Michigan Technological University

Houghton, MI • (906) 487-1885

McHerald, MI • (906) 487-1885

http://www.mtu.edu/

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 social sciences; business and economics; computing; engineering, forestry and environmental science, natural and physical sciences; and technology. 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. Our students are prepared to make a difference in the world; they are lifelong learners and innovators who create the future.

**Student Characteristics (Fall 2008)**

**TOTAL NUMBER OF STUDENTS** 7,014

**Student Level and Enrollment Status**

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate/Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time</td>
<td>5,591</td>
<td>710</td>
</tr>
<tr>
<td>Full-time</td>
<td>442</td>
<td>271</td>
</tr>
</tbody>
</table>

**UNDERGRADUATE PROFILE**

<table>
<thead>
<tr>
<th></th>
<th>6,033</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>1,410</td>
</tr>
<tr>
<td>Men</td>
<td>4,623</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
</tr>
<tr>
<td>African American / Black</td>
<td>101</td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>45</td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>67</td>
</tr>
<tr>
<td>Hispanic</td>
<td>64</td>
</tr>
<tr>
<td>International</td>
<td>397</td>
</tr>
<tr>
<td>White</td>
<td>5,031</td>
</tr>
<tr>
<td>Race/Ethnicity Unknown</td>
<td>328</td>
</tr>
</tbody>
</table>

**Geographic Distribution (Degree-Seeking)**

|                  |       |
| Michigan         | 72%   |
| Other US States & Territories | 22% |
| Other Countries  | 7%    |

**Age (Degree-Seeking)**

|                  |       |
| Average Age      | 21    |
| Percent of Undergraduates Age 25 or Older | 5% |

**Undergraduate Success and Progress Rate**

- Graduated from Michigan Tech
- Graduated from other Institution
- Still Enrolled at Michigan Tech
- Still Enrolled at Other Institution

- A 87% four-year success and progress rate means that 87% of students starting in Fall 2001 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2001 entering class shown in the graph above.

- 1,200 First-Time, Full-Time Students
- 234 Full-Time Transfer Students

CLICK HERE for Detailed Success & Progress Rate Tables

**Retention of Fall 2007 First-Time, Full-time Students**

|                  |       |
| Returned for Fall 2008 | 82% |
Typical Undergraduate Costs per Year Without Financial Aid for Full-Time, In-State Students (2008-09)

- Tuition (in-state): $9,930
- Required Fees: $831
- Room & Board (on campus): $7,738
- Other expenses (books, transportation, etc.): $3,444

Total: $21,943

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

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

CLICK HERE To get a cost estimate for students like you!

Financial Aid Awarded to Undergraduates (Fall 2007)

Overall Financial Aid
- 84% of Fall 2007 full-time undergraduates received financial aid of some type including need-based loans, work study, and non need-based scholarships.

Annual Need-Based Scholarships & Grants
- 53% of Fall 2007 full-time undergraduates received need-based grants or scholarships; the average award for the year was $5,972.

Annual Need-Based Loans
- 56% of Fall 2007 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was $4,316.

Percent of Fall 2007 First-Time Students Receiving Each Type of Financial Aid

- State Grants: 67%
- Federal Grants: 23%
- Student Loans: 60%
- Institutional Aid/Scholarships: 85%
- Any Type of Financial Aid: 97%

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

Academic Preparation of New Freshman

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

Middle 50% of Test Score Range
- ACT: Composite 23-28, Math 24-29, English 21-27, Critical Reading 520-650

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

- Percent in top 25% of High School Graduating Class: 57%
- Percent in top 50% of High School Graduating Class: 87%
- Average High School GPA (4-point scale): 3.52

Degrees and Areas of Study

**Degrees Awarded at Michigan Tech in 2007-08**

- Associate's: 20
- Bachelor's: 1,146
- Master's: 196
- Doctoral: 54
- Total: 1,416

Areas of Study with the Largest Number of Undergraduate Degrees Awarded in 2007-08

- Engineering: 58%
- Business/marketing: 11%
- Computer and information sciences: 6%
- Engineering technologies: 5%
- Biological/life sciences: 4%
- All other degree areas: 16%
- Total: 100%

CLICK HERE for a list of undergraduate and graduate programs

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

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 internationally. Tech has more Peace Corps Master's International programs and participants than any other university in the US, and our Graduate School continues to grow, especially at the doctoral level.

Michigan Tech is on the scenic Keweenaw Peninsula, where students enjoy on-campus biking and jogging trails and our own golf course. Winter brings Nordic skiing, downhill skiing on our own ski slope, and snowboarding. Our renowned Winter Carnival features competition involving more than 150 student groups building 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 football, men's and women’s basketball, tennis, track and field, Nordic skiing, cross country, and women’s volleyball.

Study at Michigan Tech

Classroom Environment

Students per Faculty
Undergraduate classes with fewer than 30 students
Undergraduate classes with fewer than 50 students

Full-Time Instructional Faculty
Total Faculty
% Women
% from Minority Groups
% with Highest Degree in Field

Carnegie Classification of Institutional Characteristics

Basic Type
Research Universities (high research activity)

Size and Setting
Medium four-year, primarily residential

Enrollment Profile
High undergraduate

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

Undergraduate Instructional Program
Professions focus, high graduate coexistence

Graduate Instructional Program
Doctoral, STEM dominant

Student Housing

91% of new freshmen live on campus
46% of all undergraduates live on campus

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 closely and constructively with local law enforcement agencies on a continual basis.

Future Plans of Bachelor's Degree Recipients

Data used to build graph are not yet available


CLICK HERE for more information on Carnegie Classifications.

02/15/2008
Student Experiences and Perceptions

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

CLICK HERE for examples of how Michigan Tech evaluates the experiences of its students.

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the 2006-07 National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

CLICK HERE for information on the NSSE survey.

<table>
<thead>
<tr>
<th>Group Learning Experiences</th>
<th>Student Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>89% percent of seniors worked with classmates on assignments outside of class.</td>
<td>83% of seniors would attend this institution if they started over again.</td>
</tr>
<tr>
<td>78% of seniors tutored or taught other students</td>
<td>86% of seniors rated their entire educational experience as good or excellent.</td>
</tr>
<tr>
<td>48% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports</td>
<td>87% of seniors reported that other students were friendly or supportive.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Active Learning Experiences</th>
<th>Student Interaction with Campus Faculty and Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>87% of seniors spent at least 6 hours per week preparing for class</td>
<td>55% of seniors believed that the campus staff were helpful, considerate, or flexible.</td>
</tr>
<tr>
<td>24% of seniors worked on a research project with a faculty member</td>
<td>76% of seniors believed that faculty are available, helpful, or sympathetic.</td>
</tr>
<tr>
<td>62% of seniors participated in an internship, practicum, or field experience</td>
<td>95% of seniors reported that faculty members provided prompt feedback on their academic performance.</td>
</tr>
<tr>
<td>62% of seniors participated in community service or volunteer work</td>
<td>68% of seniors discussed readings or ideas with faculty members outside of class.</td>
</tr>
<tr>
<td>12% of seniors participated in study abroad</td>
<td></td>
</tr>
<tr>
<td>94% of seniors made at least one class presentation last year</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutional Commitment to Student Learning and Success</th>
<th>Experiences with Diverse Groups of People and Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>96% of seniors believe this institution provides support for student success</td>
<td>52% of seniors reported that they often tried to understand someone else’s point of view.</td>
</tr>
<tr>
<td>72% of seniors rated the quality of academic advising at this institution as good or excellent</td>
<td>76% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds.</td>
</tr>
<tr>
<td>58% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities</td>
<td>39% of seniors often had serious conversations with students of a different race or ethnicity.</td>
</tr>
<tr>
<td>91% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations</td>
<td></td>
</tr>
</tbody>
</table>
Student Learning Outcomes

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

Student Learning Assessment at Michigan Tech

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 3 technology programs. The Association to Advance Collegiate Schools of Business accredits our BSBA degree. The Society of American Foresters accredits the forestry program; the American Chemical Society certifies chemistry programs; and the National Accrediting Agency for the Clinical Laboratory Sciences accredits clinical lab science. The Michigan Board of Education accredits our teacher certification programs.

For internal assessment of student learning, faculty set broad goals such as a unified and integrated understanding of their field; skills for critical thinking; and good oral and written communications. Using samples of student work, special exams, and student interviews, we identify opportunities for curricular improvement by measuring the success of students as a group and analyzing results at every level.

CLICK HERE for examples of student learning assessment and outcomes at Michigan Tech

Pilot Project to Measure Core Learning Outcomes

Results from the pilot project using one of the three learning outcomes tests are not yet available.