

STANDARD 1 - INSTITUTION MISSION AND GOALS, PLANNING AND EFFECTIVENESS



INTRODUCTION

Montana Tech of The University of Montana is one of four separately accredited institutions of The University of Montana:

TABLE I: CAMPUSES OF THE UNIVERSITY OF MONTANA

FOUR YEAR INSTITUTION	LOCATION	ASSOCIATED TWO-YEAR INSTITUTION
The University of Montana-Missoula	Missoula	The University of Montana-Missoula College of Technology
	Helena	The University of Montana-Helena College of Technology
Montana Tech of The University of Montana	Butte	Montana Tech of The University of Montana College of Technology
The University of Montana-Western	Dillon	

The institutions making up The University of Montana are all part of the Montana University System (MUS). The other parts of the Montana University System are shown in Tables II and III below:

TABLE II: CAMPUSES OF MONTANA STATE UNIVERSITY

FOUR YEAR INSTITUTION	LOCATION	ASSOCIATED TWO-YEAR INSTITUTION
Montana State University-Bozeman	Bozeman	
Montana State University-Billings	Billings	Montana State University – Billings College of Technology
Montana State University-Northern	Havre	
	Great Falls	Montana State University – Great Falls College of Technology

TABLE III: PUBLIC COMMUNITY COLLEGES

TWO-YEAR INSTITUTION	LOCATION
Dawson Community College	Glendive
Flathead Valley Community College	Kalispell
Miles Community College	Miles City

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Montana Tech of The University of Montana traces its roots to the *enabling act* which granted statehood to the people of Montana. In that act, the United States Congress set aside 100,000 acres to establish and maintain a school of mines. In 1900, the Montana School of Mines opened its doors. In 1965, the school underwent a name change to the Montana College of Mineral Science and Technology. On January 21, 1994, the Board of Regents adopted a plan to restructure the entire Montana University System (described in the document "*The Restructuring of the Montana University System (Phase One)*") (Exhibit 1.A.I) followed by adoption of a resolution on July 6, 1995 initiating a *second phase* (Exhibit 1.A.II). This restructuring created the Montana University System described in the preceding tables and gave the college its new name, Montana Tech of The University of Montana. It also assigned to Montana Tech what had been the Butte Vocational-Technical Center and what is now the Montana Tech of The University of Montana College of Technology (COT).

Article X, Section 9 of the Constitution of the State of Montana establishes a Board of Regents of Higher Education, in which is vested "full power, responsibility, and authority to supervise, coordinate, manage, and control the Montana University System, and supervise and coordinate other public educational institutions assigned by law." In addition to governing the fourteen campuses of the Montana University System listed above, the Board of Regents actively coordinates educational efforts with the seven tribal and three private colleges in the state.

Both the work of the Board of Regents and its relationships with the administrators, faculty, staff, students, and other stakeholders in the system it governs are defined in system-wide policies that it promulgates. These policies are codified in the *Montana Board of Regents of Higher Education Policy and Procedures Manual*, an electronic document readily available to all stakeholders on the Montana University System website (<http://mus.edu>).

The Board of Regents consists of seven members who are appointed by the Governor and confirmed by the Senate to seven-year overlapping terms. The Governor, the Superintendent of Public Instruction, and the Commissioner of Higher Education are ex officio, non-voting members of the Board.

STANDARD 1.A: MISSION AND GOALS

The institution's mission and goals define the institution, including its educational activities, its student body, and its role within the higher education community. The evaluation proceeds from the institution's own definition of its mission and goals. Such evaluation is to determine the extent to which the mission and goals are achieved and are consistent with the Commission's Eligibility Requirements and standards for accreditation.

1.A.1 The institution's mission and goals derive from, or are widely understood by, the campus community, are adopted by the governing board, and are periodically reexamined.

Rewritten in 2004-2005, Montana Tech's current mission and vision statements, and the related statement of guiding principles, read as follows:

Mission Statement

To meet the changing needs of society by supplying knowledge and education through a strong undergraduate curriculum augmented by research, graduate education, and service.

Vision Statement

To be a leader for undergraduate and graduate education and research in the Pacific Northwest in engineering, science, energy, health, information sciences, and technology.

Guiding Principles

- » *To honor our heritage as a premier engineering institution.*
- » *To attract and educate motivated and capable students.*
- » *To provide a quality education that blends theory with practice.*
- » *To recruit, encourage, and enable faculty to develop regional and national reputations in teaching and research.*
- » *To collaborate with others to serve the needs of the community, the State of Montana, and the nation.*

The rewritten statements were developed in a collaborative process involving administrators, faculty, and staff and were approved by the Board of Regents on September 22, 2005.

As part of the Montana University System, Montana Tech's mission and vision is heavily influenced by the mission and vision statements articulated by the Board of Regents for the Montana University System. On October 19, 2001, the Board of Regents adopted the following *Strategic Plan: Mission, Vision, Goals, and Objectives of the Montana University System* (Exhibit 1.A.IV)

STRATEGIC PLAN: MISSION, VISION, GOALS, AND OBJECTIVES OF THE MONTANA UNIVERSITY SYSTEM

Mission

The mission of the Montana University System is to serve students through the delivery of high quality, accessible postsecondary educational opportunities, while actively participating in the preservation and advancement of Montana's economy and society.

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Vision

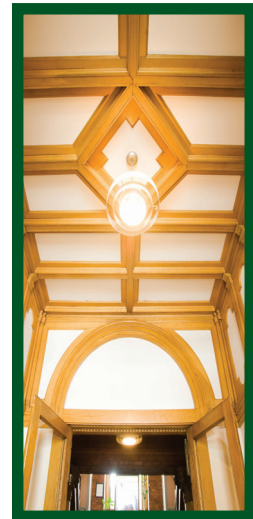
We will prepare students for success by creating an environment of ideas and excellence that nurtures intellectual, social, economic, and cultural development. We will hold academic quality to be the prime attribute of our institutions, allocating human, physical, and financial resources appropriate to our educational mission. We will encourage scientific development and technology transfer, interactive information systems, economic development and lifelong learning. We will protect academic freedom, practice collegiality, encourage diversity, foster economic prosperity, and be accountable, responsive, and accessible to the people of Montana.

Goals

The following five goals and subordinate objectives will guide the Montana University System in moving toward realization of its vision for the future of higher education in Montana.

- A. To provide a stimulating, responsive, and effective environment for student learning, student living, and academic achievement.*
 - 1. To assure adequate campus policies to protect academic freedom and promote the free exchange of ideas while requiring pre- and post-tenure evaluation of faculty performance and systematic program review that reflect the Regents' priority on student learning.*
 - 2. To offer academic programs and services focused around approved campus missions and consistent with available resources.*
 - 3. To foster an environment that attracts and retains high quality faculty and staff.*
 - 4. To improve rates of student retention and degree completion across the Montana University System.*
 - 5. To develop, maintain at/near state-of-the-art condition Montana University System facilities, technology and infrastructure and to coordinate the use of capacities and resources across all MUS institutions.*
 - 6. To ensure student readiness for higher education and validate student competencies for graduation.*
- B. To make a high quality, affordable higher education experience available to all qualified citizens who wish to further their education and training.*
 - 1. To identify or seek creative funding alternatives that will expand public and private resources.*
 - 2. To make sure that every academically qualified individual has an opportunity to receive the benefits of higher education without financial or social barriers.*
 - 3. To expedite student progress towards degree objectives in order to reduce time to degree (and related costs) and maintain affordability for the widest range of students.*
- C. To deliver higher education services in a manner that is efficient, coordinated, and highly accessible.*
 - 1. To operate as a unified system of higher education and increase productivity through effective planning, assessment, collaboration and resource sharing.*

2. To increase student access to Montana University System programs through coordinated statewide delivery and expanded use of technology.
 3. To increase the coordination of academic resources to improve student progress toward degree.
 4. To promote diversity with special attention to Montana's Native American populations.
- D. To be responsive to market, employment, and economic development needs of the State and the nation.
1. To offer programs and services consistent with the changing market and employment needs of the state and nation.
 2. To encourage basic research and technology transfer to contribute to the economic development of the State of Montana.
 3. To promote the full spectrum of higher education needs and opportunities in 2-year, 4-year, graduate and professional education.
 4. To make the Montana University System more accessible and responsive to businesses, government, and other constituents.
- E. To improve the support for and understanding of the Montana University System as a leading contributor to the State's economic success and social and political well-being.
1. To improve and expand the communication and outreach of the Montana University System to constituents, communities and policy makers.
 2. To meet constituents' expectations for accountability through responsible stewardship of resources.
 3. To expand community involvement, service and outreach initiatives at the campus level.
 4. To partner with state government, our congressional delegation, K-12 education, tribal and local governments, labor and business leaders to preserve and improve the economy of Montana.



In July 2006, the Montana Board of Regents adopted a comprehensive strategic plan intended to define goals and set the priorities for higher education in the state of Montana. The plan was further revised in October 2008. In August 2009, the Board of Regents launched a new effort for the purpose of "*reinventing and reforming the Montana University System.*"

As noted previously, the Montana Board of Regents is continually reviewing and modifying their strategic plan. The 2010 Montana Board of Regents Strategic Plan is located on the Regent's homepage: <http://www.mus.edu/data/data/strategicplan.asp> (Exhibit 1.A.V).

The *strategic plan of Montana Tech* (Exhibit 1.A.I) can be found on its website. Montana Tech's Strategic Planning Committee meets throughout the year to assess how

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the campus is performing relative to the six strategic initiatives (goals) of the strategic plan:

- » Sustain and Enhance the Quality of all Academic Programs
- » Advance the Reputation for Quality and Value
- » Enhance Research and Scholarly Activities
- » Enhance Relationships with Business and Industry
- » Enhance Educational Access and Opportunities
- » Increase Enrollment to 2,688 (FTE) by 2012

A steering committee is responsible for reviewing progress in each of the aforementioned six areas.

1.A.2 The mission, as adopted by the governing board, appears in appropriate institutional publications, including the catalog.

Both Montana Tech's mission and vision statements and the related statement of guiding principles appear on its [website](#), in the catalog (page iv of the [2009-2010 catalog](#)), and in other appropriate institutional publications such as [Tech's Vision 2025](#) document (Exhibit 1.A.VI).

The [mission and vision of the Montana University System](#) as articulated by the Board of Regents can be found on its [website](#).

1.A.3 Progress in accomplishing the institution's mission and goals is documented and made public.

The progress in accomplishing the institution's mission and goals is reported to its constituencies in a variety of ways. The Chancellor employs the Chancellor's Cabinet as a means to disseminate updates and analysis of progress relative to the six goals of the strategic plan. Regular campus reports are made to each meeting of the Board of Regents. Reports are also delivered at faculty meetings and in other campus venues, such as monthly reports provided to the Montana Tech Foundation Board of Directors. Progress is also reported on the Montana Tech [website](#). Additionally, the Strategic Planning Committee meets regularly to assess the campus's progress in meeting the identified goals in the strategic plan.

1.A.4 Goals are determined consistent with the institution's mission and its resources – human, physical, and financial.

The goals and objectives of the institution have been, and continue to be, based on its mission and vision as well as on its resources. The present articulation of the mission and vision is embedded in the campus's [Strategic Plan](#) and Vision 2025, the latter of which is a product of a task force assembled by the Chancellor in the Spring of 2006 and originally published in 2007. While readily acknowledging the challenges facing Montana Tech, it also envisions a future in which Montana Tech continues to fulfill its mission and vision.

1.A.5 The institution's mission and goals give direction to all its educational activities, to its admission policies, selection of faculty, allocation of resources, and to planning.

Montana Tech uses its mission, vision, guiding principles, and strategic plan both in the allocation of resources and in the guidance of its educational and research activities. For example, when enrollments have exceeded anticipated levels, excess revenues are allocated to those proposals that can demonstrate consistency with the institution's mission, vision, and strategic plan. In particular, the proposals are required to show how they advance the objectives laid out in the strategic plan. The proposals are reviewed by both the Executive Budget and campus-wide budget committees.

Somewhat more routine activities are also subject to this type of scrutiny. For example, when a new academic program is proposed to the Board of Regents, the first two questions on the form making the proposal are:

1. How does this program advance the campus' academic mission and fit its priorities?
2. How does this program fit the Board of Regents' goals and objectives?

These mechanisms help assure that all activities undertaken and any resources committed by the institution are consistent with its mission and vision and with its goals and objectives.

CLOSING THE LOOP

Montana Tech's relatively new Electrical Engineering program is a good example of how the campus uses its mission and goals to plan for new degrees and to allocate resources. In 2002, the General Engineering Department's "Control Systems" option was renamed "Electrical Engineering." The option had two faculty members that covered a majority of the courses required within the curriculum. After four years of working with Montana Tech's administration, as well as faculty and administrators at Montana State University – Bozeman, the Electrical Engineering Option was elevated to degree status (bachelors and masters) by the Montana Board of Regents. In 2007, the Electrical Engineering Department was formed and in 2008 the bachelors degree was accredited by ABET. Since 2007, the department has received over \$220,000 in funding from the campus to hire two additional faculty and construct a controls lab as well as a power supply lab. Throughout this process, the Electrical Engineering faculty and department head worked with the Tech administration to ensure that this endeavor fell within the campus' mission and goals.

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1.A.6 Public service is consistent with the educational mission and goals of the institution.

Montana Tech has a long history of public service.

The Montana Bureau of Mines and Geology (MBMG) is the principal source of earth science information for Montana citizens. Since 1919, the Bureau has conducted research and assisted in the orderly development of the state's mineral and water resources. As a non-regulatory agency, the Bureau provides to the public extensive advisory, informational, and technical services on Montana's mineral, energy, and water resources. For example, the Bureau early on created and still maintains a database of



all water wells drilled in the state; those data are readily available to anyone needing data on ground water resources. Increasingly, the Bureau is also involved in the study of environmental impacts to land and water, whether the impacts were caused by past practices in hard-rock mining or whether they are caused by current activities in agriculture or industry.

Two additional examples of service-oriented research centers and programs are the Center for Advanced Mineral and Metallurgical Processing and the Center for Environmental Remediation and Assessment. Still another example is the educational work performed in the Clark Fork Watershed Education Program. More examples of public service can be found in the Montana Tech Research Office newsletters and in the descriptions of the technical outreach programs on the Montana Tech website. These activities are all extensions of the educational and research activities that have long been a part of Montana Tech's traditional mission dating back to the turn of the century.

A high-profile activity of the campus in the public service arena is the Southwest Montana Regional Science Fair hosted each year on the Tech campus. The Technical Outreach Office oversees the transformation of the HPER building (gymnasium) into a venue where future scientists/engineers present their science fair projects. Faculty, staff, students, and administrators serve as volunteer judges for the event.

1.A.7 The institution reviews with the Commission, contemplates changes that would alter its mission, autonomy, ownership or locus of control, or its intention to offer a degree at a higher level than is included in its present accreditation, or other changes in accordance with Policy A-2, Substantive Change.

Montana Tech has reviewed all substantive changes with the Northwest Commission on Colleges and Universities.

STANDARD 1.B: PLANNING AND EFFECTIVENESS

The institution engages in ongoing planning to achieve its mission and goals. It also evaluates how well, and in what ways, it is accomplishing its mission and goals and uses the results for broad-based, continuous planning and evaluation. Through its planning process, the institution ask questions, seeks answers, analyzes itself, and revises its goals, policies, procedures, and resource allocation.

1.B.1 The institution clearly defines its evaluation and planning processes. It develops and implements procedures to evaluate the extent to which it achieves institutional goals.

Goals for the institution have been established in several ways. Ongoing strategic planning work is performed by the Strategic Planning Committee, a standing committee currently consisting of 21 individuals representative of administrators, faculty, staff, and students. Through consultation with constituencies, this committee establishes goals for the institution which, in turn, become the basis for action plans, budgets, and for evaluation processes that show how well each unit of the institution contributes to the institution's goals and objectives.

1.B.2 The institution engages in systematic planning for, and evaluation of, its activities, including teaching, research, and public service consistent with institutional mission and goals.

Planning - and the evaluation of teaching, research, and public service - has always been highly important to Tech. Institutional planning occurs at different levels: students, academic departments, individual school/colleges, deans council, the public, and the Executive Budget Committee are all participants in the planning process for the institution. Therefore, considerable and continuous effort is expended to maintain and improve the quality of planning at all of these levels. While not perfect, the campus is continually refining the planning process so that all constituencies are aware of planned projects for the campus.

In addition, every academic department has an Industrial Advisory Board (IAB) that assists the department in matters such as curriculum development, scholarships, and fund raising for capital equipment and other assorted department specific projects.



CLOSING THE LOOP

Institutional planning relies heavily on data to support new initiatives. In the past, the campus was able to provide data required by requesting entities, albeit in a non-systematic manner. In 2007, the campus made the decision to merge two colleges (the College of Humanities, Social Sciences, and Information Technology (HSSIT) and the College of Mathematics and Sciences (CMS)) to form a new college, the College of Letters, Sciences, and Professional Studies (CLSPS). The former Dean of CMS became the dean of CLSPS and the salary savings from the Dean of HSSIT position was used to fund a Director of Institutional Research. This new position enables the campus to be more efficient in internal campus research as well as providing information to campus, state, and national constituencies. Additionally, the Director of Institutional Research plays an integral role of providing the campus's administration with data to assist them in making informed decisions.

1.B.3 The planning process is participatory involving constituencies appropriate to the institution such as board members, administrators, faculty, staff, students, and other interested parties.

The overall responsibility for planning rests with the Executive Budget Committee, which is led by the Chancellor. This Committee is composed of the Vice Chancellors for Academic Affairs and Research, Administration and Finance, and Development and Student Services, and also includes the Controller and Business Manager. As it progresses, the planning process involves the Chancellor's Cabinet, the Chancellor's Advisory Council, the Deans Council, the Faculty Senate, ASMT (student government), the Strategic Planning Committee, and depending on the issues to be addressed, also involves other standing and ad hoc committees. As would be expected, any planning which is specific to a particular segment of the institution will involve both the stakeholders of that segment and the stakeholders of any other segment which might be impacted by that planning.

In addition to the administrators, faculty, staff, and students of the institution, many of Tech's academic departments rely on advisory boards in the planning process. Composed of business and industry leaders, other professionals in the discipline and graduates of the department, these advisory boards bring to the planning process a critical perspective from outside the institution. For example, the advisory board for the Business and Information Technology Department provided important advice and

support to proposed curriculum changes that were eventually implemented in 2008.

Budgets, major curriculum and program changes, organizational changes, and other substantive proposals that emerge from the planning process all require final approval by the Board of Regents. Prior to granting such approval, the Board of Regents specifically checks whether stakeholders within the institution have participated in the planning process. Its own notice requirements also allow other units of the Montana University System and the general public to weigh in on such proposals. For example, a program addition proposed by one institution is circulated to all other institutions in the Montana University System and allows them to comment on how and to what degree the proposal might impact their own programs.

1.B.4 The institution uses the results of its systematic evaluation activities and ongoing planning processes to influence resource allocation and to improve its instructional programs, institutional services, and activities.

Evaluation and planning are used to prioritize resources and to improve programs and services. Two recent examples of this use are as follows:

- » One of the “hallmarks” of Montana Tech’s undergraduate programs is the Tech Learning Center (TLC). Both the North and South campuses have a learning center. In 2009, the long-time director of the TLC retired. The campus evaluated options to possibly improve the services that are provided by the TLC. In addition, the campus has seen an increase in the number of incoming engineering students that are not calculus prepared, but do not need developmental math courses. The students that require developmental math courses are advised through Tech’s Baccalaureate Prep program and the students that are calculus prepared are advised by faculty advisors. The campus allocated funds to hire a new Learning Center director that would also direct our new Foundations of Engineering and Science (FESP) program. The non-calculus prepared students are now advised by this new director and they also enroll in FESP classes developed and taught by the new director.
- » One of the largest academic programs on campus, General Engineering, is in need of additional classroom and laboratory space. Montana Tech owns buildings in the Butte Industrial Park, eight miles to the south of the North Campus. The campus has decided to sell these buildings in the industrial park and the proceeds from the sale will be used to build a General Engineering laboratory building on the North Campus.

1.B.5 The institution integrates its evaluation and planning processes to identify institutional priorities for improvement.

Tech takes advantage of its evaluation and planning processes for improvement. For example, a 2007 student satisfaction survey became the basis of launching multiple improvement initiatives, from curriculum changes to alterations to physical facilities. However, some issues raised in the survey, such as adequacy of parking, still remain to be resolved. The campus has allotted resources to create temporary parking areas on campus to address the current lack of parking due to the increased enrollment.

CLOSING THE LOOP

As part of its commitment to providing a quality education, Montana Tech requires students to take the Measure of Academic Proficiency and Progress (MAPP) test after completing 75 credits of course work. The MAPP test (now called the ETS Proficiency Exam) is a measure of college-level reading, mathematics, writing, and critical thinking in the context of the functional areas of humanities, social sciences, and natural sciences. Montana Tech students perform extremely well on the MAPP exam when compared against students nationwide. The area that the students historically score the lowest is the writing section. In 2009, the campus committed the resources to hire a writing coordinator whose charge is to implement policies, procedures, and curriculum as a means to increase Montana Tech's students' proficiency in writing. The campus has longitudinal data to compare future MAPP exam scores against to discern if the writing score increases. Please see Standard Two for a more detailed discussion of the MAPP exam.

1.B.6 The institution provides the necessary resources for effective evaluation and planning processes.

For much of the past decade, Montana Tech did not have an Office of Institutional Research. Instead, institutional research endeavors were undertaken by the segment of the institution most invested in the outcome. For example, personnel research was carried out by the Director of Budgets and Human Services, research on students by the Office of the Registrar, and research on academic performance by the particular academic area. The resources for such endeavors are provided by the segment. Resources for institution-wide research, such as student surveys, are provided by the institution.

1.B.7 The institution's research is integrated with and supportive of institutional evaluation and planning.

With over 50 faculty and staff and 150 graduate and undergraduate students participating in research activities, it is clear that the institution's research is integrated with, supportive of, and supported by the institution's evaluation and planning processes. A recent assessment of the institution's research activities (along with its graduate study and international program activities) can be found in the *[Research, Graduate Studies, and International Programs Progress Report for Fiscal Year 2008](#)*.

1.B.8 The institution systematically reviews its institutional research efforts, its evaluation processes, and its planning activities to document their effectiveness.

As noted in 1.B.2, a review of Tech's institutional research efforts led Tech to formalize and make more systematic institutional research efforts.

1.B.9 The institution uses information from its planning and evaluation processes to communicate evidence of institutional effectiveness to its public.

The Office of Marketing and Public Relations makes effective use of indicators of institutional effectiveness. The following *press releases* exemplify this use:

- » "Montana Tech Featured in *The Princeton Review Guidebook* 'The Best 371 Colleges,'" July 27, 2009
- » "Montana Tech's Software Engineering and Computer Science Programs Receive Accreditation," September 22, 2008
- » "U. S. News and World Reports Ranks Montana Tech as the Third Top Public Baccalaureate College in the West," September 4, 2008
- » "Montana Tech Featured in *Princeton Review*," July 30, 2008



Program accreditations are a source of pride to the institution, and information regarding them is included in the institution's literature and on its website. A substantial majority of Montana Tech students are in accredited programs. All of Montana Tech's engineering programs are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). The industrial hygiene degree is accredited by the RAC of ABET. The computer science and software engineering programs are accredited by the Computing Accreditation Committee of ABET. The chemistry programs are approved by the American Chemical Society. The business program is accredited by the International Assembly for Collegiate Business Education.

Also available on the institution's website are survey results and salary and placement data, such as the following:

- » *Graduate surveys (2000-2008)*
- » *Internship surveys (2001-2008)*
- » *Salary and placement data (2007)*
- » *Faculty Senate satisfaction survey (Spring 2007)*

Accreditation, survey results, and other indicators of institutional effectiveness are presented to the Board of Regents on a regular basis.

CLOSING THE LOOP

In 2009, Montana Tech's students approved an initiative in which the Health, Physical Education, and Recreation (HPER) building would be updated using student fees. As part of the programming process, the campus has held, and will continue to hold, campus-wide forums in which interested parties can contribute their input into the HPER renovation. Forums for students, faculty/staff, and the community allow for vested constituent groups to provide input to the campus concerning the remodel.



SUPPORTING DOCUMENTATION FOR STANDARD 1

REQUIRED DOCUMENTATION

1. Official statement of institutional mission: Indicate how and when it was developed, approved, and communicated to the institution's constituencies.
 - » Official mission and vision statements, and related statement of guiding principles (see Exhibit 1.R.I)
 - » How and when developed (see Exhibit 1.R.II)
 - » Approval by the Board of Regents (see Exhibit 1.R.III)
 - » Inclusion in the website
 - Inclusion in the 2009-2010 catalog (see Exhibit 1.R.IV)
2. Evidence that demonstrates the analysis and appraisal of institutional outcomes. Examples may include:
 - » Annual goals and assessment of success in their accomplishments
 - Strategic plan achievements (see Exhibit 1.R.V)
 - » Studies of alumni and former students
 - Graduate surveys (2000-2008) (see Exhibit 1.R.VI)
 - » Studies regarding effectiveness of programs and their graduates
 - Salary and placement data (2007) (see Exhibit 1.R.VII)
 - » Studies that indicate the degree of success in placing graduates
 - Salary and placement data (2007) (see Exhibit 1.R.VII)
 - » Pre- and post-test comparisons of student knowledge, skills, and abilities
 - Available from Departments
 - » Survey of satisfaction – students, alumni, and employees
 - Internship surveys (2001-2008) (see Exhibit 1.R.VIII)
 - Student satisfaction survey (2007) (see Exhibit 1.R.IX)
 - Faculty Senate satisfaction survey (Spring 2007) (see Exhibit 1.R.X)

REQUIRED EXHIBITS

1. Institutional short term, strategic, or long term plans, including system master plans
 - » The Restructuring of the Montana University System (Phase One) (see Exhibit 1.A.I)
 - » Second phase of restructuring (see Exhibit 1.A.II)
 - » Montana Tech strategic plan (see Exhibit 1.A.III)
 - » Montana University System strategic plan, including mission, vision, goals, and objectives (October 2001) (see Exhibit 1.A.IV)
 - » Montana University System strategic plan (adopted July 2006 and revised October 2008) (see Exhibit 1.A.V)
 - » Montana Tech Vision 2025 (see Exhibit 1.A.VI)
 - » Task force for reinventing and reforming the Montana University System (August 2009) (see Exhibit 1.R.XI)