Priority Plan to Strengthen Education at Prairie View A&M University and at Texas Southern University

BASED ON THE RECOMMENDATIONS OF THE COMMITTEE ON OFFICE FOR CIVIL RIGHTS (OCR) ISSUES FOR THE

Texas Higher Education Coordinating Board
October 2000
# TABLE OF CONTENTS

## Executive Summary
i

## Background
1

## Texas' Response to OCR
1

## The Committee on OCR Issues
1

## The Priority Plan
4

### Mission
4

- Prairie View A&M University
- Texas Southern University

### Programs
7

- Prairie View A&M University
- Texas Southern University

### Facilities
13

- Prairie View A&M University
- Texas Southern University

### Recruitment, Retention and Graduation
14

- Prairie View A&M University
- Texas Southern University

### Systems
17

- Prairie View A&M University
- Texas Southern University

## Features to Ensure Success of the Priority Plan
18

- Prairie View A&M University
- Texas Southern University
Summary Tables of the Priority Plan 18
Estimated Costs of the Priority Plan 31
System to Measure Progress under the Priority Plan 31
Responsibilities in Implementing the Priority Plan 32
Conclusion 32

Appendices

Appendix 1 – Commitment to Resolve signed by Governor George W. Bush and OCR officials

Appendix 2 – Members of Committee on OCR Issues

Appendix 3 – Charge to the Committee on OCR Issues

Appendix 4 – Minutes of Committee on OCR Issues meetings

Appendix 5 – Reports of OCR subcommittees

Appendix 6 - Changes to Prairie View A&M University Mission in the Texas Education Code and the Institution Mission Statement

Appendix 7 - Priority Plan Cost Estimates and Rationale
Prairie View A&M University
Texas Southern University

Appendix 8 - Priority Plan Implementation Schedule
Prairie View A&M University
Texas Southern University
EXECUTIVE SUMMARY

This is a priority plan to strengthen the education of students at Prairie View A&M University and Texas Southern University. It is the most recent step in Texas' long-term commitment to higher education for all Texans beginning with the development of the “Texas Plan” in 1983.

The plan is based on recommendations by the Committee on OCR Issues. The Committee on OCR Issues was formed to address concerns expressed by OCR after it conducted a two-year review of public higher education in Texas pursuant to Title VI of the 1964 Civil Rights Act. In March 1999, OCR officials indicated they had reached a preliminary conclusion that disparities traceable to de jure segregation still existed at Prairie View A&M University and Texas Southern University, Texas' two historically Black public universities. These disparities were in the areas of the mission of the universities, the land grant status of Prairie View A&M University when compared to Texas A&M University, program duplication, facilities, funding and the racial identifiability of public universities in Texas.

The Governor's Office agreed to respond to OCR's concerns through the Coordinating Board's higher education planning process, the mechanism the Board has used to develop a new plan for public higher education in Texas. Thus, the issues raised by OCR were recognized as particular and important aspects of an overarching issue for the state: closing gaps in participation and success in higher education across Texas for all the people of the state.

The committee was composed of representatives from Texas Southern and Prairie View, from other Texas public universities, and from business and employers. It was charged with reviewing OCR's concerns and developing recommendations to strengthen education at Prairie View A&M University and at Texas Southern University.

The committee met monthly from November 1999 and April 2000 and formed subcommittees to examine mission, land grant status, program duplication, facilities, funding and recruitment, retention and graduation at Prairie View and Texas Southern. Coordinating Board staff was assigned to work with each subcommittee. Both the committee and the subcommittees met with representatives from Texas Southern and Prairie View and reviewed large amounts of information prepared by the institutions and by other sources. The public was also invited to present testimony at one of the committee meetings and throughout the process.

The committee agreed that Prairie View A&M University and Texas Southern University would be enhanced and strengthened by ensuring that any student attending these universities would receive the best quality education available in an environment conducive to high levels of student achievement and success.
A vision was put forth that each institution should be one where any parent would be willing to send his or her child because it offers high quality, desirable programs and facilities and is successful in helping students achieve their full potential.

The committee adopted its recommendations unanimously at its final meeting on April 28, 2000. Those recommendations were used as the bases for the priority plan described in this document. The priority plan calls for an ambitious set of actions to raise the educational success of students, particularly in retention and graduation. The plan also places emphasis on establishing or improving systems and developing the infrastructure to support the delivery of high quality education and provide excellent student services. In addition, the components of the plan are each to be tied to a benchmark to guide and ensure each institution's progress under the plan.

For Texas Southern University, the plan includes actions to strengthen its operational systems related to finance, academics, human resources, facilities planning, information technology, and related areas, including establishing a system for generating revenue through an active and effective institutional development office. It requires actions to improve recruitment, retention, and graduation of students; developing an attractive and well-maintained campus; strengthen academic programs (especially those in law, pharmacy, business and educator preparation); construct a new science building; add ten new high value, high demand programs in seven fields; re-establish the School of Public Affairs; create 12 endowed chairs for new and existing programs; develop a program of merit scholarships; and other important steps, including a change in the statutory mission statement to remove an apparent limit on the mission of the Texas University to "urban programming."

For Prairie View A&M University, the plan includes key initiatives to improve the recruitment, retention and graduation of students; strengthen systems related to information technology and human resources to support the development of students, faculty, and staff; strengthen key academic programs (particularly nursing, engineering, educator preparation, architecture, and juvenile justice); add state-of-the-art buildings for key programs; complete building renovations; strengthen its institutional development office; create 12 endowed chairs for new and existing programs; add a merit scholarship program; amend the statutory mission statement to ensure that it includes no exclusionary language that discourages any Texan from taking advantage of the excellent educational opportunities afforded at Prairie View A&M University; and other important steps.
BACKGROUND

In February 1997, Governor George W. Bush was notified by OCR that it was going to conduct a review of Texas’ system of higher education “to ensure that former de jure state higher education systems have both implemented their OCR-approved desegregation plans and eliminated vestiges of the formerly de jure systems.” The standard under which OCR was to conduct its review was set out in U.S. v. Fordice, 505 U.S. 717 (1992). In United States v. Fordice, the Supreme Court found that under Title VI of the Civil Rights Act of 1964 and the Fourteenth Amendment, race neutral policies alone are not sufficient to determine that a state has effectively discharged its affirmative obligation to dismantle a formerly de jure segregated system of higher education. According to the standards announced by the Court, “[I]f policies traceable to the de jure system are still in force and have discriminatory effects, those policies too must be reformed to the extend practicable and consistent with sound education practices.” Fordice, 505 U.S. 717, 729 (1992).

OCR officials discussed their initial findings with representatives from the Governor’s Office, the Attorney General’s Office and the Texas Higher Education Coordinating Board in March 1999. OCR officials indicated that they reached a preliminary conclusion that disparities traceable to de jure segregation still existed. These disparities were in the areas of the mission of the universities, the land grant status of Prairie View A&M University when compared to Texas A&M University, program duplication, facilities, funding and the racial identifiability of public universities in Texas.

TEXAS’ RESPONSE TO OCR

During the initial meeting between OCR and the Governor’s representatives at the outset of the review, OCR explained its desire to work collaboratively with the State to address OCR’s concerns. After a series of meetings, the Governor’s Office agreed to respond to OCR’s concerns through the Coordinating Board’s higher education planning process, the mechanism the Board is using to develop a new plan for public higher education in Texas. Thus, the issues raised by OCR were to be treated as particular and important aspects of an overarching issue for the state: closing gaps in participation and success in higher education across Texas for all the people of the state. A Commitment to Resolve outlining the collaborative process and signed by Governor George W. Bush and OCR officials was finalized on May 17, 2000 and is attached as Appendix 1.

In March 1996, the United States Court of Appeals, Fifth Circuit, rendered its decision in the case of Hopwood v. Texas et al, 84 F.2d 720 (5th Cir. 1996). In Hopwood, the Court invalidated the University of Texas Law School’s affirmative action policy with respect to admissions. The Court concluded that diversity was not a sufficiently compelling state interest. The State and OCR are mindful of
this holding and will seek to implement the measures in this Plan in a manner that complies with both Fordice and Hopwood.

THE COMMITTEE ON OCR ISSUES

The Committee on OCR Issues was established as part of the Coordinating Board’s higher education planning process. The committee was composed of staff and alumni from the Texas Southern and Prairie View; experts from Texas’ public universities in the areas of funding, facilities, programs and recruitment, retention and graduation; and representatives from business and employers. A list of committee members is included in Appendix 2.

The charge to the Committee on OCR Issues was developed to both further the goals of the Coordinating Board in the development of a plan for quality higher education in Texas and to address the concerns of OCR. The goal of the Coordinating Board was to use the opportunity of OCR’s review to enhance and strengthen Prairie View A&M University and Texas Southern University and make them more competitive by providing the highest quality education for all students. A copy of the committee’s charge is included in Appendix 3.

The committee met in six public meetings between November 1999 and April 2000. At the first meeting in November 1999, subcommittees were formed to look at mission, land grant status, program duplication, facilities, funding and recruitment, retention and graduation at Prairie View and Texas Southern. Coordinating Board staff from the Universities and Health Related Institutions, Campus Planning and Finance Divisions and from the Office of Access and Equity were assigned to work with each subcommittee. The charges to the subcommittees are included in Appendix 3.

At the first two meetings in November and December 1999, President Charles Hines of Prairie View A&M and President Priscilla Slade of Texas Southern presented overviews of their institutions. The two meetings took place at each respective campus so that committee members could tour the campus. In addition to the presidents, information was provided to the committee and the subcommittees by staff, faculty, students and alumni of Texas Southern and Prairie View A&M; staff and consultants from OCR; members of the Texas Legislature and their staffs; a U.S. representative; and members of the public, including the Reverend Jesse Jackson. Public testimony was invited in both written and oral form including a public hearing held on January 31, 2000. A copy of the minutes of each committee meeting is included in Appendix 4.

The committee worked closely with key staff from each institution throughout the process and reviewed data from a variety of sources related to programs, funding, facilities, enrollment, graduation, accreditation and other relevant areas. Among the documents reviewed by the committee and the subcommittees were the following:
I. Strategic Plans for Texas Southern University and Prairie View A&M University;
II. An Action Plan to Strengthen and Prairie View A&M University, January 20, 2000;
III. Prairie View A&M University – Prioritization of Requirements, Needs, Programs and Facilities, March 2000;
IV. Prairie View A&M University, Funding Proposal to the 76th Legislature;
V. Texas Southern University Program Enhancement Plan, January 2000;
VI. A Performance Review of Texas Southern University, Texas Comptroller of Public Accounts, February 1999;
VII. Texas Southern University’s Performance Review Progress Report, February 2000;
VIII. State Auditor’s Office, Texas Southern University’s Accountability Systems, February 1999 and February 2000 follow-up;
IX. Texas Southern University, Status Report to State Auditor’s Office, October 20, 1999;
X. Texas Southern University Special Items Report, August 31, 1999;
XI. Information regarding the South Texas Initiative; and
XII. List of tuition revenue bonds authorized during 72nd, 73rd, 74th and 75th legislative sessions.

Each subcommittee met at various times between November 1999 and April 2000, either by telephone conference call or at the institutions. In March and April 1999, the subcommittees presented initial reports to the full Committee on OCR Issues which served as the basis for the committees’ recommendations. The subcommittees assigned to look at facilities, funding, and recruitment, retention, and graduation produced written reports which are included in Appendix 5.

The committee agreed that the charge to enhance and strengthen Prairie View A&M University and Texas Southern University was best served by ensuring that any student attending these universities would receive the best quality education available in an environment conducive to high levels of student achievement and success. A vision was put forth that each institution should be one where any parent would be willing to send his or her child since it offers high quality, desirable programs and is successful in helping students achieve their full potential. The committee also agreed that it was essential to look at the institutions separately and to develop recommendations tailored specifically to each institution.

The committee decided that doing what would improve the education of students at each institution would also serve to improve the institution. Accordingly, the recommendations were prioritized according to their impact on the educational success of students, particularly in improving retention and graduation rates.
Emphasis was also placed on establishing or improving systems and developing the infrastructure to support the delivery of high quality education and provide excellent student services. In addition, the committee decided that each recommendation should be tied to a benchmark to monitor and to support each institution’s progress under the plan.

THE PRIORITY PLAN

This Priority Plan’s goal is to strengthen the education of students at Texas Southern University and Prairie View A&M University. It is based on the recommendations of a committee that conducted a broad examination of each institution, including its unique strengths, its role within the higher education system in the state, its potential for growth, and the degree to which each could possibly assimilate desirable change. Committee analysis relied on a voluminous quantity of information and testimony provided by the public, education experts, the Office for Civil Rights, institutional representatives and others. This information was used by the committee to create a vision of each institution that reflected its mission, as expressed in a set of academic programs that collectively define a unique and important role for the institution in educating the people of Texas.

This vision was simultaneously used as the basis for addressing the concerns of the Office for Civil Rights: that the mission of each institution not reflect any racial or ethnic character that its programs reflect its mission, and that they be supported with the funding and facilities consistent with a top-notch university.

The plan addresses both the concerns of the OCR and the goal of the Committee on OCR Issues to strengthen the education at Prairie View and Texas Southern by focusing on this outcome: That each institution have programs and facilities so strong that they will be attractive to any student. In the final analysis, what is best for these schools is that they provide a high quality education that is accessible by all Texans. In this way, what is best for these schools is consistent with the goals of the OCR, with the requirements of law, and with what is best for Texas.

Full implementation of the plan is contingent on funding by the Legislature of Texas.

Details of the priority plan are described in the following sections.

MISSION

The plan components related to mission are based on reviews of the Texas Constitution, the statutory language of the Texas Education Code establishing the institutions, and the mission statements and tables of programs approved for the institutions by the Coordinating Board.
It is also based on the more general concept of mission as what the institutions do and whom they serve. The plan focuses on ensuring that the mission of each institution supports the goal of being an educational asset accessible by all Texans. This includes a commitment to serve all Texans and a vision that brings the research, educational, and public service resources of the institution to bear on the needs of the state, the nation, and the world.

To support that mission, Texas continues efforts to open doors to public institutions of higher education for all its citizens. Graduates in the top 10% of their high school class are guaranteed admission to any university in the state. The Texas GRANTS programs pays tuition and fees for high school graduates who have completed the high school recommended (college prep) curriculum. All public institutions of higher education in Texas must have a plan to ensure their student body reflects the population of the state to comply with the Uniform Recruitment and Retention Strategy as required by law.

In turn, the responsibility of Texas' higher education institutions is to provide high quality programs that produce graduates with the knowledge, skills, and experience to live full, productive lives. Thus, the missions of the two institutions are embodied in and most clearly defined by the state of degree programs that the institutions offer. A thoughtful and strategic analysis of programs is highly relevant to the mission of these institutions. Parts of the plan enhancing the mission of the institutions with the development of new degree programs are described in the Program section of this document.

Prairie View A&M University

Prairie View A&M University is designated in the Texas Constitution as “an institution of the first class under the direction of the same governing board as Texas A&M University (Article VII, Section 14).” Its history as a legally designated Black postsecondary institution, described in detail during the meeting and tour of campus at Prairie View in November 1999, may be implicitly reflected for many in the Texas Education Code (Sec. 87.104) which states:

In addition to its designation as a statewide general purpose institution of higher education and its designation as a land-grant institution, Prairie View A&M University is designated as a statewide special purpose institution of higher education for instruction, research, and public service programs which are dedicated to: (1) enabling students with latent aptitudes, talents, and abilities and of diverse economic, ethnic, and cultural backgrounds to realize their full potential; (2) assisting small and medium-sized communities to achieve their optimal growth and development; and (3) assisting small and medium-sized agricultural, business, and industrial enterprises to manage their growth and development effectively.
Further, race specific or language that could be construed as exclusionary can be found in several places in the institutional mission statement.

To make Prairie View A&M an educational asset accessible by all Texans, the plan requires removing language from the Texas Education Code and Institutional Mission Statement which might give the impression of excluding any Texan from attending Prairie View. Specific changes are detailed in Appendix 6.

Part of Prairie View's mission is to help small and medium-sized communities grow and develop and to assist agricultural, business and industrial enterprises, both of which are implemented through various programs. That part of its mission is the basis for Prairie View's current focus on research and action to support the crucial problems that America's cities face in the 21st century: An infrastructure in increasing disrepair, lack of accessible health care, problems with young people who disregard education and become involved too often in crime and, in an increasingly global community, the inability to distribute food in many cities throughout the world. Prairie View A&M has a number of programs currently in place or in development to support these efforts.

These efforts are considered to be appropriate and valuable expressions of Prairie View's mission. Not only will Texas cities benefit from such efforts, but cities all across the nation and the world. Moreover, the ubiquity and pressing nature of the problems faced by cities will require ever more scholars and practitioners equipped with the skills and research to address them effectively expanding both the contributions and enrollment of Prairie View.

One other aspect of Prairie View A&M University's mission that is important to sustain and develop relates to its role as a historically Black institution providing educational opportunities to those who might not have the academic background to find success in higher education. This role has led Prairie View to develop and implement very successful programs that help students succeed. The development of those programs under a mission to enable "students with latent aptitudes, talents, and abilities and of diverse economic, ethnic, and cultural backgrounds to realize their full potential" does not negate their usefulness to all Texans who could benefit from them. Thus, while the mission must not be race specific, and while this language will be removed, the lessons learned under that part of its mission can and should be applied to any and all Texans who might benefit.

**Texas Southern University**

Texas Southern University, like most other public institutions of higher education in Texas, is not specifically referenced in the Texas constitution. It is defined in the Texas Education Code (Section 106.02) as follows:
In addition to providing other general academic and related programs, Texas Southern University is designated as a special purpose institution of higher education for urban programming and shall provide instruction, research, programs, and services as are appropriate to this designation.

This language is not considered exclusionary. The plan requires replacing the underlined phrase above with "In addition to its designation as a statewide general purpose institution of higher education," a change to express more clearly its role in providing Texans a range of degree programs commonly offered by other universities, in addition to degree programs that establish a distinctive identity and attractiveness for TSU.

The institutional mission statement of the institution elaborates on its urban programming mission and its commitment to an open access philosophy, a philosophy shared by a number of public institutions of higher education in Texas. No language in this mission statement could be construed as exclusionary and thus no change to it is required.

Texas Southern's urban programming mission is manifest in programs to help address the pressing needs of urban areas: the continuing need for economic development and vitality across all sectors of a city, the environmental toxins peculiar to urban density, and governmental policy applications that address urban issues. Texas Southern has a number of programs currently in place or in development to support these efforts.

Texas Southern is an open enrollment institution providing educational opportunities to those who might not have the academic background to find success in higher education. This is an important asset to the state of Texas.

These efforts are appropriate and valuable expressions of Texas Southern's mission. The programs at Texas Southern that address these urgent urban programming issues have the capacity to be a resource to urban areas in Texas, in the United States, and the world. Moreover, the ubiquity and pressing nature of the problems faced by urban areas will require ever more scholars and practitioners equipped with the skills and research to address them effectively expanding both the contributions and enrollment of Texas Southern.

PROGRAMS

High quality academic programs are an essential element to the success of both institutions. While enhancing key programs will serve to strengthen the institution, it is equally important that all academic programs remain healthy, productive, and vigorous. To ensure the general quality and integrity for all academic programs, the plan requires both institutions to redouble their efforts to maintain accreditation status in those programs that are currently accredited and
proceed to acquire accreditation for other programs where it would be appropriate.

The state expects institutions to maintain accreditation whenever accreditation is required to allow program graduates to sit for licensure or engage in professional practice (e.g., law, engineering, and pharmacy). Similarly all programs are expected to remain in good standing with state licensing agencies that do not formally accredit programs, but where good standing is necessary for program graduates to be able to sit for licensing or engage in professional practice. Examples of such areas are education and nursing. Accreditation can also be desirable and therefore appropriate when it is not required for licensure or professional practice, but where accreditation is considered the mark of a high quality program and will bring prestige to the institution (e.g., business). A goal of the review of existing programs in the Plans for Prairie View and Texas Southern is to identify additional academic areas in which this latter category of accreditation should be pursued to benefit students and ensure high quality. To this end, each institution will develop, with Coordinating Board staff, an action plan to survey their academic programs take the necessary steps to comply with this component. This plan will be completed by June 2001.

It is important that both institutions have nationally recognized programs. To this end, the plan requires the establishment of 12 endowed chairs to bring the prestige and experience necessary to attract research dollars and top quality faculty and students that would result in clear gains in scholarship and service to the state. This endowment is to be supported with $6 million in seed money appropriated by the legislature in $2 million increments over the next three biennia that would be matched by at least $6 million generated from private sources. The state-backed matching program does not exist in Texas and the plan is not intended to set a standard for other public higher education institutions in the state. Rather, this action is designed to quickly enhance the academic level of Prairie View A&M University and Texas Southern University and to provide a jump-start for each institution's own developmental efforts. It is intended and expected that both institutions will continue on their own to find ways to endow chairs in such a way as to raise the level of academic quality and reputation.

The plan further requires each institution to review a number of specific existing programs and make any necessary improvements identified in the review. Such improvements may include, but are not limited to, modernizing and upgrading the curricula, upgrading equipment, technology, and labs, improving the numbers and/or quality of faculty, increasing program retention and graduation rates, increasing licensure rates of graduates and any other actions that would improve the quality of the program from the point of view of students, parents, accrediting agencies, employers of program graduates, and/or peers within the academic profession.
With respect particularly to improving educator preparation programs these improvements may include updating the curriculum, developing benchmarks for student success on the EXCET test and improving collaboration between the university and local school districts.

The institutions will, with Coordinating Board staff, develop a plan for review which also specifies what action will be taken as a result of that review, by June 2001.

The plan requires each institution to develop and implement a number of new academic programs. The programs in the plan were selected from a larger number of new programs that had been suggested during the development of this plan that might strengthen each institution and support its mission. These programs included those suggested by the institution as well as by educational consultants. A number of factors that bear on what programs to include in the plan were cited by professional educators. First, implementing a large number of programs would dilute the resources of the institution and to that degree lower the quality of all the programs. Second, mission definition would best be served by focusing on key programs that would be or would soon become nationally recognized. Third, related to the second, the programs would have to quickly become attractive enough to draw the number of students necessary to support the program through formula funding. Fourth, the focus on a small number of key, nationally recognized programs would increase the quality of both students and faculty. Finally, programs must be included that would result in clear and demonstrable successes upon which the institution would continue to build.

Sorting among academic programs to choose those that best serve to strengthen the institutions is not a process entirely subject to a mathematical method. A number of factors contribute to what constitutes a wise choice: the number and quality of faculty in the particular program or related programs, the number and quality of students, the level of the degree offered, the current stature and reputation of the program, its current access to research dollars, the number and nature of similar programs across the region and the state, the level of academic quality necessary to induce top scholars to participate, the level of research funds available, and other elements.

Similarly, there is no precise formula for how many programs to add over what time period. Too few and the opportunity to do the most to enhance the institutions is squandered. Too many, and especially, too many too soon, and the institution is expanded on the foundation of mediocrity.

Ultimately the programs cited in this plan for improvement and for development, as well as the timing of new programs, have been chosen on the basis of the professional judgment of committee and staff members, consultants, administrators, and others, as to which would serve to strengthen the education
of students at each institution, support its success in fulfilling its mission, and serve Texas and Texans in the most positive way.

There are other programs at each institution that would serve its mission and, perhaps, under some conditions, be easily implemented. It is the intent of this plan that this phase of program development at both institutions be very focused and, should either elect to start other programs, they should be complementary to this plan's overarching goals.

**Prairie View A&M University**

The plan specifies five academic areas to be enhanced that are highly supportive of the mission of Prairie View: The College of Nursing, the College of Engineering, educator preparation, the School of Architecture, and juvenile justice. The plan includes the following improvements:

The College of Nursing supports Prairie View's focus on urban healthcare issues, including access to care. Located in downtown Houston, it has links to the medical centers of several Texas universities. It is a strong program that will benefit from review of and improvements to its existing degree programs and a new, state-of-the-art equipped building.

The College of Engineering supports Prairie Views' mission in assisting communities, agriculture, business and industrial enterprises to grow and develop. It is another strong program that will be made stronger by efforts to enhance existing programs and the development of both an MS and a PhD program in Electrical Engineering to serve as an academic mainstay for the college. A renovated state-of-the-art building with appropriate equipment will provide a basis for generating research dollars and scholarship and will add to the quality of existing programs.

An MS in Computer Science will provide the academic talent in computers and technology that all programs at Prairie View, but particularly its engineering program, can draw on as needed. Similarly, an MS in Information Systems must also be developed.

Prairie View has trained thousands of public school teachers and administrators who serve our Texas public education system. Texas must continue to support that effort by enhancing its educator preparation programs. A new PhD program

---

1 The plan recognizes that as each institution continually adjusts to changes in society one or more of the programs specified may later not be the most appropriate. It is, therefore, the intent of this plan that the institutions have the flexibility to choose those that best serve its mission as conditions justify during the six years of the plan with the approval of the Coordinating Board. The set of programs included here are those that the committee, institutional representatives, and the Coordinating Board staff believe would best serve students, the institution and Texas at present.
in Educational Leadership will greatly enhance these efforts with its focus on urban educational problems.

The School of Architecture supports Prairie View’s focus on assisting cities with their infrastructure needs. Both a new program that offers a BS in Construction Science and another that offers a Masters of Architecture will firmly anchor this focus in the school of architecture. A new state-of-the-art building will attract high quality faculty and students, support acquisition of research dollars, and create an environment that helps produce meaningful scholarship.

A new program in Juvenile Justice at Prairie View, its first PhD program and the only type of program of its kind in the nation, addresses a core focus of Prairie View—urban crime committed by children. Already nationally recognized, a new PhD in Juvenile Forensic Psychology will provide more power to address this critical problem in our nation’s cities. A new building will increase the attractiveness and quality of this unique program, inviting quality faculty, research funds, students, public service, and scholarship.

Based on input from professional educators and others as to what implementation schedule would most likely lead to success, the plan requires implementing the programs on the following schedule. For the 2002/2003 biennium: the MS in Computer Science and the MS/PhD in Electrical Engineering. For the 2004/2005 biennium: The BS in Construction Science, the Masters in Architecture, and the PhD in Educational Leadership. For the 2006/2007 biennium: the PhD in Juvenile Forensic Psychology and the MS in Information Systems.

This plan specifies new programs for the next six years. Prairie View A&M University is encouraged to look at its needs beyond those six years and consider the subsequent development of a Masters in Accounting and two PhD programs from Engineering or Computer Science.

**Texas Southern University**

Texas Southern University has experienced a serious decline in enrollment resulting in a decline in revenue, to one degree or another, across all programs. This may have resulted for some programs in an inability to keep pace with similar programs at other institutions in terms of scholarship, technology, and the accumulation and application of new processes and procedures. On this basis, the plan requires Texas Southern to conduct a review of graduate and undergraduate programs and use the results of that review to strengthen programs.

Texas Southern has four prominent programs that have served Texas particularly well: law, pharmacy, business, and educator preparation. Strengthening these programs is crucial to establishing an institutional reputation that all Texans will
find appealing and that those with the desire to pursue studies in these areas will choose to participate. The plan requires Texas Southern to review these programs and make the necessary improvements with support from the State.

The plan also specifies new programs to support the urban programming mission of Texas Southern University.

Texas Southern will reestablish the School of Public Affairs with its emphasis on urban government policy. In addition to consolidating current programs, the school will house two new programs: an MS and a PhD in Urban Planning and Environmental Policy. A PhD in Administration of Justice, focusing on policy dealing with urban crime, in collaboration with the School of Law, is also part of the plan.

The plan also requires both an MS and a PhD in Biomedical and Pharmaceutical Science, programs that will build on the strengths of the existing School of Pharmacy and the current PhD offering in Environmental Toxicology.

Texas Southern’s engineering technology program is a promising and potentially productive program given the dramatic rise in technological applications in business during this computer revolution. To support the engineering technology program, the plan requires a BS in Computer Engineering Technology degree.

An MS in Computer Science will provide the academic talent in computers and technology that all programs at Texas Southern, but particularly its engineering technology program, can draw on as needed. Similarly, an MS in Management Information Systems will, in addition to producing a cadre of professionals for use in business and government, provide a resource to the university community as well.

Texas Southern plays a major role in producing professionals in the health care industry in Houston. The plan’s new MS in Health Care Administration will add substantially to this effort.

Based on input from professional educators and others as to what implementation schedule would most likely lead to success, the plan requires implementing the programs on the following schedule. For the 2002/2003 biennium: MS/PhD in Urban Planning and Environmental Policy and the MS in Health Care Administration. For the 2004/2005 biennium: the MS in Computer Science, the MS/PhD in Biomedical and Pharmaceutical Science, and the BS in Computer Engineering Technology. For the 2006/2007 biennium: the MS in Management Information Systems and the MS/PhD in Administration of Justice.

This plan specifies new programs for the next six years. Texas Southern University is encouraged to look at its needs beyond those six years and
consider the subsequent development of a PhD in Business and another in Developmental Education.

**FACILITIES**

Programs must have the facilities and equipment that support top quality academics and grounds conducive to the academic nature of an institution. These conditions are necessary for attracting and keeping high quality faculty, staff, and students, and for ensuring students have an environment that supports the acquisition of skills necessary to compete successfully with graduates from other institutions.

The components of the plan related to facilities were developed through an extensive and intensive process. Committee on OCR Issues members toured each campus and members of the subcommittee on facilities made special trips to examine particular facilities and landscapes. Each institution provided the Coordinating Board an annually updated Campus Master Plan which details their short- and long-term goals for new buildings, renovations, landscaping, and related issues, which the committee also reviewed. Data on square footage and student enrollment and the consultation and advice of facilities experts, institutional administrators, and others were also considered. In addition, each institution has its own institutional master plan designed to ensure the facilities are in place for the anticipated changes.

**Prairie View A&M University**

The plan requires three new buildings for Prairie View to support new and existing programs: nursing, architecture, and juvenile justice. Prairie View A&M will either upgrade its current engineering facilities or build a new facility as determined by further inquiry into the ability of current facilities to support the engineering programs. Whether to build a new facility or upgrade its current facility will be determined by August 2001. These projects must be completed by August 2005.

Prairie View will continue to carry out the renovations that have been identified in the latest campus master plan that it provides to the Coordinating Board on an annual basis. Over 75 items are on that list. This work must be completed by September 2005.

Prairie View A&M has made many landscaping improvements over the past five years. The plan does not call for any additional actions at this time.

**Texas Southern University**

In the case of Texas Southern University, a recently completed independent facilities audit has provided additional information to that previously submitted to
the Coordinating Board, and the subsequent development of its own institutional campus master plan. Specifically, the audit examines the cost of renovating facilities on campus on the basis of their current condition but, by itself, does not indicate which facilities Texas Southern should renovate and which facilities it should remove. That is, the audit provides information that will be valuable to the creation of the new campus master plan, included in the priority plan, to guide future planning, renovation, and construction for the campus. The new master plan will be completed by January 2002.

The plan provides a new science building at Texas Southern to support its science-related programs. The new master plan will determine the location for this building. This building will be completed by May 2006.

Texas Southern will also finish facilities renovations needed to make the campus a safe, healthy and attractive place for pursuit of higher education. The campus master plan will identify these renovations, which will be completed by March 2005.

Landscaping at Texas Southern does not provide enough definition to the campus as an institution of higher learning. Texas Southern will implement a landscaping plan that provides the definition and environment of a top-quality university and complete implementation of that plan by March 2004.

As noted in the next section, additional student housing is an important component of the priority plan to help establish a culture of success at Texas Southern University.

RECRUITMENT, RETENTION, AND GRADUATION

The quality of programs relies a great deal on the quality of students attracted to and succeeding at a university. While recognizing that many brilliant students attend and succeed at both institutions, Prairie View’s history of serving “students with latent aptitudes, talents, and abilities and of diverse economic, ethnic, and cultural backgrounds to realize their full potential,” and Texas Southern’s open door policy have contributed to a lower level of academic readiness for the student body as a whole. The plan is designed to raise the overall academic quality of the student body to a level that supports nationally recognized programs—to support at each institution, a student culture of success.

---

2 Educational facilities in Texas are normally funded through tuition revenue bonds based on projected estimates of tuition revenue for the institution or, if applicable, its parent system. Texas Southern University is an independent university and its bonding capacity may not absorb the total cost of this building. Four alternative funding plans may be considered: Use statewide revenue to pledge against the debt capacity of all public universities, arrange for Texas Southern and a university system to pledge combined revenue against the debt, use a combination of tuition revenue bonds and state general obligation bonds to reach the needed funding level, or use part of the Higher Education Assistance Fund devoted to endowments to partially fund the building.
Under the plan a merit-based honors scholarship program will be established at both Prairie View and Texas Southern, funded by $6 million in seed money appropriated by the legislature in $2 million increments over the next three biennia that would be matched by $6 million generated from private sources. As with the plan component establishing endowed chairs, the state matching concept does not exist in Texas. Rather, this component, like the establishment of faculty chairs, is designed to quickly enhance the academic level of the institutions and to provide a jump-start for their own developmental efforts.

Prairie View A&M University

In recent years, Prairie View has performed a great service for Texas in developing successful programs that help students achieve their goals. The plan requires the expansion of two such programs: The University College and Project ACCESS.

The University College program is of a type that is referred to among recruitment and retention professionals as “intrusive.” This means that the student services focusing on academic preparation and success are not just passively provided, waiting for students who conclude that they need such services to seek them out. Nor are they simply advertised to students. Rather, these programs explicitly structure the students’ total campus and academic experience (hence the term intrusive) to create the most supportive and enhancing environment possible. For example, students are placed in groups that are housed together, take the same set of core courses, and have a designated advisor, who assertively works with them.

University College was piloted on a group of about 600 incoming freshmen last year and has proven successful in terms of grade point averages and retention. Under the plan Prairie View will extend the University College to the entire incoming freshmen class.

The plan will also expand Project ACCESS. Project ACCESS is a summer program for students prior to their freshman year that focuses on increasing academic achievement and teaching specific skills in time management, note-taking, and other areas to enhance students’ ability to make a successful transition to college. Students may participate in this program whether or not they intend to enroll at Prairie View. Expanding this program is not only good for Prairie View, but for all institutions which subsequently enroll these students.

Prairie View recognizes the challenge faced in raising the general academic level of its students in order to enhance scholarship, generate research dollars, and attract new students. Part of this challenge is to streamline its academic support services for students to make them efficient, user friendly, and effective. The plan provides a centralized student development and support center to house all
educational and general, non-auxiliary student affairs, enrollment, and support functions.

**Texas Southern University**

High quality services can do a great deal to attract and maintain student enrollment and low quality services can present unnecessary obstacles. Under the plan, Texas Southern University will upgrade its student enrollment services. This is especially crucial for Texas Southern to make gains under the Coordinating Board’s Uniform Recruitment and Retention Strategy which requires all public higher education institutions in the state to implement strategic enrollment management principles, in effect consolidating and focusing student support services, to meet the enrollment goals of the state.

Another important component of the plan is raising the academic level of students, particularly given Texas Southern University’s open door policy. Of special importance is helping young students in their transition to college, particularly between their high school graduation and the following fall term and during their freshmen year. It is also important that all students have available a high quality academic support center. Texas Southern University, using the experience of institutions with demonstrably successful programs, will establish a summer and first year academic support program for incoming freshmen and upgrade its academic support center.

As noted, successful academic support programs tend to be more intrusive, organizing the student’s experience at the university by creating an environment that supports success. That environment often capitalizes on the manner in which students are housed, allowing for the creation of smaller and more accessible peer support groups and the development of a stronger relationship with one or more advisors assigned to each group. Moreover, having more students live on campus helps create a strong sense of community on which to build a culture for success. Texas Southern will benefit by additional student housing, to be constructed under the plan.

To support its mission as an open door university Texas Southern will improve its programs providing basic skills in reading, writing, and math.

One barrier to education identified at Texas Southern for a number of potential students was the lack of availability of child care. On-site child care can also be an attractive incentive to faculty and staff. Texas Southern will develop a child care center to provide students, faculty, and staff child care services in conjunction with the Child and Family Development Program.
SYSTEMS

The quality of academic services relies in a very fundamental way on the university's basic day-to-day activities in managing finances, securing equipment and supplies, and other actions that support its operations. Without the basic operational systems functioning smoothly, an institution will not be able to fulfill its educational objectives.

It is the expectation of this plan that universities use information technology to improve the full range of services they provide. Moreover, the pervasive influence of technology on the nation's business, government, and society is an important aspect of higher education that the committee considered in what would make Prairie View and Texas Southern outstanding universities. The plan calls for funding to strengthen the information technology services of both institutions.

Competition for good faculty is strong among institutions of higher education. The components of the plan previously described will create a competitive environment from which to attract both distinguished established faculty and promising new faculty. Faculty have expectations about the services they receive from their university, however, and both Prairie View and Texas Southern will strengthen the human resources function and infrastructure and will provide a competitive faculty compensation and benefit structure. Two other important benefits of this component are a stronger and well-trained staff (as continuing education is an important part of human resources), and a better capacity to recruit both staff and faculty.

Institutions of high caliber require high levels of supplemental, non-state funding to attract and keep high quality faculty and students. This includes not only actions to attract private funds, but organized efforts to secure educational grants, research dollars, and other competitive sources of funding. Texas Southern and Prairie View will strengthen their institutional development in order to obtain additional funds.

Prairie View A&M University

With the exception of those items listed above, the plan requires no other actions to be taken by Prairie View A&M University.

Texas Southern University

The Texas State Auditor's Office and the Comptroller of Public Accounts have made a number of recommendations on the basis of their individual analyses of various aspects of Texas Southern's operations. Texas Southern has aggressively adopted the recommendations from these agencies and will continue to carry them out under the plan.
In addition, Texas Southern will strengthen its academic planning and support functions, particularly with regard to developing a comprehensive institutional research, planning, and evaluation system and will improve its systems for facilities planning, construction, operation, and maintenance.

**FEATURES TO ENSURE SUCCESS OF THE PRIORITY PLAN**

The plan has three significant features to ensure that it is successful in enhancing the education of students at Prairie View A&M University and Texas Southern University.

First, plan components for each institution are a complete package, with each making a significant contribution to the overall goal of strengthening education at Prairie View and Texas Southern. The plan prioritizes the components because some components actually build on the successful implementation of others.

Second, each component has associated with it a benchmark for success, and third, the plan provides a system for measuring progress under the plan.

The priorities and benchmarks are described in this section.

**Prairie View A&M University**

For Prairie View the highest priority are components that focus on increasing the level of academic quality of students. The system functions related to information technology services and human resources are also prioritized highly. Next in priority are programs and the facilities that support these programs. Increasing monetary and faculty resources are the next priority followed by several more programs and another facility.

**Texas Southern University**

Components that ensure successful operating systems at Texas Southern are essential. Increasing the success of students builds on the systems, as do strong, high-quality programs and facilities, a child care center which will serve both the program and the recruitment, retention, and graduation goals.

**SUMMARY TABLES OF THE PRIORITY PLAN**

The following tables list, for each institution, each plan component, its rationale, its benchmark, and the biennia under which the work will occur.
## PRAIRIE VIEW A&M UNIVERSITY
### Priority Plan Components
#### October 2000

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>COMPONENTS</th>
<th>RATIONALE</th>
<th>BENCHMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment, Retention and Graduation</td>
<td>1.1 Create the University College, which provides an academically focused, student-centered environment for the entire university community with an emphasis on freshmen.</td>
<td>To better serve its students and the state, Prairie View should increase its retention and graduation rates. The University College is an outgrowth of two successfully piloted programs: the Academy for Collegiate Excellence and Student Success (ACCESS) and the Panther Living and Academic Community Experience (PLACE). University College is a program that provides an academically focused, student-centered, structured environment for the entire university community with an emphasis on freshmen. It consists of three divisions. The Advisement Division provides freshmen with holistic and accessible advisement and serves as a central point for accessing services and referrals to services. The Academic Enhancement Division is responsible for the Center for Academic Support and encompasses the developmental education program. The Student Life Division is responsible for the residential learning community with an emphasis on a living environment that is academically focused, including orientation to student life, tutoring, group study, and on and off campus enrichment activities. University Colleges comprehensive integration of its students into the higher education environment has demonstrated success in increased retention, higher GPAs and higher levels of semester credit.</td>
<td>14.1 percentage point increase in retention rates and 9 percentage point increase in graduation rates over the next 6 years. (98 graduation rate 25.9%; 98 first-time, full-time freshmen retention rate 63.0%)</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Expand Project ACCESS, which provides a summer academic program for students prior to their freshman year and a freshman component that stresses academic advisement and support services for students.</td>
<td>Project ACCESS is currently in place at Prairie View and has two components. The first is a summer bootcamp for students prior to enrollment in their freshman year. The second is a freshman component that stresses academic advisement and support services for students. Lessons learned from the ACCESS program are applied in the University College. Funding is needed to expand the summer bootcamp component of Project ACCESS.</td>
<td>14.1 percentage point increase in retention rates and 9 percentage point increase in graduation rates over the next 6 years. (98 graduation rate 25.9%; 98 first-time, full-time freshmen retention rate 63.0%)</td>
<td></td>
</tr>
</tbody>
</table>

---

19
# PRAIRIE VIEW A&M UNIVERSITY

## Priority Plan Components

### October 2000

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>COMPONENTS</th>
<th>RATIONALE</th>
<th>BENCHMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.3 Provide start up funding for the operation of a student development and support center to house all educational and general, non-auxiliary student affairs, enrollment, and support functions.</td>
<td>Educational and general, non-auxiliary student affairs, enrollment, and support functions should be housed in the same building. Currently, these functions and services are located in various buildings across the campus, none of which provide sufficient space, configurations or ambiance to deliver the requisite support and services to students and constituents. Using a one-stop system will enable students to perform routine business and engage academic and student support professionals on a variety of services targeting access, enrollment, matriculation, retention, graduation and success.</td>
<td>Center established and operational with all student-related functions housed in facility.</td>
</tr>
<tr>
<td></td>
<td>1.4 Establish a merit-based honors scholarship program</td>
<td>Merit scholarships will strengthen the academic environment at the institution, improve the institutions image and provide the stimuli to attract students who are well-prepared academically. The state would fund fifty percent of the scholarships on the condition that the institution raise matching funds.</td>
<td>Program funded and fully utilized; all available scholarships are awarded to students with high scores on admissions tests who took the college prep curriculum in high school.</td>
</tr>
<tr>
<td>2</td>
<td>2.1 Strengthen information technology services.</td>
<td>Strengthening these services will further the integration of technology into all aspects of the institution's mission and position the institution to respond effectively to the changing demands of higher education and industry. This includes technology upgrades and sufficient resources to further implement the student information system and the electronic document management system; enhance integration of appropriate technology into education, research and operations; and offer adequate services and presence on the Web. Costs include hardware and software upgrades, training and consulting.</td>
<td>Students, faculty and staff have access to and use information technology resources.</td>
</tr>
<tr>
<td></td>
<td>2.2 Strengthen human resources function and infrastructure and develop a competitive faculty compensation and benefit structure.</td>
<td>The institution needs to create a training and development program for university staff, develop a compensation plan to bring salaries in line with peer institutions, allocate resources for advertising and recruitment and develop a reward and recognition plan.</td>
<td>Appropriate systems and training programs are in place and in use by faculty and staff.</td>
</tr>
<tr>
<td>3</td>
<td>3.1 Maintain accreditation of programs currently accredited; as</td>
<td>Accreditation is a significant measure of academic excellence. The institution should obtain accreditation for programs that are not</td>
<td>Programs are accredited as appropriate.</td>
</tr>
</tbody>
</table>
# PRAIRIE VIEW A&M UNIVERSITY
**Priority Plan Components**
**October 2000**

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>COMPONENTS</th>
<th>RATIONALE</th>
<th>BENCHMARK</th>
<th>BIENNIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>appropriate, obtain accreditation for programs that are not currently accredited.</td>
<td>currently accredited but that would be strengthened by going through the accreditation process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.1 Construct new College of Nursing Building.</td>
<td>Prairie View has an excellent College of Nursing that needs a new facility to replace the current inadequate and out-dated building. The new facility will provide space for 300 students and have at least ten classrooms fully wired for electronic delivery of classes to students.</td>
<td>Building constructed, equipped, functional and in use; building sized appropriately to the projected number of students enrolled such that infrastructure formula funding will provide adequate resources to maintain the building.</td>
<td>2*</td>
</tr>
<tr>
<td></td>
<td>4.2 Enhance the College of Nursing by strengthening existing nursing and related programs.</td>
<td>Along with an excellent facility, Prairie View needs to ensure that the programs in place at the College of Nursing are of the highest quality and provide the best academic preparation for their students to enter the field of nursing.</td>
<td>Reviews of undergraduate and graduate programs completed and improvements are implemented.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5.1 Enhance the College of Engineering by strengthening existing engineering and related programs</td>
<td>The College of Engineering status as a nationally prominent engineering school will be solidified and enhanced, making it even more attractive to all students. Strengthening current programs means reviewing the programs and completing any necessary improvements identified in the review. Typical improvements would include modernizing and upgrading the curricula, upgrading equipment, technology and labs, improving the numbers and/or quality of faculty, increasing program retention and graduation rates, gaining or maintaining accreditation for the programs, increasing licensure rates of graduates and any other actions that would improve the quality of the program from the point of view of students, parents, accrediting agencies, employers of program graduates, and/or peers within the academic profession.</td>
<td>Reviews of undergraduate engineering programs, related undergraduate science programs, and graduate engineering programs completed and improvements are implemented.</td>
<td></td>
</tr>
</tbody>
</table>
# PRAIRIE VIEW A&M UNIVERSITY
## Priority Plan Components
### October 2000

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>COMPONENTS</th>
<th>RATIONALE</th>
<th>BENCHMARK</th>
<th>BIENNIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5.2 Develop new MS/PhD programs in Electrical Engineering.</td>
<td>Prairie View is well known for its excellent engineering programs. Engineering is a niche area where Prairie View can excel by developing high value, high demand programs; a Ph.D. in Electrical Engineering will further Prairie View's goals in this area. It will also enable the institution to attract more students for undergraduate and graduate programs, in particular, students with strong high school academic preparation in math and science.</td>
<td>Faculty and curriculum in place and students enrolled in programs; enrollments in new programs are sufficient for formula funding to support the direct instructional cost and the administrative overhead funding by the Instruction &amp; Operations formula.</td>
<td>02/05</td>
</tr>
<tr>
<td></td>
<td>5.3 Upgrade or build additional engineering facilities as needed.</td>
<td>A state-of-the-art engineering facility will attract students and enhance the program. Prairie View should review whether upgrading or building a new facility would be the most cost-effective route.</td>
<td>Formal review of need for a new facility is completed and approved by Board of Regents. If new facility is needed, building constructed, equipped, functional and in use; building sized appropriately to the projected number of students enrolled such that infrastructure formula funding will provide adequate resources to maintain the building.</td>
<td>2&lt;sup&gt;+&lt;/sup&gt;</td>
</tr>
<tr>
<td>6</td>
<td>6.1 Enhance Educator Preparation programs.</td>
<td>Prairie View's contribution to educator preparation is important to the state and to the institution. A review of the program will ensure it is effective and of high quality.</td>
<td>Outside review of programs completed, appropriate changes completed and programs accredited by SBEC.</td>
<td>02/05</td>
</tr>
<tr>
<td>7</td>
<td>7.1 Develop new BS in Construction Science</td>
<td>The School of Architecture should continue its development into a program of state and national prominence by increasing and improving its program offerings and consolidating its activities in a new building.</td>
<td>Faculty and curriculum in place and students enrolled in program; enrollments are sufficient for formula funding to support the direct instructional cost and the administrative overhead funding by the Instruction &amp; Operations formula.</td>
<td>02/05</td>
</tr>
<tr>
<td></td>
<td>7.2 Develop new Masters of Architecture</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# PRAIRIE VIEW A&M UNIVERSITY
## Priority Plan Components
### October 2000

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>COMPONENTS</th>
<th>RATIONALE</th>
<th>BENCHMARK</th>
<th>BIENNIUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>7.3 Construct new School of Architecture Building.</td>
<td>A new building would house Architecture, Construction Science, Urban Planning and associated programs. A state-of-the-art facility will attract new students and enhance the program. It will also create additional classroom space and help recruit more students.</td>
<td>Building built, equipped, functional and in use; building sized appropriately to the number of students enrolled such that infrastructure formula funding will provide adequate resources to maintain the building.</td>
<td>2* 2 2</td>
</tr>
<tr>
<td>8</td>
<td>8.1 Carry out renovations identified in Master Plan.</td>
<td>The state and the institution should maintain their investments in the physical facilities and provide an environment which attracts students, faculty and staff. It is also important to ensure that all buildings and facilities support state-of-the-art technology for students and faculty.</td>
<td>Planned renovations completed on time and within budget.</td>
<td>2 2 2</td>
</tr>
<tr>
<td>9</td>
<td>9.1 Strengthen institutional development office.</td>
<td>A comprehensive development operation with funding to cover professional development officers and support staff is necessary to increase non-state dollars for faculty endowments, student scholarships and fellowships and other steps to high quality programs.</td>
<td>Complete major capital campaign to generate matching funds for Recommendations 1.4 and 10.1 and to enlarge endowment significantly.</td>
<td>2 2 2</td>
</tr>
<tr>
<td>10</td>
<td>10.1 Create 12 endowed chairs for new and existing programs.</td>
<td>This can be the most significant action to ensure that any new program is of the highest quality, integrity, and reputation. The state would fund fifty percent of the endowment on the condition that the institution raise matching funds. There would thus be an incentive for the development office to seek and obtain the matching funds and for donors to contribute since their donation will be matched by the state.</td>
<td>Selected new and existing programs have at least one endowed chair.</td>
<td>2 2 2</td>
</tr>
<tr>
<td>11</td>
<td>11.1 Develop new PhD program in Juvenile Forensic Psychology</td>
<td>Prairie View is becoming a state and national leader in the study of juvenile justice and should supplement its offerings in this area, which represents a niche in which the institution can excel by offering unique, high value, high demand programs. The committee felt that this prominent program was important to make as strong as possible was Juvenile Justice. Specifically, a new PhD program and a building to house the related degree programs were considered essential to maintaining this as a nationally recognized academic area.</td>
<td>Faculty and curriculum in place and students enrolled in program; enrollments in program are sufficient for formula funding to support the direct instructional cost and the administrative overhead funding by the Instruction &amp; Operations formula.</td>
<td>2 2 2</td>
</tr>
</tbody>
</table>
## PRAIRIE VIEW A&M UNIVERSITY
### Priority Plan Components
#### October 2000

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>COMPONENTS</th>
<th>RATIONALE</th>
<th>BENCHMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>11.2 New building for juvenile justice-related programs.</td>
<td>A building for juvenile justice-related programs is a high priority for the institution. A state-of-the-art facility should attract students and help enhance the program.</td>
<td>Building built, equipped, functional, and in use; building sized appropriately to the projected number of students enrolled such that infrastructure formula funding will provide adequate resources to maintain the facilities.</td>
</tr>
<tr>
<td>12</td>
<td>12.1 Develop new PhD in Educational Leadership</td>
<td>Complementary program to existing education programs, a major field of study at Prairie View (not in first biennium).</td>
<td>Faculty and curriculum in place and students enrolled in program; enrollments are sufficient for formula funding to support the direct instructional cost and the administrative overhead funding by the Instruction &amp; Operations formula.</td>
</tr>
<tr>
<td></td>
<td>12.2 Develop new MS in Computer Science</td>
<td>Complementary to Electrical Engineering program.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12.3 Develop new MS in Information Systems</td>
<td>High-value, high demand program that will strengthen program offerings and attract other race students.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>13.1 Delete language in the statutory mission Texas Education Code, ’87.104, Purpose of the University</td>
<td>There should be no exclusionary language that discourages any Texan from taking advantage of the excellent educational opportunities afforded at Prairie View.</td>
<td>Language deleted</td>
</tr>
<tr>
<td></td>
<td>13.2 Delete race-specific or exclusionary language in the institutional mission statement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRIORITY</td>
<td>COMPONENTS</td>
<td>RATIONALE</td>
<td>BENCHMARK</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>1 Systems</td>
<td>1.1 Continue to meet all recommendations from the State Auditors Office, the Comptroller of Public Accounts and any other recommendations to strengthen financial and administrative systems.</td>
<td>Financial, management information, facilities planning and operations, student services, human resource and other systems are necessary for proper operation of a University.</td>
<td>State Auditor and Comptroller certify successful compliance with recommendations.</td>
</tr>
<tr>
<td></td>
<td>1.2 Strengthen academic planning and support functions.</td>
<td>A comprehensive institutional research, planning and evaluation system is essential to ensure high quality degree programs that meet the needs of the students, the region and the state. Academic systems are traditionally put into place to conduct periodic reviews of programs, report on program outcomes, monitor faculty workloads, enhance institutional research, ensure salaries are competitive to hire and retain faculty and staff, enhance existing programs and library, conduct academic planning and develop and implement new programs. Many of these functions are already being carried out at Texas Southern; this recommendation emphasizes the importance of strengthening existing systems and developing any needed systems.</td>
<td>A system for academic planning is put in place with sufficient funding and staff to ensure implementation.</td>
</tr>
<tr>
<td></td>
<td>1.3 Establish institutional development office.</td>
<td>Institutional development is an essential function at any institution. It generates funds to ensure that new and existing programs are of highest quality and reputation. It also provides a mechanism to raise private and federal funds to pay for programs, faculty chairs and scholarships. Texas Southern has recently undertaken a $50 million capital campaign. To successfully complete this campaign as well as future campaigns, Texas Southern must ensure that it has a fully staffed and functional development office.</td>
<td>Complete major capital campaign to generate matching funds for Recommendations 2.5 and 8.1 and to enlarge endowment significantly.</td>
</tr>
<tr>
<td></td>
<td>1.4 Develop and implement systems for facilities planning, construction, operation and maintenance.</td>
<td>The state and the institution must maintain their investments in the physical facilities and provide an environment which attracts and supports students, faculty and staff.</td>
<td>System is put in place with sufficient funding and staff assigned to ensure implementation.</td>
</tr>
<tr>
<td>1 Systems (continued)</td>
<td>1.5 Strengthen information technology services.</td>
<td>This will enable the university to have the hardware, software and training for an effective academic computing system, information systems infrastructure and an electronic communications network.</td>
<td>Students, faculty and staff have access to and use information technology resources.</td>
</tr>
</tbody>
</table>
## TEXAS SOUTHERN UNIVERSITY
### Priority Plan Components
#### October 2000

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>COMPONENTS</th>
<th>RATIONALE</th>
<th>BENCHMARK</th>
<th>BIENNIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6</td>
<td>Strengthen human resources function and infrastructure and provide a competitive faculty compensation and benefit structure.</td>
<td>The institution needs to create a training and development program for university staff, develop a compensation plan to bring salaries in line with peer institutions, allocate resources for advertising and recruitment and develop a reward and recognition plan.</td>
<td>Appropriate systems and training programs are in place and in use by faculty and staff.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Recruitment, Retention and Graduation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Upgrade student enrollment services.</td>
<td>Between 1993 and 1998, TSU’s enrollment dropped 40%. The institution believes that problems in receiving financial aid and poor student registration and enrollment services were important reasons behind the drop in enrollment. To combat the drop, the institution has made improvements to financial aid distribution but still needs to improve enrollment services. Efficient and well-organized enrollment services will help in attracting students and maintaining enrollments. Increased staffing and additional technology will also enable implementation of strategic enrollment management principles consistent with the Uniform Recruitment and Retention Strategy.</td>
<td>Enrollment services are made more efficient and customer-oriented, thereby facilitating enrollment and increasing the level of student satisfaction.</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Establish a summer and first year academic support program for incoming freshmen and upgrade the academic support center.</td>
<td>A comprehensive and integrated academic support program beginning the summer before freshman year will help students bridge the transition from high school to the university, provide academic enrichment and support all aspects of the students life, thereby increasing the chances of student success and completion. The general academic support center will provide comprehensive academic services for students, including orientation, assessment, learning skills, academic advisement, tutorial assistance, supplemental instruction and life skills workshops.</td>
<td>14.4 percentage point increase in retention rates and 19.8 percentage point increase in graduation rates over the next 6 years (98 six-year graduation rate 10.8%; 98 retention rate for first-time, full-time freshmen 48.2%)</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Build additional student housing.</td>
<td>The supply of on-campus housing does not meet current demand. Of the 6,500 students enrolled in fall 1999, only 850 were able to live on campus. This recommendation would increase the number by 600 units. Increasing the amount of available housing will enable more students to not only live on the campus but also give them access to academic support services and increase the chance they will complete their studies and graduate from the institution.</td>
<td>Buildings constructed and students in residence.</td>
<td></td>
</tr>
<tr>
<td>PRIORITY</td>
<td>COMPONENTS</td>
<td>RATIONALE</td>
<td>BENCHMARK</td>
<td>BIENNIAL</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>-----------</td>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>2.4 Improve programs providing basic skills in reading, writing and math.</td>
<td>It is essential to provide students with academic skills to complete college. Currently, about 25% of the institution's students were in remediation during the fall 1999 semester.</td>
<td>Success on retake of the Texas Academic Skills Program test increases by 39.8 percentage points. (98-99 initial pass rate 25.2%; retake pass rate 40.2%)</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>2.5 Establish a merit-based honors scholarship program.</td>
<td>Merit scholarships will strengthen the academic environment at the institution, improve the institution's image and provide the stimuli to attract students who are well-prepared academically. The state would fund fifty percent of the scholarships on the condition that the institution raise matching funds.</td>
<td>Program funded and fully utilized; all available scholarships are awarded to students with high scores on admissions tests who took the college prep curriculum in high school.</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>3.1 Finish facilities renovations in plan approved by Coordinating Board to help provide a safe, efficient and attractive campus.</td>
<td>An attractive, well-maintained campus is essential to making Texas Southern a place where any student would want to pursue his or her higher education. In addition, the state and the institution must maintain their investments in physical facilities and provide an environment which attracts and supports students, faculty and staff.</td>
<td>Renovations completed.</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>3.2 Develop a campus master plan outlining future planning, renovation and construction</td>
<td></td>
<td>The plan is on file at the Coordinating Board and identified goals of the plan are met on an annual basis.</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>3.3 Implement a landscaping plan.</td>
<td></td>
<td></td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>4.1 Conduct a review of graduate and undergraduate programs and use the results of the review to strengthen programs.</td>
<td>Reviewing academic programs is an ongoing process that all institutions should have in place. Strengthening programs would require implementing any improvements identified in the review. Typical improvements would include modernizing and upgrading the curricula, upgrading equipment, technology and labs, improving the numbers and/or quality of faculty, increasing program retention and graduation rates, gaining accreditation for the program, increasing licensure rates of graduates and any other actions that would improve the quality of the program from the point of view of students, parents, accrediting agencies, employers of program graduates, and/or peers within the academic profession.</td>
<td>All programs reviewed and enhancement plans for each in place as needed; unproductive programs discontinued</td>
<td>...</td>
</tr>
</tbody>
</table>
**TEXAS SOUTHERN UNIVERSITY**  
Priority Plan Components  
October 2000

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>COMPONENTS</th>
<th>RATIONALE</th>
<th>BENCHMARK</th>
<th>BIENNIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4.2 Maintain accreditation of programs currently accredited; as appropriate, obtain accreditation for all programs that are not currently accredited.</td>
<td>Accreditation is a significant measure of academic excellence. The institution should obtain accreditation for programs that are not currently accredited but that would be strengthened by going through the accreditation process.</td>
<td>All programs are accredited as appropriate</td>
<td>** * * * *</td>
</tr>
<tr>
<td></td>
<td>4.3 Strengthen programs in Law, Pharmacy, Business and Educator Preparation.</td>
<td>TSU has four prominent programs that provide opportunities for many Texans. It is important to students, the institution and the state that these programs be strong and competitive. Strengthening these programs means reviewing and completing any necessary improvements identified in the review. Typical improvements would include modernizing and upgrading the curricula, upgrading equipment, technology and labs, improving the numbers and/or quality of faculty, increasing program retention and graduation rates, gaining or maintaining accreditation for the program, increasing licensure rates of graduates and any other actions that would improve the quality of the program from the point of view of students, parents, accrediting agencies, employers of program graduates, and/or peers within the academic profession. Improving educator preparation programs includes updating the curriculum, developing benchmarks for student success on the Excel test and improving collaboration between the university and local schools districts. In addition to the above steps, it is important to ensure that entering students are well-prepared and can successfully complete the program. Special courses to strengthen the performance of entering students should be made available.</td>
<td>Law: Continue to increase bar passage rates (65% in July 99; state average 84.8%) Pharmacy: Continue to increase NAPLEX passage rate (Sept-Dec 99 first time takers 55%) Educator Preparation: Continue to increase Excel passage rate (98-99 rate on first year 71.47%, on cumulative 82.43%)</td>
<td>** * * * *</td>
</tr>
<tr>
<td>5</td>
<td>5.1 Plan, design and construct a new Science Building in accordance with the Campus Master Plan.</td>
<td>A state-of-the-art, fully-equipped facility is needed to provide an enhanced learning environment for existing and planned programs in the Natural and Physical Sciences. An enhanced environment will help the institution attract new students to the sciences.</td>
<td>Building constructed, equipped, functional, and in use; building sized appropriately to the projected number of students enrolled such that infrastructure formula funding will provide adequate resources to maintain the building</td>
<td>** * * * *</td>
</tr>
<tr>
<td></td>
<td>6.1 Develop new MS/PhD in Urban Planning and Environmental Policy</td>
<td>Consistent with TSU's urban mission. Will enhance institution's capability to provide solutions to urban problems and give students an opportunity to focus on urban issues. Will help TSU fulfill its mission to provide instruction, research and public service for the state and region.</td>
<td>Faculty and curriculum in place and students enrolled in program; enrollments in new programs are sufficient for formula funding to</td>
<td>** * * * *</td>
</tr>
<tr>
<td>PRIORITY</td>
<td>COMPONENTS</td>
<td>RATIONALE</td>
<td>BENCHMARK</td>
<td>BIENNIAL</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>-----------</td>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>6.2 Develop new MS in Health Care Administration</td>
<td>An MS in health care administration would enable the college to obtain accreditation for the BA in health administration, a longstanding and productive program, thereby increasing the attractiveness and viability of the program.</td>
<td>support the direct instructional cost and the administrative overhead funding by the Instruction &amp; Operations formula.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.3 Develop new MS in Computer Science</td>
<td>Provide for advanced study and research in computer science and associated technology, fields with a high demand for graduates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.4 Develop new MS/PhD in Biomedical and Pharmaceutical Sciences</td>
<td>These programs, both in the College of Pharmacy and Health Sciences, are in areas with high demand for graduates and significant potential for career opportunities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.5 Develop new BS in Computer Engineering Technology</td>
<td>Provide for advanced study and research in computer science and associated technology, fields with a high demand for graduates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.6 Develop new MS in Management Information Systems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.7 Develop new MA/PhD in Administration of Justice</td>
<td>Consistent with TSU’s urban mission. Will enhance institutions capability to provide solutions to urban problems and give students an opportunity to focus on urban issues. Will help TSU fulfill its mission to provide instruction, research and public service for the state and region.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7 Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.1 Reestablish the School of Public Affairs</td>
<td>Will help TSU fulfill its mission to provide instruction, research and public service for the state and region.</td>
<td>Appropriate programs are developed. Faculty and curriculum in place and students enrolled in program; enrollments in new programs are sufficient for formula funding to support the direct instructional cost and the administrative overhead funding by the Instruction &amp; Operations formula.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8 Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8.1 Create 12 endowed chairs for new and existing programs</td>
<td>This can be the most significant action to ensure that any new program is of the highest quality, integrity, and reputation. The state would fund fifty percent of the endowment on the condition that the institution raise matching funds. There</td>
<td>Selected new and existing programs have at least one endowed chair</td>
<td></td>
</tr>
<tr>
<td>PRIORITY</td>
<td>COMPONENTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>9.1 Develop a Child Care Center to provide student, faculty and staff child care services in conjunction with Child and Family Development Program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10.1 Change statutory mission statement at Texas Education Code, §106.02.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RATIONALE</th>
<th>BENCHMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>would thus be an incentive for the development office to seek and obtain the matching funds and for donors to contribute since their donation will be matched by the state.</td>
<td>Child Care Center established, equipped, staffed, and children enrolled.</td>
</tr>
<tr>
<td>Center will serve two purposes: 1) Enable TSU to obtain national accreditation for its Child Development Lab, thereby enhancing its Child and Family Development Program and 2) Provide adequate childcare services to meet the needs of non-traditional students. Faculty should also have access to these services. By providing these services, student retention and faculty productivity should increase.</td>
<td>Language amended.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BIENNIAL</th>
<th>02/03</th>
<th>04/05</th>
<th>06/07</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
</tr>
</tbody>
</table>
ESTIMATED COSTS OF THE PRIORITY PLAN

Coordinating Board staff worked with staff from each institution to estimate the cost of each component of the priority plan. These estimates do not represent a commitment to fund the priority plan at this level, rather they are intended to provide legislators some key information they will need as they make decisions about the priority plan. Appendix 7 shows the estimated overall cost of implementing the priority plan for each institution over the next three biennia and in total. Those estimated costs, the specific methodology used, and a potential source of funding for each component are detailed in Appendix 7.

SYSTEM TO MEASURE PROGRESS UNDER THE PRIORITY PLAN

Prairie View A&M University, Texas Southern University, the Coordinating Board, and the Office for Civil Rights worked together to develop an implementation schedule for each component of the plan. That schedule is attached as Appendix 8. The schedule reflects the major benchmarks and time lines associated with each component and serves as the framework in which the specific steps necessary to implement each component will be carried out.

Prairie View A&M University, Texas Southern University and the Texas Higher Education Coordinating Board will identify for each component of the plan still more specific steps, and time tables, for successful implementation. These action steps will include specific benchmarks to assess progress relative to each component of the plan. A comprehensive and detailed set of these action steps will be completed for each institution by June 2001.

The Coordinating Board will work with both institutions and with the Texas A&M University System to track progress under the priority plan, identify any obstacles, and find ways to successfully overcome such obstacles. First, Coordinating Board staff will work on a continual basis with staff from both institutions to provide assistance needed to ensure that progress is made for each component of the priority plan. Second, a joint meeting will be held semi-annually to review progress under the plan. Third, the institutions will submit each year a written update on the status of each component of the plan with respect to the benchmarks in the comprehensive set of action steps. This will include appropriate rationale for any benchmarks not being achieved and the action taken by the institution as a result.

The institutions’ annual reports to the Coordinating Board will be used as the basis for its annual reports to the Office for Civil Rights during the six-year life of the plan. The annual report to the Office for Civil Rights submitted by the Coordinating Board will include copies of the institutional reports and other supporting information evidencing implementation of the plan measures and related actions taken by the state. It will also report its annual

---

3 As it is determined what specific action steps are necessary to successfully implement any component of the plan, the timeframes included in the implementation schedule in Appendix 8 may change somewhat.
determination of whether additional or different actions will be necessary to carry out the Texas Commitment.

RESPONSIBILITIES IN IMPLEMENTING THE PRIORITY PLAN

The priority plan is designed to strengthen and enhance education to a much higher level at Prairie View A&M University and at Texas Southern University over the next six years. It is based on a comprehensive analysis of the institutions and represents the best thinking of experts in academic programs, institutional management, facilities experts, funding experts, and others. The goals of the plan are ambitious but decidedly attainable.

The plan will require funding to implement it. In Texas, the Legislature is responsible for the appropriations of state funds brought before it. The Governor is committed to working with the Legislature to fund this plan.

In addition, the Texas Higher Education Coordinating Board is committed to providing the assistance, in collaboration with other institutions as necessary, to make this plan succeed.

Prairie View A&M University and Texas Southern University have been fully involved with the development of this plan and its goals are their goals. Each institution is committed to implement this plan and take any other actions that will help it become a top-notch educational asset available for all Texans. Each institution will work to uncover any resource, be it expertise or funding, to help implement this plan and achieve its goals.

CONCLUSION

This plan to strengthen the education of students at Prairie View A&M University and Texas Southern University reflects the goal of Texas to provide a high quality education that is accessible by all Texans. That goal is consistent with the responsibility of the Office for Civil Rights to ensure that the requirements of federal law are met.

This plan is the result of the efforts of many concerned about the education of students at Prairie View A&M and Texas Southern—committee members, consultants, professional educators, Coordinating Board members and staff, and the many who attended and gave testimony at the public committee meetings. The planning process lasted eighteen months and required a great deal of review and deliberation. The result is a comprehensive plan to boldly help Texas reach its goal.
Appendix I

*Commitment to Resolve signed by Governor George W Bush and OCR officials*