

Prairie View A&M University

**Compact with The Texas A&M University System
FY 2008 – 2009**

MISSION, VISION, and CEO STATEMENT

Prairie View A&M University (PVAMU) is proud of its heritage of being an historically black university (HBCU) with a rich history of providing a "total education" for its students. From its start in the decade after the Civil War, when PVAMU provided educational opportunities to ex-slaves, down to the present when we enroll a significant number of first generation college students as well as an increasing number of high achieving students who are often the progeny of our alums, PVAMU has emphasized forming a solid educational base upon which graduates could build their lives or further their education. For more than 130 years, PVAMU has trained those who entered professions as engineers, teachers, nurses, ministers, civil servants, military officers, and had its graduates attend medical, law, and graduate programs. This excellent education, with its emphasis on the "basics" has helped our graduates succeed. As we move forward, while we will always draw inspiration from and highlight our legacy as an HBCU, PVAMU must reach out and attract other under-represented groups including Hispanic; white, non-Hispanic; and others who can benefit from attending the University. PVAMU must embrace diversity because it will benefit our own students and it will benefit all of American society. Diversity is the right thing for PVAMU to do. After all, PVAMU can write the primer on the cost of exclusion of groups based upon race or origin and has no interest in promoting any separation or discrimination in any form.

As we continue to improve on the legacy of excellence in education, we will become an institution of choice for students, not just for those whose parents and grandparents are alums and not merely because it is close to their homes or it is relatively affordable, but because the University is recognized for the valuable education it provides. PVAMU will do an even better job in preparing students for the next level, whether graduate or professional programs or the labor force. We will continue producing students who are socially and culturally intelligent. Through exposure to leadership opportunities and an emphasis on reading, our goal is for our students to leave with a better understanding of culture, race, and diversity.

In addition to our basic core programs and general education programs, more and more PVAMU will be recognized for outstanding professional programs, such as Engineering, Nursing, Business and Architecture. These programs have achieved specialized accreditation, and their graduates will excel at licensure and/or job placement. Students from any background, culture or ethnicity will be attracted to such programs, which will offer excellence both in and outside the classroom through leadership, service-learning, internship, and study abroad experiences.

At PVAMU, we have discussed the challenge and opportunity of our dual mission. As one of only three institutions named in the Texas Constitution as "an institution of the first class," PVAMU has been elevated to a place that raises the bar and that changes the historic measurement of its value and performance. The other part of that dual mission has to do with PVAMU's legislative designation as a special purpose institution that must focus on the underserved. Simply stated, this means we are often faced with educating students who are under prepared for college-level curricula. When reviewing the State's "Closing the Gap" goals, the value of educating these first generation and economically disadvantaged

students becomes apparent. Indeed, if a university like Prairie View A&M University does not support the educational goals of students who need a chance, then what happens to them? Indeed, what will the impact of their lack of an education be on the State's economy and our nation?

Our challenge is how to articulate this dual mission, to continue to improve in every area, and to raise awareness about our unique position. As President, I fully understand the need to be accountable, and along with my administrative team and the rest of the University, we will meet the requirements placed on PVAMU under the State's new Academic Development Initiative (ADI). At the same time, it is important that the Texas A&M University System and I continue to educate important decision-makers while we strive for excellence in every level of our academic programs. We must do this in a substantive way that is not based on excuses, but grounded in the reality of our dual mission as both a "special purpose institution" that serves the socio-economically disadvantaged and a "institution of the first class" that educates future leaders and scholars who resemble students who are enrolled at the state's other two institutions of the first class.

As President, I have the responsibility to ensure that Prairie View has adequate leadership at every level. One of my goals is to turn a "culture of entitlement" to one of mentoring and the reliance on evidence-based performance. Simply stated, PVAMU must have administrators who understand their responsibility, not only to lead their respective areas, but also to mentor, equip, and train individuals who are capable and prepared to assume leadership positions.

PVAMU must have faculty who understand their important role in the teaching and research areas, and above all, in mentoring and inspiring our students. As a Level V institution with the Commission on Colleges (COC), Southern Association of Colleges and Schools (SACS), we are committed to increasing the level of relevant research and research-based scholarship. I am committed to recruiting and hiring faculty with strong research agendas and providing the requisite support for those efforts. While research is critical to so many areas of this University, we do not underestimate the value of quality teaching. Given the extreme teaching loads that so many of our professors manage, and the strong student demand for quality instruction, excellent teaching must be rewarded and nurtured. To that end, I recently presented the inaugural President's Award for Excellent Teaching. Each College nominated an individual, and one winner was selected from the nine nominees. All college level winners received some recognition and reward.

This brief statement is not an exhaustive list of challenges and objectives, but they are critical. **Navigating them to a successful conclusion or even a successful progression will have lasting positive results for this historic institution.** Upon being named President in July 2003, I stated that no matter the level of our programs, we needed to improve. If a program was good, I wanted to make it better. The better programs needed to become the best programs. We are moving toward that objective. Our faculty, administrators and students are rising to that charge, and we will keep improving with excellence as the primary goal.

Priority #1: Strengthen the Quality of Academic Programs

Link to Strategic Plan: University Goals #1, #2, #6

1st Objective of Priority #1: Achieve the performance improvement targets set forth in the Academic Development Initiatives program.

Strategies:

1. By December 1, 2007, communicate the specific performance goals to the affected Deans, Department Heads, and Directors.
2. By January 16, 2008, develop a "Compact" with each affected Dean, Department Head, and Director regarding the specific activities that will be undertaken to achieve the identified performance goals.
3. Require monthly progress reports be submitted from each affected Dean, Department Head, and Director to the Office of Institutional Research by the fifth working day following the end of the month.
4. Require a compilation report from the Office of Institutional Research to the President, Provost, and Vice President for Business Affairs by the tenth working day following the end of the month.
5. Hold progress meetings as needed with Deans, Department Heads, and Directors who are not meeting their stated goals to make mid-course adjustments in their operating plans.
6. Conduct semi-annual progress meetings with affected Deans, Department Heads, and Directors during December and May to ensure required performance goals remain their operating priority.
7. Communicate annually with the Chancellor and Vice Chancellor for Academic Affairs regarding progress toward goal achievement, barriers to achievement, and plan adjustments.

Performance Measures:

1. Developmental/Remedial Education
 - a. 4% increase in the number of students exiting the developmental course sequence within one year measured at the end of the 2007-2008 fiscal year as compared to the 2006-2007 fiscal year.
 - b. 8% increase in the number of students existing the developmental course sequence within one year measured at the end of the 2008-2009 fiscal year as compared to the 2006-2007 fiscal year.
2. Undergraduate Medical Academy
 - a. 7% increase in the number of students accepted into medical school for Fall 2008 as compared to Fall 2007.
 - b. 17% increase in the number of students accepted into medical school for Fall 2009 as compared to Fall 2007.
3. University Scholars
 - a. Addition of ten (10) students to the program by Fall 2009 as compared to Fall 2008.

- b. Addition of ten (10) students to the program by Fall 2010 as compared to Fall 2009.
4. ACCESS
 - a. 5% increase in the number of students participating in the summer 2008 bridge program as compared to summer 2007.
 - b. 10% increase in the number of students participating in the summer 2009 bridge program as compared to summer 2007.
 5. University College
 - a. 5% increase in the persistence rate of full-time freshmen in Fall 2008 as compared to Fall 2007.
 - b. 9% increase in the persistence rate of full-time freshmen in Fall 2009 as compared to Fall 2007.
 6. Educational Leadership
 - a. 7% increase in external funds as compared to 2006-2007.
 - b. 15% increase in external funds as compared to 2006-2007.
 7. Educator Preparation
 - a. 3% increase in program completers TExES pass rates for 2008-2009 as compared to 2006-2007.
 - b. 5% increase in program completers TExES pass rates for 2009-2010 as compared to 2006-2007.
 8. Licensure Improvement
 - a. 10% improvement in the pass rate of selected program(s) in the following fiscal year as compared with the pass rates in the 2006-2007 fiscal year.
 - b. 25% improvement in the pass rate of selected program(s) in the following fiscal year as compared with the pass rates in the 2006-2007 fiscal year.
 9. Nursing-Maintain licensure rate in the 90th percentile.
 10. "Gatekeeper" Course Tutoring
 - a. 5% increase in the number of students who earn A, B, or C in each gatekeeper course in Fall 2008 as compared to Fall 2007.
 - b. 10% increase in the number of students who earn A, B, or C in each gatekeeper course in Fall 2009 as compared to Fall 2007.
 11. Mathematics
 - a. 5% increase in the number of students exiting MATH 1113 with a grade > C in Fall 2008 as compared to Fall 2007.
 - b. 10% increase in the number of students exiting MATH 1113 with a grade > C in Fall 2009 as compared to Fall 2007.

Budget Impact and/or Resources Required:

Note: Amounts shown below are for FY08. Amounts may change for FY09 in order to ensure progress toward performance measures. However, the source of funds will remain the Academic Development Initiative funds.

1. Developmental/Remedial Education, ADI Account #170625, \$200,508
2. Undergraduate Medical Academy, ADT Account #172170, \$1,005,476
3. University Scholars, ADT Account #178011, \$79,731
4. ACCESS, ADI Account #178027, \$399,390
5. University College, ADI Account #178028, \$1,208,136

6. Educational Leadership, ADI Account #172330, \$463,061
7. Educator Preparation, ADI Account #172331, \$340,057
8. Licensure Improvement, ADI Account #170501, \$50,000
9. Nursing, ADI Account #172620, \$1,639,342
10. "Gatekeeper" Course Tutoring, ADI Account #170504, \$125,000
11. Mathematics, ADI Account #172135, \$419,630

Challenges to Success:

1. Filling key leadership positions in ADI-affected programs quickly.
2. Getting complete understanding on the part of the academic leadership that they must achieve more to retain the resources that have been provided.

Collaboration/Support Needed:

1. Help in educating legislators and THECB about how continued investment in our historically disadvantaged students will yield enhanced performance.

Priority #2: Make Progress Toward Closing the Gaps Enrollment Goals

Link to Strategic Plan (if applicable): University Goal #5

1st Objective of Priority #2: Achieve the specific academic program enrollment targets set forth in the Academic Development Initiative plan.

Strategies:

1. By December 1, 2007, communicate the specific enrollment goals to the Associate Provost for Enrollment Management and the affected Deans, Department Heads, and Directors.
2. By January 16, 2008, develop a "Compact" with the Associate Provost for Enrollment Management and the affected Deans, Department Heads, and Directors regarding the specific activities that will be undertaken to achieve the identified enrollment growth goals.
 - a. Include in each document, a requirement that the academic unit participate in > three (3) recruiting events mutually agreed upon with the Associate Provost for Enrollment Management.
 - b. Include in each document, a scholarship award goal from departmental scholarships.
3. Require all academic units, athletics, and the band to align their scholarship award programs with the Financial Aid Scholarship Office by February 16, 2008 such that awards are made no later than May 1, 2008.
4. Require monthly progress reports from the Associate Provost for Enrollment Management, the Assistant Provost for Financial Aid, and from each affected Dean, Department Head, and Director to the Office of Institutional Research by the fifth working day following the end of the month.
5. Require a compilation report from the Office of Institutional Research to the President, Provost, and Vice President for Business Affairs by the tenth working day following the end of each month.
6. Hold progress meetings as needed with Deans, Department Heads, and Directors who are not meeting their stated goals to make mid-course adjustments in their operating plans.
7. Conduct semi-annual progress meetings with the Associate Provost for Enrollment Management and the affected Deans, Department Heads, and Directors during December and May to ensure required performance goals remain their operating priority.
8. Communicate annually with the Chancellor and Vice Chancellor for Academic Affairs regarding progress toward goal achievement, barriers to achievement, and plan adjustments.

Performance Measures:

1. Graduate programs
 - a. Electrical Engineering
 1. 5% increase in headcount in Fall 2008 as compared to Fall 2007.
 2. 10% increase in headcount in Fall 2009 as compared to Fall 2007.

- b. MS-Accounting
 - 1. 7% increase in headcount in Fall 2008 as compared to Fall 2007.
 - 2. 12% increase in headcount in Fall 2009 as compared to Fall 2007.
- c. Community Development
 - 1. 5% increase in headcount in Fall 2008 as compared to Fall 2007.
 - 2. 9% increase in headcount in Fall 2009 as compared to Fall 2007.
- 2. Undergraduate programs
 - a. Curriculum & Instruction
 - 1. 6% increase in headcount in Fall 2008 as compared to Fall 2007.
 - 2. 10% increase in headcount in Fall 2009 as compared to Fall 2007.
 - b. College of Business
 - 1. 6% increase in undergraduate enrollment in Fall 2008 as compared to Fall 2007.
 - 2. 12% increase in undergraduate enrollment in Fall 2009 as compared to Fall 2007.
 - c. Accounting
 - 1. 4% increase in undergraduate enrollment in Fall 2008 as compared to Fall 2007.
 - 2. 10% increase in undergraduate enrollment in Fall 2008 as compared to Fall 2007.
 - d. Management & Marketing
 - 1. 4% increase in undergraduate enrollment in Fall 2008 as compared to Fall 2007.
 - 2. 10% increase in undergraduate enrollment in Fall 2009 as compared to Fall 2007.
 - e. Construction Science
 - 1. 6% increase in headcount in Fall 2008 as compared to Fall 2007.
 - 2. 10% increase in headcount in Fall 2008 as compared to Fall 2007.
 - f. Juvenile Justice
 - 1. 7% increase in headcount in Fall 2008 as compared to Fall 2007.
 - 2. 12% increase in headcount in Fall 2009 as compared to Fall 2007.

Budget Impact and/or Resources Required:

Note: Amounts shown below are for FY08. Amounts may change for FY09 in order to ensure progress toward performance measures. However, the source of funds will remain the Academic Development Initiative funds.

- 1. Electrical Engineering, ADI Account #172225, \$801,766
- 2. MS-Accounting, ADI Account #172406, \$265,439
- 3. Community Development, ADI Account #172904, \$271,240
- 4. Curriculum & Instruction, ADI Account #172315, \$633,681
- 5. College of Business, ADI Account #172400, \$578,048
- 6. Accounting, ADI Account #172405, \$271,363
- 7. Management & Marketing, ADI Account #172440, \$176,689
- 8. Construction Science, ADI Account #172907, \$219,719
- 9. Juvenile Justice, ADI Account #172950, \$195,164

Challenges to Success:

1. Lack of residential housing on or close to the main campus.
2. Getting complete understanding on the part of the academic leadership that they must achieve more to retain the resources that have been provided.

Collaboration/Support Needed:

1. Help in educating legislators and THECB about how continued investment is necessary to be able to offer the financial and academic assistance needed to our historically disadvantaged students.

2nd Objective of Priority #2: Grow the University presence in locations other than the main campus.

Strategies:

1. Obtain approval for increased capacity off the main campus.
2. Extend the current lease in a manner that follows the increased capacity approval.
3. Locate the appropriate space for increased capacity and ready it for use.
4. Hire a recruiter for the Northwest Houston location.
5. Develop and deliver a recruiting program that follows the plan submitted for off-campus programs.
6. Increase the Northwest Houston course offerings by 5 courses during 2007-2008 and during 2008-2009.

Performance Measures:

1. Approval to increase capacity of off-site programming.
2. Site readiness for increased capacity.
3. 5% enrollment growth at the Northwest Houston location in 2007-2008 and another 5% in 2008-2009.
4. For out years, enrollment growth for increased capacity in accordance with increased capacity plan approval.

Budget Impact and/or Resources Required:

1. NW Houston Expansion, ADI Account #170506, \$73,081
2. Seed funding=AUF/Local Reserves for the first five years. Once formula funding is available, expected payback to reserves is two-three years.

Challenges to Success:

1. Obtaining an appropriate facility.
2. Maintaining dual focus between expansion efforts and main campus ADI performance expectations.

Collaboration/Support Needed (Internal and External to A&M System):

1. We need for the System Office to assist us in achieving THECB approval for the increased capacity plan.
2. We need the System Real Estate Office to assist us in extending our current lease.
3. We need the System Treasury Office to assist us in carrying out the financial arrangements for our increased capacity plan.

Priority #3: Strengthen fundraising at PVAMU

Link to Strategic Plan (if applicable): University Goal #7

1st Objective of Priority #3: Increase annual campaign earnings by \$200,000.

Strategies:

1. Continue to cultivate donors from the classes of the 1970's and 1980's.
2. Include information about the capital campaign in all general university publications.
3. Solicit a gift to the campaign from each person who attended a capital campaign awareness gathering within the last 12 months.
4. Implementation of a data cleansing exercise to ensure that prospect information is valid and up-to-date.
5. Development of an email publication for all alumni.
6. Implementation of the Banner Advancement module accompanied by a web giving option by the end of May 2008.

Performance Measures

1. \$200K increases in annual campaign earnings in FY08 as compared to FY07.

Budget Impact and/or Resources Required:

1. The University will be able to take advantage of the matching funds reserved (GL Account #022991) which will double the impact of funds raised.
2. Continue working with capital campaign consultant to provide guidance to staff and Capital Campaign volunteers.

Challenges to Success:

1. Overcoming a shortage of development personnel due to the termination of a key fundraising executive.

Collaboration/Support Needed (Internal and External to A&M System)

1. We will work with the Prairie View National Alumni Association chapters to identify and obtain gifts from PVAMU alumni.

2nd Objective of Priority #3: Increase the number of planned gifts by 3%.

Strategies:

1. Develop a process and template for planned gifts to the University.
2. Schedule at least two meetings per month with potential donors who, based on the results of prospect research, have the capacity to give a planned gift to the university.
3. Add at least two prospects per month to the list of potential donors who have the capacity to give a planned gift.

Performance Measures:

1. 3% increase in the number of planned gifts over the number obtained in FY07.

Budget Impact and/or Resources Required:

1. No immediate impact, but the long-term impact will be a positive one for the University's finances.

Challenges to Success:

1. Educating PVAMU alumni that you can still give even if you do not have funds to do so right away.
2. PVAMU does not have any way to provide professional assistance to a potential planned gift donor who needs advice on how best to structure the planned gift for maximum benefit for both the donor and the university.

Collaboration/Support Needed (Internal and External to A&M System)

1. We will work with the Prairie View National Alumni Association chapters to identify and obtain gifts from PVAMU alumni.
2. We will contact the TAMU Foundation and the Office of General Counsel for guidance and suggestions in developing our planning giving process and template.

3rd Objective of Priority #3: Require each Dean to reach established fundraising goals that contribute to the vision and growth of their unit.

Strategies:

1. Meet with each Dean to identify his/her unfunded priorities.
2. Support each Dean in developing a "Case for Support" for each college/school.
3. Support each Dean in identifying at least 20 potential alumni and corporate supporters for the college/school.
4. Provide at least one fundraising workshop for Dean and Department Heads during fall 2007.
5. Include fundraising efforts in the performance appraisal of each Dean.

Performance Measures:

1. Obtain > \$50K in new donations for PVAMU colleges/schools.

Budget Impact and/or Resources Required:

1. Deans will have increased capacity to satisfy their unit's needs.

Challenges to Success:

1. Developing fundraising finesse in academic leaders who have not had to practice this skill in the past.

Collaboration/Support Needed (Internal and External to A&M System)

1. Continue working with capital campaign consultant to provide training for the Deans.

Compact Review and Approval

Date: November 14, 2007

TAMUS Member: Prairie View A&M University

Signature: **[ORIGINAL SIGNED BY]**

TAMUS Member CEO: George C. Wright, Ph D.
President, Prairie View A&M University

Signature: **[ORIGINAL SIGNED BY]**

TAMUS Chancellor: Michael D. McKinney
Chancellor, The Texas A&M University System