College Portrait Administrative Home Page

Michigan Technological University

- Last Revised on 04/08/10

Study at Michigan Technological University Preview

Study at Michigan Technological University

Term and calendar year: Fall 2009

Student Housing

More link URL [http://www.mtu.edu/academics/]

OPTIONAL: Enter the URL for a website containing additional information about your institution's academic environment. To omit a More link, leave this field blank.
Example: http://www.abc.edu/academics.html

Classroom Environment

Student to Faculty Ratio 15

Enter the number of students per 1 faculty member. Ratio calculated between full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Do not count undergraduate or graduate student teaching assistants as faculty. (CDS.I2)

% of class sections with less 68

http://www.collegeportraits.org/admin/data/181/study_at

4/8/2010
than 30 students
Enter the percentage of class sections, as defined below, with fewer than 30 students. Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings. (CDS I3)

% of class sections with less than 50 students

Enter the percentage of class sections, as defined below, with fewer than 50 students. Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings. (CDS I3)

Full-Time Instructional Faculty

Enter the total number of full-time instructional faculty. (CDS II)

Women Faculty
Enter the total number of full-time instructional faculty who are women. (CDS II)

Faculty from Minority Groups
Enter the total number of full-time instructional faculty who are U.S. persons of color. (CDS II)

Faculty with Highest Degree in Field
Enter the total number of full-time instructional faculty who have earned the highest degree offered in their professional field (e.g., Ph.D., MFA, J.D.) (CDS II)

SAVE

Click here to save data that you’ve already entered without validating it. Use this option to save pages for which you have not yet completed data entry so that you don’t lose your work.

VALIDATE

http://www.collegeportraits.org/admin/data/181/study at 4/8/2010
Click here to check that the data you’ve entered meets the expected ranges and formats for publication. This will NOT publish your College Portrait, but WILL SAVE your data. If there are errors in your data, they will display at the top of the page once the validation is complete.

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Degrees and Areas of Study Preview

Academic year: 2008-09

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Total degrees awarded</th>
<th>Link to list of programs for degree type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate's</td>
<td>23</td>
<td><a href="http://www.admissions.mtu.edu/programs/">http://www.admissions.mtu.edu/programs/</a></td>
</tr>
<tr>
<td>Bachelor's</td>
<td>1073</td>
<td><a href="http://www.admissions.mtu.edu/programs/">http://www.admissions.mtu.edu/programs/</a></td>
</tr>
<tr>
<td>Master's</td>
<td>169</td>
<td><a href="http://www.admissions.mtu.edu/programs/">http://www.admissions.mtu.edu/programs/</a></td>
</tr>
<tr>
<td>Doctoral</td>
<td>57</td>
<td><a href="http://www.admissions.mtu.edu/programs/">http://www.admissions.mtu.edu/programs/</a></td>
</tr>
</tbody>
</table>

Areas of Study with the Largest Number of Bachelor's Degrees Awarded

For the CIP Code, please enter the four digit CIP Code with leading zero. Examples include: 0907 or 09.07, 2799 or 27.99

http://www.collegeportraits.org/admin/data/181/degrees

4/6/2010
<table>
<thead>
<tr>
<th>Majors by degrees granted</th>
<th>CIP Code</th>
<th>Major</th>
<th>Count of degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most degrees granted</td>
<td>14.19</td>
<td>Mechanical Engineering</td>
<td>204</td>
</tr>
<tr>
<td>2nd most degrees granted</td>
<td>14.10</td>
<td>Electrical, Electronics and Communications Engineering</td>
<td>114</td>
</tr>
<tr>
<td>3rd most degrees granted</td>
<td>52.02</td>
<td>Business Administration, Management and Operations</td>
<td>107</td>
</tr>
<tr>
<td>4th most degrees granted</td>
<td>14.08</td>
<td>Civil Engineering</td>
<td>104</td>
</tr>
<tr>
<td>5th most degrees granted</td>
<td>14.07</td>
<td>Chemical Engineering</td>
<td>54</td>
</tr>
</tbody>
</table>

Click here to save data that you’ve already entered without validating it. Use this option to save pages for which you have not yet completed data entry so that you don’t lose your work.

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Michigan Technological University

- Last Revised on 04/07/10

Student Characteristics Preview

Validation Success

Student Characteristics

Term and Calendar year: Fall 2009

More Link "URL" [http://www.admin.mtu.edu/em/services/erista]

OPTIONAL: Enter the URL for a website containing additional information about your institution's Student Characteristics. Enter the full URL, e.g., http://www.abc.edu/aboutourstudents.html. To omit a More link, leave this field blank.

Total Number of Students

(Total (undergraduate, graduate & professional, degree-seeking & non-degree-seeking, full- & part-time) headcount enrollment-Calculated based on values entered below)

Undergraduate Full-time Enrollment 5559

Total (degree-seeking & non-degree-seeking) undergraduate full-time headcount enrollment as of
Fall census date. Enter as a number, not a percentage. (CDS B1)

<table>
<thead>
<tr>
<th>Undergraduate Part-time Enrollment</th>
<th>383</th>
<th>Hide Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (degree-seeking &amp; non-degree-seeking) undergraduate part-time headcount enrollment as of Fall census date. Enter as a number, not a percentage. (CDS B1)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate/Professional Full-time Enrollment</th>
<th>829</th>
<th>Hide Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (degree-seeking &amp; non-degree-seeking) graduate/professional full-time headcount enrollment as of Fall census date. Enter as a number, not a percentage. (CDS B1)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate/Professional Part-time Enrollment</th>
<th>377</th>
<th>Hide Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (degree-seeking &amp; non-degree-seeking) graduate/professional part-time headcount enrollment as of Fall census date. Enter as a number, not a percentage. (CDS B1)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Undergraduate Profile

Total (degree-seeking & non-degree-seeking, full & part-time) undergraduate headcount enrollment

(Calculated based on values entered below.)

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Undergraduate Female Enrollment</td>
<td>1463</td>
</tr>
<tr>
<td>Total (degree-seeking &amp; non-degree-seeking, full- &amp; part-time) undergraduate female headcount enrollment as of Fall census date. Enter as a number, not a percentage. (CDS B1)</td>
<td></td>
</tr>
</tbody>
</table>

| Total Undergraduate Male Enrollment | 4479 | Hide Help |
| Total (degree-seeking & non-degree-seeking, full- & part-time) undergraduate male headcount enrollment as of Fall census date. Enter as a number, not a percentage. (CDS B1) |  |  |

| Total Undergraduate Enrollment Not Reported | 0 | Hide Help |
| Total (degree-seeking & non-degree-seeking, full- & part-time) undergraduate headcount enrollment as of Fall census date with unreported gender. Enter as a number, not a percentage. |  |  |

### Race/Ethnicity

Choose a Race/Ethnicity Category Type

<table>
<thead>
<tr>
<th>new race/ethnicity categories</th>
<th></th>
</tr>
</thead>
</table>

Please identify which set of categories you will be using to report student race/ethnicity data.

**New Categories (1997 OMB)**

A new methodology was developed in 1997 by the federal Office of Management and Budget (OMB) to be used in reporting race/ethnicity. After an extended delay in implementation, the new categories must be used to report data for the 2010-2011 academic year. For more information, please see the AIR website: [http://airweb.org/page.asp?page=1500](http://airweb.org/page.asp?page=1500).

Individuals are asked to first designate ethnicity as:
* Hispanic or Latino or
* Not Hispanic or Latino

Second, individuals are asked to indicate one or more races that apply among the following:

* American Indian or Alaska Native
* Asian
* Black or African American
* Native Hawaiian or Other Pacific Islander
* White

Old Categories (1977 OMB)
The Office of Management and Budget (OMB) established the following five racial/ethnic categories. A person may be counted in only one group. The groups used to are as follows:

* Black, non-Hispanic,
* American Indian/Alaska Native,
* Asian/Pacific Islander,
* Hispanic,
* White, non-Hispanic.

Undergraduate International Enrollment 396
Total (degree-seeking & non-degree-seeking, full- & part-time) undergraduate International headcount enrollment as of Fall census date. Enter as a number, not a percentage. (CDS B2)

Undergraduate African American / Black Enrollment 88
Total (degree-seeking & non-degree-seeking, full- & part-time) undergraduate African American / Black headcount enrollment as of Fall census date. Enter as a number, not a percentage. (CDS B2)

Undergraduate American Indian / Alaskan Native Enrollment 40
Total (degree-seeking & non-degree-seeking, full- & part-time) undergraduate American Indian / Alaskan Native headcount enrollment as of Fall census date. Enter as a number, not a percentage. (CDS B2)

Undergraduate Asian Enrollment 80
Total (degree-seeking & non-degree-seeking, full- & part-time) undergraduate Native Hawaiian or Pacific Islander headcount enrollment as of Fall census date. Enter as a number, not a percentage.

Undergraduate Native Hawaiian or Other Pacific Islander Enrollment 8
Total (degree-seeking & non-degree-seeking, full- & part-time) undergraduate Native Hawaiian or Pacific Islander headcount enrollment as of Fall census date. Enter as a number, not a percentage.

Undergraduate Hispanic Enrollment 97

http://www.collegeportraits.org/admin/data/181/characteristics 4/7/2010
Total (degree-seeking & non-degree-seeking, full- & part-time) undergraduate Hispanic headcount enrollment as of Fall census date. Enter as a number, not a percentage. (CDS B2)

Undergraduate White Enrollment 4952

Total (degree-seeking & non-degree-seeking, full- & part-time) undergraduate White headcount enrollment as of Fall census date. Enter as a number, not a percentage. (CDS B2)

Undergraduate Race/Ethnicity Not Reported Enrollment 252

Total (degree-seeking & non-degree-seeking, full- & part-time) undergraduate Race / Ethnicity Unknown headcount enrollment as of Fall census date. Enter as a number, not a percentage. (CDS B2)

Undergraduate Multi Racial Enrollment 49

Total (degree-seeking & non-degree-seeking, full- & part-time) undergraduate headcount enrollment as of Fall census date with 2 or more races. Enter as a number, not a percentage.

Geographic Distribution

Enter state name Michigan

Enter the full name of the state in which your institution exists

Total Degree-Seeking Undergraduates 6835

Total degree-seeking, full- & part-time undergraduate headcount enrollment as of Fall census date. Enter as a number, not a percentage.

From institution's state 4232

Total degree-seeking, full- & part-time undergraduate headcount enrollment from institution's home state as of Fall census date. Enter as a number, not a percentage.

From other US states & territories 1208

Total degree-seeking, full- & part-time undergraduate headcount enrollment from U.S. States and Territories other than institution's home state as of Fall census date. Enter as a number, not a percentage.

Other Countries 395

Total degree-seeking full- & part-time undergraduate headcount enrollment from countries other than the U.S. as of Fall census date. Enter as a number, not a percentage.

Average age of degree-seeking undergraduates 21

Average age of all degree-seeking full- and part-time undergraduate headcount enrollment as of Fall census date. Enter as a number, not a percentage. (CDS F1)

% of degree-seeking undergraduates age 25 or older 4

Percent of all degree-seeking full- and part-time undergraduates age 25 or older as of Fall census date. Enter as a percentage, not a number. (CDS F1)
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4/7/2010
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Michigan Technological University

- Last Revised on 04/06/10

Retention Rate for New Freshmen Preview

Retention Rate for New Freshmen

Percentage of first-time, full-time new students enrolled in Fall 2008 returned to Michigan Technological University in Fall 2009 for their second year of study.

Percent of first-time, full-time baccalaureate degree seeking undergraduates enrolled for the prior fall who returned to the institution this fall; enter as a percentage, not a raw number. (CDS B22)

Link to information about retention rate

OPTIONAL: Enter the URL for a website containing additional information about your institution's first-to-second year retention rate. Enter the full URL, e.g., http://www.abc.edu/retention.html. To omit a link, leave this field blank.

Click here to save data that you've already entered without validating it. Use this option to save pages for which you have not yet completed data entry so that you don't lose your work.

http://www.collegeportraits.org/admin/data/181/retention

4/6/2010
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Undergraduate Admissions

Term and calendar year: Fall 2009

More link URL: http://www.admissions.mtu.edu/

OPTIMAL: Enter the URL for a website containing additional information about your institution's Undergraduate Admissions. Enter the full URL, e.g., http://www.abc.edu/admissions.html. To omit a More link, leave this field blank.
Example: http://www.abc.edu/admissions.html

New Freshmen Applied: 4719
Total new freshmen (first time, full- or part-time) applications for the most recent Fall term. (CDS C1)

New Freshmen Admitted: 3456
Total new freshmen (first time, full- or part-time) admitted for the most recent Fall term. (CDS C1)

New Freshmen Enrolled: 1160
Total new freshmen (first time, full- or part-time) enrolled for the most recent Fall term. (CDS C1)
Transfers Applied 733
Total transfer student (full-or part-time) applications for the most recent Fall term. (CDS D2)

Transfers Admitted 403
Total transfer student (full-or part-time) admitted for the most recent Fall term. (CDS D2)

Transfers Enrolled 236
Total transfer student (full-or part-time) enrolled for the most recent Fall term. (CDS D2)

Test(s) Required for Admission

Indicate which tests, if any, are required for new freshman admissions.

Middle 50% of Test Score Range

<table>
<thead>
<tr>
<th>Test Type</th>
<th>25th Percentile</th>
<th>75th Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math SAT</td>
<td>600</td>
<td>690</td>
</tr>
<tr>
<td>Critical Reading SAT</td>
<td>510</td>
<td>350</td>
</tr>
<tr>
<td>ACT Composite</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>ACT Math</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td>ACT English</td>
<td>22</td>
<td>28</td>
</tr>
</tbody>
</table>

HS Class Rank unavailable
Indicate whether your institution is able to report first-time, full-time high school class rank data; if you are unable to report high school class rank data, check this box.

Percent in top 25% of High School Graduating Class 60
Percent of first-time, degree-seeking undergraduates enrolled who submitted class rank who were ranked in the top 25% of their high school graduating class. If you do not have high school class rank data, leave this cell blank. (CDS C10)

Percent in top 50% of High School Graduating Class 90
Percent of first-time, degree-seeking undergraduates enrolled who submitted class rank who were ranked in the top 50% of their high school graduating class. If you do not have high school class rank data, leave this cell blank. (CDS C10)

% of New Freshmen who submitted HS Class Rank 85
Percent of first-time, degree-seeking undergraduates enrolled who submitted class rank. If you do not have high school class rank data, leave this cell blank. (CDS C10)

Average High School GPA

http://www.collegeportraits.org/admin/data/181/undergrad_admissions 4/6/2010
Indicate whether your institution is able to report first-time, full-time high school GPA data; if you are unable to report high school GPA data, check this box.

Average High School GPA (4-point scale) 3.56

Average high school GPA (based on a 4-point scale) for first-time, full-time, degree-seeking undergraduates who enrolled who submitted high school GPA. If you do not have high school GPA data, leave this cell blank. (CDS C12)

% of New Freshmen who submitted HS GPA 96

Percent of first-time, full-time, degree-seeking undergraduates who enrolled who submitted high school GPA. If you do not have high school class rank data, leave this cell blank.

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- Last Revised on 04/07/10

Undergraduate Success and Progress Rate Preview

**Validation Success**

<table>
<thead>
<tr>
<th>Undergraduate Success and Progress Rate</th>
<th>Undergraduate Success and Progress Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data in this section is not required to be completed until one year after your institution's sign up date of 2007-12-15.</td>
<td></td>
</tr>
<tr>
<td>More link URL</td>
<td>Hide Help</td>
</tr>
</tbody>
</table>

OPTIONAL: Enter the URL for a website containing additional information about your institution's Student Success & Progress toward degree. Enter the full URL, e.g., http://www.abc.edu/studentsuccess.html. To omit a More link, leave this field blank.

Tracker Year

Enter the year for the Fall cohort data you submitted to the National Student Clearinghouse. Clicking on Generate Tables will create tables into which data can be entered. If you upload your Cohort Report aggregate files (not the student detail files) from the National Student Clearinghouse, the tables will automatically populate except for the Cohort Size and Match fields. Be sure to scroll down to enter the Cohort Size and Match for both the First-time, Full-time and Transfer cohorts.

<table>
<thead>
<tr>
<th>Upload Success and Progress Data</th>
<th>Upload NSC File</th>
</tr>
</thead>
</table>

http://www.collegeportraits.org/admin/data/181/undergrad_success 4/7/2010
**Enrollment and Graduation Summary**

### First-Time Full-Time

**Cohort Size**

Enter the size of the first-time, full-time cohort file you submitted to the National Student Clearinghouse. This information can be found on the Summary Report you receive back from the Clearinghouse.

**First-Time Full-Time NSC Match**

Enter the number of students the Clearinghouse was able to match from the first-time, full-time cohort file you submitted to the National Student Clearinghouse. This information can be found on the Summary Report you receive back from the Clearinghouse.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4-year degree from your institution</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>238</td>
<td>434</td>
<td>74</td>
<td>0</td>
</tr>
<tr>
<td>2-year degree from your institution</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4-year degree from other institution</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>18</td>
<td>54</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>2-year degree from other institution</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Retained at your institution</td>
<td>1178</td>
<td>971</td>
<td>852</td>
<td>587</td>
<td>128</td>
<td>39</td>
<td>33</td>
</tr>
<tr>
<td>Retained at other 4-year institution</td>
<td>0</td>
<td>75</td>
<td>129</td>
<td>123</td>
<td>73</td>
<td>49</td>
<td>41</td>
</tr>
<tr>
<td>Retained at other 2-year institution</td>
<td>0</td>
<td>56</td>
<td>61</td>
<td>50</td>
<td>38</td>
<td>31</td>
<td>22</td>
</tr>
</tbody>
</table>

### Subsequent Enrollment and Graduation Summary for 2-Year Graduates

(Counts for 2-Year graduates who subsequently enrolled or completed at another institution that participates with the National Student Clearinghouse)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4-year degree from your institution</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2-year degree from your institution</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4-year degree from other institution</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2-year degree from other institution</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Retained at your institution | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0
Retained at other 4-year institution | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0
Retained at other 2-year institution | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0

Full-Time Transfer Enrollment and Graduation Summary

(Student enrollment and degree counts)

Full-Time Transfer Cohort Size

Enter the size of the full-time transfer cohort file you submitted to the National Student Clearinghouse. This information can be found on the Summary Report you receive back from the Clearinghouse.

Full-Time Transfer NSC Match

Enter the number of students the Clearinghouse was able to match from the full-time transfer cohort file you submitted to the National Student Clearinghouse. This information can be found on the Summary Report you receive back from the Clearinghouse.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4-year degree from your institution</td>
<td>1</td>
<td>14</td>
<td>72</td>
<td>33</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>2-year degree from your institution</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4-year degree from other institution</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2-year degree from other institution</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Retained at your institution</td>
<td>180</td>
<td>141</td>
<td>63</td>
<td>21</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Retained at other 4-year institution</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Retained at other 2-year institution</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

Subsequent Enrollment and Graduation Summary for 2-Year Transfer Graduates

(Counts for 2-Year graduates who subsequently enrolled or completed at another institution that participates with the National Student Clearinghouse)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4-year degree from your institution</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
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Enter the value from CDS H2(a) (or CDS Item B1 if reporting on current term cohort) for Undergraduate Full-time students (second column). If your institution does not complete the Common Data Set, please review section H2 and calculate a corresponding value. (CDS H2)

CDS H2e – The number of students who applied for need-based aid, determined to have need, and awarded any financial aid who were awarded any need-based scholarship or grant aid

2721

Enter the value from CDS H2(e) for Undergraduate Full-time students (second column). If your institution does not complete the Common Data Set, please review section H2 and calculate a corresponding value. (CDS H2)

CDS H2k – The average need-based scholarship and grant award for students who applied for need-based aid, determined to have need, and awarded any financial aid who were awarded any need-based scholarship or grant aid

5167

Enter the value from CDS H2(k) for Undergraduate Full-time students (second column); do not enter a $. If your institution does not complete the Common Data Set, please review section H2 and calculate a corresponding value. (CDS H2)

CDS H2f – The number of students who applied for need-based aid and determined to have financial need who were awarded any financial aid who were awarded any need-based self-help aid

3062

Enter the value from CDS H2(f) for Undergraduate Full-time students (second column). If your institution does not complete the Common Data Set, please review section H2 and calculate a corresponding value. (CDS H2)

CDS H2l – The average need-based self-help award (excluding PLUS, unsubsidized, and private loans) for students who applied for need-based aid and determined to have financial need who were awarded any financial aid who were awarded any need-based self-help aid

70

Enter the value from CDS H2(l) for Undergraduate Full-time students (second column); do not enter a $. If your institution does not complete the Common Data Set, please review section H2 and calculate a corresponding value. (CDS H2)

IPEDS financial aid award year: 2007-08


% Receiving Any Grant Aid

94

Number in cohort receiving any grant aid divided by the total students in cohort. Enter as a
percentage.

| % Receiving Federal Grants | 23 | Hide Help |
| % Receiving State Grants  | 67 | Hide Help |
| % Receiving Institutional Aid/ Scholarships | 86 | Hide Help |
| % Receiving Student Loans | 59 | Hide Help |

Percent of cohort receiving federal grants; data is located in the second table in the survey. Enter as a percentage.

Percent of cohort receiving state grants; data is located in the second table in the survey. Enter as a percentage.

Percent of cohort receiving institutional grants; data is located in the second table in the survey. Enter as a percentage.

Percent of cohort receiving loans; data is located in the second table in the survey. Enter as a percentage.

SAVE

Click here to save data that you’ve already entered without validating it. Use this option to save pages for which you have not yet completed data entry so that you don’t lose your work.

VALIDATE

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College Portrait Administrative Home Page
Michigan Technological University

Institutional Information Preview

Institution Information

Institution Name
Michigan Technological University
Enter the name of your institution as you wish it to appear in your College Portrait heading. This should be your institution's full name, not an abbreviation or nickname.

Institution Nickname
Huskies
Enter the preferred nickname for your institution, such as the name of your athletics teams.

Institution URL ID
http://www.collegeportraits.org/MI/Michigan-Tech
May only use URL friendly characters (0-9, A-Z, a-z, -, _)

Institution Abbreviation
Michigan Tech
Enter the abbreviation used to identify your institution most commonly.

Street Address
1400 Townsend Drive
Enter the street address for the actual physical location of your institution.

City
Houghton
Enter the city for the actual physical location of your institution.

http://www.collegeportraits.org/admin/data/181/institutional_info
State: MI

Select the 2-letter abbreviation for the state for the actual physical location of your institution; this information will be used in the public College Portrait website to assign your institution to the state views.

Zip Code: 49931-1295

Enter either the 5 or 5+4 digit Zip Code for the physical location of your institution.

Admissions Phone: 888-688-1885

Enter the main phone number for your institution including area code. Can be entered as either 123-456-7890 or (123) 456-7890.

Admissions Email: mtu4u@mtu.edu

Institution URL: http://www.mtu.edu/

Enter the URL for your institution's main website. Enter the full URL, e.g., http://www.abc.edu/.

Campus Wordmark: W:\webdocs\vsa\web_PNG_MED.jpg

Enter the URL to a .jpg file of not more than 50 pixels high by 200 pixels wide for your campus wordmark. If you do not enter a URL, a generic placeholder graphic will be used in place of your campus wordmark.

Institution About Heading:

Enter a brief statement (approximately 200 characters) of one or two sentences that will appear in a gray shaded header box above the text contained in your longer About statement.
Michigan Tech was founded in 1885 in response to the first mining boom in the US — the rush for copper, which came a few years before the California gold rush. At first, the college trained mining and metallurgical engineers. Today, we offer certificates, associate’s, bachelor’s, master’s, and doctoral degrees in arts, humanities, and

Enter a statement (approximately 500 characters) summarizing or highlighting general information about your institution.

The Huskies Community

Enter a brief statement (approximately 200 characters) of one or two sentences that will appear in a gray shaded header box above the text contained in your longer Community statement.
At Michigan Tech, students have a unique opportunity to join an Enterprise team and manage their own company, using industry funding to solve real problems for their sponsors. The Pavlis Institute for Global Technological Leadership, the Honors Institute, and the Senior Design capstone program provide leadership training, both locally and

Enter a statement (approximately 500 characters) summarizing or highlighting general information about the broader community in which your institution exists.

Community buttons

Enter the text and url you wish to appear on each of the 9 community buttons that will appear in your College Portrait.

<table>
<thead>
<tr>
<th>Button Number</th>
<th>Button Text</th>
<th>Button URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Enterprise Program</td>
<td><a href="http://www.enterprise.mtu.edu/">http://www.enterprise.mtu.edu/</a></td>
</tr>
<tr>
<td>2</td>
<td>Pavlis Institute</td>
<td><a href="http://www.pavlisinstitute.mtu.edu/">http://www.pavlisinstitute.mtu.edu/</a></td>
</tr>
<tr>
<td>3</td>
<td>Peace Corps</td>
<td><a href="http://www.mtu.egradschool/programs/d">http://www.mtu.egradschool/programs/d</a></td>
</tr>
<tr>
<td>4</td>
<td>Graduate School</td>
<td><a href="http://www.mtu.egradschool.mtu.edu/">http://www.mtu.egradschool.mtu.edu/</a></td>
</tr>
<tr>
<td>5</td>
<td>Keweenaw Peninsula</td>
<td><a href="http://www.keweenaw.info/">http://www.keweenaw.info/</a></td>
</tr>
<tr>
<td>7</td>
<td>Winter Carnival</td>
<td><a href="http://www.mtu.edu/carnival/">http://www.mtu.edu/carnival/</a></td>
</tr>
<tr>
<td>8</td>
<td>Rozsa Center</td>
<td><a href="http://www.rozsa.mtu.edu/">http://www.rozsa.mtu.edu/</a></td>
</tr>
</tbody>
</table>

Carnegie Classification of Institutional Characteristics

Carnegie Classifications (2005 Edition) for any institution can be found through the Look-up function of the Carnegie Foundation website (this link opens another window)

OPTIONAL: Enter the URL for a website containing additional information about your institution's Carnegie Classifications. If your institution has either of the two optional Classifications, this is an opportunuty to discuss them. Enter the full URL, e.g., http://www.abc.edu/carnegieclassifications.html. To omit a More link, leave this field blank.

Basic Type

Research Universities (high research activity)
Select your institution's Basic Classification from the drop down menu.

**Size and Setting**
- Medium four-year, primarily residential

Select your institution's Size and Setting Classification from the drop down menu.

**Enrollment Profile**
- High undergraduate

Select your institution's Enrollment Profile Classification from the drop down menu.

**Undergraduate Profile**
- Full-time four-year, more selective, lower transfer-in

Select your institution's Undergraduate Profile Classification from the drop down menu.

**Undergraduate Instructional Program**
- Professions focus, high graduate coexistence

Select your institution's Undergraduate Instructional Program Classification from the drop down menu.

**Graduate Instructional Program**
- Doctoral, STEM dominant

Select your institution's Graduate Instructional Program Classification from the drop down menu.

**Campus Safety**

**More link URL**
- http://www.publicsafety.mtu.edu/

OPTIONAL: Enter the URL for a website containing additional information about your institution's Campus Safety. Enter the full URL, e.g., http://www.abc.edu/ccampus_safety.html. To omit a More link, leave this field blank.

**Text about campus safety**

Michigan Tech takes every precaution to ensure a safe and supportive learning environment. We recently were ranked by Reader's Digest as the third safest campus in the nation. Our robust emergency plan continually educates the campus community and is able to disseminate information accurately and rapidly. Residence hall students receive a Guide to Emergency Procedures, and the campus community is urged to review safety information on the "Safety First" website. Our Public Safety Department works

Enter a statement (approximately 500 characters) summarizing or highlighting general information about campus safety at your institution.
Link to Campus Crime Statistics Report

MANDATORY: Enter the URL where your institution's Clery Act Report is posted. Enter the full URL, e.g., http://www.abc.edu/campussafety.html.

CAUTION: Once updates to the data on the Institutional Information page are saved the updates will immediately be displayed on your published College Portrait

SAVE

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VALIDATE

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- More VSA Information

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Michigan Technological University

- Last Revised on 04/06/10

Student Housing Preview

<table>
<thead>
<tr>
<th>Term and calendar year: Fall 2009</th>
<th>Student Housing</th>
<th>More link URL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><a href="http://www.housing.mtu.edu/">http://www.housing.mtu.edu/</a></td>
</tr>
</tbody>
</table>

OPTIONAL: Enter the URL for a website containing additional information about your institution's Undergraduate Admissions. Enter the full URL, e.g., http://www.abc.edu/admissions.html. To omit a More link, leave this field blank.

<table>
<thead>
<tr>
<th>% of new freshmen living on campus</th>
<th>89</th>
<th>Hide Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of first-time freshmen living in campus-owned or -operated housing. (CDS F1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of undergraduates living on campus</td>
<td>44</td>
<td>Hide Help</td>
</tr>
<tr>
<td>Percentage of undergraduates living in campus-owned or -operated housing. (CDS F1)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Click here to save data that you’ve already entered without validating it. Use this option to save pages for which you have not yet completed data entry so that you don’t lose your work.
VALIDATE

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http://www.collegeportraits.org/admin/data/181/housing
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- Last Revised on 04/06/10

Future Plans of Bachelor's Degree Recipients Preview

Data in this section is not required to be completed until two years after your institution's sign up date of 2007-12-15. If your institution does not yet have data to complete this section, please leave the cells blank and the chart will not print; instead a notice indicating that the data is not yet available will be inserted.

Link to information on source survey for future plans data [http://www.career.mtu.edu/general/placement](http://www.career.mtu.edu/general/placement)

MANDATORY if data is entered above: Enter the URL for a website containing the administration details, sampling procedure, and response rate for graduating senior survey. Example: [http://www.abc.edu/gradsurveyprocess.html](http://www.abc.edu/gradsurveyprocess.html)

**Academic year OR Term & calendar year**

Enter the academic year or term & calendar year for which you are providing data. Data should correspond to the most recent academic year or Spring term. Example: 2007-08 OR Spring 2008

**Employment**

Enter the percent of degree recipients surveyed who reported that they planned to pursue employment after graduation

http://www.collegeportraits.org/admin/data/181/future_plans
Enter the percent of degree recipients surveyed who reported that they planned to start or raise their family after graduation.

Military 2

Enter the percent of degree recipients surveyed who reported that they planned to enter the military or armed services after graduation.

Volunteer Service 1

Enter the percent of degree recipients surveyed who reported that they planned to pursue volunteer service after graduation.

Undergraduate Study 3

Enter the percent of degree recipients surveyed who reported that they planned to pursue additional undergraduate study after graduation.

Graduate Study 26

Enter the percent of degree recipients surveyed who reported that they planned to pursue graduate or professional study after graduation.

Other 12

Enter the percent of degree recipients surveyed who reported that they planned to pursue other activities than those listed above after graduation.

More link URL http://www.career.mtu.edu/

OPTIONAL: Enter the URL for a website containing additional information about your institution's graduates and/or alumni. To omit a More link, leave this field blank.
Example: http://www.abc.edu/placement.html

SAVE

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http://www.collegeportraits.org/admin/data/181/future plans

4/6/2010
Michigan Tech seeks continuous improvement of its educational programs (and other processes) through external accreditation by AQIP (the Academic Quality Improvement Program). The Accreditation Board for Engineering and Technology accredits 10 engineering programs and 2 technology programs. The
processes or initiatives at your institution to evaluate the quality of student learning outcomes.

Link to examples of learning outcomes assessment

MANDATORY: Enter a URL for a website containing institution-specific information regarding evaluation of student learning outcomes.

Learning Outcomes Instrument

Message to display if learning outcome data not available

OPTIONAL: If you do not yet have data to complete the Student Learning Outcomes section of your institution's College Portrait, you may enter a text statement that will appear on your institution's College Portrait providing additional information about when the data is expected to be available.

Academic start year of student learning outcomes assessment administration

Academic end year of student learning outcomes assessment administration

Link to information on test administration, sample & response rates

For internal assessment of student learning, 1

Enter the URL with institution-specific information regarding instrument administration, sampling, and response rate.

Select the test your institution is using for Student Learning Outcomes Data

Save & Load Test

Select one of the options from the drop down box; if your institution does not yet have Student Learning Outcomes data to report, select "none". Once you have selected the instrument for which you will report data, click "Save and Load Data" to create the data entry template for the instrument you selected.

SAVE

Click here to save data that you’ve already entered without validating it. Use this option to save pages for which you have not yet completed data entry so that you don’t lose your work.

VALIDATE

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http://www.collegeportraits.org/admin/data/181/learning_outcomes

4/6/2010
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- Last Revised on 04/07/10

Student Experiences & Perceptions Preview

Student Experiences

Link to information about institution-specific evaluation of student experiences
http://www.sa.mtu.edu/vp/nsse/

MANDATORY: Enter a URL for a website containing institution-specific information regarding evaluation of student experiences.
Example: http://www.abc.edu/studentexperiences.html

Description of the institution specific evaluation of student experiences
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

Enter a text statement of approximately 1000 words describing specific processes or initiatives at your institution to evaluate the quality of student experiences.

Select the Survey Instrument your institution is using for Student Experiences Data

Select one of the options from the drop down box; if your institution does not yet have Student Experiences data to report, select "none". Once you have selected the survey for which you will report data, click "Save and Load Data" to create the data entry template for the survey you selected.

Academic year of student engagement survey administration

Select the academic year (e.g., 2006-07) of survey administration for which you will be reporting data from the drop down box. Data reported for Student Experiences must be no more than 3 years old.

Link to information on survey administration, sample & response rates

Enter the URL with institution-specific information regarding survey administration, sampling, and response rate.
Example: http://www.abc.edu/studentexperiencesadministration.html

Message to display if student experience data not available
OPTIONAL: If you do not yet have data to complete the Student Experiences section of your institution's College Portrait, you may enter a text statement that will appear on your institution's College Portrait providing additional information about when the data is expected to be available.

<table>
<thead>
<tr>
<th>NSSE Survey Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short name of student engagement survey</td>
</tr>
<tr>
<td>Long name of student engagement survey</td>
</tr>
<tr>
<td>Link to information about survey</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>% percent of seniors worked with classmates on assignments outside of class.</td>
</tr>
<tr>
<td>Very Often</td>
</tr>
<tr>
<td>44</td>
</tr>
</tbody>
</table>

Enter the percent of seniors who responded to item 1 (h) - occgrp for each response option; the responses will be summed for display on your institution's College Portrait.

<table>
<thead>
<tr>
<th>% of seniors tutored or taught other students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Often</td>
</tr>
<tr>
<td>16</td>
</tr>
</tbody>
</table>

Enter the percent of seniors who responded to item 1 (j) - tutor for each response option; the responses will be summed for display on your institution's College Portrait.

% of seniors spent at least 6 hours per week participating in co-

http://www.collegeportraits.org/admin/data/181/experiences 4/7/2010
### Curricular Activities

<table>
<thead>
<tr>
<th>Hours</th>
<th>6-10 Hours</th>
<th>11-15 Hours</th>
<th>16-20 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

Enter the percent of seniors who responded to item 9 (d) - coccurs01 for each response option; the responses will be summed for display on your institution's College Portrait.

### Active Learning Experiences

#### % of seniors spent at least 6 hours per week preparing for class

<table>
<thead>
<tr>
<th>Hours</th>
<th>6-10 Hours</th>
<th>11-15 Hours</th>
<th>16-20 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>19</td>
<td>22</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>9</td>
<td>13</td>
</tr>
</tbody>
</table>

Enter the percent of seniors who responded to item 9 (a) (preparing for class) - acadprep01 for each response option; the responses will be summed for display on your institution's College Portrait.

#### % of seniors worked on a research project with a faculty member

<table>
<thead>
<tr>
<th>Done</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Enter the percent of seniors who responded to item 7 (d) - resrch04 for each response option; the responses will be summed for display on your institution's College Portrait.

#### % of seniors participated in an internship, practicum, or field experience

<table>
<thead>
<tr>
<th>Done</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>68</td>
<td></td>
</tr>
</tbody>
</table>

Enter the percent of seniors who responded to item 7 (a) - intern04 for each response option; the responses will be summed for display on your institution's College Portrait.

#### % of seniors participated in community service or volunteer work

<table>
<thead>
<tr>
<th>Done</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>67</td>
<td></td>
</tr>
</tbody>
</table>

Enter the percent of seniors who responded to item 7 (b) - volntr04 for each response option; the responses will be summed for display on your institution's College Portrait.
### % of seniors participated in study abroad

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Done</strong></td>
<td>10</td>
</tr>
</tbody>
</table>

Enter the percent of seniors who responded to item 7 (f) - stdabr04 for each response option; the responses will be summed for display on your institution's College Portrait.

### % of seniors made at least one class presentation last year

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very Often</strong></td>
<td>16</td>
</tr>
<tr>
<td><strong>Often</strong></td>
<td>33</td>
</tr>
<tr>
<td><strong>Sometimes</strong></td>
<td>47</td>
</tr>
</tbody>
</table>

Enter the percent of seniors who responded to item 1 (b) - elpresen for each response option; the responses will be summed for display on your institution's College Portrait.

### Institutional Commitment to Student Learning and Success

#### % of seniors believe this institution provides support for student success

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very Much</strong></td>
<td>26</td>
</tr>
<tr>
<td><strong>Quite a bit</strong></td>
<td>45</td>
</tr>
<tr>
<td><strong>Some</strong></td>
<td>23</td>
</tr>
</tbody>
</table>

Enter the percent of seniors who responded to item 10 (b) - envsuprt for each response option; the responses will be summed for display on your institution's College Portrait.

#### % of seniors rated the quality of academic advising at this institution as good or excellent

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>32</td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>44</td>
</tr>
</tbody>
</table>

Enter the percent of seniors who responded to item 12 - advise for each response option; the responses will be summed for display on your institution's College Portrait.

#### % of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very Much</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Quite a bit</strong></td>
<td>16</td>
</tr>
<tr>
<td><strong>Some</strong></td>
<td>42</td>
</tr>
</tbody>
</table>

Enter the percent of seniors who responded to item 10 (d) - envnacad for each response option; the responses will be summed for display on your institution's College Portrait.

#### % of seniors reported working harder than they thought they could to meet an instructor's standards or expectations

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very Often</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Often</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sometimes</strong></td>
<td></td>
</tr>
</tbody>
</table>
Enter the percent of seniors who responded to item 1 (r) - workhard for each response option; the responses will be summed for display on your institution's College Portrait.

## Student Satisfaction

| % of seniors would attend this institution if they started over again |
|-----------------------|---------------------|
| Definitely yes        | Probably yes         |
| 47                    | 38                  |

Enter the percent of seniors who responded to item 14 - samecoll for each response option; the responses will be summed for display on your institution's College Portrait.

| % of seniors rated their entire educational experience as good or excellent |
|-------------------------------|------------------|
| Excellent                     | Good             |
| 44                            | 44               |

Enter the percent of seniors who responded to item 13 - entirexp for each response option; the responses will be summed for display on your institution's College Portrait.

| % of seniors reported that other students were friendly or supportive |
|-----------------------------|---------------------|
| 5                           | 6                   |
| 23                          | 39                  |

Enter the percent of seniors who responded to item 8 (a) - envstu for each response option; the responses will be summed for display on your institution's College Portrait.

## Student Interaction with Campus Faculty and Staff

| % of seniors believed that the campus staff were helpful, considerate, or flexible |
|----------------------------------|---------------------|
| 5                                | 6                   |
| 25                               | 25                  |

Enter the percent of seniors who responded to item 8 (c) - envadm for each response option; the responses will be summed for display on your institution's College Portrait.
## Experiences with Diverse Groups of People and Ideas

### % of seniors reported that faculty members provided prompt feedback on their academic performance

<table>
<thead>
<tr>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>46</td>
<td>31</td>
</tr>
</tbody>
</table>

Enter the percent of seniors who responded to item 1 (q) - facfeed for each response option; the responses will be summed for display on your institution's College Portrait.

### % of seniors discussed readings or ideas with faculty members outside of class

<table>
<thead>
<tr>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>19</td>
<td>44</td>
</tr>
</tbody>
</table>

Enter the percent of seniors who responded to item 1 (p) - facideas for each response option; the responses will be summed for display on your institution's College Portrait.

### % of seniors reported that they often tried to understand someone else's point of view

<table>
<thead>
<tr>
<th>Very Often</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>35</td>
</tr>
</tbody>
</table>

Enter the percent of seniors who responded to item 6 (e) - othview for each response option; the responses will be summed for display on your institution's College Portrait.

### % of seniors reported their experience at this institution contributed to their understanding of people of other racial and ethnic backgrounds

<table>
<thead>
<tr>
<th>Very Much</th>
<th>Quite a bit</th>
<th>Some</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>25</td>
<td>43</td>
</tr>
</tbody>
</table>

Enter the percent of seniors who responded to item 11 (l) - gndIVERS for each response option; the responses will be summed for display on your institution's College Portrait.

### % of seniors often had serious conversations with students of a different race or ethnicity

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http://www.collegeportraits.org/admin/data/181/experiences

4/7/2010
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