Michigan Technological University was founded in 1885 and today is a leading public research university developing new technologies and preparing students to create the future for a prosperous and sustainable world. Michigan Tech offers more than 130 undergraduate and graduate degree programs in engineering; forest resources; computing; technology; business; economics; natural, physical and environmental sciences; arts; humanities; and social sciences. Michigan Tech undergraduates study across disciplines through team learning and research. Graduate students develop as scholars in a wide range of academic programs. In courses and research, our faculty and students integrate learning with application.

Living in the Huskies Community

The Huskies Community

Enterprise teams allow students to solve real problems for industry sponsors. The Pavlis Institute for Global Technological Leadership and the Senior Design capstone program provide additional leadership training. Michigan Tech has more Peace Corps Master’s International programs than any other US university, and our Graduate School continues to grow, especially at the doctoral level. Nearly 15 percent of our students come from other nations. Our students enjoy on-campus biking and jogging trails and golf course. Winter brings Nordic skiing on our trails and downhill skiing and snowboarding on our ski hill, and Winter Carnival features massive snow statues. The Rozsa Center hosts cultural events, and Huskies athletics include NCAA Division I men’s ice hockey; Division II men’s football; men’s and women’s basketball, tennis, track and field, Nordic skiing, and cross country; and women’s soccer and volleyball.
The Big Picture: How many students were on campus in Fall 2012

More Information

<table>
<thead>
<tr>
<th>Undergraduate and Graduate Student Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
</tr>
</tbody>
</table>

Undergraduate Snapshot

<table>
<thead>
<tr>
<th>Undergraduate Student Demographic Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Undergraduate Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
</tr>
<tr>
<td>Men</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Race/Ethnicity</strong></td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>African American / Black</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Two or More Races</td>
</tr>
<tr>
<td>International</td>
</tr>
<tr>
<td>Race/Ethnicity Not Reported</td>
</tr>
</tbody>
</table>

*Geographic Distribution (Degree-Seeking)*

<table>
<thead>
<tr>
<th>Where do Michigan Tech undergraduates call home?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Michigan</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>Other US States &amp; Territories</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>Other Countries</td>
<td>6%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How old are Michigan Tech undergraduates?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Age</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Percent of Undergraduates Age 25 or Older</td>
<td>5%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Low Income Students</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Undergraduate Students Who Are Low Income Students</td>
<td>26%</td>
<td></td>
</tr>
</tbody>
</table>
Michigan Technological University College Portrait

Michigan Technological University
1400 Townsend Drive Houghton, MI 49931-1295
888-688-1885

New Student Applications (Fall 2012)

![Graph showing new freshman and transfer admissions](Highcharts.com)

Of the 4,520 new freshman applicants, 77% were admitted and 33% of the admitted students enrolled at Michigan Technological University in Fall 2012.

Of the 740 transfer applicants, 54% were admitted and 64% of the admitted students enrolled at Michigan Technological University in Fall 2012.

New Freshman Admissions Info

Transfer Admissions Info

Freshmen High School Background and Test Scores

Test(s) Required for Admission: SAT or ACT recommended

<table>
<thead>
<tr>
<th>Test Scores of Enrolled New Freshmen</th>
<th>ACT</th>
<th>SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composite</td>
<td>24-29</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>25-30</td>
<td>580-680</td>
</tr>
<tr>
<td>English</td>
<td>22-28</td>
<td></td>
</tr>
</tbody>
</table>

*Shows middle 50% of testing range*
Critical Reading | 520 - 650

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

<table>
<thead>
<tr>
<th>High School Background of Enrolled New Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent in top 25% of High School Graduating Class</td>
</tr>
<tr>
<td>Percent in top 50% of High School Graduating Class</td>
</tr>
<tr>
<td>Percent of new freshmen reporting High School Rank</td>
</tr>
<tr>
<td>Average High School GPA (4-point scale)</td>
</tr>
<tr>
<td>Percent of new freshmen reporting High School GPA</td>
</tr>
</tbody>
</table>
Sticker Price: How much does it cost on average?
Typical Undergraduate In-State Costs for 2012-13 without Financial Aid (Full-Time, In-State Students)

Select Residency Status

- In-State
- Out of State

On-campus Costs

- Tuition: $13,095
- Room & Board (on campus): $8,865
- Other expenses (books, transportation, etc.): $3,460
- Required Fees: $258

Off-campus Costs

- Tuition: $13,095
- Room & Board (off campus): $8,865
- Other expenses (books, transportation, etc.): $3,460
- Required Fees: $258

http://www.collegeportraits.org/MI/Michigan-Tech/costs
The cost to attend Michigan Technological University varies based on the individual circumstances of students and may be reduced through grants and scholarships.

Net Price: Total Cost of Attendance Minus Aid that Does Not Need to be Repaid

Total Net Price for First time In-State students enrolled full-time in a Degree-seeking program: $16,045

For more information on typical net price by average family income ranges with estimated financial aid (grants, scholarships, loans etc.) click here.

Financial Aid: How much help is there to pay?

Scholarships & Grants

- For Fall 2011, 94% of full-time beginning undergraduate students received an average of $10,429 in grant or scholarship aid from the federal or state government or the institution.

Schoolships and grants are financial aid that does not need to be repaid and is sometimes referred to as gift aid.

Aid that must be repaid: Loans

- For Fall 2011, 66% of full-time beginning undergraduate students received at average of $6,730 in loans for their first year and 99% of students receiving loans received federal loans.

Loans need to be repaid. Typically, repayment starts once you are no longer enrolled full-time. Please refer to page 12 of the Funding Education Beyond High School guide on the US Department of Education’s Federal Student Aid website for more information about Financial Need.

- 73% of graduates from Michigan Technological University in 2011-12 borrowed at some time during their undergraduate studies. The average amount borrowed for those who borrowed at all was $34,938. The loan payment for this amount over 10-years at 5.25% APR is approximately $358 per month. Individual loan repayment terms may vary, please consult the Michigan Tech Financial Aid office for additional information about loan options.
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Sticker Price: How much does it cost on average?
Typical Undergraduate Out-of-State Costs for 2012-13 without Financial Aid (Full-Time, Out-of-state Students)

Select Residency Status

<table>
<thead>
<tr>
<th>In-State</th>
<th>Out of State</th>
</tr>
</thead>
</table>

On-campus Costs

Required Fees
$258

Room & Board (on campus)
$8,865

Other expenses (books, transportation, etc)
$3,460

Tuition
$27,000

Off-campus Costs

Required Fees
$258

Room & Board (off campus)
$8,865

Other expenses (books, transportation, etc)
$3,460

Tuition
$27,000

http://www.collegeportraits.org/MI/Michigan-Tech/costs
The cost to attend Michigan Technological University varies based on the individual circumstances of students and may be reduced through grants and scholarships.

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Michigan Tech Classes & Instructors

<table>
<thead>
<tr>
<th>Classroom Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students per Faculty</td>
</tr>
<tr>
<td>Undergraduate classes with fewer than 30 students</td>
</tr>
<tr>
<td>Undergraduate classes with fewer than 50 students</td>
</tr>
</tbody>
</table>

Total Full-Time Instructional Faculty 405

% of Full-Time Instructional Faculty Who Are Female 30%

% of Full-Time Instructional Faculty Who Are Persons of Color 18%

% of Full-Time Instructional Faculty Who Have the Highest Academic Degree Offered in Their Field of Study 86%

More Information

Campus-based Housing

91% of new freshmen live in campus-based housing or residence halls.
48% of all undergraduates live on campus

More Information

Campus Safety

Michigan Tech takes every precaution to ensure a safe and supportive learning environment. Our robust emergency plan continually educates the campus community, is able to disseminate information accurately and rapidly, and is tested regularly. All students, faculty, and staff receive a Guide to Emergency Procedures, and the campus community is urged to review safety information on the “Safety First” website. Our Public Safety and Police Services Department works closely and constructively with local law enforcement agencies and University officials on a continual basis. Michigan Tech students, faculty, and staff recently formed an on-campus medical response group. This group is made up of more than

thirty trained and certified volunteers who are available to respond around-the-clock to provide basic life-support medical services.

Campus Crime Statistics
More Information
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Michigan Technological University
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888-688-1885

Student Activities and Involvement at Michigan Tech

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.

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 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.

Group Learning Experiences

- 96.0% percent of seniors worked with classmates on assignments outside of class.
- 79.0% of seniors tutored or taught other students
- 52.0% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports

Active Learning Experiences

- 89.0% of seniors spent at least 6 hours per week preparing for class
- 32.0% of seniors worked on a research project with a faculty member
- 59.0% of seniors participated in an internship, practicum, or field experience
- 68.0% of seniors participated in community service or volunteer work
- 14.0% of seniors participated in study abroad
- 97.0% of seniors made at least one class presentation last year

Institutional Commitment to Student Learning and Success

- 97.0% of seniors believe this institution provides support for student success
- 80.0% of seniors rated the quality of academic advising at this institution as good or excellent
- 61.0% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities
- 91.0% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations

Student Interaction with Campus Faculty and Staff

- 57.0% of seniors believed that the campus staff were helpful, considerate, or flexible
- 75.0% of seniors believed that faculty are available, helpful, or sympathetic

• 94.0% of seniors reported that faculty members provided prompt feedback on their academic performance
• 71.0% of seniors discussed readings or ideas with faculty members outside of class

Experiences with Diverse Groups of People and Ideas

• 58.0% of seniors reported that they often tried to understand someone else’s point of view
• 73.0% of seniors reported their experience at this institution contributed to their understanding of people of other racial and ethnic backgrounds
• 58.0% of seniors often had serious conversations with students of a different race or ethnicity

Student Satisfaction

• 81.0% of seniors would attend this institution if they started over again
• 84.0% of seniors rated their entire educational experience as good or excellent
• 86.0% of seniors reported that other students were friendly or supportive

Evaluation of Experiences

Survey Administration Process
Survey Information
Michigan Technological University College Portrait

Degrees awarded at Michigan Technological University in 2011-12

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s</td>
<td>1,222</td>
</tr>
<tr>
<td>Master’s</td>
<td>289</td>
</tr>
<tr>
<td>Doctoral</td>
<td>63</td>
</tr>
<tr>
<td>Total</td>
<td>1,574</td>
</tr>
</tbody>
</table>

Areas of Study with the largest number of bachelor's degrees awarded in 2011-12

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical Engineering</td>
<td>15%</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>11%</td>
</tr>
<tr>
<td>Electrical, Electronics and Communications Engineering</td>
<td>8%</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>6%</td>
</tr>
<tr>
<td>Business Administration, Management and Operations</td>
<td>4%</td>
</tr>
</tbody>
</table>

Future Plans of Bachelor's Degree Recipients

Survey Response Rate: 72%

- Employment: 85%
- Starting or Raising a Family: 0%
- Military: 1%
- Volunteer Service: 1%
- Undergraduate Study: 0%
- Graduate Study: 13%
- Other: 0%

Survey Administration Process
Michigan Technological University College Portrait

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Student Success & Progress Rate

First Time Full-Time Students Starting Fall 2006

4 Years Later

Graduated from Michigan Tech: 89.6%
Graduated from Another Institution: 85.3%
Still Enrolled at Michigan Tech: 4 Years Later: 89.6%
Still Enrolled at Another Institution: 85.3%

6 Years Later

Graduated from Michigan Tech: 89.6%
Graduated from Another Institution: 85.3%
Still Enrolled at Michigan Tech: 6 Years Later: 89.6%
Still Enrolled at Another Institution: 85.3%

Full Time Transfer Students Starting Fall 2006

4 Years Later

Graduated from Michigan Tech: 89.3%
Graduated from Another Institution: 84.7%
Still Enrolled at Michigan Tech: 4 Years Later: 89.3%
Still Enrolled at Another Institution: 84.7%

6 Years Later

Graduated from Michigan Tech: 89.3%
Graduated from Another Institution: 84.7%
Still Enrolled at Michigan Tech: 6 Years Later: 89.3%
Still Enrolled at Another Institution: 84.7%

http://www.collegeportraits.org/MI/Michigan-Tech/undergrad_success
A 90% four-year success and progress rate means that 90% of students starting in Fall 2006 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2006 entering class shown in the graph above.

- 1,163 First-Time, Full-Time Students
- 216 Full-Time Transfer Students

Success & Progress Rate Table

Retention of Freshman Class

First-time students in Fall 2011 that returned for their second year: 83%
# Michigan Technological University College Portrait

Michigan Technological University
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## Success and Progress Rate Table

### Michigan Technological University

#### First-Time, Full-Time Students

<table>
<thead>
<tr>
<th>Description</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Graduated from Michigan Technological University with 4-year degree</td>
<td>0.0%</td>
<td>0.0%</td>
<td>1.0%</td>
<td>29.0%</td>
<td>59.0%</td>
<td>65.9%</td>
</tr>
<tr>
<td>% Graduated from other institution with 4-year degree</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.4%</td>
<td>1.7%</td>
<td>5.2%</td>
<td>7.2%</td>
</tr>
<tr>
<td>% Graduated with 2-year degree</td>
<td>0.0%</td>
<td>0.2%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Total % Graduated</td>
<td>0.0%</td>
<td>0.2%</td>
<td>1.7%</td>
<td>31.0%</td>
<td>64.5%</td>
<td>73.4%</td>
</tr>
<tr>
<td>% Enrolled at Michigan Technological University</td>
<td>100.0%</td>
<td>83.7%</td>
<td>76.1%</td>
<td>44.9%</td>
<td>11.9%</td>
<td>3.9%</td>
</tr>
<tr>
<td>% Enrolled at other 4-year institutions</td>
<td>0.0%</td>
<td>5.8%</td>
<td>8.2%</td>
<td>8.7%</td>
<td>6.0%</td>
<td>4.6%</td>
</tr>
<tr>
<td>% Enrolled at other 2-year institutions</td>
<td>0.0%</td>
<td>6.2%</td>
<td>5.2%</td>
<td>5.0%</td>
<td>4.6%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Total % Enrolled</td>
<td>100.0%</td>
<td>95.7%</td>
<td>89.5%</td>
<td>58.6%</td>
<td>22.5%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Student Success &amp; Progress</td>
<td>100.0%</td>
<td>95.9%</td>
<td>91.2%</td>
<td>89.6%</td>
<td>87.0%</td>
<td>85.3%</td>
</tr>
</tbody>
</table>

### Full-Time Transfer Students

<table>
<thead>
<tr>
<th>Description</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Graduated from Michigan Technological University with 4-year degree</td>
<td>0.5%</td>
<td>8.3%</td>
<td>38.9%</td>
<td>58.3%</td>
<td>67.1%</td>
<td>69.0%</td>
</tr>
<tr>
<td>% Graduated from other institution with 4-year degree</td>
<td>0.0%</td>
<td>0.0%</td>
<td>1.9%</td>
<td>4.2%</td>
<td>4.2%</td>
<td>5.1%</td>
</tr>
<tr>
<td>% Graduated with 2-year degree</td>
<td>0.9%</td>
<td>1.9%</td>
<td>2.3%</td>
<td>3.7%</td>
<td>3.7%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Total % Graduated</td>
<td>1.4%</td>
<td>10.2%</td>
<td>43.1%</td>
<td>66.2%</td>
<td>75.0%</td>
<td>79.2%</td>
</tr>
<tr>
<td>% Enrolled at Michigan Technological University</td>
<td>98.6%</td>
<td>72.7%</td>
<td>35.2%</td>
<td>14.8%</td>
<td>6.5%</td>
<td>1.4%</td>
</tr>
<tr>
<td>% Enrolled at other 4-year institutions</td>
<td>0.0%</td>
<td>6.5%</td>
<td>6.0%</td>
<td>4.6%</td>
<td>3.2%</td>
<td>3.2%</td>
</tr>
<tr>
<td>% Enrolled at other 2-year institutions</td>
<td>0.0%</td>
<td>4.2%</td>
<td>4.6%</td>
<td>3.7%</td>
<td>1.9%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Total % Enrolled</td>
<td>98.6%</td>
<td>83.4%</td>
<td>45.8%</td>
<td>23.1%</td>
<td>11.6%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Student Success &amp; Progress</td>
<td>100.0%</td>
<td>93.6%</td>
<td>88.9%</td>
<td>89.3%</td>
<td>86.6%</td>
<td>84.7%</td>
</tr>
</tbody>
</table>

http://www.collegeportraits.org/MI/Michigan-Tech/tracker

3/26/2013
Michigan Technological University College Portrait

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Michigan Technological University Learning Outcomes

Michigan Tech seeks continuous improvement of student learning through assessment, which is a fundamental component of external accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools. Information on our assessment program can be found at http://www.mtu.edu/provost/assessment/student-learning/. Michigan Tech’s Assessment Council provides oversight for assessment of the eight university student learning goals (see http://www.mtu.edu/provost/office/vice-president/university-learning/), including disciplinary student learning goals for degree programs, and its General Education Council assesses the General Education program. To measure students’ success in achieving learning goals, we evaluate samples of student work, administer special exams, and conduct student interviews and surveys throughout the year, including national surveys such as the National Survey on Student Engagement (http://www.mtu.edu/provost/assessment/student-learning/nsse-fsse/). General Education goals are assessed using LEAP VALUE rubrics developed by the American Association of Colleges and Universities (http://www.aacu.org/value/rubrics/). Assessment results enable us to identify opportunities to improve courses and curricula, teaching practices, and student life activities, as well as make informed decisions about degree programs.

In addition, some programs utilize specialize examinations and indirect measures such as exit interviews and employer surveys, and follow assessment processes required by their professional accreditors: The Accreditation Board for Engineering and Technology accredits ten engineering programs and two technology programs; the Association to Advance Collegiate Schools of Business accredits our School of Business and Economics business programs; the Society of American Foresters accredits forestry programs; the American Chemical Society certifies chemistry programs; the National Accrediting Agency for the Clinical Laboratory Sciences accredits clinical lab science; the Teacher Education Accreditation Council accredits our teacher education programs and The Michigan Board of Education approves our teacher certification programs.

Learning Assessment Examples

http://www.collegeportraits.org/MI/Michigan-Tech/learning_outcomes
Michigan Technological University VSA Pilot Experience, Evaluation and Options

In 2007, the Voluntary System of Accountability embarked on a groundbreaking endeavor to publicly report common information about student learning outcomes at public colleges and universities. Many VSA members participated in the Student Learning Outcomes (SLO) pilot project, though not all were successful or chose to publicly report their test results on their College Portrait. As the original pilot project comes to a close, it is important gather what we have learned from the pilot project and to disclose the results to the public.

Michigan Technological University has reported below their experiences with the SLO pilot project, an example of an additional measure of student learning outcomes they have completed within the last three years, and their plans for continued measurement and reporting of student learning outcomes on their College Portrait.

- Pilot Experience
- Learning Evaluations
- Future Plans for VSA Reporting

Michigan Technological University did not participate in the VSA SLO Pilot.

Michigan Technological University did not administer one of the three VSA Pilot-approved value-added Student Learning Outcomes assessments because:

- We did not participate in the VSA Pilot because the test results were perceived as not useful or not good measures for our campus.

Instead, Michigan Tech chose to develop a university-wide assessment program based on eight university student learning goals (USLGs) which were established in 2011 and will be assessed using AAC&U LEAP Value Rubrics. See http://www.mtu.edu/provost/assessment/student-learning/ for additional information.
Michigan Technological University College Portrait
Michigan Technological University
1400 Townsend Drive Houghton, MI 49931-1295
888-688-1885

Michigan Technological University VSA Pilot Experience, Evaluation and Options

In 2007, the Voluntary System of Accountability embarked on a groundbreaking endeavor to publicly report common information about student learning outcomes at public colleges and universities. Many VSA members participated in the Student Learning Outcomes (SLO) pilot project, though not all were successful or chose to publicly report their test results on their College Portrait. As the original pilot project comes to a close, it is important gather what we have learned from the pilot project and to disclose the results to the public.

Michigan Technological University has reported below their experiences with the SLO pilot project, an example of an additional measure of student learning outcomes they have completed within the last three years, and their plans for continued measurement and reporting of student learning outcomes on their College Portrait.

- Pilot Experience
- Learning Evaluations
- Future Plans for VSA Reporting

What have recent results said about student learning at Michigan Technological University?

In 2011-13, Michigan Tech focused on assessing the General Education core curriculum (four courses required in the first and second year) which was established in 2002.

Which Michigan Technological University students are assessed? When?

We began implementation of our assessment program and use of AAC&U Value rubrics with the General Education program. General Education adopted seven of the eight university learning goals as general education goals. In 2011 and 2012 we assessed four core courses that had goals of critical thinking, written communication, and intercultural knowledge and competence. In addition, Michigan Tech administered the BEVI to assess global literacy; BEVI results will be forthcoming in spring 2013.

How are assessment data collected?

For the General Education program, students were randomly selected from course rosters in the courses to be assessed; course coordinators collected student work and removed student identifiers. Faculty and graduate
teaching assistants with expertise in the areas to be assessed were selected, trained in the use of the AAC&U rubrics on samples of student work, provided with a set of student work to assess individually, and then worked as a team discuss the results and identify areas for improvement. All data was reported to the Associate Provost responsible for General Education, who tabulated results for campus constituencies.

How are data reported within Michigan Technological University?

The Associate Provost, who is responsible for coordinating the university assessment program, reports results to the Provost, Assessment Council, General Education Council, academic deans and chairs, University Senate, and other constituencies that are responsible for improving student learning. The Assessment Council is currently developing a systematic methodology for collecting data and reviewing assessment of university student learning goals.

How have data led to program changes and improvements at Michigan Tech?

In the case of the General Education core, assessment prompted significant change in the core. Assessment data confirmed that Composition should be returned to the first year to improve student writing skills. Three core courses were dropped from the core. A new first year course to develop global literacy, developed by a team of social science faculty, will be offered in fall 2013. In addition, the second-year general education core will include a set of a select number of disciplinary introduction courses which will focus on critical and creative thinking, knowledge of human cultures, and values and civic engagement (AAC&U value rubrics).
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Michigan Technological University is planning to explore the AAC&U Value Rubrics demonstration project (either value-added or benchmark administration) option(s) approved by the VSA Board for reporting student learning outcomes on our College Portrait in the future. We are already implementing university-wide assessment using the AAC&U Value Rubrics.

Check out our Student Learning Outcomes page for additional information about our SLO assessment!