Michigan Technological University College Portrait

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888-688-1885

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Michigan Technological University

Michigan Technological University

Michigan Tech 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.

Apply Now Campus Visit Enterprise Program Study Abroad Graduate School Career Services
Winter Carnival Michigan Tech Athletics Community Life

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 and real-world application of classroom learning. 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. More than 15 percent of our students come from other nations. Our students enjoy on-campus biking and jogging trails and a nearby 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 for the Performing Arts 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.

Find out more about:

Apply Now Campus Visit Enterprise Program Study Abroad Graduate School Career Services

http://www.collegeportraits.org/MI/Michigan-Tech
Winter Carnival Michigan Tech Athletics Community Life

Learn More

- Students
- Admissions
- College Costs & Financial Aid
- Net Price Calculator
- Classes and Campus Life
- Student Experiences
- Majors, Graduation & Next Steps
- Student Success & Progress
- Student Learning Outcomes

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The Big Picture: How many students were on campus in Fall 2014

More Information
Undergraduate and Graduate Student Total

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

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Undergraduate Snapshot

Undergraduate Student Demographic Breakdown

Undergraduate Student Demographic Breakdown

<table>
<thead>
<tr>
<th>Total Undergraduate Students</th>
<th>5,662</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>1,446</td>
</tr>
<tr>
<td>Men</td>
<td>4,216</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian / Alaskan Native</td>
<td>31</td>
</tr>
<tr>
<td>Asian</td>
<td>61</td>
</tr>
<tr>
<td>African American / Black</td>
<td>74</td>
</tr>
<tr>
<td>Hispanic</td>
<td>99</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>7</td>
</tr>
<tr>
<td>White</td>
<td>4,829</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>140</td>
</tr>
<tr>
<td>International</td>
<td>266</td>
</tr>
<tr>
<td>Race/Ethnicity Not Reported</td>
<td>155</td>
</tr>
</tbody>
</table>

Geographic Distribution (Degree-Seeking)

Where do Michigan Tech undergraduates call home?
Undergraduate Age

How old are Michigan Tech undergraduates?

|Average Age| 20|
|Percent of Undergraduates Age 25 or Older| 5%|

Percent of Low Income Students

|Low Income Students|<1%|
|% of Undergraduate Students Who Are Low Income Students|<1%|
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Admissions
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New Student Applications (Fall 2014)

Of the 5,111 new freshman applicants, 76% were admitted and 31% of the admitted students enrolled at Michigan Technological University in Fall 2014.

New Freshman Admissions Info
Of the 668 transfer applicants, 55% were admitted and 57% of the admitted students enrolled at Michigan Technological University in Fall 2014.

Transfer Admissions Info

Learn More
- Students

http://www.collegeportraits.org/MI/Michigan-Tech/undergrad_admissions
New Freshmen High School Background and Test Scores

Test(s) Required for Admission:
SAT or ACT

Shows middle 50% of testing range

<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>25 - 30</td>
<td>570 - 680</td>
</tr>
<tr>
<td>Math</td>
<td>25 - 30</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>23 - 30</td>
<td></td>
</tr>
<tr>
<td>Critical Reading</td>
<td></td>
<td>530 - 673</td>
</tr>
</tbody>
</table>

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

High School Preparation

<table>
<thead>
<tr>
<th>High School Background of Enrolled New Freshmen</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent in top 25% of High School Graduating Class</td>
<td>65%</td>
</tr>
<tr>
<td>Percent in top 50% of High School Graduating Class</td>
<td>91%</td>
</tr>
<tr>
<td>Percent of new freshmen reporting High School Rank</td>
<td>73%</td>
</tr>
<tr>
<td>Average High School GPA (4-point scale)</td>
<td>3.69</td>
</tr>
<tr>
<td>Percent of new freshmen reporting High School GPA</td>
<td>98%</td>
</tr>
</tbody>
</table>

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College Costs & Financial Aid
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Sticker Price: How much does it cost on average?
Typical Undergraduate In-State Costs for 2014-15 without Financial Aid (Full-Time, In-State Students)

Select Residency Status

In-State Costs

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

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

$0

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 2013, <1% of full-time beginning undergraduate students received an average of $0 in grant or scholarship aid from the federal or state government or the institution.

  Scholarships 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 2013, <1% of full-time beginning undergraduate students received an average of $0 in loans for their first year and <1% 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.

- <1% of graduates from Michigan Technological University in 2013-14 borrowed at some time during their undergraduate studies. The average amount borrowed for those who borrowed at all was $0. The loan payment for this amount over 10-years at 5.25% APR is approximately $0 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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- Majors, Graduation & Next Steps
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- Student Learning Outcomes

Additional Information

- How much would I pay?
- Other Costs
- More Information
- Funding Education Beyond High School Guide
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Classes & Campus Life
EXPLORE THIS COLLEGE PORTRAIT

Michigan Tech Classes & Instructors
Class size and faculty data

<table>
<thead>
<tr>
<th>Classroom Environment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students per Faculty</td>
<td>13 to 1</td>
</tr>
<tr>
<td>Undergraduate classes with fewer than 30 students</td>
<td>68%</td>
</tr>
<tr>
<td>Undergraduate classes with fewer than 50 students</td>
<td>86%</td>
</tr>
<tr>
<td>Total Full-Time Instructional Faculty</td>
<td>410</td>
</tr>
<tr>
<td>% of Full-Time Instructional Faculty Who Are Female</td>
<td>30%</td>
</tr>
<tr>
<td>% of Full-Time Instructional Faculty Who Are Persons of Color</td>
<td>19%</td>
</tr>
<tr>
<td>% of Full-Time Instructional Faculty Who Have the Highest Academic Degree Offered in Their Field of Study</td>
<td>87%</td>
</tr>
</tbody>
</table>

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Campus-based Housing
94% 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 emergency plan continually educates the campus community, is able to disseminate information accurately and rapidly, meeting Clery Act requirements, and it 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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Student Experiences

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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% percent of seniors worked with classmates on assignments outside of class.
- 79% of seniors tutored or taught other students
- 52% 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% of seniors spent at least 6 hours per week preparing for class
- 32% of seniors worked on a research project with a faculty member
- 59% of seniors participated in an internship, practicum, or field experience
- 68% of seniors participated in community service or volunteer work
- 14% of seniors participated in study abroad
- 97% of seniors made at least one class presentation last year

Institutional Commitment to Student Learning and Success

- 97% of seniors believe this institution provides support for student success
- 80% of seniors rated the quality of academic advising at this institution as good or excellent
• 61% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities
• 91% 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% of seniors believed that the campus staff were helpful, considerate, or flexible
• 75% of seniors believed that faculty are available, helpful, or sympathetic
• 94% of seniors reported that faculty members provided prompt feedback on their academic performance
• 71% of seniors discussed readings or ideas with faculty members outside of class

Experiences with Diverse Groups of People and Ideas

• 58% of seniors reported that they often tried to understand someone else’s point of view
• 73% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds
• 58% of seniors often had serious conversations with students of a different race or ethnicity

Student Satisfaction

• 81% of seniors would attend this institution if they started over again
• 84% of seniors rated their entire educational experience as good or excellent
• 86% of seniors reported that other students were friendly or supportive

Evaluation of Experiences Survey Administration Process Survey Information

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Majors, Graduation & Next Steps

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Majors and Degrees

Degrees awarded at Michigan Technological University in 2013-14

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td>1,084</td>
</tr>
<tr>
<td>Master's</td>
<td>325</td>
</tr>
<tr>
<td>Doctoral</td>
<td>73</td>
</tr>
<tr>
<td>Total</td>
<td>1,482</td>
</tr>
</tbody>
</table>

More Information

Areas of Study with the largest number of bachelor's degrees awarded in 2013-14

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical Engineering</td>
<td>17%</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>10%</td>
</tr>
<tr>
<td>Electrical, Electronics and Communications Engineering</td>
<td>10%</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>7%</td>
</tr>
<tr>
<td>Biomedical/Medical Engineering</td>
<td>5%</td>
</tr>
</tbody>
</table>

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Additional Information
• Bachelor’s Degree Program Information
• Master’s Degree Program Information
• Doctoral Degree Program Information
• More information on post-graduation plans of Michigan Tech’s alumni

Future Plans of Bachelor’s Degree Recipients

Survey Response Rate: 78%

- Employment: 84%
- Starting or Raising a Family: 0%
- Military: 2%
- Volunteer Service: 0%
- Undergraduate Study: 0%
- Graduate Study: 13%
- Other: 0%

Survey Administration Process

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Student Success & Progress Rate

First Time Full-Time Students Starting Fall 2008

- Within 4 Years: 88.9%
- Within 6 Years: 85.1%

Graduated from Michigan Tech
Graduated from Another Institution
Still Enrolled at Michigan Tech
Still Enrolled at Another Institution

Highcharts.com
A 89% four-year success and progress rate means that 89% of students starting in Fall 2008 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2008 entering class shown in the graph above.

- 1,361 First-Time, Full-Time Students
- 213 Full-Time Transfer Students

Success & Progress Rate Table

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Retention of Freshman Class

First time students in Fall 2013 that returned for their second year:
# Michigan Technological University College Portrait

**First-Time, Full-Time Students**

<table>
<thead>
<tr>
<th>Description</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors degree from Michigan Technological University</td>
<td>0.0%</td>
<td>0.0%</td>
<td>1.0%</td>
<td>25.4%</td>
<td>57.9%</td>
<td>63.6%</td>
</tr>
<tr>
<td>Associates degree from Michigan Technological University</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total Graduated from Michigan Technological University</td>
<td>0.0%</td>
<td>0.0%</td>
<td>1.0%</td>
<td>25.4%</td>
<td>57.9%</td>
<td>63.6%</td>
</tr>
<tr>
<td>Bachelors degree from another institution</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>2.0%</td>
<td>5.4%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Associates degree from another institution</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total Graduated at another institution</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>2.0%</td>
<td>5.4%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Enrolled at Michigan Technological University</td>
<td>100.0%</td>
<td>83.2%</td>
<td>73.3%</td>
<td>45.8%</td>
<td>11.4%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Enrolled at another 4-year institution</td>
<td>0.0%</td>
<td>5.8%</td>
<td>9.7%</td>
<td>9.9%</td>
<td>7.1%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Enrolled at another 2-year institution</td>
<td>0.0%</td>
<td>5.9%</td>
<td>7.6%</td>
<td>5.7%</td>
<td>4.8%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Total Transferred and enrolled at another institution</td>
<td>0.0%</td>
<td>11.7%</td>
<td>17.3%</td>
<td>15.7%</td>
<td>11.9%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Student Success &amp; Progress</td>
<td>100.0%</td>
<td>94.9%</td>
<td>91.6%</td>
<td>88.9%</td>
<td>86.6%</td>
<td>85.1%</td>
</tr>
</tbody>
</table>
### Full-Time Transfer Students starting in Fall 2008

<table>
<thead>
<tr>
<th>Description</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors degree from Michigan Technological University</td>
<td>0.5%</td>
<td>6.1%</td>
<td>34.7%</td>
<td>59.2%</td>
<td>64.8%</td>
<td>69.0%</td>
</tr>
<tr>
<td>Associates degree from Michigan Technological University</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total Graduated from Michigan Technological University</td>
<td>0.5%</td>
<td>6.1%</td>
<td>34.7%</td>
<td>59.2%</td>
<td>64.8%</td>
<td>69.0%</td>
</tr>
<tr>
<td>Bachelors degree from another institution</td>
<td>0.0%</td>
<td>0.5%</td>
<td>1.9%</td>
<td>4.7%</td>
<td>7.0%</td>
<td>8.0%</td>
</tr>
<tr>
<td>Associates degree from another institution</td>
<td>0.5%</td>
<td>1.9%</td>
<td>2.3%</td>
<td>2.8%</td>
<td>3.3%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Total Graduated at another institution</td>
<td>0.5%</td>
<td>2.4%</td>
<td>4.2%</td>
<td>7.5%</td>
<td>10.3%</td>
<td>11.8%</td>
</tr>
<tr>
<td>Enrolled at Michigan Technological University</td>
<td>99.0%</td>
<td>77.0%</td>
<td>41.8%</td>
<td>13.6%</td>
<td>6.1%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Enrolled at another 4-year institution</td>
<td>0.0%</td>
<td>6.6%</td>
<td>8.5%</td>
<td>6.6%</td>
<td>3.3%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Enrolled at another 2-year institution</td>
<td>0.0%</td>
<td>3.8%</td>
<td>2.8%</td>
<td>2.3%</td>
<td>2.3%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Total Transferred and enrolled at another institution</td>
<td>0%</td>
<td>10.3%</td>
<td>11.3%</td>
<td>8.9%</td>
<td>5.6%</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

| Student Success & Progress                                                  | 99.9%   | 95.8%   | 92.0%   | 89.2%   | 86.8%   | 85.4%   |

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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. Information on our assessment program can be found at http://www.mtu.edu/assessment. Michigan Tech’s Assessment Council provides oversight for assessment of the eight university student learning goals established in 2011 (see http://www.mtu.edu/assessment/program/university-learning-goals/), including disciplinary student learning goals for degree programs, and its General Education Council assesses the General Education program (http://www.mtu.edu/provost/academic-policies/general-education/). 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/assessment/program/nsse-fsse/). University student learning goals are assessed using sets of criteria adapted from 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 Engineering Accreditation Commission of ABET (http://www.abet.org/) accredit eleven engineering programs, the Engineering Technology Accreditation Commission of ABET accredits three technology programs, and the Computing Accreditation Commission of ABET accredits one computing program; the American Council for Construction Education accredits the construction management program; the Association to Advance Collegiate Schools of Business accredits 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.

In 2013-2014, the General Education program was revised to align all courses in the program with at least one of six University student learning goals (#2, 3, 4, 5, 6 or 8). The new program provides the opportunity for SLO reporting at introductory and advanced levels. Goal #5 Communications, Goal #6 Information Literacy, and Goal #3 Global Literacy will be introduced and assessed annually in first-year courses; Goal #4 Critical Thinking and Goal #8 Social Responsibility and Ethical Reasoning will be introduced and assessed in second-year courses. This will provide
baseline data with the expectation that students completing these courses will achieve a level-2 competency on the VALUE rubrics. This assessment process was initiated in fall 2013. Beginning fall 2015, new upper-division communication courses (Goal 5) as well as upper division Humanities, Arts and Social Science (HASS) courses (Goals 3, 4, and 8) will be assessed annually as well, with the expectation that students completing these courses will achieve a level-3 proficiency on the VALUE rubrics.

Random samples (currently 10%) of student work from all courses are collected at the end of each semester and assessed at the end of the academic year by external reviewers - faculty and graduate teaching assistants with expertise in the content areas and/or training in the use of the AAC&U VALUE rubrics. Results will be reported to the Assessment and General Education Councils and utilized to improve teaching and learning in the General Education program.

In addition, degree programs have begun to assess program and university goals on an annual schedule: in 2013, all programs assessed their students’ communication skills, and in 2014 they will assess student’s information literacy, guided by the AAC&U VALUE rubrics. This will enable degree programs to identify whether their curriculum supports and reinforces student learning begun in the General Education program.

Preliminary assessment results from the first- and second-year courses demonstrated that students are meeting most communication goal criteria and many information literacy criteria. We are working to continually improve student learning on the more challenging goals of global literacy and critical thinking. A target for improvement is curriculum design, in particular the development of signature assignments that focus student attention and provide more consistent samples of student work for assessment of goal achievement.

Learning Assessment Examples

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