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Prospectus For the Non- Traditional Self- Study

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PRAIRIE VIEW A&M UNIVERSITY
Prairie View, Texas

*Prospectus for the
Non-Traditional Self-Study*



presented to the

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

PRAIRIE VIEW A&M UNIVERSITY
PRAIRIE VIEW, TEXAS

Prospectus
For
The Non-Traditional Self-Study

*[Compiled by G. B. Lightfoot
1977]*

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SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

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INTRODUCTION

Prairie View's Past

Prairie View A&M University is the second oldest state-supported institution of higher education in Texas. The first established was the Agricultural and Mechanical College of Texas, now officially known as Texas A&M University. Corresponding with A and M's establishment under the provisions of the Morrill Land Grant College Act, the 15th Legislature of the State of Texas in session in 1876 authorized a similar school, an Agricultural and Mechanical College for Colored Youth.

At founding, Prairie View was by design given the mission of serving a segment that was culturally distinct; a segment not more than a fraction of one generation removed from the disadvantages inherent in the dual culture created and perpetuated by three centuries of slavery. For the education of this culturally distinct group, the Legislature appropriated twenty thousand dollars for the purchase of land and facilities, and the employment of staff. Prairie View, at founding saw that its task would be, for the people it served, that of "serving a unique role and mission."

Prairie View's evolution has been characterized by name changes, growth in curricular programs concomitant with a broadened role and scope, the addition of physical plant, increases in enrollment and faculty, and increases in funds from the State legislature, federal government and private sources.

As stated earlier Prairie View was organized as a branch of the Texas A&M College and was intended to be an Agricultural and Mechanical College for Colored Youth. Because of the

lack of education among the Colored population of the State and the great and pressing demand for Colored teachers, it was changed from its original design and converted into a normal school for the training of Colored teachers. The Sixteenth Legislature passed the following legislation in April, 1879: "An Act to provide for the organization and support of a normal school at Prairie View (formerly called Alta Vista) in Waller County for the preparation and training of Colored teachers."

The Twenty-Second Legislature officially established Prairie View Normal as a Land-Grant College in 1891 when it passed the following Act on March 14: "An Act to apportion between the Agricultural and Mechanical College and the Prairie View Normal School, the funds due Texas under an Act of the 51st Congress of the United States, for the more complete endowment and maintenance of colleges established under an Act of Congress approved July 2, 1862."

In 1901, the 26th Legislature changed the name of the College from Prairie View State Normal to Prairie View Normal and Industrial College. A four-year degree-granting curriculum was also authorized.

The graduate program offering the M.S., M.A., and M.Ed. degrees was established in 1934.

The name of the College, Prairie View Normal and Industrial College was changed to Prairie View University in 1945 by an Act of the 49th Legislature. It further authorized the institution to offer, as the need arises, all courses offered at the University of Texas.

The Fiftieth Legislature of the State of Texas, by Act signed by the Governor on February 27, 1947, changed the name of the School from Prairie View University to Prairie View Agricultural and Mechanical College of Texas. The Act provided, "that courses be offered in Agriculture, Mechanic Arts, Engineering and the Natural Sciences connected therewith, together with any other course authorized at Prairie View at the time of the passage of this Act, all of which shall be equivalent to those offered at the Agricultural and Mechanical College of Texas."

Prairie View was accepted for membership in the Southern Association of Colleges and Secondary School in December, 1958, and in 1969 received re-endorsement. The institution's teacher education program received approval of the National Council for Accreditation of Teacher Education in 1965.

The Sixty-third Legislature by an Act signed by the Governor changed the name to Prairie View A&M University.

"Three separate and distinct functions of Prairie View State College are clearly set forth in State and Federal acts for its establishment and support.

First - It is a College for the preparation and training of teachers.

Second - It is a four-year college offering liberal arts and scientific curricula.

Third - It is a Land-Grant College of Texas providing opportunities for training in Agriculture, Home Economics, Engineering, and related branches of learning.

As a Land-Grant College Prairie View has exercised the enacted functions: teaching, research and service. To serve Texas at the points of its greatest need was seen by Prairie View as a major objective. To Prairie View this meant that education must assist those served to make a worthwhile life and a respectable living.

Degrees have been conferred upon over 20,000 graduates; these graduates have distinguished themselves throughout the State, the Nation and the World. In addition to the graduates, it is reasonable to estimate that an additional fifty thousand persons consisting of ex-students, professionals, and low-income families have been directly influenced by the regular curricular and extension programs, workshops, short courses, institutes and conferences comprising the University's activities.

Prairie View's past is characterized by service.

Prairie View's Present

In essence, Prairie View's present emerged in 1966 with the appointment of Dr. Alvin I. Thomas as president.

At the request of President Thomas, the Board of Directors, (now, Board of Regents), in August 1968 appointed seventy-nine persons to comprise a Centennial Council. The Council was requested to formulate a master plan for guiding the future of the University. The Council, broadly representative of the national and state geographical areas, and of various economic, ethnic, educational, social and professional backgrounds, upon

the completion of sixteen months of deliberate and serious study presented its recommendations in a published document, "A Developmental Plan, 1970-80, Prairie View A&M College of Texas."

Cognizant that the present stands on the shoulders of the past, the Council sought not so much to change Prairie View's historical mission and goals as to seek to strengthen Prairie View's potential for providing service. The Council saw the period 1970-1980 as one destined to be characterized as "the decade of the people." With this in mind, the Council recommended that the goals of Prairie View be established as follows:

THE INDIVIDUAL -

To provide for the optimal development of the individual.

THE SOCIETY -

To contribute to the advancement of our free society and to the continued progress of our civilization.

KNOWLEDGE -

To transmit, preserve and discover knowledge beneficial to mankind.

LEADERSHIP -

To provide those forces, ideas, individuals, and systems which will foster constructive and positive actions.

EXCELLENCE -

To constantly strive for utmost superiority in all

areas of college life and to consider mediocrity as a vile disease which must be presented and permanently eradicated.

In elaborating further on the concept of Excellence, the Council recommended that Prairie View relate excellence to its own purpose, to its own mission, and to its own goals. Prairie View should develop its own model for achieving distinction in those aspects of the educational enterprise which will ensure a position of prominence in higher education. Excellence, if it is to be meaningful, however, must be defined in terms of universal standards. Therefore, the same criteria of excellence applied throughout all higher education must also apply to Prairie View. In seeking to achieve these standards, the students, faculty, administrators and alumni must demand of themselves whatever is necessary to achieve this goal. The State Legislature together with the federal government, private foundations and friends of the College must be willing to provide the financial means to make excellence possible.

By constantly striving for superiority, "islands of greatness" will begin to emerge from the sea of mediocrity. These islands should become so broad that they join each other to become a great educational plain characterized by excellence.

Prairie View places great emphasis on the undergraduate programs in creating islands of greatness.

Evidences that islands of greatness exist at Prairie View are seen in the following facts.

1. All engineering curricula are accredited by the American Society for Engineers' Council for Professional Development.
2. The nursing curriculum is accredited by both the Texas Board of Nurse Examiners and the National League of Nursing.
3. The Home Economics curricula are accredited by the American Home Economics Association.
4. The Teacher Education curricula are accredited by the National Council for the Accreditation of Teacher Education.
5. The University is accredited by the Southern Association of Colleges and Schools.
6. Chapters of twenty-four national honor societies are active on campus.

Operation Success focuses on the undergraduate program.

The undergraduate programs are directed by:

1. the philosophy that each student admitted to Prairie View A&M University has the potential to succeed.
2. the philosophy that the University will organize its human and material resources into such systems that will maximize the academic, personal-social, cultural, and career awareness and vocational attainment of each student enrolled.

Operation Success as the term embodying all of the activities is geared to actualizing the above stated philosophies.

Goals are directed by the fact that the University continues to serve a clientele consisting of persons who have been traditionally omitted from the mainstream of American Society, persons who at entrance, do not meet, the generally applied standards for measuring achievement, but who at the time

of exit must meet the generally applied standards for measuring excellence.

Higher Education
in Texas and the South

Texas

Prairie View is one of twenty-nine public senior colleges/universities in Texas. In addition, the State supports seven medical, dental, nursing and allied health schools.

Thirty-six private senior colleges and universities and two private medical-dental schools are available to the citizens of Texas.

The Coordinating Board, Texas College and University System, is the agency assigned by the Texas Legislature to set guidelines and policies for the State's public institutions of higher education.

The Coordinating Board discharges its responsibility to public higher education and to the legislature in two ways. For public institutions its acts as an approving agency for enrollment limits, degree programs, course additions, and innovative/non-traditional programs. For the State Legislature it acts as a recommending agency for the establishment of new colleges and universities and in the development of formulas for financing public higher education.

The formula used by the Legislature to determine appropriations does not incorporate as a variable the factor of bringing the disadvantaged and the culturally distinct into

the middle-class mainstream. The University is required to make bricks with insufficient straw.

Some method of financing education that considers both the entry level of the student and his potential is needed for institutions like Prairie View which commit themselves to bridging the gap created by impoverishment.

The South

Prairie View is one of seventeen historically Black institutions referred to as the Land-Grant 1890 Colleges and Universities. Presently, research has become a viable activity at the 1890 institutions. Recent changes in federal guidelines have resulted in federal government line-item appropriations to these institutions.

Current research at Prairie View A&M University is directed towards developing the individual, to improving the society, and to discovering, preserving and disseminating knowledge. In addition, research effort is focused on the personal, socio-economic, and physical environment of the disadvantaged with special emphasis on problems that relate to minority groups.

A recent position statement of the Southern Regional Education Board sets forth the principle that the provision of postsecondary opportunities for minority and ethnic groups remains a major priority for the region. The Board emphasizes the position that educational planning

beyond high school should serve the diverse needs of a pluralistic society.

Goals for education in the South are no different than educational goals in other parts of the nation. In a pluralistic society, high priority should be given to producing citizens who are responsive to the social, economic, and political needs for education beyond the high school.

IMPACT OF AIDP

The federally funded Advanced Institutional Development Program has enabled Prairie View A&M to achieve significant advances in the total university program by focusing on the following areas:

1. Planning, Management and Evaluation
2. Fiscal Development
3. Administrator Development
4. Teacher Development
5. Student Development

Most students matriculating at the University come from culturally distinct and disadvantaged backgrounds; and they are weak in the basic academic skills needed to achieve success at the college level. Prairie View A&M University has embarked on a program to provide special instructional techniques designed to raise the level of competence in reading, writing, mathematics, studying, and reasoning.

Continuing workshops under the direction of the Center for Learning-Teaching Effectiveness are held for faculty to assist

them in constructing courses emphasizing the method of performance-based teaching. The Center also has a teaching materials reproduction component.

Counseling services have been expanded so as to give greater coordination between units working toward higher academic success and the personal-social development of students.

In the area of fiscal development major emphasis has been placed on modernizing the fee assessment and fee collection procedures.

The Office of Management Information Systems is developing management and evaluation tools for use by the University. The University feels a vital need to increase effectiveness in teaching, research, service. The utilization of the underlying financial base for these activities is also vital as Prairie View A&M University plans for the future.

As a part of the total system of higher education, Prairie View A. and M. seeks to meet the challenge set forth by its Centennial Council.

"During the past decade, higher education has been violently disturbed by turbulent tidal waves growing out of a society and world emerging at an unprecedented rate of growth."

"In an effort to become relevant, higher education faces the greatest challenge in its history. In the ability of higher education to meet this challenge may well rest the future of our people, our society, our economy, and our democratic way of life."

"Today, again, higher education faces "the greatest challenge in its history. Today, as has been true many times in the past, the ability to meet this challenge may well rest the

future of Prairie View A&M University, and those we serve, the culturally disadvantaged Whites, Blacks, Browns of our nation."

POSSIBLE IMPACT OF
ADAMS V. CALIFANO

The Department of Health, Education, and Welfare (HEW) released on Tuesday, July 5, 1977, guidelines for the desegregation of dual systems of public higher education which may prove to be a most significant document bearing on the future of Prairie View A&M University. Although addressed to six states, it is expected that these guidelines will encompass all the states, including Texas, which have state supported colleges considered predominantly black.

The guidelines follow the ruling of U. S. District Court Judge John H. Pratt that:

The process of desegregation must not place a greater burden on Black institutions or Black students' opportunity to receive a quality public higher education . . . It is the responsibility of HEW to devise criteria for higher education desegregation plans which take into account the unique importance of Black colleges.

In moving to accomplish the disestablishment of the structure of the dual system, two specific guidelines have implications for the positive growth of Prairie View A&M University.

1. Specify steps to be taken to strengthen the role of the traditionally black institutions in the state system.
2. Commit the State to give priority consideration to placing any new undergraduate, graduate, or professional degree programs, courses of study, etc., which may be proposed, at traditionally black institutions consistent with their missions.

The struggle to fully implement the rulings of the U. S. Supreme Court in the 1954 case of Brown v. Board of Education, Topeka, Kansas is well-known. It can be anticipated that there will be as lengthy a struggle to fully implement Adams v. Califano. However, there is greater reason for optimism than for pessimism for the role of Prairie View A&M to fulfill the mission of extending educational opportunities to the culturally disadvantaged.

Social, Political, and Economic
Factors in the Future of
Prairie View A&M University

In an era characterized by unprecedented rapid change, it is prudent to be cautious in projecting the direction of education in the future. In the event this introductory chapter has been written as recently as two years ago, the impact of Adams v. Califano could not have been included. The price rise on oil by the Arab nations has had an indirect influence on education; continued price rises will have future influence. The growth in the unemployment rate for member of minority groups is a factor to be reckoned with. Apparent increase in non-conformity to the moral values upon which America thrived and prospered call for a reemphasis on value clarification in the educational system.

Even though change is rapid, several trends are evident:

1. In the foreseeable future, the level of funding for higher education will represent a smaller percentage of a state's budget.

2. Enrollments will peak by the end of the decade.
3. Greater emphasis will be placed on programs in Continuing Education.
4. The federal government will be called upon to play an increased role in providing financial support for students and for programs.

The future is not for those who operate on a day-by-day, come-what-may, basis. The future is for those who plan. At this point, Prairie View gives consideration to its past, its present and its plans for the future.

Progress often is motivated by the willingness to deviate from some aspects of the traditional; thus, Prairie View is pleased to engage in a non-traditional self-study.

CHAPTER TWO

JUSTIFICATION FOR CONDUCTING THE NON-TRADITIONAL SELF-STUDY

Several salient factors impacted Prairie View A&M during the time the Self-Study for the Southern Association of Colleges and Secondary School was in preparation for the April 13-16 visitation.

1. The work-in-progress of the Prairie View Centennial Council, a seventy-five member lay board which, too, was studying the college in preparation for presenting a ten-year blueprint for Prairie View's development.
2. Preliminary findings of Goals For Texas, Phase I, later to be published by the Office of the Governor, Division of Planning Coordination.
3. The projected rapid increase in graduate and undergraduate enrollments.
4. The coordination of higher education in Texas.
5. Federal programs aiding higher education.
6. The appointment of a new president of the institution.

The 1969 Self-Study, examined Prairie View's status as an institution of higher education, recommended modifications based upon projections and suggested methods for achieving the recommended modifications. Each of the SACS's standards was addressed by the general college, its departments and respective Schools-- Arts and Sciences, Engineering, Home Economics, Industrial Education and Technology, Nursing, the Graduate School and the Division of

Freshman Studies. The study evidenced distinctive achievement in the performance of the land-grant mission--teaching, research, and service. For example, by 1969, degrees had been awarded to over 18,000 black citizens and the number awarded other ethnic minorities and economically disadvantaged Caucasian citizens was on the increase; organized research, the Prairie View Experiment Station, and contract or sponsored research was being supported at a level of a half million dollars attracted from federal, state, and private sources. Over 40,000 persons had been positively affected through public service programs of extension, applied research, consultation by University professionals and departmental institutes. Additionally, the newly installed NROTC promised to join the AROTC as a major producer of Black military officers.

Since the 1969 Self-Study:

1. The College has emerged to university status.
2. Major organizational changes have occurred with the designation of six units, each administered by a vice president.
3. Undergraduate degree programs have been implemented in fine arts, mass communications, psychology, business administration.
4. Graduate programs are offered in fine arts, business administration and educational technology.
5. An interdisciplinary program in gerontology is offered.
6. Library holdings have been increased.
7. The value of the physical plant has tripled.

On SAC's prescribed standards the University has continued to perform well. Charting the future; however, requires intensive cross-referencing among standards. Such becomes obligatory if "future shock" is to be avoided.

The University has formulated an Academic Planning Model (See Appendix A) and a Non-Academic Planning Model (See Appendix B), setting forth the relatively constant and the relatively non-constant components that will influence its future. The models establish a framework for rational and reflective thinking in reference to where we are and where we go from here.

The models add to the reliability of cross-referencing among standards.

In the non-traditional self-study, the University will ask and arrive at answers to the following questions:

1. What objectives are to be retained in their present form? What objectives are to be eliminated or modified? Which shall be intensely pursued the first three years?
2. How can management information systems be used as a device in the attainment of university goals?
3. How will the university meet the challenges created by the impact of visible and not yet visible social, political, and economic changes?
4. In what way can the Coordinating Board and the Legislature be influenced to consider low-income a variable in the formula for funding higher education?

5. Which standards are meaningful in predicting educational outcomes, i.e., the competencies possessed at the point of exit?
6. What are the effective learning styles for the university's clientele?

The non-traditional approach permits focus on long-range planning. Each major division of the University and each academic sub-unit will ferret out potent variables likely to affect its future course and develop a six-year plan for reaching selected goals and objectives.

Prairie View A&M University believes that the non-traditional self-study is naturally suited to its desire to:

- (1) Re-examine the present mission and role;
- (2) Amplify, expand or retract so that present and future functions will not violate the scope of the mission and role.
- (3) Develop ways of increasing cost effectiveness toward higher productivity and more effective resource utilization.
- (4) Discover strategies for ascertaining the nature, type and extent of needed resources and for securing them.
- (5) Test varied approaches to estimating the University's capability to insure educational justice to persons who are quickly organized out of a traditionally meritocratic system.

The interaction of society and Prairie view A&M University is a never ending process. The problem for each in the process is to contribute something relevant to the other to receive its support in turn, and the way to relevance is through self-understanding. When Prairie View knows what it wants, it can ask for it with hope of satisfaction. When Prairie View comprehends its own assets and liabilities, problems and processes, it can be the central clearing-house for all that is best and most potent in the culture. The non-traditional self-study affords Prairie View A&M University this opportunity.

CHAPTER III

PURPOSE OF SELF-STUDY

The University proposes a non-traditional self-study which will result in a six-year planning model. A six years period was chosen as each two year interval coincides with a legislative biennial session. The study evolves out of the university's desire to reassess its goals and objectives and to formulate a new plan to improve its efficiency and effectiveness. The major components of the study will provide a framework by which the total university community can develop strategies for immediate and long range developments to meet increasing demands by society.

The primary purposes of the Prairie View A&M University's non-traditional self-study will be directed toward the following:

1. To project a six-year long-range plan (1980-1986) for the University, utilizing the academic and non-academic planning models adopted by the University in February 1977 and shown in the Appendix of this document.
2. To re-examine the mission, role and scope of the University, as it relates to the educational needs of multi-ethnic groups (Blacks, Browns and Whites) and as it relates to any duplication of the mission of traditionally White institutions.
3. To examine those social political and economic factors which will actually affect and those which probably will affect the University during the period 1980-1986.
4. To study the organization of the University and its parts to determine its functional effectiveness, cost effectiveness and effectiveness in attaining the mission of the University.

5. To examine administrative and supervisory policies and practices in terms of institutional effectiveness.
6. To study the applicability and feasibility of management systems at the University in terms of effective goal attainment.
7. To re-examine undergraduate and graduate programs in terms of: (1) needed additions and or deletions, (2) traditional or non-traditional approaches, (3) organization, (4) student competence measurable in terms of universal standards, (5) production goals and (6) program directions.
8. To make a comprehensive study of the faculty and staff as effective facilitators of student learning and developers of scholarly knowledge.
9. To study university physical facilities in terms of present and future needs to adequately support the mission of the University.
10. To engage in a comprehensive study of the students in terms of: (1) recruitment, selection and admission (2) standardized test scores and educational outcomes or achievements, (3) enrollment, retention and graduation goals, (4) student programs needed to produce (a) academic success, (b) personal/social success and (c) career success.
11. To examine the instructional and learning systems at the University to determine their effectiveness in facilitating student learning achievement.
12. To project the financial resources needed to achieve the mission of the University and to determine the percentages which are to come from: (a) local sources, (b) state appropriations, (c) federal sources and (d) private sources.
13. To develop a plan to achieve the financial resources needed by the University.
14. To examine the status of research and professional or creative writing at the University and to provide a plan for continual development.

15. To examine the status of public service rendered by the University and to provide a plan for continued orderly development.
16. To examine inter-institutional arrangements and determine the feasibility of joint use of facilities, exchange of facility and other inter-institutional arrangements which may further the attainment of the University's mission, goals and objectives.
17. To examine the need for specialized program accreditations within the University and develop a plan for attainment.
18. To study support programs sponsored by the University to determine: (1) those sponsored which are relevant to mission attainment, (2) those sponsored which are not relevant to mission attainment, (3) those not sponsored but relevant to mission attainment and to develop a plan for operating support programs at the level of quality needed for effective institutional support.
19. To examine ways and means for achievement of positive image building for the University and all of its parts.
20. To develop monitoring schedules for the six years long-range plan to monitor progress of the University during the period 1980-1986.
21. To propose a systematic plan of evaluation using the monitoring schedules proposed in item 20 during the period 1980-1986.
22. To establish a system of follow-up on alumni and to identify specific areas in which there has been outstanding achievement.
23. To assess the degree and depth of university involvement with the publics having close proximity to the university.
24. To develop and utilize methods for improving both intra-institutional communication and communication with the public.

CHAPTER IV

METHODS OF CONDUCTING THE SELF-STUDY

The President of the University appointed a Preliminary Planning Committee, to conceptualize the Self-Study and to prepare a concept-paper prospectus for submission to the College Delegate Assembly of the Southern Association of Colleges and Schools.

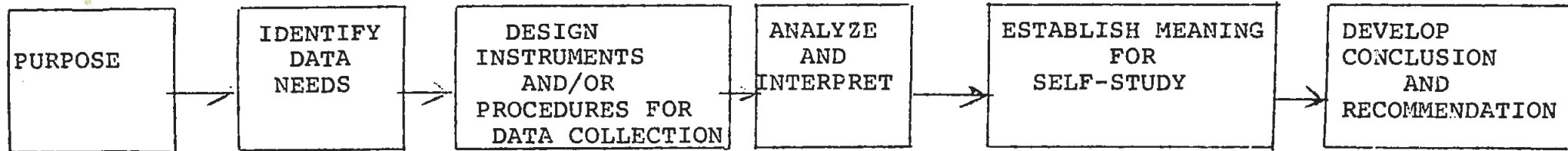
The Self-Study will be concluded through a structure of committees and task forces. Prairie View A&M has never regarded itself nor has it been regarded by others as a microcosm, separated from an outer world. This premise influenced the decision to invite local, state, and national leaders to work with all segments of the University in developing the Centennial Council Report. As the result of the beneficial experiences acquired, in developing the Report, the University will again invite citizens outside the university to work with faculty, students and staff in developing a six year plan. The persons accepting the invitations will be appointed to serve on the academic and non-academic areas and on specific task force groups.

The purpose for the self-study was established in the preceding chapter. The Academic Planning Model and the Non-Academic Planning Model referred to in Chapter II will serve as the basic guide for establishing areas to be given focal attention in the Self-Study. The models, thus establish the parameters for needed data.

As the two models include each area (academic and non-academic) of the University, the Self-Study will require each area to complete the model for its area, and to follow the schematic in Chart I and Chart II pages 25 and 26 for summarizing its report.

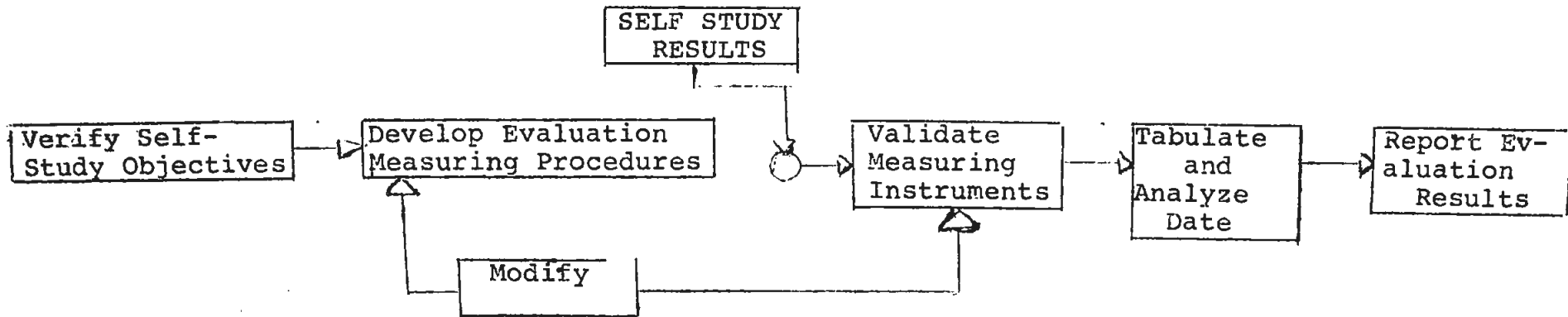
The committee and task force structure with related purpose and functions is presented in Appendix C.

The Flow Chart for completing the Self-Study is presented in Appendix D.

METHOD OF CONDUCTING SELF STUDY

1. Description of data collection methods to be utilized. Using the terms "methods" broadly enough to include all aspects of the institution's orientation toward the study, the following factors will be included:
 - a. Identify data needs based on the goals and objectives of the self-study.
 - b. Identify sources of data as:
 - (1) Primary
 - (2) Secondary
 - c. Design and identify instruments for the collection of data.

Example: questionnaires, interviews, case studies, observations, opinion polls, surveys, rating scales, self-inventories, etc.
 - d. Develop methods of disseminating data to committee.
2. Analyze and interpret collected data.
3. Analyses of data collected will establish meaning for self-study.
4. Established meaning will result in conclusion and recommendations.

EVALUATION FOR SELF-STUDY1. Verification of objectives

Objectives will be verified to determine if during the intervening time changes have occurred.

2. Description of measuring procedures

The Evaluation procedure will be twofold:

- (1) Determine as exactly as possible what is to be evaluated.
- (2) Obtain an instrument that will best do the evaluating.

3. Validation of Measuring instruments

Assurance will be given that the instrument(s) devised does indeed measure that which it is designed to measure.

CHAPTER V

SUMMARY

This paper has presented the role of Prairie View A&M University as an institution in higher education. In doing so attention was given to:

1. the historical mission as established by state and federal legislation.
2. selected factors influencing the university since the 1969 SACS visitation.
3. selected changes in the political, social and economic arenas that undoubtedly influence the future role of Prairie View A&M University.

In doing a self-study for the scheduled 1979 visitation from the Southern Association of Colleges and Schools, the University had the option of doing a traditional study or a non-traditional study. Prairie View chose the latter option.

In choosing to do a non-traditional study the justification for doing so has been presented along with the purposes to be achieved.

The self-study to be conducted by laymen and university personnel will concentrate on long range planning and the perceived benefits to be derived.

APPENDICES

APPENDIX A

Format for An Academic Planning ModelPart I. Legal Role and Scope

- a. State University
- b. Land Grant University
- c. Teacher Education
- d. Special Authority

Part II. Historical Background

- a. Origin
- b. Key Personnel Lineage
- c. Program Development
- d. Critical Events
- e. Funding Pattern

Part III. Social-Political-Economic Outlook

- a. Information or data which will give proper orientation and rationale for the program
- b. Occupational Outlook
- c. Factors which probably or actually affect the program during the next five years

Part IV. Philosophy, Mission, Goals, Objectives

- a. A short statement of philosophy showing any unique or distinct nature of the program
- b. Quantitative and qualitative statement of the mission
- c. Quantitative and qualitative statement of the goals
- d. Quantitative and qualitative statement of the objectives

Part V. Organization

- a. Organizational Chart 1 (Position)
- b. Organizational Chart 2 (Function)
- c. Position Descriptions and Responsibilities

Part VI. Administration and Supervision

- a. Policies and Procedures
- b. System for planned self improvement

Part VII. Management System

- a. Management by Objectives (MBO)
- b. Planning, Management and Evaluation (PME)
- c. Zero Defects (ZD)

- d. Budget and Finance (BF)
- e. Cost Effectiveness and Productivity (CEP)
- f. Management Information System (MIS)
- g. Research, Experimentation, Demonstration and Development (REDD)

Part VIII. Academic Program

- a. Undergraduate
- b. Graduate

Part IX. Faculty and Staff

- a. Recruiting
- b. Development
- c. Retirement

Part X. Library

- a. Basic
- b. Reference
- c. Periodicals
- d. Other

Part XI. Facilities

- a. Building (New)
- b. Building (R&R)
- c. Equipment
- d. Other

Part XII. Student Recruitment, Selection and Admission

- a. Recruitment Model
- b. Selection Criteria
- c. Admission Standards and Procedures

Part XIII. Enrollment, Retention, Graduation Projections

- | | |
|---|---|
| <ul style="list-style-type: none"> a. Undergraduate <ul style="list-style-type: none"> 1. Freshmen 2. Sophomores 3. Juniors 4. Seniors 5. Total undergrads | <ul style="list-style-type: none"> b. Graduates <ul style="list-style-type: none"> 1. Degree 2. Certificate 3. Special 4. Total Grads |
|---|---|

Part XIV. Student Success Development Programs

- a. Academic Success
- b. Personal/Social Success
- c. Career Development and Placement Services

- Part XV. Instruction and Learning Systems
- a. Basic course organization
 - b. Instructional Systems
 - c. Learning Systems
 - d. Facilitators
- Part XVI. Curriculum
- a. Courses (Traditional)
 - b. Experience (Non-Traditional)
 - c. Organization of Curriculum
- Part XVII. Financial Resources
- a. Local
 - b. State
 - c. Federal
 - d. Private
- Part XVIII. Academic Research and Professional Writing
- a. Administration
 - b. Funding
 - c. Faculty Morale: Effectiveness
 - d. Impact on Effective Teaching-Learning
- Part XIX. Inter-Institutional Relationships
- a. University
 - b. Business or Industry
 - c. Public School
 - d. Other
- Part XX. Accreditation
- a. State
 - b. Regional
 - c. National
 - d. Specialized
- Part XXI. Image Building and Professional Status
- a. Local
 - b. State
 - c. Regional
 - d. National

APPENDIX B

Format for A Non-Academic Planning ModelI. Historical Background

- a. Origin
- b. Key Personnel Lineage
- c. Program Development
- d. Critical Events
- e. Funding Pattern

II. Philosophy, Mission, Goals, Objectives

- a. A short statement of philosophy showing any unique or distinct nature of the program
- b. Quantitative and qualitative statement of the mission
- c. Quantitative and qualitative statement of the goals
- d. Quantitative and qualitative statement of the objectives

III. Organization

- a. Organizational Chart 1 (Position)
- b. Organizational Chart 2 (Function)
- c. Position Descriptions and Responsibilities

IV. Administration and Supervision

- a. Policies and Procedures
- b. System for planned self improvement

V. Management Systems

- a. Management by Objectives (MOB)
- b. Planning, Management and Evaluation (PME)
- c. Zero Defects (ZD)
- d. Budget and Finance (BF)
- e. Cost Effectiveness and Productivity (CEP)
- f. Management Information System (MIS)
- g. Research, Experimentation, Demonstration and Development (REDD)

VI. Departmental Programs

- a. Nature
- b. Purpose
- c. Production Goals
- d. Program direction

XII. Development Fund

- a. Organization
- b. Needs

XIII. Research and Professional Writing

- a. Administration
- b. Funding
- c. Publications
- d. Impact on Department and Profession

XIV. Image Building and Professional Status

- a. Local
- b. State
- c. Regional
- d. National and International

XV. Projections for Future

ORGANIZATION OF THE WORKTHE PRELIMINARY PLANNING COMMITTEE

A. COMPOSITION

The Preliminary Planning Committee is composed of six University Administrators.

B. PURPOSE

To develop preliminary plans for the conduct of the Institutional Self-Study.

To serve as an ex-officio policy-making body throughout the conduct of the ISS on an ad-hoc basis.

C. FUNCTIONS

1. To prepare a concept-paper, prospectus for submission to the College Delegate Assembly of the Southern Association of Colleges and Schools.
2. To prepare lists of needed committees and their composition for approval and appointment by the President.
3. To orient the Director of the ISS and/or the Steering Committee to the ISS prospectus and time-flow.
4. To assist in the conduct of the ISS in other ways deemed appropriate and at the discretion of the President.

ISS ORGANIZATION OF THE WORK (Continued)

THE GENERAL CHAIRMAN

A. COMPOSITION

This position will be filled by a person who is not an employee of the University. This person will be a recognized leader in the State of Texas who is interested in higher education in the State and Prairie View A&M University, particularly.

B. PURPOSE

To provide overall leadership and direction for the ISS.

To enhance and sustain state-wide interest in the University and the ISS.

C. FUNCTIONS

1. To meet with the Director of the ISS, et.al, periodically.
2. To publicize the ISS state-wide and to solicit public opinion and support for the ISS.
3. To perform other duties and tasks necessary for the success of the ISS.

THE DIRECTOR

A. COMPOSITION

The Director of the ISS will be an outstanding member of the Prairie View A&M University Faculty/Staff. The person will be thoroughly familiar with the University and will have had some experience with the conduct of self-studies.

B. PURPOSE

To provide instructional leadership for the self-study and assume responsibility for the successful achievement of the ISS purposes and the completion of the study.

C. FUNCTIONS

1. To work with the University President and General Chairman in defining and refining the parameters of the self-study.
2. To serve as Chairperson of the Steering Committee.
3. To organize the Steering Committee and other committees and personnel for the conduct of the self-study.
4. To meet regularly with the Steering Committee, Reporting Committee, et.al. for the purpose of interpreting purposes, goals, objectives, etc.
5. To engage in continuous planning, monitoring, and evaluation activities throughout the conduct of the ISS.
6. To assume responsibility for the achievements of all persons and committees.
7. Meets with the chairpersons of the Steering Committee Task Forces.

THE STEERING COMMITTEE

A. COMPOSITION

The Steering Committee will be composed of a number of persons representing all segments of the University consisting of Administration, Faculty, Staff, Student Body.

Additional representation will consist of persons from the local, state, and national political entities; parents, friends, alumni; commerce, industry, professional societies, the professions, labor, agriculture; the public schools, post-secondary educational institutions, religious groups, and others.

B. PURPOSE

To interpret, plan, and conduct the ISS (purposes and objectives) in terms of what is in the best interests of the students served by the University.

To insure that learning and teaching remain the foci of the University's mission to serve the State and Nation in areas of need.

To promote research, service, and excellence as criteria for planning, managing and evaluating the ISS.

C. FUNCTIONS

The functions of the Steering Committee are discussed below in terms of (1) The Committee, (2) The Task Forces, and (3) The Chairperson of each Task Force.

The Committee

1. The Committee is responsible for all work (research, writing, editing, compiling, binding, public relations, etc.) in connection with the institutional self-study. The Committee is chaired by the Director of the ISS.
2. The Committee has the responsibility for planning, organizing, coordinating, supervising, controlling, evaluating, and producing the ISS.
3. In order to achieve the work of the Committee, the Committee will appoint sub-groups such as an editorial staff, typing pool, resource coordinator, and task forces
4. The Committee will plan, disseminate, and monitor the general format, style, content, etc. For the Committees which are responsible for unit reports (The Reporting Committees.)
5. The Committee will design and compile the institutional Self-Study.

1. Each Task Force will have a chairperson who is a University employee.
2. Each Task Force will have the responsibility for the achievement of one of the purposes of the self-study. Therefore, each Task Force serves as a mini-steering committee.
3. Each Task Force will design and communicate strategies content, form, format, style, and qualitative and quantitative guidelines for all Reporting Committees for the achievement of the specific purpose being addressed. These actions and reactions will be in line with the general guidelines as developed by the Steering Committee.
4. The Task Force (Chairperson) will serve as a liaison to the Reporting Committees and will provide inspiration, motivation, technical assistance and other supervisory and management input.
5. The Task Force will be responsible for collecting all sub-parts (from all Reporting Committees addressing a specific purpose) for The Institutional Self-Study, to be compiled and written by the Steering Committee.
6. The Task Force will be responsible for the qualitative and quantitative uniformity of the section in the individual unit reports (Reporting Committees) which deals with a specific purpose (See 3 above).

The Task Force Chairperson

1. The Task Force Chairperson is responsible for providing leadership to the Task Force.
2. The Chairperson meets with other chairpersons regularly as a pseudo executive committee of the Steering Committee to discuss progress, difficulties, possible revisions, etc.
3. Task Force chairpersons are responsible for Coordinating their planning and operations so as to eliminate duplicity of data, guidelines, meetings with Reporting Committee, etc.

A. COMPOSITION

The Reporting Committees will include persons representing all academic and non-academic units at Prairie View A&M University.

Reporting Committees will be of three types:

1. The first type will be the committees representing colleges and the graduate school, namely:
 - a. College of Agriculture
 - b. College of Business
 - c. College of Education
 - d. College of Engineering
 - e. College of Home Economics
 - f. College of Industrial Education and Technology
 - g. College of Nursing
 - h. Graduate School

2. The second group of committees will be those departments and the division in the College of Arts and Sciences, namely:
 - a. Department of Communications
 - b. Department of Drama
 - c. Department of Economics and Geography
 - d. Department of English
 - e. Department of English, Freshman Studies
 - f. Department of Foreign Languages
 - g. Department of History
 - h. Department of Library Science
 - i. Department of Mathematics
 - j. Department of Mathematics, Freshman Studies
 - k. Department of Military Science
 - (1) Army R.O.T.C.
 - (2) Navy R.O.T.C.
 - l. Department of Music
 - m. Department of Health, Physical Education and Recreation
 - n. Department of Political Science
 - o. Department of Sociology and Social Work
 - p. Division of Natural Sciences
 - (1) Department of Biology
 - (2) Department of Chemistry
 - (3) Department of Physics

3. The third type of reporting committees will be the non-degree granting units in Academic Affairs and of the other vice presidents, namely:
 - a. Vice President for Academic Affairs
 - (1) W. R. Banks Library
 - (2) Center for Learning and Teaching Effectiveness
 - (3) Division of Career Education
 - (4) Registrar's Office
 - (5) Office of Admissions
 - (6) Office of Management Information Systems
 - b. Vice President for Research and Special Programs
 - c. Vice President for Student Affairs
 - d. Vice President for Fiscal Affairs
 - e. Vice President for Physical Plant Planning and Engineering
 - f. Vice President for University Development

B. PURPOSE

To insure that the ISS is comprehensive and thorough.

To insure that every segment of the University is involved and represented in the report.

To insure input from the total University community.

APPENDIX D

FLOW CHART FOR SELF-STUDY

JULY 6, 1977

President identified and organized Preliminary Planning Group.

AUGUST 1-23, 1977

Preliminary Planning Group develops Preliminary Concept Paper Format, Justification and Purpose Statements.

AUGUST 24-26, 1977

Non-Traditional Self-Study Concept Presented to General Faculty (Workshop) - Purposes Revealed - input and discussion solicited.

AUGUST 27 - NOVEMBER 10, 1977

Preliminary Planning Group Finalizes Concept statement.

DECEMBER 1, 1977

Concept Statement mailed to SACS

DECEMBER 15, 1977

President appoints Director of Self-Study and the Steering Committee.

JANUARY 4, 1978

Selection of Principal Committees, and Departmental Committees.

JANUARY 12, 1978

Principal Committees Request Basic Data from Steering Committee.

FEBRUARY 2, 1978

Director, Steering Committee, and Principal Committees Finalize Plans for the Self-Study.

FEBRUARY 9, 1978

Committee on Purpose Submits Tentative Statement

MARCH 2, 1978

Committees Interview, Analyze, and Develop Tentative Reports

MARCH 24, 1978

Tentative Reports Submitted to Steering Committee.

APRIL 10, 1978

Progress Report Forwarded To Executive Secretary, Commission
on Colleges.

OCTOBER 10, 1978

Committees Complete Studies.

NOVEMBER 10, 1978

Steering Committee Prepares Rough Draft.

JANUARY 8, 1979

Editor Compiles Final Document.

FEBRUARY 8, 1979

Typing and Duplication Of Report

MARCH 5, 1979

Preliminary Visit by Visiting Committee Chairperson.

MARCH 15, 1979

Mailing of Self-Study To Visiting Committee.

APRIL 15, 1979

Visiting Committee on Campus.