Standard 3 - Students

Standard 3.A - Purpose and Organization

Student programs and services support the achievement of the institution's mission and goals by contributing to the educational development of its students. Student programs and services are consistent with the educational philosophy of the institution. The institution provides essential support services for students, regardless of where or how enrolled and by whatever means educational programs are offered.

3.A.1 The organization of student services is effective in providing adequate services consistent with the mission and goals of the institution.

Montana Tech's Student Services Organization provides academic and support services as part of Montana Tech's mission to meet the changing needs of society. Tech's mission focuses on supplying knowledge and education through a strong undergraduate curriculum, which is augmented by research, graduate education, and by service. Under the primary leadership of the Vice Chancellor of Development and Student Services - in collaboration with both Academic Affairs and with Administration & Finance - a coordinated student centered approach is in place to provide services. Figure 3.A.1 shows the structure of Montana Tech's Student Services Organization as it assists students at both the North and the South Campuses.
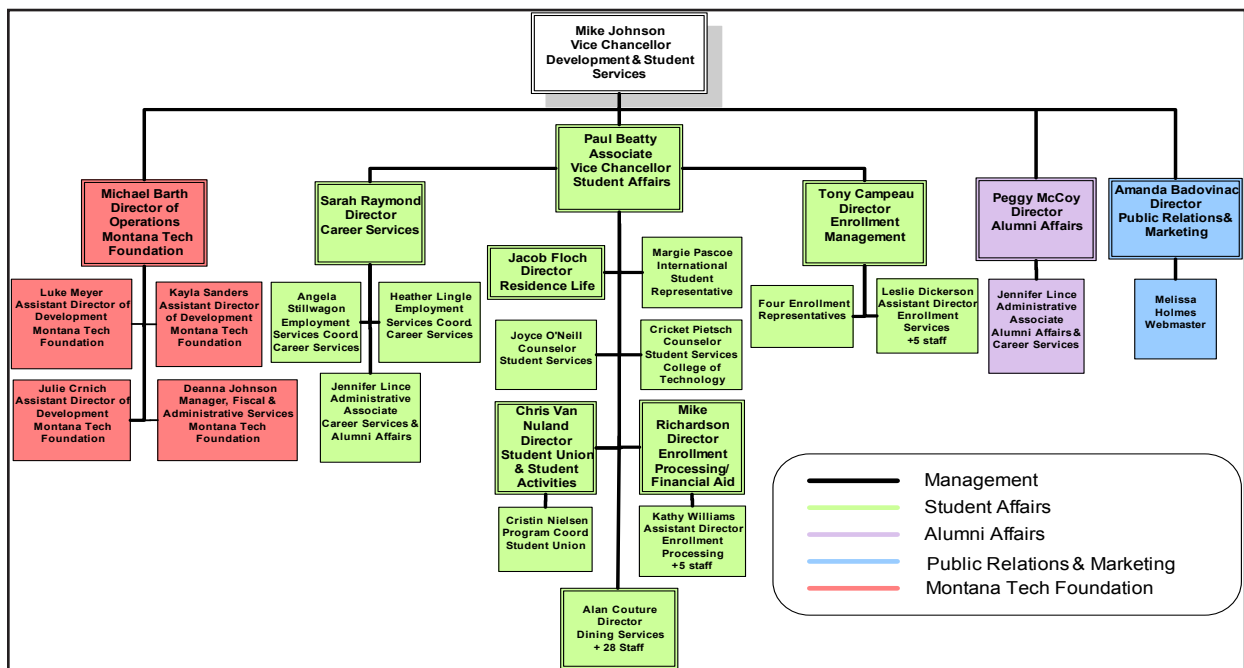

Figure 3.A.1: Student Services Organizational Chart

Student Services was reorganized to provide more focused and consistent services to Tech students. The structure found above was put into place February of 2008. Significant changes that occurred during this reorganization are as follows:

» The position of Associate Vice Chancellor for Student Services was created to manage the entire student services organization. The position was filled with a senior employee from Montana Tech, who formerly served solely as the Dean of Students.

» The Office of Enrollment Services was created to handle all of student traffic relative to admissions, registrar functions, and financial aid. In essence, this one-stop-shop will serve the face-to-face needs of our students for nearly all of their requests.

» The Office of Enrollment Processing was created to handle the back-office functions of enrollment management. This office is responsible for financial aid and student employment processing, catalog and schedule preparation, prospective student mailings, student academic progress reporting, and many other non face-to-face interactions with students. (See Exhibit 3.A.I: *Enrollment Services/Processing Organizational Chart*.)

The student services organization includes:

Recruiting

Four fulltime recruiting representatives promote the college to potential undergraduate, graduate, and transfer students:
http://www.mtech.edu/onestop/admission/counselors/WhichCampus.asp

Counseling

Two fulltime licensed therapists provide mental health, personal counseling, and coordinate disability services:
http://www.mtech.edu/student_life/counseling/

International Students

The international student advisor works with foreign students to maintain proper immigration status and provides support throughout their academic experience at Montana Tech: *http://www.mtech.edu/student_life/international/*

Student Union/Activities

The Student Union, the hub for campus information and activities, is staffed by the Director of the Student Union/Activities, a Campus Scheduling Officer, and support personnel: *www.mtech.edu/sub*

Residence Life

The Director of Residence Life and support staff assist students in all facets of residential living: *http://www.mtech.edu/residence_life/*

Career Services

The Career Services Director and staff assist students and alumni with career exploration and preparation, as well as assist employers with connecting to students and the campus: *http://www.mtech.edu/career/*

Public Relations & Webmaster

The Public Relations Director is responsible for publications, press releases, multimedia, website, and advertising policies. The Webmaster is under the umbrella of public relations: *http://www.mtech.edu/pr/*

Alumni Affairs

The Director of Alumni Affairs and support staff maintain the bridge between alumni and the college: *http://go.mtech.edu/Page.aspx?pid=395*

Student Health Services

The Health Center is staffed by a physician two hours a day and a nurse four hours a day, Monday through Friday: *http://www.mtech.edu/student_life/healthcenter.htm*

Dining Services

The Director of Dining Services, management, and support staff are dedicated to providing a variety of nutritious, well-balanced meals at reasonable prices: (*http://www.mtech.edu/dining_services/*)

3.A.2   Student services and programs are staffed by qualified individuals whose academic preparation and/or experience are appropriate to their assignments. Assignments are clearly defined and published. The performance of personnel is regularly evaluated.

The student services staff is made up of highly qualified and talented professionals who provide a variety of services. (See Table 3.A.I: Staff Profile and Exhibit 3.A.II: *Student Services Résumés*.) Position descriptions are clearly defined and follow University Human Resource policies and procedures. Evaluations of personnel occur annually.

Table 3.A.I Student Services staff profiles demonstrate the academic and/or work experience that prepared the professional staff for their assignments.

TABLE 3.A.I: STUDENT SERVICES STAFF PROFILE

STUDENT AFFAIRS STAFF PROFILE				
	PROFESSIONAL	SUPPORT	STUDENT	OTHER
FEMALE	11	37	16	
MALE	8	10	29	
DEGREE				
PhD, EdD				
MD, JD, MSW	3			
MA, MS	6	4		
BA, BS	9	6		
AA, AAS, Certificate, etc.		4		
YEARS EXPERIENCE IN FIELD				
None		1		
Less than 5	2	7		
5 – 10	7	12		
11 – 15	5	14		
16 – 20	3	6		
More than 20	2	7		
FULL-TIME				
9/10 months				
12 months	19	33		
PART-TIME				
9/10 months		14		
12 months				

3.A.3 Appropriate policies and procedures for student development programs and services are established. The objectives of each operating component are compatible and support the goals of student services.

The Student Services Organization adheres to the policies and procedures of Montana Tech, The University of Montana, and to the Montana Board of Regents and Montana Code Annotated. Montana Tech's policies and procedures are further guided by NAIA athletic rules, the American Association of Collegiate Registrars and Admissions Officers, and by other professional organizations. These policies are published in the Academic Catalog and Student Handbook. (See Exhibits 3.A.III: *2009/2010 Montana Tech Catalog* and 3.B.I: *2009-2010 Student Handbook & Calendar*.)

Additional documentation can be found in the various job manuals which apply to each area of student services. Each individual uses a "balanced scorecard" to set annual/individualized goals and objectives which support the overall strategic plan of the institution. These individual scorecards are then used to evaluate employee performance and alignment with the overall strategic plan. (See Exhibit 3.A.IV: *Balance Scorecards/Sample Evaluations*.)

3.A.4 Human, physical, and financial resources for student services and programs are allocated on the basis of identified needs and are adequate to support the services and programs offered.

Allocation of resources to student services is adequate to maintain programs and services, but student enrollment has outgrown some campus facilities. A scarcity of resources is a fundamental economic principle that certainly applies to Montana Tech. Therefore, attracting and retaining highly-qualified staff is an on-going challenge for this institution. Despite these challenges, Montana Tech maintains an excellent staff and remains committed to providing excellent service to its students. The past four years, capacity of the two residence halls has been exceeded so that some students had to be housed in off-campus housing units. In addition, the HPER (gym) complex is stretched to meet the demands of both athletics and campus recreation. Montana Tech's auxiliary facilities (apartment housing, Prospector and Centennial Halls, the Student Union, Bookstore, health services, and parking) have a system in place (See Exhibit 3.A.V: *Auxiliary Projects & Planning*) to continually monitor and review major facility maintenance issues. State funding for departments within student services is roughly only 9.6% of the state allocation of the University as a whole.

Standard 3.B - General Responsibilities

The institution provides student services and programs based upon an assessment of student needs, provides adequate support for the services offered to achieve established goals, and adopts, publishes, and makes available policies that are accurate and current.

3.B.1   The institution systematically identifies the characteristics of its student population and students' learning and special needs. The institution makes provision for meeting those identified needs, emphasizing students' achievement of their educational goals.

Beginning with the recruiting cycle and continuing beyond graduation, Montana Tech gathers and analyzes information on individual student needs and on demographic trends. Every semester, Enrollment Services compiles and disseminates a 3rd Week Enrollment Summary & OCHE (Office of the Commissioner of Higher Education) Enrollment Reports. (See Table 3.B.I.) This document reports student characteristics such as: international students, male/female ratios, transfer students, special admit types (Jump Start & WUE), as well as overall headcount and FTE. This data is then used to drive institutional decision making and programming.

Notes for Table 3.B.I:

*Fall 2002-2004 COT enrollment numbers are skewed significantly downward due to COT nursing program becoming an undergraduate N. Campus degree (OVER 200 students to N. Campus Fall 2002)

**Total First Time Freshman category revised in 2006 to match OCHE Report A/Part B. Early Admit (Jump Start/Running Start) now added to the total First Time Freshman numbers.

***2009 In-State and Non-Resident status (including Wue, X and D) are defined by fee status. Non-Resident + Resident is total headcount. Prior to Fall 2009, In-state, Non-resident, and Foreign categories were defined by a mixture of geographic origin and fee status.

TABLE 3.B.I ENROLLMENT REPORT
Montana Tech - Enrollment Services Office
Enrollment Comparison Fall 2000-2009 End of 3rd Week

	FALL 2000	FALL 2001	FALL 2002*	FALL 2003*	FALL 2004*	FALL 2005	FALL 2006	FALL 2007	FALL 2008	FALL 2009	DIFF (NEG)
MONTANA TECH											
TOTAL FTE (CT+UG+GR)	*1889*	*1877*	*1929*	*2023*	*1965*	*1941*	*2076*	*2140*	*2170*	*2438*	268
EARLY ADMIT (JUMP START)	60	69	65	67	92	176	120	103	123	144	21
TRAD. FIRST-TIME FR	364	298	312	315	332	338	394	383	433	411	(22)
NON-TRAD. FIRST-TIME FR	64	64	73	80	67	60	69	62	68	80	12
**TOTAL FIRST-TIME FR	**488**	**431**	**450**	**462**	**491**	**574**	**583**	**548**	**624**	**635**	**11**
TOTAL HEADCOUNT	**2067**	**2086**	**2161**	**2232**	**2188**	**2234**	**2357**	**2347**	**2402**	**2694**	**292**
FULL-TIME	1712	1702	1764	1825	1798	1771	1885	1920	1952	2232	280
PART TIME	355	384	397	407	390	463	472	427	450	462	12
MALE STUDENTS	1134	1146	1210	1217	1204	1237	1326	1381	1444	1624	180
FEMALE STUDENTS	933	940	949	1015	984	997	1031	966	958	1070	112
UNKNOWN GENDER STUDENTS	0	0	2	0	0	0	0	0	0	0	0
FOREIGN STUDENTS	70	73	64	67	62	73	87	127	164	209	45
RESIDENT FEE STATUS***	1798	1814	1871	1958	1921	1937	1998	1963	1968	2217	249
NON-RES FEE STATUS INCL W/X/D***	269	272	290	248	267	291	301	384	417	477	60
WUE	126	141	117	123	121	127	134	133	107	126	19
EXCESS CAP. (NEW FALL 03)				15	20	37	42	58	70	63	(7)
DISTANCE (NEW FALL 03)				11	14	15	13	20			0
TRANSFER	94	123	149	153	138	148	173	181	159	233	74
NORTH CAMPUS											
EARLY ADMIT (JUMP START)	60	69	65	67	92	175	120	101	121	141	20
TRAD. FIRST-TIME FR	310	253	281	273	271	265	305	285	332	298	(34)
NON-TRAD. FIRST-TIME FR	22	21	45	47	28	19	28	19	26	29	3
**TOTAL FIRST-TIME FR	**392**	**343**	**391**	**387**	**391**	**459**	**453**	**405**	**479**	**468**	**(11)**
UG + GR HEADCOUNT	**1666**	**1660**	**1900**	**1936**	**1869**	**1813**	**1928**	**1900**	**1980**	**2187**	**207**
# MT COUNTIES (INCLUDES BSB)	53	53	54	55	52	50	50	52	50	51	1
# STATES (EXCLUDING MT)	33	31	34	37	36	36	32	33	36	34	(2)
# FOREIGN COUNTRIES	17	14	13	12	16	14	18	19	17	15	(2)
WUE STUDENTS	123	135	113	116	112	120	129	125	102	120	18
EXCESS CAPACITY (NEW FALL 03)				13	16	35	34	47	59	54	(5)
DISTANCE (NEW FALL 03)				11	14	15	13	20			0
ENGINEERING	776	764	777	768	737	756	823	898	976	1060	84
GRADUATE STUDENTS	89	81	96	90	99	93	85	104	109	134	25
SOUTH CAMPUS											
EARLY ADMIT (JUMP START)	0	0	0	0	0	1	0	2	2	3	1
TRAD. FIRST-TIME FR	54	45	31	42	61	73	89	98	101	113	12
NON-TRAD. FIRST-TIME FR	42	43	28	33	39	41	41	43	42	51	9
**TOTAL FIRST-TIME FR	**96**	**88**	**59**	**75**	**100**	**115**	**130**	**143**	**145**	**167**	**22**
TECHNICAL (CT) LEVEL HEADCOUN'T	**401**	**426**	**261**	**296**	**319**	**421**	**429**	**447**	**422**	**507**	**85**
# MT COUNTIES (INCLUDES BSB)	23	20	22	24	27	26	32	31	31	40	9
# STATES (EXCLUDING MT)	7	8	7	12	14	10	13	11	14	15	1
# FOREIGN COUNTRIES	1	2	0	0	0	0	1	2	0	1	1
WUE STUDENTS	3	6	4	7	9	7	5	8	5	6	1
EXCESS CAPACITY (NEW FALL 03)				2	4	2	8	11	11	9	(2)
DISTANCE (NEW FALL 03)				0	0	0	0	0			0

Both Montana Tech and the Montana Tech's College of Technology report Integrated Postsecondary Education Data System (IPEDS) surveys to the National Center of Education Statistics (NCES). Student characteristics identified by these surveys include, but are not limited to: enrollment and degrees conferred by gender, ethnicity, field, and level; first year retention; graduation rates; and financial aid awards. Student characteristics are also identified in data collected from the Free Application for Federal Student Aid (FAFSA). All students applying for federal financial aid are required to complete the FAFSA. Currently, financial aid processing is incorporated into the functions of the Enrollment Processing Office.

The Academic Standards and the Financial Aid committees hear appeals from students not making satisfactory academic progress. A student who has been placed on academic suspension or financial aid suspension may submit a written appeal, with appropriate documentation attached, either to the Academic Standards Committee or to the Financial Aid Committee. The committee reviews the mitigating or unusual circumstances listed in the appeal, how the student is making good progress toward earning his/her degree, any supporting documentation provided, and the student's entire academic record. The committee then either denies or grants the appeal. If the appeal is granted, the committee may impose conditions, such as limiting the number of credits or what classes the student can take.

In Fall 2008, the Advising & Retention Committee helped students achieve their educational goals through an enhanced mid-term evaluation process. After receiving feedback on the process, another reporting date was added. The new and current mid-term intervention program requires that faculty report early-term (20th day of class) as well as mid-term (40th day of class) grades for students that are either freshmen or College of Technology (COT) students. Additionally, any student taking a first-year math or chemistry class will have their grades for that class reported. After the early-term (20th day) reports are filed, notification is sent to any student who has below a C- in any class notifying them of their status and the resources available to help them improve their grades. After the mid-term (40th day) reporting, advisors and departmental staff are required to follow-up with advising appointments for any student who has below a C- in any class.

Students who can document special needs are assisted by the Student Life counselors who provide disability services. The Disability Services website is http://www.mtech.edu/student_life/disability/. Montana Tech is not barrier-free and special need accommodations are made to move classes to accessible rooms so persons with disabilities have access to facilities. The campus "Access Committee" consisting of students, faculty, and staff advises the Chancellor on matters related to access.

Special need accommodations also include working with the faculty on extended time for exams, note takers, on Video Remote Interpreting (VRI) for deaf students, and on large computer video monitors for low vision students. For example, in Spring 2006, Montana Tech was the first institution in the state to use VRI to provide live interpreter accommodations to two deaf students, one on each campus. Below is a specific example

of that special needs accommodation, a joint effort with the Information Technology Department, also referenced in the Information Technology section, Standard 5.B.2.IT.

Closing the Loop

Special Need Accommodations

Video Remote Interpreting (VRI) Services provided to Montana Tech's hearing-impaired students. Via an internet video link, a video interpreting service provider (SignOn) is accessed in Seattle. This eliminates the need for an in-person interpreter on site. A wireless microphone is attached to Montana Tech's instructor whose audio is received by the remote interpreter. Then the signed interpretation video is sent back to the hearing impaired student's notebook computer. Interaction with the instructor and student is through a webcam attached to the student's notebook computer. To communicate with the instructor, the student signs via video-communication to the remote interpreter. The interpreter then voices the translation back to the instructor and class.

Network Services worked to lighten the weight of the equipment by eliminating active devices and provisioning wireless connectivity through a privately secured band. This allows the hearing impaired students freedom to locate as desired in the classroom without having to plug into a wired network port.

Educational needs are identified during the recruiting and admissions process. ACT/SAT scores, high school GPA, Compass assessment (instrument used to assess placement of students in appropriate math and writing classes), and high school courses are all used to help students enroll in programs and courses that best fit their level of preparedness.

Once enrolled, the Enrollment Processing Office monitors satisfactory academic progress to determine if individual students are making timely progress on a degree. Student trends are monitored and then this data drives appropriate campus policy and follow-up procedures.

Closing the Loop

Over the past few years, faculty, academic committees, and student services offices narrowed down problems in academic performance in two major areas: math preparedness and student engagement in learning. Both areas were inextricably interrelated between academic affairs and student services. To address these issues and to ensure student success and satisfaction, Montana Tech implemented various major and minor systemic and programmatic changes. These changes are listed below.

Closing the Loop: Math Preparedness

Because Montana Tech raised admission standards on baccalaureate programs to include an ACT math score of 22 or equivalent, the issue of math preparedness became more significant. Therefore, Tech realigned math placement of students on the basis of previous student success and standardized scores; added a Pre-Calculus course to the suite of available math courses; and even developed a Baccalaureate-Prep certificate for the College of Technology, to help students who did not meet baccalaureate admissions standards prepare for undergraduate course work.

Closing the Loop: At-Risk Students

When an unusually high number of students began having problems in select areas, such as math, chemistry, psychology, and writing, Montana Tech developed a new at-risk/mid-term process. It formally tracks student performance on two separate occasions: first, early in the semester; and then later at mid-term. As part of the two-stage intervention process, any student showing early on, unsatisfactory performance (below C-), in even one class, is proactively contacted by faculty and/or advisors. During the second intervention, one-on-one conversations with troubled students help them identify causes of the unsatisfactory performance and provide available resources for an appropriate resolution.

Closing the Loop
(continued)

Engineering and Science Preparedness

It should be no surprise that the largest departments at Montana Tech are the engineering departments followed by the science departments. However, there was an academic gap between student preparedness and the demands of the freshman engineering and science curriculum. In response, Motnana Tech hired a new North Campus Learning Director charged with developing an engineering and science curriculum for students unprepared for calculus and/or college-level science courses. The Foundations of Engineering and Science Program will be offered Fall 2010.

Transferabiltity

Montana Tech also recognized that some Tech students would transfer elsewhere in the Montana University System (MUS). To ease transferability to other MUS institutions, Montana Tech participated in developing a new, system-wide course numbering system created for all campuses of the MUS. As described in the MUS Transfer Guide website (*http://msudw.msu.montana.edu:9030/ wfez/owa/musxfer.-CCN-MAIN*) all courses deemed to be equivalent must possess the same course prefix, number, and title; and such courses will directly transfer on a one-to-one basis with equivalent courses at the receiving institution. Please see Exhibit 2.A.II, Montana Tech's course and numbering matrix; which is the current course numbering matrix specific to Montana Tech.

Montana Tech also noted a need to expand its educational offerings for international students based on the needs of our international population. In Fall 2009, 209 international students from 14 countries were enrolled at Montana Tech to mark a 27% increase over the previous year and to represent the largest international student population in Tech's history. Figure 3.B.1: International Student Enrollment by Country of Origin depicts the growth of the international student population. Students from Canada (108) and Saudi Arabia (80) represent 89% of the international population.

Fall Enrollment of Foreign Students by Country of Origin (2004 to 2009)

Year	Canada	Saudi Arabia	Other
2004	28	13	21
2005	38	15	20
2006	46	14	27
2007	53	35	39
2008	71	64	29
2009	108	80	21
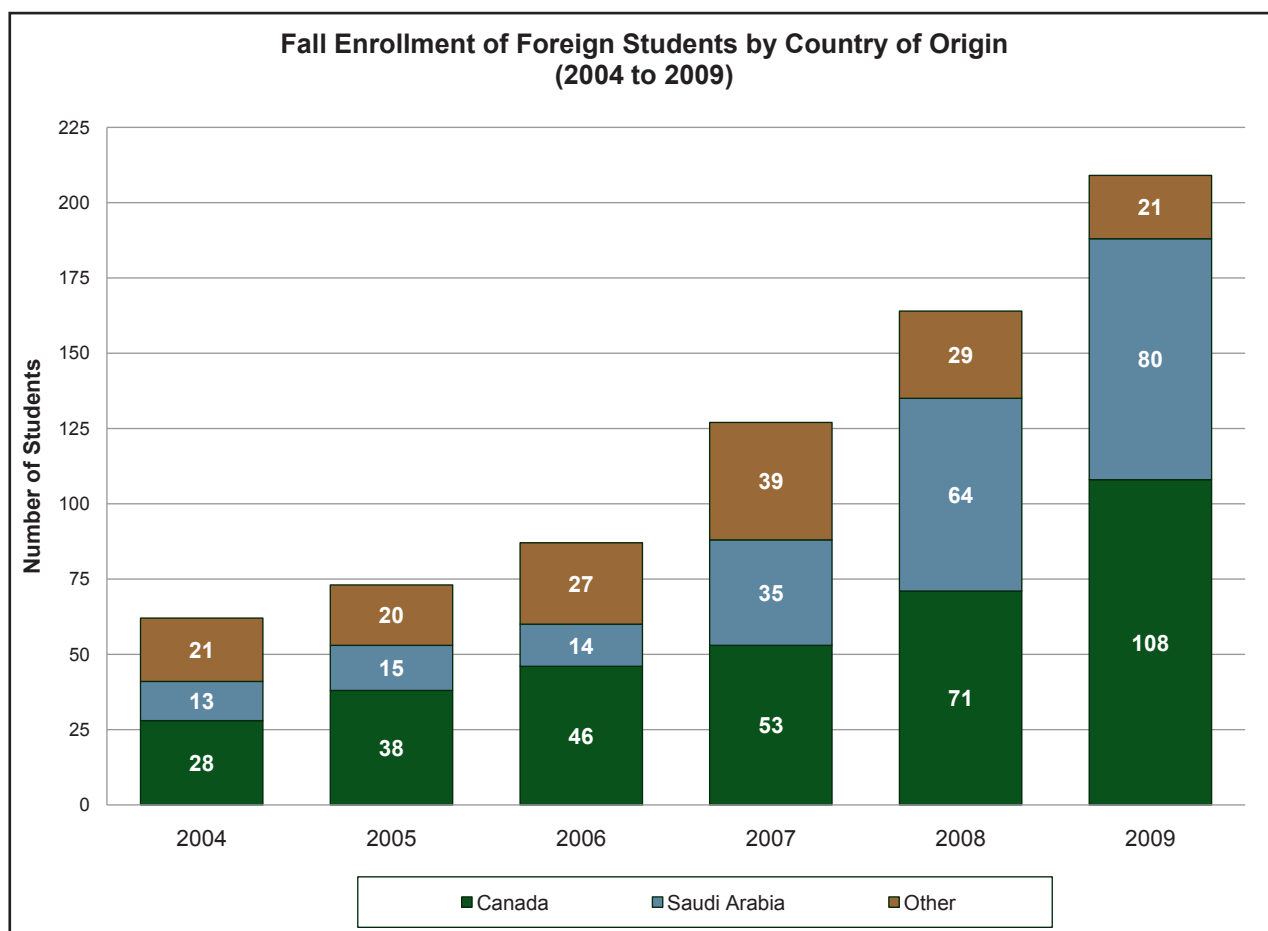
Figure 3.B.1: International Student Enrollment by Country of Origin

The growth of Canadian students is attributed to: long standing articulation agreements with Northern Alberta Institute of Technology (NAIT) and Southern Alberta Institute of Technology (SAIT); the strong value of the Canadian dollar; the Advantage Scholarship (allowing students from Alberta and majoring in specific programs to attend at a reduced rate); and changes in the Petroleum Industry (most international students are studying petroleum engineering).

Additionally, Montana Tech has made a concerted effort to: recruit Canadian students with increased visits to NAIT and SAIT; update articulation agreements; and

expand the recruit-a-friend program (in which current students are given incentives to return to their previous school to share their experience about Montana Tech).

The increase of Saudi students is attributed to Tech's relationship with the ARAMCO Services Company and the scholarship offered by the Royal Embassy of Saudi Arabia Cultural Mission. ARAMCO annually sponsors an average of 25 students; primarily in Petroleum Engineering but has expanded placement of students to Metallurgical Engineering, Geological Engineering, Geophysical Engineering and Occupational Safety and Health. The significant growth of Saudi students can also be attributed to the current Cultural Mission Scholarship recipients encouraging their friends and family to apply.

The International Student Office provides support and assistance for Tech's international students. In 2005, Montana Tech established a partnership with The University of Montana English Language Institute (ELI) to provide English for students admitted to Tech without language proficiency. These students first attend the Missoula-based program and then transfer to Tech after they complete English proficiency, which is required to be unconditionally admitted.

Closing the Loop

International Student Retention

Middle Eastern students, representing a significant demographic increase (See Figure 3.B.1), requested that English training be offered on campus for spouses. Without an on campus ELI Program, some students were exploring options of transferring to other colleges. As a result, Montana Tech worked with The University of Montana to provide English language training on campus. In Spring 2009, Montana Tech offered a pilot English Language Program for Level One English to international student spouses.

3.B.2   The institution provides opportunities for students to participate in institutional governance. Faculty are involved in the development of policies for student programs and services.

The student governing body, the Associated Students of Montana Tech (ASMT), annually elects a student body president, vice president, and treasurer. Ten elected senators comprise the full student government. The Senate includes one representative from the COT. ASMT meets bimonthly, usually at 7:00 A.M., to minimize meeting conflicts. The duties and responsibilities of the officers are clearly articulated in ASMT's

Constitution, revised May 2007. All registered students of Montana Tech enrolled for one (1) or more credits are members of the association. (See Exhibit 3.B.II: *ASMT Constitution*.)

A faculty member is chosen each year by the student leadership and serves as an advisor to ASMT. This faculty member provides a guiding hand to the group and serves as the conduit for faculty-to-student government activities. An advisor from Tech's administration also advises and serves as a conduit to the administration.

The purpose of ASMT is to advance the interest and welfare of Montana Tech students and to foster harmony among the interconnected parties within the University. ASMT strives to ensure a full social and academic life for all students within its organizations, publications, clubs, school functions, and activities. ASMT is charged with the fair and equitable distribution of student fees, organizing and planning activities on campus, with student publications, campus recreation, and with placing students on campus committees so that all decisions include student input.

3.B.3   Policies on students' rights and responsibilities, including those related to academic honesty and procedural rights, are clearly stated, well publicized, readily available, and implemented in a fair and consistent manner.

Policies on student's rights and responsibilities are published in the student handbook, in the college catalog, and in some course syllabi. The student handbook is published every year and is distributed at orientation. It includes a yearly planner so that students are more likely to keep the publication in-hand throughout the year. (See Exhibit 3.B.I: *Student Handbook*.)

A student judiciary board, appointed by ASMT, is used to hear referred student conduct issues. Any individual who feels his or her rights have been infringed upon by student conduct may process a referral to Montana Tech's Community Expectation Program. The student judicial board hears an average of three to five cases per year. Physical assaults, harassment, campus threats, drug/alcohol, and network security violations are some examples of prior hearings. (See Exhibit 3.B.III: *Community Expectations Program*.)

The Academic Standards Committee, chaired by the Vice Chancellor for Academic Affairs, hears a yearly average of 35 formal academic suspension appeals, some grade appeals, and some cases involving academic dishonesty.

3.B.4   The institution makes adequate provision for the safety and security of its students and their property. Information concerning student safety is published and widely distributed.

Students feel the campus is safe and secure, and Montana Tech is committed to providing a safe working and learning environment for students, faculty, and staff. Figure 3.B.2 depicts student responses on the Noel-Levitz Student Satisfaction Inventory (SSI) surveys. Students consistently report above national averages compared to four-year public institutions because they feel the campus is safe and secure.
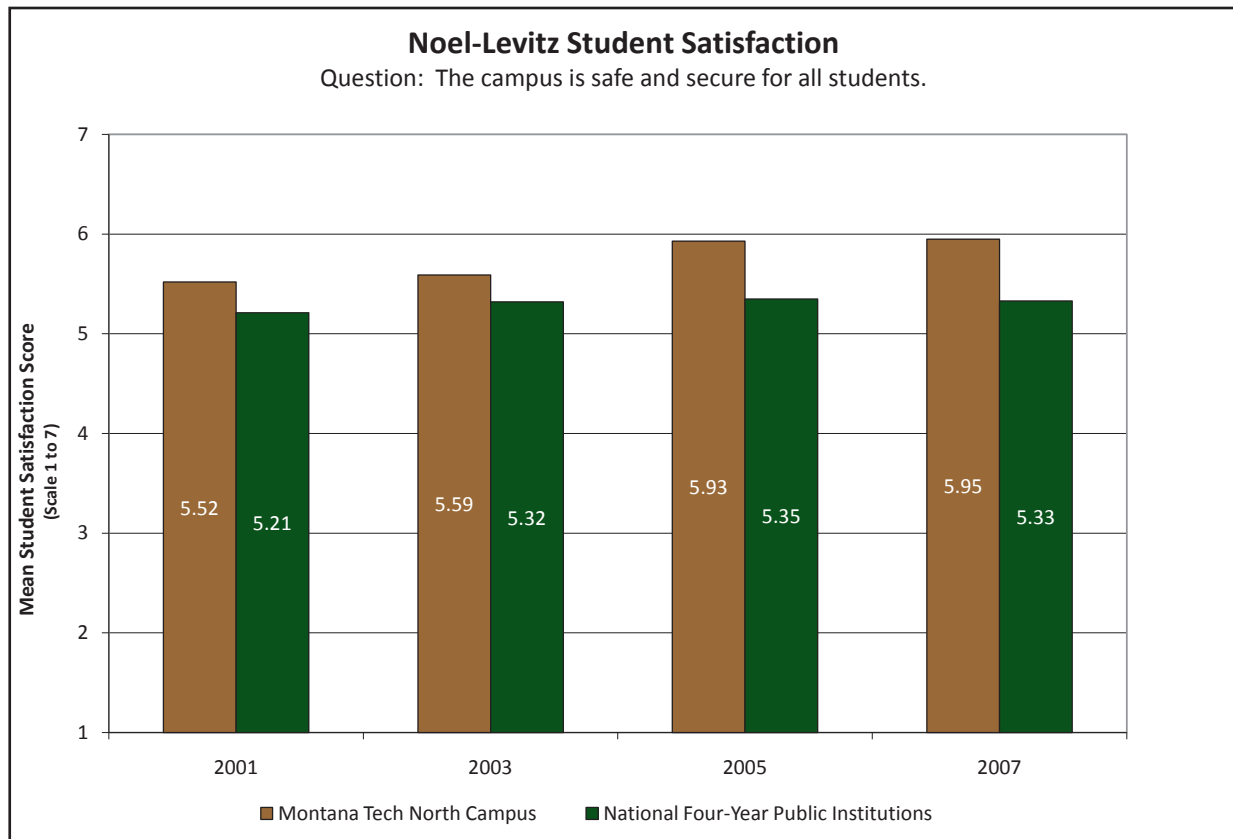
Noel-Levitz Student Satisfaction

Question: The campus is safe and secure for all students.

Figure 3.B.2: Student Satisfaction Surveys

The Safety Committee, composed of faculty, staff, and students, obtained funding for several safety improvements including the purchase of Automated External Defibrillators (AED), some additional exterior lighting for safety and security, for changing the type of locks on classroom doors, and for a new outdoor siren/PA system. In Summer 2007, over $590,593 was spent on a fire suppression sprinkling system in apartment housing. Most recently, two driver feedback radar signs were placed on the main street through campus to reduce speeding on campus. The signs were operational in Summer of 2009.

All students who are enrolled in a lab where hazardous materials are used or where a hazardous environment exists are required to do online lab safety training every semester. The program is run through Blackboard, and instructors require the students to complete the training and pass a test with a 90 percent before they are allowed to work in the laboratory. Records are maintained in the Environmental Health & Safety Office.

Emergency Response

Montana Tech publishes the "Montana Tech Emergency Plan Instructions: What You Need to Know NOW" in the beginning of the Student 2009-2010 Handbook and Calendar (page 5). In the section immediately following the calendar section, there are

some additional sections regarding safety and security. The campus speed limit is noted (page 109); Campus Security (page 122); Emergency Response contact information (page 126); Evacuation Instructions (page 136); Montana Tech Alcohol Policy (page 141); Drug Free Workplace Policy (page 144); Gun Policy (page 145); Sexual Harassment (page 145); and finally the Annual Security Report (page 150). (See Exhibit 3.B.IV: *Montana Tech Safety Policy*, Exhibit 3.B.V: *Campus Emergency Action and Crisis Protocol Manual* and *Student Life Programs Emergency Procedures Manual*.)

Montana Tech runs evacuation drills at the beginning of every Fall semester for all buildings on campus and once a semester for the dormitories. An email notification is sent to faculty, staff, and students at the beginning of the semester to remind them of the protocol and procedures for evacuations. Signs are posted in all buildings to indicate the location of the assembly area for that particular building.

To make buildings more secure, Tech changed locks on classroom doors so they can be locked from the inside. For classroom doors that have panic hardware, Tech is exploring ways to provide a means for locking the doors.

Tools added to the emergency notification plan include an outdoor siren/PA system which will be used as an emergency notification for those outdoors, as well as a means to declare an "all clear" when a building has been evacuated; a computer notification system, (NetSupport Notify) whereby computer users will observe an emergency message that pops up on their screens; and a text messaging system whereby campus constituents can subscribe and be notified via a text message when an emergency situation exists. The campus has access and will use Butte-Silver Bow's "Reverse 911" system for emergency notification to campus landline phones.

To help the Butte-Silver Bow Fire Department sweep buildings when an evacuation has occurred, Montana Tech has installed "Knox-Box Rapid Entry Systems" on both residence halls and on the three apartment housing units. Each Knox Box contains a master key for the building, allowing emergency personnel access to all parts of the building.

Montana Tech's Annual Security Report is published in the student handbook and on the web. (*http://www.mtech.edu/student_life/security/*.)

The Student Wellness Taskforce was established in Fall 2007 as a result of Montana Tech signing on with the Montana Collegiate Tobacco Prevention Initiative (MCTPI). Montana Tech's Taskforce was formed to address tobacco concerns for college students; however, alcohol prevention and other student wellness concerns were added to the mission. Membership includes students, faculty, staff, and community members. In Spring 2009, the Taskforce recommended Montana Tech go tobacco-free. On August 4, 2009, the Chancellor announced that, effective July 1, 2010, Montana Tech will become tobacco-free.

3.B.5 **The institution publishes and makes available to both prospective and enrolled students a catalog or bulletin that describes its mission, admission requirements and procedures, students' rights and responsibilities, academic**

regulations, degree-completion requirements, credit courses and descriptions, tuition, fees and other charges, refund policy, and other items relative to attending the institution or withdrawing from it. In addition, a student handbook or its equivalent is published and distributed. A student handbook normally will include information on student conduct, a grievance policy, academic honesty, student government, student organizations and services, and athletics. The student handbook may be combined with the institution's catalog.

Montana Tech annually publishes an electronic & hard copy of the catalog and student handbook. (See Exhibits 3.A.III: Catalog & 3.B.I: *Student Handbook*.)

The 2009/2010 Catalog provides all general and specific academic and student services information required by prospective and currently-enrolled students. The Montana Tech Student Handbook (published separately from the catalog), is distributed to all new students at orientation and is available to all students upon request. The Handbook provides information on emergency response instructions, student services, and on organizations and policies and lists important events/dates for the academic year. The Student Handbook is updated and published yearly. Satisfaction with information in the Handbook has steadily increased since 2003. (See Figure 3.B.3: Student Satisfaction Surveys.)

Noel-Levitz Student Satisfaction
Question: The Student Handbook provides helpful information about campus life.

Year	Montana Tech North Campus	National Four-Year Public Institutions
2001	4.90	4.98
2003	4.86	5.99
2005	5.35	5.04
2007	5.43	5.05

Mean Student Satisfaction Score (Scale 1 to 7)
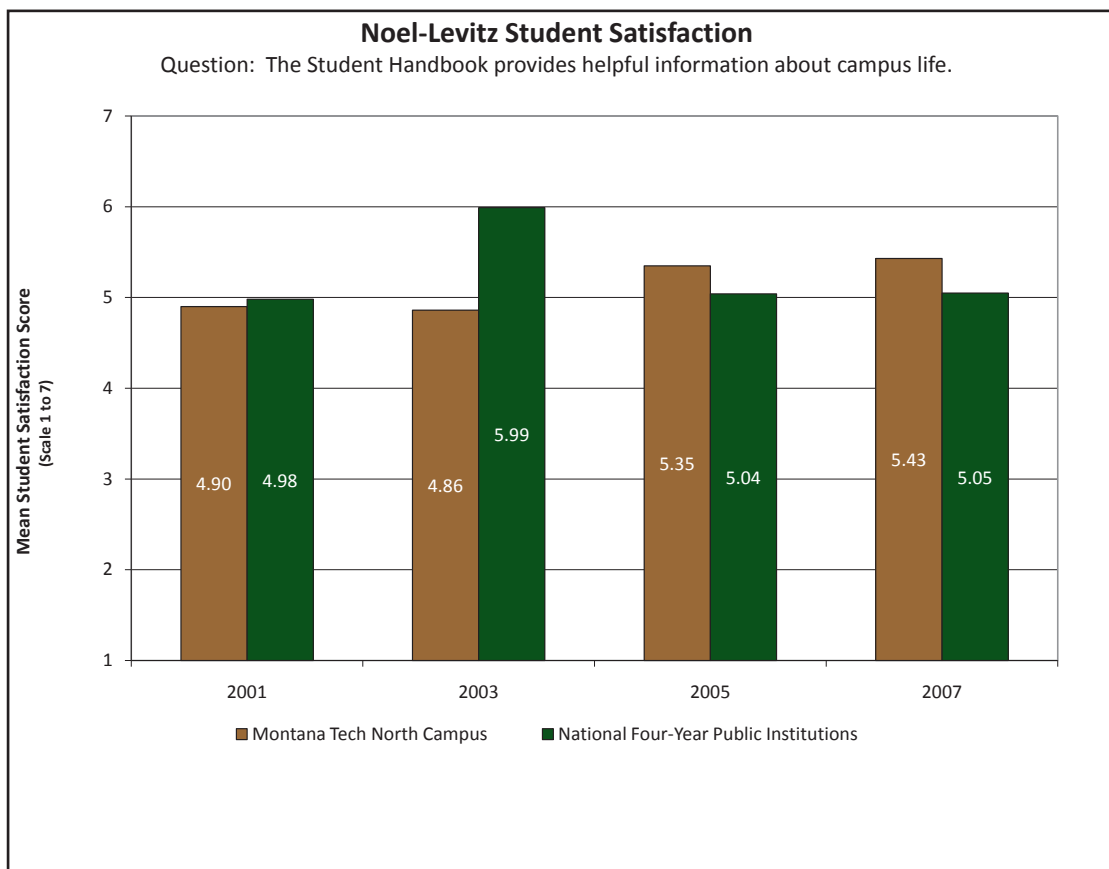
Figure 3.B.3: Student Satisfaction Surveys

3.B.6   The institution periodically and systematically evaluates the appropriateness, adequacy, and utilization of student services and programs and uses the results of the evaluation as a basis for change.

Advisory groups, such as the Campus Access Committee, Advising/Retention Steering Committee, the Bookstore Advisory Board, Strategic Planning Committee, the Chancellor's Cabinet, and Chancellor's Advisory Committee provide on-going feedback for program improvement and are used to monitor services to students.

Tech's Student Life Staff meets bimonthly to discuss, implement, and improve programs with a focus on the First Year Experience (FYE). Topics include summer registration events, Fall/Spring orientations, extended orientation events, and additional student activities scheduled throughout the semester. Programs are developed, implemented, and evaluated.

Montana Tech formally evaluates student services by using surveys and advisory groups. Program surveys are administered by Residence Life, Counseling, Career Services, Tech Learning Center, Dining Services, and Student Activities. Surveys are administered at Orientation and Tech Day events. (See Exhibit 3.B.VI: Campus Surveys.)

Montana Tech administers the National Student Satisfaction Inventory (SSI) every other year. Student satisfaction composite scale scores have increased since Fall 2001. (See Figures 3.B.4: North Campus Student Satisfaction Composite Scale Scores and Figure 3.B.5: South Campus Student Satisfaction Composite Scale Scores.)

North Campus Noel-Levitz Student Satisfaction (2001 - 2007)
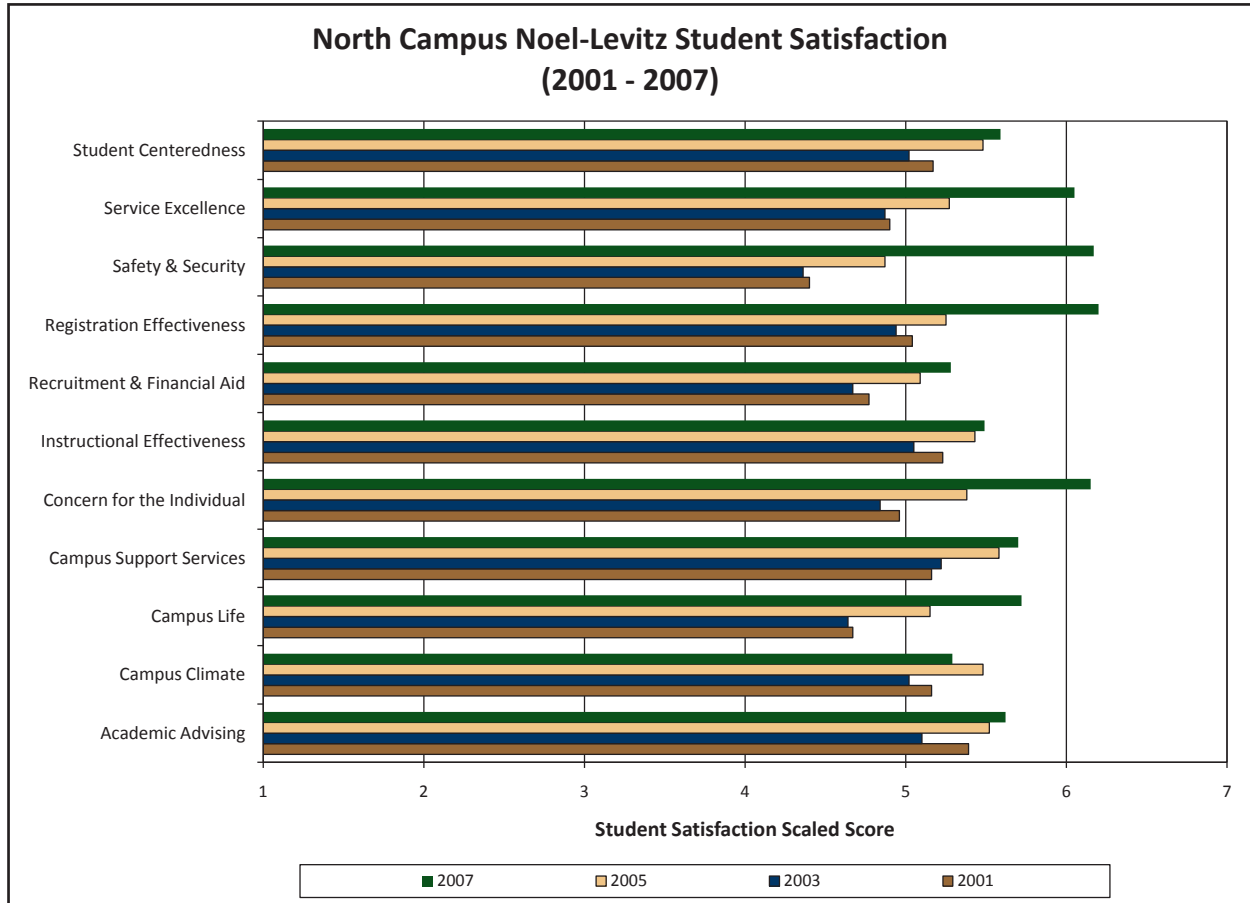
Figure 3.B.4: North Campus Student Satisfaction Composite Scale Scores
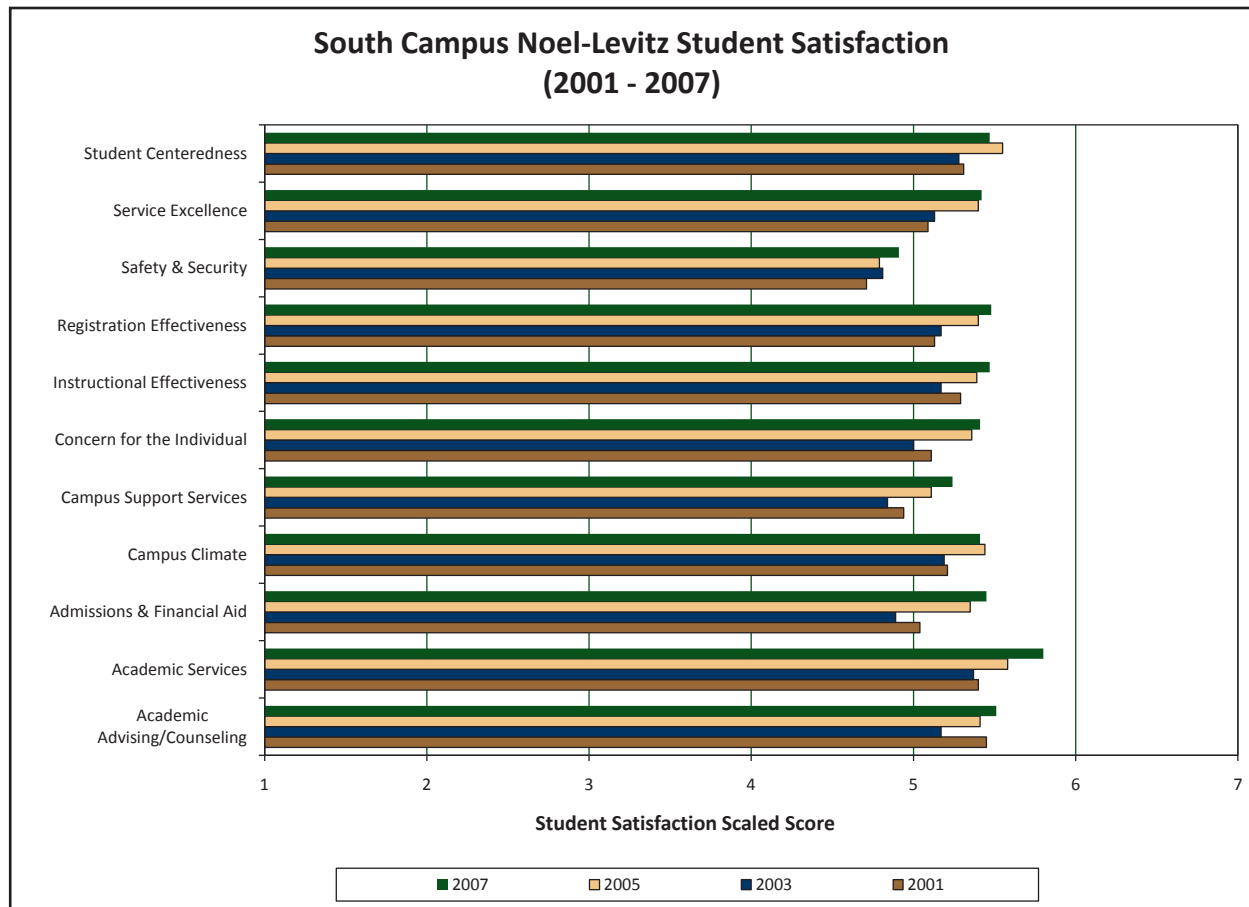
Figure 3.B.5: South Campus Student Satisfaction Composite Scale Scores

SSI satisfaction survey results have driven programmatic changes and have consistently improved. To improve student satisfaction and address concerns, satisfaction item gaps of one or greater (>1) are identified each assessment year. A performance gap is simply the importance score, minus the satisfaction score. The larger the performance gap, the greater the discrepancy between what students expect and their current level of satisfaction. Therefore, the smaller the performance gap, the better the institution is at meeting student expectations.

As a follow-up, academic or student service departments most related to the area of concern are charged with addressing the performance gap and raising satisfaction levels.

Figure 3.B.6 depicts gaps greater than 1 on the SSI since 2001 on question 57 - I seldom get the "run around" when seeking information on campus. This gap was a contributing factor to creating the innovative One-Stop-Shop that combined the Admissions, Registrar, and Financial Aid Offices into one convenient location.

North Campus Noel-Levitz Student Satisfaction/Importance Gap
Question: I seldom get the "run around" when seeking information on campus
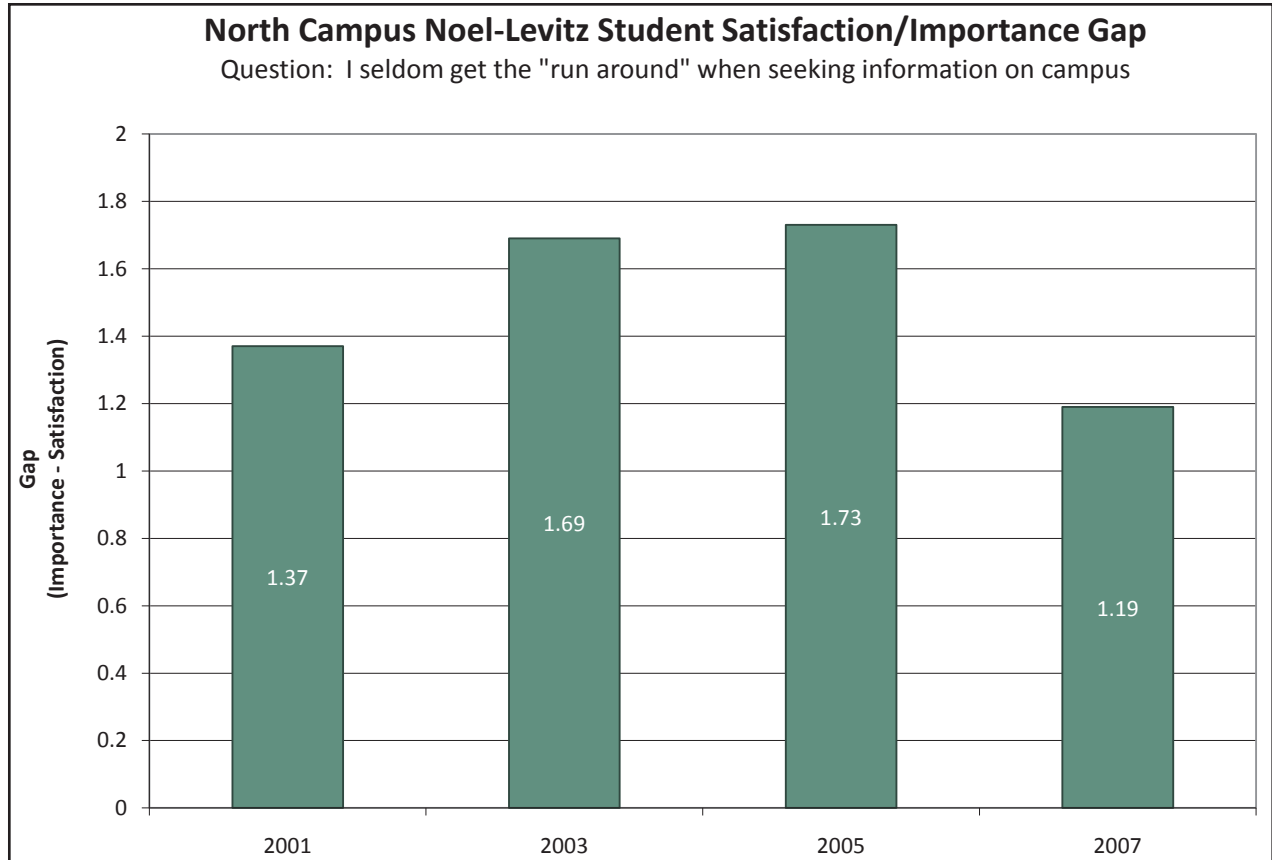
Figure 3.B.6: Question 57 Gap Analysis

The student services reorganization was guided by a Strategic Enrollment Management Committee which consisted of Montana Tech's faculty, staff, and student representatives.

Enrollment Services (housed in the One-Stop-Shop) and Enrollment Processing (located in the same building) are the centerpiece of the reorganization. There are three principles which are repeatedly applied in these departments: Training, Customer Service, and Communication.

Training includes cross-training staff. There is no process that cannot be completed if a staff member is sick or on vacation. Consequently, most services can be provided at the point of consumer (generally student) readiness. There is a commitment in these offices that all staff completes at least four hours of training every month. This helps to keep staff aware of new developments specific to their job responsibilities as well as generally informed as to the happenings and developments in other areas. There is an element of training that involves training students to help themselves. From the kiosk in the One-Stop-Shop to the newly designed "registration process" website, Tech is committed to helping the students help themselves.

The Customer Service goal is to provide the best service by creating a culture that supports going the extra step: in other words, reducing student runaround. Directors and Assistant Directors often work one-on-one with students and staff to problem solve or answer the phone. Second, enrollment services' job descriptions and training enable staff to access double the information students would normally receive from any one person. For example, the Enrollment Services staff members are trained on more than 35 forms in Banner (a typical admissions, financial aid or registrar employee would know 10-17 forms). This means that the Enrollment Services staff members have a more holistic view of the students' relationship with the school. Therefore the focus shifts to assisting the student in achieving their enrollment goals instead of completing an office function. A fundamental element of the restructure is that students can get all (or at least 80%) of their questions answered in one place; thus eliminating the run around. This concept is applied to the physical location of the one-stop-shop as well as the virtual location of the Montana Tech website.

Communication is an ongoing process. Information sent to students is screened for accuracy and consistency. Methods are put in place for the customers to provide feedback. Two examples: first is the process of implementing a new communication plan to new admissions applicants. Instead of receiving several communications about financial aid, admission, or fee payment, students will receive directions as to how to access their file online. Then students will receive key notifications reminding them to check or update their online file. Secondly, an article was written in the student newspaper about the One-Stop-Shop. The writer interviewed students about their experiences. The students noted that it was hard to tell which enrollment specialist to visit when they walked into the One-Stop-Shop. Consequently, a signage system was implemented to address this issue.

To facilitate these changes, the Dean of Students assumed more responsibilities and became Associate Vice Chancellor of Student Affairs/Dean of Students. The Director of Admissions was elevated to the position of Director of Enrollment Management and now oversees the Enrollment Services One-Stop-Shop. The Director of Financial Aid was elevated to the Director of Enrollment Processing and serves as the subject matter expert for all financial aid, scholarships, class scheduling, pre-requisite and graduation requirements, catalog production, part-time faculty contracts, and related issues.

Closing the Loop

Montana Tech creates the One-Stop-Shop

Today's students expect instant feedback and immediate service. In Spring 2008, a strategic move was made to better serve our current and future students with a One-Stop-Shop concept. This One-Stop-Shop combined processes of the Admissions, Registrar, and Financial Aid Offices. The goal was to provide a single location to maximize the efficiency and effectiveness of student interactions outside the classroom. Enrollment Services is located in the renovated area on the 2nd floor of the Mining Geology Building.
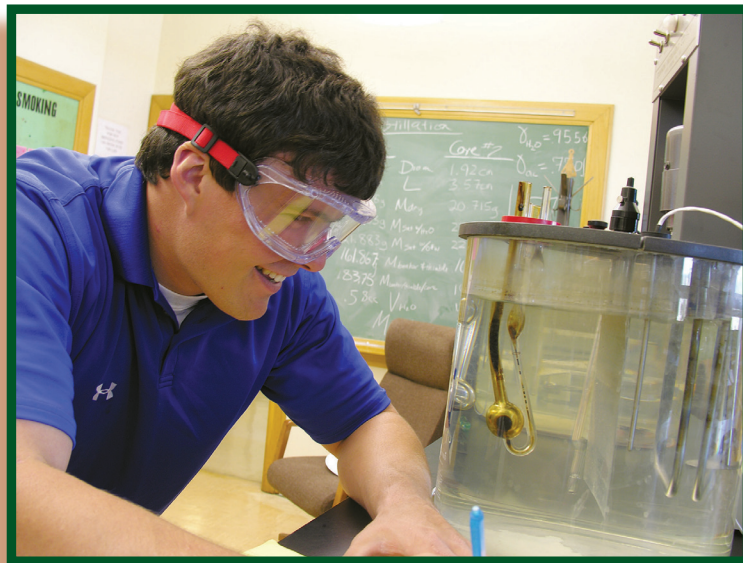
Standard 3.C - Academic Credit and Records

Evaluation of student learning or achievement, and the award of credit, are based upon clearly stated and distinguishable criteria. Academic records are accurate, secure and comprehensive.

3.C.1 Evaluation of student learning or achievement, and the award of credit, are based upon clearly stated and distinguishable criteria. Academic records are accurate, secure, and comprehensive. Credit is defined and awarded consonant with the Glossary definition.

Credit is defined and awarded based on the definition found in the Montana Tech Catalog. A credit represents 50 minutes of lecture instruction per week for one semester. The actual time required for each credit may involve any combination of lecture and/or the equivalent of recitation or laboratory work. Course review and approval, which ensures compliance with these standards, is accomplished through the Curriculum Review Committee.

Current student records, including transcripts, are maintained on the Banner Student Information System Database, which is backed up weekly and secured off-site. Records that pre-date implementation of Banner (1989) are stored in fire-proof file cabinets or electronically in NOLIJ™ (the system used to store/retrieve scanned documents). This system is backed up weekly and secured off-site.

3.C.2 Criteria used for evaluating student performance and achievement including those for theses, dissertations, and portfolios, are appropriate to the degree level, clearly stated and implemented.

Faculty establish expectations for their specific classes and then assign a letter grade based on those expectations. These expectations are outlined in course syllabi and adhere to the institutional grading policies (available on p. 24 of the academic catalog). These policies are in accordance with Montana Board of Regents' Policy 301.5.3 regarding grade standards for the Montana University System. However, students wishing to appeal a grade can do so by following the Grade Appeal instructions on p. 24 of the catalog.

Graduate School Policies for Academic Achievement

Academic Progress

Continued enrollment in the Montana Tech Graduate School requires maintaining a 3.00 cumulative GPA (CGPA) for graduate level courses (4000 and 5000 level) and maintaining academic progress toward the student's degree objectives. Any course listed in the major or minor in which a grade lower than a "C" has been received must be repeated. Specific policies include:
- » Failure of the student to achieve either of these conditions will result in academic probation and can result in ineligibility for financial assistance. The student may

not exceed the maximum of one semester of probation and may be suspended from Graduate School if this limit is surpassed.

» Any student whose cumulative graduate level grade-point average is less than 3.0 ("B") at the end of the semester of probation may be suspended from the Graduate School.

» A Master of Science degree program must be completed within 6 calendar years dating from the student's formal entrance into a degree-seeking program.

Supervision of the Master's Program — Graduate Committee

Each incoming graduate student will be assigned a graduate advisor by the student's home department. This advisor will be responsible for helping the student to design a program of study until such time that the student selects a permanent Graduate Committee.

Once selected, the Graduate Committee advises the student on all academic and research matters, assists the student in formulating a program of study leading to the master's degree, and serves on the student's examining committee. The Chair of the Graduate Committee is selected by the student and is responsible for approving the student's program of academic study and research. The Graduate Committee consists of two members from the student's major program and one from a minor program (if applicable). The Chair and the student select one member to the Graduate Committee from outside the student's home department. Voting members must have at least a master's degree.

Thesis Preparation and Review

The Montana Tech Graduate School offers two thesis options. Option A is the classical research-oriented degree and is particularly recommended for students whose educational and professional goals make early research experience desirable. Option B (non-thesis) may take two forms:

» The student may choose to do an individually written thesis based on original research. This thesis should represent an effort of such quality and construction that it can be displayed in the school library with similar scholarly works. The thesis is written under the direction of the committee chair, but the student is encouraged to seek guidance from all members of his/her graduate committee.

» The student, with approval of the student's graduate committee, may elect to write a professional paper for publication in lieu of a traditional thesis. The paper should be of acceptable quality for publication in a peer-reviewed journal and will be submitted to the journal for publication.

In some study areas, a student needs more course work beyond the baccalaureate degree before attempting original research. In such fields, Option B allows the student

to defer original research until a doctoral program. Also, for students with an advanced degree or terminal degree, a thesis program may unnecessarily repeat a process that the student has already mastered. Under this option, course work is substituted for the thesis requirement

FINAL EXAMINATION/THESIS DEFENSE

All Master of Science degree candidates will be given a final examination covering course material. In addition:
- » Students choosing the conventional thesis, Option A, or a paper for presentation, will make an oral presentation of their work.
- » Students electing to pursue the non-thesis option, Option B, will be given both a comprehensive written and oral exam on their course work.

All of these oral presentations and examinations will be open to all interested faculty members. The student's major advisor will inform the Graduate School Office in writing of the successful completion of these examinations. If the candidate fails to satisfy the examiners on course work, thesis, on publishable paper, or on written or oral examinations, then the committee may schedule a re-examination over general background, thesis, or over both.

3.C.3   Clear and well-publicized distinctions are made between degree and non-degree credit. Institutional publications and oral representations explicitly indicate if credit will not be recognized toward a degree, or if special conditions exist before such credit will be recognized. Any use of such terms as extension credit, X credit, continuing education credit, is accompanied by clear statements regarding the acceptability of such credit toward degrees offered by that institution. Student transcripts clearly note when any credit awarded is non-degree credit. Whenever institutions grant non-degree credit other than the Continuing Education Unit (CEU), some summary evaluation of student performance beyond mere attendance is available.

Montana Tech identifies coursework and its applicability toward various certificates and/or degrees with common course numbering conventions which are outlined on page 145 of the 2009-2010 Montana Tech Catalog. Moreover, Montana Tech is an active participant in the Montana University System's Common Course Numbering Initiative (CCNI) described in 3.B.1.

Specific limitations for the amount of continuing education, credit by examination, the college level examination program (CLEP), Tech Prep, correspondence, for advanced placement or extended studies credit, and for other types of atypical coursework are clearly identified and explained on pp. 8-10 of the catalog. Montana Tech reviews these policies and updates them yearly on the basis of changes in the Universities' curriculum or changes in the program(s) that assist students in receiving credit through non-traditional means.

3.C.4   Transfer credit is accepted from accredited institutions or from other institutions under procedures which provide adequate safeguards to ensure high academic quality and relevance to the students' programs. Implementation of transfer credit policies is consistent with 2.C.4 as well as Policy 2.5 Transfer and Award of Academic Credit. The final judgment for determining acceptable credit for transfer is the responsibility of the receiving institution.

The University accepts transfer credit from other regionally accredited institutions in accordance with Montana University System policies and as noted in the college catalog (pp. 8-9). Transfer credit from institutions that are candidates for regional accreditation is awarded AFTER the student has successfully completed 30 credits at Montana Tech. Credits of students transferring from international institutions, excluding Canadian institutions, are evaluated for the University by Educational Credential Evaluators, Inc.

3.C.5   The institution makes provision for the security of student records of admission and progress. Student records, including transcripts, are private, accurate, complete, and permanent. They are protected by fire-proof and otherwise safe storage and are backed by duplicate files. Data and records maintained in computing systems have adequate security and provision for recovery in the event of disaster. The information-release policy respects the right of individual privacy and ensures the confidentiality of records and files.

Montana Tech student records are complete, accurate, and secure. The college has adopted and follows American Association of College Registrar's and Admission Officer's (AACRAO) recommendations for Retention of Records. Transcripts and registered student files are maintained in fireproof storage (safes & file cabinets) until they are scanned into NOLIJ™ database. Once the files are scanned, they are also recorded in Banner. This approach provides a redundant database platform, both of which are backed up weekly with the back-up data being stored off-site. The college publishes and adheres to FERPA guidelines on release of information and confidentiality of student records. Further, the University provides training at least once per semester on FERPA, and all employees who have access to FERPA-protected data are required to attend a training session.

Standard 3.D - Student Services

The institution recruits and admits students qualified to complete its programs. It fosters a supportive learning environment and provides services to support students' achievement of their educational goals.

3.D.1   The institution adopts student admission policies consistent with its mission. It specifies qualifications for admission to the institution and its programs, and it adheres to those policies in its admission practices.

Montana Tech's student admission policies are consistent with the college's mission and strategic direction. The institution clearly states these admission policies in its primary marketing, recruitment, and policy publications. All admission policies are described in detail on pages 5 through 7 of the *2009-2010 Catalog*.

In its admissions policies and procedures, Montana Tech balances the need to ensure proper academic preparedness for student success with the need to provide access (as a public institution) to the citizens of Montana. Montana Tech accomplishes this through a tiered admissions process that recognizes student preparedness and ability to benefit at the point of admission.

Montana Tech encourages all prospective students who are interested in attending to apply for admission. Applications for admission are accepted from in-state, out-of-state, and foreign students. The Enrollment Services Office has representatives available to assist full-time, part-time, early admit, non-degree, domestic, and international applicants in the admission process.

Montana Tech's admission requirements vary depending upon the type of applicant. The Montana Tech Enrollment Services Office evaluates all applicants according to the policies outlined in the catalog. Applicants not meeting these requirements may be admissible at the discretion of the Director of Enrollment Services within exception limitations provided within Montana Board of Regents Policy. Students accepted under these conditions are classified as "At-Risk," are assigned to an "At-Risk" advisor, and are required to enroll in MT 1016 – College Success. Transfer students who are admitted by exception are admitted on probation. Students who do not meet undergraduate admission standards are encouraged to apply to the College of Technology or appeal based on their "abilty to benefit."

In Spring 2009, the Convicted Offender Applicant Decision Committee was charged with reviewing and admitting students with criminal backgrounds. It established a protocol to standardize the review, admit, or not admit process. A criminal applicant is scored by the Convicted Applicant Manager who uses a matrix based on the "Inquiry Into Student Disclosure Questionnaire" and three letters of reference. (See Exhibit 3.D.I: *Convicted Applicant Offender Decision Training Matrix*.)

The above-referenced process, created by the Convicted Offender Applicant Decision Committee, is very unique. The Committee was challenged to take a process which is inherently subjective (i.e., trying to evaluate the potential future risk posed by a student with a criminal background) and make admission decisions based thereon. By creating the Convicted Applicant Offender Decision Training Matrix, the Committee imbued the evaluation process a welcome level of objectivity and consistency. However, even with the objectivity of the matrix, the Committee still meets, discusses, and evaluates each applicant and their particular matrix score and particular applicant's personal situation.

TABLE 3.D.I: REQUIRED ADMISSIONS REPORT

STANDARD THREE – STUDENTS ADMISSIONS REPORT				
	Evaluation Year	1 Year Prior (2008)	2 Years Prior (2007)	3 Years Prior (2006)
First Time Freshmen Applications Received	1012	1053	1146	1023
Admitted	887	948	873	880
Denied	27	19	28	19
Enrolled	615	573	535	542
Transfer Applications Received	546	472	490	452
Admitted	446	376	391	350
Denied	2	2	1	3
Enrolled	337	247	253	246
Readmission Applications Received	404	344	419	399
Admitted	382	332	408	376
Denied	0	0	0	0
Enrolled	284	226	286	272
Graduate Applications Received	223	149	153	124
Admitted	52	50	49	36
Denied	27	16	16	8
Enrolled	47	46	45	32
Professional Applications Received	0	0	0	0
Admitted	0	0	0	0
Denied	0	0	0	0
Enrolled	0	0	0	0
Non-Degree Applications Received	423	374	497	614
Admitted	404	353	458	578
Denied	0	0	0	0
Enrolled	296	257	310	426

3.D.2 **The institution, in keeping with its mission and admission policy, gives attention to the needs and characteristics of its student body with conscious attention to such factors as ethnic, socioeconomic, and religious diversity while demonstrating regard for students' rights and responsibilities.**

Montana Tech does not discriminate against any students based on sex, marital or parental status, race, on color, religion, age, or on national origin. A non-discrimination statement is included on page 3 of the Montana Tech 2009-2010 Catalog.

Montana Tech's S̲ucceeding S̲tudents in E̲ngineering P̲rograms (STEP), provides female and minority students who are pursuing an engineering degree with support services toward college completion. STEP assists students with many aspects of college life including study skills, time management skills, social skills, and other skills important for retention and success. In practice, the STEP program participates in Club Rush and other appropriate venues to advertise the program and students self-elect to participate. For the past four years, engineering program enrollment has averaged 17% female and 3% minorities. Completion rates for these underrepresented groups for the same four years has mirrored enrollment rates at 17% and 3% respectively. Graduation rates of underrepresented students per cohort year indicate that 33% of female engineering students and 14% of minority engineering students earn their degree from Montana Tech within 6 years of their first-time full-time enrollment.

The Montana Minds Program awarded four-year full-ride renewable scholarships valued at up to $6,400 (more than the cost of tuition and fees for an in-state student) to 18 students in 2007 and to 20 students in 2008. Based both on merit and need, the scholarships were funded by the National Science Foundation (NSF) and required that the recipient be a low-income student. In addition to scholarship dollars, the program provides each scholar with learning communities, custom selected academic advisors, social events with academic advisors, academic field trips, and tutoring.

The Bright Prism Ray Scholarship Program is a Mining, Geology, and Metallurgical Engineering initiative funded by the National Science Foundation (NFS) to increase the number of engineering students from low-income and first-generation families. The program targets students entering the fields of Geological Engineering, Metallurgical and Materials Engineering, and Mining Engineering. Scholarships for these students are valued up to $6,600 per year and include special tutors, extended field trips, and outreach to help students prepare for and succeed in college. The first students admitted to this program will enroll in Fall 2010.

International student enrollment has grown substantially over the past five years, specifically with Middle Eastern students. To address religious, ethnic, and diversity needs, Montana Tech worked with Muslim students to allocate locations for prayer, serve vegetarian and Halal foods in Dining Services, and install satellite TV service in apartment housing so that students can receive Arabic channels.

3.D.3   Appropriate policies and procedures guide the placement of students in courses and programs based upon their academic and technical skills. Such placement ensures a reasonable probability of success at a level commensurate with the institution's expectations. Special provisions are made for "ability to benefit" students. (see Glossary)

The University uses the following testing instruments to place students in appropriate coursework: ACT/SAT test scores, GPA, class rank, previous coursework and grades, and/or Compass test scores.

Students who do not meet admissions standards, but who have been admitted based on ability to benefit, are advised by the department head, generally limited to 15 credits, and required to take MT 1016 – College Success. This course is designed to teach students how to have a successful college experience both academically and personally.

 Montana Tech gives high priority to placing students in the most appropriate math courses on the basis of their current skill and knowledge base. All new students provide standardized test scores, previous college level math coursework, and/or are tested at Montana Tech for math assessment purposes. Based upon the assessment results, each student is advised and placed in the most appropriate math course. For example, a student must have a 27 Math ACT or equivelent assesment to be placed in Calculus I. (See Standard 2.B.1, Table 2.B.III and Table 2.B.IV for math placement rules based on ACT/SAT scores followed at Montana Tech.)

3.D.4   The institution specifies and publishes requirements for continuation in, or termination from, its educational programs, and it maintains an appeals process. The policy for readmission of students who have been suspended or terminated is clearly defined.

Specific requirements for good academic standing, probation, suspension, and for an appeals process are clearly indicated in the catalog (p. 25). If during any semester a student's cumulative GPA is less than 2.00, the student will be placed on academic probation. Freshman students admitted to Montana Tech "At-Risk" or who are placed on probation are required to take MT 1016 - College Success. If in any semester while on probation a student falls below the minimum standard for academic progress, the student will be academically suspended from the University. At the conclusion of each semester, affected students are promptly notified of probation or suspension and of the appeals process by the Vice-Chancellor for Academic Affairs Office.
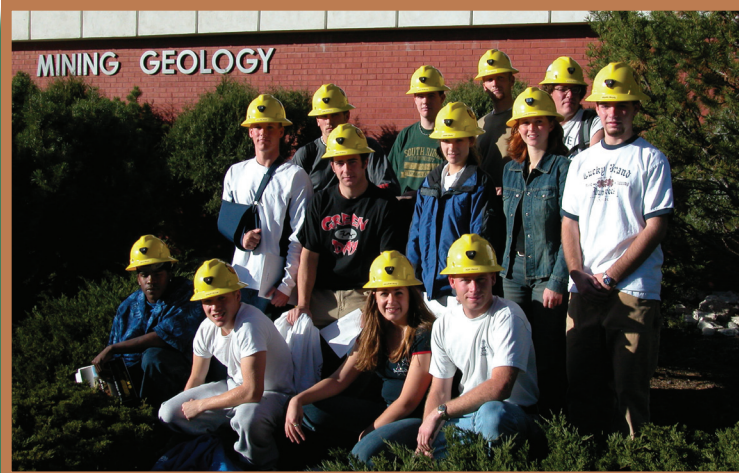
3.D.5 **Institutional and program graduation requirements are stated clearly in appropriate publications and are consistently applied in both the certificate and degree verification process. Appropriate reference to the Student Right-to-Know Act is included in required publications.**

Graduation requirements (institutional and programmatic) are clearly indicated within the Catalog (pp 26-28.) and within each department section. A structured course substitution/course waiver process exists for any instances when a student might vary from the current curriculum requirements. Exhibit 3.D.II: *Application for Degree Forms* provides the structure for appropriate advisor, department, and college review of the student's coursework and requires signatures by the student, advisor, by the Department Head, academic Dean, and by the Business Office.

Information required in The Student Right-to-Know Act is published in the Student Handbook, Catalog, and on the college website (*http://www.mtech.edu/onestop/grad_comp_rates.html* and *http://www.mtech.edu/student_life/security/*.)

3.D.6 **The institution provides an effective program of financial aid consistent with its mission and goals, the needs of its students, and institutional resources. There is provision for institutional accountability for all financial aid awards.**

Montana Tech provides eligible students with financial assistance consistent with all federal and state guidelines and in accord with the needs and talents of its students. Accountability for all financial aid awards is assured by adherence and compliance with all federal and state regulations. (See Exhibit 3.D.III: *Financial Aid State Audits and Federal Program Reviews*.) The Enrollment Processing Office determines student eligibility for funding and awards those funds; the Business Office disburses the funds and delivers any credit balances to students.

The Enrollment Processing Office awards and disburses aid to more than 80% of our enrolled students. More than $15,000,000 was disbursed during fiscal year 2009. The types of aid disbursed included: federal and state grants, work study, loans, private grants, internal and external scholarship support, and tuition waivers. These funding sources help our students pay for their higher education expenses which include tuition/fees, room/board, books and supplies, personal, and transportation expenses. These expenses are included in our cost of attendance budgets when awarding and disbursing aid. Figure 3.D.1 depicts a five-year average disbursement for Montana Tech and the College of Technology.
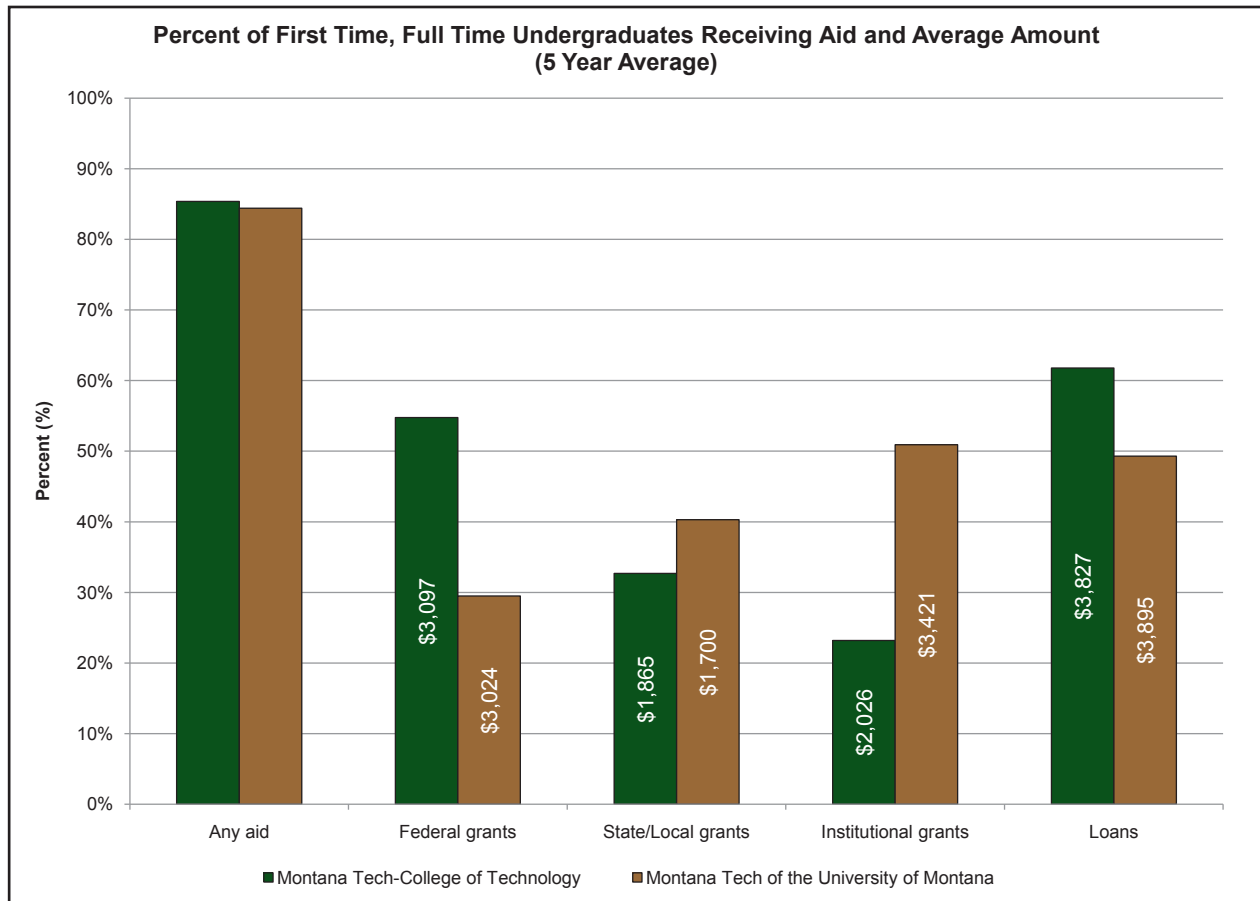
Percent of First Time, Full Time Undergraduates Receiving Aid and Average Amount (5 Year Average)

Figure 3.D.1: Five-Year Average

Montana's nonprofit Student Assistance Foundation (SAF) opened a campus outreach office on the Montana Tech campus in 2007 to provide additional outreach services and resources to those students preparing to enter and to those already attending college. SAF provides college and career counseling, along with financial literacy and debt management outreach through a wide range of programs and services.

For example, through the SAF-sponsored Montana Career Information System (MCIS), students can identify their interests and skills through assessment tests like O*NET Interest Profiler, Work Importance Locator, and Micro-SKILLS. Then, students are able to search a database of more than 3,500 colleges and universities in the U.S., explore information on more than 500 career opportunities, and follow-up with leads on more than 3,200 scholarships.

In addition, SAF works diligently through a variety of methods to help students and their families understand how student loans can help them attain their dreams of postsecondary education, and what effect those loans could have after graduation. Campus outreach managers provide loan entrance and exit counseling for students. They also expand upon those efforts by educating students about their repayment

rights and responsibilities, and by explaining to students about debt management as they pursue their degree programs. That emphasis on default aversion education and assistance usually translates into lower default rates and enhances the ability of the school and students to retain Title IV eligibility.

3.D.7   Information regarding the categories of financial assistance (scholarships and grants) is published and made available to both prospective and enrolled students.

Both the Enrollment Processing Office and the Enrollment Services Office disburse necessary forms to obtain federal, state, and institutional aid. Montana Tech offers students a variety of grants, loans, and scholarships. Information on various types of financial assistance is published annually at *http://www.mtech.edu/fa*. For additional information regarding federal aid programs, individuals are encouraged to visit: *http://www.studentaid.ed.gov*.

Closing the Loop

Scholarship Proposal Implemented

The Student Service restructure improved the scholarship and financial aid award processes by combining the authority of both merit scholarships and need-based financial aid into one entity. A new scholarship award process was initiated in Spring 2009 to address low levels of satisfaction on the notice students receive in reference to applications and deadlines. Figure 3.D.2 depicts prior assessment year gaps greater than one that signify that students were not satisfied with the timing of the financial award process. The 2009/10 scholarship awards were made earlier than in prior years and were packaged with financial aid awards. Students are now informed of their awards before they leave school spring semester. Beginning with the 2010/2011 scholarship process, new student scholarship applications are due January 1st and returning student applications are due by February 1st. This change will help with college planning for students and parents. (See Exhibit 3.D.IV: *2008/2009 SEM Scholarship Proposal*).

North Campus Noel-Levitz Student Satisfaction/Importance Gap

Question: Financial Aid awards are announced to students in time to be helpful in college planning.
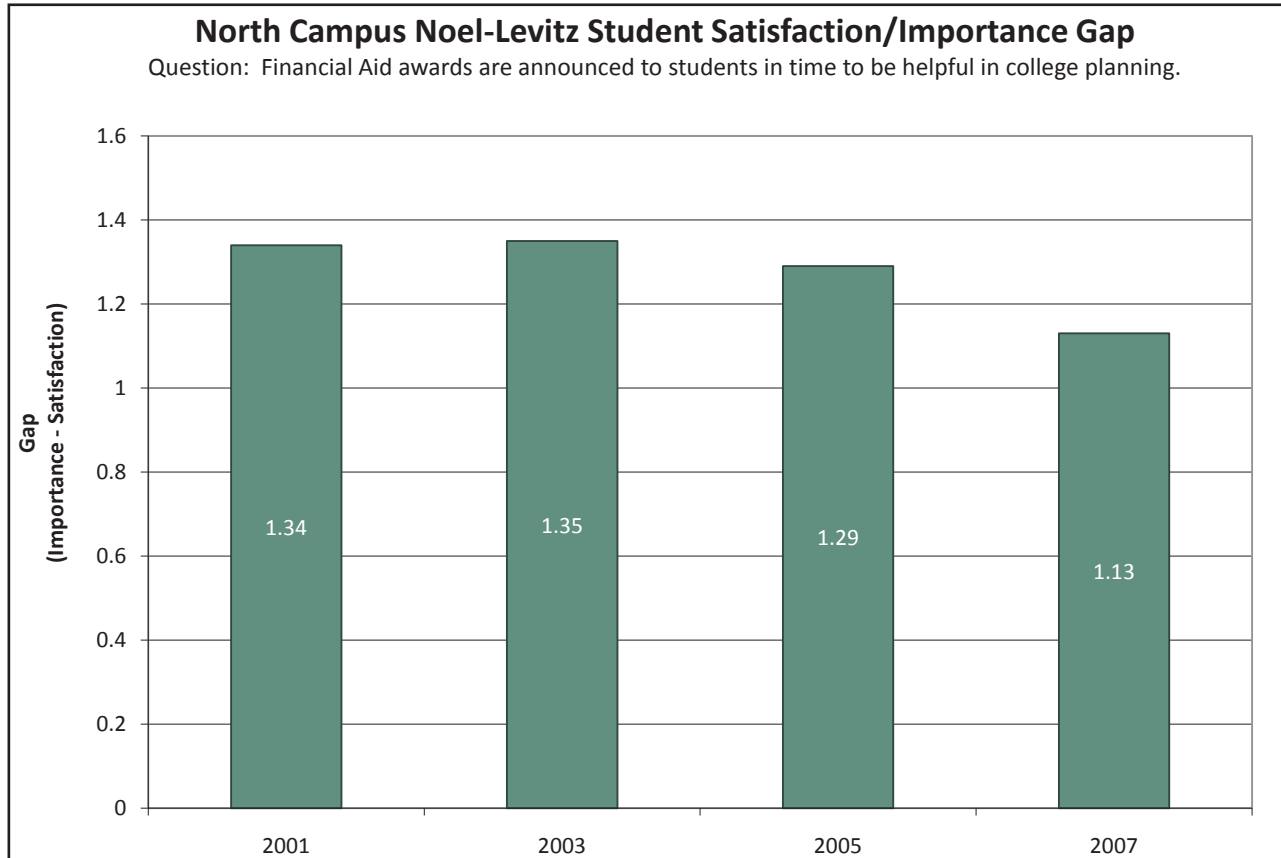

FIGURE 3.D.2: FINANCIAL AID AWARD NOTIFICATION

The STARS online scholarship application was implemented for returning students 2009/10 and for new students in the spring of 2010. STARS walks students through the online scholarship application process with an easy-to-follow scholarship application without completing the hardcopy forms. In just minutes a student can submit a scholarship application and receive a customized list of scholarships. STARS enables students to find, review, and apply for several qualified scholarships with just a few clicks. Moreover, scholarship administrators can enter new scholarships, manage, award, and review scholarship applications. Thus, administrators can drill down into every aspect of an application online and generate detailed reports that assist with the award process.

3.D.8   The institution regularly monitors its student loan programs and the institutional loan default rate. Informational sessions which give attention to loan repayment obligations are conducted for financial aid recipients.

Montana Tech's Director of Enrollment Processing receives annually the Cohort Default Rate from the U.S. Department of Education. Montana Tech's prior year and National default rates are depicted below in Figure 3.D.3. Initially Stafford default rates were high because Tech did not provide ample financial literacy to students

through entrance and exit counseling sessions. Many borrowers that defaulted on loans withdrew from Tech prior to completing their academic program, including many first semester students. Tech's Retention Committee identified At-Risk students at mid-terms. Academic intervention and counseling services are now available to At-Risk students to help identify and provide options to keep the student in school.

The Student Assistance Foundation (SAF) opened an Outreach Office on campus in 2007. SAF provides group counseling sessions on financial literacy, including income potential for occupations relevant to their course of study, tools to manage debt, repayment options, and many other budgeting tools for students to control and manage loan debt. The on-campus Outreach Office has been instrumental in reducing Stafford loan default rates.
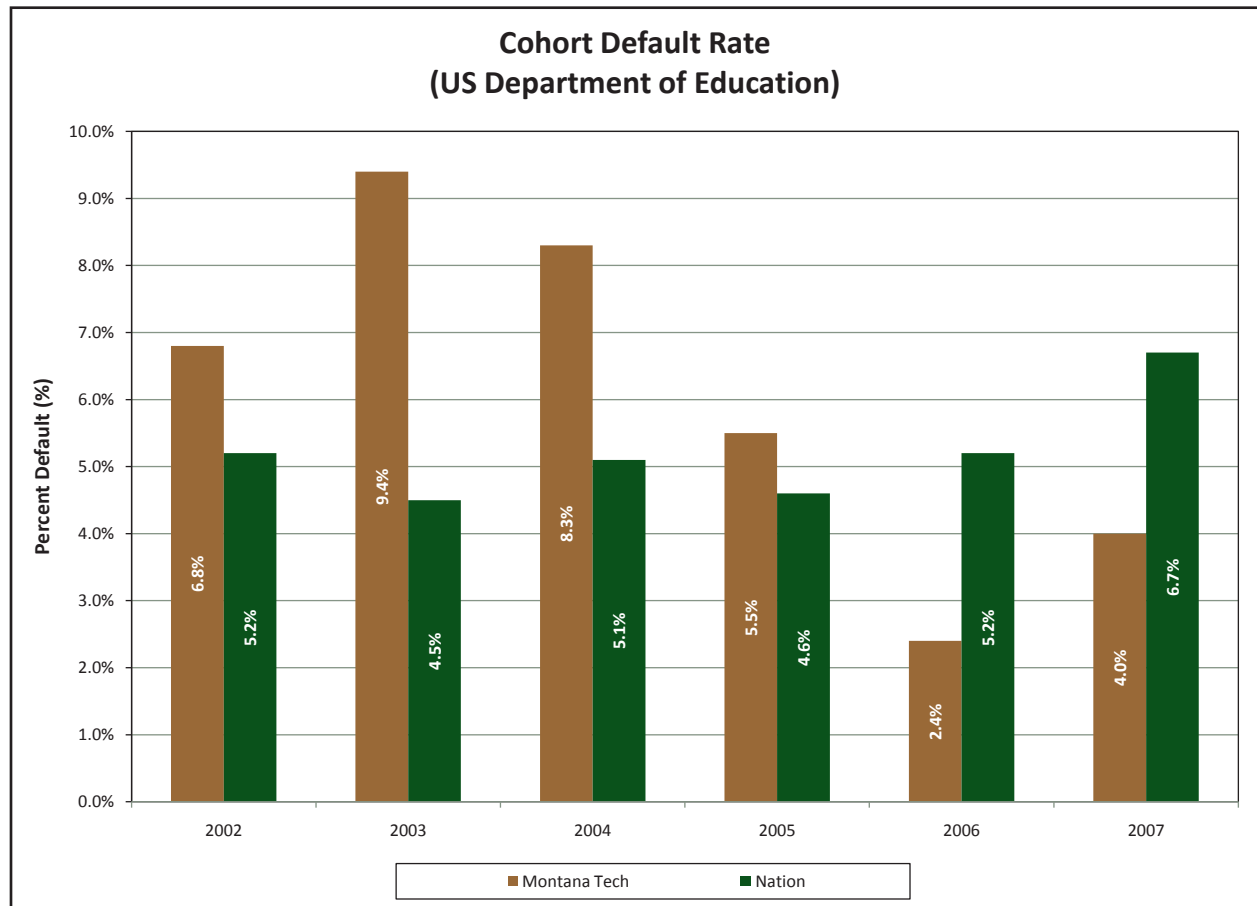
Figure 3.D.3: Montana Tech Default Rates

At a time when escalating higher education debt is making headlines nationwide, Montana Tech has proven it can help both students and their parents successfully manage loan repayment. Tech is committed to offering assistance with entrance and exit counseling and with educating students on responsible borrowing habits. Cohort default rates are calculated annually and are based on the percentage of students who enter repayment and default before the end of the next federal fiscal year. Official cohort rates are available in September. (See Exhibit 3.D.II: *Financial Aid Statistics, Default Rates, State Audits and Federal Program Reviews*.) Montana Tech uses Campus Partners for all of its service requirements pertaining to federal Perkins loans. All students who receive Federal Stafford loans must complete entrance counseling online before certification of Federal Stafford loans. Federal Perkins loan borrowers must complete online entrance counseling before disbursement of that loan.

Montana Tech also works very closely with the Student Assistance Foundation (SAF) to provide outreach and support to students and to the greater community. SAF provides group counseling sessions and one-on-one sessions to all first-time and transfer borrowers on student loan obligations. The counseling session provides information on how to manage student loans, both during and after college. Students are required to complete exit counseling at the end of their academic careers.

3.D.9 The institution provides for the orientation of new students, including special populations, at both undergraduate and graduate levels.

Orientations for new and transfer students are offered at the beginning of every semester. (See Exhibit 3.D.V: *Orientation Programs*.) Expanded orientation programs are also offered for graduate, international, and College of Technology students. In addition to the orientation programs, students are introduced to the campus and student services during Tech and Registration Days. Tech Days are offered during the academic year to introduce the campus to prospective students, and Registration Days are offered during the summer to advise and register the student. Figure 3.D.4 depicts increased student satisfaction on how new student orientation services help students adjust to college.
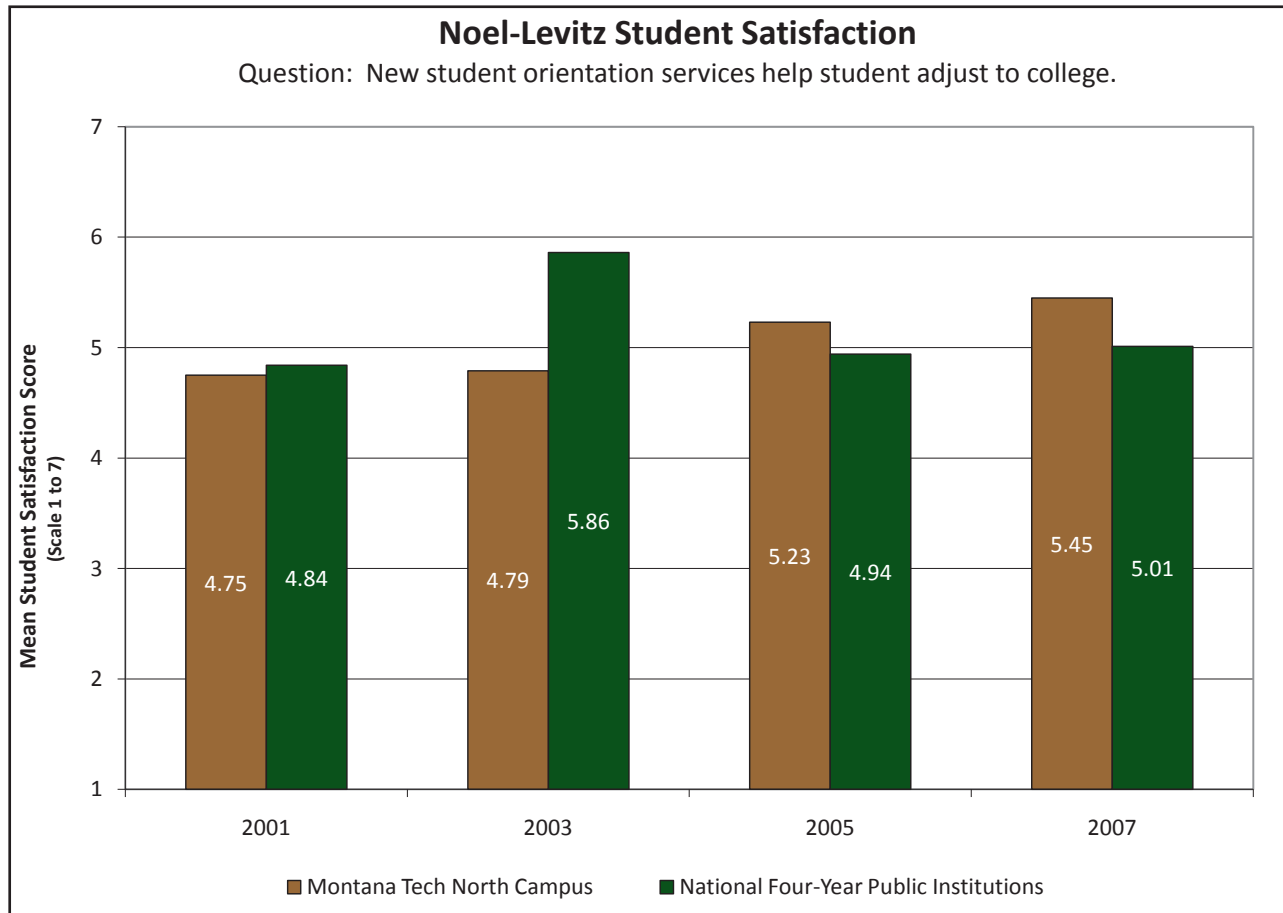
Noel-Levitz Student Satisfaction

Question: New student orientation services help student adjust to college.

Figure 3.D.4: Student Satisfaction

3.D.10   A systematic program of academic and other educational program advisement is provided. Advisors help students make appropriate decisions concerning academic choices and career paths. Specific advisor responsibilities are defined, published, and made available to students (Standards Two and Four, Standard Indicators 2.C.5 and 4.A.2).

A discipline-specific faculty advisor is assigned to students with a declared major. Normally, this faculty member will remain the student's advisor during the entire period that the student is continuously pursing the same degree. This arrangement develops a strong and lasting relationship between the student and advisor. The student is required to meet with this advisor at least once each semester to pre-register for the next semester's courses. During this required visit and perhaps during other visits, the faculty and the student discuss the student's career aspirations and curricula choices. Depending on the discretion of the advisor, an alternate pin number can be made available to students who choose online registration. These alternate pin numbers change each semester and are only available from the academic advisor.

During the four summer registration events, volunteer faculty advise and guide the Enrollment Services Office in managing the new student registration process. Special care is made to ensure proper math and English placement of each student, based on ACT, SAT, or Compass test scores. Additionally, students are advised to take (almost exclusively) classes that will count directly toward graduation. Students then connect with their individual advisor during the Fall orientation departmental meetings.

3.D.11   Career counseling and placement services are consistent with student needs and institutional mission.

The mission of Career Services is to serve Montana Tech students, alumni, and employers by assisting students and alumni with career exploration, preparation, implementation, and management and also by assisting employers in connecting with students, alumni, faculty, and administration. The office works with all levels of students, from incoming freshmen to graduate students, as well as with alumni to help students achieve their career goals.

Closing the Loop

At registration activities in the Summer of 2008, parents expressed concern about a student's ability to choose and/or change a major while at Tech. Consequently, the Student Services staff developed Major Exploration Workshops to help align students with their educational and career goals. The Major Exploration Workshops are now part of ongoing programs offered each semester. (See Exhibit 3.D.VI: *Major Exploration Brochure*.)

Career Services recognizes the value of developing relationships with employers by inviting companies on campus to connect with students. The first Career Fair took place in Fall 2000 with 48 employers and 627 students attending. During the Fall 2008 Career Fair, employer participation reached an all-time high of 115 employers attending. In the Spring of 2008, Career Services sponsored the 1st annual CareerSmart Fair to promote employers hiring in healthcare, business, in sciences, professional studies, and in the technology and trade degrees. Thirty-one employers attended the inaugural event, with nearly 400 students attending. The growth experienced through the Career Fairs is highlighted in Figure 3.D.5.
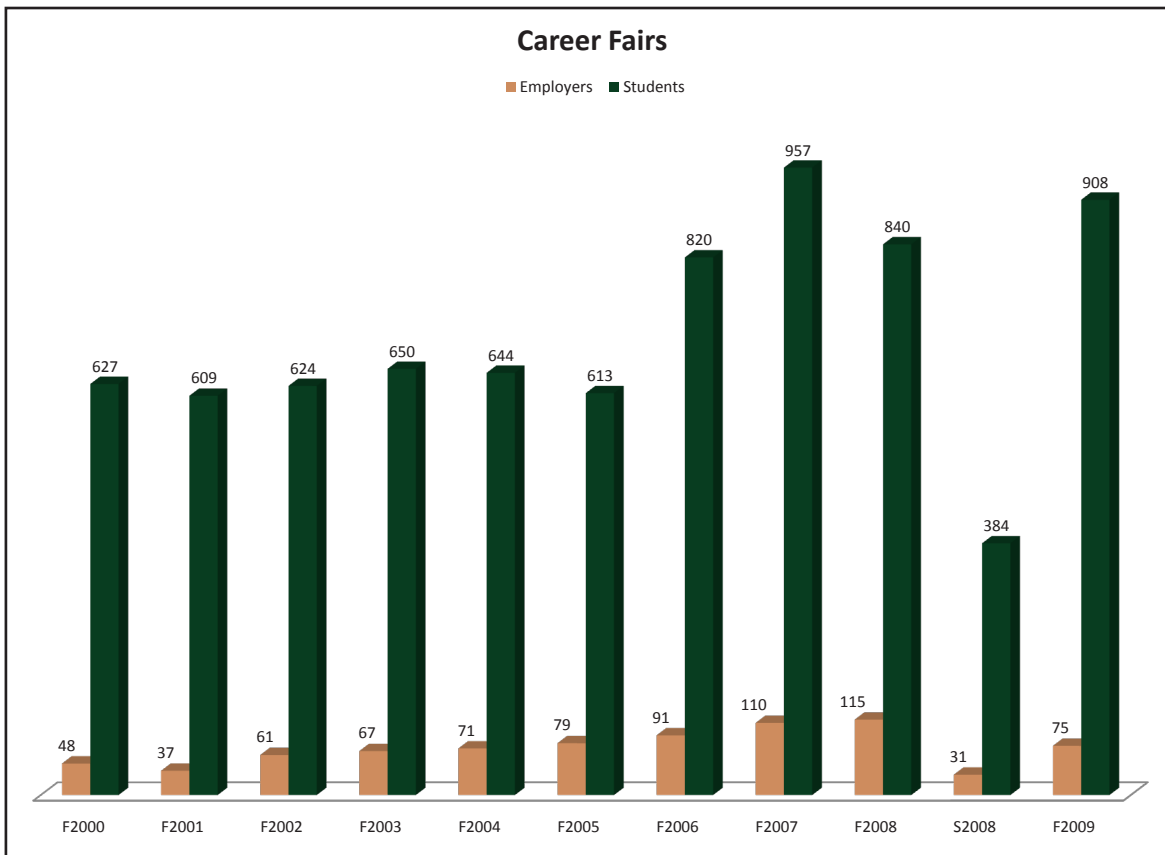
FIGURE 3.D.5: CAREER FAIRS

In Spring 2007, Career Services implemented a career management software system to expand services and proactively respond to the growing student use of technology. Prior to this software, students were physically signing up for on-campus interviews by coming into the office to write their name on a timeslot, to view job postings on a bulletin board, and then to email a résumé and information sheet to Career Services to have it electronically accessible for employers. The office has seen opportunities increase with making services accessible online through DIGGERecruiting. A specific area of growth has been in the number of jobs posted online through DIGGERecruiting. This innovation has also helped employer development and outreach for those majors in programs which had only a few graduates annually. In Figure 3.D.6 DIGGERecruiting information is outlined. The number of students engaged with Career Services continues to grow.

DIGGERecruiting

■ 2008-09 ■ 2007-08 ■ 2006-07

Students Registered
- 2008-09: 1282
- 2007-08: 936
- 2006-07: 677

Student Interviews
- 2008-09: 1757
- 2007-08: 1603
- 2006-07: 1723

Companies Recruiting on Campus
- 2008-09: 99
- 2007-08: 106
- 2006-07: 109

Jobs posted online
- 2008-09: 2268
- 2007-08: 1846
- 2006-07: 921
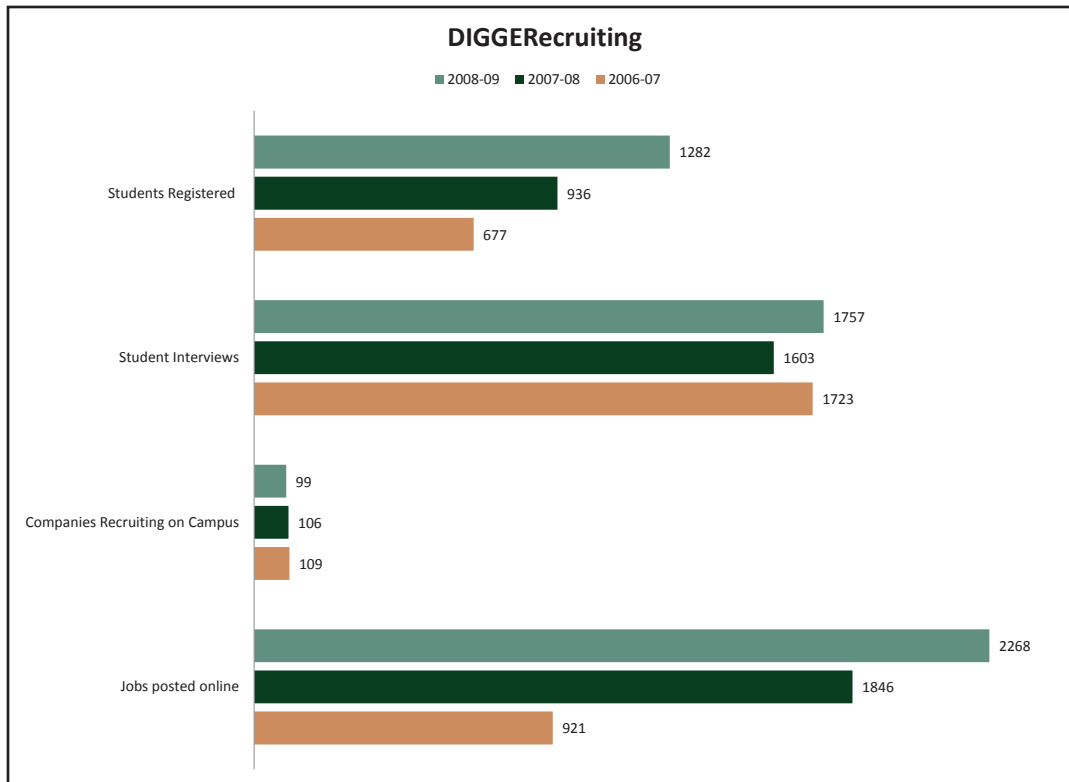
Figure 3.D.6: DIGGERecruiting

In Fall 2008, the offices of Alumni Affairs and the Montana Tech Foundation launched software to connect alumni with Montana Tech's campus. Part of the services promoted online is to connect Career Services to alumni. Alumni options include assisting current students with career advice/mentoring and determining if they are interested in receiving assistance from Career Services. By shifting to an online format with job postings accessible through the Internet, Career Services permits alumni to register with the office and to view online jobs for free. Many employers have established relationships with selected departments at Montana Tech and have hired students as interns and as entry-level employees. This approach allows Career Services to better assist employers as well as to connect alumni with potential employers.

The Experiential Learning and Internship Programs offered at Montana Tech are critical to the success of its graduates. Since 2002, Career Services has collected and reported degree-related experiences shared by students. Complete reports are available online at _www.mtech.edu/career/surveys_. Prospective students often hear about the higher than average starting salaries and high annual placement percentage. Although this is true, it is based upon the emphasis faculty and students place on getting hands-on, degree-related experience prior to graduation. Figure 3.D.7 highlights the internship program statistics including: the number of credits earned, the number of participating students (engineering and other programs), the number of employers offering summer positions, and internships throughout each academic year.
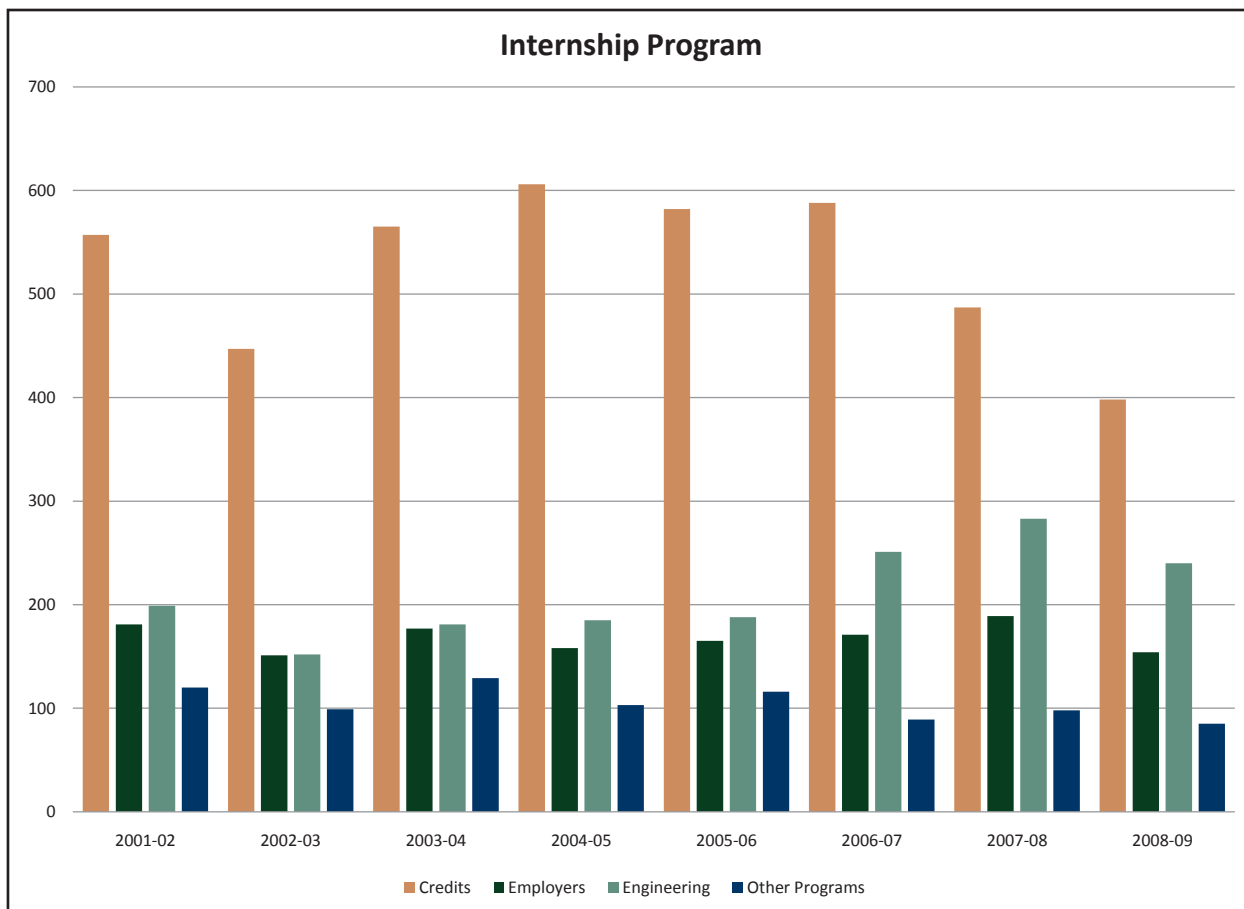
Internship Program

FIGURE 3.D.7: INTERNSHIP PROGRAM

Career Services collects and monitors the paperwork for faculty intern advisors to use in determining the credit allocated for the experience. Students who wish to earn academic credit complete the appropriate paperwork with their faculty advisor and workplace supervisor (including the learning agreement and student and supervisor evaluations).

The annual Graduate Survey summaries have been a mainstay of what Career Services has been reporting and by which success has been measured. The data collected has historically been based upon a 100% response rate. Graduates from Montana Tech continue to have excellent starting salaries and find employment in their field. In 2008, a new webpage was created that highlights the current annual graduate survey summary data. The past 10 years of surveys are available online at _MT Tech | Career Services | Surveys_ In Figure 3.D.8, the 2008 Graduate Survey data outlines the breakdown of the 99% response rate. (See Exhibit 3.D.VII: _2008 Graduate Survey_ for additional information.)

2008 Graduate Survey

Employment ■ **Undergraduate Study** ■ **Graduate Study** ■ **Seeking** ■ **Other**

5% 10% 5% 1%

78%
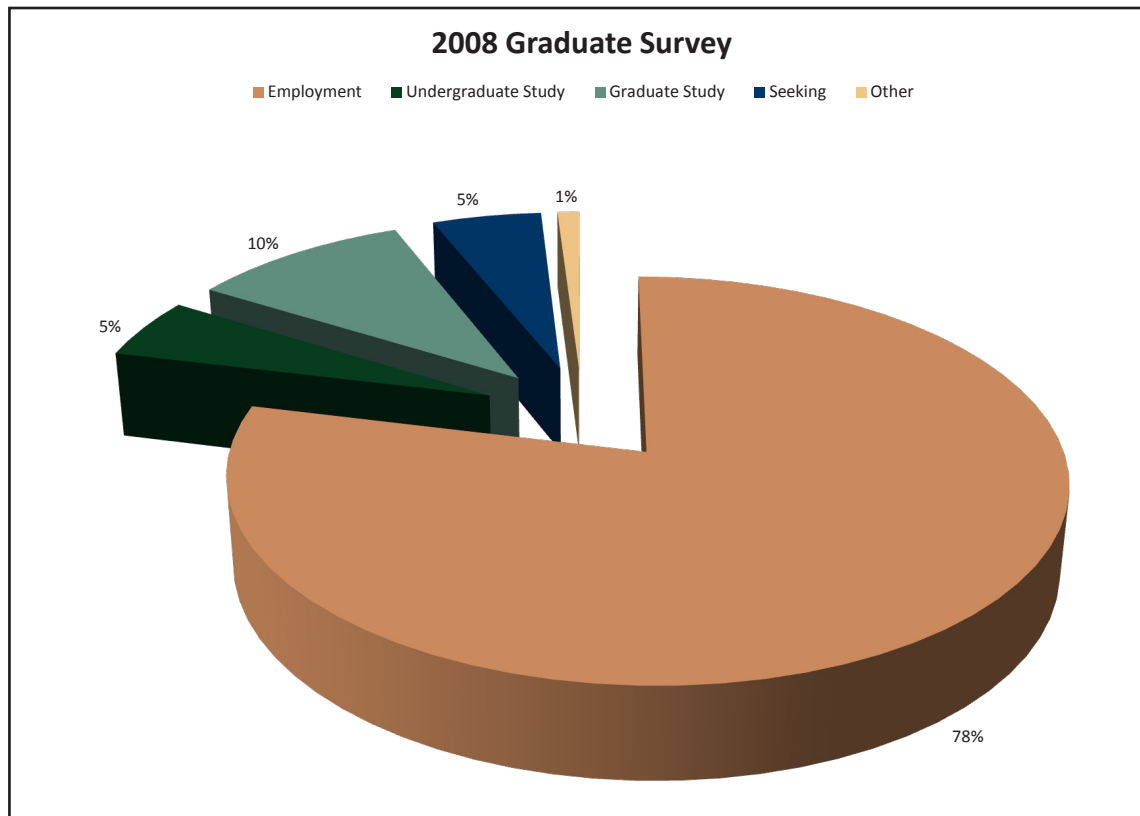
Figure 3.D.8: 2008 Graduate Survey

Student & Employer Satisfaction surveys have been done on specific events and for programs provided by Career Services. For example, survey data is collected and reviewed by Career Services from career fair employers and student participants, on-campus recruiters, and from workshop participants. Thus, any improvements in programming or services are based upon solid feedback. Moreover, an overall comprehensive satisfaction survey is planned as part of the future assessment. Here, suggestions on additional programs are to be identified and taken into consideration from survey feedback.

3.D.12   Professional health care, including psychological health and relevant health education, is readily available to residential students and to other students, as appropriate.

At the end of the 2009/2010 academic year, the Health Center will celebrate 25 years of service to students. (See Exhibit 3.D.VIII: *Health Center User Statistics*.)

Montana Tech's Student Health Center is staffed four hours a day (10 a.m. to 2 p.m.). A nurse is on duty the full four hours, and a physician is on duty two hours a day. The link to Montana Tech's Health Center is *http://www.mtech.edu/student_life/healthcenter.htm*. Figure 3.D.9 depicts increased student satisfaction since 2003 with the competent staff in the Health Center.

Noel-Levitz Student Satisfaction

Question: The staff in the health services area are competent.
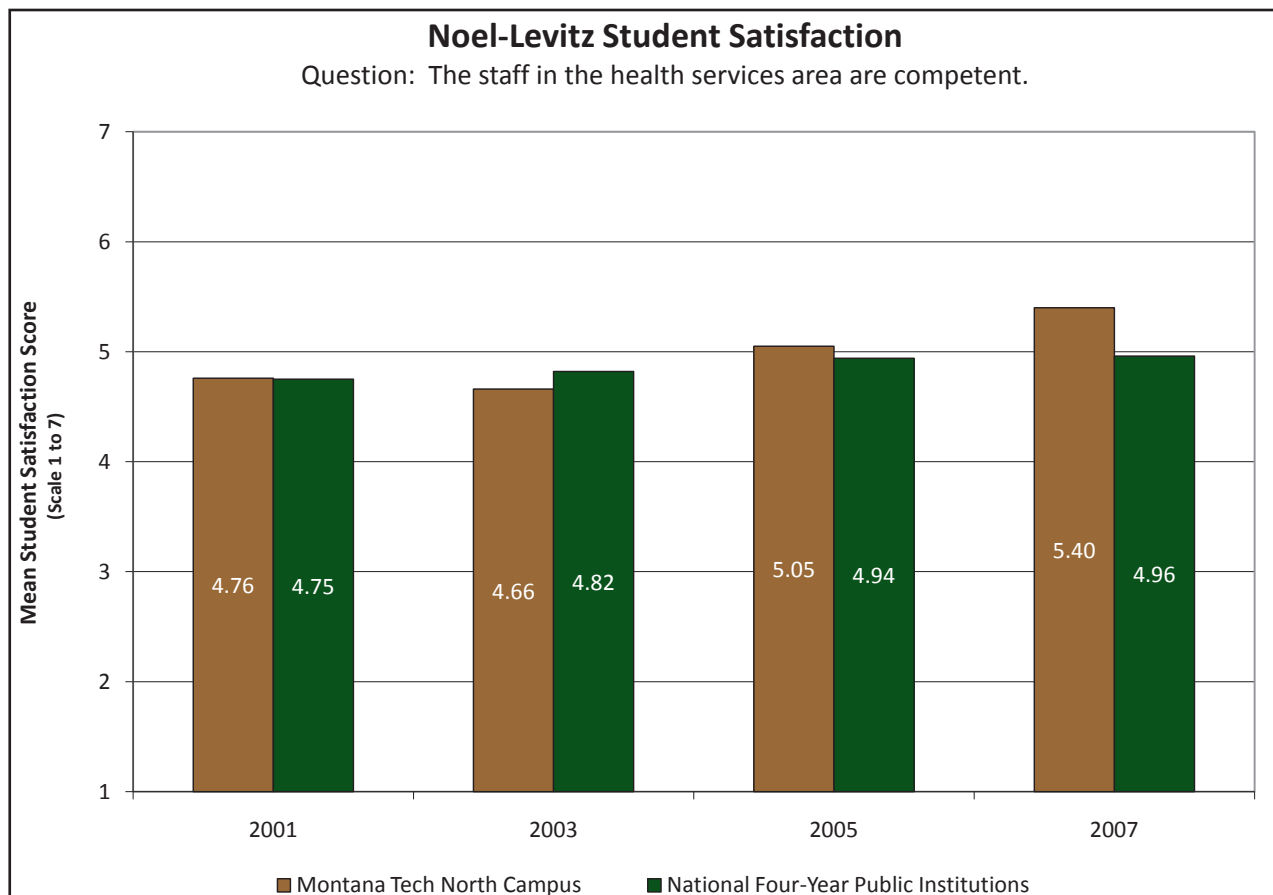
FIGURE 3.D.9: STAFF COMPETENCY

In addition, Montana Tech employs two full-time, licensed professional therapists who provide both disability services and personal and career counseling to students on the North and South campuses. The web link for information on the Student Life Counselors is *http://www.mtech.edu/student_life/counseling/*.

3.D.13   Student housing, if provided, is designed and operated to enhance the learning environment. It meets recognized standards of health and safety; it is competently staffed.

The Montana Tech Office of Residence Life is dedicated to assisting students in all facets of residential living and is committed to furthering the college students' development outside the classroom. Its priority is to promote and foster growth in all areas of students' lives including social, emotional, physical, cultural, and ethical issues. Tech's residence halls provide a safe, clean, and orderly environment in which students are enabled to develop and grow.

The housing staff includes four full-time employees. The Director, a live-in professional, oversees all operations of the program and is a member of the Association of College and University Housing Officers-International (ACUHO-I)

and the Association of Intermountain Housing Officers (AIMHO). An administrative assistant aids the director with day-to-day operations and office paperwork, and two professional custodians maintain residence hall cleanliness. Students are also employed as desk workers and custodians to provide additional services to residents.

Each floor in the residence halls and each complex in apartment housing is staffed by a Resident Assistant (RA), an upper-class student who lives in the residence halls and is primarily concerned with the welfare of the students on his/her floor. RAs enforce university policies, disseminate campus information, and plan monthly activities. RA training focuses on meeting student needs by developing communication and confrontation skills and by increasing knowledge of campus and community resources. All RAs attend CPR, First-Aid, and emergency response training.

RAs and the director develop a full calendar of programs that address student learning, engagement, and development in the residence halls. All RAs are responsible for one program a month for their floors in addition to two all-hall programs planned by the entire staff. The Residence Hall Association (RHA), a student-led organization for residence hall students, also plans programs and holds meetings to inform residents about upcoming events and to receive feedback about the group's efforts. Traditional RHA programs include a campus-wide talent show, bowling and movie nights, and various holiday celebrations.

Surveys of Montana Tech residents have historically shown an above average level of satisfaction with residence hall living. (Please see Exhibit 3.B.VI: *Residence Hall Surveys*.)

Montana Tech generally houses 300 students in two traditional residence halls. The buildings offer single, double, and suite-style rooms. Front doors to the buildings are locked at night, and individual hall wing doors are always closed to maintain security and provide residents with privacy. Card readers are planned for the front doors to eliminate the security liability of lost keys and to track late-night building entrance. Campus Security makes regular rounds, and RAs rove the halls. Student conduct policies exist to ensure a reasonable noise and disturbance level and to provide a pleasant living environment for all. (See Exhibit 3.D.IX: *Residence Hall Handbook*.)

Over the last four years, the 300 bed capacity of the two residence halls has not been able to meet the demand for on-campus housing. Since 2006, occupancy has exceeded 300. (See Figure 3.D.10: Occupancy.)
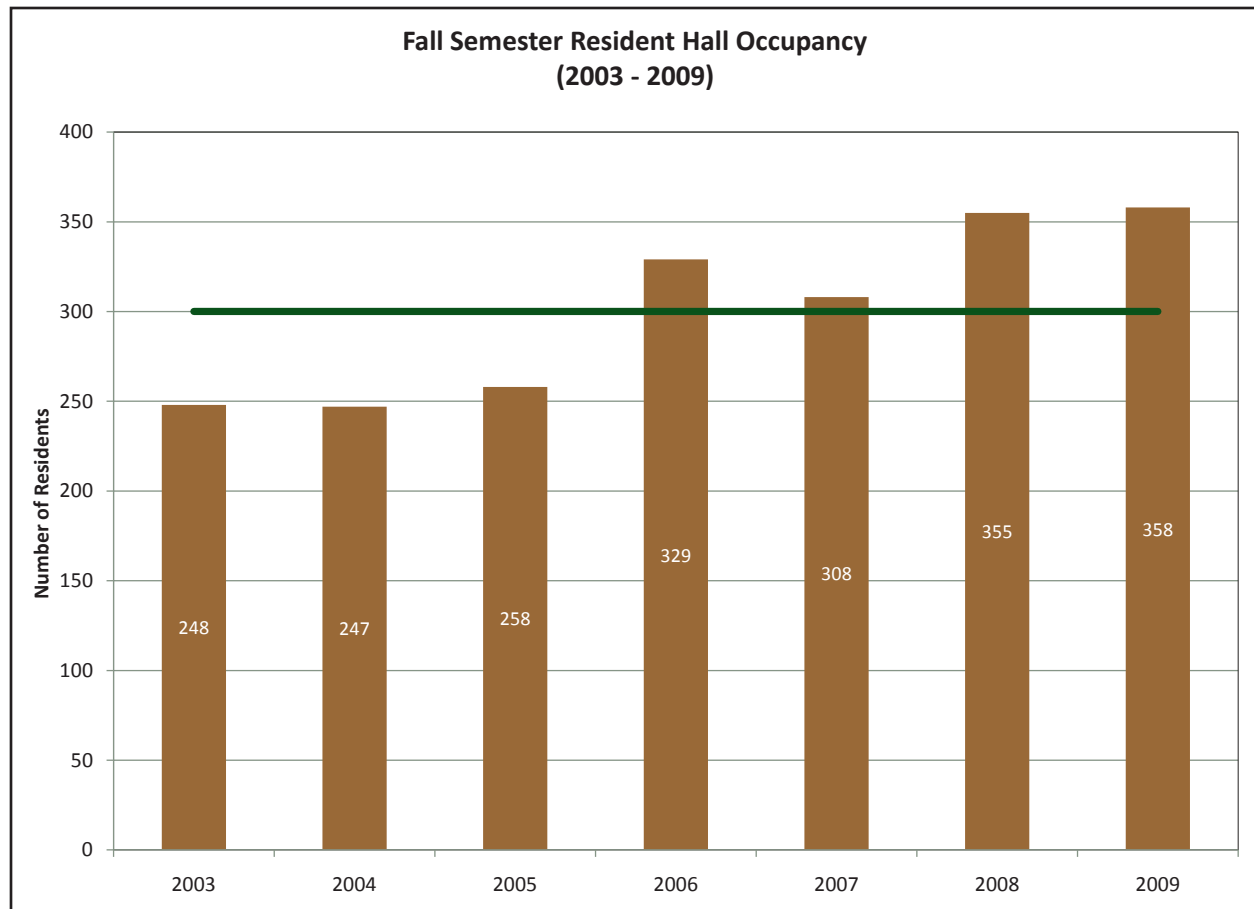
Fall Semester Resident Hall Occupancy
(2003 - 2009)

Figure 3.D.10: Occupancy

The last two years, more than 50 students were assigned housing in apartment units that have been converted for residence hall living. These units are taken offline until all first-year students are guaranteed housing for the Fall Semester. Student Services is currently monitoring and evaluating housing options to address higher enrollments. In addition to placing students in Montana Tech's Apartment Complexes, Tech is currently discussing with the Butte community possible renovation of the MoFAB, formally the YMCA, and use of the McKinley School. Both buildings are located to the east on Park Street, and are within walking distance of the campus.

Montana Tech Apartment Housing is comprised of 60 apartment units located approximately one mile north of the campus. Apartments are rented to university-related tenants according to a priority list on which freshmen students have first precedence. Students with dependants have next precedence, and then upper-class students, and finally faculty/staff have last preference. Apartment units have been renovated as needed to replace wooden paneling with sheet rock and to upgrade appliances. A student apartment manager lives on-site and is available to assist with tenant needs, perform routine maintenance, and to report necessary repairs.

3.D.14   Appropriate food services are provided for both resident and nonresident students. These services are supervised by professionally trained food service staff and meet recognized nutritional and mandated health and safety standards.

The Montana Tech Student Union houses the campus dining services, which includes the Marcus Deli Buffet, Fire House Grill, Digger Subs, and a convenience store. The dining hall atmosphere allows all of the campus population to have a meal in the same facility, thus encouraging greater interaction and sense of community. Montana Tech Dining Services also provides two satellite operations, the Coffee Mill located in the Mill Building and the College of Technology (COT) Snack Bar located on the South Campus. The Marcus Deli Buffet provides a variety of nutritious, buffet-style meals. There is an ever-changing choice of entrees, homemade soups, extensive salad bar, fresh fruits, baked desserts, and traditional fast-food favorites. The Fire House Grill features traditional fast-food favorites including hearty burgers, fries, breakfast items, fresh subs, and much more. The convenience store carries a wide variety of grab-and-go products for those on the run. The Coffee Mill provides a cozy atmosphere, featuring Starbucks gourmet coffee and espresso, a fast and efficient grab-and-go menu, and fresh baked pastries. The College of Technology Snack Bar features traditional fast food favorites, including burgers, sandwiches, salads, fries, and breakfast items. This operation also carries a variety of grab-and-go selections, which include beverages, baked goods, and chips.

All Dining Services staff are trained through the Serve-Safe program. This comprehensive program, from the National Restaurant Association, provides training in the proper handling of food products for public consumption and is approved by the State Health Department. All employees of dining services are required to be Serve-Safe certified or, become certified within one year of hire. Training is provided annually to ensure that all food service products and practices follow nationally recognized standards for nutrition, health, and safety.

In an effort to be more Earth-friendly, Dining Services established: the "Farm to College" program, which helps lessen the carbon footprint on earth; eliminated dining room trays, reducing hundreds of pounds of waste and saving thousands of gallons of water; and switched to green products used in the dish machine. The campus Dining Services are inspected periodically by the Montana Department of Public Health and Human Services. (See Exhibit 3.D.X: *Dining Services Inspection Reports.*)

CLOSING THE LOOP

Student Satisfaction Survey Gaps (Figure 3.D.11) pointed to a low satisfaction with food service selection available in the cafeteria. A menu committee was formed to implement 41 new items requested from surveys and to meet with students on the menu cycle for the following Spring semester. When implementing new items, the team made sure to select locally or regionally grown items to support Tech's marketing campaign of "Farm to College," which was rolled out in Spring 2008 with an Orientation luncheon that had the theme "Taste of Montana."

North Campus Noel-Levitz Student Satisfaction/Importance Gap

Question: There is an adequate selection of food available in the cafeteria.

Year	Gap (Importance − Satisfaction)
2001	1.70
2003	1.15
2005	1.71
2007	1.13
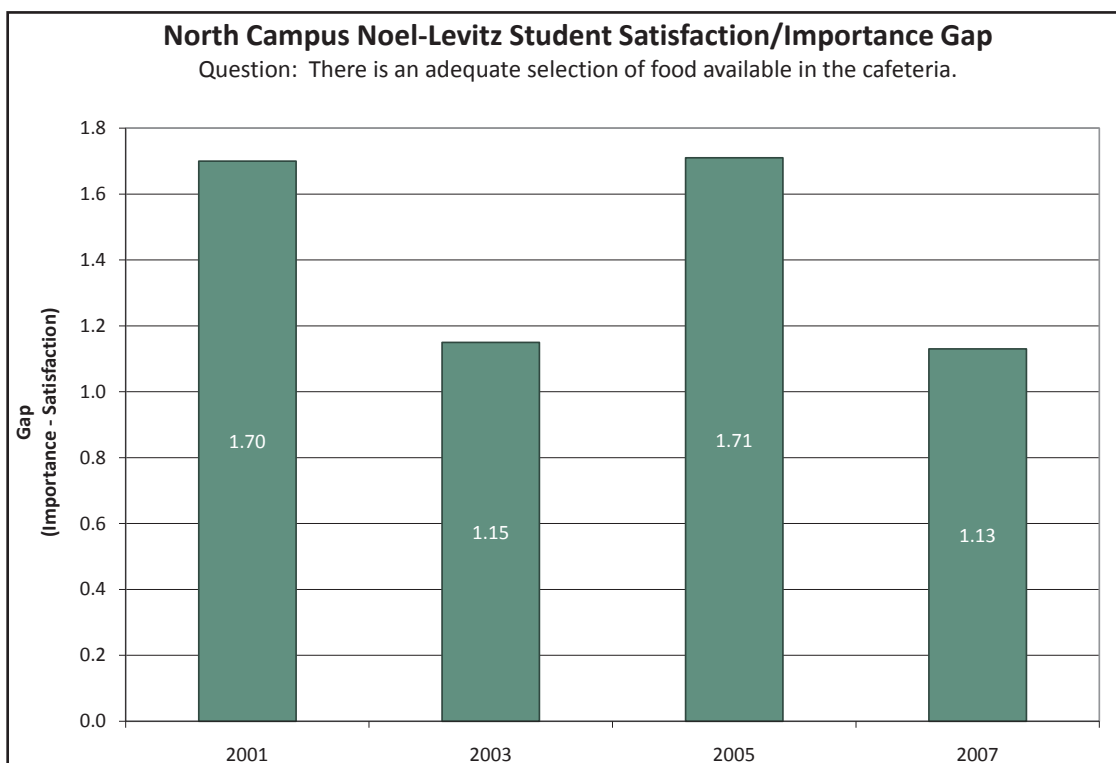
FIGURE 3.D.11: MENU SELECTION

In Fall 2009, Dining Services implemented a comment card program. The Director responds weekly and posts all responses on the bulletin board in the dining hall. This strategy provides a constant source of feedback to "tune in" to student eating habits and preferences and allows Tech to improve service to students on a regular basis. (See Exhibit 3.B.VII: *Dining Hall Surveys*.)

The "Farm to College" program was created to encourage the purchase of products from local and regional sources. Tech Dining Services purchases approximately 12% of products from local and regional vendors. Some of those include the use of Park Street Pasties, Butte Produce and Bausch Potato, all of which are located in Montana. Dining Service's goal is to maintain an ongoing effort to use local and regional products, and to expand the program where possible.

3.D.15   Co-curricular activities and programs are offered that foster the intellectual and personal development of students consistent with the institution's mission. The institution adheres to the spirit and intent of equal opportunity for participation. It ensures that appropriate services and facilities are accessible to students in its programs. Co-curricular activities and programs include adaptation for traditionally under-represented students, such as physically disabled, older, evening, part-time, commuter, and where applicable, those at off-campus sites.

The Director of the Student Union/Student Activities develops, promotes, and manages co-curricular programs at Montana Tech. Student activity forums, field trips to National Parks, such as Yellowstone and Glacier, target under-represented and non-traditional students, as well as Tech's part-time and commuter students from the South Campus. Activities for the entire student body include: comedy shows, magic shows, music, scavenger hunts, and trips to Lewis and Clark Caverns, to Fairmont Hot Springs, and to the Discovery Ski Resort. In Fall 2009, a new sound system and projector were purchased to offer state-of-the-art theater quality for enhanced viewing of movies in the auditorium.

The Associated Students of Montana Tech (ASMT) hires a student in a paid stipend position, as the Student Activities Chair (SAC), to provide co-curricular activities. SAC programming for Fall 2009 included a field trip to Boulder Hot Springs that targeted Residence Life Students, an arts and crafts evening that targeted non-traditional students, and the annual Holiday Stroll.

SAC further oversees Spring Semester "M" Days. "M" Days is a week-long event that first began in 1958 when students hiked to the hill north of the campus (called the "M") to clean the walking trail and white-wash the rocks that formed the letter M. In 1962, the M was wired for lights and today is still the only lighted collegiate letter in the U.S. The 2009 "M" Day events included a battle of the bands, country music in the mall, barbecues, a race to the "M," the annual white-washing of the "M," and cleaning the hiking trail.

Club Rush, an annual semester event, is offered to entice students to join and formulate campus clubs and organizations. Approximately 40 clubs are active and

meet regularly. A number of clubs attend national conventions related to their degree area. Clubs help with campus and community events, such as the Circle K and student athletes' annual involvement with the community-wide food drive.

ASMT identifies each club by requiring formalization of officers, presidents, vice-presidents, treasurers, and advisors. ASMT oversees development of the club/organization's constitution and assigns faculty/staff as advisors and mentors. In turn, the club/organization is granted rights and privileges that include: petitioning for funds from ASMT, access to college facilities, use of audio/visual equipment, on-campus fund raising, and purchase order privileges. (See Exhibit 3.D.XI: *2009/2010 Clubs*.)

The COT Student Leadership established in Fall 2008 promotes a sense of community within the College of Technology campus, to enhance a sense of belonging with Montana Tech at large and to provide service to the Butte community. This is done through the kind of activities and events which offer fun and through the kind of educational components which enrich the college experience for students. Activities include but are not limited to the Welcome Back Lunch, Homecoming participation, COT Halloween Open House, Thanksgiving Lunch with educational theme, collections for food baskets, Easter event, and Graduation celebration/lunch. Montana Tech's COT Counselor acts as advisor with the support of the Dean and COT administrative staff.

3.D.16   The co-curricular program includes policies and procedures that determine the relationship of the institution with its student activities; identifying the needs, evaluating the effectiveness, and providing appropriate governance of the program are joint responsibilities of students and the institution.

All student organizations and clubs must submit a completed Student Organization Application form that includes appropriate club officers/advisor signatures, and a developed constitution. (See Exhibit 3.D.XI: *Student Organization Application*.) The organization must affirm compliance with Montana Tech's commitment to and practice of non-discrimination with regard to race, creed, color, sex, to natural origin, age, handicap, and to marital status. The organization's officers and members must read, understand, and abide by Montana Tech's Alcohol Policy. The Student Union Director conducts annual training for all clubs and advisors at the beginning of the Fall Semester.

3.D.17   If appropriate to its mission and goals, the institution provides adequate opportunities and facilities for student recreational and athletic needs apart from intercollegiate athletics.

Montana Tech's Campus Recreation program is headed by the Director of Campus Recreation who is also the HPER Supervisor. The Director markets and administers both the intramural (recreational) sports and the outdoor recreation programs. Funds for the intramural and the outdoor programs are allocated each year by the student-elected officers of ASMT.

Typical program offerings include common team sports for the men, women, and co-recreational divisions and individual competition events for men and women. New event schedules are presented each semester. For example, Spring Semester 2008, there

were a total of 28 intramural basketball teams, 22 men's teams and 6 women's teams for a total of 175 students participating. Also, a total of 18 intramural softball teams, 10 men's teams and 8 co-rec teams with 200 students participating. Fall Semester 2008, there were 15 intramural flag football teams, 8 men's teams and 7 co-rec teams with approximately 175 students participating. In the Fall of 2008, there were 24 co-rec teams and 200 students participating in intramural volleyball. Student satisfaction with the variety of intramural activities offered has steadily increased since 2001. Figure 3.D.12 depicts increased satisfaction with the variety of intramurals offered.

Noel-Levitz Student Satisfaction

Question: A variety of intramural activities are offered.

Year	Montana Tech North Campus	National Four-Year Public Institutions
2001	4.76	4.94
2003	4.86	4.91
2005	5.17	4.97
2007	5.28	5.03

Mean Student Satisfaction Score (Scale 1 to 7)
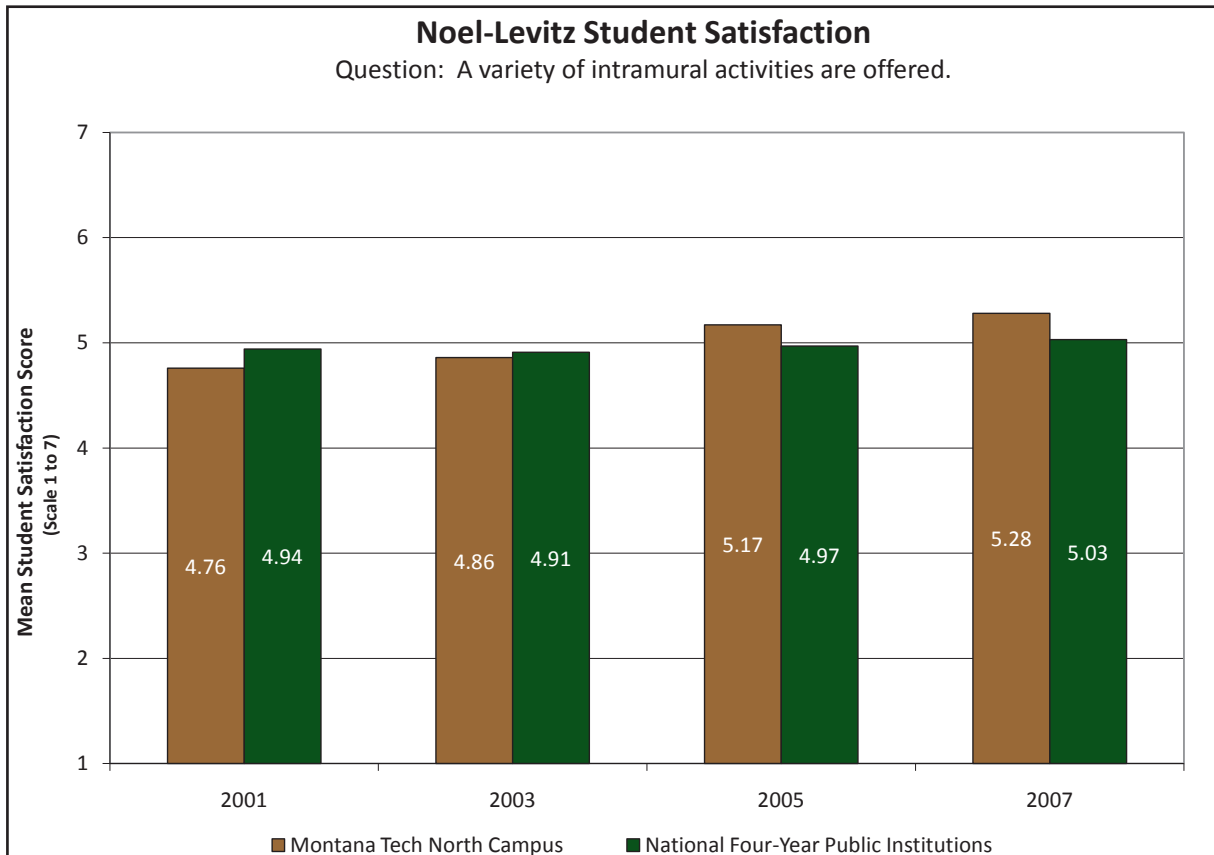
Figure 3.D.12: Intramural Activities

Other indoor sports activities sponsored by the Campus Recreation Department are dodge ball tournaments each year and a spring racquetball league followed by a tournament.

The outdoor recreation portion of the program offers equipment rentals (backpacks, tents, sleeping bags, snow shoes, cooking equipment, coolers, rafts, and kayaks) for outdoor activities, day hikes, and for cross-country skiing.

The Campus Recreation program takes full advantage of its geographical location to enable students to engage in outdoor pursuits. The objective of the outdoor recreation part of the program is to make available outdoor experiences that may otherwise not

occur in the leisure time of college students.

Montana Tech offers substantial facilities for the leisure interests of students. The Health, Physical Education, and Recreation Complex (HPER) contains four basketball courts, six handball/racquetball courts, a six lane/25 meter swimming pool, volleyball courts, weight training room, cardio room, dance and aerobics room, and a full complement of shower/locker rooms for men and women. The HPER gymnasium underwent a significant upgrade in the Summer of 2007 and is now one of the most modern arenas in the Frontier Conference. This was a public-private partnership with approximately half of the total project funds generated by private donors.

The HPER gymnasium is used extensively, not only by intramurals, but also by Montana Tech varsity athletics. Thus, lack of available gym time can be a problem in the Fall/Winter. With all three varsity teams practicing (volleyball, men's and women's basketball), there is little time for intramurals or general use of the gym for students.

Management does provide some open gym time for all students to exercise and socialize; however, at times it is almost impossible to provide enough time for everyone.

In an effort to address the needs of all students, the campus leadership, in conjunction with the student government, delivered a resolution to the Montana Board of Regents to approve a student fee aimed at expanding and renovating the HPER complex. This fee will generate $3 million over the next 15 years and was approved by ASMT and taken to a vote of the student body. In the Spring of 2009, the Chancellor approached the Regents with Tech's proposal. In September of 2009, the resolution passed and the process to upgrade and expand the building began. An architect was selected in December of 2009 and the construction project is slated to begin in the Spring of 2010.

A number of outdoor recreation areas are available on the Tech campus: Leonard field, practice fields, and one lighted combination baseball and football area. These fields are shared-usage fields which are used by varsity football, intramurals, by rugby, soccer, and by some community events.

3.D.18 **If the institution operates a bookstore, it supports the educational program and contributes to the intellectual climate of the campus community. Students, faculty, and staff have the opportunity to participate in the development and monitoring of bookstore policies and procedures.**

Tech provides a full service, on-campus bookstore that has a textbook support system, a full array of academic/office supplies, personal hygiene items, computer supplies, candy/snacks, and college logo clothing. The Bookstore website is *http://www.montanatechbookstore.com/*. Specialized items can be single-ordered for customer convenience. Hours of operation are favorable to students and faculty/staff

alike. Input on bookstore policies is gained by the Bookstore Advisory Committee which is co-chaired by the Bookstore Director and the Director of the Student Union. Representatives from ASMT, Faculty Senate, and RHA meets as needed with the Bookstore Advisory Committee. Changes as a result of committee input include: a new Cash Register/Point of Sale/Inventory system (Spring 2009); the South Campus store merged with the North Campus; and an interactive Website for online purchases. Figure 3.D.13 depicts increased student satisfaction with helpful Bookstore staff.

Noel-Levitz Student Satisfaction
Question: Bookstore staff are helpful.
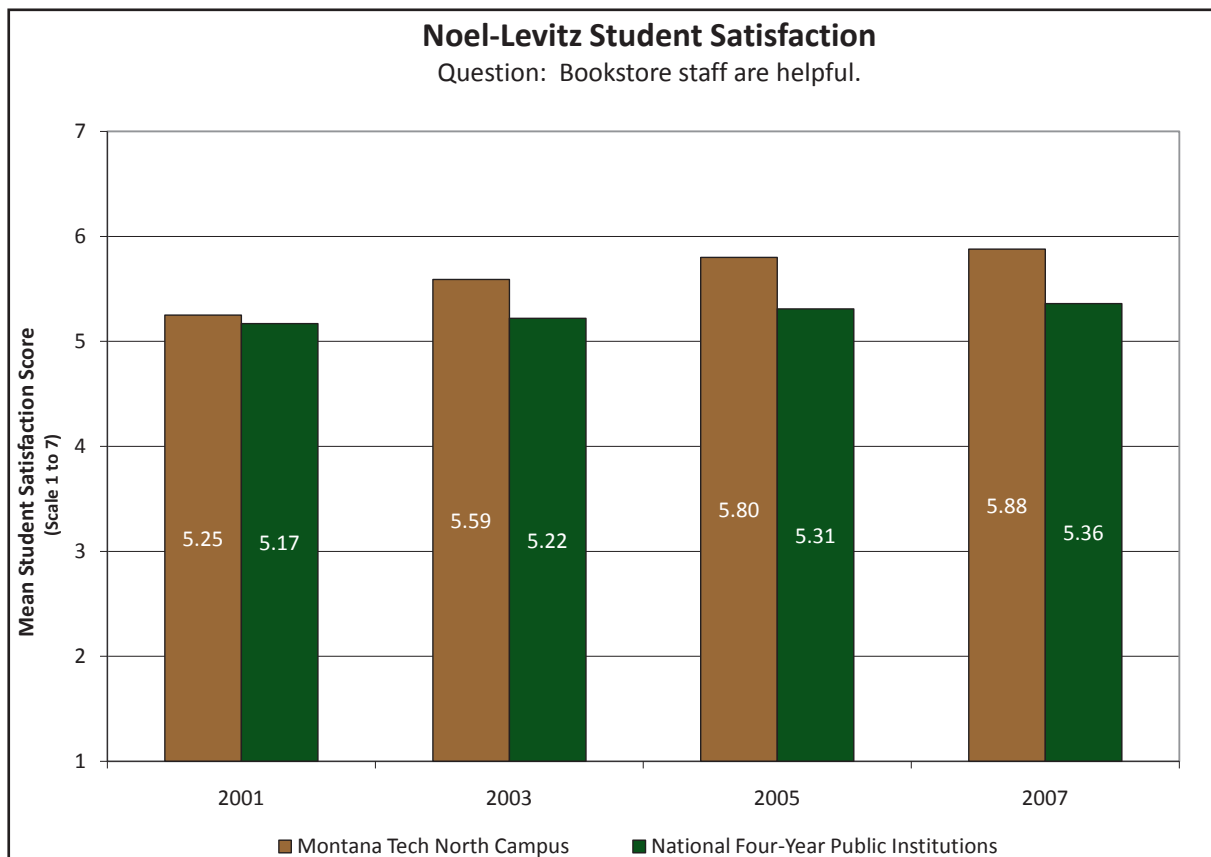
Figure 3.D.13: Helpful Bookstore Staff

3.D.19   When student media exist, the institution provides for a clearly defined and published policy of the institution's relationship to student publications and other media.

The Publications Board is an ASMT appointed and approved committee. The ASMT President, Vice President, and Treasurer serve on the Publications Board along with two appointed senators, the editor of the campus newspaper (Technocrat), and the manager of the campus radio station (KMSM 107.1FM). The Publication (Pub) Board monitors and regulates the student-run media services, thereby confirming that First Amendment policies are routinely reviewed to ensure proper and ethical applications. Montana Tech students serve in the majority number on the Publications Board. (See Exhibit 3.D.XII: *Campus Newspaper – Technocrat*.)

STANDARD 3.E — INTERCOLLEGIATE ATHLETICS

If the institution participates in intercollegiate athletics, these programs and financial operations are consistent with the educational mission and goals of the institution and are conducted with appropriate oversight by the governing board, chief executive officer and faculty.

3.E.1   Institutional control is exercised through the governing board's periodic review of its comprehensive statement of philosophy, goals, and objectives for intercollegiate athletics. The program is evaluated regularly and systematically to ensure that it is an integral part of the education of athletes and is in keeping with the educational mission of the institution.

Montana Tech's Athletic Committee is composed of faculty, staff, and administration. This committee meets quarterly and reviews coaches' evaluations and sets policy for athletics. The committee's priority is to develop a student-athlete handbook to better communicate what Montana Tech expects from its student-athletes. At Montana Tech, student comes before athlete, and our goal is to compete for championships with students that graduate. The motto created for our student athletes is *students, leaders, champions*.

The Athletic Director reports directly to the Chancellor and both strive to ensure that the entire athletic program enhances the mission of the institution. The Athletic Department's policies and procedures are evaluated by the Chancellor every year. The Chancellor will review coaches' performance, graduation rates, community involvement, student-athlete experience, and fiscal prudency.

Montana Tech is an active and contributory member of the Frontier Conference of the National Association of Intercollegiate Athletics (NAIA) and fully complies with the rules, regulations, and policies of both governing bodies.

3.E.2   The goals and objectives of the intercollegiate athletic program, as well as institutional expectations of staff members, are provided in writing to candidates for athletic staff positions. Policies and rules concerning intercollegiate athletics are reviewed, at least annually, by athletics administrators and all head and assistant coaches. The duties and authority of the director of athletics, faculty committee on athletics, and others involved in athletics policy-making and program management are stated explicitly in writing.

Montana Tech Athletics has a clear mission and vision statement that outline the goals and objectives for all involved.

FIRST CHOICE VISION: We strive to be the *First Choice* institution for top student-athletes in Montana and the Northwest. Our vision to be *First Choice* also extends to the parents of student-athletes, fans, community members, donors, and the area media.

MISSION: The Athletic Department at Montana Tech is committed to the University's mission to meet the changing needs of society by supplying knowledge

and education through a strong undergraduate curriculum. The Athletic Department's mission focuses on three interrelated communities:

1. **Student-Athletes:** The mission is to provide the student-athlete with opportunities and support that will allow the student athlete to compete academically and athletically at the highest level. It is the mission to build life-long characteristics of dedication, excellence, pride, and leadership.
2. **University Community:** The mission is to operate with quality and integrity as a focal point for school identity and spirit while complementing the academic culture and social facets of University life.
3. **Butte Community:** The mission is to support the community through public service and to be a source of pride and entertainment to Butte and southwest Montana with successful programs that graduate student-athletes and thereby benefit the local and state economies.

At the beginning of each season, the coaches submit their goals and expectations to the Athletic Director. At that time the Athletic Director communicates to the coaches the expectations of the University. At the end of the year, the coach and his/her respective program is reviewed. The annual performance reviews are completed by the Athletic Director and provided to the athletic staff. The areas of review include, but are not limited to: recruiting, coaching effectiveness, scheduling, preparation, public relations, and student-athlete development, and budget-to-actual fiscal performance.

The Athletic Director also attends the NAIA National Convention to stay abreast of rules on intercollegiate athletics and meets with the faculty representative to make sure that policies and procedures are being followed. All rule changes and other pertinent information are shared with the coaches and staff.

Non-athletic department faculty and staff regularly attend Athletic Department staff meetings to update the athletic department on University procedures and policies. Team athlete development, including academics, is reviewed annually with coaches in program reviews with the Athletic Director.

3.E.3 Admission requirements and procedures, academic standards and degree requirements, and financial aid awards for student athletics are vested in the same institutional agencies that handle these matters for all students.

Montana Tech treats student-athletes and non-student-athletes exactly alike. A prospective student-athlete must complete all of the admission, registration, and academic standards requirements of the University.

For the purpose of admissions, all student-athletes must meet NAIA eligibility standards and Montana Tech admission standards. Admission of student athletes is evaluated by Enrollment Services using the same process and standards for all Tech

students (See Catalog pp. 5-11). Athletic eligibility is verified at the beginning of each season by the Office of Enrollment Processing, Athletic Director, coach, and faculty representative. Privately-funded athletic scholarships and state-awarded waivers are chosen by recommendation of the coaching staff.

In terms of financial aid, student-athletes apply for all state, federal, and non-athletic department scholarships through Enrollment Processing as do non-athletes. The Athletic Department's privately-funded scholarships are chosen from the recommendations of the respective coaching staff. Montana Tech abides by the NAIA rules as to the number of scholarships allowed for each athletic program. Montana Tech does not provide the full level of scholastic aid allowed by the NAIA. A report is filed each Fall with the NAIA outlining our Institutional Financial Aid.

Academic standing is evaluated for all students by the Office of Enrollment Processing (see Catalog p. 25). Additionally for student-athletes, eligibility is verified at the beginning of each season by the Office of Enrollment Processing and signed by the Director of Enrollment Services, Athletic Director, coach, and faculty representative. Graduation and degree requirements for all students are handled by the academic departments and Enrollment Processing with the same process and criteria for athletes and non-athletes. (See Catalog pp. 26-28.)

As outlined in Table 3.E.I, Montana Tech student-athletes excel academically with a 6-year graduation rate of 62% and a low transfer-out rate of 16% (*http://www.mtech.edu/onestop/grad_comp_rates.html*).

TABLE 3.E.I: ATHLETIC GRADUATION RATES

STUDENT-ATHLETES WHO RECEIVED ATHLETICALLY-RELATED STUDENT AID	4 YEAR AVERAGE STUDENT-RIGHT-TO-KNOW 150% NORMAL TIME	4 YEAR AVERAGE ATHLETE STUDENT-RIGHT-TO-KNOW TRANSFER-OUT RATE
Football	77%	11%
Men's Basketball	33%	17%
Men's Golf	25%	50%
Women's Basketball	83%	17%
Women's Golf and Volleyball	62%	15%

Table 3.E.II outlines the three largest areas of study for athletes, followed by the same three programs across the entire campus population minus the student athlete cohort.

TABLE 3.E.II: STUDENT-ATHLETE & NON-STUDENT-ATHLETE MAJORS

Student Athlete Major Area					
	2004	**2005**	**2006**	**2007**	**2008**
Engineering	61%	54%	49%	42%	50%
Business	14%	18%	25%	30%	26%
OCC Safety & Health	11%	11%	10%	13%	10%
TOTAL	**86%**	**83%**	**85%**	**85%**	**86%**
Non-Student Athlete Major Area					
	2004	**2005**	**2006**	**2007**	**2008**
Engineering	47%	52%	55%	59%	61%
Business	11%	10%	11%	9%	10%
OCC Safety & Health	4%	5%	4%	4%	4%
TOTAL	**62%**	**68%**	**70%**	**72%**	**75%**

Figure 3.E.1 demonstrates the top five bachelor degrees earned by our student-athletes.
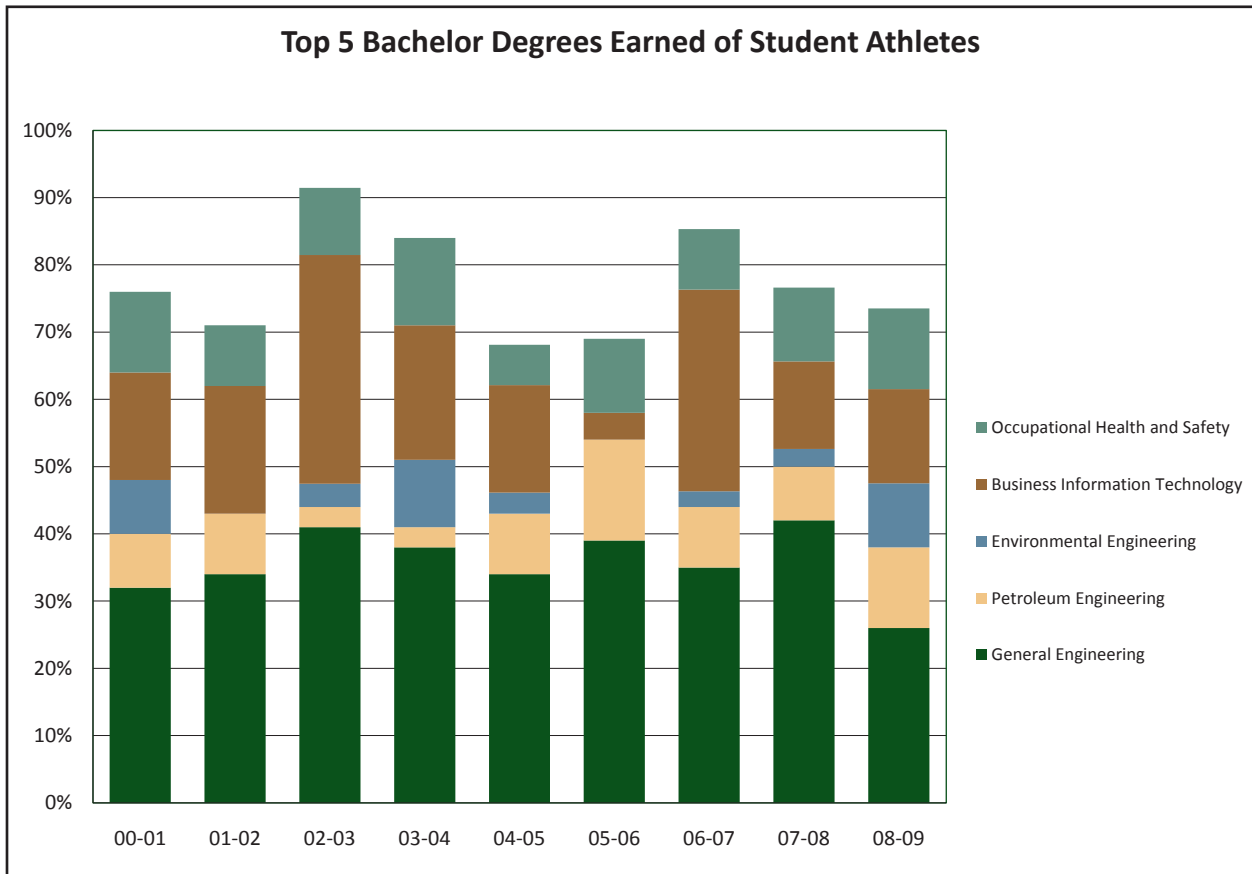
FIGURE 3.E.I: Top Five Bachelor Degrees Earned By Student-Athletes

3.E.4   Athletic budget development is systematic; funds raised for and expended on athletics by alumni, foundations, and other groups shall be subject to the approval of the administration and be accounted for through the institution's generally accepted practices of documentation and audit.

The Digger Athletic Association (DAA) is a separate 501(c)(3) non-profit corporation that serves as the private-fundraising arm of the Athletic Department. The DAA raises money for student aid, assistant coaches' salary supplements, and operational assistance. All athletic dollars raised or donated are accounted for separately by the Montana Tech Foundation. All expenditures from these funds are subject to institutional oversight and audit.

A budget for DAA is developed by the Board of Directors of the Association in cooperation with the Athletic Director. The Chancellor or his designee reviews and approves the budget and budget allocations annually.

3.E.5   The institution demonstrates its commitment to fair and equitable treatment of both male and female athletes in providing opportunities for participation, financial aid, student-support services, equipment, and access to facilities.

Montana Tech complies with Title IX. Montana Tech currently maintains and supports six programs: football, volleyball, men's and women's basketball, and men's and women's golf. These programs are funded with similar budgets based on the participation numbers in each program. In mirrored programs, such as men's and women's basketball and men's and women's golf, pay and operational dollars provided are equal and our athletic department makes every effort to insure all programs are treated with respect and equity. Each program gives student-athletes the same opportunities for personal growth. Aid is provided on an equitable basis and no student-athlete is denied access to equipment and facilities.
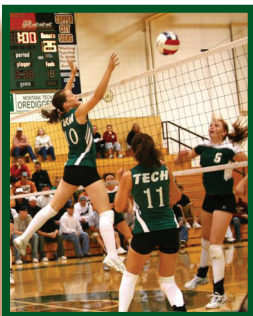
3.E.6   The institution publishes its policy concerning the scheduling of intercollegiate practices and completion for both men and woman that avoids conflicts with the instructional calendar, particularly during end-of-term examinations.

Montana Tech is firm in its belief that student-athletes attend this University to graduate. To help the student athletes in their quest, all programs conduct grade checks and require mandatory study hall for freshman athletes. The University has a written policy that prohibits any practices or games during finals week. As a result, student-athletes outperform the student general population in graduation rates and GPA.

Montana Tech and the Frontier Conference have placed a high priority on the student-athlete's time. When scheduling games, the conference and the coaches make every effort to avoid missing class time. Recently, the football and golf seasons were shortened to provide less travel time and more classroom time for student-athletes.

If a student-athlete has a scheduling conflict with a course, the student is required to inform the instructor prior to missing the class. The Student Handbook clearly states that any work be completed prior to leaving or made up with the consent of the instructor. At Montana Tech, academics come first and student-athletes are not penalized for missing practice or training sessions due to class requirements.

Policy 3.1 —Institutional Advertising, Student Recruitment and Representation of Accreditation Status

Policy 3.1.A — Advertising, Publications, Promotional Literature

Institutional recruitment and advertising responsibilities are shared among the Advancement and Development staff. Led by the Vice Chancellor of Development and Student Services, the staff consists of the Directors of Public Relations and Marketing, Enrollment Management, Enrollment Processing, Career Services, Alumni Affairs, Montana Tech Foundation and the Associate Vice Chancellor of Student Affairs. Individuals from these offices are trained in all aspects of institutional advancement. From recruiting prospective students to soliciting financial support, these staff members are prepared to represent Montana Tech in any number of settings.

This collaborative approach provides consistency and accuracy throughout Montana Tech's advertising, publications and promotional literature. Depending on the project, an appropriate team is assembled from Advancement and Development staff to produce the promotional product. For example: the viewbook content and design is led by a member of the Enrollment Services staff. However, additional team members give input to improve the overall content and design of the publication. This team approach ensures a consistent message from market to market.

The comprehensive marketing approach was further strengthened in 2005. At that time, Montana Tech contracted with higher education consultant, Stamats, in a branding exercise. One of the outcomes of this relationship was a "brand creative" workbook. This established colors, logos, images fonts for the school that are used consistently in our publications. The "Get Into It!" tagline was selected because it exemplifies the students' experience at Montana Tech.

All publications, advertising, web pages, and promotional literature are designed to present a positive accurate image of the university. The marketing materials are conceived in-house and produced in cooperation with the University of Montana
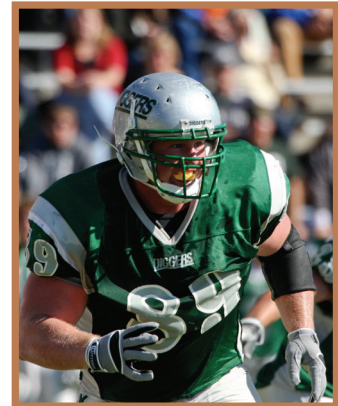
print shop. All recruiting materials are created within the guidelines of the National Association of College Admission Counseling (NACAC) Statement of Principles of Good Practice.

Additionally, all marketing materials comply with NWCCU publication standards, featuring successful student outcomes and presenting key messages concerning: educational programs, academic options, quality programs and faculty, student access, student services, the student experience as well as tuition, costs and financial aid availability. (See Exhibit 3.D.XIV: *Montana Tech Publications*.)

Policy 3.1.B — Student Recruitment for Admissions

Enrollment Services is responsible for recruitment and processes all applications for admission. Recruitment activities encompass most of the traditional means used on campus around the country, such as high school visits, college fairs, Tech Days, hosting campus visitors, direct mail, and e-mail.

When the offices of Enrollment Services and Enrollment Processing were created, the role of the Admission Counselor evolved. Now called Enrollment Representatives, the responsibility of these individuals has been expanded to include a conscious effort to impact retention. With the expanded duties came expanded opportunities. Enrollment Representatives now have the opportunity to advance via a career ladder. This effort to retain Enrollment Representatives is critical when establishing relationships with high school counselors and affecting the retention of new students.

Enrollment Representatives are encouraged, through promotion and other means, to participate in state, regional, and national professional organizations. They are further encouraged to take leadership roles in these organizations. As a part of this professional development, industry standards and ethics are experienced and maintained.

Student recruitment is further enhanced through the participation of other members of the Advancement and Development staff. In all instances, individuals who recruit for the University are trained in a manner consistent with the NACAC - Statement of Principles of Good Practices. Graduate student recruitment is largely conducted by faculty and the graduate studies office.

Policy 3.1.C — Representation of Accreditation Status

Montana Tech complies with the NWCCU policy regarding representation of accredited status. Accreditation and memberships are stated on page 4 of the catalog. (See Exhibit 3.A.III: *2009/2010 Montana Tech Catalog*.)

Closing the Loop

The past two years have been an interesting and exciting time for Montana Tech's student services organization. In that timeframe Montana Tech lost its Registrar, Associate Registrar, and Assistant Registrar. This loss of institutional knowledge left a void, but also provided a unique opportunity to redefine our student-service model. In the Spring of 2008, Montana Tech made a move to a student-centered organization that focused delivery of services entirely on student needs. The goal was to improve service, contribute to increased retention, and better serve faculty by streamlining processes and procedures.

Strengths

» **Record Enrollment in 2009** - History was made as more students attended this Fall than ever before. Montana Tech's overall enrollment was up 12% compared to Fall 2008. Montana Tech's North Campus headcount was up 10% and South Campus headcount was up 20%. With this enrollment, Montana Tech celebrates a significant milestone toward achieving the enrollment goals slated in our VISION 2025. As we look to the challenges of the future, these enrollment figures significantly strengthen our position.

» **Excellent Placement Rates** – Montana Tech continues to enjoy outstanding placement of our graduates. This success is not by accident. Our entire team works to solidify our relationship with industry representatives and continually looks for new opportunities for our graduates. Over the past 10 years, 96% of the graduates seeking employment have been successful.

» **One-Stop-Shop** – The creation of an office that will answer the vast majority of our students' and faculty questions regarding admissions, registration, and financial aid provides an unprecedented level of service to our students. This environment of student-centered services assists students as they make their way through their academic career.

Closing the Loop

» **New Scholarship Application Process** – The STARS online scholarship application was implemented in 2009-10. STARS walks students through the application process and matches them to available aid. This process has improved the accuracy of awards, synchronized the donor's wishes with the appropriate student, increased efficiency, and minimized human error in scholarship allocation.

» **First Year Experience (FYE)** – The goal is to increase third semester retention and provide a robust college experience to each freshman and transfer student on campus.

» **Enhanced Use of Technology** – Montana Tech has invested in the purchase and development of computer systems as well as time and energy in training staff to utilize these systems. Montana Tech is the first and only University in Montana to convert to a paperless student record system. The in-house student recruitment database is now web-enabled so recruiters can access the student records on the road and faculty can access from home.

» **Strong Brand and Image Campaign** - On July 1, 2006, Montana Tech rolled out a new brand and image campaign aimed at differentiating our campus. The tagline, "*Get Into It!*" was selected because it exemplifies the students' experience at Montana Tech. *Get Into It!* portrays the following brand attributes: Quality Focused, Refreshingly Real, Exceptionally Driven, Impressively Personal, and Unexpectedly Affordable. The brand portrays Montana Tech as a challenging institution for hands-on, success-oriented students. The campus will develop the next phase of the marketing plan during Spring 2010.

Opportunities for Improvement

Despite the many excellent initiatives currently underway, Montana Tech continues to see opportunities for the future:

» The continued maturation of the One-Stop-Shop concept will cause refinement of processes and improvement of service to students and faculty.

» Our HPER complex will undergo a significant renovation aimed at allowing the general student more availability to campus recreation.

Closing the Loop

» The implementation of a new One Card/Digger Card system will provide improved security, better implementation of current meal plan programs, and greater access to students and staff to vending and outside services.

» As enrollment continues to grow and demand on our campus infrastructure increases, it is evident that we need to invest in critical student service elements, including but not limited to:

- • Additional on-campus housing
- • Housing aimed at specific international cultures and desires
- • More parking availability on the North Campus
- • Better utilization of the COT (South Campus) facilities

» The Enrollment Services team will continue to refine our recruitment strategies to maximize the return on investment.

Moving Forward

Using our VISION 2025 as a roadmap for our future, Montana Tech sees an aggressive and exciting future filled with accomplishments and significant challenges:

» Montana Tech will house the Pacific Northwest's only Math & Science Academy to allow Montana's best and brightest high school juniors and seniors to attend Montana Tech their last two years of high school, earning an Associate degree and a high school diploma simultaneously. The academy will have a 40-bed residence hall tailored specifically to younger students.

» The enhanced recruiting strategies, coupled with a marketing and advertising emphasis will provide Montana Tech with a larger and more diverse student population. Currently, a non-resident student provides significant financial benefit to the campus as compared to a resident student. Montana Tech will continue to grow our international and non-resident student body.

» As a unit of the MUS, Montana Tech is dependent on the health of the state's economy. Based on the forecasts for the coming biennium, the challenges for Montana are significant. If thse projections prove to be real, Montana Tech will be forced to reduce expenditures while serving more students.

EXHIBITS

3. A.I   *Enrollment Services/Processing Organizational Chart*

3. A.II   *Student Affairs Résumés**,*

3. A.III   *2009/2010 Montana Tech Catalog**

3. A.IV   *2009/2010 Balanced Scorecards**

           Sample Evaluations

           Performance Review Evaluation

           *Montana Tech's Strategic Plan (http://www.mtech.edu/about/strives.html) Student Services Mission and Goals**

3. A.V   *Auxiliary Projects & Planning*

3. B.I   *Student Handbook*

3. B.II   *Associated Students of Montana Tech (ASMT) Constitution**

3. B.III   *College Community Expectations Program**

3. B.IV   *Montana Tech Safety Policy*

3. B.V   *Campus Emergency Action and Crisis Protocol Manual* and

           Student Life Programs Emergency Procedures Manual

3. B.VI   *Surveys*

           Student Satisfaction Inventories, *2007-2005 North*, *2007-2005 South*,

           Student Satisfaction Inventories 2003, 2001

           Residence Hall Surveys

           Counseling Surveys

           Dining Hall Surveys

           Student Activities Surveys

           Orientation Surveys/Evaluations

           Tech Day Surveys/Evaluations

           Tobacco Surveys

           Graduate Surveys

           Career Fair Surveys

3. D.I   *Convicted Applicant Offender Decision Matrix*

3. D.II   *Application for Degree Forms*

3. D.III   Financial Aid Statistics, Default Rates, State Audits and Federal Program Reviews*

List of Figures

List of Tables

*Required Documentation & Exhibits

** Suggested