YEAR ONE REPORT

Northwest Commission on Colleges and Universities

submitted by

Montana Tech

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<u>Introduction</u>

Montana Tech was originally chartered as the Montana State School of Mines by the third Montana Legislature on February 17, 1893. Although name changes have occurred over the years, our Butte campus remains an important part of the Montana University System (MUS) and is governed by the Montana Board of Regents of Higher Education that has constitutional authority to operate public higher education in Montana. Montana Tech has a Chancellor who serves as its full-time executive officer. Tech's Chancellor reports to the President of The University of Montana (UM) and through the President to the Commissioner of Higher Education and the Board of Regents. Montana Tech is fully authorized to award certificates, associates, bachelor's, and master's degrees.

Strategic planning, including review and modification of our mission and vision, is a significant part of our management practices. Assessment is taken seriously, and we respond to trends we see from assessment. Montana Tech strongly believes that students are first. Student education, interest, and wellbeing are the primary purposes of the institution, and our financial resources are dedicated to these purposes.

Most of our programs require two or more years for completion and lead to degrees. Tech's degree programs require an appropriate and substantial coherent component of general education. Our general education courses, as well as other courses, do not have any limits on freedom of inquiry or expression; faculty are encouraged to require students to do independent work, analyze what they learn, and to deal with both abstract and concrete concepts. We clearly define and publish program requirements. Our programs require an appropriate foundation, and we admit students based on appropriate, published criteria.

Montana Tech has an outstanding faculty. We have full-time core faculty for every degree program. The environment at Montana Tech is one that encourages faculty-student interaction.

In this report, Montana Tech will identify its mission, core themes, objectives, and its achievement indicators. Moreover, the report will also indicate the process that will be used to assess mission compliance.

Institutional Context

Montana Tech's world-renowned reputation is based on the successes of over 100 years of graduates in the university's heritage programs in both the extractive engineering fields and in the associated science fields. While the campus continues to receive recognition for its heritage programs, the growth of programs in areas such as Safety/Industrial Hygiene, Business, Energy, and Healthcare characterizes Montana Tech as a truly diversified campus. Montana Tech offers degrees at the certificate, associate, bachelor, and master degree levels. In addition, Doctoral-level education and research occurs on the Tech campus through collaborative programs with the University of Montana-Missoula.

Montana Tech is a regional leader in Science, Technology, Engineering, and Mathematics (STEM) education. The campus plays an integral role in education, research, and economic development within the state and region. Tech is strategically positioned within the Montana University System to assist the Montana Board of Regents in addressing their three strategic goals: 1. Increase educational attainment for Montana residents; 2. Assist in the expansion and improvement of the economy; and 3. Improve institutional efficiency and effectiveness. The campus is also home to the Montana Bureau of Mines and Geology (MBMG) whose governmental mandate is to collect and publish information on Montana's geology in order to promote orderly and responsible development of Montana's energy, ground-water, and mineral resources.

Montana Tech is one of the few institutions in the United States that maintains the full range of minerals and energy engineering degree programs that are accredited by the Accreditation Board for Engineering and Technology (ABET). All of Montana Tech's engineering programs are ABET accredited. Moreover, many of Tech's engineering programs are not only unique to the region but may also be one of only a few left in the country.

In addition, Montana Tech also offers non-engineering degree and certificate programs that are not offered by other units of the MUS. These include, but are not limited to the Healthcare Informatics, Professional and Technical Communications degree programs, and the Pre-Apprentice Lineman certificate program. A number of Montana Tech's non-engineering programs have specialized accreditation/certification from entities such as the American Chemical Society (ACS) and The National League for Nursing Accreditation Committee (NLNAC), among others.

Preface

Update on Institutional Changes Since Last Report

Montana Tech, in conjunction with the Board of Regents of the Montana University System, is currently engaged in a search to identify and appoint a highly qualified individual to serve as the next Chancellor of Montana Tech of The University of Montana, starting June 30, 2011. This search was initiated following the retirement announcement of W. Franklin Gilmore, who has led the institution successfully for the past 13 years.

Montana Tech has developed a new degree option for students, a B.S. in Statistics. Prior to this new degree, students would obtain a B.S. in Mathematics with an option in Statistics.

Response to Topics Requested by the Commission

In April, 2010, a NWCCU Evaluation Committee visited the Montana Tech campus for a comprehensive evaluation. The committee provided the campus with four commendations and three recommendations. The committee recommendations, and what the campus is doing to address the recommendations, are as follows:

Recommendation #1: In light of the institution's acknowledgment of the shortage of on-campus housing for first-time freshmen, and given the freshman live-on policy, the committee recommends that the institution address the deficiency of on-campus housing available for first-time freshmen. (Standard 3.D.13).
Response: Montana Tech has addressed this recommendation by prioritizing our campus housing units for freshmen and moving our upper classmen to an apartment housing unit located near the campus. The beds available in the existing on-campus dormitories are sufficient to satisfy the current number of freshmen required to live on campus by our policies. In addition, the campus administration is evaluating the construction of a new, on-campus dormitory, which will be made available to upper classmen and transfer students as well as any freshmen needing housing. A construction decision on this new dormitory will be made in the near future.

Recommendation #2: The committee recommends that Montana Tech continue in its assessment progress by establishing and following an integrated, institution-wide assessment plan that includes documentation of activities, and establishes consistency in its presentation of learning outcomes to its constituency. (Policy 2.2).
Response: Shortly after the evaluation team left the Montana Tech campus, our NWCCU Steering Committee began its work on the year one report which addresses the revised accreditation standards. The Steering Committee has developed an Assessment Committee,

comprised of faculty, staff, and administrators, that is charged with reviewing the campus's current assessment plan and incorporating any needed revisions. The revisions will assist the various campus entities in their assessment activities and will enable the campus to follow an integrated, institution-wide assessment plan. In addition, the campus has allocated funds to hire an Assessment Director in the School of Mines and Engineering as well as in the College of Letters, Sciences, and Professional Studies. Two faculty members have agreed to serve as Assessment Directors in their respective school/college and will be integral members of the Assessment Committee.

Recommendation #3: The committee recommends that the institution review its practices for the evaluation of part-time faculty relative to the policy and procedures outlined in the Faculty Staff Handbook Section 206.4 to ensure consistent implementation across the institution (STD 4.A.5 and 4.A10, Policy 4.1).

Response: The language in Section 206.4 of the Faculty Staff Handbook is also present in the Collective Bargaining Agreement(CBA) between the Montana Tech Faculty Association (MTFA) and the Montana Board of Regents of Higher Education. The campus is currently in the process of reviewing the evaluation language contained in the handbook and CBA to determine the best course of action to take when evaluating part-time faculty. Any changes to current CBA language must be negotiated with the MTFA. Negotiations between the MTFA and Montana Tech Administration begin on February 25th and the evaluation of part-time faculty is on the list of items to be negotiated.

SECTION 1

Montana Tech's Mission

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

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.

Montana Tech's strategic goals, as given in the most recent strategic plan, are the following:

1. Montana Tech strives to sustain and enhance the quality of all academic programs.

2. Montana Tech strives to advance Tech's reputation for quality and value.

3. Montana Tech strives to enhance research and scholarly activities.

4. Montana Tech Tech strives to enhance relationships with business & industry.

5. Montana Tech strives to enhance educational access and opportunities.

6. Montana Tech strives to increase the enrollment to 2688 (FTE) by 2012.

In 2004-2005, Montana Tech's mission was rewritten. The rewritten mission statements were developed in a collaborative process that involved 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 is heavily influenced by the mission articulated by the Board of Regents for the Montana University System. On October 19, 2001, the Board of Regents adopted the following mission statement:

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.

Montana Tech is currently in the process of revising its mission statement. This process is similar to what was done in 2004-2005. That is, it is a collaborative effort that involves administrators, both the faculty and staff senates, and the general Montana Tech community. Although not yet official, the proposed revised mission is the following:

Montana Tech serves our students and society through the integration of strong undergraduate and graduate education, research, and service.

Through a shared process involving input from Tech's NWCCU steering committee, faculty, and staff, Montana Tech has identified the following four core themes and the various internal objectives as fundamental aspects of the mission:

1. **Education & Knowledge:** The following five objectives have been identified within this core theme:

   - Create and sustain strong graduate, baccalaureate, associate, and certificate programs.
   - Facilitate student learning through diverse delivery and educational experiences.
   - Prepare students for successful careers.
   - Provide students a gateway for transfer education.
   - Provide students with a general education.

2. **Student Achievement:** The following 3 objectives have been identified within this core theme:

   - Students make acceptable progress towards their Montana Tech degree.
   - Students are prepared for employment, graduate school, or for professional school after graduating from Montana Tech.
   - Students have the opportunity to obtain academic distinction while attending Montana Tech.

3. **Engaged Faculty:** The following three objectives have been identified within this core theme:

   - Faculty engage in the pursuit of successful teaching.
   - Faculty engage in research, scholarly activity, and/or professional development.
   - Faculty engage in service to their profession, the campus, and/or community.

4. **The Montana Tech Community:** The following four objectives have been identified within this core theme:

   - Promote a diverse and inclusive environment.

- Provide instructional, research, and living environments that enhance the educational experience.

- Provide events and programs that serve the Montana Tech community.

- Engage Montana Tech alumni and friends.

Mission Fulfillment

All objectives will be rated by an objective rating group (ORG) consisting of members from the NWCCU Steering committee, Tech's assessment committee, and other campus representatives who have relevant knowledge of the objective. This rating process will involve the ORG determining, based on the respective indicators of achievement, the scale score of the statement: "The objective has been achieved," where possible scores are given by:

(1) disagree,

(2) agree,

(3) strongly agree.

Any objective scoring a (1) will be addressed through an action plan which is to be developed by the objective rating group. Montana Tech defines mission fulfillment at an acceptable threshold when all objectives are rated as either (2) or as (3).

SECTION 2

Core Themes

The four core themes identified by Montana Tech, along with the objectives that are imbedded within them, collectively define and encompass the mission of Montana Tech. All the core themes must necessarily be met in order for Tech to successfully realize its mission. That is, in order for Montana Tech to meet the changing needs of society by supplying knowledge and education through a strong undergraduate curriculum which is augmented by research, graduate education, and by service, the following core themes must be manifested:

1. Education & Knowledge

2. Student Achievement

3. Engaged Faculty

4. The Montana Tech Community

The remainder of section 2 analyzes each specific core theme by identifying respective objectives and indicators of achievement. The indicators of achievement will be used to evaluate whether the objective has been realized and will ultimately indicate whether the core themes and mission are being fulfilled.

Core Theme 1: Education & Knowledge

A student at Montana Tech engages in more than just the study of a discipline. At Tech, education grows into knowledge through the exploration of science, technology, and values that inform our lives and communities. Montana Tech provides students with opportunities to engage in both research and technology development, thereby enhancing the basic conditions required for knowledge to be integrated later into meaningful applications.

Five Objectives and Indicators of Achievement

Objective 1: Create and sustain strong graduate, baccalaureate, associate, and certificate programs.

- Indicators of Achievement
  - a: Number of programs added or discontinued over the last three years.
  - b: Number of graduate, baccalaureate, associate, and certificate programs including enrollment and number of graduates per program per year.
  - c: Using annual program assessment reports to obtain strengths and weaknesses within programs. These strengths and weaknesses should be identified on the basis of evidence supplied by (where appropriate):
    - Industrial Advisory Board (IAB) reports
    - Curriculum reviews
    - Student Satisfaction Inventory (SSI) survey results
    - An assessment of faculty strengths and weaknesses
    - An assessment of student learning
  - d: Within each assessment report, programs will identify ways to maintain current strengths and to address weaknesses.
  - e: For each program assessment report, the results of program-specific pre and post exams will be used, when appropriate.

Rationale
Indicators (a) and (b) provide evidence of Montana Tech's effectiveness in creating and sustaining successful programs, and eliminating outmoded or unsuccessful programs. Indicators (c), (d), and (e) measure the strengths and weaknesses of existing programs; moreover, these measures are all based on evidence provided through annual assessment reports. These assessment reports will be developed, in conjunction with respective departments, by a newly formed Montana Tech assessment committee. Note that each report will require the respective department to indicate strengths, weaknesses, and a measure of student learning obtained through the results of program-specific pre and post exams.

Objective 2: Facilitate student learning through diverse delivery and educational experiences.

- Indicators of Achievement

a: For each annual program assessment report, the response to the question: What educational opportunities (and participation rate) are available to students in your program?

Examples: Number of Undergraduate Research Program (URP) participants, capstone course description and enrollment, seminar activities, conference attendance, guest lecture opportunities, and field trips.

b: For each annual program assessment report, the distance education assessment will include (when appropriate):

– Number of degrees offered through distance education

– Number of courses offered through distance education, per year and per type (e.g., synchronous, asynchronous, or blended)

– Enrollment in distance education courses, per year and per type

c: Assessment of programs designed to help students be successful in college, based on an annual assessment report developed by the assessment committee to include:

– An annual assessment of the College Success course

– An annual assessment of the Foundations of Engineering and Science Program (FESP). This will include the number of students enrolled in FESP per year, the number who continue on in a 4-year Engineering or Science program, and tracking their success after they complete FESP and begin a 4-year program.

– An annual assessment of the Baccalaureate Prep Program (BPP). This will include the number of students enrolled in BPP per year, the number who continue on in a 4-year program, and tracking their success after they complete BPP and begin a 4-year program.

Rationale

Indicator (a) determines how each department optimizes educational experiences within its program. Indicator (b) provides evidence of diverse delivery through the assessment of program specific distance education. Indicator (c) assesses programs designed specifically to facilitate student learning. The college success course, as described in the 2010-2011 Montana Tech Course Catalog, "is designed to teach students how to have a successful college experience both academically and personally." That is, the course is designed to facilitate student learning. The FESP program is "designed for those students who want to become Engineers and Scientists; however, they are at an algebra level with their math skills" (2010-2011 Catalog). The BPP is designed for those students who are not yet eligible for a four year program at Montana Tech. As described in the 2010-2011 catalog: "Students who do not meet the established requirements for entry into a four-year degree program may choose to enter the College of Technology's Baccalaureate Prep Program (BPP). This program allows students an alternative pathway for entry into a four-year degree program." Upon successful completion of BPP, students are permitted entry into a four-year degree program.

Objective 3: Prepare students for successful careers.

- Indicators of Achievement

a: For each annual program assessment report, the response to the question: In what ways does your program prepare graduates for a successful career? Examples: Internships, professional exam preparation, specialized training or software (e.g., learning the statistical package SAS), IAB feedback.

b: Appropriate Alumni Survey results.

Rationale

Indicator (a) provides details on how student education is preparing students for a career. Indicator (b) measures the usefulness of the details given in (a), where the measure is based on the post-graduate experiences of alumni in the workforce.

Objective 4: Provide students a gateway for Transfer Education.

- Indicators of Achievement

   a: Number of students per year, per major, who transfer to another institution the following year, for each receiving institution.

   b: Average number of Tech credits per student, per major, obtained prior to transfer, for each receiving institution.

Rationale

Indicators (a) and (b) provide specific, quantitative measurements that are reasonable to use in determining the validity of the claim that Tech courses are often used for transfer education.

Objective 5: Provide students with a General Education.

- Indicators of Achievement

   a: For each annual program assessment report, the results of the assessment of the designated writing course, where applicable.

   b: The Educational Testing Service Proficiency Profile.

Rationale

A general education requirement for baccalaureate degree-seeking students is to successfully complete one designated writing course. Indicator (a) will assess the effectiveness of the course. Indicator (b) is the assessment tool used by Montana Tech to determine the level at which baccalaureate, degree-seeking students are meeting the expected outcomes of the general education curriculum.

Core Theme 2: Student Achievement

Montana Tech is committed to helping students realize their academic potential. Inclusive within this commitment is the continual evaluation of graduation and retention rates. This type of evaluation is critical because a central component for determining the strength of any Montana Tech academic program is a valid evaluation of student retention. There are, of course, many factors that influence student retention, and thus, student achievement at Montana Tech. To quantify student achievement, two significant measures may be employed: 1) the persistence demonstrated by students when pursuing their goals; and 2) any motivational tools that may enhance this persistence.

Three Objectives and Indicators of Achievement

Objective 1: Students make acceptable progress towards their Montana Tech degree.

- Indicators of Achievement
  - a: The graduation rates for both the North and South campus. These rates are based on cohorts consisting of students who are first-time, degree/certificate seeking, full-time freshmen when they enrolled for some specified fall semester at Montana Tech. For example, the North campus fall 2008 cohort consists of all first-time, degree seeking, full-time freshmen fall 2008 semester.
  - b: The graduation rates for subcohorts at both the North and South campus. The subcohorts are defined as all first-time, full-time freshmen within a declared major or certificate program, when they enrolled for some specified fall semester at Montana Tech. For example, a North campus fall 2008 math subcohort would consist of all first-time, full-time freshmen fall 2008 who declared a B.S. in math as the degree they are seeking.
  - c: Transfer-in graduation rate. This rate will be based on student cohorts consisting of Montana Tech students who previously attended another college or university, including South campus students who enroll in a North campus program following a break in enrollment. The Montana Tech degree earned at graduation will also be reported.
  - d: Freshmen, Sophomore, and Junior retention rate for Montana Tech students. For example, the North Campus freshmen retention rate is calculated as the percentage of first-time, degree-seeking, full-time freshmen from the previous fall who are again enrolled, full-time, the current fall semester.
  - e: Average attempted credits, average earned credits, and average difference (attempted - earned) per semester for subcohorts consisting of full-time students (as determined by attempted credits) with the same declared degree and at the same class level. For example, the spring 2010 North Campus freshmen math cohort consists of all full-time freshmen spring 2010 semester (i.e., those who attempted at least 12 credits that semester) and who declared

a B.S in math as the degree they are seeking. This indicator represents a measure of student persistence within a given department.

Rationale

Indicators (a) through (e) are all quantitative measures of progress towards a degree. For the graduation rate indicators found in (a), (b), and (c), progress is measured by calculating the rate at which students obtain degrees. Indicators (d) and (e) measure progress by determining the persistence level demonstrated by students moving from semester to semester, or through successive school years.

Objective 2: Students are prepared for employment, a four-year degree program, graduate school, or professional school after graduating from Montana Tech.

- Indicators of Achievement
  - a: Employment rate per major. This indicator will include both degree related employment and the total employment.
  - b: Results of Employer Surveys.
  - c: Enrollment rate for a four-year program (for those students graduating with a two-year degree), graduate or professional school, calculated per major.

Rationale

Indicators (a) and (c) measure student preparation by determining employment and four-year, graduate or professional school acceptance rates for Tech students. (See objective 3 under core theme 1: Education & Knowledge, for indicators of how programs prepare students for careers, as well as measuring their success within careers.) Indicator (b) seeks information from employers on how well prepared Tech graduates are for their subsequent employment responsibilities.

Objective 3: Students have the opportunity to obtain academic distinction while attending Montana Tech.

- Indicators of Achievement
  - a: For each annual program assessment report, the response to the question: What academic distinction opportunities are available to your students and what distinctions have been achieved over the last year?
    Examples: Scholarships, distinctions based on GPA (e.g., Deans List), and team competitions (e.g., Computer Science students placing well in a national programming competition).

Rationale

The indicator provides direct, quantitative measurements of opportunities for academic distinction. For example, for all students within a program, the number of scholarships available and the number awarded will be calculated.

Core Theme 3: Engaged Faculty

Essential to supplying knowledge and education through a strong curriculum augmented by research and service, are faculty that excel in teaching, research, scholarship, and both discipline specific and civic service. Montana Tech promotes and retains faculty who are not only excellent classroom instructors but who are also active scholars. Montana Tech is aware that its faculty are critical in helping students learn ways of thinking that will be useful to them as active citizens.

Three Objectives and Indicators of Achievement

Objective 1: Faculty engage in the pursuit of successful teaching.

- Indicator of Achievement
  - a: For each annual program assessment report, a summary, per faculty member, of teaching. This indicator will include courses taught, with the enrollment and credits hours for each course. In addition, a summary of the quality of faculty teaching, based on benchmarks/definitions provided in department standards.

Objective 2: Faculty engage in research, scholarly activity, and/or in professional development.

- Indicator of Achievement
  - a: For each annual program assessment report, a summary of research, scholarly activity, and professional development, per faculty member. In addition, a summary of the quality of faculty research, scholarly activity, and professional development, based on benchmarks/definitions provided in department standards.

Objective 3: Faculty engage in service to their profession, the campus, and/or to the community.

- Indicator of Achievement
  - a: For each annual program assessment report, a summary of service, per faculty member. In addition, a summary of the quality of faculty service, based on benchmarks/definitions provided in department standards.

Rationale

For all three objectives, the respective indicator consists of summary statistics and a measure of the quality of engagement. This quality measure is based on each department's definition of quality, as found in respective department standards for promotion and tenure.

Core Theme 4: The Montana Tech Community

The Montana Tech community is broadly defined as Tech students, faculty, staff, alumni and friends of Montana Tech. Also included here is the society we serve. To meet the changing needs of society, Montana Tech must maintain a diverse and inclusive campus with the appropriate infrastructure; in addition, it must provide safe, healthy, living environments. Montana Tech is very fortunate to receive strong and enduring support from its alumni, local government, from local businesses, and from national and international business and industry. Alumni and friends give Montana Tech a voice throughout the world, and Tech actively fosters these mutually beneficial relationships.

Four Objectives and Indicators of Achievement

Objective 1: Promote a diverse and inclusive campus environment.

- Indicators of Achievement
    - a: The following distributions are determined annually:
        - Gender distribution within students, faculty, and staff. Also identified per major for students and per department for faculty.
        - Minority distribution within students, faculty, and staff. Also identified per major for students and per department for faculty.
        - In-state and out-of-state distribution for students.
        - U.S. and International distribution within students, faculty, and staff. Also identified per major for students and per department for faculty.
        - Number of peer groups/clubs that are specific to minorities/gender.
        - The distribution, within major, of grants, scholarships, and waivers. This distribution will include Pell grants, fee waivers, and scholarships designed specifically for minority students.
        - The distribution of recruiting efforts. Included here will be geographic region and the minority status of students being actively recruited, when known.
    - b: Number of programs or events on campus, per year, that highlight diversity. Examples: Pow-wow, foreign food bazaar, activities that examine gender relationships, and guest speakers.

Rationale

Indicator (a) provides several descriptive measures of the various forms of diversity occurring on the Montana Tech campus. Indicator (b) examines the methods used by Montana Tech to achieve, for all the diverse groups measured in (a), an inclusive campus environment.

Objective 2: Provide instructional, research and living environments that enhance the educational experience.

- Indicators of Achievement
  - a: The distribution of the following instructional/research resources:
    - Academic buildings
    - Classrooms
    - Computer labs
    - Multi-media classrooms
    - Research laboratories
  - b: An annual assessment of residence halls, student health services, and dining services, based on an assessment report developed by the assessment committee.
  - c: An annual assessment of campus safety and disability accommodations, based on an assessment report developed by the assessment committee.

Rationale

Indicator (a) measures the instructional/research infrastructure necessary for a positive educational experience. Indicators (b) and (c) are measures of the quality of student living environments that are essential for a student's well-being. These three indicators will also assess student satisfaction with their overall educational experience.

Objective 3: Provide events and programs that serve the Montana Tech community.

- Indicators of Achievement
  - a: Assessment of Continuing Education courses, based on an assessment report developed by the assessment committee.
  - b: The distribution, per year, of events open to the public that include:
    - concerts
    - plays
    - lectures
    - specialty events (e.g., the annual holiday bazaar)
  - c: Based on an annual assessment report prepared by the assessment committee, an assessment of the impact that athletic programs have on the Tech community.

Rationale

Indicator (a), an assessment of continuing education, is clearly assessing a program that serves the entire Montana Tech community. Often, continuing education courses are offered through the Office of Technical Outreach. Thus, this office will play a significant role in determining the final form of the assessment used for continuing education. Indicator (b) is a straightforward, descriptive measure of events that are open to the general public. Indicator (c), an assessment of Tech's athletic programs, is obviously an assessment of events that serve the Montana Tech community. Thus, Tech's Athletic Director will be part of the committee that determines the measures used in assessing athletic programs.

Objective 4: Engage Montana Tech alumni and friends.

- Indicators of Achievement
    - a: Based on an annual assessment report prepared by the assessment committee, an assessment of the effectiveness of the Alumni Association.
    - b: Based on an annual assessment report prepared by the assessment committee, an assessment of the effectiveness of the Montana Tech Foundation.
    - c: Based on an annual assessment report prepared by the assessment committee, an assessment of the support Montana Tech provides for regional economic development. Included here will be the support provided to professionals within the community.

Rationale

Indicators (a) and (b) are assessments of two groups charged with keeping Montana Tech alumni and friends engaged. The Vice Chancellor for Development & Student Services who also serves as President of the Montana Tech Foundation will be a leader in determining the appropriate form of the assessment report. Indicator (c) is an important component in determining how Montana Tech serves alumni and friends. The method used to assess the support provided for both economic development and community professionals will be determined with input from campus departments and will include the Montana Bureau of Mines and Geology (MBMG). The importance of the Bureau in determining the nature of the assessment used in (c) is indicated by the following statement from the MBMG web site: "The Montana Bureau of Mines and Geology is the principal source of earth science information for the citizens of Montana. Since 1919, it has been mandated to conduct research and assist in the orderly development of the State's mineral and water resources."

SECTION 3

Year One Summary

Montana Tech has achieved and maintains a high level of quality within both its academic programs and its student services. Tech is also effective in maintaining a strong connection with alumni. Supporting these claims is evidence given by:

- The high placement rate for Montana Tech graduates.

- The high overall average scores on licensing and assessment exams.

- Faculty who are dedicated to quality advising and instruction.

- The quality and availability of research and internship opportunities for students.

- A student-service model focused on delivery of services based on student needs.

- Student scholarship opportunities.

- The growth in research and scholarly activity by instructional faculty.

- Private nonprofit organizations affiliated with the institution, which include the Montana Tech Foundation, the Digger Athletic Association, and the Montana Tech Alumni Association. Both the Foundation and the two Associations operate exclusively to encourage, promote, and support programs, research, scholarly pursuits, and athletics at or in connection with Montana Tech.

The process used to formulate Tech's Year One Report included both a meaningful review of our mission and the subsequent analysis of our mission. The overall result is the identification of four core themes, 15 objectives, and 37 indicators of achievement. This type of inclusive analysis has provided a window through which Tech administration, faculty, staff, and students can now view how we were able to achieve the level of success described above, and what steps we now need to undertake to maintain and enhance this level of success. That is, our mission serves as our foundation, and through continual assessment of mission components, we will find ways not only to improve where we are lacking but also to identify the various methodologies needed to continue doing what we do well. In effect, as we look to the future, Montana Tech will make even better that which is already very good.