

Narrative Summary of Progress – Prairie View A&M University

This report outlines the progress made by Prairie View A&M University (PVAMU) in achieving the goals of the *Priority Plan* as of August 31, 2013. The section identifies:

- 1) components of the *Plan* which have not been fully met, a summary of steps taken within the last year, and the University's plans to further accomplish the goals of the *Plan*;
- 2) components of the *Plan* which have met the benchmarks set forth in the *Plan*, either previously or within the last year;
- 3) components of the *Plan* which are difficult to meet and a summary of steps taken within the last year, including based on the alternative benchmarks proposed in the 2012 report; and
- 4) components which are no longer relevant or ended as not included in the *Plan*.

The report begins with a brief summary of the components with all benchmarks completed in the areas of 1) Recruitment, Retention, and Graduation; 2) Institutional Development and Endowed Chairs; 3) Facilities; and 4) Administrative and Operational Issues.

A separate spreadsheet identifying the state funding history follows the detailed progress report and attachments.

The 2013 Academic Year (September 1, 2012-August 31, 2013) included the following:

Recruitment, Retention and Graduation

Strategies in the Texas Priority Plan Commitment (commonly referred to as the OCR Plan) and in the Academic Development Initiative (ADI) have led to improvements in both first-year retention rates and six-year graduation rates. The former for Fall 2012-2013 was 67.44% and the latter was 35.19% for the Fall 2005 cohort and 36.62% for the Fall 2006 cohort. Although below the benchmark for first-year retention, the University surpassed the 34.9% benchmark for the six-year graduation rate. Employment of a Hispanic alumnus as a recruiter and of a Hispanic financial aid associate director; completing five additional articulation agreements with community colleges; continuing expansion of the central tutorial services in the J.B. Coleman Library; pursuing the objectives of both the recently established Center for Operation and Management of Personalized Academic Student Success (COMPASS) and of Increasing Reading and Engagement for Academic Development (iREAD); and increasing availability of online courses and programs to meet the needs of students who will benefit from more flexible scheduling and course delivery modes were among the most salient strategies.

Academic Program Development

The Educator Preparation Program has maintained its accreditation and is scheduled for the National Council for Accreditation of Teacher Education (NCATE) visit in April 2014. The College of Juvenile Justice and Psychology has received notice from the Texas Higher Education Coordinating Board (THECB) of approval to admit new students to the Ph.D. in Clinical Adolescent Psychology. A revised curriculum and doctoral program procedures handbook has been completed. The backlog of students in the dissertation proposal stage queue has been cleared.

Institutional Development and Endowed Chairs

Since the last reporting period, one endowed chair, the one in the School of Architecture, has been filled with a visiting professional with special expertise in design. Now that the Doctor of Nursing Practice (D.N.P.) program has been approved to begin in Spring 2014, recruitment of one or more research-intensive advanced practice professionals will begin. The occupant will likely be in the position for one year with a renewal option.

Facilities and Cultural Enhancements

All OCR/ADI benchmarks complete or reporting requirement terminated as not in the *Plan*.

Administrative and Operational Issues

All benchmarks are complete or reporting terminated as not in the Plan.

Components Approved as Completed by USDE OCR – Prairie View A&M University

Recruitment, Retention, and Graduation (PVAMU)

**Component
Number**

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| 1.3 | Start-up funding for Student Development and Support Center (Willie Tempton Memorial Student Center) |
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Facilities (PVAMU) – All Components Completed

**Component
Number**

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| 4.1 | Construct New College of Nursing Building |
| 5.3 | Upgrade or Build Additional Engineering Facilities as Needed |
| 7.3 | Construct new School of Architecture Building |

Administrative and Operational Issues (PVAMU) – All Components Completed

**Component
Number**

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|-----------|---|
| 2.1 | Strengthen Information Technology Services |
| 13.1-13.2 | Delete race-specific language or exclusionary language in institutional mission statement |

Components submitted to be Considered as Completed – Prairie View A&M University

Recruitment, Retention, and Graduation (PVAMU)

Component Number

- 1.1 Create the University College
- 1.2 Expand Project: The Academy for Collegiate Excellence and Student Success (ACCESS)
- 1.4 Establish Merit-based Honors Scholarship Program

Academic Program Development (PVAMU)

Component Number

- 3.1 Maintain/Obtain Accreditation of Academic Programs
- 3.1 AACSB Accreditation for College of Business Programs
- 4.2 Enhance College of Nursing
- 5.1 Enhance College of Engineering
- 5.2 New MS/PHD in Electrical Engineering
- 6.1 Enhance Educator Preparation Programs
- 7.1 School of Architecture develops second Bachelor's degree in Construction Science
- 12.1 New PhD in Educational Leadership
- 12.2 New MS in Computer Science

Institutional Development and Endowed Chairs (PVAMU)

Component Number

- 9.1 Strengthen Institutional Development Office

Facilities (PVAMU) – All Components Completed

Component Number

- 8.1 Carry out Renovations identified in Master Plan
- 11.2 New Building for Juvenile Justice-Related Programs

Administrative and Operational Issues (PVAMU) – All Components Completed

Component Number

- | | |
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| 2.2 | Strengthen Human Resources function and infrastructure; develop a competitive faculty compensation structure |
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Comprehensive Description of Progress in Meeting Benchmarks – Prairie View A&M University

Recruitment, Retention, and Graduation (PVAMU)	
Component Number	1.1
Component Description	Create the University College
Benchmark	<ul style="list-style-type: none"> • 15.1 point increase in 1st year retention rates from 62.0% to 77.1%. • 9 point increase in graduation rates from 25.9% to 34.9% over next 6 years
Total State Funding (OCR + ADI Strategies) to Institution Used for Benchmark Implementation	Total Expended: \$10.23M
	Total Budgeted for FY14: \$1.02M (ADI)
Status:	<p>Complete:</p> <p>The University College program and facilities were completed in fall 2000.</p> <p>The Graduation Benchmark of 34.9% was completed/surpassed in 2010 and 2011 for the 2005 and 2006 cohorts.</p> <p>Increase 1st year retention rates.</p> <ul style="list-style-type: none"> • Cohort Fall 2007 1st year retention rate = 82.7% • Cohort Fall 2008 1st year retention rate = 83.8% • Cohort Fall 2009 1st year retention rate = 80.6% • Cohort Fall 2010 1st year retention rate = 74.4% • Cohort Fall 2011 1st year retention rate = 78.0% <p><i>Data definition: Percent of first-time entering, degree-seeking undergraduates enrolled in at least 12 SCH in the fall semester who still enrolled at the same or another Texas institution the following fall. Cohort Fall 2011 is the latest certified data.</i></p>

Recruitment, Retention, and Graduation (PVAMU)	
Component Number	1.2
Component Description	Expand Project: The Academy for Collegiate Excellence and Student Success (ACCESS)
Benchmark	<ul style="list-style-type: none"> • 15.1 point increase in retention rates (1998 baseline=25.9%) • 9 point increase in graduation rates over next 6 years (1998 baseline=63.0%)
Total State Funding	Total Expended: \$10.22 million

(OCR + ADI Strategies) to Institution Used for Benchmark Implementation	Total Budgeted for FY14: \$1.01M (ADI)
Status:	<p><i>Completed:</i></p> <p><i>The University has met the Benchmarks listed for Component 1.2.</i></p> <p><i>In 2008-2009, ACCESS was expanded. This cohort represented a 5% increase in participants.</i></p> <p><i>The retention rate for ACCESS participants who enrolled at PVAMU exceeds the Benchmark of a 15.1-point increase in retention rates (1998 baseline = 25.9%). This Benchmark was complete for the 2008 cohort and has remained consistently above the benchmark in subsequent reporting periods.</i></p> <p><i>The 9 -point increase in graduation rate over a 6 year period is complete. This benchmark was met for 2012 for cohort 2006. The graduation rate for the 2006 cohort is 44.93%.</i></p>

Recruitment, Retention, and Graduation (PVAMU)	
Component Number	1.4
Component Description	Establish Merit-based Honors Scholarship Program
Benchmark	<ul style="list-style-type: none"> • Program funded and fully utilized; • All available scholarships awarded to students with high scores on admissions tests who took the college prep curriculum in high school.
Status:	<p><i>Complete:</i></p> <p><i>The total number of recipients for 2012-2013 Regents, Presidential and Distinguished Scholarships (freshman – senior) is 382.</i></p> <ul style="list-style-type: none"> • <i>41 recipients for 2012-2013 Regents Scholarship</i> • <i>83 recipients for 2012-2013 Presidential Scholarship</i> • <i>258 recipients for 2012-2013 Distinguished Scholarship</i> • <i>\$6,957.44: Average amount paid to freshmen recipients for 2012-2013 Regents, Presidential and Distinguished Scholarships</i> • <i>\$8,444.50: Average amount paid to freshmen recipients for 2012-2013 Regents Scholarship</i> • <i>\$8,932.36: Average amount paid to freshmen recipients for 2012-2013 Presidential Scholarship</i> • <i>\$6,140.20: Average amount paid to freshmen recipients for 2012-2013 Distinguished Scholarship</i> • <i>\$6,985.82: Average amount paid to sophomore recipients for 2012-2013 Regents, Presidential & Distinguished Scholarships</i>

	<ul style="list-style-type: none"> • \$7,936.91: Average amount paid to sophomore recipients for 2012-2013 Regents Scholarship • \$8,733.74: Average amount paid to sophomore recipients for 2012-2013 Presidential Scholarship • \$6,274.01: Average amount paid to sophomore recipients for 2012-2013 Distinguished Scholarship
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Academic Program Development (PVAMU)	
Component Number	3.1
Component Description	Maintain/Obtain Accreditation of Academic Programs
Benchmark	<ul style="list-style-type: none"> • Programs are accredited as appropriate by accrediting body: <ul style="list-style-type: none"> ○ Baccalaureate of Nursing (BSN): ACEN & CCNE ○ College of Engineering: ABET ○ College of Education: NCATE
Total State Funding (OCR + ADI Strategies) to Institution Used for Benchmark Implementation	Total Expended: \$3.62M (OCR) + \$3.82M (ADI)
	Total Budgeted for FY14: \$0.51M (ADI)
Status:	<p>Completed:</p> <p><i>PVAMU has met this Benchmark. The College of Nursing, College of Engineering, and College of Education are accredited. They have maintained their accreditation status. While Accreditation Commission for Education in Nursing (ACEN) has not yet acted on the reaffirmation of the accreditation for programs in the College of Nursing, all indication following the team's visit were that the results will be affirmative.</i></p> <ul style="list-style-type: none"> • Baccalaureate of Nursing (BSN): ACEN & CCNE <ul style="list-style-type: none"> ○ Accredited through 2013 by ACEN ○ Accredited through 2016 by CCNE • College of Engineering: ABET <ul style="list-style-type: none"> ○ Engineering Accreditation Commission (EAC) visited dates: October 11-13, 2010 ○ Technology Accreditation Commission (TAC) visited dates: October 10-12, 2010 ○ Computing Accreditation Commission (CAC) visited dates: October 12-14, 2009 ○ Engineering Accreditation Commission (EAC) granted Accreditation to September 30, 2017, for five programs (Computer Engineering, Chemical Engineering, Civil Engineering, Electrical Engineering, and Mechanical Engineering).

	<ul style="list-style-type: none"> ○ Technology Accreditation Commission (TAC) granted Accreditation to September 30, 2017, for two programs (Computer Engineering Technology, and Electrical Engineering Technology). ○ Computing Accreditation Commission (CAC) granted Accreditation to September 30, 2016, for one program, Computer Science. • College of Education: NCATE <ul style="list-style-type: none"> ○ Accredited with next review scheduled for April 2014 <p>Update on new accreditation on-site visits:</p> <ul style="list-style-type: none"> • In October 2013, the College of Nursing was visited by the ACEN as required for reaffirmation of accreditation at all current levels of Nurse Education. The recommendation of the on-site visiting team was to reaffirm accreditation. However, the ACEN Board will render its decision in the spring of 2014. • The Whitelowe R. Green College of Education has prepared to receive its visit by the National Council for the Accreditation of Teacher Education (NCATE) scheduled for spring 2014. • Documentation of having met the standards of the Accreditation Commission for Construction Education (ACCE) is being revised to reflect industry standards in technology and course content changes.
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Academic Program Development (PVAMU)	
Component Number	4.2
Component Description	Enhance College of Nursing
Benchmark	<ul style="list-style-type: none"> • Review of academic programs completed • Improvements implemented
Status:	<p><i>Complete:</i></p> <p>Across-the- board enhancement of the College has resulted in its being approved to offer the Doctor of Nursing Practice (D.N.P.) and to attract substantial external funding. The College of Nursing received approval by the Texas Higher Education Coordinating Board (THECB) to create a Doctor of Nursing Practice (DNP) Degree in Nursing Practice on January 24, 2013.</p>

Academic Program Development (PVAMU)	
Component Number	5.1
Component Description	Enhance College of Engineering

Benchmark	<ul style="list-style-type: none"> • Review of academic programs completed • Improvements implemented
Status:	<p><i>Complete:</i></p> <p>Evidence of the impact of curriculum and laboratory upgrades is the strong increase in student enrollment and persistence in the College. Quite impressive is the opening of the Student Success Center. It is expected that the Chancellor's Research Initiative (CRI) and the President's Research Initiative (PRI) will attract additional high quality faculty whose research and teaching will increase the academic rigor of all programs, but especially the Ph.D. in electrical engineering.</p> <ul style="list-style-type: none"> • Engineering curricula were updated to meet industrial needs and accreditation requirements. The College of Engineering implements an annual curriculum review to maintain its currency. • Engineering student enrollment has steady increase over the years. Some programs doubled their enrollment figures in the last five years. • Laboratory facilities were upgraded in supporting of the modernization of engineering curricula. • Engineering applications for Mathematics laboratories were created to improve students' learning in mathematics. • Student Success Center was established and offered supplemental instruction, tutoring, group study, and project design support. • Recitation sessions initiated for fundamental engineering subjects to aid student learning. • Book loans are made available to ensure students' access to required textbooks.

Academic Program Development (PVAMU)	
Component Number	5.2
Component Description	New MS/PHD in Electrical Engineering
Benchmark	<ul style="list-style-type: none"> • Faculty/curriculum in place • Sufficient enrolled students to support costs
Total State Funding (OCR + ADI Strategies) to Institution Used for Benchmark Implementation	Total Expended: \$4.64M (OCR)
	Total Budgeted for FY14: \$0.00M (ADI)
Status:	<p>Partially Complete (date completed):</p> <p>Programs established, faculty/curriculum in place as of:</p> <ul style="list-style-type: none"> • MSEE was established in August 2002 • PhD in Electrical Engineering was established in August 2003. • Student recruitment plan developed as of August 2006

	<p><i>PVAMU has not met the targeted enrollment benchmarks (25 MS and 27 PhD) for this component.</i></p>
	<p>Completion Feasible (timeline and steps to take):</p> <p><i>Fall of 2013, the enrollment in the MS and PhD programs is 23 MS and 18 PhD students, respectively. However, the number of students in both programs has steadily increased since 2007.</i></p> <p><i>The enrollment target of 25 MS students is achievable and, using the targeted recruitment strategies outlined below, the department should meet this benchmark in fall 2014.</i></p> <p><i>PVAMU is requesting to revise and reduce the enrollment target for the doctoral program to 20. The new benchmark is achievable and, using targeted recruitment strategies outlined below, the department should meet this benchmark by fall 2014.</i></p> <p><i>Recruitment Strategy:</i></p> <ul style="list-style-type: none"> <i>• Pipelining our undergraduates into the program via the College's 5-year BS/MS program.</i> <i>• Increase in the number of proposals written by faculty to support graduate students. The department has adopted a policy that requires that all research proposals submitted by ECE faculty contain support for both MS and PhD students.</i> <i>• Promoting faculty research, such as that of a PVAMU Texas A&M University System team recently awarded a NSF sponsored AGEP-T in the amount of \$600,000. This will provide both MS and PhD students with financial support.</i> <i>• Participating in national and regional recruitment at University graduate fairs, targeted conferences, and HBCUs that do not offer graduate degree programs in engineering.</i> <i>• Pipelining our undergraduates into the program via the College's 5-year BS/MS program.</i> <i>• Increase in the number of proposals written by faculty to support graduate students. The department has adopted a policy that requires that all research proposal submitted by Electrical and Computer Engineering (ECE) faculty contain support for both MS and PhD students.</i> <i>• Promoting collaboration between PVAMU and other TAMUS institutions to secure research awards such as the recent \$600,000 NSF AGEP-T. This will provide financial support for both MS and PhD students.</i> <i>• Participating in national and regional recruitment at University graduate fairs, targeted conferences, and HBCUs that do not offer graduate degree programs in engineering.</i>

	<ul style="list-style-type: none"> Adding a fourth concentration, power systems, to the existing ECE MS/PhD program responds to interest of domestic and international students.
	Difficult to Complete (reasons): <i>Decrease in federal funding and ending of major Center funding decreased the funds available to support graduate students. This limited the department's access in meeting the target.</i>
Suggested Revision or Refocusing of Benchmark	<i>PVAMU is requesting to revise and reduce the enrollment target for the doctoral program to 20. The new benchmark is achievable and, using targeted recruitment strategies outlined below, the department should meet this benchmark by fall 2014.</i>

Academic Program Development (PVAMU)	
Component Number	6.1
Component Description	Enhance Educator Prep Programs
Benchmark	<ul style="list-style-type: none"> External review SBEC accreditation
Total State Funding (OCR + ADI Strategies) to Institution Used for Benchmark Implementation	Total Expended: \$2.08M (OCR) + \$5.31M (ADI)
	Total Budgeted for FY14: \$0.79M (ADI)
Status:	Completed: <i>The College of Education maintains NCATE accreditation. The site visit for reaffirmation is scheduled for April 2014. This benchmark is complete and has been met.</i> <i>PVAMU maintains SBEC accreditation. This benchmark is complete and was met.</i>

Academic Program Development (PVAMU)	
Component Number	7.1
Component Description	School of Architecture develops second Bachelor's degree in Construction Science
Benchmark	<ul style="list-style-type: none"> Faculty/curriculum in place Sufficient enrolled students to support costs
Total State Funding (OCR + ADI Strategies) to Institution Used for	Total Expended: \$0.89M (OCR) + \$1.27M (ADI)
	Total Budgeted for FY14: \$0.21M (ADI)

Benchmark Implementation	
Status:	<p>Completed:</p> <p><i>The program was established and the faculty and curriculum were put in place as of 2002. PVAMU has met this Benchmark.</i></p> <p><i>The program has sufficient student enrollment to support the cost and has met the target enrollment of 60. The fall 2013 enrollment for students who selected Construction Science as their major and/or as a double major is 76. PVAMU has met this Benchmark.</i></p> <p><i>Activities to increase enrollment:</i></p> <ul style="list-style-type: none"> • Established a <i>Recruitment Advisory Board</i> (RAB) from 18 institutions with construction and architecture programs or classes. The members of this board are high school teachers, counselors and community college professors in Houston, Dallas and San Antonio. The Director of Student Services meets with them monthly at AIA Houston Architecture Center or on campus. These instructors act as recruiters for the SOA. • Trained selected enrolled students in the Construction and Architecture programs as ambassadors to help the SOA in recruiting and marketing the construction science program at the high schools and community colleges from which they graduated. • Hosted open house events and established visit days for high school students and community colleges. • Participated in college nights and transfer day events. • Visited classes at community colleges and discussed the 2+2 established articulation agreements. <p><i>Update on ACCE site visit:</i></p> <ul style="list-style-type: none"> • The visit to the Construction Science (CS) program was postponed and the SOA is in the process of re-filing the program's self-assessment accreditation report to the American Council for Construction Education (ACCE). This decision was made in order to update the construction science curriculum to reflect new technology and systems being used in the construction industry. Two seminar classes were deleted and replaced with courses related to Building Information Modeling (BIM) and Global Positioning Systems (GPS). Both of these are fast becoming the new standard for required skills. In addition, the CS is transitioning into new estimating software that is being adopted by a majority of firms. For both course and instructional changes, a trail is being implemented to test effectiveness before submission of the report in preparation for the ACCE site visit in spring 2014.

Academic Program Development (PVAMU)	
Component Number	7.2
Component Description	School of Architecture develops new Master's degree in Architecture
Benchmark	<ul style="list-style-type: none"> • Faculty/curriculum in place • Sufficient enrolled students to support costs
Total State Funding (OCR + ADI Strategies) to Institution Used for Benchmark Implementation	Total Expended: \$2.48M (OCR)
	Total Budgeted for FY14: \$0.00M (ADI)
Status:	Partially Complete (date completed): Program was established with faculty and the curriculum completion as of 2001. <i>PVAMU has met this benchmark.</i>
	Completion Feasible (timeline and steps to take): <i>The enrollment target for this component has not been met. Fall 2013 enrollment for the MS in Architecture is 36 students. The target enrollment for the program is 40. The expectation is that this target will be met by fall 2015.</i> <i>Recruitment Strategy:</i> <ul style="list-style-type: none"> • The School of Architecture is in the process of increasing the number of online courses to attract students who find that commuting nightly for classes is too costly in time away from work and family and in travel expense. • Currently seeking to hire a full-time director who can promote the programs at the University, other four-year colleges, community development corporations, and county/city employers. • Hosted campus visits for admitted students and maintained graduate program Web pages to attract inquiries. • Awarded assistantships to a few admitted students • Followed-up using e-mail and phone calls with students whose applications are incomplete. • Hosted a Graduate Day within the SOA each semester; advertised and attracted graduates from other institutions with four-year non-professional architecture or non- architecture degrees to attend the graduate day. • Encouraged the SOA graduate students with Bachelor of Science of Architecture degree (4-year) to apply for the graduate professional degree.

Academic Program Development (PVAMU)	
Component Number	11.1
Component Description	New PhD in Clinical Adolescent Psychology (formerly Juvenile Forensic Psychology)
Benchmark	<ul style="list-style-type: none"> • Faculty/curriculum in place • Sufficient enrolled students to support costs
Total State Funding (OCR + ADI Strategies) to Institution Used for Benchmark Implementation	Total Expended: \$2.25M (OCR)
	Total Budgeted for FY14: \$0.00M (ADI)
Status:	<p>Partially Complete (date completed):</p> <p><i>The program has been authorized by the Texas Higher Education Coordinating Board (THECB) to begin enrolling students again starting fall 2014. The University is awaiting official notification.</i></p> <p><i>The College has met its enrollment target of 8 students as of fall 2013.</i></p> <p>Completion Feasible (timeline and steps to take):</p> <p><i>Since September 1, 2012, significant progress has been made in strengthening the PhD program.</i></p> <ol style="list-style-type: none"> <i>1. The curriculum has been completely revised and has received approval from THECB. The revised curriculum makes several significant revisions:</i> <ol style="list-style-type: none"> <i>a. Admissions deadlines and standards have been revised. Previously, the program admitted students on a timeline that was out of sync with the standard admissions deadlines for similar programs. The revised program will increase the ability of the program to (1) compete for better qualified students and (2) facilitate a more productive faculty-student mentor relationship.</i> <i>b. Program structure has been changed to align with national standards for Clinical Psychology PhD programs.</i> <i>c. The curriculum has been expanded. Offerings on child and adolescent issues, concerns, and development will be expanded to include training of students to work across the life span, a requirement for licensure as a clinical psychologist.</i> <i>d. New courses are being submitted to the University Graduate Council.</i> <i>2. The moratorium on admitting new students has been lifted by</i>

	<p><i>THECB effective Fall 2014. Consistent with the national standards for PhD Clinical Psychology programs, new students will be admitted once per year in the fall semester, and it is expected that approximately 8 students will be admitted each year. This class size is typical of PhD Clinical Psychology programs because it facilitates close research mentoring relationships between students and faculty. The problems the program has experienced are not uncommon for newly starting doctoral programs. What PVAMU has experienced is part of the process of starting something new that all programs, even well-established ones, go through.</i></p> <p>3. <i>Admissions deadlines and standards have been changed. Previously the program admitted students on a timeline that was out of sync with the standard admissions deadlines for PhD Clinical Psychology programs. The revised program will have an early spring application deadline, will include interviews as part of the admissions process, and will include an emphasis on matching students with faculty based on research interests to the extent practicable. Program structure has been changed to align with national standards for Clinical Psychology PhD programs. Previously, the program admitted only students with Master's degrees. Consistent with the national standard for doctoral programs in Clinical Psychology, the revised program admits students with both Bachelor's and Master's degrees.</i></p> <p>4. <i>The clinic has been remodeled and only requires a few additional minor updates to be functional. The only remaining aspect is staffing the clinic. The Psychology Department advertised for a clinic receptionist/secretary. Though clients are not yet being seen in the clinic, a Psychology faculty member (Dr. Sharon Morgan) is serving as the interim director and doctoral students are assisting her.</i></p> <p>The University has a Master of Science program in Juvenile Forensic Psychology. The Ph.D. program is in Clinical Adolescent Psychology. There are 7 students currently enrolled in the program. Three of the students are actively working on their dissertation. Four students have completed the degree.</p>
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Academic Program Development (PVAMU)	
Component Number	12.1
Component Description	New PhD in Educational Leadership
Benchmark	<ul style="list-style-type: none"> • Faculty/curriculum in place • Sufficient enrolled students to support costs

Status:	<p><i>Complete:</i></p> <p><i>Although program enrollment is not the benchmark, enrollment target has been met and exceeded. Program enrollment continues to be sufficient to support the program costs. Fall 2013 enrollment for the Ph.D. program in Educational Leadership is 98 students, of which 18 enrolled for the first time fall 2013.</i></p>
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Academic Program Development (PVAMU)	
Component Number	12.2
Component Description	New MS in Computer Science
Benchmark	<ul style="list-style-type: none"> • Faculty/curriculum in place • Sufficient enrolled students to support costs
Total State Funding (OCR + ADI Strategies) to Institution Used for Benchmark Implementation	Total Expended: \$1.90M (OCR)
	Total Budgeted for FY14: \$0.00M (ADI)
Status:	<p>Partially Complete (date completed): The program was established, the faculty employed, and the curriculum set as of 2002. <i>PVAMU has met this Benchmark.</i></p> <p>Completion Feasible (timeline and steps to take): <i>The enrollment target for this component has not been met. Fall 2013 enrollment for the MS in Computer Science is 23 students. The target enrollment for the program is 50. PVAMU is requesting approval to reset the benchmark to a target of 25 students for MS in Computer Science.</i></p> <p><i>Strategies to increase student enrollment include but are not limited to the following major recruitment efforts:</i></p> <ul style="list-style-type: none"> • <i>Visit to universities in and out of Texas with a focus on HBCUs that have CS/CIS bachelor programs, but do not have MSCS/undergraduate programs.</i> • <i>National conference/presentations.</i> • <i>Enhanced faculty pursuit of external funding that includes GTA/GRA positions.</i> • <i>Development of more online graduate courses aimed at students from industry.</i> • <i>MSCS/MSIS program curriculum updates to meet the industry demands.</i> • <i>Updated curriculum and added new elective courses to the curriculum to better meet the industry demands.</i> • <i>Updated equipment and research infrastructure. For instance, two parallel computing platforms from HP and IBM were added to the</i>

	<p>labs through external funded research to enhance the department cloud computing capability.</p> <ul style="list-style-type: none"> • Secured more external research funding for graduate assistantships. • Collaborated with faculty in other departments to co-supervise students and provide assistantships. On average, 10 graduate students in the computer science department receive teaching or research assistantships annually from other departments. • Developed and offered online courses aimed attracting prospective students from industry. • Contacted and visited other HBCU's that have Computer Science bachelors program to establish the pipeline to Prairie View A&M's MS in Computer Science program. • Visited several international universities to promote MSCS program and attracted high quality international students. • Encouraged undergraduate students to participate in the College's 5-year B.S./M.S. degree option. • Attended academic conferences to promote MSCS program.
Suggested Revision or Refocusing of Benchmark	<p><i>PVAMU is requesting approval to reset the benchmark for the enrollment target for the MS in Computer Science. Based on the faculty size and current faculty workloads, a target of 25 students for MS in Computer Science in more realistic and new target would be sufficient enrollment to support the program cost.</i></p>

Academic Program Development (PVAMU)	
Component Number	12.3
Component Description	New MS in Information Systems
Benchmark	<ul style="list-style-type: none"> • Faculty/curriculum in place • Sufficient enrolled students to support costs
Total State Funding (OCR + ADI Strategies) to Institution Used for Benchmark Implementation	Total Expended: \$2.91M (OCR) + \$1.15M (ADI)
	Total Budgeted for FY14: \$0.31M (ADI)
Status:	<p>Partially Complete (date completed): The program was established and the faculty as well as the curriculum were put in place as of 2002. <i>PVAMU has met this Benchmark.</i></p>
	<p>Completion Feasible (timeline and steps to take): <i>The enrollment target for this component has not been met. Fall 2013 enrollment for the MS in Information Systems is 19 students. The target</i></p>

	<p><i>enrollment for the program is 50. PVAMU is requesting approval to reset the benchmark to a target of 25 students for MS in Information Systems.</i></p> <p><i>PVAMU is working to improve growth in student enrollments by implementing the following recruitment strategies:</i></p> <ul style="list-style-type: none"> • <i>Visit to universities in and out of Texas with a focus on HBCUs that have CS/CIS bachelor programs, but do not have MSCS/undergraduate programs.</i> • <i>National conference/presentations.</i> • <i>Enhanced faculty pursuit of external funding that includes GTA/GRA positions.</i> • <i>Development of more online graduate courses aimed at students from industry.</i> • <i>MSCS/MSIS program curriculum updates to meet the industry demands.</i> • <i>Updated curriculum and added new elective courses to the curriculum to better meet the industry demands.</i> • <i>Updated equipment and research infrastructure. For instance, two parallel computing platforms from HP and IBM were added to the labs through external funded research to enhance the department cloud computing capability.</i> • <i>Secured more external research funding for graduate assistantships.</i> • <i>Collaborated with faculty in other departments to co-supervise students and provide assistantships. On average, 10 graduate students in the computer science department receive teaching or research assistantships annually from other departments.</i> • <i>Developed and offered online courses aiming for prospect students from industry.</i> • <i>Contacted and visited other HBCU's that have CIS bachelor program to establish the pipeline to Prairie View A&M's MSIS program.</i> • <i>Visited several international universities to promote the MSIS program and attracted high quality international students.</i> • <i>Encouraged undergraduate students to participate in the College's 5-year B.S./M.S. degree option.</i> • <i>Attended academic conferences to promote the MSIS program.</i>
Suggested Revision or Refocusing of Benchmark	<p><i>PVAMU is requesting to reset the benchmark for the enrollment target for the MS Information Systems. Based on the faculty size and current faculty workloads, the target of 25 students for MS in Information Systems is more realistic and new target would be sufficient enrollment to support the program cost.</i></p>

Institutional Development and Endowed Chairs (PVAMU)	
Component Number	9.1
Component Description	Strengthen Institutional Development Office
Benchmark	<ul style="list-style-type: none"> Complete major capital campaign to generate matching funds for: <ul style="list-style-type: none"> Component 1.4 Component 10.1 Increase endowment significantly
Status:	<p><i>Complete:</i></p> <p>Giving has not been an ingrained responsibility of the alumni or its other beneficiaries but that is beginning to change. Creative campaigns among faculty, staff, and students have made giving a more attractive commitment and promises to show potential external donors that those value the University closest to it. It is worth the investment that is made in its programs and services. A major thrust currently is the building of a stadium. That effort, which will be successful, is likely to make giving an ingrained responsibility that will benefit the University going forward.</p> <p>\$2,188,789 was raised September 1, 2012-August 31, 2013.</p>

Institutional Development and Endowed Chairs (PVAMU)	
Component Number	10.1
Component Description	Create 12 Endowed Chairs for New and Existing Programs
Benchmark	<ul style="list-style-type: none"> Selected new and existing programs have at least one endowed chair
Total State Funding (OCR + ADI Strategies) to Institution Used for Benchmark Implementation	Total Expended: \$4.59M (OCR)
	Total Budgeted for FY14: \$0.00M (ADI)
Status:	<p>Partially Complete (date completed):</p> <p>There was an increase in Endowments during the Capital Campaign from 2003 to 2008. However, due to the financial crisis in 2009, the value decreased from \$57 million to \$54 million.</p> <p>For Endowed Chairs, \$500,000 is required <i>before a match is made</i>. Eight of the twelve endowed chairs are part of the OCR <i>Plan</i> as indicated in <u>Table A</u> below.</p>

	<p>As of October 2012, eight (8) of the twelve (12) endowed chairs had been established in that matching funds had been allocated for the chairs. Funding for an additional four (4) chairs has been tentatively identified. It is expected that the funding for the four (4) additional chairs will be acquired by 2014. Income generated by the corpus of the endowment is not sufficient to support full salaries, research start-up packages, and other accoutrement commonly offered to endowed professors. For one (1) or perhaps two (2) of the endowed chairs, full funding of faculty positions may come with the establishment of research programs associated with the Texas A&M University System Chancellor's Research Initiatives (CRI) and the PVAMU President's Research Initiative (PRI).</p> <p>Establishing shorter commitments will not impact creation or funding of the endowed chairs. However, it will facilitate filling of chairs in that short term commitments of one semester or summer to faculty with expertise in a critical component of a program such as the development of the research center to support the doctor of nursing practice can be effected with interest generated and other institutional funds.</p> <p>Completion Feasible (timeline and steps to take):</p> <p>PVAMU Office of Research and Development continuing efforts to acquire support for additional endowed chairs.</p>
<p>Suggested Revision or Refocusing of Benchmark</p>	<p>Given the limited funding to support the salaries of endowed professors, the University would benefit from being able to implement a non-traditional structure for hiring holders of endowed chairs. Instead of making long term commitments to highly qualified experts, shorter terms such as summer, full semester and one year commitments could benefit areas such as nursing as it implements its proposed Doctor of Nursing Practice (DNP) and the School of Architecture as it develops its historical preservation component of the Texas Center for the Preservation of History and Culture.</p> <p>A decision to institute rotating endowed chairs shows promise. Given the varying stages of program maturity of newly established programs and the requirements of those yet to be implemented such as the Doctor of Nursing Practice, bringing a plenipotentiary with special expertise for a semester or a summer, but not longer than a year, to reach specific goals seems the best approach to filling the chairs. Interest rates are so low that the University can ill afford to fill the chairs in the traditional manner unless there was available funding elsewhere. The School of Architecture has filled a chair and only one third of the salary is coming from the interest earnings of the endowed chair. The current commitment does not exceed three years The College of Nursing will follow with a similar</p>

	commitment in order to start its research center.
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Table A, PVAMU Endowed Chairs

PVAMU Endowed Chairs	Academic Department	FY 2012 Endowment Balance	FY 2012 Available Balance	Chair Filled	Date Established
Honeywell	Mechanical Engineering	\$504,012	\$351,781	No	Not Documented
AT&T	Engineering	\$828,485	\$755,046	No	Not Documented
Texas Instruments	Engineering	\$1,000,000	\$84,262	No	2000
Houston Endowment Research Chair	Nursing	\$1,657,495	\$1,867,841	No	1994
The Brown Foundation	Architecture	\$1,000,000	\$225,852	Yes	2006
Lawrence & Stel M. Lowman	Nursing	\$1,142,130	\$349,151	No	2004
Title III Endow Chair Education	Education	\$1,202,367	\$227,990	No	10/21/2004
Title III Endow Chair Biology	Biology	\$1,139,146	\$191,371	No	3/17/2006
Title III Endow Chair Business	Business	\$1,122,812	\$143,862	No	1/22/2007
Title III Endow Chair Juvenile Justice	Juvenile Justice	\$1,088,113	\$88,113	No	2/17/2009
Title III Endow Chair Agriculture	Agriculture	\$1,031,212	\$37,514	No	2/16/2010
Capital Campaign Endowment	N/A	\$987,881	N/A	No	2004

Facilities (PVAMU)	
Component Number	8.1

Component Description	Carry out Renovations identified in Master Plan
Benchmark	<ul style="list-style-type: none"> Planned renovations completed on time and within budget.
Status:	<p><i>Complete:</i></p> <ul style="list-style-type: none"> <i>The original objective of this requirement was to complete the \$15,000,000 of deferred maintenance projects identified in Prairie View A&M's 2000 Deferred Maintenance listing. By 2007, all outstanding projects were completed. Prairie View A&M considered this original requirement completed in 2007.</i> <i>Outside the scope of OCR and ADI, Deferred Maintenance and infrastructure repairs continue to be addressed annually in PVAMU's annual budget. Since June 2012, \$11,867,000.00 was expended addressing Capital Renewal Projects.</i> <i>PVAMU's latest MP2 Report (Deferred Maintenance) indicates \$8,654,000.00 of deferred maintenance remains.</i> <i>PVAMU's master plan can be found at:</i> https://www.pvamu.edu/Include/Business_affairs/Master%20Plan/pvamu%20master%20plan%20-%20screen.pdf

Facilities (PVAMU)	
Component Number	11.2
Component Description	New Building for Juvenile Justice-Related Programs
Benchmark	<ul style="list-style-type: none"> Building constructed, equipped, functional, and in use; sized appropriately to the projected number of students enrolled such that infrastructure formula funding will provide adequate resources to maintain the building.
Status:	<i>Complete (See 2012 Report)</i>

Administrative and Operational Issues (PVAMU)	
Component Number	2.2
Component Description	Strengthen Human Resources function and infrastructure; develop a competitive faculty compensation structure
Benchmark	<ul style="list-style-type: none"> Appropriate systems and training programs are in place and in use by faculty and staff.
Status:	<i>Complete:</i>

	<p><i>Update since 2012 report</i></p> <ul style="list-style-type: none"> • Merit salary increases were awarded to all faculty April 1, 2012 for faculty members recognized as performing outstanding work in teaching, research and service; • Internal salary equity adjustments were awarded to faculty in various disciplines and faculty ranks to minimize and eliminate salary compression during the month of April 2012; • On May 1, 2013, faculty and staff were awarded a one-time merit bonus to those who consistently performed beyond expectations; • Faculty and staff were recognized for their outstanding contributions in their area(s) of responsibility(ies) and were awarded a merit salary increase effective November 1, 2013; • There were no substantive changes made in the faculty benefit structure. Salary compression remains a challenge, especially in high demand areas where within three years of degree completion, graduates often earn more than the faculty who prepared them (e.g. nursing, engineering, accounting, selective areas of graduate education).
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