

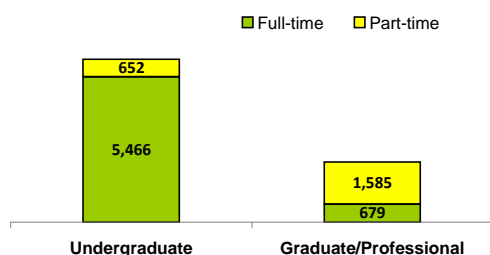


Founded in 1876, Prairie View A&M University is the second oldest public institution of higher learning in the state of Texas. With an established reputation for producing engineers, nurses and educators, PVAMU offers baccalaureate degrees in 50 academic majors, 41 master's degrees and four doctoral degree programs through nine colleges and schools. A member of the Texas A&M University System, the University is dedicated to fulfilling its land-grant mission of achieving excellence in teaching, research and service.

Student Characteristics (Fall 2007) [More](#)

TOTAL NUMBER OF STUDENTS 8,382

Student Level and Enrollment Status



Undergraduate Success and Progress Rate

Data used to build graph and table are not yet available

UNDERGRADUATE PROFILE

Total 6,118

Gender

Women	3,484	57%
Men	2,634	43%

Race/Ethnicity

African American / Black	5,490	90%
American Indian / Alaskan Native	9	0%
Asian / Pacific Islander	104	2%
Hispanic	253	4%
International	93	2%
White	160	3%
Race/Ethnicity Unknown	9	0%

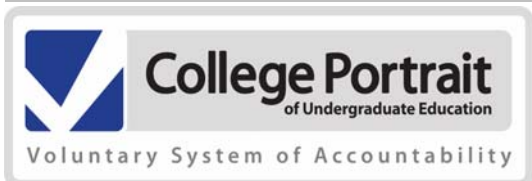
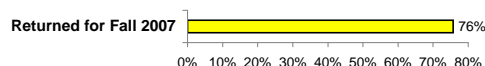
Geographic Distribution (Degree-Seeking)

Texas	92%
Other US States & Territories	7%
Other Countries	2%

Age (Degree-Seeking)

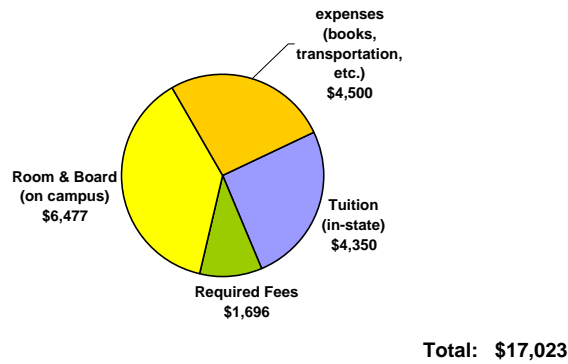
Average Age	22
Percent of Undergraduates Age 25 or Older	12%

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



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!

Typical Undergraduate Costs per Year Without Financial Aid for Full-Time, In-State Students (2007-08)



[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.

[CLICK HERE](#)
To get a cost estimate for students like you!

Financial Aid Awarded to Undergraduates (Fall 2006)

Overall Financial Aid

- 89% of Fall 2006 full-time undergraduates received financial aid of some type including need-based loans, work study, and non need-based scholarships.

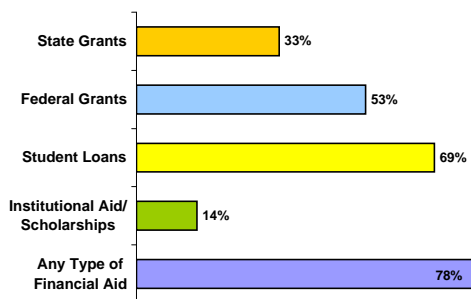
Annual Need-Based Scholarships & Grants

- 73% of Fall 2006 full-time undergraduates received need-based grants or scholarships; the average award for the year was \$4,000.

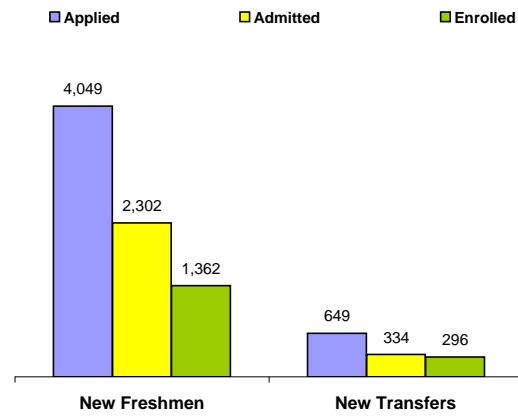
Annual Need-Based Loans

- 73% 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 \$3,150.

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



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



Academic Preparation of New Freshman

Test(s) Required for Admission: SAT or ACT

Middle 50% of Test Score Range	ACT	SAT
Composite	15-19	
Math	16-19	380-480
English	13-19	
Critical Reading		370-460

50% of admitted students have test scores within the ranges listed, 25% have scores above, and 25% have scores below.

Percent in top 25% of High School Graduating Class	19%
Percent in top 50% of High School Graduating Class	61%
Average High School GPA (4-point scale)	2.93

Degrees and Areas of Study

[More](#)

Degrees Awarded at PVAMU in 2006-07

Bachelor's	838
Master's	737
Doctoral	10
Total	1,585

Areas of Study with the Largest Number of Undergraduate Degrees Awarded in 2006-07

Health Professions and related sciences	16%
Business/Marketing	16%
Engineering	8%
Interdisciplinary Studies	8%
Security and protective services	8%
All other degree areas	44%
Total	100%

[CLICK HERE](#) for a list of undergraduate and graduate programs

The Panthers Community

The Panther community is enhanced by a wide variety of academic and support services designed to provide the highest quality experience for PVAMU students. Student Affairs programs help prepare students to become productive citizens of a global society and successfully transition from the academy to the world of work. With the assistance of the Student Affairs programs, PVAMU students will be able to meet the challenges of a global society and demonstrate intellectual sophistication, astuteness in acceptable value systems, a keen awareness and appreciation for integrity and morality and a high degree of personal, interpersonal and leadership skills. The University College provides an academically focused, student-centered, supportive, structured environment for the entire campus community with an emphasis on freshmen. The Undergraduate Medical Academy provides students with a unique study opportunity that will enhance the skills needed to enter medical school and experience a rewarding career. Students may also join any number of social organizations, including fraternities and sororities, and an intramural athletic program and various clubs are also available.



Study at PVAMU [More](#)

Classroom Environment

Students per Faculty	17 to 1
Undergraduate classes with fewer than 30 students	56%
Undergraduate classes with fewer than 50 students	92%

Full-Time Instructional Faculty

Total Faculty	359
% Women	35%
% from Minority Groups	78%
% with Highest Degree in Field	89%

Carnegie Classification of Institutional Characteristics

Basic Type

Master's Colleges and Universities (larger programs)

Size and Setting

Medium four-year, highly residential

Enrollment Profile

High undergraduate

Undergraduate Profile

Full-time four-year, inclusive

Undergraduate Instructional Program

Professions plus arts & sciences, some graduate coexistence

Graduate Instructional Program

Postbaccalaureate with arts & sciences (other dominant fields)

NOTE: Institutional classifications based on the Carnegie 2005 edition.

[CLICK HERE](#) for more information on Carnegie Classifications.

Student Housing [More](#)

75% of new freshmen live on campus
53% of all undergraduates live on campus

Campus Safety [More](#)

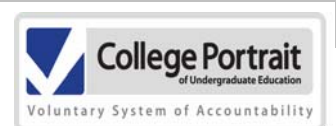
The Department of Public Safety takes the lead in providing a safe environment for the university community by protecting life and property. To achieve this protection, PVAMU DPS maintains patrols to deter and detect crime, report fires and safety hazards, and control traffic on campus. DPS utilizes vehicle, foot and bicycle patrols to ensure the safety of all who work, visit, or attend PVAMU. All police officers have completed their training at a state-approved police academy and have the same authority and power as any other police agency within the State of Texas. Police officers enforce all applicable federal, state, county, and city laws as well as university

[CLICK HERE](#) for Campus Crime Statistics report.

Future Plans of Bachelor's Degree Recipients

Data used to build graph are not yet available

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



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 PVAMU 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 2006-07 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 the NSSE survey.

<p>Group Learning Experiences</p> <ul style="list-style-type: none"> 99% percent of seniors worked with classmates on assignments outside of class. 66% of seniors tutored or taught other students 76% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports <p>Active Learning Experiences</p> <ul style="list-style-type: none"> 82% of seniors spent at least 6 hours per week preparing for class 23% of seniors worked on a research project with a faculty member 49% of seniors participated in an internship, practicum, or field experience 72% of seniors participated in community service or volunteer work 9% of seniors participated in study abroad 100% of seniors made at least one class presentation last year <p>Institutional Commitment to Student Learning and Success</p> <ul style="list-style-type: none"> 93% of seniors believe this institution provides support for student success 73% of seniors rated the quality of academic advising at this institution as good or excellent 72% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities 98% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations 	<p>Student Satisfaction</p> <ul style="list-style-type: none"> 75% of seniors would attend this institution if they started over again 81% of seniors rated their entire educational experience as good or excellent 70% of seniors reported that other students were friendly or supportive <p>Student Interaction with Campus Faculty and Staff</p> <ul style="list-style-type: none"> 55% of seniors believed that the campus staff were helpful, considerate, or flexible 66% of seniors believed that faculty are available, helpful, or sympathetic 98% of seniors reported that faculty members provided prompt feedback on their academic performance 91% of seniors discussed readings or ideas with faculty members outside of class <p>Experiences with Diverse Groups of People and Ideas</p> <ul style="list-style-type: none"> 71% of seniors reported that they often tried to understand someone else's point of view 93% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds 59% of seniors often had serious conversations with students of a different race or ethnicity
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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 PVAMU

PVAMU serves both the college ready student who is frequently a member of the legacy generation and the first generation college student lacking proficiency in the areas represented in the core curriculum. Student learning outcomes in reading, writing, mathematics/critical thinking skills are measured through course imbedded assessment, administration of national examinations (MAPP), and evaluation of progress in gatekeeper courses. Additionally, the state requires pre- and post-testing to determine improved proficiency in students who enter and complete developmental education courses. As students progress, direct measures of learning outcomes include performance on national major fields examinations, capstone course performance, and retention and graduation rates. Indirect measures include the National Survey of Student Engagement, the Non-Cognitive Questionnaire, and job placement rates. The University Academic Council and Faculty Senate assess measurements of learning outcomes and how to provide feedback on effective teaching and learning strategies.

[CLICK HERE](#) for examples of student learning assessment and outcomes at PVAMU

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 2006-07 results from the Measure of Academic Proficiency and Progress (MAPP). The MAPP measures critical thinking, analytic reasoning, and written communication and reports separate scores on critical thinking and written communication.

[CLICK HERE](#) for a description of the MAPP test.

Learning Gains between Freshman Year and Senior Year

Critical Thinking

The increase in learning on the performance task is above what would be expected at an institution with students of similar academic abilities.

Written Communication

The increase in learning on the performance task is what would be expected at an institution with students of similar academic abilities.

Average Institutional Scores

	<u>Freshman Score</u>	<u>Senior Score</u>
Critical Thinking	108	122
Written Communication	112	118

MAPP Score Range: 100 to 130

