West Texas A&M University

Canyon, TX • 806-651-0000

West Texas A&M University (WTAMU), rich in history that dates to 1910, is the northernmost senior institution of higher learning in Texas. As the only bachelor's and master's degree-granting state university within a 100-mile radius, WTAMU's primary service region extends beyond the Texas borders into the neighboring states of Colorado, Kansas, New Mexico and Oklahoma. The University offers 1 doctoral program, 41 master's programs and 63 undergraduate degree programs.

Student Characteristics (Fall 2007) More

TOTAL NUMBER OF STUDENTS 7,502

Student Level and Enrollment Status

UNDERGRADUATE PROFILE

Total 5,849

Gender

Women 3,244 55%

Men 2,605 45%

Race/Ethnicity

African American / Black 286 5%

American Indian / Alaskan Native 58 1%

Asian / Pacific Islander 100 2%

Hispanic 1,074 18%

International 105 2%

White 4,226 72%

Race/Ethnicity Unknown 0 0%

Geographic Distribution (Degree-Seeking)

Texas 90%

Other US States & Territories 8%

Other Countries 2%

Age (Degree-Seeking)

Average Age 26

Percent of Undergraduates Age 25 or Older 23%

Undergraduate Success and Progress Rate

Graduated from WTAMU Graduated from other Institution

Still Enrolled at WTAMU Still Enrolled at other Institution

A 73% four-year success and progress rate means that 73% of students starting in Fall 2002 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2002 entering class shown in the graph above.

• 796 First-Time, Full-Time Students

• 520 Full-Time Transfer Students

CLICK HERE for Detailed Success & Progress Rate Tables

Retention of Fall 2006 First-Time, Full-Time Students

Returned for Fall 2007 67%

One of the strengths of U.S. higher education is the broad range of diverse institutions, each with its own distinctive mission. We encourage you to check out college web sites and visit campuses to get a more complete picture of the opportunities available to you!

2/15/2008
Typical Undergraduate Costs per Year Without Financial Aid for Full-Time, In-State Students (2008-09)

<table>
<thead>
<tr>
<th>Cost Category</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (in-state)</td>
<td>$2,568</td>
</tr>
<tr>
<td>Required Fees</td>
<td>$1,014</td>
</tr>
<tr>
<td>Other expenses (books, transportation, etc.)</td>
<td>$900</td>
</tr>
<tr>
<td>Room &amp; Board (on campus)</td>
<td>$2,310</td>
</tr>
</tbody>
</table>

Total: $6,792

CLICK HERE for typical out-of-state costs and any discipline-specific tuition.

The cost to attend varies based on the individual circumstances of students and may be reduced through grants and scholarships.

Financial Aid Awarded to Undergraduates (Fall 2006)

Overall Financial Aid
- 71% of Fall 2006 full-time undergraduates received financial aid of some type including need-based loans, work study, and non need-based scholarships.

Annual Need-Based Scholarships & Grants
- 42% of Fall 2006 full-time undergraduates received need-based grants or scholarships; the average award for the year was $3,952.

Annual Need-Based Loans
- 41% of Fall 2006 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was $3,646.

Percent of Fall 2006 First-Time Students Receiving Each Type of Financial Aid

<table>
<thead>
<tr>
<th>Type of Financial Aid</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Grants</td>
<td>36%</td>
</tr>
<tr>
<td>Federal Grants</td>
<td>36%</td>
</tr>
<tr>
<td>Student Loans</td>
<td>40%</td>
</tr>
<tr>
<td>Institutional Aid/ Scholarships</td>
<td>40%</td>
</tr>
<tr>
<td>Any Type of Financial Aid</td>
<td>52%</td>
</tr>
</tbody>
</table>

Note: Student may receive aid from more than one source.

CLICK HERE for a list of undergraduate and graduate programs.
The Buffaloes Community

Earning an education is the main objective at West Texas A&M University; however, an education is not just about books and research, it's also about getting involved. There are many organizations, activities and events at WTAMU that can serve to broaden a student's academic horizons. By participating, students gain life-long friendships and enhance the community by giving back with their time and their talents. There's never a dull moment in the life of a WTAMU Buffalo!

WTAMU's community of faculty and staff has one focus in mind, students. Therefore, a wide range of programs and services have been developed to ensure student success. WTAMU provides support services aimed at promoting healthy lifestyles, both mentally and physically, assisting students with academic endeavors and helping students who are in financial need. In order to fully support students, the university recognizes that students must be served holistically.

**Study at WTAMU**

**Classroom Environment**

- Students per Faculty: 20 to 1
- Undergraduate classes with fewer than 30 students: 75%
- Undergraduate classes with fewer than 50 students: 93%

**Full-Time Instructional Faculty**

- Total Faculty: 238
- % Women: 44%
- % from Minority Groups: 10%
- % with Highest Degree in Field: 66%

**Carnegie Classification of Institutional Characteristics**

- **Basic Type**: Master's Colleges and Universities (larger programs)
- **Size and Setting**: Medium four-year, primarily nonresidential
- **Enrollment Profile**: Majority undergraduate
- **Undergraduate Profile**: Full-time four-year, selective, lower transfer-in
- **Undergraduate Instructional Program**: Balanced arts & sciences/professions, high graduate coexistence
- **Graduate Instructional Program**: Postbaccalaureate comprehensive

**Student Housing**

- 76% of new freshmen live on campus
- 20% of all undergraduates live on campus

**Campus Safety**

West Texas A&M University is one of the safest campuses in the country, and Canyon is routinely listed among Texas' safest cities. However, security on campus is not something that is taken for granted. In order to guarantee that campus members are kept informed in the case of an emergency, the university has implemented a mass notification system on campus. West Texas A&M University also regularly offers workshops and programs that focus on security awareness and prevention of crime.

**Future Plans of Bachelor's Degree Recipients**

**Data used to build graph are not yet available**

2/15/2008
# Student Experiences and Perceptions

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

[CLICK HERE](#) for examples of how WTAMU evaluates the experiences of its students.

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the 2007-2008 National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

[CLICK HERE](#) for information on survey administration, the survey sample, and the response rate. [CLICK HERE](#) for information on the NSSE survey.

<table>
<thead>
<tr>
<th>Group Learning Experiences</th>
<th>Student Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>89% of seniors worked with classmates on assignments outside of class.</td>
<td>85% of seniors would attend this institution if they started over again</td>
</tr>
<tr>
<td>52% of seniors tutored or taught other students</td>
<td>86% of seniors rated their entire educational experience as good or excellent</td>
</tr>
<tr>
<td>19% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports</td>
<td>77% of seniors reported that other students were friendly or supportive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Active Learning Experiences</th>
<th>Student Interaction with Campus Faculty and Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>73% of seniors spent at least 6 hours per week preparing for class</td>
<td>59% of seniors believed that the campus staff were helpful, considerate, or flexible</td>
</tr>
<tr>
<td>13% of seniors worked on a research project with a faculty member</td>
<td>76% of seniors believed that faculty are available, helpful, or sympathetic</td>
</tr>
<tr>
<td>37% of seniors participated in an internship, practicum, or field experience</td>
<td>97% of seniors reported that faculty members provided prompt feedback on their academic performance</td>
</tr>
<tr>
<td>47% of seniors participated in community service or volunteer work</td>
<td>69% of seniors discussed readings or ideas with faculty members outside of class</td>
</tr>
<tr>
<td>8% of seniors participated in study abroad</td>
<td></td>
</tr>
<tr>
<td>87% of seniors made at least one class presentation last year</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutional Commitment to Student Learning and Success</th>
<th>Experiences with Diverse Groups of People and Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>97% of seniors believe this institution provides support for student success</td>
<td>61% of seniors reported that they often tried to understand someone else’s point of view</td>
</tr>
<tr>
<td>76% of seniors rated the quality of academic advising at this institution as good or excellent</td>
<td>89% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds</td>
</tr>
<tr>
<td>67% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities</td>
<td>47% of seniors often had serious conversations with students of a different race or ethnicity</td>
</tr>
<tr>
<td>96% of seniors reported working harder than they thought they could to meet an instructor’s standards or expectations</td>
<td></td>
</tr>
</tbody>
</table>
Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

Student Learning Assessment at WTAMU

Student Learning Outcome Assessment is a vital part of West Texas A&M University efforts to become a first choice institution. West Texas A&M University is committed to the assessment process and using assessment results in planning and budgeting decisions that reflect the University mission. Faculty share primary responsibility for the development, implementation, maintenance, and review of assessment activities. Faculty also explicate learning outcomes for each class and the academic program as a whole. West Texas A&M University uses the Student Learning Outcome Assessments to make continuous improvements in program structure, course content, and pedagogy.

CLICK HERE for examples of student learning assessment and outcomes at WTAMU

Pilot Project to Measure Core Learning Outcomes

As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one of three tests. Following are the 2007-08 results from the College Assessment of Academic Proficiency (CAAP). The CAAP measures critical thinking and written communication using two test modules -- critical thinking and a writing essay.

CLICK HERE for a description of the CAAP test.

Learning Gains between Freshman Year and Senior Year

<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>Average Institutional Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>The increase in learning on the performance task is above what would be expected at an institution with students of similar academic abilities.</td>
<td>Freshman Score</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>58</td>
</tr>
<tr>
<td>Writing Essay</td>
<td>2.75</td>
</tr>
</tbody>
</table>

CAAP Score Range - Critical Thinking: 40 to 80, Writing Essay: 1 to 6