<td>2/25/2019</td>
</tr>
<tr>
<td>2/27/2019</td>
<td>Customer Service</td>
<td>Treatment by staff</td>
<td>Issue resolved. Employee disciplined.</td>
<td>3/21/2019</td>
</tr>
<tr>
<td>3/25/2019</td>
<td>Customer Service</td>
<td>Treatment</td>
<td>Addressed by Dean.</td>
<td>4/23/2019</td>
</tr>
</tbody>
</table>
Student Conduct and Community Standards, part of the Office of the Associate Dean of Students, maintains all behavioral conduct records in accordance with the Texas A&M University System Records Retention Regulation[53].

Supporting Policies, Rules and Procedures
The University Handbook of Rules and Procedures details all the rules and procedures of the University. While some of these rules and procedures are stand-alone campus items, many are based on TAMUS Policies which are located on the System website[54]. All rules and procedures are reviewed in accordance with the University procedure regarding the Review and Approval of University Rules and Procedures. Several of the policies, rules and procedures are listed below.

Faculty Grievances
- TAMUS Policy 12.01, Academic Freedom, Responsibility and Tenure[55].
- TAMUS Regulation 32.01.01, Complaint and Appeal Procedures for Faculty Members[56].
- TAMU-CC Procedure 32.01.01.C0.01, Complaint and Appeal Process for Faculty Members[57].
- TAMU-CC Procedure 32.01.01.C0.02, Faculty Ombuds

Non-faculty Employee Grievances
- TAMUS Regulation 32.01.02, Complaint and Appeal Process for Non-faculty Employees[58].
- TAMU-CC Procedure 32.01.02.C0.01, Complaint and Appeal Process for Non-Faculty Employees[59].

Non-Civil Rights Grievances
- TAMU-CC Procedure 13.02.99.C0.01, Student Complaints Regarding Faculty[60].
- TAMU-CC Procedure 13.02.99.C0.02, Student Complaints Regarding Staff/Employees[61].
Research Misconduct
- TAMUS Regulation 15.99.03, Ethics in Research, Scholarship and Creative Work[62].
- TAMU-CC Rule 15.99.03.C1, Ethics in Research, Scholarship and Creative Activity[63].

Student Grade Appeals and Academic Grievances
- TAMU-CC Procedure 13.02.99.C0.03, Student Grade Appeals[64]. This procedure is administered by the respective College. Each College publishes specific guidelines to assist the student[65] [66] [67] [26] [27]. A revised student grade appeal procedure was approved May 2019[68]. The revised procedure began being implemented for summer 2019 classes.
- TAMU-CC Rule 13.02.99.C0.04, Student Academic Misconduct Cases[69]. A revised Student Academic Misconduct procedure was approved May 2019[70]. The revised procedure began being implemented for summer 2019 classes.

Civil Rights Grievances
- TAMUS Policy 08.01, Civil Rights Protections and Compliance[71].
- TAMUS Regulation 08.01.01, Civil Rights Compliance[72].
- TAMU-CC Rule 08.01.01.C1, Civil Rights Compliance[73].
- TAMU-CC Procedure 08.01.01.C1.01, Reasonable Accommodation Request for Employees and Applicants Under the Americans with Disabilities Act, as amended[74].
- TAMU-CC Procedure 08.01.01.C1.02, Student Title IX Pregnancy and Parenting Support[75].
- TAMU-CC Procedure 08.01.01.C1.03, Student Title IX Sexual Misconduct (assault/violence) Incident Coordination[76].
- TAMU-CC Procedure 08.01.01.C1.04, Requests for Religious Accommodations[77].
- TAMU-CC Procedure 08.01.01.C1.05, Service and Emotional Support Animals on Campus[78].

Student Code of Conduct
Student Conduct and Community Standards is responsible for administering the Student Code of Conduct[19] [42], the Student Sexual Misconduct Process[76] [79] [45], The Student Organization Conduct Process[80] [44], and the procedure for the Academic Misconduct Cases[69] [43]. The Student Code of Conduct defines the process for adjudication of alleged misconduct by students and establishes standards of behavior, both scholastic and behavioral, for students and their guests.

Texas A&M University System RELLIS Academic Alliance (RELLIS Campus)
TAMU-CC and TAMUS provide mission driven academic and student-support programs, services, and activities that promote student learning and enhance the development of TAMU-CC students at the TAMUS RELLIS Academic Alliance off-campus site (RELLIS Campus)[81] [82] [83]. The RELLIS Campus first enrolled students to the participating system schools fall 2018. Total fall 2018 enrollment at the RELLIS Campus for TAMU-CC students was 68. The number of TAMU-CC students enrolled at the RELLIS Campus has since increased to 80 for spring 2019.

During the first year of enrolling students at the RELLIS Campus, the TAMU-CC Complaint Resolution procedure was in place for students to communicate concerns. Students, faculty, staff, and community members may submit complaints using the online Complaint Resolution Process[1] [2]. No complaints were submitted in the first year of the campus. The RELLIS Campus is currently in the process of developing an independent complaint resolution process so that complaints can be resolved on site.

In addition to the University system for filing a complaint, TAMUS maintains an on-line system for reporting waste, fraud, abuse, or other serious ethics violations. It is available online[7] or by calling 888-501-3850.

The State of Texas Higher Education Coordinating Board (THECB) also provides a complaint forum. After exhausting the institution’s complaint process, current, former, and prospective students may
initiate a complaint with THECB by sending the required forms either by electronic mail[9] to StudentComplaints@thechb.state.tx.us, or by mail to the Texas Higher Education Coordinating Board, Office of General Counsel, P.O. Box 12788, Austin, Texas 78711-2788.

Students studying at the RELLIS campus fall under most of the same policies and procedures, outlined above. As the RELLIS Campus is an academic alliance between several TAMUS system schools and is located near the Texas A&M University College Station campus and approximately 243 miles from TAMU-CC campus, some processes differ to allow continuity on the campus.

- Civil Rights Compliance at the RELLIS Campus is addressed through System Rule 08.01.01.S2, Civil Rights Compliance at the RELLIS Campus[84] which outlines the rules for compliance and the procedure for filing a complaint.
- The RELLIS Student Code of Conduct[85] outlines student’s responsibilities and rights under the code, as well as the procedures for adjudicating alleged violations. This Code of Conduct is in alignment with and was developed in conjunction with Texas A&M University-Corpus Christi.
- Transportation and Parking services are provided by the Texas A&M University campus located in College Station. Regulations and procedures are outlined in the Transportation Services /Parking Rules and Regulations guide[86].

All RELLIS Campus specific procedures are communicated to the students located on the RELLIS Campus through orientations[83], the campus web-site[87] [88], and email.

Conclusion
TAMU-CC publishes appropriate and clear procedures for addressing written complaints, demonstrates that it follows the procedures when resolving them, and maintains a record of student complaints that can be accessed upon request by SACSCOC. The procedures established by TAMU-CC provide a solid mechanism for addressing and resolving concerns and complaints and an effective process for creating systemic change and improvement.

12.5 The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data. (Student records)

Compliance Status: Compliant

Narrative
Texas A&M University-Corpus Christi (TAMU-CC) diligently protects the security, confidentiality, and integrity of student records by employing strict measures to protect and back up data. TAMU-CC follows federal law and maintains student records in accordance with regulations as outlined by the State of Texas and The Texas A&M University System Records Retention Schedule[1]. The University adheres to all relevant laws that protect the privacy of student records including the Health Insurance Portability and Accountability Act (HIPAA)[2], and the Family Educational Rights and Privacy Act (FERPA, Gramm-Leach-Bliley)[3].

The University's primary information security policy comprises University rule 29.01.99.C1 “Security of Electronic Information Resources,”[4] “IT Standards for All Users” (ITSAU)[5], and “IT Standards for Owners and Custodians” (ITSOC)[6].

The University’s Information Technology (IT) area employs a wide range of administrative, technical and physical controls to protect the security, confidentiality and integrity of electronic student records[7]. The Information Security Officer and the Assistant Vice President for Technology oversee the University’s information security program and policy[8].

Governance and Risk Assessment
A comprehensive information resource inventory system assigns Owners and Custodians to each system. Those Owners and Custodians must complete a risk assessment of systems annually[9]. Various governance groups meet regularly[10][11], including a Change Advisory Board (weekly)[12], the University Technology Council[13], and a Banner Users Group.

**Accounts and Access**

University policy, as stated in ITSAU section 1.2.2, explicitly prohibits users from accessing electronic student records for non-business-related purposes. Furthermore, all users with elevated privileges in Banner must annually acknowledge a separate “Banner Operator Pledge of Responsibility”[14]. All access to electronic student records is via authenticated accounts. With rare exceptions, access accounts are Active Directory accounts managed by IT. Exceptions are always documented. The accounts are individual, not group, accounts. Any request for, or change to, elevated electronic student records access is requested with the Banner Account Request Form[15] or the New Account Request Form[16]. Elevated electronic student records access means the ability to view electronic student records other than one’s own or one’s students. These request forms must be signed by the relevant Data Owner if access is to be granted. All new employees are subjected to a criminal background check prior to hire.

Policy mandates disabling employee accounts immediately upon separation as referenced in ITSOC, section PS-04 Personnel Termination. Supervisors must notify IT whenever employees separate from the University. The Human Resources Department also notifies IT to ensure notification is received[17]. As an additional measure, IT runs a monthly report from the Texas A&M University System on employees who have not been issued a paycheck in at least one month and then contacts the individual's department to determine if that person is still an employee of the University.

**Authentication**

For all University systems, authentication requires a password that is at least eight characters long, minimum three character sets, and expires in 180 days[18]. Active Directory centrally enforces these password requirements. Two-factor authentication, powered by Duo Security, further guards employee access to the primary electronic student records systems (Banner, Blackboard, and Laserfiche) and many other systems[19]. Duo Security is used for both employee and student accounts.

**Awareness and Training**

All new employees must take Texas A&M system-wide online information security training within 30 days of being granted an account, and every two years thereafter[20]. All employees with elevated electronic student records access must take Texas A&M system-wide online FERPA training annually[21]. Banner operators are required to re-affirm annually, in writing, that they will protect Banner data and not use it for non-business-related purposes[14]. In addition to annual training, the Information Security office sends an IT Notification to the university community any time there is a new potential threat or increased security risk. The notifications range from information about new security protocols[22], new phishing campaigns[23][24], potential safety risks related to certain hardware or software[25][26], and other issues[27].

**Contingency Planning**

With rare exceptions, the University’s services run on virtual servers, which in turn run on a single, converged, high-availability platform that is inherently redundant. The University uses a combination of disk-to-disk backups, tape backups, and a "warm" disaster-recovery site in San Antonio. IT makes weekly full and daily differential tape backups of Banner, an on premise application. The weekly full back-up is rotated out to secure offsite storage. The Banner databases are replicated in real time to the TAMU-CC disaster recovery site in San Antonio. Laserfiche also runs on the high availability virtual platform. Laserfiche SQL data is backed up on premise disk-to-disk every four hours for SQL data, and every six hours for all other data. Laserfiche is also replicated to the San Antonio site every four hours. This data is retained for 30 days. The Blackboard system is wholly outsourced to the Blackboard Corporation, and the University’s contract with Blackboard includes various service level agreements with regard to availability. The University performs annual disaster recovery training exercises and survived Hurricane Harvey with no loss of student records.
Patches and Updates
University policy ITSOC, section SI-02 on Flaw Remediation requires the application of all emergency patches within five working days, and all other patches within 90 days. Banner runs on a slightly modified schedule where updates are applied at least three times a year, but typically more often. IT confirms patching compliance by performing internal credentialed scans of all University servers and workstations at least monthly, in accordance with ITSOC section RA-05 on Vulnerability Scanning, using the SecurityCenter product from Tenable[28].

Physical Security
All on premise electronic student records servers are stored in the University's datacenter located on the third floor of the Dugan Wellness Center, which has a full panoply of security measures including card-swipe access only, video surveillance, fire suppression, temperature/water/moisture detection, redundant power, and redundant air conditioning.

Network Security
The University’s network level security measures include firewalls, an intrusion prevention system (Cisco Firepower), a net-flows monitoring solution (Vectra)[29], and a system information and event monitoring solution (Splunk)[30]. Endpoint access to privileged networks is tightly controlled.

Desktop Security
Employee desktops are protected with centrally managed endpoint protection (Sophos Central)[31], software updates (Microsoft SCCM), and security policies (Active Directory GPOs). All employee desktops have whole-disk encryption enabled (Bitlocker and FileVault).

Social Security Numbers
In order to protect the privacy of students, TAMU-CC assigns all incoming students with a unique, nine character identification number. Known as the Student ID, this number serves as the universal identification during the course of each student's attendance and is used to verify a student's identity in lieu of a Social Security number. Students provide this number on University paperwork and when seeking assistance from offices such as financial aid, the business office, or the registrar. Departments that have student workers who may be exposed to a student Social Security number (e.g. Enrollment Management, Human Resources) require that they sign a document attesting to their understanding of the proper use and security of Social Security numbers. All departments on campus that must retain social security numbers for legitimate business reasons must submit a form in order to obtain permission to save social security numbers in electronic or hard copy files or forms.

Record Retention
All Records (electronic and paper) are maintained in accordance with Texas A&M University System Regulation 61.99.01, Retention of State Records[32] and Texas Government Code section 441[33]. The Library Director is responsible for the implementation of this process[34] [35] [36]. Individual student records also are maintained in secure environments by other offices that deliver programs requiring student information across campus. FERPA guides the entire campus on matters related to the confidentiality of student education records.

University Registrar
The University Registrar is the University's FERPA Compliance Officer. The office is responsible for registering students and for maintaining academic records. Detailed information pertaining to the content and handling of the student records are published in the University undergraduate[37] and graduate[38] catalogs. All student records are maintained under regulations established by FERPA. Personally identifiable information retained in student educational records may be accessed or released only with the written consent of the student[39] or under the provisions allowed by FERPA on a need to know basis. Students who are admitted to the University receive a FERPA information flyer together with their letter of acceptance to the University. This same information is disseminated to all new students at all orientations. Students are also directed to view this information on-line[40] [41] [42]. All new employees must complete on-line FERPA training provided by the University[21]. In addition, the Office of Registrar provides an on-line reference sheet for faculty and staff[43].
Office of Recruitment and Admissions
The Office of Recruitment and Admissions utilizes the ApplyTexas application portal[44] [45]. Admissions applications and other confidential academic credentials submitted by students are processed and imaged into the Laserfiche Imaging System. When in process, hard copy documents are secured behind lock and key. Electronic confidential data is secured on an isolated computer, which is accessible to key admissions personnel. The computer terminal that accesses the ApplyTexas applications and EDI transcripts and admission letters is protected by several layers of security, requires a secure username and password, and is utilized solely for accessing and retrieving the aforementioned documents. All computers in the Office of Recruitment and Admissions are password protected.

Office of Financial Assistance
The Office of Financial Assistance[46] utilizes the University Banner system to process records. Students complete a FAFSA at fafsa.gov[47]. Students that elect to take out Federal Student Loans access the United States Department of Education federal loan website at studentloans.gov[48]. The FAFSA and Student Loan records are then imported into Banner from the United Stated Department of Education portals. When a student is selected by the Department of Education for verification of financial tax information, they are directed to Education Partners to enter their information and upload required tax documents[49]. This is a web-hosted system contracted by the University to facilitate the verification process. The office imaged documents directly through Laserfiche and any paper documents not received electronically are scanned through the Laserfiche System and then destroyed upon receipt.

Scholarship Office
The Scholarship Office[50] [51] uses an online program called Nextgen to collect and evaluate scholarship application materials. They also image all scholarship acceptance forms using Laserfiche. The only paper records the office keeps are the scholarship acceptance forms which are held in locked file cabinets. Access is limited and must be approved by the Scholarship Director or Coordinator.

Office of Academic Testing
The Office of Academic Testing serves the student populations’, and the community’s, testing needs [52]. Confidential testing records for the ACT Residual, CLEP essays, Math placement exams, and other University exams are kept in a locked room in the Office of Academic Testing[53] [54]. Only authorized personnel have keys to this room. The personal computer that acts as the CLEP/HiSET cache proxy station is password protected and kept in a locked room at the close of business. A username and password is required and only authorized personnel can access this machine. Texas Success Initiative Assessment (TSIA) scores are retrieved from the ACCUPLACER platform with a student release form. TSIA score reports along with any release forms and other records related to TSI exemption or waivers are submitted to the Office of Recruitment and Admissions for imaging[55] [56]. Records are destroyed in accordance with the Texas A&M University System retention schedule.

Academic Advising
Academic Advising Centers across each college are working to fully digitize records using Laserfiche with the goal of a fully digital record of all new students for the 2019-2020 school year[57]. Prior to this, each college advising center has handled records according to their own procedure. All records, whether paper or electronic, are maintained in a secure environment. They are kept in adherence to the Texas A&M University System Records Retention Schedule and are destroyed in accordance with campus guidelines. All staff complete and remain current with FERPA training.

- The College of Business Undergraduate advisors keep hard copy student records in a secured vault within the Center[58].
- The College of Education and Human Development advisors store student records digitally on Laserfiche. This College has had fully digital record keeping for new students since 2013[59].
• The College of Liberal Arts advisors keep hard copy records for current students and image the record to Laserfische once the student graduates[60].
• The College of Nursing and Health Sciences advisors keep hard copies of current and graduated student records[61].
• The College of Science and Engineering advisors kept hard copy files for active students until spring 2018. At that time, advisors began migrating files to digital format. There are a limited number of majors that still have paper files[62].
• The Anchor Team advisors keep paper files for current students. Upon graduation, student records are scanned and the paper copies are shredded. Current student files are reviewed periodically and any student file that has been inactive for one year is scanned and the paper copies are shredded. Dual credit program student files are kept in paper format so that in an emergency situation, staff have immediate access to the dual credit students’ TAMU-CC class schedule and contact information. At the end of each semester, records are scanned and the paper copies are shredded[63].

Center for Academic Student Achievement
The Center for Academic Student Achievement secures all paper records in locked filing cabinets located in a locked office[64]. All electronic records are stored using tools approved or provided from IT. The area uses three electronic platforms. The Starfish early alert system is web-based and accessed by staff using single sign-on through Blackboard and dual-factor authentication[65]. The Accutrack system is housed on a server located in IT[66]. Students log into the machine using University credentials. The Writing Center Online scheduling software is a web-hosted platform for student to schedule appointments[67]. Students register with the system using their Islander email address and are then required to create a username and password for the system. This system does not house any sensitive information.

Office of the Associate Dean of Students
Confidential discipline records are maintained by the Office of the Associate Dean of Students. The office also oversees the campus behavioral intervention team, I-CARE[68]. Both conduct and I-CARE records are kept in an online database called Maxient. This allows those making reports to the office to do so on-line and for all records related to the report, intervention and outcome to be stored and tracked in the system[69]. Files are purged in accordance with the Texas A&M University System regulation on records retention and destruction.

University Counseling Center
The University Counseling Center maintains all student client records in a secure web based electronic health record system, Medicat[70]. The Counseling Center and Health Center have a joint contract with Medicat and both centers utilize the system, however, there is a firewall in the system that separates all Health Center and Counseling Center records. Counseling Center staff are not able to view any Health Center records or vice versa. Any paper forms completed by students or health records received from other providers are scanned into the Medicat system and then the paper copies are destroyed. The program is password protected and only University Counseling Center staff, and practicum trainees, have access to the system. The system contains an appointment calendar, electronic health records section, and a patient portal.

The University Counseling Center has a counseling practicum/intern training program for graduate level counseling and psychology students[71]. Records pertaining to practicum students and interns are in paper format and are stored in a locked file cabinet in a locked room.

The Counseling Center publishes information about confidentiality on line[72][73]. The Counseling Center staff is governed by Texas State law regarding security of Mental Health Records, Chapter 611 of Subtitle E[74] of the Texas Health and Safety Code[75], and by the Code of Ethics associated with clinical licenses to practice. All counselors must earn approved continuing education units for ethics to maintain their licenses. These ethics courses address privacy and confidentiality of counseling records. According to Texas A&M University System legal counsel, the Counseling Center and Health Center are not HIPAA facilities, because they only treat students.
University Health Center
The University Health Center also utilizes the Medicat electronic medical records system for the collection and storage of all medical records. Any information received in paper format is scanned into the patient record and then destroyed. The contracted disposal company's policies for the destruction of these items are congruent with the Texas A&M University System Regulation 61.99.01, Retention of State Records[32]. The Health Center policy manual includes information on the maintenance and storage of medical records and confidentiality and includes a form for employees to sign[76]. Additionally, the Health Center has a form that must be filled out and signed for the release of medical records.

The Health Center abides by the rules and regulations set by the University and other regulating agencies on electronic use and storage of medical and other protected information.

Disability Services
The Office of Disability Services maintains educational records related to students with disabilities. The office recently moved to using Accessible Information Management System (AIM), a web-hosted case management system that is backed up nightly by the host. The system is password protected and protected by dual authentication. Paper records are housed in a locked filing cabinet within the secure area of the office that is locked at the end of each business day. The Office of Disability Services publishes information on documentation requirements, confidentiality protections and guidelines, student responsibilities and grievance procedures in a Policies and Procedures document published online.

Career Services
Career Services utilizes Handshake, a web-hosted recruiting platform to connect students and alumni with both on-campus and off-campus employers. Students and University employers log-in with their University credentials using single sign on. Off-campus employers are guided through a process to create an account. The office does not keep student records in paper format. If records are received in paper format, the information is uploaded into Handshake and destroyed.

Student Activities
Student Activities utilizes Engage, a web-hosted student organization portal powered by Campus Labs. The interface is known on-campus as I-Engage. Students, faculty and staff log-in through single sign on using University credentials. The department also administers the student travel process for student organizations. The travel paperwork involves student information[77]. Upon receipt, this information is imaged through Laserfische and the originals are destroyed.

Recreational Sports
Recreational Sports utilizes Fusion, a web-based system for tracking eligibility and participation in recreational programs. Staff access the system using University credentials. The department also administers the student travel process for sport clubs. The travel paperwork involves student information[78]. Upon receipt, this information is imaged through Laserfische and the originals are destroyed.

Islander Housing
American Campus Communities, in partnership with TAMU-CC, manages all on-campus housing[79][80]. Students apply for housing, sign leases, pay rent and request maintenance through an on-line system[81]. The system is accessed through single sign on using University credentials and dual factor authentication. The leasing offices maintain lease records and resident discipline records that pertain to housing. All electronic files are password protected on a secure server. Hard copy files are secured on site in locked filing cabinets and further secured behind office doors that are locked at the end of each business day. All contracted housing employees complete the mandated University training on Information Security and FERPA.

Intercollegiate Athletics
The Intercollegiate Athletics Office requires all student-athletes to sign a FERPA form which allows the office to share their information with the NCAA[39]. Various student athletic records, both academic and athletic, are housed in the web-hosted Athletics Compliance Monitoring System (ACS)[82] [83]. ACS is username and password protected and is updated frequently to ensure its integrity. All Student-Athlete medical records and related injury information are kept on CSMi Sportsware Online (SWOL) electronic medical records system. This is a licensed annual subscription that is purchased for the Athletic Training Department. This subscription allows staff to keep up to date medical records including injury notes and rehabilitation documentation, emergency contact, insurance, and billing information on the student-athletes. Records received in paper format are scanned and/or entered into SWOL and are then destroyed or kept in a secure centralized medical records cabinet that is kept in a locked room.

Texas A&M University System RELLIS Academic Alliance (RELLIS Campus)

TAMU-CC and TAMUS provide mission driven academic and student-support programs, services, and activities that promote student learning and enhance the development of TAMU-CC students at the TAMUS RELLIS Academic Alliance off-campus site (RELLIS Campus)[84] [85] [86]. The RELLIS Campus first enrolled students to the participating system schools fall 2018. Total fall 2018 enrollment at the RELLIS Campus for TAMU-CC students was 68. The number of TAMU-CC students enrolled at the RELLIS Campus has since increased to 80 for spring 2019.

TAMU-CC students at RELLIS Campus enroll and apply for financial assistance and other services through TAMU-CC. Therefore, the data security measures taken for TAMU-CC are also in place for TAMU-CC students enrolled at the RELLIS Campus. The students of the RELLIS Campus receive student identification numbers, usernames, and other account information the same as students on the TAMU-CC Campus. The faculty of the business courses delivered to TAMU-CC students at the RELLIS Campus are TAMU-CC employees. These faculty access and record information in the student information systems in accordance with TAMU-CC guidelines and procedures. Directory information is shared with contracted agencies so they are aware of student eligibility for services.

Conclusion

TAMU-CC protects the security, confidentiality, and integrity of student records and maintains special security measures to protect and back up data. The protection and security of student records is done so in compliance with the Texas A&M University System regulations, the Texas Administrative Code, and the Texas Education Code. The University ensures the confidentiality of safekeeping of records through multiple security devices and protective measures.

12.6 The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans. (Student debt)

Compliance Status: Compliant

Narrative

TAMU-CC performs mandatory Direct Loan Entrance and Exit Counseling sessions in-person and online for those students that cannot attend an in-person information session. Instruction on how to complete the Entrance/Exit sessions is sent to the student’s email address. It is mandatory that both the entrance and exit sessions are complete prior to loan disbursements and prior to graduation. Students who drop below half-time or stop attending are also required to complete an Exit Counseling session on the U.S. Department of Education website[1]. The Entrance Counseling session is a mandate by the federal government for any student receiving a Federal Direct Student Loan. The counseling session educates the student borrower on their rights and responsibility of borrowing a Federal Direct Student Loan. It also educates the student borrower on the importance of repaying their federal loans on time.

All student loan borrowers receive the following handouts during in-person sessions: SMART Borrowing Power Point[2], Student Loan Information Handout[3], and EXTC Power Point[4]. The
content of the handouts includes information on the importance of making payments on time and keeping in contact with the student’s loan servicer. It also shares information on the ramifications of loan defaults and how they will remain on a student’s credit report for seven years. The handouts provide helpful tips on loan repayment options and how to track credit history and encourage students to contact the National Student Loan Data System if they need additional information or if they have questions. The sessions are held on the Texas A&M University-Corpus Christi campus. The hard copy handouts are provided to the students who attend the sessions in-person. Those that cannot attend an in-person session are emailed PDF copies of this information. The reason this information is provided to students is to create smart borrowing habits, to educate the students on their rights and responsibilities and to educate them on fiscal responsibilities and what the ramifications will be if they do not repay their loans.

Students also receive a detailed comprehensive history of all loans borrowed to date. This information is distributed to all students during the in-person Exit Counseling session. Information will be emailed to students who cannot attend in person[5].

The Entrance Counseling session is completed on the U.S. Department of Education website[1]. The content of the Entrance Counseling session includes a review of the borrower’s rights and responsibilities related to the student loan obligation and other information required by law. It includes the review of available repayment plans and the estimated monthly payments under each repayment plan, tips on how to budget and manage college costs, and facts about other resources available to help cover educational costs. This mandatory process must be completed before the student loan will be disbursed to the student. The Entrance Counseling session information provides the student with detailed information of the direct student loan program, including repayment information and smart borrowing. The Financial Assistance Office is responsible for providing this information and guidance to students.
Section 13 Financial and Physical Resources

13.1 The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services. (Financial resources)[CR]

Compliance Status: Compliant

Narrative

Texas A&M University-Corpus Christi (TAMU-CC) is dedicated to excellence in teaching, research, creative activity and service and has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services[1]. Audits performed over the past three years indicate that the University is in compliance with federal and state laws and Texas A&M System (TAMUS) policies and regulations including those related to student billing, waivers and exemptions, mandated state tuition set-asides, and reconciliations[2]; state student grants[3]; benefits[4]; campus security[5]; financial aid[6]; and research administration[7] among others. The overall conclusion of these audits showed that the controls established at TAMU-CC are effective in providing reasonable assurance that the university is operating in compliance with applicable laws, policies, regulations, and university procedures. The University will submit its Standard Review Report to SACSCOC after an independent auditor has completed its review and prior to the SACSCOC on-site visit. The Audit Review Report will demonstrate that TAMU-CC complies with federal, state, system and university laws/policies. The following estimated timeline is provided in anticipation of meeting the compliance standard:

<table>
<thead>
<tr>
<th>Action</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Financial Report (AFR) completed and sent to the Texas A&amp;M</td>
<td>October 17, 2019</td>
</tr>
<tr>
<td>System Office of Budgets and Accounting for Review</td>
<td></td>
</tr>
<tr>
<td>AFR finalized</td>
<td>November 5, 2019</td>
</tr>
<tr>
<td>Internal Audit work completed</td>
<td>December 14, 2019</td>
</tr>
<tr>
<td>Draft reviewed report released to Texas A&amp;M-Corpus Christi</td>
<td>January 20, 2020</td>
</tr>
</tbody>
</table>

TAMU-CC is in compliance with all other aspects of Standard 13.1. As demonstrated in the university’s National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) Finance Survey Summary shown below, 50% of 2016-18 university expenditures are dedicated to instruction, research and public[8] [9] [10]. Instructional related expenses have increased from $69,117,347 in FY 2016 to $72,729,147 in FY 2018. The percentage of core expenses dedicated to research increased from 12% in FY 2016 to 13% in FY 2018, with an increase of $3,191,948. While academic support expenses dropped by $194,422 from FY 2017 to FY 2018, the percentage of academic support to total core expenses remained constant at 15%. The use of funds in this manner supports the University's commitment to "excellence in teaching, research, creative activity and service" as stated in the University mission[1].

<table>
<thead>
<tr>
<th>Expense function Reported values Percent of total core expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Exp</td>
</tr>
</tbody>
</table>
Financial Position

TAMU-CC’s financial state is strong. TAMU-CC’s Annual Financial Report indicates that the university has a sound financial base and has increased total net assets excluding plant, as indicated in the chart below, from $95,016,847.17 in 2014-2015 to $157,702,702.33 in 2017-2018, a 65.97% increase[11]. This increase in Total Net Assets is attributable in part to strategic planning and conservative budgeting. TAMU-CC reviewed Net asset balances and reevaluated future spending to better align reserves with university priorities. An increase of unrealized gain on investment of $3.4M also contributed to the increase.

Table 13.1-3: Total Net Assets

![Total Net Assets Chart]

<table>
<thead>
<tr>
<th>Expense function</th>
<th>FY 2016 Expenses</th>
<th>% of Core Expenses</th>
<th>FY 2017 Expenses</th>
<th>% of Core Expenses</th>
<th>FY 2018 Expenses</th>
<th>% of Core Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$69,117,347</td>
<td>35%</td>
<td>$72,729,147</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>$23,432,191</td>
<td>12%</td>
<td>$26,623,129</td>
<td>13%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Service</td>
<td>$4,278,378</td>
<td>2%</td>
<td>$4,161,379</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Support</td>
<td>$38,527,763</td>
<td>19%</td>
<td>$39,028,800</td>
<td>19%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional Support</td>
<td>$15,559,601</td>
<td>8%</td>
<td>$17,397,919</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Services</td>
<td>$10,966,361</td>
<td>6%</td>
<td>$11,736,859</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other core expenses</td>
<td>$41,835,499</td>
<td>21%</td>
<td>$40,308,119</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total core expenses</td>
<td>$195,041,134</td>
<td>100%</td>
<td>$200,864,693</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other core expenses include scholarships and fellowships, net of discounts and allowances, and other expenses. Core expenses exclude expenses from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.
The current ratio has decreased slightly from 1.28 in FY 2015 to 1.22 in FY 2018 mainly due to an increase in accounts payable[12]. Despite the slight decrease, the current ratio indicates the University has accumulated liquid assets to meet TAMU-CC financial obligations and remain financially stable. State appropriations less tuition revenue bond retirement funds have fluctuated over the past five years. State appropriation revenue in FY 2018 leveled off with only a slight increase over FY 2014[13].

This trend in state appropriation revenue has resulted in greater reliance on student tuition and fees to fund operations. Tuition and Fee Revenue net of tuition discounting has grown from $67,875,898.66 in 2015 to $81,197,092.14 in 2018[14]. Tuition and Fee Discounting, which is the practice of assisting students by providing them with institutional grant aid, has increased from 25.93% in FY 2015 to 27.24% in FY 2018 indicating that the university is able to financially assist students with their cost of attendance[15]. The University has steadily increased its support to students in order to recruit, recognize, and retain high achieving and deserving students. The University projects that Tuition and Fee Revenue net of tuition discounting will increase to $82M and Tuition Discounting will increase slightly to 27.5% in Fiscal Year 2019.

TAMU-CC’s enrollment has grown steadily over the past several years. Student headcount in Fall 2009 was 9,468 and was 11,929 in Fall 2018[16]. This represents a 26% increase. The slight decline in undergraduate enrollment from Fall 2017 to Fall 2018 was a result of a new strategic plan to attract and retain incoming students. The University reduced the number of students who were admitted in the alternative admit category and conditional admit category. The quest for quality is continuing and will result in a stronger academically prepared freshmen class.
and programs. Target ratio value per the System is to achieve a 3.0 CFI rating. TAMU-CC's CFI increased from 2.92 in FY 2014 to 4.34 in FY 2018, bringing the university above the target[17], due to various factors including an increase in state appropriated funds of $3.7M, and a large increase in fair market value of investments of $4.1M as a result of sound financial planning and strategic management of the University’s investment portfolio.

Table 13.1-5: Financial Condition and Strategic Guidance

<table>
<thead>
<tr>
<th>CFI Score Rating</th>
<th>Score</th>
<th>Reporting Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;1.0</td>
<td></td>
<td>Quarterly</td>
</tr>
<tr>
<td>1.0 ≤ CFI ≤ 3.0</td>
<td></td>
<td>Bi-Annual</td>
</tr>
<tr>
<td>&gt;3.0</td>
<td></td>
<td>Annual</td>
</tr>
</tbody>
</table>

Conclusion

TAMU-CC has a sound financial base and has demonstrated that the University has the financial stability to support the mission and scope of the University's programs and services.

13.2 The member institution provides the following financial statements:

- a. an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for institutions audited as part of a system wide or statewide audit) for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide.

- b. a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.

- c. an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

(Financial documents) [CR]

Compliance Status: Compliant

Narrative

Texas A&M University-Corpus Christi (TAMU-CC) provides the following financial statements:

(a) a Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for institutions audited as part of a system wide or statewide audit, for the most recent fiscal year. An independent certified public accountant prepared this review report employing the appropriate Standard Review Report guide.
(b) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.

(c) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Institutional Audit

The fiscal year 2019 audit requirement will be fulfilled by a Standard Review Report performed by an independent auditor. Prior to submission of the fiscal year 2019 financials, there will be a review by the Texas A&M University System's (TAMUS) Comptroller for appropriateness and compliance with State of Texas reporting guidelines. The fiscal year 2019 Standard Review Report is anticipated to be completed in January 2020.

Texas state agencies receive audit services provided by the Texas State Auditor's Office; these services include annual audits of state financial statements. As a state agency, TAMU-CC is included in those statewide audits. For example, the State of Texas Federal Portion of the Statewide Single Audit included TAMU-CC as one of the state agencies audited for the fiscal year ending August 31, 2017[1].

Financial Reporting

The Vice President for Finance and Administration designated the Associate Vice President for Finance and Controller as the financial reporting officer who is responsible for the integrity of the Annual Financial Report (AFR) and for the establishment of effective internal controls for its preparation[2]. TAMU-CC’s Annual Financial Reports for fiscal year 2015[3], 2016[4], 2017[5], and 2018[6] have been prepared in accordance with Governmental Accounting Standards Board (GASB) requirements[7] and following annual financial reporting requirements for the State of Texas[8] and in accordance with TAMUS Regulation 21.01.01, Financial Accounting and Reporting on the AFR[9]. The AFR is submitted yearly during the month of October to the System's Financial Reporting Division of the Office of the Budget and Accounting along with the management representation letter[10], where the report is consolidated with the AFRs from other TAMUS institutions[11]. The System's AFR is then consolidated in the State of Texas Comprehensive Annual Financial Report[12].

A statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, demonstrates an increase in unrestricted net assets attributable to operations, of $12,152,918 for FY2018[13].

Table 13.2-1: Unrestricted Net Assets Excluding Plant and Plant-Related Debt FY2018
A review of the university’s performance from FY2015 through 2018 shows that unrestricted net assets have nearly doubled from $73 million in FY2015 to $130.6 million in FY2018. This represents an increase of 78.91%.[14][15]

Table 13.2-2: Unrestricted Net Assets All Inclusive

![Unrestricted Net Assets All Inclusive (Table)](image)

Annual Budget
The budget development process is performed annually, although state appropriations are provided on a biennium basis. Texas employs a formula-based allocation process for appropriated Higher Education funding for institutions, operations and other support, as well as a formula basis for educational and general operations and facility costs. Other significant non-formula sources of state support that TAMU-CC receives are provided for educational and general legislatively approved debt servicing[16]. Legislative revenues additionally include other non-formula sources that are provided as enhancement funds, research development funds and employment benefits for all educational and general personnel. The impact from declining levels of state appropriations and having only biennium appropriations have had an impact on the budget planning process, with a greater reliance on student tuition and fee income. In times of growing student enrollments[17], the ability to address resource needs, shifts to tuition and fees. Increases in net tuition from 2015 of $67.9 million to $81.2 million in 2018[18] [17] show the growing reliance on student related revenues.

The Budget development process begins in the fall each year with the approval of tuition and fees for the following academic year. Annually the Board of Regents reviews an increase to tuition and mandatory fees based upon a recommendation made by the TAMUS office. This recommendation is based upon the Higher Education Price Index[19].

Biennially, the Board of Regents consider requests for new or increased student fees. The Budget Office coordinates the submission with the Bursar, Campus budget managers and Deans with approval of the President. The Vice Presidents are provided a form to provide justification[20] and the budget office prepares budget information for their review[21]. The Provost works with the Deans on any new requests. A summary of all mandatory fees recommended is submitted to the President and senior administration to develop strategic plans for use of fee income[22]. For those fees that require recommendations by the Student Fee Advisory Committee, the committee reviews all requests and forwards these recommendations to the President. Additionally, TAMUS Policy 26.01 - Tuition and Fees[23] requires the chancellor to approve any requests to hold public hearings on increases to Designated Tuition on campus. All mandatory fees require approval by the Board of Regents[24]. Prior to Board of Regents review, comprehensive review of the use of the new or increased fees are performed at various levels by deans, the Provost, the Vice President for Finance and Administration and the President for appropriateness, as well as, alignment with university strategic plans. Additionally, legislatively mandated rules exist that require some fees to be approved by a student referendum prior to final approval by the Board of Regents.

As part of the budget process, departments use Weave Online, a web-based tool to capture data[25], to review results of various departmental objectives that are tied to university objectives and measure their departmental outcomes from the preceding fiscal year in the fall. This data along with preliminary review of departmental operations for the current fiscal year are gathered to provide a basis for requesting new resources and setting priorities. Vice Presidents are provided a timeline for the budget process[26] as well as instructions[27] for requesting new resources for distribution to their deans and department heads. Departments are also provided historical data of prior fiscal year expenditures to assist in resource review, if requested.

Each vice president reviews the requests for additional resources from deans and department heads. Each vice president advances those requests they feel meet the strategic plans for the University[28] to the budget office and address material deficiencies in meeting departmental and university objectives or priorities. These requests are provided to the President and Executive Vice President for Finance and Administration to review and provide the basis for decision making of resource allocation.

In spring of each year, the Chancellor requests all universities and agencies in the TAMUS to prepare a programmatic budget presentation along with goals and objectives[29]. Based upon feedback from Chancellor and System staff, the President and executive staff evaluate the priority requests received for meeting strategic goals. TAMUS provides guidelines on budget preparation to assist the University [30] and the University Budget Office provides university departments with documentation to request additional funding[31]. After final allocations are determined, the Budget Director prepares documents to support allocations that are within available resources[32] for the President and later for the Board
of Regents approval. Additionally, various budget narratives and supporting documents are provided to the President for later submission to the Board of Regents[33]. The budget for each institution in the System is approved prior to the beginning of the fiscal year[24] [34] [35]. The 2020 budget will be approved August 2019.

Conclusion

TAMU-CC will provide a Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a system wide or statewide audit, for fiscal year 2019 prepared by an independent auditor. The review report will be submitted before the SACS on-site visit. The statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year indicates that the university has a sound financial position and an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the Texas A&M System Board of Regents.

13.3 The institution manages its financial resources in a responsible manner. (Financial responsibility)

**Compliance Status:** Compliant

**Narrative**

Financial Stability

Texas A&M University-Corpus Christi’s (TAMU-CC) recent financial history clearly demonstrates its financial responsibility. TAMU-CC has sufficient financial resources to support the university’s mission, the scope of its programs, and its student enrollment. A review of fiscal years 2015-2018 total revenues shows a steady increase. Total revenue of $187.2 million in FY 2015 increased 25.96 percent to $235.7 million in FY 2018[1]. Tuition and Fee Revenues increased by 19.63% in the same period. Other areas of high growth include a significant increase in grant and contract revenue. Federal related grant revenue increased by 37.35%, state related grant revenue increased by 80%, and other grant revenues increased by 56.23%[1]. State appropriations as a percentage of total revenues have remained fairly stable at between 24 and 27 percent of total revenues[1].

TAMU-CC’s months of reserves increased to 4 months in FY 2018 which was a 90% increase over FY 2015’s months of reserves of 2.15.

**Table 13.3-1: Reserves and Months of Reserves**

![Reserves & Months of Reserves](image-url)
TAMU-CC’s enrollment continues to grow. Student headcount increased 26% from 9,468 in Fall 2009 to 11,929 in Fall 2018[2].

Total net assets excluding plant increased by 65.97 percent from FY 2015 to FY 2018[3].

<table>
<thead>
<tr>
<th>Table 13.3.-2: Net Assets</th>
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<tbody>
<tr>
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<tr>
<td>Total Unrestricted Net Assets</td>
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<tr>
<td>Temporarily Restricted Net Assets:</td>
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<tr>
<td>Debt Service</td>
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<tr>
<td>Capital Projects</td>
</tr>
<tr>
<td>Education</td>
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<tr>
<td>Permanently Restricted Net Assets:</td>
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<tr>
<td>Nonexpendable Endowment and Permanent Funds</td>
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<tr>
<td>Expendable Endowment and Permanent Funds</td>
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<tr>
<td>TOTAL NET ASSETS</td>
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</tbody>
</table>

The university’s current ratio[4], which is a comparison of current assets to current liabilities that measure the university’s ability to pay its obligations, decreased slightly from 1.28 in FY 2015 to 1.22 in FY 2018 indicating that the university is able to meet its financial obligations and is financially stable.

The Texas A&M University System employs the composite financial index (CFI) for both assessment and long-range planning to facilitate continuous improvement. The CFI can indicate whether or not an institution is adequately funding its mission-critical components. The CFI ratio is made up of four core ratios: Primary Reserve Ratio, Viability Ratio, Return on Net Assets, and Net Operating Revenues. These ratios are adjusted based on a scoring scale related to the growth of the University to calculate the strength factor. The strength factor is then weighted to determine the CFI score of the ratio. The sum of these scores determines the university’s CFI. The Texas A&M University System requires a target ratio value of 3.0 CFI. In Fiscal Year 2018, TAMU-CC’s composite financial index was 4.34[5].

It should be noted that the CFI ratio also includes financial positions of two foundations that support Texas A&M University-Corpus Christi: Texas A&M- Corpus Christi Foundation, and Harte Research Support Foundation.

Fundraising Activities

The administrative head of fundraising activities for Texas A&M University- Corpus Christi is the Vice President for Institutional Advancement, supported by the Assistant Vice President of Development[6][7]. The University follows Texas A&M University System Policy 21.05, Gifts, Donations, Grants and Endowments in its treatment of the receipt of gifts[8].

Financial records indicate gifts have increased steadily from $6.3 million in FY 2015 to $7.26 million in FY 2018[9].
Foundations

Texas A&M-Corpus Christi is affiliated with two foundations that are actively raising money for the University. These foundations are the Texas A&M-Corpus Christi Foundation; and The Island University Foundation, Inc., d/b/a Texas A&M University-Corpus Christi Alumni Association. The University maintains copies of each foundation’s bylaws, articles of incorporation, and affiliation agreements[10] [11] [12] [13] [14] [15]. These entities are not controlled by the University or The Texas A&M University System, nor are the University or The Texas A&M University System financially accountable for these organizations. As a result, they do not constitute component units under the provisions of GASB Statement No. 14 or 39.

TAMU-CC manages its relationship with these foundations in accordance with federal and state law and Texas A&M University System Regulation 60.01 Association with Affiliated Organizations[16].

Endowments

TAMU-CC maintains endowment funds in accordance with Texas A&M University System Policy 22.02 [17] System Investment. Endowment funds are held in the Texas A&M University System Endowment Fund (SEF), which is under the control of the Board of Regents. The purpose of the SEF is to provide for the collective investment of all endowment funds held by the system in a fiduciary capacity. Payout per unit is determined by the spending policy outlined in TAMUS policy 22.02 and is calculated on an annual basis. Distribution is made quarterly. The income distribution per unit to be distributed is 5% of the 20-quarter average market value per unit as of the end of the previous February and has increased from .065556 in FY 2014 to .078679 in FY 2020[18]. The SEF provides funding for scholarships, fellowships, and other uses as specified by donors. For FY 2018, the fair market value of endowments assets held for TAMU-CC was $18.8 million[19].

Texas A&M University-Corpus Christi remains committed to raising philanthropic support for the University to enhance our financial position. The University has strengthened the fundraising program in order to continue to grow private support through expanded alumni engagement and programming and enhanced annual and major giving campaigns. The Division of Institutional Advancement has aligned development staffing positions with industry best practice to better manage annual giving, major giving, planned giving, and foundation and corporate giving and elevated the Advancement Services team by hiring an Executive Director to oversee data management and infrastructure.
Conclusion

Texas A&M University-Corpus Christi manages its financial resources in a responsible manner as is evidenced by its financial stability. The University has sufficient financial resources to support the mission, the scope of its programs, and its student enrollment as demonstrated by the increase in total revenues over the past few years.

13.4 The institution exercises appropriate control over all its financial resources. *(Control of finances)*

**Compliance Status:** Compliant

**Narrative**

Texas A&M University-Corpus Christi (TAMU-CC) exercises appropriate control over all of its financial resources. Control over the University's financial resources is assigned to the Vice President for Finance and Administration/Chief Financial Officer (VPFA) who is responsible for establishing University financial rules and procedures and communicating these to university departments to ensure appropriate levels of control over financial resources.

Departments reporting to the VPFA through the Associate Vice President for Finance and Controller (AVPC) are also responsible for monitoring financial controls. These departments include Administrative Services, (procurement, accounts payable, travel, central receiving, contracts, and property), Accounting Services (financial reporting, reconciliation, general accounting), Bursar (student business services, accounts receivable), and Payroll. Additionally, the Budget Director reports directly to the VPFA. A job description outlining the responsibilities of the VPFA and an organizational chart depicting the placement of this position within the University administrative structure[1] are included in the supporting documentation.

Each department reporting to the AVPC performs audits of revenues, expenditures and assets to ensure compliance with university, system, and governmental regulations/laws. This includes, but is not limited to, random audits of cash, monitoring of expenses, contract review, and safeguarding of assets[2].

TAMU-CC recruits well qualified staff to exercise appropriate safeguards to ensure the protection of the University resources under their management (see Table 13.4-1: Financial Personnel Credentials). The University uses an evaluation process to verify that qualified professionals have the skills, training, and education necessary to perform their jobs. As part of the hiring and selection process, resumes and transcripts are compared with written job descriptions, a detailed interview is conducted and reference checks are performed. Resumes for all financial personnel in director positions and higher are included as supporting documentation within Table 13.4-1. All critical personnel have been found to have the required credentials to perform their jobs.

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Degrees</th>
<th>Experience</th>
<th>Resume</th>
</tr>
</thead>
<tbody>
<tr>
<td>VPFA[3]</td>
<td>Jaclyn Mahlmann</td>
<td>Bachelor of Business Administration (BBA) – Finance from Texas A&amp;M University, Masters of Business Administration (MBA), from Brenau University</td>
<td>17 years of experience in higher education, Texas A&amp;M University, Texas A&amp;M University Qatar, TAMU-CC</td>
<td>[4]</td>
</tr>
<tr>
<td>AVPC[5]</td>
<td></td>
<td></td>
<td></td>
<td>[6]</td>
</tr>
<tr>
<td>Position</td>
<td>Name</td>
<td>Education/Experience</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Executive Director of Administrative Services</td>
<td>Judy Harral</td>
<td>Bachelor of Science, Southwest Texas State University, Certified Public Purchasing Officer, Certified Texas Procurement Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchasing Director</td>
<td>Will Hobart</td>
<td>MBA, BBA, William Woods University, Certified Public Purchasing Officer, Certified Professional Public Buyer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Comptroller</td>
<td>Yolanda Castorena</td>
<td>MBA, BBA - TAMU-CC, 20 years of experience in higher education TAMU-CC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bursar</td>
<td>Christina Holzheuser</td>
<td>Bachelor of Science - Sul Ross State University, 24 years of experience in higher education TAMU-CC Sul Ross State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payroll Director</td>
<td>Lupita Regalado</td>
<td>BBA – University of Texas, 23 years of payroll experience TAMU-CC, Gulf King Services Whataburger Restaurants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Director</td>
<td>Vacant</td>
<td></td>
<td></td>
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</tbody>
</table>

Texas A&M University System (TAMUS) Office of Internal Audit provides all internal and investigative audit activities for the university and has sole authority and responsibility for providing internal auditing for TAMUS. The University President, VPFA, Provost, AVPC, and Chief Compliance Officer meet annually with the TAMUS Chief Auditor to engage in risk assessment and to determine areas of high risk or potential exposure to develop the annual audit plan. Internal audits are performed annually and the audit plan will normally audit more than one key operating or financial area.
Additionally, other areas may be requested by management or the Texas A&M University System Board of Regents. Results of all audits are reported to the Board of Regents through the Committee on Audit, the Chancellor, University Presidents and Agency Directors. This reporting structure provides for the independence of the internal auditing program as described by Texas A&M University System Policy 10.01 Internal Auditing[20]. Regular follow-ups regarding findings are reported to the audit committee until all recommendations are implemented. In Fiscal Year 2017 Internal Auditors completed a tuition and fee audit[21]. The objective of this audit was to review controls and processes for tuition and fee revenues and expenditures to determine if processes were in compliance with applicable laws, policies, regulations, and university rules. The audit determined that the university’s internal controls were operating as intended and were in compliance with laws and policies. In Fiscal Year 2018, the TAMUS Office of Internal Audit performed an audit on the Compliance with Benefits Proportional by Fund Requirements for Fiscal years 2015, 2016, and 2017[22]. The auditors determined that no revisions were needed to the reports being audited. In Fiscal Year 2019, Internal Audit completed an audit of internal controls over research administration to ensure the university was operating as intended and in compliance with laws and policies[23]. The audit covered areas including the following:

- Project setup
- Billings and receivables
- Expenditures
- Cost sharing
- Subrecipient monitoring
- Project reporting
- Project closeout
- Time and effort
- Human subject protection program
- Animal welfare program
- Biosafety protection program

There were no significant findings and it was determined that the university’s internal controls were operating as intended and were in compliance with laws and policies.

Several other TAMUS policies and regulations are related to internal controls. System Policy 07.01 Ethics sets the tone for ethical behavior throughout the system by promoting “integrity-rich behavior, ethical conduct beyond reproach and a commitment to compliance”[24]. System Regulation 33.99.14, Criminal History Record Information - Employees and Applicants requires all employees of TAMUS to have a criminal background check in order to meet employment requirements[25] and serves to ensure the University operates in an environment that is focused on the safety and welfare of its students, employees and the public and also safeguards financial resources. System Policy 07.03 Conflicts of Interest, Dual Office Holding and Political Activities addresses potential conflicts of interest and required disclosures[26]. System Policy 10.02 Fraud, Waste and Abuse main focus is protecting the financial resources and interests of the system by increasing awareness about fraud, waste and abuse and giving information on how to report suspected activities[27]. System Policy 33.04 Use of System Resources explains the acceptable use of system resources[28]. System Regulation 33.05.02 Required Employee Training[29] requires training for all employees covering employment discrimination and sexual harassment, ethics, information security awareness, orientation to the system, and reporting fraud, waste and abuse.

**Financial Controls**

**Cash Handling.** Texas A&M University System Regulation 21.01.02, Receipt, Custody and Deposit of Revenues establishes standards for the proper handling of cash and cash equivalents[30]. The University has developed a comprehensive Cash Handling Procedures Manual addressing the requirements related to cash handling[31]. Each employee handling cash is responsible for having a successful background check on file with the Human Resources Office and for completing an annual cash handing training which is available in the TAMUS TrainTraq system[32]. Departments collecting money on behalf of the university are required to certify their cash handling procedures annually[33].
Departments that are hosting or sponsoring events and temporarily have a need for change funds may request funds from the comptroller[31] [34]. Bursar and Accounting Services staff are available to assist departments in developing and implementing proper cash handling procedures related to their operations. Working funds or change funds on campus are limited to departments that have an ongoing operational need for change funds.

To maintain control over petty cash funds, the University has centralized petty cash transactions at the business office and provides procedures that guide the disbursement of petty cash. Information on Petty Cash Reimbursements are found in the TAMU-CC Accounting Services Handbook[35]. The Office of Accounting monitors petty cash and working funds through spot audits of cash funds[36] and reviews of cash handling procedures[37]. Additional internal audits of financial management functions are conducted periodically by the Texas A&M University System Internal Audit Department as described above.

**Monitoring Expenditures.** Various finance offices, including Procurement, Accounts Payable, Travel, and Card Services, monitor financial transactions to ensure compliance with policies and procedures and verify that those personnel processing financial transactions are authorized to do so[38] [39]. Users access the financial accounting and management information system through logins and passwords to approve transactions for purchases and payment using electronic routing screens[40].

**Other Controls**

**Department Statements and Communications.** Monthly financial reports from the institution's financial system are distributed to all account managers along with financial announcements to ensure expenditures and revenues are recorded correctly and that expenditures are appropriate[41] [42]. A monthly report of receivable billings and collections is sent to departments extending credit as required by Texas A&M University System Regulation 21.01.04, Extension of Credit, Delinquent Accounts, Collections and Write-offs[43] [44]. Additionally, a monthly report provided by the budget department identifies accounts with negative balances and asked departments to review account balances[45].

The University has created a Financial Users Network (FUN) that meets regularly to discuss policies, procedures, upcoming changes and announcements. All employees with financial responsibilities on campus are encouraged to attend. Financial related emails are sent to the FUN group to inform them of important information[46].

**Verification of Training Requirements.** Only personnel that have received disbursement of funds training on TrainTraq, will be granted access to create or approve disbursements. Only personnel that have received cash handling training will be allowed to handle cash. An automated list of employees completing financial required training, including cash handling, guidelines for disbursement of funds, payment card industry data security, accounts receivable, and others are provided to the Accounting Services department each Monday[47]. This list is reviewed by various staff members to ensure compliance with university training requirements.

**Accounts Payable.** The University has other controls in place such as segregation of duties in disbursement funds (payables and payroll), control over check stock, and signing of checks. For example, it requires two signatures to pull check stock and process check production and a log is kept of the use of check stock[48] [49]. As another control, the accounts-payable specialists who process vendor payments do not have access to create vouchers[50]. Bank reconciliations are performed monthly by personnel that do not have access to create disbursements and the reconciliations are reviewed by senior personnel[51]. The financial accounting and management information system also includes a function to alert personnel on possible duplicate payments when invoice numbers for a vendor payment indicates duplication[52].

**Purchasing.** The purchasing department provides classroom and online training in purchasing policies and procedures for all departmental purchasers[53] [54] [55]. The director of purchasing has certifications that are necessary in providing appropriate controls over purchasing functions[9]. Additional training and monitoring ensure appropriate controls over the University's purchasing card
program. Purchasing cardholders and their supervisors must complete specialized training prior to receiving their cards[56]. The guideline materials are also available through the purchasing department Web site[57]. Purchasing card transactions are reconciled in Concur by the cardholder and are electronically routed for approval by department approvers and/or account responsible parties. The University follows a similar practice with travel cards, providing training[58] and posting important informational materials such as guidelines on the travel department Web site[59]. For travel, there are reviews of documents for every card statement to verify all documentation[60].

Contracts. Texas A&M University System Policy 25.07, Contract Administration, governs the contract delegation process and authority for contracts[61]. The TAMU-CC Rule 25.07.99.C1 Contract Administration[62] and the President’s Delegation of Authority for Contract Administration[63] further defines the University delegation of authority over contracts. The department head can process contracts up to $5,000 when utilizing a Texas A&M University-Corpus Christi Quote for Services. For all other contracts, the Contract Coordinator delegated authority is up to $5,000, the Contract Manager is up to $25,000 and the Executive Director of Administrative Services is up to $100,000. The VPFA has delegated authority for up to $350,000. The President of the University has delegated authority for contracts less than $750,000. Certain contracts that involve or exceed $500,000 or are longer than 5 years must be approved by the Board of Regents as stated in System Policy 25.07 Sec.2. TAMU-CC utilizes legal review as a way to monitor contractual obligations in those situations in which contracts are not system approved and terms are greater than $100,000.

Financial Stability. One of the primary functions performed by the Budget Director is the monitoring of the financial status of the University[64] [65]. Based upon these reviews, the Budget Director advises the President and VPFA regarding budget adjustments pertaining to the financial health of the University. Fiscal requests are prepared to provide a record of budget adjustments[66].

Conclusion

Texas A&M-University Corpus Christi’s exercises appropriate control over its financial resources. The University has established a system of checks and balances to ensure that financial resources of the University are carefully monitored and appropriately used.

13.5 The institution maintains financial control over externally funded or sponsored research and programs. (Control of sponsored research/external funds)

Compliance Status: Compliant

Narrative

Texas A&M University-Corpus Christi (TAMU-CC) maintains financial control over externally funded sponsored research and programs primarily through the Vice President for Research and Innovation. The pre-award and post-award functions are performed in the Office of Sponsored Research Administration under the supervision of the Director of Sponsored Research Administration. The research and externally-funded administrative operations are administered by individuals possessing the credentials and skills necessary to maintain control over externally funded or sponsored programs. These credentials can be found in the Texas A&M University-Credentialing System.

As noted in its mission statement[1], TAMU-CC is “committed to preparing graduates for lifelong learning and responsible citizenship in the global community. We are dedicated to excellence in teaching, research, creative activity and service and our supportive, multicultural learning community provides undergraduate and graduate students with a challenging educational experience.” The Office of Sponsored Research Administration mission statement, “to provide the fiscal framework necessary to receive, disburse and administer sponsored project funds,” supports the University’s mission statement by facilitating and supporting the research endeavors of TAMU-CC constituents. The Office of Sponsored Research Administration annually updates its goals and objectives in the WEAVEonline system.
Pre-Award

The Research Development Office assists in pre-award process by cultivating research activity based on the academic community’s research interests and facilitating faculty research/scholarly activity by providing internal funds to stimulate proposals, offering workshops and grant writing and research opportunities via the All Faculty and Research email lists. These services are in accordance with the University Rule, Administration of Research Enhancement Program[2].

The Pre-award administration area provides a high-level support to principal investigators and their staff with regard to the development, institutional review and submission of extramural proposals. Other responsibilities of pre-award administration include: negotiating and accepting awards on behalf of the University; drafting, negotiating and executing subcontracts; ensuring institutional compliance with Federal and State regulations, sponsor policy and University rules; representing the University while interacting with sponsors; coordinating pre-award actions that require either institutional or sponsor prior approval.

The Pre-award functions of preparing and submitting proposals on behalf of TAMU-CC and the Office of Sponsored Research Administration (OSRA) are performed by Texas A&M University Sponsored Research Services (SRS)[3], a consortium of research administrators supporting Texas A&M University System members. TAMU-CC has been assigned its own Proposal Administrator who provides pre-award administration support to Principal Investigators (PI) of all colleges and centers. The Director of OSRA serves as pre-award liaison between the PI and SRS’ Proposal Administrator. In the Fall 2018 a new pre-award specialist position is established to assist PIs on campus improving the quality of services provided and meet the growing research demands of the University. Once the proposal is finalized and uploaded in Maestro it gets routed to the PI, Department Chair, College Dean /Center Director, and VP for Research and Innovation. When cost share is included as part of the budget, the proposal routes to the VP of Finance before final approval by VPR&I.

Once the PI has decided to submit a proposal, the PI contacts SRS. The Proposal Administrator will ask the PI for various pieces of information, such as the sponsor information, solicitation number, title, start date/duration, due date, personnel, budget detail, sub-awards, and any special circumstances.

Based on input from the PI, the Proposal Administrator prepares the budget according to SRS, TAMUS, and federal government policies, and in compliance with sponsor guidelines. The Proposal Administrator will prepare any required sponsor forms that do not involve the technical portion of the proposal. These services are in accordance with University Rule, Administration of Sponsored Agreements[4], Texas A&M University System Policy 15.01, Research Agreements[5] and Texas A&M University System Regulation 15.01.01[6], Sponsored Agreements-Research and Other require that the University have written procedures for preparation, approval and submission of proposals for sponsored agreements. The standard operating procedure for pre-award is maintained in the TAMU Sponsored Research Services Office. The pre-award guidelines are also available on the OSRA pre-award administration website[7][8].

The University uses Maestro, a system to support researchers, specialists, and research administrators across the TAMUS. The Pre-award portal allows for the creation, routing, verification, validation, and submission of proposals electronically. The system has been developed to include compliance questions that relate and comply with Federal Procurement Integrity Act[9], Financial Conflicts of Interest in Sponsored Research[10], Use of Human Participants in Research[11], Use of Biohazards in Research, Teaching, and Testing[16], and Use of Vertebrate Animals in Research, Teaching, and Testing[17]. Additionally, during the approval process, the University determines if there are issues of ownership and management of intellectual and tangible research property. The University abides by Texas A&M University System Policy 17.01, Intellectual Property Management and Commercialization[18].
The Office of Sponsored Research Administration provides training to faculty and staff on SRS and TAMU-CC’s processes related to award submissions, and periodically offer workshops on sponsored research administration topics. Examples of training topics covered during training sessions offered by OSRA are: Introduction to Sponsored Research; Maestro for Regionals; Administration; National Council of University Research Administrators\[19\] Life Cycle of the Award Series, Society of Research Administrators International, Essentials for the Research Administrator Webinar Series; Subrecipient Monitoring; and OMB Uniform Guidance\[20\].

The pre-award function assists the PI with gathering relevant information and reviewing proposals, budgets and approval cost sharing. All proposals are reviewed by the PI, department chair, college dean, director of Office of Sponsored Research Administration prior to being approved by the Vice President of Research and Innovation, who is the authorized organizational representative for TAMU-CC. If proposals commit matching funds, then approval is required by Vice President for Finance and Administration.

**Post Award**

TAMU-CC has a consistent process to review terms and conditions of grant, contract, and agreement awards. Incoming subawards are reviewed for the term of the subaward and the flow-through terms of the prime award.

OSRA staff evaluates all awards for sponsor restrictions on such items as the use of funds, appropriate project personnel, publication rights, or intellectual property to ensure compliance with institutional policies that govern the research activities of the institution\[21\].

The post-award functions are performed on campus by OSRA which currently consists of four Grants & Contracts Specialists/Accountants and Senior Grants and Contracts Officer. The Director is responsible for the overall operations of the post-award area.

The post award administration area provides high-level support to principal investigators and their staff with regard to management and oversight of awarded sponsored projects. Other responsibilities of post award administration include: establish new accounts for newly awarded sponsored project, indirect cost accounts, and residual accounts as required by TAMUS Regulation 21.01.01 Financial Accounting and Reporting\[22\]; prepares invoices for reimbursement and tracks federal and state drawdowns; approves requisitions, petty cash reimbursements, payroll, travel, and voucher create forms on sponsored project accounts; oversees time and effort certifications; approves all scholarship, fellowship, and stipend requests related to sponsored project accounts; prepares and submits financial reports, including cost sharing schedules; handles budgetary and compliance issues; ensures proper and complete close out process of sponsored projects; coordinates all audits related to sponsored projects and serves as the office of record for all sponsored projects.

The Grants Specialists/Accountants follow the post-award Standard Operating Procedures\[23\]; System’s policies 15.01, Research Agreements\[5\]; 15.01.01, Sponsored Agreements - Research and Others\[6\] and University Procedure 15.01.01.C0.02\[4\]. In addition, the University adheres to the federal regulations as dictated by the 2 CFR 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards\[20\] and Office of Management Circular A-133, Audits of States, Local Governments and Non-Profit Organizations\[24\].

The Vice President for Finance and Administration and the Associate Vice President for Finance and Comptroller complete reports for external agencies as necessary with the collaboration of the Director of OSRA. Information related to distribution and calculation of facilities and administrative (F&A) costs is entered into the institution’s accounting system by the Accounting Office staff to automatically post the revenue to the University. The system is also used to create automatic receivables and billing invoices for each account based on the contract term and conditions and sponsor’s guidelines. The post-award staff monitors the delivery and receipt of deliverables as specified in the sponsor’s guidelines and award terms and conditions. TAMU-CC draws down federal funds on a bi-weekly basis with the exception of the month of September where the draw is done only once. Drawdowns are done
as part of the Award Cash Management Service (ACM$) link in the Manage Financials menu on the research.gov website. The comptroller’s office performs and records receipt of funds. These are reconciled on a monthly basis. As required by System regulation 21.01.01, Financial Accounting and Reporting[22], Section 2.3, each Grant Specialist/Accountant reconciles accounts by comparing the financial records of the project they managed to those of the accounting office and promptly reports any differences to the accounting office.

Additional tasks such as Time and Effort (T&E) certification serve also as a mechanism of control over federal financial expenditures. T&E is mandated by the federal government to verify that direct labor charges (salaries and wages) to federally sponsored projects are reasonable and reflect actual work performed. As a recipient of federal funds, TAMU-CC is subject to financial accounting and reporting obligations designed to ensure that the charges to its federally sponsored projects are allowable and properly allocable to those projects as stated in System regulation 15.01.01[6] and OMB 2 CFR 200. T&E certification periods occurred twice a year for fall (July through December) and spring (January through June) periods. Payments to faculty and staff effort from federally sponsored projects are made according to System regulation 15.01.01, Administration of Sponsored Agreements[6] – Research and Other[6] and Institutional procedure 15.01.01.C0.02, Administration of Sponsored Agreements[4].

TAMUS policy 25.07, Contract Administration[25], provides also controls over financial commitments by requiring only those authorized personnel to execute contracts on behalf of the University. TAMU-CC’s FY 2018, President’s Delegation of Authority for Contract Administration, identifies the routing and authorization to executed grants and contracts for OSRA.

The Facilities and Administration (F&A) rate calculation and submission to the cognizant agency, Department of Health and Human Services (DHHS) which governs the current rates is managed and prepare by the Comptroller’s Office with the assistance of the Vice President of Research and Innovation and OSRA. TAMU-CC’s current negotiated F&A rate for the period 09/01/16-08/31/18 is 35% for all on campus organized research; 33% for other sponsored activities and 24% for all off campus activities[26]. TAMU-CC received the new F&A Rate Agreement in April 2019. Beginning in fiscal year 2020 the rate will be 37% for all campus organized research and 26% for all off campus activities.

Audits

The Chief Compliance Officer provides the necessary coordination for audit related to the sponsored projects funds requiring review or audit as indicated in the sponsor’s guidelines and federal regulations. The State’s Auditor Office of Texas (SAO) contracted KPMG, LLP certified public accountants to conduct the federal portion of the 2014 statewide audit. The federal portion includes a review of compliance and controls over the state’s federal awards and an audit of the schedule of expenditures of federal awards. The report, along with the financial position of the statewide single audit performed by the state auditor’s office, was submitted to the federal government to fulfill single audit reporting requirements. The 2014 audit[27] (2014-117) yielded non-compliance findings in three areas (Electronic Time and Effort; Financial Reporting; FFATA). Management Response and Corrective Action Plan[28] were implemented immediately for Electronic Time and Effort and FFATA. The Financial Reporting finding was scheduled for follow up audits in the following 2015 and 2016, respectively. In 2017 after reviewing management’s responses regarding the prior-year federal compliance finding, the SAO conducted follow-up testing to determine whether TAMU-CC had taken corrective action. After conducting follow up-testing and completing the internal review process, SAO determined that corrective action had been taken for Prior Year Finding #2014-117 (Reporting) updating the status as implemented in 2017 audit report[29]. Other audits are performed on an annual basis and at the request of granting agencies as needed.

In 2016 TAMU-CC undertook an open and comprehensive review of the research administration infrastructure. The National Council of University Research Administrators (NCURA) conducted an evaluation of the research administration of sponsored programs. The evaluation was performed in May 2016[30] (site visit on May 10-12, 2016) by a Peer Review Team from NCURA. The evaluation was framed by the National Standards for the research administration of sponsored project activities.
These Standards cover institutional expectation and commitments, policies, procedures and education, the central and unit-level operation supporting research and scholarship, and the relationship and partnerships across all institutional functions.

**Research Compliance**

Texas A&M University-Corpus Christi (TAMU-CC) is committed to the protection of the rights and welfare of human research participants, the care and welfare of animals, and safety and welfare of researchers and the environment involved in research conducted under its auspices.

The Office of Research Compliance (ORC) at Texas A&M University-Corpus Christi is tasked with implementing this mission through supporting the regulatory committees charged with reviewing research, including Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC), Institutional Biosafety Committee (IBC), Conflict of Interest Committee (COIC), and Dive Control Board (DCB). ORC is responsible for creating an atmosphere of respect for, and awareness of, the rights and welfare of research participants at TAMU-CC, safety of research personnel, educating researchers about the application of the federal regulations, system and TAMU-CC policies, and ethical principles to their area of research, facilitating compliance of researchers and protection of research participants, and, where necessary, investigating issues of non-compliance and allegations of research misconduct.

**Conclusion**

Fiscal and administrative duties related to sponsored projects include a variety of accounting and management responsibilities. These include financial transaction audit, financial reporting, invoicing, re-budgeting, and closeout. Equally important to these responsibilities are those duties involving the facilitation of activities of faculty, researchers, and other university administrative units. These facilitations are accomplished by clear and timely communications between the VPRCO, OSRA, the Accounting Department and its stakeholders. TAMU-CC’s control environment provides assurance regarding the effectiveness and efficiency of sponsored research administration operations; reliability of financial reporting, and compliance with applicable laws and regulations. The institution maintains internal controls through processes, systems, and tools to ensure compliance with System, institutional and sponsor guidelines and requirements.

13.6 The institution (a.) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b.) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U. S. Department of Education. *(Federal and state responsibilities)*

**Compliance Status:** Compliant

**Narrative**

Texas A&M University-Corpus Christi (TAMU-CC) is in compliance with Title IV of the most recent Higher Education Act as amended. TAMU-CC regularly audits its financial aid programs as required by federal and state regulations. A statewide single audit was initiated in April 2017, as noted in the Fiscal Year (FY) 2017 Statewide Single Audit Engagement letter[1]. Following receipt of the A-133 audit findings, the TAMU-CC Office of Student Financial Aid (OSFA) prepared its response to audit findings [2] and the University submitted a representation letter [Representation Letter 2017] in February 2017. The official State Auditor's Office report was received in late October 2017[3]. In addition, the Texas Higher Education Coordinating Board conducted a Texas Grant Desk Audit for the 2016-17 award year [4]. The official Texas Higher Education Coordinating Board report was received on August 2017[5].

**Compliance with Title IV**

TAMU-CC was granted Provisional Certification under the Program Participation Agreement on June 27, 2018, which lasts until June 30, 2020. The reason for the Provisional Certification and the special
conditions imposed is due to the University’s Federal Perkins Loan Default Rate. The institution’s default rate under the Federal Perkins Loan Program was published prior to the effective date of the Program Participation Agreement, which exceeded 30%. The institution began the Perkins Loan liquidation process and should have the Provisional status lifted with the next submission of the Program Participation Agreement in June 2020. There have been no limitations, suspensions, or terminations from the U.S. Department of Education with regard to student financial aid or other financial aid programs during the past three years[6]. There are no reimbursements or exceptional statuses related to federal or state financial aid. The TAMU-CC Federal Direct Student Loan default rate is 8.3%, which represents $3,770,367. This percentage is well within acceptable parameters[7]. The national average is 10.8 percent, which represents $55,087,181.

TAMU-CC meets the eligibility standards to participate in Title IV programs and offers academic programs eligible for such funding[8] [9]. The OSFA manages financial aid resources at TAMU-CC and maintains an updated online listing of available financial aid sources on the OSFA website[10]. According to Banner, the University's student information system, approximately 79% of TAMU-CC’s students (approximately 9,480 students out of 12,000 students) receive some form of financial aid. During the 2017-18 academic year, all disbursements totaled $246,781,555, Pell Grants totaled $20,824,239, and the Federal Direct Loan Program subsidized ($19,198,972) and unsubsidized ($32,475,084) totaled $51,674,056[11]. Cohort default rates for FY 2012 is 8.7, 2013 is 9.9 and 2014 is 9.1[7].

Information for students about Title IV and other financial assistance programs can be found on the OSFA website[10] and the university catalog. TAMU-CC currently offers the following Title IV programs:

- Pell Grant – a subsidy from the U.S. federal government which provides funds for students who have financial need to pay for college. These funds are available for a student’s first bachelor's degree or who are enrolled in certain post-baccalaureate programs.
- Federal Supplemental Educational Opportunity Grant (FSEOG) – a federal assistance grant reserved for college students with the greatest need for financial aid to attend college.
- Work Study – a program in many colleges that lets students hold part-time jobs while in school in order to subsidize the cost of education.
- Federal Direct Loans (subsidized) – a loan from the federal government. The federal government pays the interest for Direct Subsidized Loans while the student is in college or while the loan is in deferment.
- Federal Direct Loans (unsubsidized) – a loan from the federal government. For this loan, the interest begins accruing as soon as the loan is taken out.
- Parent Loan for Undergraduate Students
- Graduate PLUS loan – a federal student loan which is available to graduate and professional students. Graduate and professional students can postpone repayment of the loan using in-school deferment while enrolled at least half-time in a degree or certificate program of study.

The university catalog[12], the OSFA’s information on Financial Aid Award package[13] and “Funding Resources” website[14] provide information on financial aid programs. These include specific information about repayment of Title IV funds when a student withdraws from class(ies). Students can also obtain the same information from their individual Student Academic Information Link (SAIL)[15] account under “Terms and Conditions.”

Before financial aid is awarded to a student, Banner verifies the student’s eligibility using standards set forth by Title IV, including cost of attendance calculations, satisfactory academic progress (SAP), and the return of Title IV refund calculations. The eligibility requirements and SAP policy are published on the OSFA website[13], in the Financial Aid Award package, and in the University Catalog[12]. In addition, students are required to accept the “Terms and Conditions” outlining the SAP policy prior to accepting their financial aid package on SAIL[15] every year. The Associate Director of Financial Assistance runs the SAP program in Banner at the end of each Spring semester and after grades have been posted in order to identify students who did not satisfy the cumulative grade point average and
completion rates. Students who did not meet the academic standards are notified by email and placed on financial aid suspension. Students may appeal the suspension as part of the student grievance process.

**Audit Compliance**

The finding from the 2016 audit as per the auditor is as follows: “Based on a review of the full population of student financial assistance recipients, the University awarded $4,200 in FSEOG assistance to 4 students who did not also receive a Federal Pell Grant; it did not award FSEOG assistance to all other Federal Pell Grant recipients before awarding FSEOG assistance to those 4 students. After auditors brought those errors to the University’s attention, it corrected the FSEOG awards; therefore, there were no questioned costs.”

The auditor recommended that the University should award FSEOG assistance only to eligible students. The rules in our student information system have been updated to only award FSEOG funds to those students who also have a Pell Grant awarded. In addition to programming changes, exception reports have also been written to identify students that meet the awarding rules of both the FSEOG and Pell Grant.

The state of Texas performed a follow-up audit in 2017. Report Finding Reference #2015-111 shows “Texas A&M University-Corpus Christi has established processes and controls that provide reasonable assurance that student financial aid is administered in compliance with applicable laws and policies”. The audit report contained recommendations for improvements in the automation to determine which students are eligible to receive FSEOG grants. The Financial Aid Office has fully implemented the programming in Banner to ensure FSEOG is awarded in compliance with federal regulations.

The state of Texas informed us that they would not be performing an audit in 2018.

**Conclusion**

TAMU-CC is (a) in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations.

13.7 The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities. *(Physical resources)*

**Compliance Status:** Compliant

**Narrative**

**Physical Facilities**

Texas A&M University–Corpus Christi (TAMU-CC) operates and maintains physical facilities that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities. The most recent facilities survey was conducted in 2017 and published in 2018 by the University’s consultant, and the summary of findings is that the university is doing an acceptable job of ensuring the facilities meet the criteria of section 13.7. The majority of survey respondents were university staff, followed by faculty, and lastly by students. Most survey respondents have been associated with the university less than five years, with the next larger respondent group being associated with the university between six to ten years. For the last three years of survey results, campus building conditions remained a very important aspect to the overall campus experience satisfaction level. General appearance, general repair, cleanliness, noise pollution, and air quality concerns remain the top five concerns by the respondents. The temperature and humidity inside the buildings combined with the university’s objective to remain sustainable while reducing its carbon footprint will remain a challenge and be monitored on a continuing basis. Grounds also remains very high in respondent’s importance as does custodial support. Much progress has occurred in the last three consecutive surveys taken. Another survey will be taken in 2019.
The Administrative Operations Department manages the vendor contract for Facilities Services under the direction of the Vice President for Finance and Administration. The Texas A&M System (TAMUS) has chosen a vendor service for all System facilities operations including custodial, grounds, building maintenance, and planning/ construction and this vendor is responsible for the operation and maintenance of the University’s buildings, grounds, and utility infrastructure under the supervision of the Associate Vice President of Administrative Operations. The Associate Vice President of Administrative Operations is an employee of Texas A&M University-Corpus Christi.

**The Campus.** The Texas A&M University-Corpus Christi campus consists of approximately 382 acres. Two hundred forty acres are located on Ward Island and known as the Island Campus, 137 acres are located across the Oso Bay on land acquired in 2007 and known as the Momentum Campus (less than one mile from the Island Campus), and five acres are located in Flour Bluff on land acquired in 2010 (approximately six miles from the Island Campus). A campus map is included as supporting evidence. Additionally, a virtual tour of the TAMU-CC campus is available online. TAMU-CC serves 11,929 total students; 9,776 undergraduate students and 2,153 graduate students.

The 240-acre Island Campus includes buildings totaling 2,086,640 gross square feet (GSF) as indicated in the 2018 Building Facilities Inventory. Of this space, 1,405,416 is net assignable square footage, of which 795,442 square feet is educational and general space. Buildings recently opened since 2015 or in progress as indicated on the Texas A&M University-Corpus Christi Capital Plan are:

- Modular 2 – 6,580 GSF (2015)
- Rec Sports Center - 6,724 GSF (2016)
- Engineering Lab - 8,930 GSF (2017)
- Parking Garage, Island Campus - 572,510 GSF (1,714 parking spaces) (2020)
- The Carlos Truan Natural Resources Center - 95,285 GSF (reverted back to University in 2018)
- Boat Storage - 12,060 GSF (reverted back to University in 2018)

The 137-acre Momentum Campus includes buildings totaling 21,607 GSF. Of this space, 14,061 is net assignable square footage, of which 1,908 square feet is educational and general space. The five-acre Flour Bluff Campus includes buildings totaling 44,531 GSF. Of this space, 29,853 is net assignable square footage, and of this 29,218 is educational and general space. These additional facilities will provide space needed to continue the strategic growth of the University. The University has affiliations at three off-campus facilities. The Hamlin Center, located at 4024 Weber Road, Corpus Christi, TX, provides studio space for the Master of Fine Arts program and also houses the Islander Art Gallery. The Antonio E. Garcia Education Center, located at 2021 Agnes Street, Corpus Christi, TX, connects Texas A&M University-Corpus Christi to the community by providing programs in art, health and nutrition, family support, and literacy at low or no cost to community members. The Art Museum of South Texas, located at 1902 Shoreline Boulevard, Corpus Christi, TX, is an affiliate of the University. The museum is housed in a building owned by the City of Corpus Christi and the museum staff are employees of the University. The museum, via this three-way partnership between the museum, the city, and the University, promotes the advancement of the arts and provides art exhibits, lectures, films, and performances that benefit the Coastal Bend.

The 2018 Building Facilities Inventory as shown below provides a list of all buildings on campus by name, condition (Code 1 means that the building is satisfactory and facility is suitable for continued use), year (date building is available for use) and gross square footage (sum of all square feet of floor areas within the outside faces of a building’s exterior walls). There are 59 Classrooms and 45 Class Labs for a total 104 Classrooms/Class Labs.

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Cond.</th>
<th>Year</th>
<th>GSF</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASSROOM WEST</td>
<td>1</td>
<td>1960</td>
<td>21,893</td>
</tr>
<tr>
<td>STUDENT SERVICES CENTER</td>
<td>1</td>
<td>1963</td>
<td>23,016</td>
</tr>
<tr>
<td>Building Name</td>
<td>Year</td>
<td>Completion Year</td>
<td>Square Footage</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>------</td>
<td>-----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>FACULTY CENTER</td>
<td>1</td>
<td>1981</td>
<td>62,047</td>
</tr>
<tr>
<td>GLASSCOCK STUDENT SUCCESS CENTER</td>
<td>1</td>
<td>1967</td>
<td>18,152</td>
</tr>
<tr>
<td>ATHLETIC FIELD HOUSE</td>
<td>1</td>
<td>1968</td>
<td>26,005</td>
</tr>
<tr>
<td>CORPUS CHRISTI HALL</td>
<td>1</td>
<td>1976</td>
<td>62,322</td>
</tr>
<tr>
<td>PHYSICAL PLANT WAREHOUSE</td>
<td>1</td>
<td>1943</td>
<td>15,485</td>
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<tr>
<td>PHYSICAL PLANT</td>
<td>1</td>
<td>1978</td>
<td>18,370</td>
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<tr>
<td>MARY AND JEFF BELL LIBRARY</td>
<td>1</td>
<td>1978</td>
<td>106,110</td>
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<tr>
<td>CENTER FOR THE SCIENCES</td>
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<td>51,877</td>
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<tr>
<td>CLASSROOM EAST</td>
<td>1</td>
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<td>19,134</td>
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<tr>
<td>CENTER FOR THE ARTS</td>
<td>1</td>
<td>1979</td>
<td>84,331</td>
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<tr>
<td>DRIFTWOOD HALL</td>
<td>1</td>
<td>1985</td>
<td>7,200</td>
</tr>
<tr>
<td>SANDPIPER HALL</td>
<td>1</td>
<td>1985</td>
<td>7,200</td>
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<tr>
<td>CENTRAL UTILITY PLANT</td>
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<td>1994</td>
<td>27,291</td>
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<tr>
<td>CENTER FOR INSTRUCTION</td>
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<td>1994</td>
<td>78,104</td>
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<tr>
<td>CARLOS F TRUAN NATURAL RESOURCES CENTER</td>
<td>1</td>
<td>1996</td>
<td>95,285</td>
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<tr>
<td>CONRAD BLUCHER INSTITUTE</td>
<td>1</td>
<td>1968</td>
<td>8,172</td>
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<tr>
<td>UNIVERSITY SERVICES CENTER</td>
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<td>1996</td>
<td>21,284</td>
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<tr>
<td>EARLY CHILDHOOD DEVELOPMENT CENTER</td>
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<td>1996</td>
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<tr>
<td>ISLAND KIOSK</td>
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<td>1994</td>
<td>142</td>
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<tr>
<td>SANDDOLLAR KIOSK</td>
<td>1</td>
<td>1994</td>
<td>142</td>
</tr>
<tr>
<td>CENTRAL RECEIVING WAREHOUSE</td>
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<tr>
<td>MOTOR POOL</td>
<td>1</td>
<td>1995</td>
<td>4,324</td>
</tr>
<tr>
<td>BOAT STORAGE</td>
<td>1</td>
<td>1995</td>
<td>12,060</td>
</tr>
<tr>
<td>UNIVERSITY CENTER</td>
<td>1</td>
<td>1999</td>
<td>136,734</td>
</tr>
<tr>
<td>PRINT SHOP</td>
<td>1</td>
<td>1995</td>
<td>3,200</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>1</td>
<td>2001</td>
<td>67,050</td>
</tr>
<tr>
<td>PERFORMING ARTS CENTER</td>
<td>1</td>
<td>2005</td>
<td>62,850</td>
</tr>
<tr>
<td>HARTE RESEARCH INSTITUTE</td>
<td>1</td>
<td>2005</td>
<td>54,808</td>
</tr>
<tr>
<td>BAY HALL</td>
<td>1</td>
<td>2005</td>
<td>63,474</td>
</tr>
<tr>
<td>JACK AND SUSIE DUGAN WELLNESS CENTER</td>
<td>1</td>
<td>2009</td>
<td>72,009</td>
</tr>
<tr>
<td>MICHAEL AND KAREN O'CONNOR BUILDING</td>
<td>1</td>
<td>2011</td>
<td>76,242</td>
</tr>
<tr>
<td>ISLAND HALL</td>
<td>1</td>
<td>2010</td>
<td>147,764</td>
</tr>
<tr>
<td>CONCESSION-PRESS BOX</td>
<td>1</td>
<td>2008</td>
<td>2,921</td>
</tr>
<tr>
<td>PURCHASING</td>
<td>1</td>
<td>2005</td>
<td>2,942</td>
</tr>
<tr>
<td>ANTONIO E GARCIA EDUCATION CENTER</td>
<td>1</td>
<td>1993</td>
<td>6,678</td>
</tr>
<tr>
<td>HAMLIN CENTER</td>
<td>1</td>
<td>2004</td>
<td>7,500</td>
</tr>
<tr>
<td>MATH AND SCIENCE EDUCATION CENTER</td>
<td>1</td>
<td>2006</td>
<td>11,375</td>
</tr>
<tr>
<td>WOO SUNG LEE ALUMNI WELCOME CENTER</td>
<td>1</td>
<td>2009</td>
<td>5,719</td>
</tr>
<tr>
<td>FLOUR BLUFF BUILDING</td>
<td>1</td>
<td>1979</td>
<td>39,503</td>
</tr>
<tr>
<td>Building Name</td>
<td>Year</td>
<td>Amount</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>DINING HALL</td>
<td>1</td>
<td>2014</td>
<td>18,700</td>
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<tr>
<td>BAYSIDE PARKING GARAGE</td>
<td>1</td>
<td>2011</td>
<td>418,000</td>
</tr>
<tr>
<td>THOMAS J HENRY TENNIS CENTER</td>
<td>1</td>
<td>2011</td>
<td>1,304</td>
</tr>
<tr>
<td>SOCCER AND TRACK PRESS BOX</td>
<td>1</td>
<td>2013</td>
<td>5,248</td>
</tr>
<tr>
<td>SOCCER AND TRACK FIELD HOUSE</td>
<td>1</td>
<td>2013</td>
<td>10,042</td>
</tr>
<tr>
<td>SCIENCE LAB 1</td>
<td>1</td>
<td>2013</td>
<td>4,000</td>
</tr>
<tr>
<td>SCIENCE LAB 2</td>
<td>1</td>
<td>2013</td>
<td>4,000</td>
</tr>
<tr>
<td>MC UPD SUBSTATION</td>
<td>1</td>
<td>2013</td>
<td>2,554</td>
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<tr>
<td>FLOUR BLUFF BUILDING ANNEX</td>
<td>1</td>
<td>1979</td>
<td>5,028</td>
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<tr>
<td>MOD 1</td>
<td>1</td>
<td>2014</td>
<td>4,935</td>
</tr>
<tr>
<td>MOD 2</td>
<td>1</td>
<td>2015</td>
<td>6,580</td>
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<tr>
<td>REC SPORTS CENTER</td>
<td>1</td>
<td>2016</td>
<td>6,724</td>
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<tr>
<td>TIDAL HALL</td>
<td>1</td>
<td>2019</td>
<td>108,684</td>
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<tr>
<td>ENGINEERING LAB</td>
<td>1</td>
<td>2017</td>
<td>8,930</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td></td>
<td></td>
<td>2,195,324</td>
</tr>
</tbody>
</table>

The information provided in the 2018 Facilities Inventory was also used to perform a full assessment of all existing buildings on campus, their respective conditions, and plans for improvement. This information is included in the 2018 Facilities Assessment Plan and discussed as part of deferred maintenance. The 2018 Facilities Assessment Plan conducted in 2018 resulted in the determination of a total facilities program of $304.1 million (M) required and a total of 1,767 projects for the backlog of deferred maintenance and $102.7M and 422 projects for deferred maintenance and repair projects anticipated for the next one to three years. Our financial plan is to reduce the backlog of maintenance and repair in our budget request for the next three years.

**Capital Planning and Campus Master Plan.** The Texas A&M University System, via the Office of Facilities Planning and Construction, provides oversight to member institutions on all capital construction projects over $10M in value. Projects less than this are managed by Texas A&M University-Corpus Christi through a vendor service for facilities planning and construction. Texas A&M University-Corpus Christi must adhere to Texas A&M System Policy 51.01. The policy requires a five-year capital plan that identifies planned projects as well as available resources for project funding and debt repayment. The Texas A&M University-Corpus Christi Capital Plan for the years FY2020-2024 includes projects for which funding has been identified but also programs future projects with unidentified funding. There are two approved projects listed in the Capital Plan which include Parking Garage-Island Campus ($39m) and various Physical Plant Projects/Equipment/Other ($8.8m). The projects listed for which funding has not yet been identified include: Arts and Media Building ($65m); Center for Sciences Renovation ($3.2m); Center for the Arts Roof Replacement ($2.5m); Center for the Sciences Roof Replacement ($2.5m); Natural Resources Center Roof Replacement ($3.5m); Islanders Arena and Convocation Center ($65m); Learning Resources-Library ($70m); New Academic Building ($45m); Natural Resources Center Renovations ($3.5m); Health Center ($25.5m); Student Aquatics Center ($45m); Pedestrian Pathway ($30m); Parking Garage ($40m); Life Sciences Research and Engineering Complex Phase II ($65m).

Each University within the Texas A&M System is also required to update their Capital Plan annually.
The Texas A&M Board of Regents provides oversight regarding financial and physical resource planning for public institutions of higher education in the Texas A&M System. Also, the Texas Higher Education Coordinating Board (THECB) requires each public institution in the state of Texas to update its five-year Integrated Campus Planning System (MP1) annually[11]. Further, the facilities vendor for the Texas A&M System provides monthly and weekly reports for Maintenance, Grounds, Custodial, and Planning and Construction[12] [13] for projects which are $10M or smaller in construction cost. The Texas A&M System manages and oversees projects greater than $10M with the assistance of staff from each University. All projects in both the Capital Plan and the THECB MP1 report are consistent with the Texas A&M University-Corpus Christi Campus Master Plan[14] and subsequent changes as required. The annual planning process for the Capital Plan and the MP1 and the oversight provided by the Texas A&M System and the THECB helps to ensure that Texas A&M University-Corpus Christi is looking ahead in planning adequate physical resources to meet the mission of the University.

Operating and Maintaining Physical Facilities. The Texas A&M System contracts with an outside vendor to oversee facilities operations for all Texas A&M System campuses. The scope of work includes custodial services, grounds maintenance, building maintenance, and planning/ construction. University procedure 41.01.01.C0.03 Management of Buildings, Grounds and Other Improvements[15], defines the delegation of responsibility for "the custody, care, maintenance, and safekeeping of buildings and other improvements." Section 4 of this rule charges the Associate Vice President for Operations with oversight of vendor operations for buildings, grounds and other improvements. The facilities vendor is composed of operational units structured into specific functions to adequately maintain and operate the facilities. Texas A&M University-Corpus Christi strives to keep deferred maintenance to a minimum through attention to its various preventive maintenance and refurbishment programs. As previously stated, the 2018 Facilities Assessment Plan conducted in 2018 resulted in the determination of a total facilities funding requirement of $304.1 million (M) for 1,767 projects for the next ten years. The assessment further breaks down into the following by category. The building needs amount to a total of $224M, further defined as follows: Academic and Administration $156 M; Student Life $36.8M; Support $21.9M and Transitional $9.3M For grounds and infrastructure the amount of funding required is Roads and Paving $49.8M; Other grounds $16.6M; and Central Plant renovation/upgrade $13.7M. The facilities vendor utilizes a work order tracking program, Maintenance Connection, to track preventive maintenance schedules and reports of equipment needing preventive work.

The University has also hired an outside firm, Sightlines, to perform a campus-wide facilities assessment review of the campus in an effort to develop a strategic plan to help prolong the lifecycles of the systems within the buildings, use the prediction information to identify highest need building and systems on campus for reinvestment, as well as establishing a tracking method and emphasizing planned maintenance within operating resources to ensure buildings are kept up with[16]. According to the executive takeaways, Sightlines found that TAMU-CC’s younger age profile puts it in an operationally advantageous position. Planned maintenance can help prolong the lifecycles of the systems within these spaces. In the Capital Investments category, the study found that establishing a reliable, recurring funding source for younger buildings now will shield TAMU-CC from life-cycle spikes that will inevitably happen down the road. In the Operation side establishing a tracking method and emphasizing planned maintenance within these operating resources will ensure buildings are kept up with and can help avoid catch-up needs in the future.

Their study also provides comparative data for benchmarking with other similar institutions based on size, technical complexity, region, geographic location, and enrollment. The assessment considers all costs associated with facilities (custodial, maintenance, grounds, capital expenditures, operational, energy consumption as well as density). For example, the Tech Rating Impacts (repair and replacement cost, energy consumption, operational demands and trade mix) show the relative mechanical complexity of the campus on a scale of 1-5. The table below shows that TAMU-CC falls around a 3, like most of our peer institutions[17]. This shows that TAMU-CC is comparable with at least half of the nine assessed institutions of similar real property, age and space use.
Refurbishment and updates to facilities are tracked through Facility Modification Requests[18] (Facility Modification Request). Once an FMR is approved, it is turned into a Statement of Work[19] in collaboration with the facilities vendor, submitting department, and the Associate Vice President of Operations. The Administrative Operations department oversees the effectiveness and timeliness of preventive maintenance work by tracking within the work order system and spot checking mechanical and electrical rooms and central plant operations. Preprogrammed and ad hoc reports indicate the effectiveness of operations and provide the Facilities staff the opportunity to analyze current processes and modify as needed[20] [21] [22]. Data of work orders and effectiveness of maintenance and repair resources efficiency is collected and evaluated in multiple levels of detail and regularity. Twice weekly (Tuesdays and Thursdays), every work order is reviewed for type of work, trades involved, completion percentile, and deferred work orders based on a computerized standard report extracting data from the Maintenance Connection Computerized Maintenance and Management System (CMMS) used by the Facilities Division (SSC). This analysis compares the work orders submitted for corrective, preventative and requested work orders received during the previous reporting period and evaluates the 30 days, 60 days, 90 days and 120 days’ work orders completed and overdue from scheduled completion dates compared to available resources such as funding, manpower, and prioritization. Once a week (every Monday), every work order that is assigned as a project is reviewed and evaluated based on funding, manpower, and prioritization using data from the project management software (eBuilder). All projects are evaluated using the standard report with status. Additionally, weekly, the Facilities Division (SSC) is required to submit a weekly report (Thursday) on all maintenance, projects, grounds and custodial activities reported during that week. Once quarterly,
Facilities Division (SSC) briefs the Vice President for Finance and Administration and Administration Operations on major milestones and performance measurements to include completed work orders and deferred work orders not completed within the reporting period. The Facilities Division also presents an annual report to the University of completed and deferred work orders. To ensure agreement with the definition of maintenance, it is defined as the recurrent, day-to-day periodic or scheduled work required to preserve real property facility for its intended use. Repair on the other hand is the restoration of failed or failing portion or portions of an existing facility or facilities component/infrastructure such as mechanical, electrical, plumbing, roofing, and/or elevator. This assists to support the Strategic Plan goal for University Resources and Accountability by being “accountable for developing and managing resources efficiently to achieve the mission of the University.”

Deferred Maintenance. Deferred maintenance is maintenance items as identified above not completed in a timely manner to mitigate preventative maintenance measures. Texas A&M University-Corpus Christi must demonstrate to the Texas A&M University System Board of Regents that it adequately maintains its facilities. Texas A&M University-Corpus Christi strives to keep deferred maintenance to a minimum through attention to its various preventive maintenance and refurbishment programs as presented in the weekly, monthly, and quarterly meetings with SSC and the Sightlines assessment. The Texas A&M System Facility Condition Report has been developed to show deferred maintenance expenditures and projections over the next five years for every member institution. Texas Education Code 61.05821 now requires that institutions of higher education report annually to their governing board (Board of Regents) information regarding the condition of the buildings and facilities of the institution including information concerning deferred maintenance with respect to those facilities. Data of the deferred maintenance work orders is currently assessed at $83.0 million (M) and 481 individual projects and/or work request. Of this total, $10.9 million (M) and 98 individual projects and/or work requests are assigned to buildings that have been identified as tear downs in the Master Plan to be replaced with newer more efficient buildings. The assessment was derived from the Sightlines Facilities Assessment conducted in 2018.

As previously stated, the Facilities Assessment Plan conducted in 2018 resulted in the determination of a total facilities funding requirement of $304.1M for 1,767 projects for the next ten years. The assessment further breaks down into the following by category. The immediate (one to three years) and backlog of requirements to address the needs by system is as follows: Grounds (Roads, Paving, Landscaping) $39M; HVAC $34M; Building Exterior Shell $ 35M; Plumbing $25M; Safety/Code Compliance $27M; Electrical $17M; Interior Shell $8M; and Mechanical (Non-HVAC) $2M.

This is further defined as the following:

- Grounds: Roads, Paving, Drainage, Exterior Signage $31M.
- HVAC: Building Distribution $13M; Air Handling $8M; Generation $3M; Ventilation $2M; Controls $2M.
- Exterior Shell: Roofs $27M; Windows/Doors $4M; Foundation and Façade $3M; Exterior Painting $1M; and Architectural features $0.3M
- Plumbing: Bathroom Renovations $9M; Supply piping $5M; Waste Piping $5M; Pumps/motors $3M; DHW $1M.
- Safety/Code Compliance: Fire Protection/Egress $18M; Fire Alarm/Detection $7M; Abatement $0.4M
- Electrical: Building Distribution $11M; Generation $2M; Fixtures/Lighting $3M; Specialties $1M.
- Interior Shell: Floors $5M; Ceilings $2M; Walls $1M
- Mechanical (Non-HVAC): Elevators $2M; Pumps/Motors $.1M

The university is making considerable strides to improve the cumulative effect of deferred backlog, as shown in the following table.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Total Deferred Maintenance Backlog</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY04</td>
<td>$5.7M</td>
</tr>
<tr>
<td>Year</td>
<td>Budget</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>FY05</td>
<td>$6.3M</td>
</tr>
<tr>
<td>FY06</td>
<td>$4.5M</td>
</tr>
<tr>
<td>FY07</td>
<td>$4.5M</td>
</tr>
<tr>
<td>FY08</td>
<td>$4.5M</td>
</tr>
<tr>
<td>FY09</td>
<td>$4.3M</td>
</tr>
<tr>
<td>FY10</td>
<td>$4.5M</td>
</tr>
<tr>
<td>FY11</td>
<td>$7.4M</td>
</tr>
<tr>
<td>FY12</td>
<td>$5.0M</td>
</tr>
<tr>
<td>FY13</td>
<td>$2.2M</td>
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<tr>
<td>FY14</td>
<td>$1.7M</td>
</tr>
<tr>
<td>FY15</td>
<td>$1.2M</td>
</tr>
<tr>
<td>FY16</td>
<td>$1.6M</td>
</tr>
<tr>
<td>FY17</td>
<td>$1.0M</td>
</tr>
<tr>
<td>FY18</td>
<td>$1.8M</td>
</tr>
<tr>
<td>FY19</td>
<td>$N/A</td>
</tr>
</tbody>
</table>

The Facilities Assessment includes onsite inspections as well as interviews with managers and technicians. The projects are then classified into four categories, A (one- to three-year need, currently includes all backlog projects), B (four- to seven-year need), C (eight- to ten-year need) and X (need beyond ten years). The assessment has identified 903 projects within the first 3 years with an estimated budget of $185.7M, 557 projects within the next four to seven years at $68.2M and 307 projects within eight to ten years at $50.3M. The total cost of identified needs campus-wide for categories A-C is $304.1M. From the 304.1M in identified needs, 61% is due in Timeframe A; 22% in Timeframe B and 17% in Timeframe C[8].

Customer Feedback. Sightlines, a third-party company performing campus-wide facilities assessment for the past three years, prepares a survey that is distributed to faculty, staff, and students. The results are then compiled and submitted as part of their reporting. The survey includes a series of questions
which cover demographics, requesting service, campus condition assessment, individual building condition assessment, campus grounds assessment as well as general customer satisfaction. The survey for last years’ assessment was distributed February 2018 and the results were as follows: 86 surveys were completed of which 55% of respondents were staff, 30% administrative support, 11% administrative and 1% were each from Deans/VPs, students and faculty. Results showed that the most frequent method of requesting service is via email by almost 30%, however, 50% of respondents identified the Web as the most effective method to request service. In the areas of maintenance, custodial and grounds participants were asked to grade services on a scale of 1-5 where 1 showed poor performance and 5 was excellent. In the general building services category, participants were asked to provide input based on the following criteria: expectations, timeliness, competency, professionally, feedback requests, acceptable work, schedule changes and communication. All areas received a 3 or better in general building services, custodial and grounds services. The customer satisfaction survey scores concluded that on a scale 1-5 (1 being the lowest and 5 being the highest), general satisfaction was low at 2.63 while Knowledge and Understanding in Process received a 3.89 score, Schedules and Service Levels, 3.11; Work meets expectations, 3.66 and Feedback scored a 3.14. The survey highlighted communication as an area for improvement. Communication breakdowns cause the feedback from campus users to reflect poorly on the work being done. In both inspections and when users are surveyed the general condition of campus stands up very well to peer comparisons.

Facilities vendor SSC also distributes surveys after work orders are completed. The survey score guidelines range from a scale of 1-5 with 1 being excellent service and 5 being unacceptable. According to the Quality Assurance report submitted quarterly, weekly, monthly and quarterly averages are within an acceptable range, 3 or higher. Individual work orders that receive a 2.5 or below are addressed by communication between the manager and customer to evaluate how services can be improved.

**Information Technology Infrastructure and Services**

Texas A&M University-Corpus Christi operates and maintains physical facilities and cyberinfrastructure that empowers teaching and learning, enhances research, and appropriately serves the needs of the institution’s support services, and other mission-related activities. This includes an information technology infrastructure that supports the on-campus, off-campus, and online teaching/learning needs of students, faculty, and staff. The Division of Information Technology is led by the Senior Associate Vice President for Information Technology and Chief Information Officer, reporting to the Vice President for Finance and Administration. The Division of Information Technology supports, empowers and advances TAMU-CC through transformative digital solutions that connect people and
promote learning, research and productivity. The division also ensures compliance with local, state and federal technology related laws.

**Information Technology Governance**

Input from across the University is critical to effective governance and prioritization of information technology resources. The Senior Associate Vice President for Information Technology and CIO serves as a member of President’s Cabinet to facilitate alignment of IT resources with broad institutional goals. In addition, the University Technology Council (UTC) and various IT committees reporting to UTC ensure broad strategic and tactical alignment through oversight and representative input from faculty, staff, students, departments, and colleges[28]. Together, these committees provide input, make decisions, and facilitate communication with constituents regarding the work of the Division of Information Technology:

- University Technology Council
- Academic Computing Committee
- Research Computing Committee
- Business Computing Committee
- Instructional Technology, Distance Education Committee
- Electronic Information Resources Accessibility Committee
- Data Stewards Committee

**University Data Center and Network Backbone**

Texas A&M University-Corpus Christi’s network backbone consists of both single-mode and multi-mode fiber-optic connections that connect all buildings on campus to the campus internal network. The network core backbone consists of redundant Cisco 6807 Core Routers configured with VSS to provide high availability and up to 22.8Tbps of throughput. All research intensive buildings on campus have redundant 10Gbps connections to enable high speed data to facilitate computational research. Other campus facilities have 1Gbps or 10Gbps redundant connections to the campus backbone to meet their connectivity needs. The campus provides high-speed, highly available indoor and outdoor wireless connectivity across campus to enable mobility and facilitate collaboration. The wireless network is accessible by the university community through the IslandID (university login), by guests through a self-service guest portal, or by inter-institutional collaborators through the secure, world-wide roaming access service of Eduroam. The campus utilizes the Texas A&M University System TTVN Wide Area Network[29] in order to access the Internet and enable collaboration with other TAMUS members through a 10Gbps primary internet connection and a 1Gbps secondary connection. TTVN provides commodity Internet services, access to Internet 2, and other national research and education networks. Information Technology’s department of IT Infrastructure and Research Computing is responsible for the backbone.

Because of its location in a hurricane zone, Texas A&M University-Corpus Christi’s business continuity plan mitigates potential disasters by locating critical systems either in the cloud or in a secondary data center at the Texas A&M San Antonio University campus. In the event of an emergency requiring the evacuation or shut down of campus, essential services, including the university web site, email, Blackboard Learn, authentication capabilities, file services, and web conferencing capabilities, will remain available. The Division of Information Technology annually verifies the ability to run critical services in their remote locations.

**Identity, Authentication, and Authorization Infrastructure**

Texas A&M University-Corpus Christi has adopted standard enterprise authentication capabilities that follow industry practices, including Microsoft Active Directory Services, two-factor authentication, and an integrated single sign-on infrastructure comprising ADFS, CAS, and Shibboleth, to meet the breadth of authentication and authorization needs. Each student, faculty, and staff member receives an IslandID [Island ID Account Information] at the beginning of their affiliation with the University. When an individual becomes associated with the University, an email is sent with instructions for
claiming the new IslandID account by using a temporary passcode in the My IslandID portal [Island ID Account Information]. This website also allows students to change passwords and/or request a new password for their IslandID account. Students have access to this website from any computer or mobile device. Islander student e-mail accounts are preserved throughout the student's academic lifetime plus an additional year past the student's last date of academic activity. The IslandID is used to access digital information resources and services, including email, library databases, the Blackboard Learn learning management system, computers, and the wireless network used by mobile devices.

To facilitate interinstitutional collaborations, Texas A&M University-Corpus Christi participates in a variety of federations that allow the IslandID to access information located around the world. As well, TAMU-CC collaborators can share local information with remote colleagues. Through the IslandID, the following federations are available:

- TAMU Federation: Enables authorized campus individuals to use their local campus electronic credential to gain access to participating services (Resource Providers) throughout the Texas A&M University System.
- LEARN Federation: Texas research and education network with over forty members connected through a high-speed wide area network. The federation facilitates sharing access to member resources.
- Internet2 InCommon: Federation for U.S. research and education organizations, and their sponsored partners.
- eduGAIN: Accessed through the InCommon Federation, eduGAIN is a worldwide identity federation interconnecting over sixty other members, allowing access to a wider range of services using the IslandID.
- Eduroam: The global roaming wireless access service eduroam is available in over 100 countries. Travelers gain network access at any participating institution or location using the sponsoring institution’s credentials.

To heighten security, the University has implemented two-factor authentication for all IslandID accounts. Powered by Duo Security, two-factor authentication is required for all current faculty, staff, and student IslandID accounts. Two-factor authentication increases security by requiring an account holder to present two pieces of evidence for success authentication. Each account holder must authenticate using something known (e.g. password) and something possessed (e.g. an electronic Duo security token) to complete logins. Two-factor authentication prevents unauthorized account access should the account password become compromised. More information is available at twostep.tamucc.edu

Digital Services

Email:
Upon acceptance to Texas A&M University-Corpus Christi, each student is provided an Islander student e-mail account accessed using the IslandID.

Student Academic Information Link (S.A.I.L.):
Texas A&M University-Corpus Christi students may update personal information, register for classes, or make changes to course selections via the Student Academic Information Link (S.A.I.L.) [30]. The University notifies students about S.A.I.L. in the initial letter announcing acceptance to the University. Information regarding S.A.I.L. is also provided at new student orientation. Students may access S.A.I.L. at any time and from any place via the Internet by using their IslandID and password, making it as easy for online students to update information as for those who are in face-to-face or hybrid programs.

Blackboard Learn Learning Management System:
The Blackboard Learn learning management system is hosted offsite using a software-as-a-service (SaaS) deployment model by Blackboard. The benefits of the Blackboard SaaS deployment include:
Zero impact for faculty and students during updates: With a cloud-computing environment, you benefit from continuous updates (new features, enhancements, fixes, etc.) with zero or minimal downtime for educators and students.

Higher quality: A SaaS model allows for faster delivery of maintenance, updates, and fixes to production, and the cloud platform easily scales during periods of high usage.

Fast access to new features: A SaaS model allows delivery of enhancements and new features faster than ever before, providing the campus with the latest features versus waiting longer periods of time.

Experienced Blackboard staff manages the LMS 24x7x365

Other Software and Collaborative Tools

Texas A&M University-Corpus Christi provides the Microsoft Office suite to all students, faculty, and staff free of charge[31]. This allows the installation of the latest, full version of the Microsoft Office suite for up to five compatible PCs and Macs and up to five tablets owned by the student, faculty, or staff member. It also provides access to regular updates of the software as long as the individual remains affiliated with the University. A University email address is required to access and install the software.

The University utilizes the Cisco WebEx real-time web conferencing and collaboration tool to support teaching, learning, and business operations. The WebEx campus license allows for interactions between participants in multiple meeting formats including, but not limited to, online class meetings, group project sessions, and peer-to-peer study groups. Instructors teaching courses in any format (face-to-face, hybrid, or online) may use WebEx to hold virtual office hours or to meet with students one-on-one or in small groups. Students can host WebEx sessions with up to eight total participants[32]. Individuals affiliated with the University can host or join a session using their Island ID or university email address. WebEx is also used by librarians to teach information literacy and assist students at a distance with research activities, as well as by tutors to assist students who are at a distance.

Learning Spaces: Technology Enhanced Classrooms and Computer Labs

The Division of Information Technology administers the technology program for learning spaces including technology enhanced classrooms and computer labs. There are fourteen (14) computer labs and sixty-seven (67) technology enhanced classrooms which receive regular technology updates in collaboration with the Instructional Technology Distance Education Committee (ITDEC) to ensure teaching and learning needs are met by the University.

In order to be designated as a university supported learning space, which is centrally funded and supported through the Division of Information Technology, a computer lab or technology enhanced classroom must meet the following guidelines. These guidelines are meant to ensure learning spaces are made available for broad use across the University and not isolated to particular departments:

1. Classroom/Labs must not be locked while the building is open for student use.
2. Classroom/Labs must not be designated for a particular college or class which may deny any student to use it.
3. Classroom/Lab must be able to be scheduled by any College or Department for normal scheduled classes or ad hoc purposes.
4. Only Technology/Software used centrally by all disciplines will be maintained and funded[33].

Learning Spaces administered by Division of IT receive equipment installation and support valued at approximately $26,000 per room that is replaced on a regular cycle to maintain compatibility with current standards. Technology in these spaces includes a computer with Internet access, standard software, document camera, projector, DVD playback, and full sound capabilities.

Every Texas A&M University-Corpus Christi student has on-campus access to computers as part of their enrollment in the institution. Students have access to both open use computer labs as well as computer labs scheduled for classes. In order to provide a consistent experience, all computer labs have a standard software installation supported by the Division of Information Technology. Other
specialized facilities with specific software, hardware, or peripherals may be provided by academic units to meet the requirements of their specific programs.

Select examples of specialized computer labs supporting academic departments include:

- The College of Science and Engineering provides specialized computer labs for students needing specialized capabilities in areas such as geospatial science and computer science. Each specialized lab has equipment and software to support specific subject areas.
- The College of Liberal Arts maintains a number of small labs that are very discipline specific, including specialized labs for music, printmaking, graphic design, pottery making, video editing, social science research, and psychology research. A majority of these labs are designed for individual and small group student and faculty research and have controlled access. There are also larger labs for video editing, graphic design, and music technology that support classes available in the subject area and are open to students in these programs.
- The College of Education and Human Development provides specialized computer labs dedicated to the Kinesiology programs and include specialized software and equipment specific for kinesiology courses. Additionally, specialized facilities in the Early Childhood Development Center (ECDC) are used both by PK-6 students enrolled at ECDC and by students of the college enrolled in classes that require instruction in a computer lab. The ECDC is an elementary school serving students age three through the sixth grade that is operated jointly by the Corpus Christi Independent School District and Texas A&M University-Corpus Christi.

Information Technology Service Desk

The IT Service Desk, centrally located in the Mary and Jeff Bell Library, provides first-level technical support and troubleshooting functions on all approved computer-related issues for both PC and Macintosh computers. The University's IT Service Desk supports faculty, staff, and students. Technology support is available via telephone, e-mail, and web-based tutorials. Students enrolled in online courses have access to phone and e-mail support. During regular, long semesters, the IT Service Desk is physically open:

- Monday-Thursday 7:30 a.m.-9:30 p.m. Central Time
- Friday from 7:30 a.m.-6:00 p.m. Central Time
- Saturday and Sunday, 10:00 a.m.-6:00 p.m. Central Time
- Additionally, phone support is available 24x7x365

When a problem cannot be resolved over the telephone, IT Service Desk personnel assign the incident to second-level support for continued assistance.

Library and Information Resource Technology

Access to the Mary and Jeff Bell Library’s electronic information resources is made available through the library website. Most electronic information resource vendors and/or publishers require the library to restrict access to these resources to individuals who are affiliated with the University, with the exception that patrons who are physically present in the library building, whether or not they are affiliated with the University, may access to the library’s electronic information resources. Individuals affiliated with the University may access most of the library’s electronic information resources from off campus through the library’s website. Off campus users are required to identify themselves as being affiliated with the University by entering an IslandID and password before they are provided access to electronic information resources. The library’s integrated library system (ILS) provides access to the print resources in the library as well as to collections of electronic materials. This system is comprised of hosted servers and cloud back-ups, enabling the library to provide access to resources virtually 24/7/365. The open architecture of the ILS allows seamless integration with content provided through other library resource vendors.

The library provides electronic access to thousands of electronic journals, newspapers, e-books, and other resources via more than 250 databases and other electronic resources. The library subscribes to
several services that enhance the accessibility of electronic information resources. With a migration to the Alma library services platform in 2019, the library's print and electronic resources are now managed within a single system. Additional online tools for library users include a search engine (Summon, labeled Quick Search on the library website), an OpenURL link resolver (an integral part of Alma), and an online tool to look up and/or browse journal titles (BrowZine, linked via the Find Journals page on the library website). The Quick Search service includes links to many of the library's subscribed resources as well as indexed data from many products the library does not subscribe to, which combines with OpenURL linking to enable users to discover information resources beyond the library's holdings. Further details regarding the Library can be found under Standard 11: Library and Learning/Information Resources.

The Mary and Jeff Bell Library houses three computer labs: the electronic resources area located adjacent to the Ask Us Desk on the first floor, the first floor Computer Lab (Room 109), and the second floor Computer Lab (Room 216A). The electronic resources area includes 64 computers and is primarily used by students doing coursework, but anyone, including members of the community, can use these computers. The electronic resources area also includes two computers for viewing and scanning from microforms as well as two computers equipped with special hardware and software for people with disabilities. The first- and second-floor computer labs are primarily used for library instruction but are open for students to use when classes are not scheduled. The I-Create Lab, a makerspace, has viewing rooms, some of which are equipped with computers and Smartboards. All labs are managed by the Library Technology Services Department and adhere to the guidelines established by the University's Division of Information Technology.

Texas A&M University System RELLIS Academic Alliance (RELLIS Campus)

The Texas A&M University System (TAMUS) operates and maintains the physical facilities and resources at the Texas A&M University System RELLIS Academic Alliance Campus (RELLIS Campus). Texas A&M University-Corpus Christi (TAMU-CC) had an enrollment of 68 students for the Fall 2018 semester and 80 for the Spring 2019 semester at the RELLIS Campus. The physical facilities and resources currently at the RELLIS Campus appropriately serve the needs of the institution’s educational programs, TAMUS support services and other mission-related activities. TAMUS has chosen a vendor service for all System facilities operations including custodial, grounds, building maintenance and planning/construction and this vendor is responsible for the operation and maintenance of the RELLIS Campus’ buildings, grounds, and utility infrastructure under the supervision of the Executive Director of the RELLIS Campus. The Executive Director of the RELLIS Campus is an employee of TAMUS.

The Campus. TAMUS is transforming a 2,000-acre tract into a premier research, technology development, and education center. When completed, the RELLIS Campus will have five focal areas: an educational campus, a historic campus (preservation of historically significant buildings from the Bryan Army Air Base), a full-scale testing site, secure industry laboratories, and joint research facilities.

Phase 1 of the TAMUS Academic Complex was completed in June 2019 and includes 65,000 square feet of classroom, laboratory, office, and common space to be utilized by RELLIS Academic Alliance partners in delivering bachelor programs to Brazos Valley area students[37]. Phase 1 of the Academic Complex includes 11 classrooms and nine laboratories, as well as 47 faculty and staff offices. Phase 1 also includes multiple conference and study/debrief rooms to facilitate group work and group study for students, faculty, and staff.

Phase 2 construction has been approved to begin in September 2019 to meet enrollment growth of TAMUS Universities offering degree program on the RELLIS Campus.

While construction of the TAMUS Academic Complex is still in progress, current physical facilities at the RELLIS Campus are adequate and appropriately serve the needs of both the educational programs offered by TAMU-CC and support services offered by TAMUS at the site. Classes at the RELLIS Campus are currently taught at the 83,000-square-foot Walter C. Schwartz Building[38] [39]. This building, which was constructed in 2018, contains 19 classrooms and eight laboratories and is
designed to accommodate up to 3,000 students. Temporary office space for TAMU-CC faculty teaching at the RELLIS Campus are in the 138,000-square-foot Center for Infrastructure Renewal (CIR) Building. Temporary office space for administrators and support service staff are in the 41,738-square-foot TEEX Law Building.

**Capital Planning and Campus Master Plan.** The Texas A&M University System, via the Office of Facilities Planning and Construction, provides oversight on all capital construction projects over $10M in value. Guidelines for projects are described in Texas A&M System Policy 51.01 Capital Planning[40].

The Texas A&M Board of Regents provides oversight regarding financial and physical resource planning for public institutions of higher education in the Texas A&M System. Also, the Texas Higher Education Coordinating Board (THECB) requires each public institution in Texas to update its five-year Integrated Campus Planning System (MP1) annually. Further, the Facilities vendor for TAMUS provides a monthly and weekly reports for Maintenance, Grounds, Custodial and Planning and Construction for projects which are $10M or smaller in construction cost. The master plan for the RELLIS Campus is included in the supporting documentation[41].

**Operating and Maintaining Physical Facilities.** The Texas A&M System contracts with an outside vendor, SSC, to oversee facilities operations for all Texas A&M System campuses. The scope of work includes custodial services, grounds maintenance, building maintenance and planning/construction. The facilities vendor is composed of operational units structured into specific functions to adequately maintain and operate the facilities. While Phase 1 of the TAMUS Academic Complex will be newly constructed in mid-2019, Texas A&M University System strives to keep deferred maintenance to a minimum through attention to its various preventive maintenance and refurbishment programs.

**Deferred Maintenance.** Deferred Maintenance is maintenance items as identified above not completed in a timely manner to mitigate preventative maintenance measures. The Texas A&M University System must demonstrate to the TAMUS Board of Regents that it adequately maintains its facilities. The Texas A&M University System will strive to keep deferred maintenance of RELLIS Academic Alliance facilities to a minimum through attention to its various preventive maintenance and refurbishment programs as presented in the weekly, monthly and quarterly meetings with SSC. The Texas A&M System Facility Condition Report will be developed to show deferred maintenance expenditures and projections over the next five years for RELLIS Campus structures. Texas Education Code 61.05821 requires that institutions of higher education report annually to their governing board (Board of Regents) information regarding the condition of the buildings and facilities of the institution including information concerning deferred maintenance with respect to those facilities.

**Customer Feedback.** Facilities vendor SSC will distribute surveys after work orders are completed. The survey score guidelines range from a scale of 1-5 with 1 being excellent service and 5 being unacceptable.

**Technological Infrastructure.** The RELLIS Campus operates and maintains physical facilities that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. This includes an information technology infrastructure that supports the on-campus, off-campus, and online teaching/learning needs of students, faculty and staff. The Information Technology (IT) Department, under the direction of the A&M Assistant Vice Chancellor and Director of Special Academic Initiatives, is responsible for providing infrastructure, technical support and service to the entire campus community. IT ensures that the technology infrastructure remains current and scalable, performing upgrades and maintenance on the Campus's infrastructure and hardware/software, facilitating the successful and reliable transport of content over various media and platforms.

The IT Department is responsible for a variety of tasks including but not limited to employee training and development, strategic IT infrastructure planning, technology infrastructure maintenance, online course technology support, distance learning technology support, information security, and classroom technology support. The department also ensures compliance with local, state, and federal technology laws.
**Campus Technology Backbone.** The information backbone of the RELLIS Campus consists of single-mode fiber-optic connections that connect all buildings on campus to the campus' internal network. Wireless connectivity to the Internet is provided campus-wide. RELLIS is part of the Texas A&M University System, which mandates use of the Trans Texas Video Network (TTVN) as our source for all wide area networking capabilities. That access includes commodity Internet services and videoconferencing. RELLIS IT is responsible for the backbone.

**Technology Help Resources.** The Campus’ IT Helpdesk supports both faculty/staff and students. Technology support is available via telephone, e-mail, and web-based tutorials. Students enrolled in online courses have access to phone and e-mail support. The helpdesk is open Monday-Friday 8:00 a.m.- 6:00 p.m. The helpdesk provides first-level telephone technical support and troubleshooting functions on all approved computer-related issues for both PC and Macintosh computers. When a problem cannot be resolved over the telephone, IT Helpdesk personnel assign the incident by work order to second-level support within the IT Department.

**Conclusion**
Texas A&M University-Corpus Christi operates and maintains its physical facilities (on- and off-campus) appropriately to serve the needs of the institution’s educational programs, support services and other mission-related activities through the efforts of university personnel, vendor services and contractors. Additionally, the University operates and maintains a technological infrastructure that appropriately serves the needs of the institution's educational programs, whether the instruction is on-campus, off-campus, or online. The University's IT Department ensures that the technology infrastructure is reliable and appropriate to the needs of both general and specialized users. Departments with specialized software/hardware needs work closely with IT to ensure that faculty and students have secure access to technology and associated technology support. The technology infrastructure at Texas A&M-Corpus Christi supports the University mission of "excellence in teaching, research, creative activity and service.[42]"

For the RELLIS off-campus instructional site, current physical facilities and resources appropriately serve the needs of the TAMU-CC programs offered at the site and the support services offered by TAMUS at the site. These physical facilities and resources are adequate for current enrollment at the site. TAMU-CC will soon be able to utilize a new state-of-the-art academic complex constructed and maintained by TAMUS on the RELLIS Campus. The Academic Complex provided by the RELLIS Academic Alliance will serve the needs of TAMU-CC's educational programs, support services and other mission-related activities through the efforts of TAMUS personnel, vendor services and contractors.

13.8 The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. *(Institutional environment)*

**Compliance Status:** Compliant

**Narrative**
Texas A&M University-Corpus Christi (TAMU-CC) takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

**U.S. Department of Education’s Office of Civil Rights Investigations**

TAMU-CC has had zero sexual violence investigations conducted by the Department of Education’s Office of Civil Rights since the University’s last reaffirmation.

**Environmental, Health and Safety Department**
The mission of the Environmental, Health and Safety Department (EHS) is to provide the students, faculty, staff, visitors, and community with exemplary services that promote asset protection,
environmental stewardship, and a healthy and safe setting in which to conduct research, teaching and organizational activities[1]. EHS develops, implements, and oversees safety programs to protect staff, faculty, students, and visitors from any recognized hazards that they may encounter at the University. EHS is responsible for environmental compliance, occupational health, and safety, and maintains the emergency management plan[2].

EHS develops annual assessment plans with goals, objectives, and assessment measures to monitor success at achieving the goals and objectives. The goal to expand on the Environmental Management Plan is achieved through maintaining the continuity of the Environmental Council (Environmental Council Charge and Membership), the efficient use of Green Funds by holding environmentally-themed events and by developing Green Initiatives for funding.

EHS has improved the process of identifying, tracking, and monitoring the assignments of Student Safety Training and employee training to include: bloodborne pathogen, hazard communication, and Texas Precursor Chemical Training. EHS utilizes Blackboard, TrainTraq, Workday Onboarding reports, and Business Objects reports for this process[3].

Staff members assigned to EHS are the Director[4], Administrative Associate[5], Safety Specialist[6] and the Environmental Specialist[7] [8]. Staff members are encouraged to belong to field-related professional organizations, (i.e. American Society of Safety Engineers, Institute of Hazardous Materials Management, American Industrial Hygiene Association) and participate in training and employee development activities that promote environmental, health, and safety. Staff credentials are noted on the EHS Web site. Staff responsibilities are categorized into four areas: Environmental Management, Occupational Health, Safety, and Emergency Management. Each staff member is assigned a specific field of expertise with the Director having managerial responsibility for the department.

**Environmental Management.** As required by System Policy 24.01 Risk Management[9], the Environmental Council (EC) serves as a campus-wide planning and advisory forum to identify, assess, and rank environmental concerns, coordinate institutional responses to these priority concerns, assess the effectiveness of actions and programs designed to resolve or manage these issues, and communicate environmental performance to the Vice President for Finance & Administration (VPFA) [10] [11]. The EC reviews and recommends funding for “Green Initiative” proposals submitted by students based on project feasibility, affordability, and potential impact on the environment. The “Green Initiative” projects funded include LED lighting at the Mary and Jeff Bell Library and a University community garden complex with a storage building for tools. Other projects include recycled plastic benches, bike racks and tables located around campus, a “Solar Dok” recharge station: fourteen “hydration station” water fountains and a tree branch-mulching machine[12]. The Islander Green website[13] was developed to publicize the growing number of projects and programs promoting sustainability through “Green Initiatives” and practiced “Green Services”.

The Environmental Specialist[7] maintains the Universities Environmental Management System Plan. The Plan consists of regulated activities to monitor and ensure compliance with the following agencies: U.S. Environment Protection Agency (EPA), the Texas Commission on Environmental Quality (TCEQ), Texas Department of State Health Services and the Texas General Land Office (TGLO). (EMS Status Worksheet) The EPA and the TCEQ oversee compliance of the Resource Conservation and Recovery Act (RCRA), the principal federal law governing the disposal of solid waste and hazardous waste requiring a Hazardous Waste Management Plan[14]. The University, a small quantity generator, contracts with SET Environmental Company to dispose of our hazardous waste. The EPA’s Clean Water Act is the primary law governing water pollution, which requires the university to have a Storm Water Management Plan[15] and a Spill Prevention Control and Counter Measures Plan[16] (SPCC). TGLO reviews our Facility Response Plan for oil spills as required by the State of Texas Oil Prevention and Response Act of 1991 [17] [18] [15] [16] [17].

**Occupational Health.** The Safety Specialist[6] is responsible for establishing and pursuing an effective occupational health program to minimize exposure to potential occupational health risks. Staff members reference the U.S. Occupational Safety and Health Administration (OSHA), the Texas
Department of State Health and Services (DSHS) and the National Institute of Occupational Safety and Health Standards (NIOSH) to advise faculty, staff, and students on potential health risks and to minimize workplace exposures.

Environmental, Health & Safety administers the Hazard Communication Program[19] pertaining to employees that work or may come in contact with hazardous chemicals and an Asbestos-Lead Paint Management Plan[20] to minimize exposure to the mineral and elemental group. The Blood-Borne Pathogen Exposure Control Plan protects employees that have an occupational exposure to bloodborne pathogens[21]. These employees also have the option to either decline or elect to receive a Hepatitis B vaccination series at no cost[22]. Occupational Health services extend to various disciplines such as ergonomics, indoor air quality, chemical safety, respiratory protection, and safety shoe program[23]. Our minimal threat radiation instruments are inspected by the Department of State Health Services.

Safety. Safety services assist all University personnel in taking an active role in various campus safety programs by initiating preventative measures to minimize work place hazards. Campus safety programs are developed in accordance with the Occupational Safety and Health Administration (OSHA) standards, the National Institute of Occupational Health and Safety (NIOSH), the National Fire Protection Association and the Texas A&M University System Regulation 24.01.01 Health and Safety [24]. EHS maintains a university-level safety manual that promotes safety awareness, practices, and procedures to be followed to ensure a safe and healthy environment[25]. It is the intent of the university to comply with all relevant occupational and environmental regulations and nationally-recognized codes and standards. Adhering to the manual's practices will complement responsible efforts to foster safe work habits and to maintain safe work environments. University personnel required to operate a utility cart as part of their job duties take online training before they are authorized to operate a cart. As an additional safety measure a utility cart safety manual establishes safe operation guidelines, risk management issues, and enforcement[26][27][28].

Inspections of campus facilities identify, document, and correct potential adverse health environments and inappropriate worker behavior. Safety training programs are developed to make employees aware of job-related hazards[29][30]. A sampling of additional safety programs offered to the campus community include the FM Global Hot Work Permit procedures, laboratory safety, control of hazardous energy, personal protective equipment, office and fire and life safety. The department conducts fire drills and fire extinguisher training and offers consultation on special events to ensure the safety of the campus community. Accidents and on-the-job injuries are investigated to determine whether a corrective action is appropriate.

The campus has a Health and Safety Committee[31][32] charged to ensure health and safety considerations are integrated and embedded into University functions, processes, and activities; make assessments of safety needs; provide the organization and impetus to facilitate integration of sound health and safety practices; develop and propose health and safety rules to comply with applicable laws and policies. The committee meets regularly and maintains minutes of meetings.

Emergency Management. Texas A&M University-Corpus Christi maintains an Emergency Management Plan[2] as required by System Policy 34.07 Emergency Management[33] and System Regulation 34.07.01 Emergency Management Plans[34]. The “all-hazard” Emergency Management Plan addresses emergency situations which might threaten system resources and the physical safety of the campus community. The plan follows the national and state emergency planning guidelines including the National Incident Management System (NIMS) and Incident Command System (ICS). The Incident Commander has primary responsibility for effectively managing any emergency which might affect the University. The (VPFA) assigns personnel to the Emergency Management Team and each member is required to complete Federal Emergency Management Agency (FEMA) courses ICS 100.c, 200.b and 700.b[35]. A Quick Reference Guide to Campus Emergencies has been developed to supplement the Emergency Management Plan[36]. Twenty-five Evac-U-Tracs have been installed in each multistoried building to ensure emergency response personnel are equipped and capable of transporting individuals with physical impairment down the stairways when elevators are not in use or available[37]. EHS maintains Automated External Defibrillators (AED) for use in case of cardiac
emergency. The University has a total of 39 AEDs stationed in most campus buildings, UPD patrol cars, the Scientific Dive Program, Antonio Garcia Center, South Texas Institute of Art and with the athletic trainers[38]. TAMU-CC maintains Hurricane/Tropical Storm Defense Plan as required by University Procedure 34.07.01.C0.01[34]. The University also contracts with a commercial weather service, StormGeo, which assisted in the development of the Hurricane/Tropical Storm Defense Plan.

The Texas A&M University-Corpus Christi Emergency Management Team (EMT) is organized under the Federal Emergency Management Agency (FEMA) National Incident Management System (NIMS), Incident Command System (ICS). Each team member is required to take the FEMA ICS courses ICS 700, ICS 100 and ICS 200.

The Team participates in an annual Hurricane/Tropical Storm Tabletop exercise to review planning and preparations prior to June 1st, the beginning of the Atlantic/Gulf of Mexico Hurricane/Tropical Storm season. Additionally, the exercise is designed to identify resources and the means to recover from the impact of a hurricane on our facility.

The EMT has participated in a full-scale Active Threat Exercise attended by the City of Corpus Christi Police and Fire (EMS) Department, the Corpus Christi Independent School District Police Department, the Texas Department of Public Safety, and the Texas Rangers.

There is easy access to the University’s “All Hazards” Emergency Management Plan, and a “Quick Response Guide to TAMU-CC Emergencies” on the Environmental, Health and Safety website.

University Police Department

The mission of the University Police Department (UPD) is as follows: Texas A&M University-Corpus Christi Police Department is committed to providing quality professional law enforcement which ensures a safe and secure learning and working environment. We are dedicated to enforcing the laws and regulations by utilizing a community policing philosophy. We strive to serve with excellence and integrity by providing proactive service and encouraging awareness through crime prevention[39]. The UPD is the sole law enforcement agency on the campus of Texas A&M University-Corpus Christi. The UPD reports directly to the Vice President for Finance and Administration[40] and has representation on several university committees[41]. The University Police Department employs 19 commissioned peace officers[40] who are licensed by Texas Commission on Law Enforcement (TCOLE)[42] and maintain compliance with all TCOLE mandated in-service training on an annual basis. The training coordinator monitors all training to ensure all personnel maintain compliance[43]. University police officers are empowered by the Texas Code of Criminal Procedures (Art. 2.13) to enforce all state and local laws[44]. The University Police Department investigates all criminal activity on campus. Crime statistics are reported annually[45] [46] [47] [48] [49] [50] [51] [52]. The police officers of Texas A&M-Corpus Christi have full arrest powers and are authorized to carry firearms. The police department conducts preventive patrol throughout the campus and residential areas by foot, vehicle, and bicycle.

Police Command Staff. The Chief of Police, Captain of Field Operations, Captain of Support Services and the Patrol Lieutenants make up the command staff for the Texas A&M University-Corpus Christi Police Department. The command staff maintains TCOLE-mandated training[43] and receives specialized training in topics related to administration[53]. The Chief of Police reports directly to the Vice President for Finance and Administration. The Chief of Police is responsible for administrative management, budget, personnel, strategic planning, community relations, and ensuring effective and efficient operation of the department. The captains ensure that daily operations of the department are met. The Captain of Support Services reviews policies and procedures, conducts internal affairs investigations, and is the department's Crime Victim's Liaison. The Police Communications Coordinator, the Parking Control supervisor and the Security Systems Specialist are all direct reports to the Captain of Support Services. The Captain of Field Operations oversees all daily operations of the patrol division and maintains the department's evidence room. The Patrol Lieutenants and the Detective Division are all direct reports to the Captain of Field Operations. The Patrol Lieutenants oversee the daily operations of their assigned shifts.
Police Patrol Division. The police patrol division responds to all emergencies and investigates all reports of criminal activity that occur on campus and at off-campus locations that are owned or controlled by the University. Securing campus facilities is also a function of the police patrol division. Students, faculty, and staff at Texas A&M-Corpus Christi have access to all academic, recreation, and administrative facilities. Access to private offices and certain other areas are restricted through the issuance of keys. Visitors to the campus have access to those areas officially opened for study, work, or related functions. The general public can attend cultural and recreational events on campus. The police patrol division patrols campus and closely monitors the security of all buildings to assure that no unauthorized persons have access after closing hours.

Bike Patrol Division. The primary function of the bike patrol division is to support uniformed patrol officers. The bike patrol acts as a reminder of police presence on campus and gives officers the ability to interact with the campus community. The bike patrol allows officers the flexibility to patrol campus areas that are not easily reached by squad cars or on foot. The officers of the bike patrol division undergo extensive training and are all certified bike officers.

Specialized Services. The University Police Department's crime prevention officer is available to the campus community to conduct many different presentations. These presentations are held during orientation, special events, and upon requests of classes, student organizations, or faculty/staff. Some of these programs include Personal Safety, Sexual Assault Prevention, Alcohol/Drug Awareness, Workplace Safety, and Active Shooter Training. The crime prevention division provides crime prevention tips through brochures, flyers, table tents, and campus monitors. The University Police Department has a crime victims' liaison available for victims of crime. The liaison provides guidance to victims with medical, emotional, or financial needs, and makes referrals to the appropriate counseling agencies. The liaison assists and provides information to the victim during criminal investigations.

Information on these services is made available through brochures placed at various locations on campus, on the University Police Department's website, during freshman orientation, and other UPD presentations.

Detective Division. The detective division is responsible for following up and investigating all crimes and incidents that are reported to the university police. This office prepares and presents all cases to the appropriate court for adjudication. Additional responsibilities for this office are to process and maintain the chain of custody on all evidence seized.

Communications Division. The communications division is made up of seven police communications officers. The communications division operates 24 hours a day, 365 days a year and is available to the campus community by phone and walk-ins. The police communications officers are responsible for answering all emergency and non-emergency calls. The police communications officers dispatch police officers to all calls for assistance on campus and maintain an activity log. The police communications officers are also responsible for monitoring cameras and numerous security and fire alarms on campus and at off-campus locations controlled by the university.

Parking Control Division. The Parking Control Division is responsible for enforcing all parking rules and regulations on campus. All faculty, staff, and students, full- or part-time, undergraduate or graduate, who expect to park a vehicle on University property regularly or occasionally are required to register those vehicles with the University Police Department's Parking Control Division and obtain a parking permit. The Parking Control Division also is responsible for reserving space as requested for special events. The Parking Control Division staffs two kiosks located at the entrances to campus. The kiosk personnel provide assistance to the campus community and visitors.

Security Systems Division. The Security Systems Division manages the campus-wide security camera system. In coordination with the Communication Division, it provides around-the-clock camera system monitoring. The division also manage the campus wide access control system including all SandDollar$ swipe card access and door key requests. The Security System Division consists of one supervisor and two part-time camera operators.
Security Division. The University Police Department employs part-time noncommissioned security guards who are posted at locations both on- and off-campus. These locations include the Antonio Garcia Arts and Education Center, The Art Museum of South Texas, and the Mary and Jeff Bell Library. A security officer is also posted at the East entrance to the campus after 10:00pm to provide additional security for students who live on campus. The security guards are responsible for maintaining security during business hours and during special events.

Interagency Relationships. The University Police Department maintains a close working relationship with the Corpus Christi Police Department, Nueces County Sheriff's Department, Texas Department of Public Safety, and other local, state, and federal law enforcement agencies.

Assessment. Like other administrative support units of the university, the University Police Department completes annual assessment reports. Recent results of the Undergraduate Student Survey show a slight decrease in the satisfaction rating for the overall safety of the campus (2014-2015: 96% satisfaction rating; 2015-2016: 95%; 2016-2017: 94%; 2017-2018: 92%)[58]. In response to this, the police department has increased the amount of crime prevention programming it does regarding personal safety. Satisfaction data for campus residents is similar as shown in the most recent Islander Resident Survey from 2016-2017 which indicated a 92% satisfaction rating in overall safety within housing areas[58]. Additionally, items related to safety and security are included in the Noel-Levitz Student Satisfaction Survey which is administered every two years. In the most recent survey from 2018, item 7: “The campus is safe and secure for all students” and item 36: “Security staff respond quickly in emergencies” both had higher satisfaction than other national four-year public universities[59].

Division of Student Engagement and Success

Prevention Programs are administered through the Division’s Office of Engagement Initiatives. Prior to 2018, policy and prevention activities were coordinated under the umbrella of the Islander’s Alcohol and Drug Abuse Prevention Team (I-ADAPT). In an effort to better meet the prevention education needs of the students, programming is now facilitated by student peer educators while policy advisement is addressed by a new campus coalition.

The Islanders Teaching, Engaging and Mentoring (I-TEAM) is a peer education group dedicated to promoting student wellness including alcohol, drugs, sexual health, consent, stress management and other wellness-related issues. In an effort to reach students with evidence-based prevention education strategies, the I-TEAM collaborates on programs with entities across campus and also offers several signature programs including an annual Party House, Oktoberfest, and Screening and Brief Interventions. The office also offers other prevention programs, social norms messaging, and resources to students.

Alcohol and other drug policy advisement are specifically addressed through a campus coalition called the Coalition on Substance Abuse (CoSA). CoSA is a group of students, staff, and faculty committed to promoting healthy choices and reducing the harmful effects caused by abusing alcohol, tobacco, and other drugs. Prevention Programs, in coordination with CoSA, conducts alcohol and drug surveys in order to determine the educational needs of the campus[60] [61] [62]. The coalition also looks at student conduct and police data to determine campus trends and needs[46]. The program conducts a biennial review in compliance with the Drug-Free Schools and Campuses Regulations of EDGAR Part 86[63]. All faculty, staff, and students, including students at a distance, are invited to engage with Engagement Initiatives in person or online[64].

Texas A&M University System RELLIS Academic Alliance (RELLIS Campus)

TAMU-CC began offering degree programs at the RELLIS Campus in Fall 2018. Enrollment at the RELLIS Campus was 68 for Fall 2018 and 80 for Spring 2019. The RELLIS Campus contracts with Texas A&M University’s Police Department to provide security and law enforcement support for the campus community[65].
Conclusion

Texas A&M University-Corpus Christi takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. Reasonable steps are also taken at TAMU-CC's off-campus instructional site to provide a healthy, safe, and secure environment.
Section 14 Transparency and Institutional Representation

14.1 The institution (a.) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC’s requirements and federal policy and (b.) ensures all its branch campuses include the name of that institution and make it clear that their accreditation is dependent on the continued accreditation of the parent campus. (Publication of accreditation status)[Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

Texas A&M University-Corpus Christi represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in the following manner: "Texas A&M University-Corpus Christi is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master’s, and doctoral degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Texas A&M University-Corpus Christi."

This information appears in the undergraduate[1] and graduate[2] catalogs. Additionally, it appears on the Accreditation webpage on the Texas A&M University-Corpus Christi website[3]. The Accreditation webpage is accessible from any of the University’s webpages.

Texas A&M University-Corpus Christi has no branch campuses.

14.2 The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC's policy. (Substantive change)

Compliance Status: Compliant

Narrative

Texas A&M University-Corpus Christi (TAMU-CC) ensures that all substantive changes are reported in accordance with the relevant Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) policy. Substantive changes at TAMU-CC are guided by University Procedure 11.10.99. C0.05 Substantive Change[1] which states that “No unit at Texas A&M University-Corpus Christi, including those units located off-site, may establish practices or changes that would be considered an unauthorized substantive change by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Compliance with this procedure is mandatory for all individuals and units.[1]” This procedure is contained within the University Handbook of Rules and Procedures[2], which is accessible online to all faculty, staff, and administrators.

To ensure timely and appropriate substantive change reporting, TAMU-CC developed a substantive change form[3] in Fall 2018. An example of a completed substantive change form is included in the supporting evidence[4]. Completed forms are emailed directly to the SACSCOC Liaison who reviews the responses to determine whether the proposed change is substantive. Additionally, the SACSCOC Liaison regularly attends meetings of the University Curriculum Committee in order to stay aware of proposed changes and to educate faculty across the colleges on substantive change.

Substantive Change Notifications Reported

Table 14.2-1 contains the substantive changes submitted by TAMU-CC in the past five years. SACSCOC confirmation and/or approval letters for the listed substantive changes are provided. This information is also available to the public on the University’s Substantive Change webpage[5].
<table>
<thead>
<tr>
<th>Substantive Change</th>
<th>SACSCOC Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Program</td>
<td>Accelerated BSN Nurse Education, Practice, Quality and Retention - Registered Nurses in Primary Care 06/07/2019[6]</td>
</tr>
<tr>
<td>New Program</td>
<td>BS Civil Engineering                                                              05/15/2019[7] (Awaiting State Coordinating Board Approval)</td>
</tr>
<tr>
<td>New Program</td>
<td>BS Industrial Engineering                                                          04/15/2019[8] (Awaiting State Coordinating Board Approval)</td>
</tr>
<tr>
<td>Transition to Fully-Online</td>
<td>MAcc transitioning to fully-online degree program. Face-to-face courses for the program will no longer be offered after fall 2019. 01/22/2019[9]</td>
</tr>
<tr>
<td>Program Closure</td>
<td>New Media Arts Certificate, Urban Studies Minor, European Union Studies Minor, Theatre for Youth Minor 1/30/2019[10]</td>
</tr>
<tr>
<td>Off-Campus Site Closure</td>
<td>Islander Art Gallery - Hamlin Center                                              08/02/2018[11]</td>
</tr>
<tr>
<td>New Program</td>
<td>BS Integrated Science                                                             07/02/2018[12]</td>
</tr>
<tr>
<td>New Program</td>
<td>MS Athletic Training                                                              07/17/2018[13]</td>
</tr>
<tr>
<td>New Off-Campus Site</td>
<td>RELLIS Campus                                                                      07/05/2018[14]</td>
</tr>
<tr>
<td>Increase in Hours</td>
<td>Writing for Non-Profits Certificate                                               03/16/2018[16]</td>
</tr>
<tr>
<td>New Program</td>
<td>BS Mechanical Engineering Technology - Competency-based                            09/27/2017[17]</td>
</tr>
<tr>
<td>New Program</td>
<td>BA Media Arts                                                                      05/19/2017[18]</td>
</tr>
<tr>
<td>New Program</td>
<td>MS Chemistry                                                                       02/09/2017[19]</td>
</tr>
<tr>
<td>New Graduate Certificate</td>
<td>Counseling Spanish-Speaking Clients                                               02/09/2017[20]</td>
</tr>
<tr>
<td>Program Closure</td>
<td>Transition of BS Athletic Training to MS Athletic Training                         02/03/2017[21]</td>
</tr>
<tr>
<td>Contractual Agreement</td>
<td>Study Group USA Higher Education Contractual Agreement                            11/09/2016[23]</td>
</tr>
<tr>
<td>New Program</td>
<td>Doctor of Nursing Practice                                                         11/01/2016[24]</td>
</tr>
<tr>
<td>Program Closure</td>
<td>TAMU-CC/TAMU-K Joint EdD                                                           04/14/2016[25]</td>
</tr>
<tr>
<td>Program Closure</td>
<td>MA Art                                                                             03/11/2016[26]</td>
</tr>
<tr>
<td>Program Closure</td>
<td>BA Economics                                                                       03/11/2016[26]</td>
</tr>
</tbody>
</table>
14.3 The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites. (Comprehensive institutional reviews)[Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

Texas A&M University-Corpus Christi (TAMU-CC) applies all appropriate standards and policies to its distance learning programs and off-campus instructional site. TAMU-CC does not have any branch campuses. TAMU-CC has one off-campus instructional site: the Texas A&M University System (TAMUS) RELLIS Academic Alliance (RELLIS Campus). TAMU-CC received approval from SACSCOC on July 5, 2018 to offer its existing Bachelor Business Administration program with majors in Accounting, Finance, Management, and Marketing at RELLIS Campus. In February 2019, the University hosted a successful substantive change visit of the RELLIS Campus that resulted in no recommendations. The letter from SACSCOC informing the University President of the Board of Trustees action following the site review[1]. No additional report was requested by the Board[1]. Programs have been offered at the RELLIS Campus since the Fall 2018 semester. TAMU-CC enrolled 68 students at the RELLIS Campus in the Fall 2018 semester and 80 for the Spring 2019 semester.

Mission Statement (Standards 2.1 and 4.2a)
The current mission statement for TAMU-CC is below:

"Texas A&M University-Corpus Christi is an expanding, doctoral-granting institution committed to preparing graduates for lifelong learning and responsible citizenship in the global community. We are dedicated to excellence in teaching, research, creative activity and service. Our supportive, multicultural learning community provides undergraduate and graduate students with a challenging educational experience through residential, distance learning, and international programs. The university’s federal designation as a Hispanic Serving Institution (HSI) provides a foundation for closing educational gaps, while its strategic location on the Gulf of Mexico and on the cultural border with Latin America provides a basis for gaining national and international prominence.[2]"

The University’s dedication to distance learners, both at the undergraduate and graduate level, is reflected in its mission. The University’s mission statement as well as its review and approval are discussed in Standard 2.1 and 4.2a.

Degree-Granting Authority (Standard 3.1a)
TAMU-CC participates in the National Council for State Authorization Reciprocity Agreements (NC-SARA)[3]. This agreement covers the University’s ability to administer instruction to individuals from all other states that are participating members. The most recent copy of the renewal application to NC-SARA is included as supporting documentation[4].

Faculty (Standards 6.1, 6.2a, 6.2b, 6.2c, 6.3, and 6.5)
TAMU-CC does not employ a separate faculty for its off-campus instructional site or online programs. The faculty roster provided for Standard 6.2a includes all faculty teaching credit-bearing courses, regardless of modality.

Oversight of faculty, whether teaching on-campus, online, or at the RELLIS Campus, is the same and is discussed in Standard 6.2c. Additionally, the same evaluation process applies to faculty that do teach in online programs or at the RELLIS Campus. This evaluation process is discussed in Standard 6.3.

The Office of Distance Education and Learning Technologies (ODELT) offers a certificates program as part of faculty professional development. The certificates program objectives are to:
• Improve and increase opportunities for faculty professional development and ongoing support for effective teaching in online courses,
• Support TAMU-CC’s strategic plan by ensuring the quality of online courses, along with increasing potential for continuity of learning in the event of an evacuation, and to
• Ensure that TAMU-CC meets THECB and SACS standards for distance education by providing faculty support services related to distance education and appropriate development for faculty who teach in online programs[5].

One of these certificates, the Certificate of Professional Development in Best Practices for Online Course Design, addresses online pedagogy, digital strategies, and online course development and is required for all new faculty. ODELT offers additional professional development opportunities including training sessions, workshops, and seminars. These professional development activities are discussed in Standard 6.5. Additionally, TAMU-CC has joined the Quality Matters (QM) consortium and will be using the QM Rubrics and Standards to guide faculty through development, evaluation, and improvement of online courses.

Institutional Planning (Standard 7.1)
TAMU-CC’s strategic plan, Momentum 2020[6], specifically addresses distance learning through the following strategies:

• Goal 1, Objective 1, Strategy 7: Provide targeted undergraduate programs and comprehensive services via distance learning to meet the needs of students unable to be on campus for a traditional program.
• Goal 1, Objective 2, Strategy 2: Provide targeted graduate programs and comprehensive services via distance learning to meet the needs of students unable to be on campus for a traditional program.
• Goal 2, Objective 4, Strategy 2: Support the Office of Distance Education and Learning Technologies in expanding faculty and student use of 21st Century learning tools that increase engagement in learning.
• Goal 6, Objective 2, Strategy 3: Develop programs to encourage and support personal growth and leadership development for students at a distance.

Included in the response to Standard 7.1 is an evaluation report that includes three years of assessment data for Momentum 2020 and summary narratives for each of the plan’s strategies.

Student Achievement (Standards 8.1, 8.2a, 8.2b)
Student achievement measure data for Standard 8.1 include all students, regardless of whether they are taking classes on campus, online, or at the RELLIS Campus. As discussed in the response to Standard 8.2a, online programs and programs offered at the RELLIS Campus complete annual assessments of their program-level student learning outcomes just like their counterparts that are offered traditionally. The assessment program for TAMU-CC’s undergraduate general education outcomes includes all students, regardless of modality. Further information on the University’s general education assessment program is included in the response to Standard 8.2b.

Educational Policies, Procedures, and Practices (Standard 10.2)
Key public information including current academic calendars, grading policies, cost of attendance, and refund policies are published online. TAMU-CC’s website gives all students the ability to access this information. This is discussed further in the response to Standard 10.2.

Cooperative Academic Arrangements (Standard 10.9)
TAMU-CC’s cooperative academic arrangements are addressed in its response to Standard 10.9. The signed agreements for these arrangements are included in that standard’s response as supporting evidence. Additionally, the response addresses the University’s capacity to ensure the quality and integrity of the programs offered through these arrangements.
Academic Governance (Standard 10.4)
The responsibilities of faculty for the content, quality, and effectiveness of curricula is the same, whether offered on-campus, online, or at the RELLIS Campus. These responsibilities are discussed in the University’s response to Standard 10.4.

Library and Learning/Information Resources (Standards 11.1, 11.2, and 11.3)
In recognition of the unique needs of TAMU-CC’s distance learners and remote researchers, the University’s Library provides additional services to those unable to visit campus due to location or handicap. The Library makes provisions to provide remote students with access to both electronic and physical resources. Nearly all electronic products are licensed to allow all students and faculty, regardless of location, to access materials. Due to licensing restrictions, off-campus users must first identify themselves as authorized users in order to access most online library resources. This is generally accomplished via a proxy server, which is maintained by the library. The proxy server is connected to the university's Central Authentication System (CAS), allowing users to log in using their normal university login credentials.

Services extended to remote students also includes expedited home delivery of library materials, both from the Bell Library’s collection and from the collections of external libraries received through interlibrary loan, along with pre-paid return shipping. The Bell Library also extends document delivery services to distance learners and remote researchers from typically ineligible collections such as Circulation Reserves and Special Collections and Archives.

Further information regarding the University’s library and learning/information resources are included in the responses to Standards 11.1, 11.2, and 11.3.

Academic and Student Support Services (Standards 12.1 and 12.2, 12.3, 12.5)
The University’s response to Standard 12.1 addresses which academic and student support services are available to distance learners and how they are made available. Academic and student support services available to students taking courses at the RELLIS Campus are also included in the response.

In the response to Standard 12.2, academic and student support services staff at the RELLIS Campus are included in the staff roster.

The responses to Standard 12.3 and 12.5 also include sections specific to compliance at the RELLIS Campus.

Student Written Complaints (Standard 12.4)
The University has an online complaint resolution process in place. The complaint resolution form is widely-publicized and accessible online. The response also addresses TAMU-CC’s policies and procedures pertaining to written student complaints. Students studying at the RELLIS Campus fall under most of the same policies and procedures, outlined above. As the RELLIS Campus is an academic alliance between several TAMUS system schools and is located approximately 243 miles away from TAMU-CC, some processes differ to allow continuity on the campus.

- Civil Rights Compliance at the RELLIS Campus is addressed through System Rule 08.01.01.S2 [7] which outlines the rules for compliance and the procedure for filing a complaint.
- The RELLIS Student Code of Conduct[8] outlines student’s responsibilities and rights under the code, as well as the procedures for adjudicating alleged violations.
- Transportation and Parking services are provided by the Texas A&M University campus located in College Station. Regulations and procedures are outlined in the Transportation Services /Parking Rules and Regulations guide[9].

All RELLIS Campus specific procedures are communicated to the students located on the RELLIS Campus through orientations, the campus web-site, and email.

Additional information addressing written student complaints is included in the University’s response to Standard 12.4.
Physical Resources (Standard 13.7)
The response to Standard 13.7 addresses TAMU-CC’s technological infrastructure which supports the on-campus, off-campus, and online teaching/learning needs of students, faculty, and staff. The physical resources of the RELLIS Campus are also addressed and include information on the facilities of the site, the operation and maintenance those facilities, the site’s capital planning and campus master plan, deferred maintenance, and technological infrastructure.

Institutional Environment (Standard 13.8)
The RELLIS Campus contracts with Texas A&M University’s Police Department to provide security and law enforcement support for the campus community. This contract is included as supporting documentation[10].

Conclusion
Texas A&M University-Corpus Christi (TAMU-CC) applies all appropriate standards and policies to its distance learning programs and off-campus instructional site. Further information addressing this can be found in the responses to the standards reference within the above narrative.

14.4 The institution (a.) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b.) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC's policy "Accrediting Decisions of Other Agencies"). (Representation to other agencies) [Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative
Texas A&M University-Corpus Christi represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and informs those agencies of any change in accreditation status, including the imposition of public sanctions. Each college of the University offers programs that are professionally accredited.

Accreditation information is available in the online undergraduate[1] and graduate[2] catalogs as well as the Accreditation page[3] within the About Us section of the University website. Accreditation information is also available online at the webpages of respective colleges[4] and programs[5].

Table 14.4-1 identifies all accrediting agencies that accredit programs at TAMU-CC. The University's institutional profile for each agency is included in the supporting documentation. An accreditation calendar including the review schedule for accredited programs is also included in the supporting documentation[6].

<table>
<thead>
<tr>
<th>College</th>
<th>Agency</th>
<th>Programs</th>
<th>Status</th>
<th>Most Recent Letters of Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and Human Development</td>
<td>Commission on Accreditation of Athletic Training Education (CAATE)</td>
<td>BS Athletic Training[9]</td>
<td>Last Reaffirmation in 2013-14</td>
<td></td>
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<td>---------------------------------</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>MS Athletic Training</td>
<td>Undergoing Initial Accreditation Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PhD Counselor Education[11]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>National Association of Schools of Music (NASM)</td>
<td>BA Music[13]</td>
<td>Last Reaffirmation in 2012-13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BM Music with EC-12 Teacher Certification[13]</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>BM Music Performance[13]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing &amp; Health Sciences</td>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
<td>BSN Nursing[15]</td>
<td>Last Reaffirmation in 2015-16</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MSN Nursing[15]</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>DNP[15]</td>
<td>Initial Accreditation earned in 2016-17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (CAC-ABET)</td>
<td>BS Computer Science[18]</td>
<td>Last Reaffirmation in 2014-15</td>
<td></td>
</tr>
<tr>
<td>Accreditation Commission</td>
<td>Program</td>
<td>Last Review</td>
<td></td>
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</tr>
<tr>
<td>Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC-ABET)</td>
<td>BS Mechanical Engineering[18]</td>
<td>2018-19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ETAC-ABET)</td>
<td>BS Electrical Engineering[18]</td>
<td>2018-19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ETAC-ABET)</td>
<td>BS Mechanical Engineering Technology[18]</td>
<td>2015-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)</td>
<td>BS Clinical Laboratory Science[23]</td>
<td>2017-18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No negative actions were taken by any of the agencies, and none of them terminated accreditation following the most recent reviews. Additionally, Texas A&M University-Corpus Christi has not voluntarily withdrawn accreditation from any of the agencies. Examples of self-studies[25] [26] [27] and site visitor reports[28] [29] [30] can be found in the supporting documentation.

**Conclusion**

Texas A&M University-Corpus Christi represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and informs those agencies of any change in accreditation status, including the imposition of public sanction.

The descriptive list of these agencies is available in multiple locations within the University’s website, including, but not limited to, the online catalogs and respective college and program webpages.

**14.5** The institution complies with SACSCOC’s policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current Principles of Accreditation. (Policy compliance) (Note: For applicable policies, institutions should refer to SACSCOC website http:/www.sacscoc.org)

**Compliance Status:** Compliant

**14.5.a** "Reaffirmation of Accreditation and Subsequent Reports"

**Applicable Policy Statement.** If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role with in that system.
**Documentation:** The institution should provide a description of the system operation and structure or the corporate structure if this applies.

**Compliance Status:** Compliant

**Narrative**

Texas A&M University-Corpus Christi (TAMU-CC) is a separately accredited member of the Texas A&M University System (TAMUS) which was founded in 1876[1] [About TAMUS Webpage]. TAMUS is one of the largest systems of higher education in the United States, consisting of 11 universities and eight state agencies[1]. The mission of TAMUS is “to provide education, conduct research, commercialize technology, offer training and deliver services for the people of Texas and beyond through its universities and state agencies”[2]. The 11 component institutions of TAMUS are:

- Texas A&M University,
- Prairie View A&M University,
- Texas A&M University-Commerce,
- Tarleton State University,
- West Texas A&M University,
- Texas A&M University-Kingsville,
- Texas A&M University-Corpus Christi,
- Texas A&M University International University,
- Texas A&M University-Texarkana,
- Texas A&M University-Central Texas, and
- Texas A&M University-San Antonio[1].

As shown in the current System organizational chart[3], TAMUS is governed by the TAMUS Board of Regents. In compliance with TEC 85.11 and 85.12, the board is comprised of nine (9) members from different areas of the state that are appointed by the governor to serve staggered six-year terms[4]. In addition to the nine appointed voting members, the board also includes a nonvoting student regent in accordance with TEC 51.355[5]. TAMUS has a dedicated website for the board[6], which provides the current board roster along with detailed biographies which include the educational and professional background of each of its members along with their board committee positions and professional, business, and community affiliations[7] [8] [9] [10] [11] [12] [13] [14] [15] [16].

As defined by the Texas Education Code, Chapter 61.051[17] and the TAMUS Rules and Regulations, the TAMUS Board of Regents has legal authority and operating control of TAMU-CC, including governance over the University’s mission, fiscal stability, and institutional policies. As Specified in the Texas Education Code, Chapter 87.401, “Texas A&M University-Corpus Christi is a component institution of the Texas A&M University System and is under the management and control of the board of regents of the Texas A&M University System”[18]. Additionally “the board has the same powers and duties concerning Texas A&M University-Corpus Christi as are conferred on the board by statute concerning Texas A&M University”[18].

Reporting to the Board of Regents, the chancellor serves as the chief executive officer for TAMUS, as noted in the Bylaws of TAMUS and TAMUS Policy 02.02, Office of the Chancellor[19]. The TAMU-CC president, who serves as the University’s chief executive officer, reports directly to the chancellor, a role described in TAMUS Policy 02.05, Presidents of System Member Universities[20].

The administration of TAMUS is defined in TAMUS Policy 02.03, System Administration[21]. The role of TAMUS institutions, including TAMU-CC is defined in TAMUS Policy 02.04, System Members of The Texas A&M University System[22]. The development of the operating procedures for the TAMUS is described in TAMUS Policy 01.01, System Policies and Regulations, and Member Rules and Procedures[23].
The offices within TAMUS contribute to the operation of the System and work with member institutions in support of the TAMUS mission. These are listed in the attached organizational charge[3].

14.5.b "Separate Accreditation for Units of a Member Institution"

Applicable Policy Statement. If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.

Implementation: If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit. No response is required by the institution.

Compliance Status: Compliant

Narrative

No response is required by the institution.