COMMITTEE MEETINGS

ACADEMIC/STUDENT AFFAIRS COMMITTEE MEETING

(**Committee Members:** Chair Regent Lynn Morrison-Hamilton, Regent Mike Foster, Regent Kala French and Regent Stephen Barrett)

Ballroom D -- Strand Union Building
Wednesday, November 16, 2005
10:00 -11:45 a.m., 2:30 – 4:30 p.m.

Note: The Board of Regents may take action on any item on the committee agendas.
(Public comment is welcome during the meeting.)

a. Roll Call
b. Review and Adoption of Agenda
c. Approval of minutes from the September 21, 2005, meeting of the Committee
d. **Portion of the Meeting Devoted to Topics of Concern to Both Academic & Student Affairs Officers.**
   1. **Action: ITEM 129-109-R1105:** Writing Proficiency Policy – Roger Barber (pg. 74)
   2. Review of the transfer information on the Montana University System website - Roger Barber (pg. 77)
   3. Discussion of the "next steps" in the transfer arena
   4. Discussion of possible activities for the Academic & Student Affairs Committee
   5. Reports carried over from the September 2005 Committee Meeting – Roger Barber
      --College Preparatory Program Report (pg. 86)
      --Distance Learning Report (pg. 89)
      --Credit by Exam Report (pg. 93)
      --Diversity Report (pg. 102)
      --Quality Report (pg. 104)
e. **Portion of the Meeting Devoted to Chief Academic Officers.**
   1. Level I memorandum – Roger Barber (pg. 122)
   2. Level II Items
      --**Action: ITEM 128-2701-R0905:** Associate of Applied Science degree in Radiologic Technology, Montana State University-Billings College of Technology (pg. 200)
      --**Action: ITEM 128-301-R0905:** Certificate program in Licensed Practical Nursing, Flathead Valley Community College (pg. 212)
   3. Report on the Montana State University Rural Nursing Partnership in North Central Montana – Rolf Groseth and Elizabeth Nichols
f. **Portion of the Meeting Devoted to Chief Student Affairs Officers.**
   1. Continued discussion of textbook costs (pg. 252)
g. Other business
h. Public Comment
i. Close: Review assignments, meeting schedule, meeting's main points

DRAFT Minutes of
The Academic & Student Affairs Committee

Regent Lynn Hamilton, chair of the Academic & Student Affairs Committee, called the meeting to order at 1:00 p.m. and introduced the other voting members of the committee, Regents French and Foster. Regent Barrett, the fourth member of the committee, was excused.

Regent Hamilton noted that this is an open meeting, invited everyone to join the Committee at the table, and asked everyone to feel free to make comments as the agenda proceeds. There is a time at the end of the meeting for public comment on non-agenda items, she said.

ROLL CALL
Regent Hamilton asked guests to identify themselves, and circulated a sign in sheet.

REVIEW AND ADOPTION OF AGENDA.

APPROVAL OF MINUTES.
From the May 18, 2005 meeting of the Committee.
Regent Foster moved to approve the minutes. Motion carried.

PORTION OF THE MEETING DEVOTED TO CHIEF ACADEMIC OFFICERS.

A. Discussion of textbook costs, with special attention to strategies used by college bookstores to hold prices down.

Bookstore managers and other staff from both UM and MSU campuses were in attendance. Some bookstores operate as separate 501(c)3 organizations and others are operated by the campuses. All face increasing textbook costs and all are trying to reduce those costs in a variety of ways. Some of the Increased costs are due to "bundling" (inclusion of software, online tutoring, test banks etc. with the books), as well as publishers' need to recoup all of their costs in the first two semesters after publication of a title.

Bryan Thornton, Bookstore manager at UM-Missoula, says they are exploring with publishers the idea of separating intellectual property from the actual textbook. Students would pay for the intellectual property when they register and could then choose the delivery system—the web, a memory stick etc. If the bookstore guaranteed the return on investment to the publisher, they could spread the costs over six semesters instead of two and students could share the costs more equitably.

Other ways that bookstores are trying to control costs is by asking publishers to sell the back stock of new books for used book prices ("new for used") and by aggressively competing for used books.

Mark Frisby, MSU-Bozeman Bookstore general manager, said that member stores of the Independent College Bookstore Association collaborate nationwide for used books and buybacks. The MSU-Bozeman Bookstore also discounts new books—their students pay less than any in the country—because as a 501(c)3 they have to distribute their profits.

A question was raised regarding the use of course packs. Faculty enjoy the flexibility of choosing the best materials for their courses, and it used to be an inexpensive way of distributing a variety of material. However, since they replace textbooks, in recent years publishers have raised the royalties for materials used in course packs, increasing the price.

Another question was asked regarding whether there is a policy regarding faculty assigning their own texts for a course. There is no policy, but in practice, faculty don't accept royalties or other financial gain when they assign their own texts.

Regent French commented that UM-Missoula is the only campus in the country with links to the Amazon website, allowing students to compare prices. In fact, she said, some bookstores protect the ISBN number of textbooks to make it more difficult for students to comparison shop. Regent French asked about ways to help students identify ISBN numbers so that they can look for the best price for their textbooks. She also wondered if there should be a cap on the amount of money students are required to spend for textbooks per course. What can the bookstores do without having to set policy?

Bryan Thornton said that bookstore staff can help faculty by making sure that they are aware of price when selecting texts. Although price shouldn't be the determining factor, faculty should at least be aware of the cost to students. Jeni Luft from the Montana Tech bookstore said that sometimes they reduce the markup on the highest priced textbooks to make them more affordable.

The conversation regarding textbook costs will continue at the next meeting. Regent Hamilton encouraged students and Regents to send additional questions to Roger Barber. He will try to come to the November meeting with answers from the bookstore folks.

B. Follow-Up on the mental health discussion from the March 2005 meeting.

Jim Mitchell, director of student health services at MSU-Bozeman, and Dave Bell, director of student health services at UM-Missoula, were in attendance to discuss the increase in the number and severity of mental health issues on campuses system-wide.

Dave Bell sees this as a campus issue, not just a student problem or a health center problem. It impacts retention, residence hall life, and student performance and has the potential to create public relations and liability issues. UM-Missoula is increasing their recognition and referral educational efforts for parents and faculty, and expanding their psychiatric coverage.

Jim Mitchell said that counseling centers were originally established to provide counseling for "normal developmental issues" such as adjusting to independent living and career counseling. Now most of their resources are used to provide services to students with depression, post-traumatic stress disorder, eating disorders and other mental illnesses. They are also trying to "extend the safety net" by training people to recognize and refer, and they recently hired a .5 FTE staff psychiatrist to accommodate the increased need for services.

Regent Foster asked how the smaller campuses are providing these kinds of services. Small campuses work closely with the community mental health services to supplement what the campus staff can do, including awareness programs.

There was some discussion regarding the campuses' responsibility for providing reasonable accommodation under the Americans with Disabilities Act, and how that relates to students with a mental illness. Another issue is the impact campus policies regarding substance use/abuse have on mental health issues. Regent Hamilton would like to continue this discussion in the future.

C. Possible Discussion on Matrix 5.

Regent French asked to see the "holes" filled in by the November meeting. Roger said that the concern is that the matrix needs to be reworked to accommodate the realities of higher education. He hopes to present the revised matrix at the November meeting.

PORTION OF THE MEETING DEVOTED TO TOPICS OF CONCERN TO BOTH ACADEMIC & STUDENT AFFAIRS OFFICERS

A. Reports

1. College Preparatory Program Report
2. Distance Learning Report
3. Credit by Exam Report
4. Diversity Report
5. Quality Report

Items 1-5 were deferred to the November meeting.

Informational Items

Discussion of the Writing Proficiency Project

Jan Clinard gave a brief history of the project and distributed some additional materials. Kathy Holt, a member of the Writing Proficiency Steering Committee, and John Moore, Shepherd High School English teacher, spoke in favor of the Writing Proficiency Project, noting that it helps set clear expectations for students, parents, high school English teachers and college professors. Students need to be able to write to be successful in college, and the test can be used as an assessment tool that students can use to identify weaknesses as juniors and make improvements in the senior year, before starting college.

The proposed policy presents a number of ways for students to demonstrate proficiency, begins with a phase-in stage at less than proficient, allows for provisional admissions, and allows campuses to exempt up to 15% of first-time, full-time undergraduates for students with special talents, minorities and others who demonstrate special needs.

Bud Williams and Linda Peterson from the Office of Public Instruction were in attendance to present the Superintendent of Public Instruction's position statement in opposition to the adoption of a writing proficiency requirement for admission to Montana's four-year programs.

Regent Foster asked how the proposed writing proficiency requirement relates to two-year education. Roger responded that, similar to the mathematics proficiency requirement already in place, the writing proficiency requirement would apply only to four-year programs on MUS campuses.

Regent Hamilton said that it is important to respect the work of the Writing Proficiency Steering Committee, but that we must also be sensitive to concerns of the K-12 community. As a Board of Education, there needs to be a larger discussion about how to help students succeed in college and in the workplace. Comments and questions should be directed to Regent Hamilton or Dr. Clinard.

Discussion of the admissions program at UM-Missoula

UM-Missoula has implemented an internal gating process to help direct students toward the area of most likely success. In Phase I of the program, the campus established "provisional admissions" under the 15% exemption rule. Now in Phase II, they are finding that students are less likely to succeed when they have been admitted on a provisional basis. Phase III, steering some students toward the College of Technology, will be implemented in Fall 2007. The final phase, Phase IV, is scheduled for implementation in Fall 2009, and will complete the move toward a more carefully selected student body in the four-year programs.

Provost Muir wanted the Board of Regents to be aware of the program because it redirects students who meet the criteria for admission to a four-year program if it is determined that the student has an increased chance of success at the College of Technology. She asked for the Regents' blessing on the program.

3. Memorandum on grade point average values
4. Memorandum on minimum grade policy and its implementation
5. Report on the MSU Rural Nursing Partnership in North Central Montana
6. Discussion of the transfer information on the MUS web site
7. Discussion of "next steps" in the transfer arena
8. Discussion of possible activities for the Academic & Student Affairs Committee

Items 3-8 were deferred to the November meeting.

B. Action Items

1. Action: ITEM 128-101-R0905, An Assessment Plan for the Transfer Audit Policies

Regent French moved to forward this item to the full Board. Motion carried.

2. Action: ITEM 128-102-R0905, Revision of Policy 209.2, Coordinator of Community Colleges

Regent Foster moved to forward this item to the full Board. Motion carried.

3. Action: ITEM 128-104-R0905, Faculty Appeal

4. Action: ITEM 128-105-R0905, Student Appeal

It was moved and carried that items 3 and 4 be forwarded to the full Board.

PORTION OF THE MEETING DEVOTED TO TOPICS OF CONCERN TO ACADEMIC AFFAIRS OFFICERS.

Level I memorandum.

MSU-Great Falls made a correction to the Lazarus Action on the Level I Memo, to read as follows:
MSU-Great Falls wishes to remove the moratorium it placed on its Physical Therapy Assistant Program in November of 2003. MSU-Great Falls placed the program in moratorium because the institution was unable to hire a Program Director that met the criteria stipulated by the program's accrediting agency the Commission on Accreditation in Physical Therapy Education (CAPTA). CAPTA has been consulted regarding the restoration of the program's accreditation upon receipt of a written request and payment of back fees.

Level II Items

1. ***Action: ITEM 128-2003-R0705, Pre-Medical Certificate, MSU-Bozeman***
2. ***Action: ITEM 128-2004-R0705, MS in Ecological and Environmental Statistics, MSU-Bozeman***
3. ***Action: ITEM 128-2005-R0705, Humanities Institute, MSU-Bozeman***
4. ***Action: ITEM 128-2801-R0705, A.A.S. in Electrical Technology, MSU-Northern***
5. ***Action: ITEM 128-1001-R0705, Minor in Central and Southwest Asian Studies, UM-Missoula***
6. ***Action: ITEM 128-1002-R0705, Paleontology Center on campus and field station is Glasgow area, UM-Missoula***
7. ***Action: ITEM 128-1501-R0705, MS in Interdisciplinary Studies, Montana Tech***
8. ***Action: ITEM 128-1505-R0705, Revised mission statement, Montana Tech***
9. ***Action: ITEM 128-1506-R0705, Conversion of option in Medical Assistant to an AAS degree in Medical Assistant, Montana Tech***

Questions on items 3 and 6 were raised regarding duplicating programs. Provost Muir introduced Dr. George Stanley, proposed director of the new UM Paleontology Center. Dr. Stanley said the focus of the new center would be invertebrates and plants, not dinosaurs as at MSU-Bozeman. Provost Dooley said that MSU-Bozeman sees this as synergistic with their programs, not competitive or duplicative and supports the creation of the new Center.

Several people spoke in support of item 4, the A.A.S. in Electrical Technology at MSU-Northern, including several members of the business community.

Regent Foster moved to forward items 1-9 to the full Board. Motion carried.

Information Item

Letter from MSU-Billings concerning possible new nursing program

This item will carried forward to the November meeting.

Level II items on submission at this meeting

Other Business

The deferred items will be carried forward to the November meeting.

PUBLIC COMMENT

There was no additional public comment.

Adjourn

Regent French moved to adjourn at 4:00 p.m. Motion carried.

Submitted by Cathy Doyle

ITEM 129-109-R1105 **A Policy on Writing Proficiency for the Montana University System**

THAT: The Montana Board of Regents adopt a writing proficiency standard for four-year degree programs in the Montana University System. The proposed policy is attached to this item page.

EXPLANATION: This policy is the culmination of a project that began in 1995, when the Montana Board of Regents decided that the Montana University System should ". . .adopt a uniform assessment tool to be used in determining if students or prospective students have the basic proficiencies in math and English to provide them a reasonable chance of success in postsecondary education." In the intervening years, but especially since 2000, 21,518 students, 626 teachers and 115 Montana high schools have participated in the Writing Assessment Project that grew out of that 1995 decision.

In January 2004, the Board of Regents decided to postpone formal action on a writing proficiency standard until information could be collected on the writing samples that were being incorporated into the ACT and SAT tests. The Board asked that a proposed policy be developed during the 2005 -2006 time period, based on the data from the ACT/SAT writing samples.

This policy is being presented to satisfy that Board decision.

The proposed policy does not require a minimum writing proficiency score to be admitted to four-year degree programs in the Montana University System. Instead, it states that students who have the requisite writing proficiency score will be fully admitted to four-year degree programs in the System. Students who have not demonstrated their writing proficiency will be admitted provisionally to four-year degree programs until they can demonstrate the necessary writing skills for success in a baccalaureate degree.

The proposed policy also establishes a transition period, beginning in Fall 2007, when the writing proficiency standard will take effect. That transition period will continue for two years until the policy is fully implemented. The policy also sets out additional implementation and transitional activities for the Office of the Commissioner of Higher Education and the campuses of the Montana University System.

ITEM 129-109-R1105

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS

Policy 3xxxx – Writing Proficiency

Effective

I. Proposed Board Policy:

A. Any student seeking full admission to a four-year degree program at Montana State University- Bozeman, Montana State University-Billings, Montana State University-Northern, The University of Montana-Missoula, Montana Tech of The University of Montana, and The University of Montana-Western must satisfy a writing proficiency standard. That standard is as follows:

For Fall 2009 and the following years, students must earn a minimum score of:

- **7** on the Writing Subscore or an equivalent score on the Combined English/Writing section of the Optional Writing Test of the ACT; or
- **7** on the Essay or an equivalent score on the Writing Section of the SAT; or
- **3.5** on the Montana University System Writing Assessment; or
- **3** on the AP English Language or English Literature Examination.

B. The writing proficiency standard will be phased in, beginning in Fall 2007.

1. For Fall 2007, students must earn a minimum score of:
   - **5** on the Writing Subscore or 16 on the Combined English/Writing section of the Optional Writing Test of the ACT; or
   - **5** on the Essay or 390 on the Writing Section of the SAT; or
   - **2.5** on the Montana University System Writing Assessment, or
   - **3** on the AP English Language or English Literature Examination.

2. For Fall 2008, students must earn a minimum score of:
   - **6** on the Writing Subscore or an equivalent score on the Combined English/Writing section of the Optional Writing Test of the ACT; or
   - **6** on the Essay or an equivalent score on the Writing Section of the SAT; or
   - **3** on the Montana University System Writing Assessment; or
   - **3** on the AP English Language or English Literature Examination.

C. In lieu of the indicators set out in paragraphs A and B above, students may offer CLEP Subject Examinations in Composition if their scores on the examination meet or exceed the ACE Recommended Score for Awarding Credit of 50.

D. A student who has not yet demonstrated the ability to meet these standards may be admitted (without condition) to a two-year degree program or admitted provisionally to a four-year degree program on any campus of the Montana University System.

E. Before gaining full admission status to a four-year program, the student may prove that he/she has the appropriate proficiency in the following ways:

1. re-take one or more of the listed writing assessments to earn the required score;
2. earn a grade of C- or better in the composition course that is the prerequisite to the composition course that satisfies the general education program requirements described in Board Policy 301.10;

3. submit a letter to the admissions office documenting a disability that prevented him/her from adequately demonstrating proficiency in a test setting.

F. A student receiving a score of 5.5 or higher on the MUS Writing Assessment will be issued a certificate of merit from the Board of Regents for use in applying for college admissions or scholarships.

High schools throughout Montana will receive:

- certificates of appreciation from the Board of Regents for their partnership activities with the Montana University System on behalf of the Writing Assessment project;
- awards of merit from the Board of Regents for the exemplary performance earned by their students on the Writing Assessment project.

G. By Fall 2007, the Montana University System will:

1. determine how this policy should be applied to the groups of students exempted in Section H, based on the Montana Board of Regents' expectation that all students in four-year degree programs should satisfy a writing proficiency standard.

2. determine how this policy should impact the writing placement examinations on the campuses of the Montana University System, based on the Montana Board of Regents' expectation that students should not have to take multiple writing examinations as part of their initial matriculation in the System.

H. The following categories of students are exempt from the provisions of this policy:

1. non-traditional students (those who do not enter college for a period of at least three years from the date of high school graduation or from the date when they would have graduated from high school);
2. summer-only students; and
3. part-time students taking seven or fewer college-level semester credits.

TO: Montana Board of Regents

FROM: Roger Barber, Deputy Commissioner for Academic & Student Affairs

RE: Transfer Information on the Montana University System Website

DATE: November 16 – 18, 2005

I have attached some sample pages from the website entitled "Transfer Information in the Montana University System" to this memorandum. The website can be found at the following address:

http://mus.montana.edu/transfer/index.htm

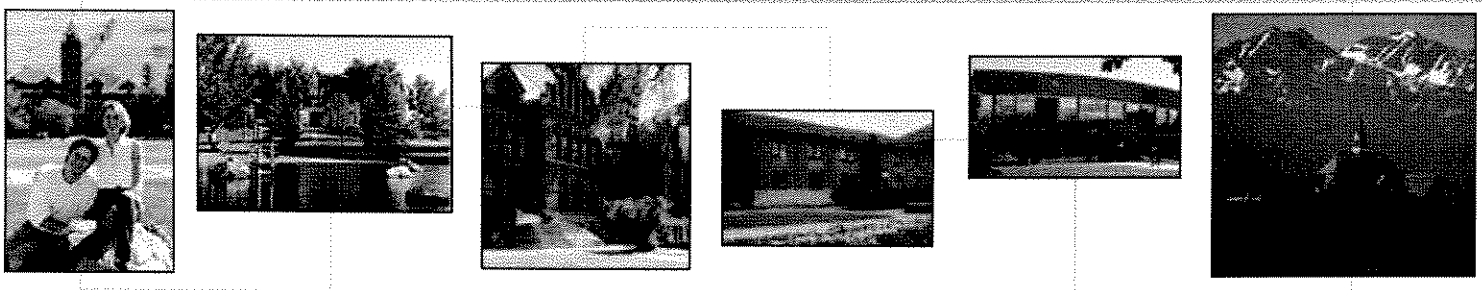
A link is also displayed on the left-hand side of the front page for the Montana University System website, under the heading entitled "Student Information."

Information is still being developed for the website, so some of the internal links do not work. But as that information is collected, primarily from the campuses, it will be included on the webpage.

Since the website is still a work in progress, your feedback and suggestions would be appreciated. It is particularly important that the information on the website is as understandable and accessible as possible. If there is information or explanations on the site that don't make sense, therefore, I would appreciate hearing about them. If there is additional information that should be included on the webpage, those omissions would also be important to know.

The campuses of the Montana University System are encouraged to create a prominent link to this information on their own web pages, so students can locate this information. Since the transfer website is still under development, and was only recently "activated," that encouragement has been modest to this point.

If you have any questions, I would be happy to try and answer them.



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SUGGESTION BOX

Do you have comments or suggestions regarding the management of the Montana University System?

If so, voice them using the online suggestion box.

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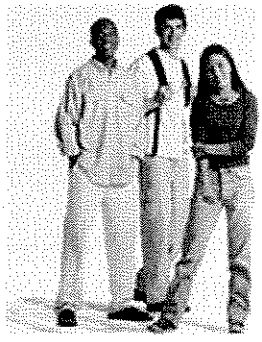
TRANSFER INFORMATION

IN

THE MONTANA UNIVERSITY SYSTEM

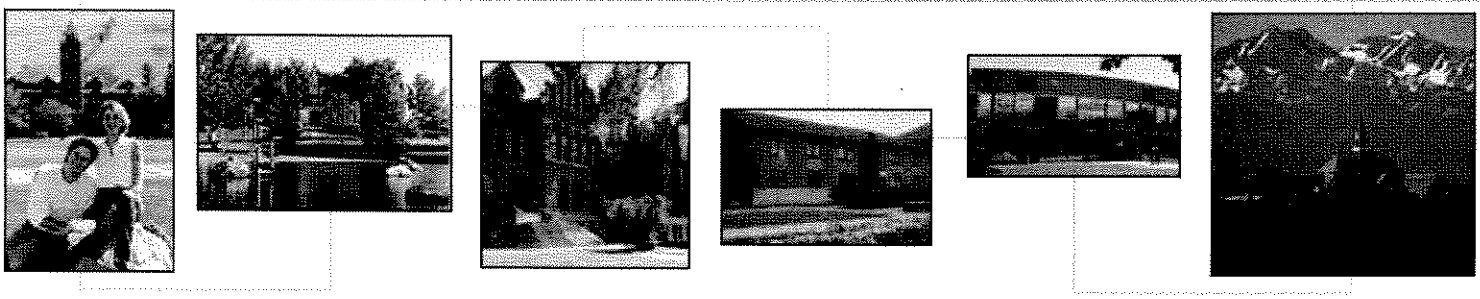
The decision to transfer to another college or university is never easy for students. That decision is complicated by all of the different rules and degree requirements on every campus. In order to reduce some of those problems, this website has been developed to assist students with the transfer process in the Montana University System. The website contains information on:

- Policies governing transfer in the Montana University System (MUS);
- Potential **difficulties** that might be encountered when transferring between campuses; and
- Some **suggestions** that might minimize those difficulties.



More Information on Transfer Issues:

- New Model Adopted for Licensed Practical Nursing (LPN) Programs
- December 2004 Montana University System Transfer of Credits Performance Audit *(presented to the 59th Legislature by the Legislative Audit Division)*



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MINIMUM GRADES

In May 2005 the Montana Board of Regents adopted Policy 301.5.3 governing minimum grades. Students in the Montana University System must earn minimum grades in their coursework before those classes can be used for graduation. The minimum grade standards are as follows:

- For classes used to satisfy a prerequisite or required class in a student's major, minor, option or certificate, students must earn a C- or better;
- For classes used to satisfy a general education requirement, students must earn a C- or better;
- For classes used as free or elective credits, students must earn a D- or better. *(Free or elective credits are additional credits that a student must earn in order to have the required number of total credits for a two-year or four-year degree. They are classes that are not used to satisfy the requirements of a major, minor, option, certificate or general education program.)*

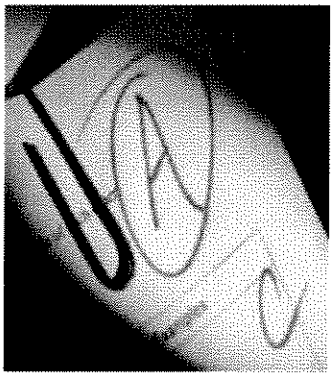
Higher Grade Standards

The policy allows individual programs to establish minimum grade standards that are higher than the minimums set out above. Higher minimum grade standards may apply to some or all of the courses used to satisfy the pre-requisites or required classes in a major, minor, option or certificate program, or classes used to satisfy a general education program. More information about programs that have established higher grade standards, can be found here.

Who Do the New Minimum Grade Standards Apply To?

The new grade standards **do not** apply to students who were taking classes in the Montana University System before Fall Semester 2005. Those students were excluded, because it seemed unfair to change the minimum grade rule in the middle of their educational careers. That exclusion continues to follow students, even if they change campuses within the Montana University System. The grade standards established by the degree-awarding campus, prior to Fall Semester 2005, would apply to these students.

The new minimum grade standards **do apply** to students:



- Transfer Policies
- Transfer Home

"Plus and Minus" Grading

All of the campuses that make up the Montana University System have adopted a grading system that includes pluses and minuses. This means that faculty system-wide now have the right to award letter grades that include a plus or a minus (i.e., B+, B and B-; or C+, C and C-). Students should be aware of the following details, however:

- faculty members are not required to attach a plus or minus to their letter grades. If they want to, they can. If they don't want to, they don't have to. That flexibility is based on the very important principle that faculty have the right to determine

- who are new to the Montana University System as of Fall Semester 2005;
- who are new transfer students from outside the Montana University System, as of Fall Semester 2005;
- who are readmitted students, based on campus rules, as of Fall Semester 2005.

grades in their classes, based on their evaluation of student work.

- the highest grade a student can earn is an A. An A+ grade is not possible.
- pluses and minuses will not be attached to an F. If a student has failed a class, the amount or degree of failure is unimportant.

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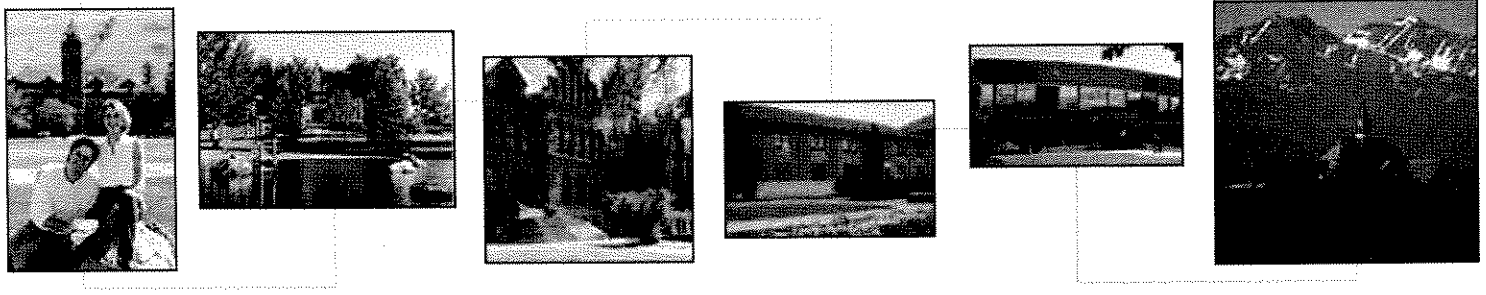

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POLICIES GOVERNING TRANSFERS IN THE MUS

The governing board of the Montana University System, known as the Board of Regents, adopted several policies in March and May 2005 that govern the transfer of credits, establish procedures for the analysis of transfer credits and create alternatives for the completion of general education requirements in four-year degree programs.

A brief summary of the policies is set out below, with links to more specific information about each policy. **This information is only a summary of the transfer policies. Please use the links to learn more detailed information about each policy.**

The relevant policies are:

- A ***System of Controls*** policy that establishes deadlines for evaluation of transfer credits, documentation of evaluation decisions, and centralization of all evaluation records.
- ***General Education Transfer*** policies that create three different opportunities for transfer students within the Montana University System to satisfy the freshman and sophomore-level requirements in a general education program. Those three options are:
  1. completion of all of the lower-division (100- and 200-level) coursework in a campus-specific general education program;
  2. completion of the Montana University System general education core, if the transfer student has successfully earned more than 20 credits in that core at the time of his/her transfer; and
  3. completion of an Associate of Arts or Associate of Science degree.
- An ***Outdated Coursework*** policy guaranteeing that coursework completed in the last five years will be reviewed for possible use in a student's specific program of study; and coursework completed in the last fifteen years will be reviewed for possible use in a student's general education program or as elective coursework. Campuses are also free to review and accept coursework older than the guarantee periods.
- A *Minimum Course Grades* policy that requires students to earn a C- or better in courses required for a

- System of Controls
- General Education Transfer
- Outdated Coursework
- Minimum Course Grades
- Transfer of Credit Appeal Process
- Single Admissions File
- Undergraduate Degree Requirements: Associates Degrees
- Demonstrating Math Proficiency when Transferring to a Four-Year Program
- Transfer Difficulties
- Transfer Suggestions
- Transfer Home

major, minor, option or certificate; a C- or better in all general education courses; and a D- or better in elective courses.

- A ***Transfer of Credit*** policy that establishes an appeal process for students who want to question or review the decisions that have been made about their transfer credits.
- A ***Single Admissions File*** policy that permits students already in the Montana University System to request that their admissions file information be sent to another unit of the System rather than creating an entirely new admissions file at the new campus.
- An ***Undergraduate Degree Requirements: Associate Degrees*** policy that sets out the differences and expectations for an Associate of Applied Science degree, an Associate of Arts degree and an Associate of Science degree.
    - An Associate of Applied Science degree is ordinarily not a transferable degree and the coursework in that degree may not be accepted if a student decides to go on to a four-year program.
    - Associate of Arts and Associate of Science degrees are designed for transfer into four-year programs.
- A statement on ***Demonstrating Math Proficiency*** for students transferring from two-year to four-year programs. There are four different ways for transfer students to demonstrate proficiency, including achieving satisfactory scores in selected coursework and testing.

Calculating the Students for
The College Preparatory Program Report

Step 1: Identify and include EVERY STUDENT who entered your institution for the first time during the reporting period. For this "iteration" of the report, the reporting period will be summer semester 2004, fall semester 2004 and spring semester 2005.

Step 2: SUBTRACT students who were admitted to an affiliated College of Technology. This step will only apply to The University of Montana-Missoula, Montana Tech of The University of Montana, and Montana State University-Billings.
Explanation: The College Preparatory Program is a requirement for admission to the four-year campuses. Therefore, it does not apply to the Colleges of Technology that are affiliated with one of the four-year institutions. The College Preparatory Program has absolutely nothing to do with two-year or four-year programs, however, so Montana State University-Bozeman, The University of Montana-Western and Montana State University-Northern should skip this step.

Step 3: SUBTRACT students who entered your institution with credits from another post-secondary institution.
Explanation: The College Preparatory Program policy only applies to *first-time* students. A first-time student is defined as "any entering freshman who has never attended any college or who entered with advanced standing credits (college credits earned before graduation from high school)."

Step 4: SUBTRACT students who only attended your institution during summer semester of the reporting period.
Explanation: Summer only students are excluded from the College Preparatory Program requirement, by Regent policy.

Step 5: SUBTRACT students who did not enter your institution for a period of at least three years from the date of their high school graduation or from the date when they would have graduated from high school.
Explanation: So-called "non-traditional students" are excluded from the College Preparatory Program requirement. Non-traditional students are defined, by Regent policy, as students who have been out of high school for at least three (3) years.

Step 6: SUBTRACT all out-of-state students.
Explanation: The purpose of this report is to "compare" the performance of students who completed the College Preparatory Program against students who were admitted to the Montana University System by exemption because they had not completed that Program. In establishing that exemption, Regent policy states that only in-state students should be included in the overall pool when determining the number of exemptions authorized at each institution.

Step 7: SUBTRACT students who are not full-time students. I.E., students who take "seven or fewer college-level semester credits."

Explanation: Part-time students are excluded from the College Preparatory Program requirement, by Regent policy. Part-time students are defined as "students taking seven or fewer college-level semester credits."
Caution: In order to be excluded from the Report entirely, students must have maintained their part-time status all during the reporting period. If any student becomes a full-time student during the reporting period, using the policy definition set out above, they should be included in the Report.
Additional Caution: Summer school may cause a particular problem with this calculation. Because most units of the Montana University System have accelerated or compressed sessions during summer school, it is possible for a student to accumulate more credits during the summer semester than they ordinarily might during the regular academic year. To assist with this section, therefore, the following operating rules should help:

- the entire summer session should be considered one (1) semester, regardless of how many sub-sessions it might be divided into. I.E., UM-Missoula's two five-week sessions should be considered one semester. In calculating the part-time status of the student, that student's total number of credits during the entire summer should be considered, rather than each, individual sub-session.
- because a student can accumulate more credits during the summer sub-sessions, their status as a part-time or full-time student should not be automatically determined by the summer session credit load. If a student exceeds the part-time definition above during the summer session, but remains a part-time student during the fall and spring semester, they should be classified as a part-time student for the entire reporting period. The summer school enrollment should not determine a student's status for the entire year, under the guidelines of this report.
- because of the complexity of this particular step, it has been placed near the end of the report, to reduce the student pool as much as possible. If students should be removed for other reasons, that happens in previous steps. Step 8 is then applied to a smaller pool of students.

Step 8: SUBTRACT students who have been admitted to your institution under some kind of temporary admissions program or process.
Explanation: Most of the campuses have an "admissions program or admissions status" that permits students to enter the institution on a "temporary basis," without going through the entire admissions process with its complexity of paperwork and documentation. That procedure is intended to assist students who just want to pick up a handful of courses, because they are interested in learning more about some particular subject, like an introductory water color course or astronomy or something that has always been an interest of theirs. On most of the campuses, students have to go through the regular admissions process with all of its paperwork, once they have accumulated a certain number of credits under this temporary status. Other campuses apparently permit students to continue under this program "indefinitely," as long as they have no intention of ever working on a degree or credential of some kind. **Since these students have not been formally admitted to your institution, as matriculating students, they should be subtracted from the pool if they haven't been eliminated by an earlier step in this formula.** This step has been placed at the end of the formula, because previous steps in this narrative have probably already erased them. But just in case a few hangers-on are still in the pool, they should be removed now.

Step 9: The total number of students remaining in your institution's pool, following **step 8,** will become the number reported in the first box, first row of the College Preparatory program report.

Step 10: IDENTIFY the number of students who were admitted to your institution under the 15% exemption created by Policy 301.1.
Explanation: Policy 301.1 authorizes each institution in the Montana University System ". . .to exempt up to 15% of first-time, full-time undergraduates for students with special talents, minorities and others who demonstrate special needs." This exemption applies to three of the admissions expectations set out in Policy 301.1. I.E., a minimum ACT or SAT score, a minimum high school grade point average; and a minimum class standing. Since those students were admitted to your institution under a different exemption policy, they need to be identified at this point. They should not be excluded or subtracted from the overall pool, however, since they do not fall into any of the specific exclusions established in the College Preparatory Program policy.

Step 11: IDENTIFY the number of students who were admitted to your institution under the 5% exemption created by Policy 301.7, College Preparatory Program. That number will become the total number of students reported in the first box, second row of the College Preparatory Program report.

Step 12: The remainder of the report should be self-explanatory. The pool of students in **step 9** will be used to complete the second table in the report. The pool of students in **step 11** will be used to complete the third table in the report.

Step 13: The pool of students in both **step 9 and step 11** should by identified somehow, because the Montana Board of Regents has requested follow-up information on these students at the end of their first year of attendance in the Montana University System, and also in subsequent years. The number of subsequent years is still being discussed.

TO: Montana Board of Regents

FROM: Roger Barber, Deputy Commissioner for Academic & Student Affairs

RE: The College Preparatory Program Report

DATE: November 16 - 18, 2005

The College Preparatory Program Report is attached to this memorandum. This Report was originally included as part of the Board of Regents' agenda in September 2005, but had to be postponed because of the length of the Academic & Student Affairs Committee meeting. The Report is prepared, in response to Montana Board of Regents' Policy 301.7. That Policy says, in part:

> To ensure reasonably smooth transition to full implementation of the College Preparatory Program, each of the six campuses of the Montana University System is granted discretionary exemptions for in-state applicants who have not completed the College Preparatory Program not to exceed 5 percent of the in-state enrollment of first-time, full-time first year students.
>
> Institutions will be obligated to provide appropriate annual reports indicating numbers of students enrolled as exemptions and their academic progress in comparison to those students regularly admitted. . .

Hopefully, the Report is self-explanatory. The first table describes the "first-time, full-time" student pool, and the number of students in that pool who were admitted by exemption because they had not completed the College Preparatory Program in high school. The second table describes the academic performance of the "first-time, full-time" students, at the end of their first year of college; and the third table describes the academic performance of the students who were admitted by exemption at the end of their first year of college.

When the College Preparatory Program was adopted by the Montana Board of Regents, the Board assumed that students with more rigorous high school preparation would do better when they moved on to the Montana University System. The information in this Report supports that assumption, particularly for students who earned a grade point average above a 3.00 or below a 2.00. It also makes the case for giving some students a chance, even if they haven't completed a College Preparatory Program, although the use of discretionary exemptions will always be an imprecise process.

The Report is just a snapshot, because it only tracks one cohort of students and it only follows those students during their first year of academic work. The campuses have been asked to "identify" the students who are included in this Report, however, so their progress

can be monitored in subsequent years. That progress information will almost certainly be less than perfect, however, since it will not include students who continued their education by transferring to another postsecondary institution.

Most of you will recall that this Report has been especially difficult to prepare in the past, because of the number of exclusions and exceptions written into the College Preparatory Program Policy. The campuses made a good faith effort to submit valid information, but they often had innumerable
questions about the data as it was being assembled. As a result, the Report usually generated more questions than answers when it was presented to the Board.

In an effort to insure that the campuses were at least reporting the same students, I developed a “formula” for the Report, with the help of colleagues at The University of Montana-Missoula especially. That 13-step formula is attached to the Report, and it illustrates both the complexity of assembling this kind of data and the complexity of the admissions standards that have been developed for the Montana University System over the years. Feedback on the formula was supportive. But it also generated additional questions, and the guidelines may be revised for future reports.

If you have any questions, I would be happy to try and answer them.

Montana University System
College Preparatory Program Exemptions (Policy 301.7)
Academic Progress of Exempted In-State Students

ACADEMIC YEAR 2004-2005							
	UM	**TECH**	**UM-W**	**MSU**	**MSUN**	**MSUB**	**SYSTEM**
Total number of In-State First-Time, Full-Time, First-Year students [a]:	1306	239	182	1388	150	412	3677
# of In-state, First-time, Full-Time, First-Year Students Admitted Under the 5% College Prep Exemption Policy:	80	7	9	70	8	1	175
% of College Prep Exemptions of In-State, First-Time, Full-Time, First-Year Students:	6.1%	2.9%	4.9%	5.0%	5.3%	0.2%	4.8%

Academic Progress [b] Distribution by College GPA of **ALL** In-State, First-time, Full-time, First Year Students	**UM**	**TECH**	**UM-W**	**MSU**	**MSUN**	**MSUB**
% with 3.0 or greater:	42.8%	48.1%	38.0%	51.2%	37.3%	42.0%
% with 2.50 - 2.99:	18.2%	18.8%	18.4%	20.7%	20.0%	17.0%
% with 2.00 - 2.49:	13.8%	7.5%	13.8%	10.5%	12.0%	15.0%
% below 2.00:	23.6%	19.6%	14.9%	17.2%	28.0%	18.0%
% of All In-State, First-Time, Full-Time, First-Year Students with no reported GPA [c]:	1.5%	4.2%	14.9%	0.5%	2.7%	8.0%

Academic Progress [b] Distibution by College GPA of In-State, First-Time, Full-time, First-Year Students **Receiving the Exemption**	**UM**	**TECH**	**UM-W**	**MSU**	**MSUN**	**MSUB**
% with 3.0 or greater:	23.8%	30.0%	22.3%	25.7%	12.5%	100.0%
% with 2.50 - 2.99:	22.5%	40.0%	11.2%	22.9%	50.0%	0.0%
% with 2.00 - 2.49:	16.2%	0.0%	22.3%	10.0%	0.0%	0.0%
% below 2.00:	35.0%	30.0%	44.2%	38.6%	37.5%	0.0%
% of Exemptions with no reported GPA [c]:	2.5%	0.0%	0.0%	2.9%	0.0%	0.0%

[a] *Based on admissions during the 2004-2005 Academic Year*
[b] *Overall GPA at the end of the reporting period*
[c] *No longer in attendance at the end of the reporting period*

Definitions
First-Time, First-Year: An entering freshman who has never attended any college or who entered with advanced standing (college credits earned before graduation from high school).
Full-Time: A student taking eight or more credits in a semester.

TO: Montana Board of Regents

FROM: Roger Barber, Deputy Commissioner for Academic & Student Affairs

RE: The Distance Education Report

DATE: November 16 - 18, 2005

The annual report on distance education programs in the Montana University System is attached to this memorandum. The Report was originally included as part of the Board of Regents' agenda in September 2005, but had to be postponed because of the length of the Academic & Student Affairs Committee meeting.

Hopefully, the report is self-explanatory. To assist you in reading through the report, however, the following academic programs were made available in a distance or alternative delivery mode this past year:

- **Online or Internet Programs:**

  --a certificate in K-12 school library media, from Montana State University-Bozeman;
  --the Associate of Arts degree, from Montana State University-Great Falls College of Technology;
  --a certificate in forensic studies from The University of Montana-Missoula;
  --the Associate of Science degree in nursing, from Miles Community College; this program is also delivered, in part, by interactive television.

- **Offsite Programs:**

  --the Associate of Applied Science degree in aviation, from Montana State University-Great Falls College of Technology; the program is delivered in Bozeman, Montana;
  --the Bachelor of Arts degree in teacher education, with an endorsement in library/media, from The University of Montana-Western; the program is delivered in Missoula, Montana.

If you have any questions about this report, I'm sure my colleagues in academic affairs would be happy to assist me in answering those queries.

Distance Education Degree Programs in the Montana University System 2005

DEGREE NAME	OPTION	D_ID	BEGIN DATE	DELIVERY	SITE(S)
MONTANA STATE UNIVERSITY - BOZEMAN					
Education	Curriculum & Instruction/Tech	M.Ed.	1995	Online (70%)	International
Education	Education Administration	M.Ed.	1999	Online (80%)	International
Health & Human Development	Family Financial Planning	MS	2001	Online	International
K-12 School Library Media		Certificate	2004	Online	International
Mathematics	Mathematics Education	MS	1996	Online	International
Nursing	Family Nurse Practitioner	MN	1994	O-S/ITV	Bozeman, Billings, Great Falls, Missoula
Nursing	Clinical Nurse Specialist	MN	2003	O-S/ITV	Helena
Science Education		MS	1997	Online (80%)	International
MONTANA STATE UNIVERSITY - BILLINGS					
Associate of Arts		AA	2000	Online	Universal Web Access
Bachelor of Applied Science		BAS	1998	Online	Universal Web Access
Communication Arts	Organizational Communication	BA	1998	Online	Universal Web Access
Communication Arts	Mass Communication	BA	1998	Online	Universal Web Access
Education	Elementary Education	BSED	2001	Online	Universal Web Access
Health Administration		BS	1998	Online	Universal Web Access
Health Administration		MHA	1998	Online	Universal Web Access
Liberal Studies		BS	1998	Online	Universal Web Access
Public Relations		BS	2002	Online	Universal Web Access
Public Relations		MS	2002	Online	Universal Web Access
Rehabilitation and Mental Health Counseling		MSRC	2002	Online	South Dakota
Special Education	Advanced Studies	MSSE	2001	Online	Montana and Wyoming
Special Education	Generalist	MSSE	2001	Online	Montana and Wyoming
Post Baccalaureate Teaching Certification		Certificate	2001	Online	Montana
Special Education Endorsement		Endorseme	2001	Online	MSU-Bozeman, Ft. Peck CC
OPI Special Education Endorsement		Endorseme	2001	Online	Universal Web Access
Teacher Certification Coursework		Certificate	2001	Online	Montana and Wyoming
MSU - BILLINGS COLLEGE OF TECHNOLOGY					
Accounting Assistant		Certificate	2003	Online	Universal Web Access
Accounting and Business Technology	Accounting Technology	AAS	2003	Online	Universal Web Access
Office Assistant		Certificate	2003	Online	Universal Web Access

Distance Education Degree Programs in the Montana University System 2005

DEGREE NAME	OPTION	D_ID	BEGIN DATE	DELIVERY	SITE(S)
MONTANA STATE UNIVERSITY - NORTHERN					
Associate of Arts		AA	2003	O-S/ITV	Lewistown
Associate of Science		AS	1990	O-S/ITV/Tape	Great Falls
Business Technology		BS	1990	O-S/ITV/Tape	Great Falls, Wolf Point, Poplar
Computer Information Systems		AAS	1990	O-S/ITV	Great Falls
Counselor Education		M.Ed.	1980	O-S/ITV	Great Falls
Elementary Education		BSED	2001	O-S/ITV	Great Falls
Learning Development		MSED	1996	O-S	Browning
Nursing		ASN	1994	O-S/ITV	Great Falls, Lewistown
Nursing		BSN	1997	Online	Statewide
MSU - GREAT FALLS COLLEGE OF TECHNOLOGY					
Associate of Arts		AA	2004	Online	
Associate of Science		AS	2002	Online	
Aviation		AAS	2005	Offsite	Bozeman
Computer Information Technology	Networking Architecture	AAS	2000	O-S/Online/Mixed Mode	Bozeman
Computer Information Technology	Web Development	AAS	2003	O-S/Online/Mixed Mode	Bozeman
Computer Information Technology	Microcomputer Support	AAS	1997	O-S/Online/Mixed Mode	Bozeman
Health Information Coding Specialist		Certificate	2002	Online	
Medical Billing Assistant		Certificate	2003	Online	
Medical Transcription		Certificate	2000	Online	
Professional Communications		Endorseme	2003	Online	
THE UNIVERSITY OF MONTANA - MISSOULA					
Business Administration		MBA	1988	Videoconference	Billings, Bozeman, Butte, Great Falls, Helena, Kalispell, Missoula
Curriculum and Instruction	Curriculum Studies	M.Ed.	1998	Onsite/Online	International
Educational Leadership		Ed.D.	1997	Videoconference/Onsite	Ft. Belknap, Great Falls, Missoula, Canada
Educational Leadership		M.Ed.	2001	Online	International
Forensic Studies		Certificate	2005	Online	International
Library Media	Curriculum Studies	Endorseme	2002	Online	International
Pharmacy		Pharm D	1997	Online/Onsite	International
Public Administration		MPA	2002	Online	International
THE UNIVERSITY OF MONTANA - MISSOULA COLLEGE OF TECHNOLOGY					
Customer Relations		Certificate	2004	Online	International
Surgical Technology		AAS	2003	Online	Billings, Butte

Distance Education Degree Programs in the Montana University System 2005

DEGREE NAME	OPTION	D_ID	BEGIN DATE	DELIVERY	SITE(S)
MONTANA TECH OF THE UNIVERSITY OF MONTANA					
Industrial Hygiene		MS	2003	Online	International
Project Engineering & Management		MS	1997	Online	International
Occupational Safety & Health	Applied Health Sciences	BS	1995	Online	International
THE UNIVERSITY OF MONTANA - WESTERN					
Child Development Associate		AAS	2000	Online	Missoula, Billings, Bozeman, Helena, Butte, Great Falls, Havre
Early Childhood Education		AAS	2000	Online	Missoula, Billings, Bozeman, Butte, Helena, Great Falls, Havre
Secondary Education		Certificate	2002	Onsite	Butte
Elementary Education		BS	1997	Onsite	Pablo
Library/Media Endorsement		BA	2003	Traditional	Missoula
MILES COMMUNITY COLLEGE					
Nursing		AS	2004	Online and ITV	Multiple

TO: Montana Board of Regents

FROM: Roger Barber, Deputy Commissioner for Academic & Student Affairs

RE: The Credit by Examination Report

DATE: November 16 - 18, 2005

The Credit by Examination Report is attached to this memorandum. The Report was originally included as part of the Board of Regents' agenda in September 2005, but had to be postponed because of the length of the Academic & Student Affairs Committee meeting. The Report has traditionally been prepared annually for the Montana Board of Regents, and included in the agenda at one of the fall meetings of the Board.

The Report is self-explanatory. It includes information from each of the campuses on the number of students, and number of credits earned by those students, in

- Advanced Placement (AP) classes;
- the College-Level Examination Program (CLEP);
- DANTES (Defense Activity for Nontraditional Education Support) program, administered by the United States Department of Defense; and
- course-specific challenge examinations developed by individual institutions.

All of the programs permit students to earn college-level credits without actually signing up for classes.

If you want to learn more about CLEP, the following website will be helpful:

http://www.collegeboard.com/student/testing/clep/about.html

If you want to learn more about DANTES, the following website will be helpful:

http://www.dantes.doded.mil/dantes_web/danteshome.asp?Flag=True

Credit By Examination in the Montana University System

Comparison of FY 00 - FY 04

Four-Year Campus	FY 2000		FY 2001		FY 2002		FY 2003		FY 2004	
	# of Students	# of Credits	# of Students	# of Credits	# of Students	# of Credits	# of Students	# of Credits	# of Students	# of Credits
MSU-Billings	139	402	291	927	335	990	269	780.5	299	897.5
MSU-Bozeman	274	2664	220	2181	247	3670	254	2377	263	2762
MSU-Northern	26	91	17	121	*	*	19	66	22	94
The U of M	288	1008	347	1221	385	1260	256	1845	285	2171
Montana Tech	42	202	60	261	36	139	63	298	34	78
UM-Western	11	41	31	104	13	73	4	24	8	64
TOTAL	**780**	**4408**	**966**	**4815**	**1016**	**6132**	**865**	**5390.5**	**911**	**6066.5**

Colleges of Technology	FY 2000		FY 2001		FY 2002		FY 2003		FY 2004	
	# of Students	# of Credits	# of Students	# of Credits	# of Students	# of Credits	# of Students	# of Credits	# of Students	# of Credits
Billings COT	19	52	108	242	90	209	77	167	47	159
Great Falls COT	54	165	84	249	70	271	19	149	31	118
Butte COT	38	97	69	198	66	233	13	52	15	41
Helena COT	83	238	208	508	150	402	13	80	11	56
Missoula COT	0	0	70	210	74	198	55	113	54	126
TOTAL	**194**	**552**	**539**	**1407**	**450**	**1313**	**177**	**561**	**158**	**500**

Community Colleges	FY 2000		FY 2001		FY 2002		FY 2003		FY 2004	
	# of Students	# of Credits	# of Students	# of Credits	# of Students	# of Credits	# of Students	# of Credits	# of Students	# of Credits
Dawson CC	5	36	1	3	0	0	1	3	1	3
Flathead Valley CC	2	27	9	26	*	*	11	94	9	31
Miles CC	1	3	13	42	5	18	15	49	4	10
TOTAL	**8**	**66**	**23**	**71**	**5**	**18**	**27**	**146**	**14**	**44**

* Data unavailable

MONTANA UNIVERSITY SYSTEM DIVERSITY REPORT
SEPTEMBER 2005

Executive Summary

PURPOSE OF THE STUDY: This report is intended to provide data for the Montana Board of Regents to assess how well the campuses of the Montana University System (MUS) are responding to the Regents' mandate on minority and American Indian education as embodied in Policy 1902. The summary report provides an assessment for the MUS as a whole. Each campus has provided a report with considerably more detail and narrative regarding their diversity accomplishments. The individual campus reports are available on the Board of Regents web site at http://mus.montana.edu/reports/diversity/index.htm

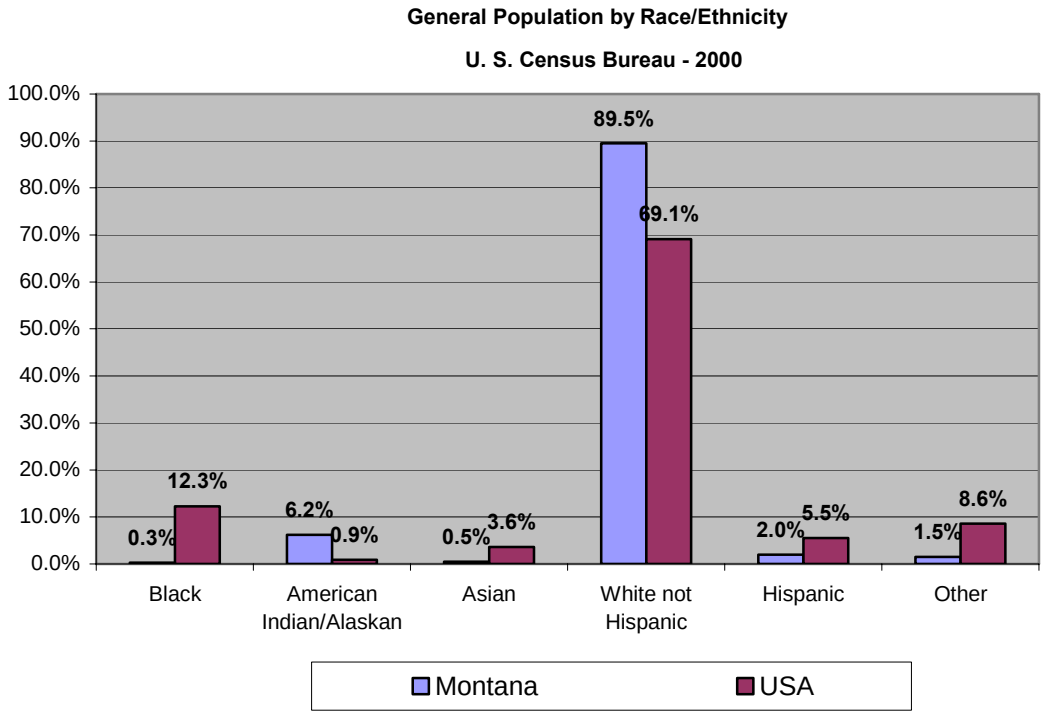
The data used in this summary report were obtained from the U.S. Department of Education Integrated Postsecondary Education Data System (IPEDS.) IPEDS is "a single, comprehensive system designed to encompass all institutions whose primary purpose is to provide postsecondary education." Each postsecondary education institution collects and submits their individual data into IPEDS.

This report provides Montana University System data pertaining to enrollment, degrees awarded, and numbers of faculty and staff—all categorized by ethnicity. It is important to note that how and if students or staff report their ethnicity is entirely at the individual's discretion. Therefore, the percentage of unknown as an ethnic category may be relatively high.

ENROLLMENT MANAGEMENT

POLICY 1902 GOAL 1: To enroll and graduate American Indians and other minorities in proportion to their representation in the state's population. In measuring the outcome of this goal it is expected that the students would originate from the State of Montana and that the proportional representation would apply both at the undergraduate and graduate levels. Further, it is expected that the minority students would have comparable levels of achievement with non-minority students.

The 2000 Census report showed the following population distribution for Montana and for the USA.



Enrollments for the Montana University System reflect the following distribution:

Year	American Indian/ Alaska Native	Other Minority	White	Non-resident alien	Unknown	Total
2000	1,151 3.3%	924 2.7%	29,660 85.1%	819 2.3%	2,304 6.6%	34,858
2001	1,315 3.7%	973 2.7%	30,171 85.0%	734 2.1%	2,297 6.5%	35,490
2002	1,312 3.6%	1,058 2.9%	31,105 85.6%	706 1.9%	2,162 5.9%	36,343
2003	1,298 3.5%	1,128 3.0%	31,648 85.0%	669 1.8%	2,470 6.6%	37,213

Clearly the MUS has not achieved the goal of participation for American Indians in the same percentage as Montana's population. However, even Montana's majority ethic category does not appear to be represented in proportion to the state's population. The category "unknown" —individuals who do not wish to report their ethnicity—skews the results.

The category "non-resident alien" is defined by IPEDS as: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

The good news is that as an ethnic group, American Indians and other minorities have made relatively large percentage increases in representation. From 1993 to 2003 and from 2000 to 2003, the percentage increases by ethnic category are:

Years Span	American Indian	Other Minority	White	Non-resident Alien	Unknown	Total Headcount
1993-2003	33.0%	74.6%	18.6%	-30.6%	-22.5%	14.6%
2000-2003	12.8%	22.1%	6.7%	-18.3%	7.2%	6.8%

The percentages of American Indian students and other minority students have increased more than the percentage increase of headcount enrollment, and considerably more (as a percentage) than white students.

Total higher education enrollment in Montana for Fall 2003, by ethnic group, is shown in the table below:

HEADCOUNT ENROLLMENT
MONTANA INSTITUTIONS OF HIGHER EDUCATION
FALL 2003

Institution Name	White non-Hispanic total	Black non-Hispanic total	Hispanic total	Asian or Pacific Islander total	American Indian Alaska Native total	Race/ ethnicity unknown total	Nonresident alien total	TOTAL HEADCOUNT
PUBLIC MUS 4-YEAR CAMPUSES	28,853	156	487	345	1,135	2,242	665	33,883
PUBLIC MUS 2-YEAR CAMPUSES	2,795	29	75	36	163	228	4	3,330
MONTANA UNIVERSITY SYSTEM	31,648	185	562	381	1,298	2,470	669	37,213
PERCENTAGE OF HEADCOUNT ENROLLMENT MUS	*85.0%*	*0.5%*	*1.5%*	*1.0%*	*3.5%*	*6.6%*	*1.8%*	*100.0%*
PUBLIC COMMUNITY COLLEGES	2,749	15	37	22	79	419	6	3,327
PRIVATE 4-YEAR	2,437	27	66	31	143	352	94	3,150
TRIBAL COLLEGES	586	3	18	2	2,912	29	0	3,550
PERCENTAGE OF HEADCOUNT ENROLLMENT-TRIBALS	*16.5%*	*0.1%*	*0.5%*	*0.1%*	*82.0%*	*0.8%*	*0.0%*	*100.0%*
TOTAL ALL MONTANA HIGHER EDUCATION	37,420	230	683	436	4,432	3,270	769	47,240
PERCENTAGE OF HEADCOUNT ENROLLMENT-ALL	*79.2%*	*0.5%*	*1.4%*	*0.9%*	*9.4%*	*6.9%*	*1.6%*	*100.0%*

COMPLETIONS

Associates Degrees: The combined percentage of Black, American Indian, Asian, and Hispanic that obtained associate degrees in the MUS for 2003-2004 were 7%. The number of American Indian / Alaskan Native students completing Associates Degree programs of study in the MUS reached the highest number and highest percentage (4.4%) since 1991-92, although the numbers and percentages varied widely from year to year and campus-to-campus. For example, in 2003-2004, over 7% (10 of 141) of the associate degrees awarded at MSU-Northern were to American Indians and at MSU-Billings campuses, 5.8% (10 of 171) of the associate degrees awarded were to Native American students.

Degree	Year	Non Resident Alien	Black	American Indian	Asian	Hispanic	Total Minority	White	Unknown	Total Completions
Associates	2000-2001	3	1	29	6	10	46	744	36	829.00
		0.4%	0.1%	3.5%	0.7%	1.2%	5.5%	89.7%	4.3%	
	2001-2002	2	2	23	6	13	44	766	57	869.00
		0.2%	0.2%	2.6%	0.7%	1.5%	5.1%	88.1%	6.6%	
	2002-2003	4	3	30	7	15	55	854	39	952.00
		0.4%	0.3%	3.2%	0.7%	1.6%	5.8%	89.7%	4.1%	
	2003-2004	3	2	43	9	15	69	845	58	975.00
		0.3%	0.2%	4.4%	0.9%	1.5%	7.1%	86.7%	5.9%	

Bachelors Degrees: Both the percentage and the total number of bachelors degrees awarded to American Indian students in 2003-2004 declined from the previous year. Individual campuses showed much better results—MSU-Billings awarded 7.35% (38 degrees) and MSU-Northern 9.7% (22 degrees.) Those two campuses account for 47% of the bachelors degrees awarded to Native American students in 2003-2004.

Degree	Year	Non Resident Alien	Black	American Indian	Asian	Hispanic	Total Minority	White	Unknown	Total Completions
Bachelors	2000-2001	113	12	112	45	44	213	3874	249	4,449.00
		2.5%	0.3%	2.5%	1.0%	1.0%	4.8%	87.1%	5.6%	
	2001-2002	111	16	124	31	53	224	4069	267	4,671.00
		2.4%	0.3%	2.7%	0.7%	1.1%	4.8%	87.1%	5.7%	
	2002-2003	103	18	139	38	47	242	4041	255	4,641.00
		2.2%	0.4%	3.0%	0.8%	1.0%	5.2%	87.1%	5.5%	
	2003-2004	99	15	127	48	47	237	4190	246	4,772.00
		2.1%	0.3%	2.7%	1.0%	1.0%	5.0%	87.8%	5.2%	

Masters/Doctorates/First Professional Degrees: Masters degrees, in particular, that were awarded to American Indian students and other minority students have increased significantly in the MUS.

Degree	Year	Non Resident Alien	Black	American Indian	Asian	Hispanic	Total Minority	White	Unknown	Total Completions
Masters/Doctorates / 1st Professional	2000-2001	59	0	26	3	3	32	644	97	832.00
		7.1%	0.0%	3.1%	0.4%	0.4%	3.8%	77.4%	11.7%	
	2001-2002	55	1	14	2	2	19	631	92	797.00
		6.9%	0.1%	1.8%	0.3%	0.3%	2.4%	79.2%	11.5%	
	2002-2003	54	2	19	8	8	37	632	124	847.00
		6.4%	0.2%	2.2%	0.9%	0.9%	4.4%	74.6%	14.6%	
	2003-2004	52	2	23	7	5	37	718	100	907.00
		5.7%	0.2%	2.5%	0.8%	0.6%	4.1%	79.2%	11.0%	

FINANCIAL AID

An important component of access to higher education for minorities is cost. A major vehicle for financial aid for American Indian students is the Montana University System's Indian Fee Waiver. The Montana Board of Regents, in Policy 940.13, provides two major categories of fee waivers—mandatory and discretionary. Mandatory waivers are waivers named in 20-25-421, MCA that states, "The regents may prescribe tuition rates, matriculation charges, and incidental fees for students in institutions under their jurisdiction." Discretionary waivers are categories determined by the Regents or by the institutions, such as faculty/staff waivers. Regents Policy 940.13 (and 20-25-421 MCA) sets the requirements for the Indian Student Fee Waiver:

> Indian Student Fee Waiver. Registration and incidental fees shall be waived for any person of one-fourth (1/4) Indian blood or more. Such person must have been a bona fide resident of the State of Montana for at least one year prior to enrollment in the Montana University System and must demonstrate financial need. Each campus shall make rules governing the selection of these Indian students.

Fee Waivers: The following table shows both the full time equivalent (FTE) number of tuition waivers and the total dollar value of the waivers that were awarded to American Indian students in the Montana University System. The campuses of the MUS continue to provide over half of their mandatory waivers to American Indian students. In fact, some of the campuses are providing significantly more than 50% of their mandatory waivers in Indian Fee Waiver. For FY04 MSU-Billings provided 66%, MSU-Northern 90%, UM-Missoula 58%, and UM-Western 76% of their mandatory waivers.

Fiscal year	Data	Indian Fee Waivers	All Mandatory Fee Waivers	% Indian Waivers of All Mandatory Waivers
2000-2001	FTE Waivers	636.48	1217.8	49.2%
	Dollar Amount	1,415,523	2,551,311	48.5%
2001-2002	FTE Waivers	759.70	1202.1	50.6%
	Dollar Amount	1,905,630	2,608,068	50.1%
2002-2003	FTE Waivers	713.30	1196.3	53.2%
	Dollar Amount	2,081,746	2,703,601	52.4%
2003-2004	FTE Waivers	710.70	1311.4	57.9%
	Dollar Amount	2,161,420	3,282,827	58.0%

Net Cost of Attendance: For the July Board of Regents planning retreat, the campuses presented net cost of attendance data for the AY05 year for Montana resident undergraduate students. The cost of attendance includes an average cost, by category, for mandatory tuition and fees, housing dining, books, and miscellaneous expenses. The net cost of attendance is the cost of attendance less fee waivers, third party aid, institutional scholarships, and grant aid. Since the majority of Montana's students attend the Bozeman and Missoula campuses, the data for those two institutions is presented below.

The University of Montana - Missoula

	Net Cost of Attendance - Resident Undergraduates (AY05)					
	No Waiver	Native Americans	Veterans	Athletes	HS Honors	All Other Waivers
Headcount	3,344	181	5	82	83	170
Average Cost of Attendance	$14,094	$14,094	$14,094	$14,094	$14,094	$14,094
Less:						
Mandatory Fee Waivers	0	*(3,379)*	*(2,913)*	*0*	*(3,257)*	*(1,698)*
Discretionary Fee Waivers	0	0	0	*(2,986)*	*0*	*(3,023)*
Third Party Aid	*(2,344)*	*(3,403)*	*(1,616)*	*(620)*	*(1,779)*	*(1,084)*
Institutional Scholarships	(1,494)	(1,794)	0	*(4,119)*	*(2,252)*	*(3,786)*
Grant Aid	(2,977)	(3,571)	(3,567)	(2,283)	(3,005)	(2,517)
Net Cost of Attendance	$7,279	$1,947	$5,998	$4,085	$3,801	$1,987

Montana State University - Bozeman

	Net Cost of Attendance - Resident Undergraduates (AY05)					
	No Waiver	Native Americans	Veterans	Athletes	HS Honors	All Other Waivers
Headcount	3,221	79	11	98	125	315
Average Cost of Attendance	$13,490	$13,490	$13,490	$13,490	$13,490	$13,490
Less:						
Mandatory Fee Waivers	0	-3,416	-3,038	0	-3,669	-1,768
Discretionary Fee Waivers	0	0	0	-3,336	0	-1,752
Third Party Aid	-1,245	-2,292	-1,630	-1,024	-2,132	-1,827
Institutional Scholarships	-861	-1,407	0	-4,019	-1,133	-2,176
Grant Aid	-1,939	-3,752	-3,736	-2,242	-2,216	-2,227
Net Cost of Attendance	$9,445	$2,623	$5,086	$2,870	$4,339	$3,740

Native American students ***who qualify*** for the waiver receive a substantial benefit. On average, those students also qualify for other forms of gift aid to supplement the waiver. Based on the headcount number of 1,298 in Fall 2003, and the calculated full-time equivalent fee waiver of 710.7 (which is based on full time students, not headcount) an estimated percentage of American Indian students who receive waivers are 55%.

POLICY 1902 GOAL 2: To increase the employment of American Indians and other underrepresented minorities in administrative, faculty and staff positions to achieve representation equal to that of the relevant labor force.

Faculty: IPEDS only requires that data be submitted for faculty and staff numbers every other year. Data is presented for faculty by category of tenured, tenure track, and adjunct.

Five of the American Indian tenured faculty in 2003 are at MSU-Bozeman, four at UM-Missoula, and one at UM-Western. That represents an increase of one faculty at Bozeman and two at Missoula.

MUS ALL FACULTY CATEGORIES						
	American Indian/ Alaska Native	**Other Minority**	**White**	**Non-resident**	**Unknown**	**Total**
2001	13	33	1602	18	11	1677
	0.8%	2.0%	95.5%	1.1%	0.7%	
2003	17	36	1534	21	23	1631
	1.0%	2.2%	94.1%	1.3%	1.4%	

While there was a net increase of one tenure-track faculty for the MUS, Bozeman and Missoula each reported two additional other minority tenure-track faculty. Please note that the number of "unknown" increased by 12.

Staff:

Year	Staff											
	Full Time						Part Time					
	American Indian/ Alaska Native	Other Minority	White	Non-resident	Unknown	Total	American Indian/ Alaska Native	Other Minority	White	Non-resident	Unknown	Total
2001	67	94	4679	57	34	4931	41	52	2093	142	18	2346
	1.4%	*1.9%*	*94.9%*	*1.2%*	*0.7%*		*1.7%*	*2.2%*	*89.2%*	*6.1%*	*0.8%*	
2002	73	113	4628	66	91	4971	40	44	2166	166	189	2605
	1.5%	*2.3%*	*93.1%*	*1.3%*	*1.8%*		*1.5%*	*1.7%*	*83.1%*	*6.4%*	*7.3%*	

MSU-Billings reported an increase of five full-time American Indian staff. Again, the percentage increase in the category "unknown" is much larger than any other reported category.

POLICY 1902 GOAL 3: To enhance the overall curriculum by infusion of content which enhances multicultural awareness and understanding.

Each of the Montana University System campuses completed Diversity Reports that detail the curriculum and training that addresses this goal. Please see the following sections in each campus's report:

K. **Diversity and Other Intercultural Training**
Includes training to faculty, staff, and students on cultural diversity/sensitivity.

L. **Courses Promoting Diversity**
List of courses that focused on cultural diversity, including enrollments.

M. **List of Agreements with Tribes or Tribal Colleges.**
Includes Articulation agreements, contracts, courses and cooperative training, and grants and contracts.

N. **American Indian Languages Taught**.
Includes lists of languages taught, credit offered for language proficiency, and credit by exam for Native Languages.

O. **Recruiting Indian Students into teacher prep programs.**
Includes how American Indian students are recruited into teacher prep programs and teaching Degrees awarded to American Indian students.

P. **Campus Diversity Action Plans**.

TO: Montana Board of Regents

FROM: Roger Barber, Deputy Commissioner for Academic & Student Affairs

RE: The Montana University System Diversity Report

DATE: November 16 – 18, 2005

An executive summary of the Montana University System Diversity Report is attached to this memorandum. The summary was originally included as part of the Board of Regents' agenda in September 2005, but had to be postponed because of the length of the Academic & Student Affairs Committee meeting.

The Diversity Report is prepared in response to Montana Board of Regents' Policy 1902. The summary itself is based primarily on the goals that are stated in Regents' Policy 1902 as follows:

1. To enroll and graduate American Indians and other minorities in proportion to their representation in the state's population. In measuring the outcome of this goal, it is expected that the students would originate from the State of Montana and that the proportional representation would apply both at the undergraduate and graduate levels. Further, it is expected that the minority students would have comparable levels of achievement with non-minority students.

2. To increase the employment of American Indians and other underrepresented minorities in administrative, faculty and staff positions to achieve representation equal to that of the relevant labor force.

3. To enhance the overall curriculum by infusion of content which enhances multicultural awareness and understanding.

Again, the executive summary included with this memo focuses primarily on those important goals. It also includes information on American Indian fee waivers. The summary contains some historical information, so Board members can evaluate trends in achieving the stated goals.

Each of the campuses of the Montana University System submitted a more detailed report on American Indian and diversity information. Those detailed reports contained information on:

A. Institutional Information.
B. Policy and Structure.
C. Enrollment by Ethnicity.
D. Completions.
E. Fee Waivers.
F. Scholarships.
G. Tenured Faculty.

H. Tenure-Track Faculty.
I. Adjunct Faculty.
J. Staff.
K. Training.
L. Courses.
M. Cooperative Agreements.
N. Indian Languages.
O. Teacher Education.
P. Action Plans.

Previous diversity reports, prepared for the Montana Board of Regents, included that detailed information. This time, however, the staff in the Office of the Commissioner of Higher Education decided that a more concise and focused report might be more appropriate for the Regents' meeting. Therefore, the executive summary was prepared.

The individual campus reports, with their wealth of information, are available electronically if individual Regents or members of the Montana University System community wish to review them. Those reports can be found at the following address:

http://mus.montana.edu/reports/diversity/index.htm

That address also contains previous diversity reports, dating back to 2001. The information in those reports goes back 10 years, and includes a wealth of information regarding each campus and its efforts to accomplish it goals for multicultural diversity.

This format is a significant change for the diversity reports, and the staff in the Commissioner's office would appreciate your feedback and suggestions about whether it works and satisfies the needs of the Board of Regents. If it does not, we can always go back to the more extensive reports in future years; or we can prepare a more extensive executive summary for the Board's review.

If you have specific questions about the diversity report, or any of the campus information, I will attempt to answer those questions with the help of my colleagues from throughout the System.

TO: Montana Board of Regents

FROM: Roger Barber, Deputy Commissioner for Academic & Student Affairs

RE: An Initial Attempt at Campus Quality Reports

DATE: November 16 – 18, 2005

An initial, and very rough, draft of the Quality Reports for most of the campuses in the Montana University System is attached to this memorandum. The Reports were originally included as part of the Board of Regents' agenda in September 2005, but had to be postponed because of the length of the Academic & Student Affairs Committee meeting.

The Montana Board of Regents adopted a definition of a quality Montana University System at its September 2004 meeting. That definition reads as follows:

A Quality Montana University System

- prepares its students for successful lives as productive and engaged citizens;
- values excellent teaching, innovative scholarship and high standards of academic achievement;
- uses its fiscal resources in a responsible manner;
- is accessible and affordable;
- contributes to the diversity, economic development and unique lifestyle of Montana.

The Montana University System will monitor its success in meeting these expectations by using the following measures:

1) –number of graduates
   -- percentage of graduates employed or continuing their education
   -- employer satisfaction with graduates
   -- average GPA and ACT score of entering students

   -- student scholarship, using numbers of students who participate in research and activities similar to the ones listed under faculty scholarship
   -- faculty scholarship, using numbers of articles, books, creative endeavors, competitive research grants, presentations, etc.
   -- student honors, including national awards, licensure pass rates, etc.

2) --expenditures per FTE student
   -- student/faculty ratio
   -- number of courses and student credit hours (SCH) per faculty member

3) -- tuition as a percentage of median family income
   -- percentage of students who receive financial aid/scholarships, and average amount

4) -- partnerships and outreach (a narrative from each campus)
   -- number of students admitted, by residency and ethnicity
   -- number of patents and technology transfer agreements

As noted earlier, these reports are an initial, and very rough, compilation of the measures that were adopted by the Montana Board of Regents to monitor its success in meeting the quality definition. The reports are unedited, at this point, and the information has not been validated by the Office of the Commissioner of Higher Education. The information required for the reports was fairly easy to compile at the larger campuses, primarily because they have institutional research departments and professional staff who are hired to collect data. Some campuses have also been participating in national benchmark programs, so some of this information was already available at the institution.

For the smaller campuses, the task of collecting the quality measures is problematic. Any kind of research or data collection requests are usually referred to someone who also performs several other tasks for the institution, like a registrar or public information officer. Several of the quality measures would be considered new data, and the procedures for monitoring or collecting that information have to be established on the campuses. One campus, Montana State University-Northern, did not complete the information. The institutional research staff at The University of Montana-Missoula and Montana State University-Bozeman has pledged to assist their affiliated campuses in the collection of this quality information, but that assistance was not in place when this first experimental effort to create a report was initiated by the Office of the Commissioner of Higher Education.

The information is also presented on an individual campus basis. When the Quality Report was discussed at the Board of Regents' meeting in September 2004, the conversation leaned toward a System-wide report that totaled or averaged information from all of the campuses. Individual institutions would also be encouraged to collect and publish a Quality Report of their own. This first attempt at a Quality Report obviously does not follow that model, and that is one of the questions that should be discussed as part of this information item.

Since this is a first attempt to develop a report, based on the quality measures, your feedback and suggestions are welcome and would be appreciated. Some specific questions that you should consider include the following:

- Should we stick with the initial decision to prepare a System-wide report? Or does it make more sense to prepare individual campus reports, with some brief explanation of some of the measures, since not all of them apply to every campus equally?
- Is this first, very rough, attempt close to what you anticipated? Or do you have something else in mind?
- Should we continue with this particular effort, refining and presenting the information in a more understandable format? or are we so far off base that we should start over?
- How should this Report be used?

Laurie Neils in the Commissioner's office assumed primary responsibility for this project. I will obviously share your suggestions and feedback with her. Once we have a finished product that satisfies the Board's interests, we will share that document with all of you and post it on the Montana University System website.

I look forward to your suggestions.

Board of Regents Quality Indicators
Montana University System Campus, March 2005

MONTANA STATE UNIVERSITY - GREAT FALLS COLLEGE OF TECHNOLOGY

Fall Residency Headcount		**Fall 00**	**Fall 01**	**Fall 02**	**Fall 03**	**Fall 04**
Resident		1176	1292	1358	1454	1413
Non Resident		15	13	19	14	28
WUE						
Total		**1,191**	**1,305**	**1,377**	**1,468**	**1,446**

Fall Diversity Headcount		**Fall 00**	**Fall 01**	**Fall 02**	**Fall 03**	**Fall 04**
African American		14	12	19	20	20
American Indian		68	83	78	95	71
Asian/Pacific Islander		18	15	12	21	20
Hispanic		12	16	24	28	21
White		861	1,006	1,124	1,182	1,170
Unknown		218	173	120	122	142
Non-resident Alien						2
Total		1,191	1,305	1,377	1,468	1,446

Entering Freshmen Scores		**Fall 00**	**Fall 01**	**Fall 02**	**Fall 03**	**Fall 04**
GPA *						
ACT **						

Student Scholarship						**Fall 04**
UGs in Core Research Courses						

Student Honors	**2000**	**2001**	**2002**	**2003**	**2004**	

* We have open access and grade point doesn't determine entrance into our institution.
** With open access to our institution these tests are not required.

Number of Graduates	**FY00**	**FY01**	**FY02**	**FY03**	**FY04**	**FY05**
Specialized Endorsements		2	4	8	3	1
Certificate		27	29	31	62	36
Associate Degrees		110	90	127	131	140
Total	**0**	**139**	**123**	**166**	**196**	**177**

Success of Graduates				**2003**	**2004**	
Surveyed/Responded						
% Employed/Further Education						

Employer Satisfaction	**Excellent**	**Good**	**Average**	**Fair**	**Poor**	**Total**

Tuition as % of Median Household Income	**FY00**	**FY01**	**FY02**	**FY03**	**FY04****	
Montana Median Income	32,777	32,126	34,835	34,108	35,137	
Resident Tuition & Fees						
%	0.0%	0.0%	0.0%	0.0%	0.0%	

****projected median***

Undergraduate Financial Aid	**FY00**	**FY01**	**FY02**	**FY03**	**FY04**	
Percent of UG on Financial Aid						
Avg. Full-Time UG Need Based						

Student Faculty Ratio		**Fall 00**	**Fall 01**	**Fall 02**	**Fall 03**	**Fall 04**

Teaching productivity			Fall 01	Fall 02	Fall 03	Fall 04
Student Credit Hours Taught per Faculty FTE						
Relative to national mean						
Course Sections Taught per Faculty FTE						
Relative to national mean						

Faculty Scholarship			2002	2003	2004	

Partnership and Outreach Narrative

Patents/Technology Transfer	FY00	FY01	FY02	FY03	FY04	
Number of Patents Held						
Number of License/Option Agreements Held						
Research Expenditures						

Expenditures	FY00	FY01	FY02	FY03	FY04	
Expend/Annual Student FTE						
TOTAL EXPENDITURES						

Notes and Data Sources:

Fall Residency Headcount: Grand Total All Students, Common Data Set, B1
Fall Diversity Headcount: Grand Total All Students, Common Data Set, B1
Entering Freshmen Scores: Total Entering Freshmen (full/part time) from Common Data Set, C1
Student Scholarship: Banner Enrollment Data
Number of Graduates: Common Data Set, B3
Success of Graduates: Graduates Survey
Employer Satisfaction: Employer survey/interview response from the annual Career Fair
Tuition as % of Median Household Income: http://www.census.gov/hhes/income/histinc/h08.html
Undergrad. Financial Aid: Common Data Set, H4 (percent), H2, K, full-time undergrad including freshmen.
Student Faculty Ratio: Common Data Set, I2
Teaching productivity: The Delaware Study of Instructional Cost and Productivity, average departmental score, average ratio of department to peer group
Faculty Scholarship: The Delaware Study of Faculty Out-of-Classroom Activity, average departmental score, average ratio of department to peer group
Partnership and Outreach Narrative: Vice President for Research, Extension
Patents/Technology Transfer: AUTM Reports, V. P. for Research, Creativity and Technology Transfer
Expenditures: Report CHExx1, Instruction (only) $ divided by Total FY FTE Students

Board of Regents Quality Indicators
The University of Montana-Helena College of Technology, March 2005

Fall Residency Headcount		Fall 00	Fall 01	Fall 02	Fall 03	Fall 04
Resident			777	809	870	852
Non Resident			3	6	5	8
WUE			6	7	8	4
Total		**0**	**786**	**822**	**883**	**864**

Fall Diversity Headcount		Fall 00	Fall 01	Fall 02	Fall 03	Fall 04
African American				2		2
American Indian				32	30	27
Asian/Pacific Islander				9	8	5
Hispanic				19	21	17
White				725	774	742
Unknown				35	50	71
Non-resident Alien				0	0	0
Total		0	0	822	883	864

Entering Freshmen Scores		Fall 00	Fall 01	Fall 02	Fall 03	Fall 04
GPA		did not track	did not track	did nto track	do not track	2.71
ACT		NA	NA	NA	NA	NA

Success of Graduates				2003	2004	
Surveyed/Responded				150/42	170/82	
% Employed/Further Education				95%	93%	

Tuition as % of Median Household Income	FY00	FY01	FY02	FY03	FY04**	
Montana Median Income	32,777	32,126	34,835	34,108	35,137	
Resident Tuition & Fees	2,190	2,260	2,377	2,485	2,616	
%	6.7%	7.0%	6.8%	7.3%	7.4%	

*****projected median***

Student Faculty Ratio		Fall 00	Fall 01	Fall 02	Fall 03	Fall 04
				18:1	19:1	18:1

Teaching productivity			Fall 01	Fall 02	Fall 03	Fall 04
Student Credit Hours Taught per Faculty FTE			264	269	257	232
Relative to national mean						
Course Sections Taught per Faculty FTE			6.47	7.7	6.89	5.96
Relative to national mean						

Expenditures	FY00	FY01	FY02	FY03	FY04	
Expend/Annual Student FTE	$2,437	$2,668	$2,704	$3,048	$3,029	
TOTAL EXPENDITURES	1,715,417	$1,934,471	$1,989,889	$2,252,324	$2,268,492	

Board of Regents Quality Indicators
Montana State University-Bozeman, March 2005

Fall Residency Headcount		**Fall 00**	**Fall 01**	**Fall 02**	**Fall 03**	**Fall 04**
Resident		8671	8830	8961	9158	9049
Non Resident		2714	2458	2516	2487	2557
WUE		376	457	457	490	397
Total		**11,761**	**11,745**	**11,934**	**12,135**	**12,003**

Fall Diversity Headcount		**Fall 00**	**Fall 01**	**Fall 02**	**Fall 03**	**Fall 04**
African American		38	34	49	47	60
American Indian		211	225	229	223	244
Asian/Pacific Islander		80	87	102	122	140
Hispanic		133	128	135	137	141
White		10,005	10,079	10,330	10,547	10550
Unknown		925	877	791	761	578
Non-resident Alien		369	315	298	298	290
Total		11,761	11,745	11,934	12,135	12,003

Entering Freshmen Scores		**Fall 00**	**Fall 01**	**Fall 02**	**Fall 03**	**Fall 04**
GPA		3.30	3.28	3.29	3.31	3.31
ACT		23.10	22.90	23.10	23.10	23.20

Student Scholarship						**Fall 04**
UGs in Core Research Courses						640

Student Honors	**2000**	**2001**	**2002**	**2003**	**2004**	
Regents' Scholars in Entering Freshman Class					127	
NCLEX-RN (Nursing) Exam Pass Rate (national rate)	94% (87%)	95% (88%)	93% (89%)	88% (85%)	92% (87%)	
Family Nurse Practitioner Certification Rate	100%	100%	100%	100%	100%	
CPA Exam Pass Rate (national rate)	65% (17%)	67% (18%)	85% (19%)	69% (20%)		
Fundamentals of Engineering Fall Exam Pass Rate (national rate)	88% (82%)	96% (79%)	94% (79%)	95% (80%)	88% (78%)	

Number of Graduates	**FY00**	**FY01**	**FY02**	**FY03**	**FY04**	
Specialist	1	N/A	N/A	1	N/A	
Bachelors	1,712	1,672	1,828	1831	1,821	
Masters	315	327	320	307	375	
Doctorates	32	30	36	41	42	
Total	**2,060**	**2,029**	**2,184**	**2,180**	**2,238**	

Success of Graduates				**2003**	**2004**	
Surveyed/Responded				2180/1336	2200/1530	
% Employed/Further Education				88%	coming soon	

Employer Satisfaction	**Excellent**	**Good**	**Average**	**Fair**	**Poor**	**Total**
Response from Employers at Career Fair 2004	32%	45%	21%	1%	1%	100%
Response from Employer Interview 2004	24%	52%	24%	0%	0%	100%

Comments from Employers at Career Fair 2004:

"When a student comes out of Montana State University, they not only have the technical ability to perform well but also the work ethic to succeed", Clark Nuber CPAs & Consultants.

"We have found that MSU produces an excellent crop of graduates each and every year. These graduates not only possess the latest concepts, theories and practical applications, they also have an excellent work ethic and superb team skill.", Fluor Government Group.

"MSU consistently produces talented graduates with a strong work ethic and significant research and intern experience", ConocoPhillips.

Tuition as % of Median Household Income	**FY00**	**FY01**	**FY02**	**FY03**	**FY04****	
Montana Median Income	32,777	32,126	34,835	34,108	35,137	
Resident Tuition & Fees	2,965	3,079	3,381	3,807	4,145	
%	9.0%	9.6%	9.7%	11.2%	11.8%	

****projected median***

Undergraduate Financial Aid	**FY00**	**FY01**	**FY02**	**FY03**	**FY04**	
Percent of UG on Financial Aid	70	70	57	62	63	
Avg. Full-Time UG Need Based	$2,552.00	$2,978.00	$3,378.66	$3,569.60	$3,817.04	

Student Faculty Ratio		**Fall 00**	**Fall 01**	**Fall 02**	**Fall 03**	**Fall 04**
		17:1	16:1	16:1	17:1	17:1

Teaching productivity			**Fall 01**	**Fall 02**	**Fall 03**	**Fall 04**
Student Credit Hours Taught per Faculty FTE			259	236		
Relative to national mean			139%	128%	avail 8/05	avail 8/06
Course Sections Taught per Faculty FTE			4.3	4.0		
Relative to national mean			155%	145%	avail 8/05	avail 8/06

Faculty Scholarship			**2002**	**2003**	**2004**	
Refereed journal articles per T/TT faculty FTE			1.95			
Relative to national mean			182%	available 5/05	available 5/06	
Books published with an academic press per T/TT faculty FTE			0.12			
Relative to national mean			201%	available 5/05(?)	available 5/06	
Juried shows/performances/readings/exhibitions per T/TT faculty FTE			0.52			
Relative to national mean			99%	available 5/05(?)	available 5/06	

Partnership and Outreach Narrative

MSU has formed partnerships with more than 200 Montana companies. Business assistance includes TechLink, Montana Manufacturing Extension Center, Mil-Tech, College of Business Entrepreneurship Center, SBIR Assistance, and TechRanch. 58 of the FY04 tech transfer licenses are with Montana companies. In FY04 MSU faculty, staff, and students spent $178 million in state. Outreach successes through the Extension service in FY04 include family and consumer sciences projects, agriculture partnerships, 4-H youth development programs, and community development.

Patents/Technology Transfer	**FY00**	**FY01**	**FY02**	**FY03**	**FY04**	
Number of Patents Held	27	29	29	69	107	
Number of License/Option Agreements Held	29	42	42	41	87	
Research Expenditures	$61,031,150	$61,023,155	$66,030,291	$82,353,323	$87,964,958	

Expenditures	**FY00**	**FY01**	**FY02**	**FY03**	**FY04**	

	3					
Expend/Annual Student FTE	4,087		4,313	4,561	4,749	
TOTAL EXPENDITURES	38,807,674	40,244,811	42,516,122	43,013,285	45,044,704	

Notes and Data Sources:

Fall Residency Headcount: Grand Total All Students, Common Data Set, B1
Fall Diversity Headcount: Grand Total All Students, Common Data Set, B1
Entering Freshmen Scores: Total Entering Freshmen (full/part time) from Common Data Set, C1
Student Scholarship: Banner Enrollment Data
Number of Graduates: Common Data Set, B3
Success of Graduates: Career Services "Success of Graduates" Survey
Employer Satisfaction: Employer survey/interview response from the annual MSU Career Fair
Tuition as % of Median Household Income: http://www.census.gov/hhes/income/histinc/h08.html
Undergrad. Financial Aid: Common Data Set, H4 (percent), H2, K, full-time undergrad including freshmen.
Student Faculty Ratio: Common Data Set, I2
Teaching productivity: The Delaware Study of Instructional Cost and Productivity, average departmental score, average ratio of department to peer group
Faculty Scholarship: The Delaware Study of Faculty Out-of-Classroom Activity, average departmental score, average ratio of department to peer group
Partnership and Outreach Narrative: Vice President for Research, Extension
Patents/Technology Transfer: AUTM Reports, V. P. for Research, Creativity and Technology Transfer at MSU-Bozeman
Expenditures: Report CHExx1, Instruction (only) $ divided by Total FY FTE Students

Board of Regents Quality Indicators
Montana State University-Billings, June 2005

Fall Residency Headcount	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04
Resident	4009	4031	4083	4345	4337
Non Resident	121	133	151	133	153
WUE	166	179	173	192	212
Total	**4,296**	**4,343**	**4,407**	**4,670**	**4,702**

Fall Diversity Headcount	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04
African American	20	25	24	23	30
American Indian	243	274	271	259	261
Asian/Pacific Islander	38	50	40	48	51
Hispanic	104	107	113	117	125
White	3,618	3,627	3,729	3,986	3,987
Unknown	251	229	203	210	213
Non-resident Alien	22	31	27	27	35
Total	**4,296**	**4,343**	**4,407**	**4,670**	**4,702**

Entering Freshmen Scores	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04
GPA	2.97	3.01	2.97	2.98	3.13
ACT	21.00	21.00	20.80	20.80	20.70

Student Scholarship	Fall 04
UGs in Core Research Courses	

Student Honors	2000	2001	2002	2003	2004	2005
Chancellor's Scholarship Recipients	--	--	--	4	4	4
Student Publications-College of Business	1	2	1	2	--	--
Teacher Certification # Students	147	130	140	129	138	--
University Honor Roll	--	885	944	882	988	953
University Honor's Program # Students	--	--	--	69	175	212

Number of Graduates	FY00	FY01	FY02	FY03	FY04	
Certificate	36	23	11	27	14	
AA	130	145	135	142	171	
Specialist	0	0	0	0	0	
Bachelors	522	505	513	519	517	
Masters	107	116	107	103	136	
Doctorates	0	0	0	0	0	
Total	**795**	**789**	**766**	**791**	**838**	

Success of Graduates				2003	2004	
Surveyed/Responded				519/391	514/415	
% Employed/Further Education				92%	94%	

Employer Satisfaction	Excellent	Good	Average	Fair	Poor	Total
Response from Employers at Career Fair 2004	17%	51%	29%	3%	0%	100%

Comments from Teacher Recruitment Interviews 2004:

"MSU-Billings candidates have always seemed to be very well prepared academically".

"MSU-Billings candidates are very well prepared; very well organized; very friendly-great candidates!"

"MSU-Billings students are eager to be hired; have great passion for teaching, their professors, their institution; good interview qualities-calm, open, honest."

"MSU-Billings students are confident in their grasp of discipline; have well thought-out responses and a nice appearance.

Tuition as % of Median Household	FY00	FY01	FY02	FY03	FY04**	

Income						
Montana Median Income	32,777	32,126	34,835	34,108	35,137	
Resident Tuition & Fees	2,922	3,052	3,429	3,799	4,180	
%	8.9%	9.5%	9.8%	11.1%	11.9%	

***projected median**

Undergraduate Financial Aid	FY00	FY01	FY02	FY03	FY04	
Percent of UG on Financial Aid	67	68	64	65	67	
Avg. Full-Time UG Need Based	$3,336.00	$ 3,301.00	$3,724.00	$3,937.00	$4,328.00	

Student Faculty Ratio		Fall 00	Fall 01	Fall 02	Fall 03	Fall 04
		18:1	18:1	18:1	20:1	18:1

Teaching productivity			Fall 01	Fall 02	Fall 03	Fall 04
Student Credit Hours Taught per Faculty FTE			286	274		
Relative to national mean			127%	119%	avail 8/05	avail 8/06
Course Sections Taught per Faculty FTE			3.9	4.3		
Relative to national mean			104%	110%	avail 8/05	avail 8/06

Faculty Scholarship			2002	2003	2004	
Montana State University-Billings did not participate in the Delaware Study of Faculty Out-of-Classroom Activity.						

Partnership and Outreach Narrative

Various outreach programs include the Center for Applied Economic Research, Computer Assisted Telephone Interviewing Lab, Small Business Institute, Cisco Academy Training Center, Job Service State of Montana, Montana Business Incubator, Billings Economic Development Council, St. Vincent's Hospital, Deaconess Billings Clinic, ConocoPhillips, ExxonMobile, Wells Fargo, YMCA, Head Start, ACT Training Center, Billings Public Schools, Big Horn Teacher's Grant, Montana Center on Disabilities, Heartland Athletic Conference, Yellowstone Public Radio, United States Geological Survey Water Resources Division, and participation in Leadership Montana.

Patents/Technology Transfer	FY00	FY01	FY02	FY03	FY04	
Number of Patents Held	NA	NA	NA	NA	NA	
Number of License/Option Agreements Held	NA	NA	NA	NA	NA	
Research Expenditures	$214,224	$233,246	$484,157	$601,452	$528,701	

Expenditures	FY00	FY01	FY02	FY03	FY04	
Instructional Expend/Annual Student FTE	2,979	3,056	3,115	3,226	3,189	
TOTAL INSTRUCTIONAL EXPENDITURES	11,572,290	11,728,782	12,207,737	12,780,873	13,274,212	

Notes and Data Sources:

Fall Residency Headcount: Grand Total All Students, Common Data Set, B1
Fall Diversity Headcount: Grand Total All Students, Common Data Set, B1
Entering Freshmen Scores: Total Entering Freshmen (full/part time) from Common Data Set, C1
Student Scholarship: Banner Enrollment Data
Number of Graduates: Common Data Set, B3
Success of Graduates: Graduates Survey
Employer Satisfaction: Employer survey/interview response from the annual Career Fair
Tuition as % of Median Household Income: http://www.census.gov/hhes/income/histinc/h08.html
Undergrad. Financial Aid: Common Data Set, H4 (percent), H2, K, full-time undergrad including freshmen.
Student Faculty Ratio: Common Data Set, I2
Teaching productivity: The Delaware Study of Instructional Cost and Productivity, average departmental score, average ratio of department to peer group
Faculty Scholarship: The Delaware Study of Faculty Out-of-Classroom Activity, average departmental score, average ratio of department to peer group

3

Partnership and Outreach Narrative: Vice President for Research, Extension
Patents/Technology Transfer: AUTM Reports, V. P. for Research, Creativity and Technology Transfer
Expenditures: Report CHExx1, Instruction (only) $ divided by Total FY FTE Students

Board of Regents Quality Indicators
Montana Tech of The University of Montana - March 2005

Fall Residency Headcount		**Fall 00**	**Fall 01**	**Fall 02**	**Fall 03**	**Fall 04**
Resident		1798	1814	1871	1984	1921
Non Resident		143	131	173	125	146
WUE		126	141	117	123	121
Total		**2,067**	**2,086**	**2,161**	**2,232**	**2,188**

Fall Diversity Headcount		**Fall 00**	**Fall 01**	**Fall 02**	**Fall 03**	**Fall 04**
African American		5	5	4	6	7
American Indian		32	36	34	32	30
Asian/Pacific Islander		12	12	15	14	17
Hispanic		26	32	32	35	30
White		1798	1,752	1838	1,930	1857
Unknown		147	206	195	195	186
Non-resident Alien		47	43	42	20	61
Total		**2067**	**2,086**	**2161**	**2,232**	**2,188**

Entering Freshmen Scores		**Fall 00**	**Fall 01**	**Fall 02**	**Fall 03**	**Fall 04**
GPA				3.16	3.21	3.19
ACT		23	22	22	23	22

Student Scholarship				**Fall 02**	**Fall 03**	**Fall 04**
UGs in Undergraduate Research Program				25	50	56

Student Honors	**2000**	**2001**	**2002**	**2003**	**2004**	
Regents' Scholars in Entering Freshman Class	30	38.5	29.5	29.5	26.5	
NCLEX-RN (Nursing) Exam Pass Rate (national rate) Direct entry 2004		100% (88%)	87% (89%)	72.5% (85%)	89.1% (87%)	
Family Nurse Practitioner Certification Rate		86%	88%	94%		
Fundamentals of Engineering Fall Exam Pass Rate (national rate)		61% (79%)	62% (79%)	58% (80%)	53% (78%)	

Number of Graduates	**FY00**	**FY01**	**FY02**	**FY03**	**FY04**	
Associates & Certificates	120	107	121	120	131	
Bachelors	241	241	243	238	269	
Masters	32	44	38	34	28	
Doctorates						
Total	**393**	**392**	**402**	**392**	**428**	

Success of Graduates	**2000**	**2001**	**2002**	**2003**	**2004**	
Surveyed/Responded	329/333	351/356	353/353	343/344		
% Employed/Further Education	94%	96%	97%	99%	coming soon	

Tuition as % of Median Household Income	**FY00**	**FY01**	**FY02**	**FY03**	**FY04****	
Montana Median Income	32,777	32,126	34,835	34,108	35,137	
Resident Tuition & Fees	2,978	3,123	3,635	3,994	4,375	
%	9.1%	9.7%	10.4%	11.7%	12.5%	
*****projected median***						

Undergraduate Financial Aid	FY00	FY01	FY02	FY03	FY04	
Percent of UG on Financial Aid		55%	57%	61%	63%	
Avg. Full-Time UG Need Based		$5,183	$5,461	$6,046	$6,200	
Student Faculty Ratio		**FY01**	**FY02**	**FY03**	**FY04**	
		16.5:1	15.8:1	15.9:1	15.6:1	
Teaching productivity			**Fall 01**	**Fall 02**	**Fall 03**	
Student Credit Hours Taught per Faculty FTE			232.3	240.6	237.7	
Relative to national mean			125%	131%		
Course Sections Taught per Faculty FTE			6.5	6.1	6.5	
Relative to national mean			234%	221%		
Faculty Scholarship			**2002**	**2003**	**2004**	
Refereed publications per faculty FTE			0.66	0.64	0.75	
Patents/Technology Transfer	**FY00**	**FY01**	**FY02**	**FY03**	**FY04**	
Number of Patents Held	1	1	1	1	4	
Number of License/Option Agreements Held	2	2	2	2	2	
Research Expenditures	4,908,254	5,303,642	5,387,828	6,885,530	6,891,162	
Expenditures	**FY00**	**FY01**	**FY02**	**FY03**	**FY04**	
Expend/Annual Student FTE	4,208	4,195	4,585	4,841	4,897	
TOTAL EXPENDITURES	8,386,892	8,155,231	8,724,648	9,598,721	10,072,170	

Expenditures: Report CHExx1, Instruction (only) $ divided by Total FY FTE Students

Notes and Data Sources:

Fall Residency Headcount: IPEDS
Fall Diversity Headcount: IPEDS
Entering Freshmen Scores: Admissions data
Student Scholarship: Banner Enrollment Data
Number of Graduates: Registrar
Success of Graduates: Career Services Placement Survey
Tuition as % of Median Household Income: http://www.census.gov/hhes/income/histinc/h08.html
Undergrad. Financial Aid: Common Data Set, H4 (percent), H2, K, full-time undergrad including freshmen.
Student Faculty Ratio: CHE103 FTE students/Contract faculty including summer
Teaching productivity: The Delaware Study of Instructional Cost and Productivity, average departmental score, average ratio of department to peer group
Faculty Scholarship: The Delaware Study of Faculty Out-of-Classroom Activity, average departmental score, average ratio of department to peer group
Patents/Technology Transfer: AUTM Reports, VCRGS

Board of Regents Quality Indicators
University of Montana-Missoula, March 2005

Fall Residency Headcount	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04
Resident	8,879	9,211	9,635	10,054	10,163
Nonresident	3,115	3,089	3,053	2,813	2,882
WUE	419	368	340	485	513
Total	**12,413**	**12,668**	**13,028**	**13,352**	**13,558**

Fall Diversity Headcount	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04
African American	51	56	52	61	71
American Indian/Alaska Native	375	416	455	463	491
Asian/Pacific Islander	127	125	144	141	149
Hispanic	154	182	183	187	191
White	10,802	11,053	11,360	11,333	11,372
Unknown	514	498	517	869	951
Nonresident Alien	390	338	317	298	333
Total	**12,413**	**12,668**	**13,028**	**13,352**	**13,558**

Entering Freshmen Scores	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04
High School GPA	3.2	3.2	3.3	3.2	3.3
ACT	22.3	22.4	22.1	22.5	22.3

Student Scholarship	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04
Undergraduates in Honors Courses	699	656	820	886	1,028

Student Honors	2000	2001	2002	2003	2004
National Ranking-Graduate Students taking CPA Exam	1st of 69	12th of 55	12th of 58	9th of 78	not yet avail
Montana Bar Exam Pass Rate	93%	93%	73%	76%	87%
Pharmacy Licensure Pass Rate (national rate)	99% (87%)	100% (82%)	96% (88%)	90% (88%)	100% (89%)
Physical Therapy Licensure Pass Rate (national rate)	na	na	98% (92%)	98% (76%)	98% (72%)

Number of Graduates	FY00	FY01	FY02	FY03	FY04
Certificates	101	90	70	64	37
Associate's Degrees	146	147	188	187	207
Bachelor's Degrees	1,665	1,684	1,752	1690	1,808
Master's & Post-Master's Certificates	429	421	470	435	473
First Professional Degrees	70	83	121	118	134
Doctorates	33	26	37	33	38
Total	**2,444**	**2,451**	**2,638**	**2,527**	**2,697**

Time to Degree	2004
Average Undergraduate Time to Degree	4.88 Years

Success of Graduates	2002	2003	2004
Number Surveyed/Responded	2586/1319	2514/1263	2672/1405
% Employed/Further Education	75%/25%	71%/27%	80%/18%

Employer Satisfaction

Of the employers responding to the on-campus recruiting evaluation survey, 85% ranked UM-Missoula as "Good" or "Excellent" in the quality of its students.

Some quotes from the employer surveys collected at the annual Job Fair:

"…students were very engaged and qualified"

"... great program - good group of students!"

Tuition as % of Median Household Income	FY00	FY01	FY02	FY03	FY04**	
Montana Median Income	32,777	32,126	34,835	34,108	**35,505**	
Resident Tuition & Fees	2,967	3,066	3,642	4,131	4,260	
%	9.1%	9.5%	10.5%	12.1%	12.0%	

***projected median**

Undergraduate Financial Aid	FY00	FY01	FY02	FY03	FY04	
Percent of Undergraduates on Financial Aid	68.3%	71.5%	75.8%	74.9%	77.0%	
Avg. FT UG Need Based Gift Aid (recipients only)	$2,568	$2,871	$3,236	$2,981	$3,504	

Student Faculty Ratio		Fall 00	Fall 01	Fall 02	Fall 03	Fall 04
		22:1	19:1	21:1	21:1	20:1

Teaching productivity		Fall 00	Fall 01	Fall 02	Fall 03	Fall 04
Student Credit Hours Taught per Faculty FTE		245	270	248		
Relative to national mean		107%	126%	111%	avail 8/05	avail 8/06
Course Sections Taught per Faculty FTE		3.6	3.3	3.1		
Relative to national mean		129%	127%	115%	avail 8/05	avail 8/06

Faculty Scholarship			2002	2003	2004	2005
						available 5/06

Partnership and Outreach Narrative

UM, in partnership with local economic development groups, has created the 32,000 sq. ft. Montana Technology Enterprise Center, which currently houses and provides logistical support for 18 technology-based companies. Many of these companies, and several more not housed in MonTEC, were started with technology from UM. UM's economic outreach has expanded from its NorCor project in the western part of the State, to reach 21 eastern Montana counties. Plans are underway, through UM's leadership, to create an economic "Hub" in eastern Montana to foster economic growth.

Patents/Technology Transfer	FY00	FY01	FY02	FY03	FY04	
U.S. Patents Held (number)	15	17	20	22	23	
License/Option Agreements Held (number)	12	13	14	15	19	
Research Expenditures	$26,982,842	$31,462,757	$35,336,666	$40,810,074	$46,314,588	
Sponsored Research Award Volume	$39,100,000	$48,200,000	$50,200,000	$60,900,000	$65,700,000	

Expenditures	FY00	FY01	FY02	FY03	FY04	
Expend/Annual Student FTE	$3,904	$3,912	$4,077	$4,425	$4,432	
TOTAL EXPENDITURES	$44,075,409	$44,481,724	$47,437,382	$52,308,554	$53,246,330	

Notes and Data Sources:

Fall Residency Headcount: Regent's Enrollment Reports
Fall Diversity Headcount: Grand Total All Students, Common Data Set, B1
Entering Freshmen Scores: Total Entering Freshmen (full/part time) from Common Data Set, C1
Student Scholarship: School/Departmental Data
Number of Graduates: Common Data Set, B3
Success of Graduates: Graduate Survey
Employer Satisfaction: Surveys completed by businesses attending the annual Job Fair
Tuition as % of Median Household Income: http://www.census.gov/hhes/income/histinc/h08.html
Undergrad. Financial Aid: Common Data Set, H4 (percent), H2, K, full-time undergrad including freshmen.
Student Faculty Ratio: Common Data Set, I2

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Teaching productivity: The Delaware Study of Instructional Cost and Productivity, average departmental score, average ratio of department to peer group

Partnership and Outreach Narrative: Vice President for Research & Development

Patents/Technology Transfer: AUTM Reports, Vice President for Research & Development

Expenditures: Report CHExx1, Instruction (only) $ divided by Total FY FTE Students

Board of Regents Quality Indicators
The University of Montana -Western ----- April 2005

Fall Residency Headcount		**Fall 00**	**Fall 01**	**Fall 02**	**Fall 03**	**Fall 04**
Resident		998	1010	993	970	974
Non Resident		59	45	41	39	45
WUE		103	108	108	119	127
Total		**1,160**	**1,163**	**1,142**	**1,128**	**1,146**

Fall Diversity Headcount		**Fall 00**	**Fall 01**	**Fall 02**	**Fall 03**	**Fall 04**
African American		8	5	5	9	4
American Indian		52	27	29	35	41
Asian/Pacific Islander		13	14	27	20	22
Hispanic		22	25	24	28	20
White		959	973	936	861	951
Unknown		102	117	115	172	102
Non-resident Alien		4	2	6	3	6
Total		**1,160**	**1,163**	**1,142**	**1,128**	**1,146**

Entering Freshmen Scores		**Fall 00**	**Fall 01**	**Fall 02**	**Fall 03**	**Fall 04**
GPA (high school)		2.99	3.02	2.95	2.99	2.98
ACT (all first-time students, FT & PT)		19.75	19.23	19.26	18.83	19.71

Number of Graduates	**FY00**	**FY01**	**FY02**	**FY03**	**FY04**	
Associates	39	33	23	45	34	
Bachelors	169	148	163	164	131	
Total	**208**	**181**	**186**	**209**	**165**	

Success of Graduates					**2003**	**2004**
Surveyed/Responded					48%	NA
% Employed/Further Education					93%	NA

Tuition as % of Median Household Income	**FY00**	**FY01**	**FY02**	**FY03**	**FY04****	
Montana Median Income	32,777	32,126	34,835	34,108	35,137	
Resident Tuition* & Fees	$ 2,738	$ 2,795	$ 3,015	$ 3,241	$ 3,473	
%	8.4%	8.7%	8.7%	9.5%	9.9%	

average of lower & upper level resident rates
****projected median***

Undergraduate Financial Aid	FY00	FY01	FY02	FY03	FY04	
Percent of UG on Financial Aid	75%	75%	76%	77%	78%	
Avg. Full-Time UG Need Based (funded)	$3,430	$3,381	$3,267	$3,099	$3,156	
Student Faculty Ratio		**Fall 00**	**Fall 01**	**Fall 02**	**Fall 03**	**Fall 04**
		20:1	20:1	20:1	19:1	19:1
Teaching productivity			**Fall 01**	**Fall 02**	**Fall 03**	**Fall 04**
Student Credit Hours Taught per Faculty FTE			253.72	251.47	250.13	251.87
Relative to national mean						
Course Sections Taught per Faculty FTE			4.89	5.0	5.34	4.96
Relative to national mean						
Expenditures	**FY00**	**FY01**	**FY02**	**FY03**	**FY04**	
Expend/Annual Student (FY)FTE	$3,185	$3,511	$3,575	$3,661	$3,624	
TOTAL (Instruction only) EXPENDITURES	$3,273,776	$3,557,013	$3,563,761	$3,679,107	$3,863,262	

MEMORANDUM

DATE: November 16-18, 2005

TO: Montana Board of Regents

FROM: Roger Barber, Deputy Commissioner for Academic & Student Affairs

SUBJECT: Level I Approvals and Announcements

This memorandum is intended to inform you of the Level I changes in academic programs that have been approved in the Office of the Commissioner of Higher Education since the September 2005 meeting of the Board of Regents. It also includes announcements that may be of interest to the Board. If you have any questions, I would be happy to answer them with the help of my colleagues in academic affairs.

The University of Montana-Missoula:

- **ITEM 129-1001+R1105:** The University of Montana-Missoula asked for permission to revise its Bachelor of Arts Education degree in Business and Information Technology Education. Students currently in that degree program complete a set of courses that is different from the requirements for a non-teaching degree in Information Systems. The proposed revision will eliminate the teaching major. Instead, students will complete the requirements for a Bachelor of Science degree in Business Administration with an Option in Information Systems, and also take the additional educational coursework necessary to be certified as a licensed teacher in Montana. The revision will bring the program into line with other secondary education majors that require students to complete the degree requirements specific to their major field, in this case Information Systems.

- **ITEM 129-1003+R1105:** The University of Montana also asked for permission to revise its teacher preparation programs in history, history/political science and comprehensive social science, using the same model and rationale described in the previous item. Instead of taking a separate, teacher education major in those discipline areas, teacher education students will complete the requirements for a Bachelor of Arts degree in history, for instance. They will also complete the necessary coursework in education that is required for teacher licensure and accreditation of teacher education programs in the State of Montana.

- **ITEM 129-1004+R1105:** The University of Montana-Missoula submitted a Level I request, with Level II documentation, asking permission to offer a new option in International Resource Management in the existing Master of Science degree in Resource Conservation. The College of Forestry and Conservation at The University of Montana-Missoula proposes an option in International Resource Conservation to provide opportunities for Masters-level graduate students to develop an integrated understanding of ecological and social aspects of international conservation, development and management, and to apply that knowledge through professional work in a foreign country. Request Summary Proposal Appendix

Montana State University-Bozeman:

- **ITEM 129-2010+R1105:** Montana State University-Bozeman requests approval to establish a minor in Electrical Engineering. The minor will be of interest primarily to Engineering majors who wish to increase the breadth of their preparation. Many students are already taking significant numbers of courses in these areas for this purpose. The minor would provide a way to formally acknowledge that practice. The minor will likely also serve students in other science fields and in mathematics.

- **ITEM 129-2011+R1105:** Montana State University-Bozeman requests approval to establish a minor in Computer Engineering. As with the minor in Electrical Engineering, this minor will be of interest primarily to Engineering majors already taking a significant number of courses in this area.

- **ITEM 129-2012+R1105:** Montana State University-Bozeman requests approval to eliminate the Justice Studies option within the Bachelor of Science in Sociology. Currently two options are offered within the BS in Sociology: the Justice Studies option and the Sociology option. The requirements for these two options substantially overlap and the two options do not provide distinct curricula. This notice of intent has been filed to satisfy the public notice requirements associated with the termination of a program of study in the Montana University System.

- Montana State University-Bozeman notified the Office of the Commissioner of Higher Education that it intends to "reactivate" its Minor in Computer Science. MSU-Bozeman has had authority to award the Minor for several years, but it has not actively promoted the credential. Students have expressed an interest in such a minor, however, particularly from majors within the College of Engineering. The minor is also expected to draw students from other science disciplines, and would be attractive to any student who would like to develop computer science skills to become more marketable upon graduation.

Montana State University-Billings:

- **ITEM 129-2704+R1105:** The Department of Health and Human Performance within the College of Allied Health Professions at Montana State University-Billings requests that the name of the Master of Science in Sport Management be changed to Master of Science in Sport, Recreation and Fitness Management. This change will allow students to expand their internship and occupational opportunities to encompass work with park and recreation departments, fitness facilities, golf and tennis clubs, outdoor recreation organizations and other similar settings. The current curriculum supports preparation for these opportunities and will be individualized for each student's area of interest through a personalized plan of study that is constructed with the assistance of graduate faculty in the Department of Health and Human Performance.

- **ITEM 129-2702+R1105:** Montana State University-Billings College of Technology requests approval to re-name the Associate of Applied Science in Computer Application Development to Associate of Applied Science in Computer Programming and Application

Development. This name change will better reflect the curriculum and competencies of the degree and will allow for more precise marketing in order to attract potential students.

- **ITEM 129-2703+R1105:** Montana State University-Billings College of Technology seeks approval from the Montana Board of Regents to offer an Associate of Applied Science degree in Construction Technology-Carpentry. The proposal is submitted as a Level I request, with Level II documentation, which permits campuses to offer the program on a two-year temporary basis. Summary Proposal Budget Attachment

  The Carpentry program will provide graduates with skills required of a carpenter in a variety of building construction settings common in both rural and metropolitan areas. Students will earn a national certification after each level and the two year Associate of Applied Science degree. Upon successful completion of this program, students will be eligible for certification with the National Center for Construction Education and Research (NCCER) National Registry. Under procedures approved by the Montana Board of Regents, Associate of Applied Science and certificate programs ". . . offered . . . at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process . . . " may be submitted as Level I proposals.

- **ITEM 129-2705+R1105:** Montana State University-Billings College of Technology seeks approval from the Montana Board of Regents to offer a Medical Coding and Insurance Billing Certificate. The proposal is submitted as a Level I request, with Level II documentation, which permits campuses to offer the program on a two-year temporary basis.

  The Medical Coding and Insurance Billing program is designed to provide a recommended curriculum through which students may earn a two-semester certificate. This new certificate will train students in the areas of medical procedure and diagnosis coding and will prepare the student for employment in either the inpatient or outpatient medical setting as an integral part of the healthcare team in a medical office, dental office, hospital, clinic, or independent billing company. Under procedures approved by the Montana Board of Regents, Associate of Applied Science and certificate programs ". . . offered . . . at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process . . . " may be submitted as Level I proposals. Summary Proposal Budget Attachment

Announcements:

- The University of Montana-Missoula received notice this summer from the Northwest Commission on Colleges and Universities that its accreditation has been reaffirmed. The decision followed the regular five-year interim evaluation report and visit completed earlier in the year by the Commission. The University of Montana-Missoula has been asked to make a progress report on two recommendations contained in the Northwest Commission's follow-up evaluation document. That progress report is due in Spring 2008.

- Montana Tech of The University of Montana received notice this summer from the Northwest Commission on Colleges and Universities that its accreditation has been

reaffirmed. The decision followed the regular five-year interim evaluation report and visit completed earlier in the year by the Commission. The Northwest Commission had no recommendations to Montana Tech that require follow-up reports or visits.

- The University of Montana-Western received notice this summer from the Northwest Commission on Colleges and Universities that its accreditation has been reaffirmed. The decision followed the regular five-year interim evaluation report and visit completed earlier in the year by the Commission. That visit also included a review of four new degree programs. The University of Montana-Western has been asked to prepare a focused interim report and host a Commission representative in Spring 2007, based on one of the recommendations in the Northwest Commission's evaluation report.

- The University of Montana-Helena College of Technology received notice this summer from the Northwest Commission on Colleges and Universities that its accreditation has been reaffirmed. The decision followed the regular five-year interim evaluation report and visit completed earlier in the year by the Commission, along with several focused reviews involving specific academic programs and the collaborative partnership with Granite High School. The University of Montana-Helena College of Technology has been asked to prepare a progress report in the Spring of 2006 on one of the recommendations in the Northwest Commission's evaluation report. The institution is also expected to prepare an interim report and host a Commission representative on two other recommendations contained in the evaluation report. That visit will take place in Spring 2007.

- Montana State University-Great Falls College of Technology received notice this summer from the Northwest Commission on Colleges and Universities that its accreditation has been reaffirmed. The decision followed the full 10-year, comprehensive evaluation report and visit in Spring 2005. That visit also included review of two new degree programs at the Great Falls College of Technology. Montana State University-Great Falls College of Technology is expected to prepare a progress report in Fall 2006 on one of the recommendations in the Commission's evaluation report. The Northwest Commission has also requested a focused interim report and visit in Spring 2007 on four other recommendations included in the evaluation report that grew out of the accreditation visit. The Great Falls College of Technology received several commendations from the Commission, as part of the evaluation report. The commendations included special mention of the innovate distance-learning program at the College, efforts to enhance the institution's visibility and collaboration in the community and region, the "decidedly 'Student Centered Climate'" of the institution, the library staff, and ". . .the exemplary leadership of the dean and administration. . ."

M O N T A N A B O A R D O F R E G E N T S

LEVEL I REQUEST FORM

Item No.:	**129-1001+R1105**	**Date of Meeting:**	**November 16-18, 2005**
Institution:	**The University of Montana-Missoula**		
Program Title:	**Business and Information Technology Education**		

Level I proposals are those may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner.

☒ **A. Level I action requested (check all that apply):** Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges.

- ☒ 1. Re-titling existing majors, minors, options and certificates; (e.g. from B.S. in Mechanized Agriculture to B.S. in Agricultural Operations Technology);
- ☐ 2. Eliminating existing majors, minors, options and certificates via a Program Termination Checklist;
- ☐ 3. Adding new minors or certificates where there is a major;
- ☐ 4. Departmental mergers and name changes;
- ☒ 5. Program revisions; and
- ☐ 6. Distance delivery of previously authorized degree programs.

☐ **B. Level I with Level II documentation:** With Level II documentation circulated to all campus chief academic officers in advance, the Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Commissioner or designee will move the item to the Level II review process.

- ☐ 1. Options within an existing major of degree;
- ☐ 2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools *with the exception of the five Colleges of Technology where changes require Board action;*
- ☐ 3. Consolidating existing programs and/or degrees.

☐ **C. Temporary Certificate or A.A.S. degree programs:** Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and/or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

All other Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

Specify Request:

The University of Montana-Missoula seeks permission to revise the requirements for an Education major with an option in Business and Information Technology Education (BITE) to allow students pursuing licensure in the major teaching field to complete requirements for a B.S. in Business Administration with an Option in Information Systems, which will qualify as a single-field endorsement This revision will eliminate the B.A.Ed. in Business and Information Technology, while bringing the program in line with other secondary education majors in which students complete degree requirements in their major field, and insuring that the program meets the requirements set by the State of Montana for accreditation of programs that license teachers in Business and Information Technology Education.

M O N T A N A B O A R D O F R E G E N T S

LEVEL I REQUEST FORM

Item No.:	**129-1003+R1105**	**Date of Meeting:**	**November 16-18, 2005**
Institution:	**University of Montana-Missoula**		
Program Title:	**Teacher Preparation in History—Combined History/Political Science Major and Comprehensive Social Sciences Teaching Major**		

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner.

☒ **A. Level I action requested (check all that apply):** Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges.

- ☐ 1. Re-titling existing majors, minors, options and certificates; (e.g. from B.S. in Mechanized Agriculture to B.S. in Agricultural Operations Technology);
- ☐ 2. Eliminating existing majors, minors, options and certificates via a Program Termination Checklist;
- ☐ 3. Adding new minors or certificates where there is a major;
- ☐ 4. Adding new minors or certificates where there is an option in a major;
- ☐ 5. Departmental mergers and name changes;
- ☒ 6. Program revisions; and
- ☐ 7. Distance delivery of previously authorized degree programs.

☐ **B. Level I with Level II documentation:** With Level II documentation circulated to all campus chief academic officers in advance, the Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Commissioner or designee will move the item to the Level II review process.

- ☐ 1. Options within an existing major or degree;
- ☐ 2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools *with the exception of the five Colleges of Technology where changes require Board action;*
- ☐ 3. Consolidating existing programs and/or degrees.

☐ **C. Temporary Certificate or A.A.S. degree programs:** Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and/or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

Item No.: 129-1003+R1105	Institution: The University of Montana-Missoula

All other Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

Specify Request:

The University of Montana-Missoula seeks permission to revise teacher preparation in history, the Combined History-Political Science major and the Comprehensive Social Science teaching major, by allowing students to complete all requirements for a B.A. This will insure that the program meets the requirements set by the State of Montana for accreditation of programs that license teachers.

ITEM 128-1004+R0705 **Approval of a Proposal to create an M.S. Option in International Resource Management, under the existing M.S. degree in Resource Conservation**

THAT: In accordance with Montana University System Policy, the Board of Regents of Higher Education authorizes The University of Montana-Missoula to create an M.S. Option in International Resource Management, under the existing M.S. degree in Resource Conservation.

EXPLANATION: The College of Forestry and Conservation at The University of Montana—Missoula proposes an Option in International Resource Conservation to provide opportunities for Masters-level graduate students to develop an integrated understanding of ecological and social aspects of international conservation, development and management, and to apply that knowledge through professional work in a foreign country.

M O N T A N A B O A R D O F R E G E N T S

LEVEL I REQUEST FORM

Item No.:	**129-1004+R1105**	**Date of Meeting:**	**November 16-18, 2005**
Institution:	**The University of Montana-Missoula**		
Program Title:	**M.S. Option in International Resource Management under existing M. S. Resource Conservation degree**		

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner.

☐ **A. Level I action requested (check all that apply):** Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges.

☐ 1. Re-titling existing majors, minors, options and certificates; (e.g. from B.S. in Mechanized Agriculture to B.S. in Agricultural Operations Technology);
☐ 2. Eliminating existing majors, minors, options and certificates via a Program Termination Checklist;
☐ 3. Adding new minors or certificates where there is a major;
☐ 4. Adding new minors or certificates where there is an option in a major;
☐ 5. Departmental mergers and name changes;
☐ 6. Program revisions; and
☐ 7. Distance delivery of previously authorized degree programs.

☒ **B. Level I with Level II documentation:** With Level II documentation circulated to all campus chief academic officers in advance, the Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Commissioner or designee will move the item to the Level II review process.

☒ 1. Options within an existing major or degree;
☐ 2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools *with the exception of the five Colleges of Technology where changes require Board action;*
☐ 3. Consolidating existing programs and/or degrees.

☐ **C. Temporary Certificate or A.A.S. degree programs:** Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and/or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

Item No.: 129-1004+R1105	Institution: The University of Montana-Missoula

All other Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

Specify Request:

The University of Montana-Missoula seeks permission to offer a new Option in International Resource Management in the existing M.S. degree in Resource Conservation.

M O N T A N A B O A R D O F R E G E N T S

NEW ACADEMIC PROGRAM PROPOSAL SUMMARY

ITEM 129-1004+R1105

Institution: The University of Montana--Missoula

Program Title: M.S. Option in International Resource Management under existing M.S. Resource Conservation degree

1. How does this program advance the campus' academic mission and fit priorities?

   This option contributes to the long-standing mission of The University of Montana to enhance international education and citizenship. The option will produce scholars and professionals in disciplines that focus on international resource management, development and conservation. The proposed option and curriculum have existed informally since 1993 during which time 32 students have completed the proposed course of study; 16 more are currently completing preliminary coursework or international assignments.

2. How does this program fit the Board of Regents' goals and objectives?

   This option is consistent with Board of Regents goals A, C and D to provide a stimulating, responsive and effective environment for academic achievement and learning, to deliver higher education in an efficient and coordinated manner, and to be responsive to market, employment, and economic development needs.

3. How does this program support or advance Montana's needs and interests?

   This option will attract a broad spectrum of students from around the country and provide the UM campus, community and region with significant international perspectives and expertise. Over the past five years 15-20 students have applied annually to pursue the proposed course of study; 3-5 have been accepted each year.

4. How will this program contribute to economic development in Montana? (Note projected annual economic impact both regionally and statewide.)

   The majority of students in this option will likely be out-of-state and thus cover the full cost of their studies while contributing to the local and regional economy. Graduates with this option have increased employment opportunities as evidenced by the success graduates of the proposed program have had over the past 10 years. A 2004 survey of IRM alumni found that all respondents (n = 26) had secured full-time, professional related employment.

5. What is the program's planned capacity?

• Break-even point?	3 FTE students
• Enrollments / year?	3 to 5
• Graduates / year?	3 to 5
• MT jobs / year?	1?

6. Resource Allocation:

• Total program budget?	$ 0
• Faculty FTE?	0
• Staff FTE?	0

7. Does this program require new resources? ☐ Yes ☒ No

   If yes, what is the amount? $ _____

   This option does not require any new faculty, courses, facilities or financial resources. Courses required for the proposed option are offered already on a regular basis. International field assignments are provided through the US Peace Corps, with which UM has had a Masters International MOU since 1991, or with private non-governmental organizations.

8. How will the campus fund the program?

   This proposal provides formal recognition (i.e., an option) for what has existed informally for the past 12 years (since 1993). No additional funds are required.

9. If internal reallocation is necessary, name the sources.

   No internal reallocation of resources or personnel is necessary.

M.S. Option in International Resource Management (under existing M.S. degree in Resource Conservation)

I. Objectives and Need

1. Description of Program: The College of Forestry and Conservation proposes an International Resource Management (IRM) option within the existing M.S. degree in Resource Conservation (either thesis or non-thesis professional paper options). The IRM option provides opportunities for M.S graduate students to develop an integrated understanding of ecological and social aspects of international conservation, development and management, and to apply that knowledge through professional work in a foreign country.

The proposed IRM option requires completion of two semesters of preparatory coursework (approximately 24 credits, including 14 required core course credits), followed by completion of an approved international field assignment that comprises the basis of the M.S. thesis or professional paper. As with all graduate programs in the College of Forestry and Conservation, a faculty member must be willing to serve as graduate committee chair prior to commencing IRM studies. The proposed option has operated informally since 1993 during which time 11 faculty members in the College have chaired IRM graduate committees.

Approximately 75% of the students who have pursued the proposed IRM option completed international assignments with the Peace Corps; the remainder worked with private, international non-governmental development or conservation organizations. Previous IRM students have worked on reforestation, community conservation, watershed management, agroforestry, reduced impact logging, protected area management, wildlife conservation and environmental education. Students have produced extension education materials, field guides and peer-reviewed journal articles based on their fieldwork. Examples of M.S. theses and professional papers can be viewed on the IRM webpage http://www.forestry.umt.edu/students/services/PeaceCorps/. To date, 32 students have completed the proposed IRM option, 11 are now on international assignments in South America, Africa or Asia, and 5 are on campus completing M.S. degrees or preliminary coursework.

2. Documented Need for the Program: The IRM program is well known nationally as evidenced by the 15-20 applications received annually (3-5 accepted) in each of the past five years to pursue the proposed course of study. In 2004, we surveyed all IRM alumni and students working abroad: 76% of respondents (n = 26) desired official recognition (i.e., on transcripts) of having completed IRM studies and of those 86% favored an IRM option (i.e., within the existing M.S. in Resource Conservation). The survey also indicated that IRM graduates had secured full-time, professional employment in either the public or private sectors. IRM graduates are employed currently with international non-governmental conservation and development organizations, as well as with the US National Park Service, US Forest Service, US Fish and Wildlife Service and the Bureau of Land Management. Five former IRM students are currently in Ph.D. programs.

3. Additional Courses and Course Requirements: The IRM option involves completion of an interdisciplinary core curriculum (14 credits), additional coursework in areas of academic and professional interest, and completion of an international assignment with the Peace Corps or a private conservation or development organization. Thus far, IRM students have worked in 24 countries around the world. The core curriculum includes coursework in ecology, research methods, sociology of environment and development, tropical ecosystems and management, and international resource management. All of the proposed courses are offered on a regular basis.

Core curriculum:
FOR 532: Forest Ecosystem Analysis or FOR 330: Forest Ecology (if no prior background in ecology) (3 credits)
Research Methods – any approved quantitative or qualitative graduate research methods course (most enroll in FOR 501: Research Methods) (3 credits)
FOR 495: Sociology of Environment and Development (proposed as a regular course) (3 credits)
FOR 582: Tropical Ecosystems and Management (3 credits)
FOR 571: International Resource Management (2 credits)

IRM students may pursue either the M.S. professional paper (36 credits) or M.S. thesis (30 credits) alternative in Resource Conservation. Students are required to complete two semesters of coursework prior to international fieldwork, and one semester afterwards to complete the professional paper or thesis. Academic credit will be granted for fieldwork (1 credit of FOR 697: Graduate Research/semester abroad).

II Adequacy, Accreditation, and Assessment Issues

1. Adequacy of Present Faculty, Facilities, Equipment, and Library Holdings:
All faculty teaching IRM courses are tenured and offer the proposed core courses on an annual basis. Stephen Siebert, Professor in the Dept. of Forest Management, will coordinate the option. He is also the UM campus Peace Corps faculty advisor and supervises the campus Peace Corps recruiter through an annual contract with the Peace Corps. No additional facilities or equipment are required for the proposed option and existing library resources are adequate (as long as students and faculty retain current access to electronic journals).

2. Accreditation Status: The proposed option is not accredited.

3. Assessment Issues: The proposed IRM option (specifically the curriculum, development of field assignments, faculty supervision and subsequent employment opportunities and experiences) will be assessed periodically by surveying alumni and students as was done in 2004. In addition, for the past six years, IRM coordinator Siebert has prepared a newsletter twice annually to maintain contact with alumni and to facilitate communication between IRM alumni and students on campus and those working internationally.

III Impact on Faculty, Costs, Students, and Other Departments and Campuses

1. Additional Faculty Requirements: No additional faculty members are required for the proposed option. Professor Siebert will continue to serve as IRM coordinator as he has since 1993.

2. Impact on Facilities: None.

3. **Cost Analysis:** No additional expenditures or revenues are expected (we anticipate maintaining current IRM enrollment and approximate in-state vs. out-of-state student mix).

4. Enrollment Impact: Planned Student Enrollment: We anticipate accepting and graduating 3-5 students annually as we have for the past five years.

5. Relationship to Other Campus Programs: Students completing the IRM option may take elective courses in a number of departments outside of the College of Forestry and Conservation, including: Division of Biological Sciences, Environmental Studies, Geography, Sociology, Anthropology and Political Science.

6. Relationship to Other Institutions: There is no option in International Resource Management currently offered within the Montana University system or at any of Montana's private or tribal colleges. The Peace Corps has Masters International agreements in natural resources and the environment with approximately 25 other colleges and universities around the country and some of these schools offer specialized degrees or options in international studies.

IV Process Leading to Submission of Proposal

This proposal has been reviewed and approved by the Departments of Forest Management, Society and Conservation, and Ecosystem and Conservation Sciences in the College of Forestry and Conservation, and by the Graduate Council of the Senate, the Dean of the School of Graduate Studies, the Provost and Vice President for Academic Affairs, and the Faculty Senate of The University of Montana.

Appendix 1: IRM Graduates and M.S. Projects

App, Brian. 2004. Rural Reforestation Projects in Touroua, Northern Cameroon.

Booth, Doug. 2001. The Golden Guipil: A Story of the Endangered Pokomchi Maya and the Golden-Cheeked Warbler (Guatemala).

Brown, Michele. 1998. Swidden Agriculture and an Intensified Rice Cultivation Program at Ranomafana National Park, Madagascar.

Calero, Colleen. 1998. The History and Importance of Guinea Pig Production for the Indigenous People of the Peruvian Andes.

Caniago, I. 1996. The Ecology, Use and Local Knowledge of Medicinal Plants in Nanga Juoi, Kalimantan, Indonesia.

Carey, Hal. 2004. Analyzing Implementation of the Natural Forest Protection Plan in China's Southwestern Forest Management Region.

Daly, Brian. 1999. A Guide to Important Forestry Tree Species Native to the Atlantic Slope of Costa Rica.

Egans, Tamara. 2003. The Price Beyond the Pump: Social, Economic and Environmental Effects of United States Oil Development in Ecuador.

Gritzner, Jason. 2003. Land Cover/Land Use Dynamics in the Taquina Watershed, Cochabamba, Bolivia: 1968-2001.

Guevara, M. 1999. The Abundance and Population Structure of Some Economically Important Trees of Piedras Blancas National Park, Costa Rica.

Herbeck, Journey. 2004. Cultivating Student Internal Locus of Control Using Participatory Rural Appraisal in Villa Santa, Honduras.

Heyn, Joslin. 2003. Migration and Development on Niue Island.

Hoffa, Erica. 1997. Early Dry Season Biomass Burning in the Dambo and Miombo of Zambia.

Horcher, Andy. 2000. Stand Dynamics of *Cinnamomum burmannii*, an Invasive Tree, in O'ahu, Hawaii.

Hoyt, Pelah. 2005. Factors that Contribute to Cloud Forest Conservation in Southern Ecuador.

Krueger, Werner. 2003. Effects of Future Crop Tree Flagging and Skid Trail Planning on Conventional Diameter-limit Logging in a Bolivian Tropical Forest.

Laughlin, Sarah. 2000. Avian Seed Dispersal of *Cinnamomum burmannii* in Nuuanu Valley, O'ahu, Hawaii and its Implications for Alien Species Invasion.

Lenches, Christine. 1998. Environmental Education in Hungary: Constraints and Limitations.

Maroney, Ryan. 2003. Argali (Ovis ammon) Conservation in Western Mongolia and the Altai-Sayan.

McCarthy, Shane. 1997. South American Camelids: A Sustainable Use Alternative for Pastoralists in the Paramo Grassland of Ecuador.

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M O N T A N A B O A R D O F R E G E N T S

LEVEL I REQUEST FORM

Item No.:	**129-2010+R1105**	**Date of Meeting:**	**November 16-18, 2005**
Institution:	**Montana State University-Bozeman**		
Program Title:	**Minor in Electrical Engineering**		

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner.

☒ **A. Level I action requested (check all that apply):** Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges.

- ☐ 1. Re-titling existing majors, minors, options and certificates; (e.g. from B.S. in Mechanized Agriculture to B.S. in Agricultural Operations Technology);
- ☐ 2. Eliminating existing majors, minors, options and certificates via a Program Termination Checklist;
- ☒ 3. Adding new minors or certificates where there is a major;
- ☐ 4. Adding new minors or certificates where there is an option in a major;
- ☐ 5. Departmental mergers and name changes;
- ☐ 6. Program revisions; and
- ☐ 7. Distance delivery of previously authorized degree programs.

☐ **B. Level I with Level II documentation:** With Level II documentation circulated to all campus chief academic officers in advance, the Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Commissioner or designee will move the item to the Level II review process.

- ☐ 1. Options within an existing major or degree;
- ☐ 2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools *with the exception of the five Colleges of Technology where changes require Board action;*
- ☐ 3. Consolidating existing programs and/or degrees.

☐ **C. Temporary Certificate or A.A.S. degree programs:** Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and/or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

Item No.: 129-2010+R1105	Institution: MSU-Bozeman

All other Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

Specify Request:

Montana State University—Bozeman is requesting approval to establish a minor in Electrical Engineering, an area in which there is an existing major in the Department of Electrical and Computer Engineering. (The department is also proposing a new minor in Computer Engineering to parallel the structure of its baccalaureate degrees.)

The minor will be of interest primarily to Engineering majors interested in increasing the breadth of their preparation and indeed, many students are already taking significant numbers of course in these areas for this purpose. The minor would provide better structure and a way of formally acknowledging this. The minor will likely also serve students in other science fields and in mathematics. Because of the existing interest in the courses including in the minor, the increased demand created by formally recognizing the minor is expected to be slight and easily managed within current resources.

The curriculum has been reviewed and approved by the Undergraduate Studies Committee—a university-wide faculty committee – and was forward to the chair of the Faculty Affairs sub-committee of Faculty Council with no objections. The proposed curriculum meets the Board of Regents requirements and Montana State University—Bozeman guidelines.

M O N T A N A B O A R D O F R E G E N T S

LEVEL I REQUEST FORM

Item No.:	**129-2011+R1105**	**Date of Meeting:**	**November 16-18, 2005**
Institution:	**Montana State University-Bozeman**		
Program Title:	**Minor in Computer Engineering**		

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner.

☒ **A. Level I action requested (check all that apply):** Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges.

- ☐ 1. Re-titling existing majors, minors, options and certificates; (e.g. from B.S. in Mechanized Agriculture to B.S. in Agricultural Operations Technology);
- ☐ 2. Eliminating existing majors, minors, options and certificates via a Program Termination Checklist;
- ☒ 3. Adding new minors or certificates where there is a major;
- ☐ 4. Adding new minors or certificates where there is an option in a major;
- ☐ 5. Departmental mergers and name changes;
- ☐ 6. Program revisions; and
- ☐ 7. Distance delivery of previously authorized degree programs.

☐ **B. Level I with Level II documentation:** With Level II documentation circulated to all campus chief academic officers in advance, the Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Commissioner or designee will move the item to the Level II review process.

- ☐ 1. Options within an existing major or degree;
- ☐ 2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools *with the exception of the five Colleges of Technology where changes require Board action;*
- ☐ 3. Consolidating existing programs and/or degrees.

☐ **C. Temporary Certificate or A.A.S. degree programs:** Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and/or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

Item No.: 129-2011+R1105	Institution: MSU-Bozeman

All other Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

Specify Request:

Montana State University—Bozeman is requesting approval to establish a minor in Computer Engineering, an area in which there is an existing major in the Department of Electrical and Computer Engineering. (The department is also proposing a new minor in Electrical Engineering to parallel the structure of its baccalaureate degrees.)

The minor will be of interest primarily to Engineering majors interested in increasing the breadth of their preparation and indeed, many students are already taking significant numbers of course in these areas for this purpose. The minor would provide better structure and a way of formally acknowledging this. The minor will likely also serve students in other science fields and in mathematics. Because of the existing interest in the courses including in the minor, the increased demand created by formally recognizing the minor is expected to be slight and easily managed within current resources.

The curriculum has been reviewed and approved by the Undergraduate Studies Committee—a university-wide faculty committee – and was forward to the chair of the Faculty Affairs sub-committee of Faculty Council with no objections. The proposed curriculum meets the Board of Regents requirements and Montana State University—Bozeman guidelines.

M O N T A N A B O A R D O F R E G E N T S

LEVEL I REQUEST FORM

Item No.:	**129-2012+R1105**	**Date of Meeting:**	**November 16-18, 2006**
Institution:	**Montana State University-Bozeman**		
Program Title:	**Elimination of the Justice Studies Option**		

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner.

☒ **A. Level I action requested (check all that apply):** Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges.

- ☐ 1. Re-titling existing majors, minors, options and certificates; (e.g. from B.S. in Mechanized Agriculture to B.S. in Agricultural Operations Technology);
- ☒ 2. Eliminating existing majors, minors, options and certificates via a Program Termination Checklist;
- ☐ 3. Adding new minors or certificates where there is a major;
- ☐ 4. Adding new minors or certificates where there is an option in a major;
- ☐ 5. Departmental mergers and name changes;
- ☐ 6. Program revisions; and
- ☐ 7. Distance delivery of previously authorized degree programs.

☐ **B. Level I with Level II documentation:** With Level II documentation circulated to all campus chief academic officers in advance, the Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Commissioner or designee will move the item to the Level II review process.

- ☐ 1. Options within an existing major or degree;
- ☐ 2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools *with the exception of the five Colleges of Technology where changes require Board action;*
- ☐ 3. Consolidating existing programs and/or degrees.

☐ **C. Temporary Certificate or A.A.S. degree programs:** Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and/or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

Item No.: 129-2012+R1105	Institution: MSU-Bozeman

All other Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

Specify Request:

Montana State University-Bozeman requests approval to eliminate the Justice Studies option within the Bachelor of Science in Sociology. Currently two options are offered within the BS in Sociology: the Justice Studies Option and the Sociology option. The requirements for these two options substantially overlap and the two options do not provide distinct curricula. This represents a consolidation of the current program in Sociology. All items in the program termination checklist have been addressed. The consolidated program will become effective with the 2006/07 academic year.

M O N T A N A B O A R D O F R E G E N T S

LEVEL I REQUEST FORM

Item No.:	**129-2704+R1105**	**Date of Meeting:**	**November 16-18, 2005**
Institution:	**Montana State University-Billings**		
Program Title:	**Master of Science in Sport, Recreation and Fitness Management**		

Level I proposals are those may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner.

☒ **A. Level I action requested (check all that apply):** Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges.

- ☒ 1. Re-titling existing majors, minors, options and certificates; (e.g. from B.S. in Mechanized Agriculture to B.S. in Agricultural Operations Technology);
- ☐ 2. Eliminating existing majors, minors, options and certificates via a Program Termination Checklist;
- ☐ 3. Adding new minors or certificates where there is a major;
- ☐ 4. Departmental mergers and name changes;
- ☐ 5. Program revisions; and
- ☐ 6. Distance delivery of previously authorized degree programs.

☐ **B. Level I with Level II documentation:** With Level II documentation circulated to all campus chief academic officers in advance, the Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Commissioner or designee will move the item to the Level II review process.

- ☐ 1. Options within an existing major of degree;
- ☐ 2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools *with the exception of the five Colleges of Technology where changes require Board action;*
- ☐ 3. Consolidating existing programs and/or degrees.

☐ **C. Temporary Certificate or A.A.S. degree programs:** Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and/or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

All other Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

Specify Request:

The Department of Health and Human Performance within the College of Allied Health Professions at Montana State University - Billings requests that the name of the Master of Science in Sport Management be changed to Master of Science in Sport, Recreation and Fitness Management. This change will allow students to expand their internship and occupational opportunities to encompass work with park and recreation departments, fitness facilities, golf and tennis clubs, outdoor recreation organizations and other similar settings. The current curriculum supports preparation for these opportunities and will be individualized for each student's area of interest through a personalized plan of study that is constructed with the assistance of graduate faculty in the Department of Health and Human Performance.

M O N T A N A B O A R D O F R E G E N T S

LEVEL I REQUEST FORM

Item No.:	**129-2702+1105**	**Date of Meeting:**	**November 16-18, 2005**
Institution:	**Montana State University-Billings College of Technology**		
Program Title:	**AAS in Computer Programming and Application Development**		

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner.

☒ **A. Level I action requested (check all that apply):** Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges.

- ☒ 1. Re-titling existing majors, minors, options and certificates; (e.g. from B.S. in Mechanized Agriculture to B.S. in Agricultural Operations Technology);
- ☐ 2. Eliminating existing majors, minors, options and certificates via a Program Termination Checklist;
- ☐ 3. Adding new minors or certificates where there is a major;
- ☐ 4. Adding new minors or certificates where there is an option in a major;
- ☐ 5. Departmental mergers and name changes;
- ☐ 6. Program revisions; and
- ☐ 7. Distance delivery of previously authorized degree programs.

☐ **B. Level I with Level II documentation:** With Level II documentation circulated to all campus chief academic officers in advance, the Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Commissioner or designee will move the item to the Level II review process.

- ☐ 1. Options within an existing major or degree;
- ☐ 2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools *with the exception of the five Colleges of Technology where changes require Board action;*
- ☐ 3. Consolidating existing programs and/or degrees.

☐ **C. Temporary Certificate or A.A.S. degree programs:** Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and/or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

Item No.: 129-2702+R1105	Institution: Montana State University-Billings College of Technology

All other Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

Specify Request:

Montana State University-Billings College of Technology requests approval to re-name the Associate of Applied Science in Computer Application Development to
Associate of Applied Science in Computer Programming and Application Development.

This name change will better reflect the curriculum and competencies of the degree and will allow for more precise marketing in order to attract potential students.

M O N T A N A B O A R D O F R E G E N T S

LEVEL I REQUEST FORM

Item No.:	**129-2703+R1105**	**Date of Meeting:**	**November 16-18, 2005**
Institution:	**Montana State University – Billings**		
Program Title:	**Construction Technology – Carpentry AAS**		

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner.

☐ **A. Level I action requested (check all that apply):** Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges.

- ☐ 1. Re-titling existing majors, minors, options and certificates; (e.g. from B.S. in Mechanized Agriculture to B.S. in Agricultural Operations Technology);
- ☐ 2. Eliminating existing majors, minors, options and certificates via a Program Termination Checklist;
- ☐ 3. Adding new minors or certificates where there is a major;
- ☐ 4. Adding new minors or certificates where there is an option in a major;
- ☐ 5. Departmental mergers and name changes;
- ☐ 6. Program revisions; and
- ☐ 7. Distance delivery of previously authorized degree programs.

☐ **B. Level I with Level II documentation:** With Level II documentation circulated to all campus chief academic officers in advance, the Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Commissioner or designee will move the item to the Level II review process.

- ☐ 1. Options within an existing major or degree;
- ☐ 2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools *with the exception of the five Colleges of Technology where changes require Board action;*
- ☐ 3. Consolidating existing programs and/or degrees.

☒ **C. Temporary A.A.S. degree programs:**
Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and/or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision

Item No.: 129-2703+R1105	Institution: Montana State University Billings

will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

All other Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

Specify Request:

Montana State University Billings College of Technology seeks approval from the Montana Board of Regents to offer a Construction Technology -- Carpentry AAS degree under the option to propose a Level I Temporary AAS for two years. Continuation of the program beyond the two years will be followed by the normal program approval process as a Level II Proposal.

This program will prepare the student with skills and knowledge for a career in residential or commercial construction. The program coursework will provide the student with a mix of technical education, general studies, theory and hands-on learning experiences. The student in this program progresses from basic skills to those required of a carpenter. General areas of study include building codes, blueprint reading and sketching, estimating, site layout, concrete, framing, interior and exterior finish, cabinet making and installation, and decks. The Carpentry AAS program will provide graduates with skills required of a carpenter in a variety of building construction settings common in both rural and metropolitan areas. Students will earn a national certification after each level and the two year Associate of Applied Science degree.

At the successful completion of this program, the student is eligible for certification with National Center for Construction Education and Research (NCCER) National Registry.

NEW ACADEMIC PROGRAM PROPOSAL SUMMARY

ITEM 129-2703+R1105

Institution: Montana State University – Billings

Program Title: Construction Technology – Carpentry AAS

1. How does the program advance the campus' academic mission and fit priorities?

The mission of the Montana State University-Billings College of Technology is to be the College of first choice, dedicated to the development of workforce capacity by providing top quality learning opportunities and services to meet a variety of career choices and customer needs by being responsive, flexible, and market-driven. Construction has been one of Montana's fastest growing industries, consistently outpacing the state's overall employment growth. The development of a Construction Technology -- Carpentry Program will provide significant opportunities for the COT to meet critical local and regional workforce training needs.

The Construction Technology-Carpentry Program will provide students with an opportunity to engage in both classroom work as well as application-based, hands-on learning. The program will be developed in accordance with the National Center for Construction and Education Research (NCCER) nationally accredited standards. This effort will be coordinated with the Montana Contractor's Association and local and regional industry. In addition, the MSU-Billings COT will be working with the UM-Missoula COT to develop a standardized NCCER based Carpentry program that is accredited by NCCER and that the program is fully articulated.

This proposal fits the MSU-B COT's mission very well, as it has been done to enable the College to be responsive to a significant workforce need.

2. How does this program fit the Board of Regents' goals and objectives?

The proposed Construction Technology - Carpentry AAS program will support: Goal B1, which is to identify or seek creative funding alternatives that will expand public and private colleges; Goal D1, 3, & 4 to offer programs and services consistent with the spectrum of higher education needs and opportunities for 2-year, 4-year and graduate and professional education; and Goal 4, to make the Montana University System more accessible and responsive to business, government and other constituencies.

The Montana Contractor's Association and Celebrate Billings an initiative of the Billings Gazette have committed $50,000 to cover the start up costs for this program.

3. How does this program support or advance Montana's needs and interests?

The Construction Technology - Carpentry Program AAS degree supports the significant workforce training needs and employment sector of Montana which comprises 6.3% of the entire labor workforce (Montana Bureau of Labor and Statistics, "Montana Economy at a Glace," 2005). Most of the skilled blue-collar workers important to the construction industry fall in the category of "precision production, craft, and repair occupations" in the Census Bureau's occupational classification system. According to the "Montana Economy at a Glance" report, 12 percent of Montana's civilian labor force had an occupation in this category, compared with 11 percent nationally. Concern has been expressed about an impending shortage of these skilled workers. A recent artice in the Fedgazette pointed out "states regularly project future employment levels, and projected demand for many skilled trade occupations… is expected to far outstrip supply."

4. How will this program contribute to economic development in Montana? (Note projected annual economic impact both regionally and statewide)

According to Montana Department of Labor occupational forecasts between 2002 and 2012, Montana is projected to need 4,100 carpenters, 2,260 general operations managers, 1,750 construction laborers, 1,290 first-line supervisors and managers of construction trades and extraction workers, 1,210 painters and construction maintenance personnel, 1,080 construction managers, and 820 electricians. In a presentation to the Montana Workforce Conference held in Great Falls, Montana, on June 22, 2005, Bryon Roberts, Executive Director of the Montana Building Industry in Helena, Montana noted that "the construction industry in Montana is larger than mining, larger than timber and larger than the entire manufacturing center," with an increase of 2,800 net jobs in 2004. On June 22, 2005, there were approximately 400 job openings in the construction trades in Montana which represents 12% of the 3,400 open jobs posted on the www.jobs.mt.gov website.

A well trained workforce is critical for Montana business and industries to meet their production schedules. In particular, the Montana construction industry has sorely felt the impact of the lack of trained workers in the construction industry and particularly in carpentry. Residential and commercial projects fall behind schedule resulting a negative economic impact. According to a report developed by Dr. Paul Pozin of the Bureau of Business and Economic Research at the University of Montana and presented to the Montana Board of Regents on September 22, 2005, 21.6% of all businesses surveyed in Montana stated they had a shortage with construction and health care topping the list.

The construction industry in Montana represents 5.8% of Montana's Gross State Product and the industry's contribution to the economy exceeded 1.48 billion dollars in 2003. In Yellowstone County alone, there were over 1,029 permits for single-family, multi-family and modular housing units issued in 2004. The U.S. Department of Labor reports 3,680 employees in the construction field, not counting those that are self-employed. Based on the median income of this population this represents over $123 million in local wages. Pairing this with non-employers in the construction field (self-employed) which included an additional 1,274 workers, and an additional $63 million in wages, there is an industry total of close to 5,000 workers generating $186 million in wages in the local Yellowstone County area.

Two-Year Career Wages and Job Outlooks
Construction Careers

Occupation	Mean Annual	Mean Hourly	Hourly Median[1]	Hour Median	Hourly Median[2]	Employment in 2000	Employment in 2004
Cabinetmakers & Bench Carpenters	$24,760	$11.91	$9.72	$11.41	$14.00		
Carpenters	34,300	$16.49	$13.75	$16.41	$19.50	3980	4820
Heating, A/C, & Refrigeration Mechanic	33,860	$16.28	$10.72	$15.88	$21.09	220	520
Plumbers, Pipefitters & Steamfitters	44,580	$21.43	$17.47	$23.16	$25.90	680	1140
Structural Metal Fabricators & Fitters	26,550	$12.76	$9.83	$12.55	$15.54	100	330
Welders, Cutters, & Braziers	30,410	$14.62	$10.60	$13.54	$18.12	910	800
Architectural & Civil Drafters	33,700	$16.20	$13.69	$15.85	$18.32	220	340
Electrical & Electronics Drafters	43,830	$21.07	$16.56	$20.07	$25.10	100	n/a
Mechanical Drafters (CAD Drafters)	33,260	$15.99	$12.64	$14.16	$17.43	90	190
Drafters, All Other	39,950	$19.21	$14.31	$16.84	$22.16	n/a	n/a
Civil Engineering Technicians	33,390	$16.05	$12.39	$16.53	$19.74	370	520
Environmental Engineering Technicians	32,720	$15.73	$12.16	$13.63	$17.62	70	70

[1] Low End of Middle Range Wages
[2] High End of Middle Range Wages

5. What is the program's planned capacity?

▪ Break-even point?	34.7 FTE students
▪ Enrollments/year	Year 1 10 Students Year 2 20 Students Year 3 25 Students Year 4 40 Students Year 5 40 Students
▪ Graduates/year?	20 - 25 ** It is important to note that many additional students will be trained via partnerships with local construction companies who may wish to enroll and pay for employees to enroll in the construction core classes. Those students will be encouraged to enroll for credit so they can be advised to pursue the AAS degree upon completion of the construction training.
▪ MT jobs/year	The Montana Bureau of Labor and Statistics reports an average of 620 carpentry job openings per year.

6. Resource Allocation:

▪ Total program budget	$168,000
▪ Faculty FTE?	Years 1-3 1.0 FTE Permanent Faculty and 1.0 FTE in Part Time Faculty Years 4-5 2.0 FTE Permanent Faculty and 1.0 Part Time Faculty
▪ Staff FTE?	0

7. Does this program require new resources? ☒ **Yes** ☐ **No**

If yes, what is the amount? $168,000

8. How will the campus fund the program?

Start up costs associated with the implementation of this program will be funded through a $50,000 grant from the Montana Contractor's Association and Celebrate Billings, a federal appropriation from the US Department of Education and a State OCHE grant for 2 year new program development. Additional funding will be received from external support by local and regional construction industries. Continuing costs will be funded by student enrollments.

9. If internal reallocation is necessary, name the sources.

Reallocation is not necessary.

Institution: Montana State University-Billings College of Technology
Program: Associate of Applied Science in Construction Technology – Carpentry
Date: November 16-18, 2005

PROGRAM PROPOSAL

Program Description

The Construction Technology - Carpentry Program prepares the student with skills and knowledge for a career in residential or commercial construction. The program coursework will provide the student with a mix of technical education, general studies, theory and hands-on learning experiences. The student in this program progresses from basic skills to those required of a carpenter. General areas of study include building codes, blueprint reading and sketching, estimating, site layout, concrete, framing, interior and exterior finish, cabinet making and installation, and decks. The Carpentry AAS program provides graduates with skills required of a carpenter in a variety of building construction settings common in both rural and metropolitan areas. Students will earn a national certification after each level and a one-year Certificate or a two year Associate of Applied Science degree.

At the successful completion of this program, the student is eligible for certification with National Center for Construction Education and Research (NCCER) National Registry.

A. Specify the objectives to be reached by the addition of this program.

For the student searching for a vital and meaningful profession in the Montana Construction Industry, the Construction Technology – Carpentry AAS provides an affordable, quality education. This challenging career provides a wide variety of opportunities and financial prospects.

The Construction Technology – Carpentry program is designed to meet the needs of the local, state and national demand for trained carpenters.

According to Montana Department of Labor occupational forecasts between 2002 and 2012, Montana is projected to need 4,100 carpenters, 2,260 general operations managers, 1,750 construction laborers, 1,290 first-line supervisors and managers of construction trades and extraction workers, 1,210 painters and construction maintenance personnel, 1,080 construction managers, and 820 electricians. In a presentation to the Montana Workforce Conference held in Great Falls, Montana, on June 22, 2005, Bryon Roberts, Executive Director of the Montana Building Industry in Helena, Montana noted that "the construction industry in Montana is larger than mining, larger than timber and larger than the entire manufacturing center," with an increase of 2,800 net jobs in 2004. On June 22, 2005, there were approximately 400 job openings in the construction trades in Montana which represents 12% of the 3,400 open jobs posted on the www.jobs.mt.gov website.

The construction industry in Montana represents 5.8% of Montana's Gross State Product and the industry's contribution to the economy exceeded 1.48 billion dollars in 2003. In Yellowstone County alone, there were over 1,029 permits for single-family, multi-family and modular housing units issued in 2004. The U.S. Department of Labor reports 3,680 employees in the construction field, not counting those that are self-employed. Based on the median income of this population this represents over $123 million in local wages. Pairing this with non-employers in the construction field (self-employed) which included an additional 1,274 workers, and an additional $63 million in wages, there is an industry total of close to 5,000 workers generating $186 million in wages in the local Yellowstone County area.

A well trained workforce is critical for Montana business and industries to meet their production schedules. In particular, the Montana construction industry has sorely felt the impact of the lack of trained workers in the construction industry and particularly in carpentry. Residential and commercial projects fall behind schedule resulting a negative economic impact. According to a report developed by Dr. Paul Pozin of the Bureau of Business and Economic Research at the University of Montana and presented to the Montana Board of Regents on September 22, 2005, 21.6% of all businesses surveyed in Montana stated they had a shortage with construction and health care topping the list.

B. Specify in detail the present faculty, facilities and equipment and library holdings in support of this program and compare them to known or anticipated minimum standards for accreditation

Construction Technology-Carpentry Program Faculty
For the first three years, the faculty for this program consists of one full time program director with instructional responsibilities and Part Time faculty with specialization within their field. Enrollment in the program will increase the need for additional sections of General Education and TRID related courses. It is estimated that approximately 36 credits will be taught with Part Time Faculty equal to 1.0 FTE.

A portion of the program director faculty member's salary will be covered by a $50,000 grant from the Montana Contractor's Association and Celebrate Billings during the first year of the program. After the first year, the director's salary is paid by MSU-Billings College of Technology. After the third year, estimated enrollment will create a need for a second faculty member in the Construction Technology program.

Faculty/Instructor Credentials
Mr. John Culbertson, Director and faculty member of the Construction Technology – Carpentry Program, B.A., Management; M.A., Secondary Education; Journeyman Level Carpenter; and NCCER Certified

Facilities
Class room instruction is held on the College of Technology campus. Laboratory instruction will take place at the School District No. 2 Career Center located next to the COT. The Career Center will provide the lab facilities and the college will work with the Career Center to jointly maintain and procure additional tools.

Equipment
The lab component of the curriculum taught at the Career Center will include a wide variety of equipment usage including: table saws, jointers, portable power tools, and other stationary power equipment used in the field

Library Holdings
The students have access to the MSU-Billings main campus library and the College of Technology library. The MSU-Billings Cot Library will acquire access to data bases providing students with access to national, state and local building codes.

Accreditation
The National Center for Construction Education and Research (NCCER) National Registry and the Northwest Colleges and Universities is an approved body for program accreditation.

C. Additional faculty requirements

As the program is developed, there will be a need to identify some part-time industry faculty members, as well as, additional full time faculty members which will be contingent on funding and FTE growth.

D. Increased costs

BUDGET ANALYSIS

Proposed Program: **Construction Technology-Carpentry**
Campus: **MSU BILLINGS COLLEGE OF TECHNOLOGY**

	Year 1		Year 2		Year 3		Year 4		Year 5	
Estimated **ENROLLMENT**										
FTE Enrollment	10		20		25		40		40	
Estimated Incremental **REVENUE**										
Use of Current General Operating Funds										
State Funding - 2 Year New Program Development Funding	41,270		30,700							
State Funding for Enrollment Growth							47,200		47,200	
Tuition Revenue										
A. Gross Incremental Tuition Revenue	24,000		48,000		60,000		96,000		96,000	
B. Reductions to Incremental Tuition										
C. Net Tuition Revenue (A-B)	24,000		48,000		60,000		96,000		96,000	
Program/Course Fees					5,000		8,000		8,000	
Resale of Construction Projects			12,500		12,500		18,750		18,750	
External Funds - Industry Grants	50,000		25,000		25,000		5,000		5,000	
Other Funds : Equipment and Building Fees			55,000		105,000		5,000		5,000	
TOTAL Estimated Incremental Revenue	115,270		171,200		207,500		179,950		179,950	
Estimated Incremental **EXPENDITURES**										
Personal Services	**FTE**	**Cost**	**FTE**	**Cost**	**FTE**	**Cost**	**FTE**	**Cost**	**FTE**	**Cost**
Faculty (including Part Time Faculty)	1.28	58,770	2	79,700	2	81,500	3	137,500	3	137,500
Other Staff										
Operating Expenses	15,500		15,500		20,500		25,500		25,500	
Equipment			55,000		5,000		5,000		5,000	
Start-up Expenditures	41,000		21,000		100,000					
TOTAL Estimated Incremental Expenditures	115,270		171,200		207,000		168,000		168,000	
Estimated Revenues Over/(Under) Expenditures	0		0		500		11,950		11,950	

Effects on enrollment
Synergy exists between the Construction Technology – Carpentry program and other trade and industry related programs at the MSU-Billings COT. The COT Business and Industry Team Leader, faculty and program directors of related Trade and Industry Programs including Welding/Metal Fabrication and Heating, Ventilation and Air Conditioning will work with the Construction Technology – Carpentry faculty member/program director to schedule related courses.

E. List the new courses this program will add to the curriculum and specify the requirements for the degree.

The following is the curriculum for the Associate of Applied Science in Construction Technology -- Carpentry. The new courses added to the College of Technology include all classes with the CARP rubric. The other courses listed include courses already offered for the other COT certificates and degrees.

Construction Technology – Carpentry

Course Number	Course Name	Credits
CARP 110	Carpentry Core	2
CARP 120	Carpentry Level 1	4
CARP 130	Carpentry Level 2a	2
CARP 131	Carpentry Level 2b	3
CARP 150	Job Simulation 1	3
HVAC 110	Introduction to HVAC	4
MATH 122	College Mathematics for Technology	3
CMP 105	Introduction to Computers	3
TRID 190	Electricity 1	3
TRID 151	Welding	3
TRID 162	OSHA Rules and Regulations	1
METL 102	Blueprint Reading and Welding Symbols	3
	Year 1	**33****
CARP 210	Carpentry Level 3a	3
CARP 211	Carpentry Level 3b	4
CARP 220	Carpentry Level 4a	3
CARP 221	Carpentry Level 4b	3
CARP 250	Job Simulation 2	3
TRID 192	Electricity 2	3
ENGL 145	Technical Communication	3
TRID 150	Environmental and Shop Practices	2
PHYS 101	Earth, Air, Fire, and Water	3
COMT 109	Human Relations	3
CTBU 166	Principles of Applied Supervision	3
	Year 2	**33**
Total AAS Construction Technology – Carpentry:		**66**

TRID = Trade and Industry Related Courses

New Course Descriptions

CARP 110 Construction Core (2 cr.) Introduces a basic understanding in safety, construction math, hand tools, power tools, blueprints, and basic rigging. Students are required to demonstrate their ability to safely use a variety of hand and power tools, read blueprints, demonstrate overhead crane hand signals, and rig loads in the laboratory.
PREREQUISITES: None

CARP 120 Carpentry Level 1 (4 cr.) Introduces the carpentry trade, including history, career opportunities, and requirements. The course covers building materials, fasteners, adhesives, hand tools, and power tools. Students learn about and are required to build a small building with a floor, walls, ceiling, and roof. A window and an exterior door are also installed.
COREQUISITE: CARP110

CARP 130 Carpentry Level 2a (2 cr.) Studies advanced blueprint reading, material estimating, site layout, measurement, and differential leveling. Concrete and reinforcing materials are studied, including volume estimates, concrete testing, reinforcing bars, and welded wire fabrics. Concrete forms are constructed, including continuous, pier, grade beam, slabs, and footings
PREREQUISITES: CARP110

CARP 131 Carpentry Level 2b (3 cr.) Studies and constructs wall, column, slab-and-beam, and stair forms. Form application and construction methods are demonstrated. Cutting, bending, splicing, and tying of reinforcing steel is required. Students learn methods for handling, placing, and finishing concrete. Manufactured forms are introduced for walls, columns, deck slabs, roof slabs, beams, and girders.
PREREQUISITES: CARP110 and CARP130

CARP 150 Job Simulation 1 (3 cr.) Provides university credit for work experience in the area of carpentry. This course is a construction site, working internship where the student applies the skills and knowledge learned in school to an actual building project.
PREREQUISITES: CARP110, CARP120, CARP130, and CARP131

CARP 210 Carpentry Level 3a (3 cr.) Exposes the student to sheathing, exterior siding, stairs and roofing. Sheathing and exterior siding are installed on the small building that was constructed in Carpentry. Various types of siding and gutters systems are studied. Roofing felt and shingles are installed on the small building. Roof venting requirements are presented. Insulation and vapor barriers are installed in the building. Stairs are constructed, and framing with metal studs is covered.
PREREQUISITES: CARP110 and CARP120

CARP 211 Carpentry Level 3b (4 cr.) Covers interior installations and furnishings. Drywall is installed and finished in the small building. Installation of wood and metal doors including frames, locksets, and closers are studied. Materials, layout and installation of suspended ceilings are demonstrated. Window, door, floor, and ceiling trim are installed on the building interior. Selection and installation of countertops, base cabinets, and wall cabinets is presented.
PREREQUISITES: CARP110 and CARP120

CARP 220 Carpentry Level 4a (3 cr.) Introduces students to trigonometric leveling which is used to layout foundations and to determine project elevations. Uses of lasers, transits, theodolites, and/or electronic distance measuring devices are demonstrated. Installation of standing seam, lap seam, and built-up roofing systems are studied. The course covers concrete, vinyl, wooden, tile, and carpeted floors as well as in-floor radiant heating. Paneling, wainscoting, movable partitions, curtain walls and fire-rated commercial wall construction are presented.
PREREQUISITES: CARP110 and CARP120

CARP 221 Carpentry Level 4b (3 cr.) Covers advanced stair systems and introduces the student to various construction equipment, such as forklifts, generators, compressors, trenchers, compactors, and loaders. Steel cutting and shielded metal arc welding are learned. Metal building construction is presented, including structural components, fastening methods, and assembly techniques. Project planning, scheduling, estimating, and management skills are studied.
PREREQUISITES: CARP110, CARP120, CARP210, and CARP211

CARP 250 Job Simulation 2 (3 cr.) Provides university credit for work experience in the area of carpentry. This course is a construction site, working internship where the student applies the skills and knowledge learned in school to an actual building project.
PREREQUISITES: CARP110, CARP120, CARP130, CARP131, CARP150, CARP210, CARP211, CARP220, and CARP221

TRID 162 OSHA Rules and Regulations (1 cr.) Studies the Occupational Safety and Health Administration rules and regulations that affect all construction industries.

TRID 190 Electricity 1 (3 cr.) Studies the electrical laws and principles pertaining to DC and AC circuits. Includes current, voltage, resistance, power, load, panels, feeders, lamps, motors, and fuses. Introduction to wiring methods and materials in conformance with the National Electric Code (NEC). Includes installation and replacement of light fixtures, heaters, GFCI = s, switches, receptacles, and electrical thermostats.

TRID 192 Electricity 2 (3 cr.) Continues studying electrical laws and principles pertaining to DC and AC circuits. Includes current, voltage, resistance, power, load, panels, feeders, lamps, motors, and fuses. Introduction to wiring methods and materials in conformance with the National Electric Code (NEC). Includes installation and replacement of light fixtures, heaters, GFCI = s, switches, receptacles, and electrical thermostats.
PREREQUISITES: TRID 190

Interdepartmental implications
Other department implications include the increased enrollment in the COT Trade and Industry (TRID) Courses and General Education courses included in the plan of study.

F. Explain how the recommendation to submit this proposal to the B of R was made.

In 2004, the MSU-Billings College of Technology was approached by several key construction industry leaders who made a compelling case for significant workforce training needs in the greater Billings region particularly in the building construction field. This group subsequently met with the dean and the Big Sky Economic Development Authority of Billings and the Celebrate Billings Education Committee to discuss the problem. Celebrate Billings is a local community development organization sponsored by the Billings Gazette, Saint Vincent Healthcare, Deaconess Billings Clinic, and MSU-Billings. Celebrate Billings identified this training need as one of their top priorities and presented the dean of the COT with a funding challenge which was to match a $25,000 startup contribution from Celebrate Billings with industry. This match was later identified and fulfilled via a partnership with the Montana Contractor's Association.

ITEM 129-2703+R1105 Budget

BUDGET ANALYSIS										
Proposed Program:	**Construction Technology-Carpentry**									
Campus:	**MSU BILLINGS COLLEGE OF TECHNOLOGY**									
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Estimated **ENROLLMENT**										
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BIG SKY E·D·A ECONOMIC DEVELOPMENT AUTHORITY YELLOWSTONE COUNTY

June 17, 2005

Mr. John Cech, Dean
Montana State University – Billings
College of Technology
3803 Central Ave.
Billings, MT 59102

Reference: Letter of Commitment

Dear John,

As the lead economic development organization in Yellowstone County, the work of Big Sky Economic Development Authority relies on collaboration with Montana State University- Billings, and many other education, government and business entities.

We see the development of a skilled workforce to meet the needs of Yellowstone County employers as an important aspect of our mission.

Recognizing the rapid growth in residential and commercial construction in our area, and the resulting high demand for skilled labor, we support the creation of additional opportunities for training in the construction trades.

MSU-Billings and the College of Technology have been creative in identifying workforce needs and responding with credit and non-credit training opportunities. Big Sky Economic Development Authority through our Business Expansion and Retention (BEAR) Program is a proud and active partner in the creating of additional workforce training for the construction cluster. We will commit to helping provide financial assistance to local businesses that seek such training through our incumbent worker and BEAR scholarship resources.

We strongly support the MSU-Billings College of Technology as they seek funding through the Community-Based Job Training Grant. The outcome will be a direct response to industry need in the high-growth high-demand field of Construction Trades.

Sincerely,

Joseph P. McClure, Executive Director
Big Sky Economic Development Authority

BILLINGS REGION
Montana's Business Hub

Beartooth
RESOURCE CONSERVATION AND DEVELOPMENT AREA, INC.
PO Box 180, 604 West Front Street, Joliet, MT 59041 406-962-3914 FAX 406-962-3647
Online at http://www.beartooth.org Email: info@beartooth.org

June 27, 2005

Mr. John Cech, Dean
Montana State University – Billings
College of Technology
3803 Central Avenue
Billings, MT 59102

Dear John,

The programs of Beartooth RC&D, a Certified Regional Development Corporation (CRDC), reach throughout a 5 county area in South Central Montana and depend heavily on the cooperation of others in striving to meet the economic and community development needs of the region's residents and businesses. We are grateful Montana State University-Billings is one of the partners in this mission.

The in-migration has significantly affected building inventory in Carbon, Stillwater, Sweet Grass and Yellowstone for both commercial and residential use. The remaining county, Big Horn, one of the most impoverished in the State, is currently undergoing a commercial growth spurt with the construction of a power plant and an ethanol plant.

A strong construction curriculum at MSU-Billings College of Technology is vital in providing adequate training to meet the every growing demand for competent workers to service the growth. The award of funding through the Community-Based Job Training Grant to MSU-B College of Technology to fuel this training program, could have an extensive affect on the Big Horn County labor pool since the Billings campus is within a reasonable commute distance to both Hardin and the Crow Indian Reservation, as well as many of the other communities in our region.

Beartooth RC&D Area strongly supports the Montana State University-Billings College of Technology as they seek to fund the construction trade program to further equip Montana citizens to build their lives as they build our business and residential facilities, through the Community-Based Job Training Grant.

Sincerely,

Betty J. Curry
Community Relations/Brownfields Coordinator
Beartooth Resource Conservation and Development Area, Inc.

Cc: Marvin Carter, Chairman of the Board

Citizens Building Stronger Communities

Mr. John Cech, Dean
Montana State University – Billings
College of Technology
3803 Central Ave.
Billings, MT 59102

Dear John,

On Behalf of Celebrate Billings which is a community development initiative of the Billings Gazette, Saint Vincent Healthcare, and Deaconess Billings Clinic, I am very happy to write this letter of support for your Montana BILT – Building Industry Labor Training proposal to the Department of Labor.

Celebrate Billings is acutely aware of the needs to provide a skilled workforce to meet the needs of Yellowstone County employers as an important aspect of our mission.

In fact the Education Committee of Celebrate Billings fully recognized this need and recommended that $25,000 be awarded to the MSU-Billings College of Technology to leverage support for the development of a construction trades program at the college.

MSU-Billings and the College of Technology have been creative in identifying workforce needs and responding with credit and non-credit training opportunities. .

Celebrate Billings and the Billings Gazette strongly support the MSU-Billings College of Technology as they seek funding through the Community-Based Job Training Grant. The outcome will be a direct response to industry need in the high-growth high-demand field of Construction Trades.

Sincerely,

Michael Gulledge
Publisher and Chair of Celebrate Billings

Montana
Department of Labor and Industry
Workforce Services Division
Governor Brian Schweitzer

Billings Job Service Workforce Center

2121 Rosebud Drive, Stop B
Billings, MT 59102-6274
(406) 652-3080
Fax (406) 652-0444

June 23, 2005

Dean John Cech
MSU-Billings College of Technology
3803 Central Avenue
Billings, MT 59102

Dear Dean Cech,

As Manager of the Billings Job Service Workforce Center, this letter is provided in support of the grant application by MSU-Billings College of Technology to the U.S. Department of Labor for the development of a Regional Construction Trades Training Center. The Billings Job Service Workforce Center (BJSWC), within our mission and resources, will support the development and outcomes of this project by our endorsement and active participation.

The BJSWC offers Wagner/Peyser Services, Veterans' Employment and Training Services, Workforce Investment Act Title IB Adult Training Services and State of Montana Rapid Response Service for Dislocated Workers. Through our strong partnership with MSU-B COT we will assist in identifying individuals whose educational and career objectives will lead them to seek occupations through the Construction Trades Training Center and will identify employers who need the workforce skills the graduates of the Regional Construction Trades Training Center will possess.

The BJSWC is located inside the South Central JobLINC Center which houses 14 other agencies and organizations. The BJSWC provides information to and receives referral from those agencies and organizations and other South Central JobLINC Community Management Team partner agencies and organizations across Yellowstone County. The South Central JobLINC Center and the South Central JobLINC Community Management Team Partners, which MSUB-COT is a founding partner, will provide the COT with linkages to youth, unemployed, underemployed, incumbent workers and dislocated workers.

The Billings Job Service Workforce Center serves the universal customer base for labor exchange services including registration, resume and application assistance, career counseling and job matching. As part of the universal customer base, individuals seeking career

opportunities, change or enhancement can be identified and provided information on potential training in the construction trades.

A unique and exciting element of this project is the information sessions on construction trades that will be provided starting in 5th grade classes. The BJSWC will partner in providing this information to expand career options to our future workforce. In addition BJSWC will partner with MSUB–COT to provide workshops on construction trades careers at the annual Jobs Jamboree and other job fairs. Last year's Jobs Jamboree attracted over 1,500 job seekers and 100 employers.

I would like to commend MSU-Billings College of Technology commitment to Workforce and Economic Development in South Central Montana. The COT has been an active participant in the Business Expansion and Retention (BEAR) Program in partnership with the Billings Area Chamber of Commerce, NorthWestern Energy, Beartooth RC&D, Big Sky EDA, Big Sky EDC, Billings Job Service Workforce Center, Montana Manufacturing Extension Service, and the Montana Department of Commerce. The BEAR Program has interviewed over 130 Yellowstone County businesses and as a partner the COT has taken into consideration the information provided by those businesses on the workforce training needs of our community.

The COT has also established networks with the Montana Home Builders Association, Montana Contractors Association and individual contracting and home-building businesses. The BJSWC has partnered with the COT to add additional business partners to the network of construction employers to assist in the development of the knowledge base required in consideration of development of a Construction Trades Training Center.

As you know, staff from the BJSWC has participated in many of the meetings where the COT listened to the workforce needs of the construction industry. The COT has conducted extensive additional research in workforce needs of the construction industry in Montana. The demand for skilled and semi-skills workers in Montana and especially in Yellowstone County in commercial and residential construction is driven by the increasing business and private needs of our expanding population and actively growing business community. The growth of the recreational communities in the Montana is also putting increasing demands on the construction industry for additional skilled construction trades workers.

The workforce information gathered through these sources, partnerships and networks has led to the COT's decision to make the commitment to develop a Construction Trades Training Center to meet the workforce needs of Montana employers.

MSU-Billings COT's commitment to partnerships and cooperation is also reflected in the Community Colleges and Colleges of Technology who are working together to initiate the projects necessary to apply for and implement this grant application.

MSUB-COT is to be commended on the development of the industry connections, agency partnerships and educational linkages you have in place. Your commitment to ascertaining the workforce needs of Montana and working to develop the educational programs to meet those needs is outstanding.

The Billings Job Service Workforce Center will stand as a partner in development of the Regional Construction Trades Training Center to provide the skilled workforce needed by the construction industry in Montana.

Sincerely,

Thomas Frisby
Manager

South Central JobLINC Community Management Team (SCJ)

C/O South Central JobLINC Center
2121 Rosebud Drive, Stop B
Billings, MT 59102-6274
(406) 652-3080
Fax (406) 652-0444

June 27, 2005

Dean John Cech
MSU-Billings College of Technology
3803 Central Avenue
Billings, MT 59102

Dear Dean Cech,

As the Chair of the South Central JobLINC Community Management Team (SCJ), this letter is provided by the combined partners of the SCJ in support of the grant application by MSU-Billings College of Technology (MSUB-COT) to the U.S. Department of Labor for the development of a Regional Construction Trades Training Center. The Partners of the SCJ, within their individual mission and resources, will support the development and outcomes of this project by our endorsement and active participation.

The SCJ Partners are an integrated, demand drive workforce system in South Central Montana. The 36 partner agencies and organizations provide a broad range of workforce, educational, business, economic development and social services. MSUB-COT is an active and founding partner of the SCJ.

The SCJ partners will provide MSUB-COT with linkages to youth, unemployed, underemployed, incumbent workers and dislocated workers as potential students for the Construction Trades Training Center. Through our strong partnership with MSU-B COT we will assist in identifying individuals whose educational and career objectives will lead them to seek occupations through the Construction Trades Training Center and will identify employers who need the workforce skills the graduates of the Regional Construction Trades Training Center will possess.

We would like to commend MSU-Billings College of Technology commitment to Workforce and Economic Development in South Central Montana. The South Central JobLINC Community Management Team will stand as partners in development of the Regional Construction Trades Training Center to provide the skilled workforce needed by the construction industry in Montana.

Sinerely,

Sara Fox

Sara Fox
Chair

June 10, 2005

Mr. John Cech
Dean College of Technology
3803 Central Avenue
Billings, MT 59102

Dear Mr. Cech:

As John has outlined on his attached message, we hear this quite often across the country. There is a real shortage of qualified mechanics that are trained and skilled in the area of flooring installation. This shortage tends to be highlighted in the Summer season due to the high amount of Education works that needs to be completed. Shaw Industries has been successful in training a select few mechanics over the last several years, however, we cannot accommodate the masses and this issue needs to be addressed on a more global basis.

I know from my travels across the United States that this is a common issue that we are facing. I am aware of some markets where the flooring contractors have worked with some of the local Technical Colleges in order to offer more training in this area. As a manufacturer, Shaw realizes the importance of a skilled, professional installer and the need for more training in this area.

Hope this is helpful.

Brad Townsend

VP Sales, Shaw Contract Group

STARNET
Commercial Flooring Cooperative

Mr. John Cech
MSU-Billings College of Technology
3803 Central Avenue
Billings, Montana 59102

Dear John:

Thank you so much for the opportunity to discuss the current shortage of flooring installers in the commercial industry. As a flooring industry veteran of 24 years, I can't ever recall a time when finding good qualified installers WASN'T an issue.
There is a huge need to be filled and currently, very few programs nationwide exist to try to address the problem. There is no question that this is a viable profession for either men or women where the salaries can range from $25,000.00 to $100,000.00 annually. It is a good career choice with almost guaranteed employment!

Attracting and training future flooring installers is going to be a vital part of the success of both flooring manufacturers and flooring contractors in the future. As the nation's largest flooring cooperative, StarNet is constantly challenged with finding enough trained installers to get their work done on a timely basis. It is without a doubt, our largest issue and is a constant across the country with our 230 locations.

I commend you and Dave Kalberg, Manger for Commercial Operations at Pierce Flooring and Design for taking this important step in helping us solve the flooring installer shortage in the Montana marketplace.

Lori Dowling
President & CEO
StarNet Commercial Flooring Cooperative

YELLOWSTONE GROUP REALTORS

2336 Grand Ave, Suite D
Billings, MT 59102
OFFICE 406-655-9455
TOLL FREE 800-879-4983
FAX 406-655-9459
www.yellowstonegroup.com

Mr. John Cech, Dean
Montana State University – Billings
College of Technology
3803 Central Ave.
Billings, MT 59102

Reference: Letter of Commitment

Dear John,

As a member of the Montana Home Builders Association and Billings Association of Realtors, I'm very exited about the MSU-Billings College of Technology's plan to develop an educational pathway from industry demand-driven short-term training certificates to an Associate in Applied Science in Construction Technology. As you know from your presentation at the Home Builders Banquet and the Rotary Club, there is a very significant need that exists in the state of Montana and particularly in the greater Billings area.

I know the Home Builders Association will support these new programmatic efforts and I can assure you that MSU-Billings will have the support of the Billings Association of Realtors. Our region suffers from a lack of skilled trade workers, and particularly workers who understand modern materials and have the ability to work independently and think creatively.

Housing is a very key element to economic development. At this time we are building as many homes as possible with the skilled labor available. We need this education to assist economic development as well as assisting the citizens of Montana.

In addition, I serve on the Montana Job Training Partnership – Workforce Investment Board. Within my role as a Board Member I support the development of demand-driven programs that directly connect a highly trained workforce to business. It is with the integration and cooperation of these partnerships that we can move forward and address the challenges that we face to supply an educated workforce.

I stand ready to help you with the development of this program. In particular, I can provide an entrée to potential partners and industry sponsors for your new construction cluster.

Do not hesitate to contact me as soon as you receive confirmation regarding the award of this grant so we can get to work!

Sincerely,

H. Thomas Llewellyn

HARDY CONSTRUCTION

June 28, 2005

MSU-Billings College of Technology
3803 Central Avenue
Billings, MT 59102

John Cech

Construction Trade Training Program

Dear John:

It was a pleasure meeting with you and listening to your plans for different levels of training in the construction fields being developed by your organization. We at Hardy Construction Co. are extremely excited about this prospect and will support every effort made to produce qualified, skilled, trained carpenters and construction trade workers. Having been in the construction business for the past 52 years, Hardy Construction has seen the ups and downs in the labor market. I can tell you that the lack of skilled construction workers is the largest deterrent currently in our ability to expand our operations. The supply of skilled workmen has not kept pace with the economic growth that Billings and Montana have experienced over the past 10 to 12 years. The current labor pool of carpenters in the commercial construction field has not grown during this period of time. Hardy Construction and our competitors have had to hire unskilled, entry level positions, and train these workers ourselves in order to meet the demand.

As I indicated at a recent Big Sky EDA meeting Hardy Construction Co. would hire prospective employees who would carry a certificate indicating basic carpentry skills at a rate of pay higher than we currently offer. Our current situation is when a prospective employee walks in the door looking for work, skills are not known, skills are inadequate, or skills are exaggerated. We hire these potential employees at a lower rate of pay until their skills are determined and adjust accordingly. If there were a labor pool of skilled trained carpentry professionals our productivity would increase substantially.

As it relates to ongoing training in the construction field, we currently have approximately 35 to 40 field employees with varying degrees of skill that would benefit greatly from the intermediately to advanced classroom work that you plan to offer. I, as an employer, would be willing to offer tuition assistance to my current employees for their educational pursuits in this field.

Hardy Construction Co 420 N. 25th St. (59101) P.O. Box 1203 (59103) Billings, MT

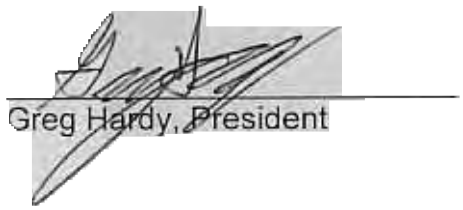
Phone 406-252-0510 Email hardy@hardyconst.com Fax 406-252-3590

We face many difficulties and hurdles in this business; however, as I have indicated the lack of skilled tradesmen is the biggest hurdle we face currently and in the future. A six month certificate program is immediately needed to ensure to employers that potential employees are trained in the basic skills of construction, safety and other related matters. A two year construction degree is desperately needed to advance skill levels of current employees. With growth, the need for supervisory personnel increases proportionately. This program, from what was described, will give these candidates the basic and advanced skills required to supervise and manage projects for their employers.

Again, Hardy Construction fully supports your efforts in developing these programs. If there is any assistance I can give to you please do not hesitate to contact me.

Sincerely,

HARDY CONSTRUCTION CO.



Greg Hardy, President

Hardy Construction Co. 420 N. 25th St. (59101) P.O. Box 1203 (59103) Billings, MT

Phone 406-252-0510 Email hardy@hardyconst.com Fax 406-252-3590

June 29, 2005

Mr. John Cech, Dean
Montana State University – Billings
College of Technology
3803 Central Ave.
Billings, MT 59102

Reference: Letter of Commitment

Dear John,

As the Business Development Manager for both JTL Construction and Empire Sand & Gravel of Billings, I am excited about working with MSU-B College of Technology to develop and implement short-term training certificates and degree programs in the Construction Trades. I plan to assist COT faculty with the development of curriculum to ensure that training is applicable to the skills required in the construction business.

The construction industry is in crisis mode trying to find trained workers. Construction is the other nursing crisis – there is a strong correlation between what the nursing industry and the construction industry face as they try to find certified and trained workers/professionals. The demand far exceeds the supply.

I serve on many boards in the community, current member and Past President of the Home Builders Association of Billings, on the State Board of the Montana Building Industry Association, Chairman of the Development Process Advisory Review Board for the City of Billings, and as Chairman of the Career Center Committee for the HBA. In each setting the need for a skilled workforce is a primary concern. The career pathway that is started at the high school level needs to be continued at the post secondary level to guarantee that the pipeline of future workers in adequately prepared.

It is imperative that industry and education work together to develop a new generation of workers in the skilled trades. This need cannot be overstated. Every employer that I talk with and every presentation that I have listened to, point to the widening gap between the supply and demand of skilled workers. Most companies are allocating too much of their scarce resources on entry level on-the-job training that can be better accomplished prior to entering the workforce.

The economic growth of Montana relies heavily on the construction business and is therefore limited by the lack of skilled workers. If the supply of trained workers were increased the number of housing starts and commercial projects would begin to match the demand and needs of the community.

I applaud your response to addressing the critical industry needs and stand with you as you develop short-term training and associate degree programs in the Construction Trades.

Sincerely,

Bob Glasgow
Business Development Manager, JTL and Empire Sand & Gravel

Billings Career Center

Stan Barr Director
3723 Central Avenue
Billings, MT 59102

655-3081
FAX (406) 655-3096
e-mail: Barrs@billings.k12.mt.us

May 23, 2005

Mr. John Cech, Dean
Montana State University-Billings
College of Technology
3803 Central Avenue
Billings, MT 59102

Dear John

The Billings Career Center is very excited about the MSU-Billings College of Technology's plan to create an Associate of Applied Science Degree in Construction Technology. Billings School District #2, in conjunction with the Billings Career Center, is looking forward to a partnership that will provide a very meaningful and worthwhile educational foundation for an industry that is in desperate need of skilled workers.

As stated by Brad Eldredge, Economist in the latest issue of the Montana Economy at a Glance: "No matter how one feels about recent population growth in Montana, it has been undeniably good for the state's construction industry. For the past several years, construction has been one of Montana's fastest growing industries, consistently outpacing the state's overall employment growth. With a projected average of 805 construction job openings per year through 2012, this growth is not expected to end anytime soon."

It is the intent of Billings School Dist #2 and the Billings Career Center to improve its program and work very closely with the College of Technology in a collaborative effort to meet the needs of this ever- growing industry. We are willing to serve on an Advisory Committee and work with the College of Technology faculty and administration to align your new program with ours at the Career Center.

I look forward to the opportunity to work with you and your faculty to make this program a success and provide meaningful opportunities for our students.

Sincerely

Stan Barr

Mission Statement: *The Billings Career Center prepares secondary students academically and socially for service in the community by providing a program that stresses work ethics, technological literacy, industry-driven skills, critical thought, effective communication, respect for diversity and equality, and the rights and responsibilities of citizenship*

MONTANA STATE UNIVERSITY BILLINGS
Access & Excellence
(406) 247-3015
www.msubillings.edu/cot/techprep
cwhite@msubillings.edu

June 30, 2005

Mr. John Cech, Dean
Montana State University – Billings
College of Technology
3803 Central Ave.
Billings, MT 59102

Reference: Letter of Support

Dear Dean Cech:

As director for the South Central Montana Tech Prep Consortium, I am committed to supporting the development of post-secondary educational programs in the construction trades. As you know, Tech Prep is an educational reform initiative that involves partnerships between high schools and colleges that offer two-year and technical programs of study. Tech Prep encourages students to plan, prepare and pursue a certificate or associate degree after high school graduation.

Tech Prep links high school and postsecondary programs of study by creating an opportunity for students to earn Tech Prep college credit for classes they take in high school. Tech Prep Articulation Agreements approved by faculty from participating high schools and colleges provide students with an opportunity to earn Tech Prep college credits.

Graduates from high schools participating in the Tech Prep program are eligible for Tech Prep credit if they earn a B or better grade, meet the Tech Prep Articulation criteria in the approved or "articulated" high school class(es) and enroll at a Tech Prep partner postsecondary institution within two years of high school graduation.

The construction trades are a high-growth, high-demand industry in Montana with a widening gap between the supply and demand for skilled workers.

This is our opportunity to increase the pipeline of workers beginning at the high school level into the construction trades. We will use the resources of our office to support and help develop those pathways for our students.

I look forward to working with you on this exciting opportunity.

Sincerely,

Cathey White

Cathey White, Director
South Central Montana Tech Prep Consortium

OFFICE OF THE GOVERNOR
STATE OF MONTANA

BRIAN SCHWEITZER
GOVERNOR

JOHN BOHLINGER
LT. GOVERNOR

June 30, 2005

John Cech, Dean
Montana State University Billings—College of Technology
3803 Central Avenue
Billings, MT 59102

I am pleased to provide this letter of support to MSU Billings—College of Technology for their Community-Based Job Training grant application through the U.S. Department of Labor, Employment and Training Administration. The intent of this project is to develop regional construction trades training centers based in two-year colleges.

This project is consistent with my vision to promote education and training opportunities that support a skilled workforce by investing the maximum resources available, and by increasing cooperation and communication among all entities. The project will enhance Montana's efforts to encourage and increase the relationship between the workforce system, apprenticeship and two-year education to encourage curriculum development and training in high growth, high demand occupations such as the construction trade.

I fully endorse the efforts of the of MSU Billings—College of Technology in designing a collaborative model that will result in increasing the much needed workforce capacity of Montana's construction industry.

Sincerely,

BRIAN SCHWEITZER
Governor

STATE CAPITOL • P.O. BOX 200801 • HELENA, MONTANA 59620-0801
TELEPHONE: 406-444-3111 • FAX: 406-444-5529 • WEBSITE: WWW.MT.GOV

Denny Rehberg
State of Montana

Transportation and Infrastructure Committee
Highways and Transit
Aviation

Agriculture Committee
Department Operations, Oversight, Nutrition, and Forestry
General Farm Commodities and Risk Management
Specialty Crops and Foreign Agriculture Programs

Resources Committee
Energy and Mineral Resources, *Vice Chairman*
Forests and Forest Health

Congress of the United States
House of Representatives
Washington, DC 20515

June 30, 2005

Kevin Brumback
Grants Management Specialist
Division of Federal Assistance
Region IV
U.S. Department of Labor/ETA
525 Griffin Street Room 317
Dallas,TX 75202

Dear Mr. Brumback:

I am writing to express my strong support of the MSU Billings College of Technology, in partnership with MSU-Northern, UM Tech COT, and UM COT Missoula in their efforts to secure a Community Based Job Training grant for a Construction Trades Technology Program.

It is of great importance to recognize that this partnership will provide adequate training to meet the growing demand for competent construction workers. If funded, students will receive the education and skills necessary for success and a prosperous future. The work force that this program will create will be an essential ingredient in the continued economic progress of the state of Montana.

Again, I strongly support this worthwhile project and their application for funds. I look forward to the benefits that rural residents have to gain from this project. Thank you, in advance, for giving this application every consideration for funding. Also, I ask that you keep my grants coordinator, Ruth Bond in my Billings District Office, informed of this application's progress.

Sincerely,

Denny Rehberg

DENNY REHBERG
Montana's Congressman

DRR:rb

516 Cannon House Office Building
Washington, DC 20515
(202) 225-3211

1231 Grand Avenue, Suite 1
Billings, MT 59102
(406) 259-1019
Toll Free: 1-888-232-2626

950 North Montana Avenue
Helena, MT 59601
(406) 443-7878

218 East Main
Suite B
Missoula, MT 59802
(406) 543-9550

105 Smelter Avenue, NE
Suite 116
Great Falls, MT 59404
(406) 454-1066

MONTANA UNIVERSITY SYSTEM
Office of the Commissioner of Higher Education

2500 Broadway ◊ PO Box 203101 ◊ Helena, Montana 59620-3101
(406)444-6570 ◊ FAX (406)444-1469

June 28, 2005

John Cech, Dean
Montana State University Billings—College of Technology
3803 Central Avenue
Billings, MT 59102

Dear Dean Cech

As the Director of Workforce Development and Two-Year Education for the Montana University System as well as the State Director for Carl Perkins funding, I am pleased to provide this letter of support and commitment to MSU Billings College of Technology for their Community-Based Job Training grant application through the U.S. Department of Labor, Employment and Training Administration. Construction is the target industry of this project with a strategy for developing and implementing regional construction trades training centers in both the eastern and western regions of the state.

The Workforce Development Unit within the Office of the Commissioner of Higher Education will provide assistance to the project by working at the state level with the Montana Department of Labor and Industry Apprenticeship Training Unit, Montana Contractors Association, Montana Building Industry Association, Northwest Carpenters Association and the Governor's Office to assess all construction trades curricula to establish statewide standards for the industry. This effort includes the NCCER curriculum the project will use as a foundation. Also, I will commit my time to serve on the Advisory Council to bring a state level perspective to the project.

Additionally, developing career pathway models based upon career clusters is a priority for two-year education in Montana. These pathway models require coordination across the workforce system and educational levels as well as industry partnerships. This office will also provide technical assistance to the construction trades project related to pathways development to ensure continuity.

Sincerely,

Arlene H. Parisot, Ed.D.
Director Workforce Development and Two-Year Education

Montana Economic Developers Association

118 E. Seventh St.; Suite 2A Anaconda, MT 59711
ph: 406.563.5259 fx: 406.563.5476

June 30, 2005

Mr. John Cech, Dean
Montana State University – Billings
College of Technology
3803 Central Avenue
Billings, MT 59102

Dear Mr. Cech:

The Montana Economic Developers Association (MEDA) represents more than 200 economic development professionals that work throughout the State. Most of our members work for local economic development organizations that are supported by private sector businesses and local governmental entities. We all have different priorities, but we share a strong common interest: building a better economy for Montana citizens.

On behalf of MEDA, I am writing to express support for the Community-Based Job Training Grant Application you are submitting to the U.S. Department of Labor's Employment and Training Administration for the Building Industry Labor Training Program.

Our organization has long been aware of the critical need for workforce development and training in Montana. MEDA has also long been aware that if the workforce challenges facing Montana are to be addressed, it will involve strengthening current partnerships, forming new partnerships and pooling multiple program resources.

The unique partnership assembled for this application between the Montana University System, workforce investment agencies, economic development organizations and public school systems will no doubt be able to provide the private sector in Montana with the workers they need (particularly in the construction trades arena) to be successful and to grow.

Finally, MEDA realizes that a strong building industry, with all its various components, is essential to a more robust economy for our state. MEDA appreciates and strongly supports your effort to secure funding for this exciting project.

Sincerely,

Gloria O'Rourke
Secretary

DEPARTMENT OF LABOR AND INDUSTRY
WORKFORCE SERVICES DIVISION
APPRENTICESHIP & TRAINING PROGRAM

GOVERNOR BRIAN SCHWEITZER

PO BOX 1728

STATE OF MONTANA

(406) 444-3998

HELENA, MONTANA 59624-1728

June 27, 2005

John E. Cech, Dean
College of Technology
3803 Central Avenue
Billings, Montana 59102

RE: Construction Trades Training Centers in Montana

Dear John,

I have been informed that MSU Billings College of Technology in partnership with MSU-Northern, UM Tech COT, and UM COT Missoula, will be seeking a grant to assist with the creation of short-term training, certificate programs, and an Associate of Applied Science (AAS) degree in Construction Trades Technology.

The partner institutions have informed me of their desire to establish a linkage and partnership with the Montana Apprenticeship and Training Program for technical assistance in curriculum and on-job-training. We will work together to establish a pathway from the institution to the apprenticeship programs. There are great advantages to have one collaborative/completely articulated program that works with and serves all facets of the construction industry with consistent competency based education and training in K12 through Higher Education in cooperation with Montana business and industry interests.

With the Montana Apprenticeship and Training Program's technical assistance into the curriculum, the proposed degrees by the partner institutions would greatly enhance the ability for those graduating students to receive apprenticeship credit and would provide them a higher level of employability due to Apprenticeship's recognition of their job ready skills and education.

As the Supervisor for the Montana Apprenticeship and Training Program, Montana Department of Labor and Industry, I totally support the partner institutions efforts and the direction of MSU-Billings College of Technology, as lead institution in this endeavor.

The Montana Apprenticeship and Training supports your proposal and you have our guarantee for any cooperation and technical assistance that we may lend, which will help with the success of this project.

My Best Wishes,

Mark S. Maki, Supervisor
Apprenticeship and Training Program
Montana Department of Labor and Industry

MCA

Montana Contractors' Association

June 24, 2005

To: Whom it may concern,

The State of Montana and the nation face a shortage of skilled craft workers. Due to the vast economic development coupled with the aging workforce in Montana we do not have the skilled workers needed for the demand. On January 25, 2005 Montana Department of Labor and Industry revealed that construction lead all industry sectors in Montana by adding 1900 new jobs. This raises the industry to 23,400 construction workers in Montana. According to the Apprenticeship and Training Program Biennial Report for 2003 & 2004 there are approximately 975 registered apprentices in the construction industry. That's only approximately half of the 1900 jobs added last year. With the construction industry playing a vital role in the economic stability of Montana the educational and industrial fields must work together to resolve this shortage.

This will be a unique opportunity to prepare a new generation of highly skilled workers and will attract traditionally under-represented groups such as females, non-white and immigrant workers. Montana must provide this new generation with the educational facilities and curriculum to stay competitive with other states. This will provide Montana high school students the opportunity to be educated in Montana and stay in Montana after graduating from college.

Montana Contractor's Association recognizes the need to be proactive in addressing this need and fully supports the development of Regional Construction and Trades Training Centers at MSU-Billings College of Technology, MSU-Northern Havre; UM COT –Missoula and UM Tech COT- Butte.

Sincerely,

Jerry Laughery

Jerry Laughery
Montana Contractors' Association
Education/ Training Director
(406) 442-4162

MCA **Montana Contractors' Association Inc.**
A Chapter of the Associated General Contractors of America
Cary Hegreberg, Executive Director

Memorandum of Agreement

Between The Montana Contractors' Association and
Montana State University- Billings College of Technology

Subject: Carpentry Education

Date: May 11, 2005

The Montana Contractors' Association and Montana State University- Billings College of Technology agree to work cooperatively to create a seamless training environment starting in high schools and moving in to the College of Technology. The College will use and integrate the National Center for Construction Education and Research (NCCER) national carpentry education curriculum model for the program. The College will establish the necessary liaison and program articulation necessary to implement the system within the University System and the School System.

The College will report to MCA on a regular basis to keep the Association apprised if the program's progress.

Based on the proposal presented to MCA, the MCA will provide $25,000 funding for the program's initiation.

Cary Hegreberg
Executive Director, MCA

John Cech
Dean, MSU-Billings College of Technology

Telephone (406) 442-4162
Fax phone (406) 449-3199
Website: www.mtagc.org

1717 11th Avenue
Post Office Box 4519
Helena, Montana 59604

Montana
Building
Industry
Association

2021 Eleventh Avenue
Helena, Montana 59601
(406) 442-4479
(406) 442-4483 Fax

June 30, 2005

Mr. John Cech, Dean
Montana State University – Billings
College of Technology
3803 Central Ave.
Billings, MT 59102

Reference: Letter of Commitment

Dear John,

The Montana Building Industry Association and the businesses that it represents recognize that the State of Montana and the nation face a shortage of skilled craft workers. Due to the vast economic development coupled with the aging workforce in Montana we do not have the skilled workers needed for the demand. Data from the Montana Department of Labor and Industry and regional associations reveal a widening gap between the supply and demand for skilled workers. With the construction industry playing a vital role in the economic stability of Montana the educational and industrial fields must work together to resolve this shortage.

John, as you know the construction industry continues to be a significant force in the creation of good jobs in Montana but skilled workers are the greatest need in our industry today. We view this proposal as a unique opportunity to prepare a new generation of highly skilled workers and attract traditionally under-represented groups such as females, non-white and immigrant workers. Montana must provide this new generation with the educational facilities and curriculum to stay competitive with other states. This will provide Montana high school students the opportunity to be educated in Montana and stay in Montana after graduating from college.

It is through this partnership with Business & Industry, Education, Workforce Investment Agencies, and Economic Development that we can begin to increase the pipeline of workers ready to enter the construction trades.

Montana Building Industry Association recognizes the need to be proactive in addressing this critical shortage and fully supports the development of Regional Construction and Trades Training Centers at MSU-Billings College of Technology, MSU-Northern Havre; UM COT – Missoula and UM Tech COT- Butte. Our members will be encouraged to work with their local educational institution by serving on advisory boards, offering technical expertise, and contributing appropriate resources.

Montana's homebuilders look forward to working with you on this exciting opportunity.

Sincerely,

Byron Roberts
Executive Director

MONTANA
Department of Commerce

Lisa Skriner
Partnership & Strategic Alliances
Montana State University Billings College of Technology
Billings, Montana

June 29, 2005

RE: Construction Trades Program/ETA Grant Application

There may well be no more powerful economic driver in many Montana communities including it's largest cities than home building, commercial construction, and renovation/remodeling. USDoL's Bureau of Economic Analysis indicates the economic multiplier effect of a dollar spent on homebuilding can be **23:1** in the local economy, compared to a range of 2:1-8:1 for virtually all of our other economic activity. Beyond that immediate stimulus, building a home or commercial building adds to the property tax base of that community for 50-100+ years.

The wages paid in construction work in Montana are **better** than 50-66% of what other jobs are available, averaging in the $12-18/hr. ranges, *as well as offering proven paths to entrepreneurship.*

It's also one of the very few family-wage opportunities that readily fits many small, rural communities, including those **devastated by thousands of lost logging and sawmill jobs** here as those are in scenic mountain communities where the construction of cabins and second homes becomes the primary economic engine.

Yet all of the firms I've met in the field have crippling shortages of semi-skilled and skilled construction tradesmen as well as trained job site foremen, estimators, and project managers.

This not only limits the firms' entrepreneurial potential and health, it also makes **affordable housing** extremely difficult to build because of the labor shortage and resultant focus on high-margin projects by those builders who can provide modest crews.

ETA Grants to develop and expand capacity for training underemployed adults in the construction trades to meet immediate local needs would be very powerful help, especially in a state **consistently ranked in the bottom 5 lowest wage states in America** *(and generally #1 for holders of more than 2 jobs.)* We're also among the worst in employee health coverage and because of the pressure of union labor in the construction trades (with excellent union health insurance coverage), even the small employers are forced to address this need to find and keep construction workers.

Al Jones
Regional Development Officer for South Central Montana
Business Resources Division, Regional Development Bureau
MT Dept. of Commerce

Home Office
Montana Manufacturing Extension Center
Advanced Tech Park
P.O. Box 174255
Montana State University
Bozeman, MT 59717-4255
Phone: (800)MEP-4MFG
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AN MSU COLLEGE OF ENGINEERING CENTER

Industrial Extension Outreach from Montana State University-Bozeman

MONTANA MANUFACTURING EXTENSION CENTER
An affiliate of the NIST Manufacturing Extension Partnership

Mr. John Cech, Dean
Montana State University – Billings
College of Technology
3803 Central Ave.
Billings, MT 59102

Reference: Letter of Commitment

Dear John,

The Montana Manufacturing Extension Center provides services and productivity consulting to companies large and small in Yellowstone County. Our work relies on collaboration with Montana State University- Billings, and many other education, government and business entities. We see the development of a skilled workforce to meet the needs of Yellowstone County employers as an important aspect of our mission.

Recognizing the rapid growth in residential and commercial construction in our area, and the resulting high demand for skilled labor, we support the creation of additional opportunities for training in the construction trades.

MSU-Billings and the College of Technology have been creative in identifying workforce needs and responding with credit and non-credit training opportunities. The Montana Manufacturing Extension Center through the local Business Expansion and Retention (BEAR) Program is a proud and active partner in the creating of additional workforce training for the construction cluster.

We strongly support the MSU-Billings College of Technology as they seek funding through the Community-Based Job Training Grant. The outcome will be a direct response to industry need in the high-growth high-demand field of Construction Trades.

Sincerely,

Dale Detrick
Field Engineer
Montana Manufacturing Extension Center

MONTANA UNIVERSITY SYSTEM
Office of the Commissioner of Higher Education

2500 Broadway ◊ PO Box 203101 ◊ Helena, Montana 59620-3101
(406)444-6570 ◊ FAX (406)444-1469

June 28, 2005

John Cech, Dean
Montana State University Billings—College of Technology
3803 Central Avenue
Billings, MT 59102

Dear Dean Cech

As the Coordinator for Tech Prep in Montana, I am pleased to provide this letter of support and commitment to MSU Billings College of Technology for their Community-Based Job Training grant application through the U.S. Department of Labor, Employment and Training Administration. Construction, as the target industry of this project, is vital to the expanding economy of Montana. The articulation processes within the structure of Tech Prep play an increasingly important role in strengthening seamless education within the building trades here in our state.

The Tech Prep Program within the Office of the Commissioner of Higher Education will provide assistance to this important project by working at the state level with the with the five Tech Prep Regions in Montana to enhance and increase building trades articulation throughout the state. Tech Prep is also in the unique position of bridging education between Montana's two-year colleges and Montana's secondary schools.

Additionally, developing career pathway models based upon career clusters is a priority for two-year education in Montana. These pathway models require coordination across the workforce system and educational levels as well as industry partnerships. This office will also provide technical assistance to the construction trades project related to pathways development to ensure continuity.

Sincerely,

George P. Burns
Coordinator, Montana Tech Prep

M O N T A N A B O A R D O F R E G E N T S

LEVEL I REQUEST FORM

Item No.:	**129-2705+R1105**	**Date of Meeting:**	**November 16-18, 2005**
Institution:	**Montana State University Billings College of Technology**		
Program Title:	**Medical Coding and Insurance Billing Certificate**		

Level I proposals are those may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner.

☐ **A. Level I action requested (check all that apply):** Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges.

☐ 1. Re-titling existing majors, minors, options and certificates; (e.g. from B.S. in Mechanized Agriculture to B.S. in Agricultural Operations Technology);
☐ 2. Eliminating existing majors, minors, options and certificates via a Program Termination Checklist;
☐ 3. Adding new minors or certificates where there is a major;
☐ 4. Departmental mergers and name changes;
☐ 5. Program revisions; and
☐ 6. Distance delivery of previously authorized degree programs.

☐ **B. Level I with Level II documentation:** With Level II documentation circulated to all campus chief academic officers in advance, the Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Commissioner or designee will move the item to the Level II review process.

☐ 1. Options within an existing major of degree;
☐ 2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools *with the exception of the five Colleges of Technology where changes require Board action;*
☐ 3. Consolidating existing programs and/or degrees.

☒ **C. Temporary Certificate or A.A.S. degree programs:** Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and/or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

All other Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

Specify Request:

Montana State University Billings College of Technology seeks Level I approval from the Montana Board of Regents to offer a Medical Coding and Insurance Billing Certificate under the option to propose a Level I Temporary Certificate for two years. Continuation of the program beyond the two years will be followed by the normal program approval process as a Level II Proposal. Level II documentation is included.

The Medical Coding and Insurance Billing program is designed to provide a recommended curriculum through which students may earn a two semester certificate. This new certificate will train students in the areas of medical procedure and diagnosis coding and to prepare the student for employment in either the inpatient or outpatient medical setting as an integral part of the healthcare team in a medical office, dental office, hospital, clinic, or independent billing company.

NEW ACADEMIC PROGRAM PROPOSAL SUMMARY

ITEM 129-2705+R1105

Institution: Montana State University Billings College of Technology

Program Title: Medical Coding and Insurance Billing Certificate

1. How does this program advance the campus' academic mission and fit priorities?

The mission of Montana State University-Billings College of Technology is to be the College of first choice, dedicated to the development of workforce capacity by providing top quality learning opportunities and services to meet a variety of career choices and customer needs by being responsive, flexible, and market-driven.

The MSU-Billing College of Technology is committed to addressing the educational needs of individuals and business entities within the local area and the state. Health care has been identified as an area of critical need. Medical Coding and Insurance Billers are identified locally, statewide, and nationally as being in short supply now and with increasing demand anticipated. MSU-B COT was approached by the Billings medical community to develop and offer this program. Responsiveness and service to the community are central to the mission of the College of Technology.

Program Description:

The Medical Coding and Insurance Billing program is designed to provide a recommended curriculum through which students may earn a two semester certificate. This new certificate will educate students in the areas of medical procedure and diagnosis coding and to prepare the student for employment in either the inpatient or outpatient medical setting as an integral part of the healthcare team in a medical office, dental office, hospital, clinic, or independent billing company.

Medical coding is the transformation of handwritten or verbal descriptions of diseases, injuries and medical procedures into a numbered procedure code and/or numbered diagnosis code. The Medical Coding and Insurance Billing program prepares entry-level employees with the skills to analyze health records and assign the appropriate code to each diagnosis and procedure according to national and international guidelines. They perform research and rely on their knowledge of medical terminology, anatomy and disease processes to determine the correct codes and sequences. Students will learn to prepare various health claims forms required by the insurance industry using medical billing software. This involves practicing accurate interpretation of medical records, correctly documenting and coding information, and submission of forms to the insurance company for reimbursement. The emphasis is on the high level of responsibility required and the attention to detail and accuracy needed to be a competent medical biller. Instruction will include theory and practice to meet the competencies identified as necessary for entry-level employment.

Graduates from the Medical Coding and Insurance Billing Certificate program are qualified to sit for the American Academy of Professional Coders (AAPC) or American Health Information Management Association (AHIMA) National Coding exams to receive professional certifications. Graduates will fill a growing need in healthcare, now and in the future. Furthermore, this degree will give students an option to continue their education in the Medical Assistant AAS or Medical Office Assistant AAS plans of study. Students who first complete a Medical Coding and Insurance Billing Certificate can receive a Medical Assisting AAS degree by completing an additional two semesters of study at the College of Technology. Conversely, students who complete a Medical Assisting AAS degree can take six (6) additional credits and receive a Medical Coding and Insurance Billing Certificate.

The Program Director of the Medical Assisting AAS Program has been consulted and is in full support of this Certificate. Some of the proposed new courses in the Medical Coding and Insurance Billing Certificate will be implemented into the Medical Assisting AAS degree. Synergy exists with the Medical Coding and Insurance Billing Certificate program and the Medical Administrative Assistant AAS degree. As the COT Business Department revises their curriculum, faculty have indicated they will incorporate Medical Coding courses into the Medical Administrative Assistant AAS degree. This program also offers the opportunity for other trained health information management professionals to easily re-train for medical coding.

Curriculum:

The curriculum for this plan of study is a combination of the COT Health Occupations pre-requisite semester, existing courses and four new courses (12 credits) developed as program specific. It was developed by the College of Technology Medical Coding and Insurance Billing Program Development Committee members and through research of current successful programs and industry input. The proposed curriculum and plan of study would be as stated below:

REQUIRED COURSES		CREDITS
*CODE 110	CPT-4 Procedure Coding	3
*CODE 120	ICD-9 Diagnosis Coding	3
*CODE 140	Computerized Medical Billing	3
*CODE 150	Advanced Coding and Auditing	3
CMP 105	Introduction to Computers	3
ENGL 140	Business Writing	3
HLTH 100	Survey of Health Occupations	1
HLTH 101	Basic Anatomy	3
HLTH 150	Health Occupations Terminology	3
HLTH 255	Medical Law and Ethics	3
MATH 105	Algebra for College Students	3
TOTAL CREDITS		31

* new courses

2. How does this program fit the Board of Regents' goals and objectives?

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

The MUS Goals are

- To provide a stimulating, responsive, and effective environment for student learning, student living, and academic achievement.
- To make a high quality, affordable higher education experience available to all qualified citizens who wish to further their education and training.
- To deliver higher education services in a manner that is efficient, coordinated, and highly accessible.
- To be responsive to market, employment, and economic development needs of the State and the nation.
- To improve the support for and understanding of the Montana University System as a leading contributor to the State's economic success and social and political well-being.

The Medical Coding and Insurance Billing Certificate provides accessible, affordable, efficient, and practical learning opportunities for individuals in Billings and Montana. Given the current economic climate affecting education, this program has potential for improving health care, local economy, and personal/professional growth in an educationally sound manner.

3. How does this program support or advance Montana's needs and interests?

The US Department of Labor, Bureau of Labor Statistics reports that employment of medical records and health information technicians is expected to grow much faster than the average for all occupations through 2012, due to rapid growth in the number of medical tests, treatments, and procedures that will be increasingly scrutinized by third-party payers, regulators, courts, and consumers. Although employment growth in hospitals will not keep pace with growth in other healthcare industries, many new jobs will nevertheless be created. The fastest employment growth and a majority of the new jobs are expected in offices of physicians, due to increasing demand for detailed records, especially in large group practices. Rapid growth also is expected in nursing care facilities, home healthcare services, and outpatient care centers. Additional job openings will result from the need to replace technicians who retire or leave the occupation permanently.
http://www.bls.gov/oco/ocos103.htm (visited October 05, 2005).

According to employment projections from the America's Career Info Net, medical records and health information technicians are one of the ten fastest growing occupations in Montana. This program will respond to the shortage of qualified medical coders in the region. This program will respond to the shortage of qualified medical coders and medical insurance billers in Montana.

This program also offers the opportunity for other trained health information management professionals to easily re-train for medical coding and insurance billing. In addition, the College of Technology already has other healthcare programs in place that students may want to pursue after they receive their certificate in Medical Coding and Insurance Billing thus creating a career pathway. After successful implementation as a traditional program, this plan of study could also be offered online for rural and place-bound students.

4. How will this program contribute to economic development in Montana? (Note projected annual economic impact both regionally and statewide.)

The shortage of qualified medical coders creates a regional need to offer this program. The Montana Department of Labor & Industry estimates that there were approximately 564 positions for Medical Records and Health Information Technicians in Montana in 2002 and by 2012 projects a 45.6% increase to 821 positions. This certificate will help fill the need for employment growth. Salaries for medical coding and insurance billing positions range between $20,000 and $35,000 per year. This certificate also offers current healthcare workers the option of upgrading their skills to enter a career pathway to higher paying positions. Because some medical coders and insurance billers are self-employed and work from the home, the online opiton which could be offered after the successful implementation of the traditional certificate would be an opportunity for rural and place-bound individuals to earn a certificate in medical coding and insurance billing.

5. What is the program's planned capacity?

• Break-even point?	15.3 FTE students
• Enrollments / year?	Estimated: Year 1: 10 FTE Students Year 2: 20 FTE Students Year 3: 25 FTE Students Year 4: 30 FTE Students Year 5: 35 FTE Students
• Graduates / year?	Estimate 20-25 after Year 4
• MT jobs / year?	34 new jobs, but MT Department of Labor estimates a 46% increase in need due to retirements, attrition and industry growth.

6. Resource Allocation:

• Total program budget?	$ Year 1 - $40,267 & Year 2 - $36,760 with .50 FTE Faculty Year 3 and beyond with 1.0 FTE Faculty $50,414
• Faculty FTE?	Years 1 & 2 .50 FTE Year 3 and beyond 1.0 FTE
• Staff FTE?	0

7. Does this program require new resources? ☒ Yes ☐ No
If yes, what is the amount? $ <u>After Year 2, 1.0 FTE Faculty Salary and Benefits $48,914 and $1,500 operating</u>

8. How will the campus fund the program?

Start-up costs associated with the implementation of this program will be funded through a federal appropriation from the US Department of Education and a State OCHE grant for 2 year new program development. Continuing costs will be funded by student enrollments.

9. If internal reallocation is necessary, name the sources.

No reallocation is necessary.

Institution: **Montana State University-Billings College of Technology**
Program: **Medical Coding and Insurance Billing Certificate**
Date: **November 16-18, 2005**

PROGRAM PROPOSAL

Program Description

A. Specify the objectives to be reached by the addition of this program.

The Medical Coding and Insurance Billing program is designed to provide a recommended curriculum through which students may earn a two semester certificate. This new certificate will educate students in the areas of medical procedure and diagnosis coding and to prepare the student for employment in either the inpatient or outpatient medical setting as an integral part of the healthcare team in a medical office, dental office, hospital, clinic, or independent billing company.

Medical coding is the transformation of handwritten or verbal descriptions of diseases, injuries and medical procedures into a numbered procedure code and/or numbered diagnosis code. The Medical Coding and Insurance Billing program prepares entry-level employees with the skills to analyze health records and assign the appropriate code to each diagnosis and procedure according to national and international guidelines. They perform research and rely on their knowledge of medical terminology, anatomy and disease processes to determine the correct codes and sequences. Students will learn to prepare various health claims forms required by the insurance industry using medical billing software. This involves practicing accurate interpretation of medical records, correctly documenting and coding information, and submission of forms to the insurance company for reimbursement. The emphasis is on the high level of responsibility required and the attention to detail and accuracy needed to be a competent medical biller. Instruction will include theory and practice to meet the competencies identified as necessary for entry-level employment.

Graduates from the Medical Coding and Insurance Billing Certificate program are qualified to sit for the American Academy of Professional Coders (AAPC) or American Health Information Management Association (AHIMA) National Coding exams to receive professional certifications. Graduates will fill a growing need in healthcare, now and in the future. Furthermore, this degree will give students an option to continue their education in the Medical Assistant AAS or Medical Office Assistant AAS plans of study. Students who first complete a Medical Coding and Insurance Billing Certificate can receive a Medical Assisting AAS degree by completing an additional two semesters of study at the College of Technology. Conversely, students who complete a Medical Assisting AAS degree can take six (6) additional credits and receive a Medical Coding and Insurance Billing Certificate.

B. Specify in detail the present faculty, facilities and equipment and library holdings in support of this program and compare them to known or anticipated minimum standards for accreditation

Medical Coding and Insurance Billing Program Faculty
The faculty for this program will consist of one half time (.50 FTE) program director with instructional responsibilities for the first two years of the program. Once there are sufficient enrollment numbers to expand the program, the faculty position will be increased to 1.0 FTE.

Faculty Credentials
A new program faculty is to be hired. The program faculty will be required to possess national Medical Coding certification and coding experience.

Facilities
Class room instruction will be held on the College of Technology campus. Students will have access to the MSU Billings College of Technology lecture classrooms, computer labs, classroom medical reference and coding books, and online resources. A new building is scheduled completed on the MSU Billings College of Technology campus by Fall 2008. A portion of the space will be dedicated to health related classes; sufficient space capacity will exist for students enrolled in this new certificate.

Library Holdings
The students will have access to the Mansfield Medical Library at Saint Vincent Healthcare, the medical library at Deaconess Billings Clinic, the MSU-Billings main campus library and the College of Technology

library. Due to the donation of medical coding reference books, at this time a further increase in library holdings for this program has not been necessary.

Accreditation of Program

MSU Billings College of Technology will seek program accreditation from the American Health Information Management Association (AHIMA).

C. Additional faculty requirements

The faculty for this program will consist of one half time (.50 FTE) program director with instructional responsibilities for the first two years of the program. Once there are sufficient enrollment numbers to expand the program, the faculty position will be increased to 1.0 FTE. Salary is dependent upon education and experience and will follow the VTEM bargaining unit salary structure.

D. Increased costs

BUDGET ANALYSIS

Proposed Program: **MEDICAL CODING AND INSURANCE BILLING CERTIFICATE**

Campus: **MSU BILLINGS COLLEGE OF TECHNOLOGY**

	Year 1		Year 2		Year 3		Year 4		Year 5	
Estimated **ENROLLMENT**										
FTE Enrollment	10		20		25		30		30	
Estimated Incremental **REVENUE**										
Use of Current General Operating Funds										
State Funding - 2 Year New Program Development Funding	27,767		27,767							
State Funding for Enrollment Growth							47,200		47,200	
Tuition Revenue										
A. Gross Incremental Tuition Revenue	24,000		48,000		60,000		72,000		72,000	
B. Reductions to Incremental Tuition										
C. Net Tuition Revenue (A-B)	24,000		48,000		60,000		72,000		72,000	
Program/Course Fees										
External Funds - Health Care New Program Development Federal Appropriation	12,500		8,300							
Other Funds (please specify)										
TOTAL Estimated Incremental Revenue	64,267		84,067		60,000		119,200		119,200	
Estimated Incremental **EXPENDITURES**										
Personal Services	**FTE**	**Cost**	**FTE**	**Cost**	**FTE**	**Cost**	**FTE**	**Cost**	**FTE**	**Cost**
Faculty	0.5	27,767	0.5	27,767	1	48,914	1	48,914	1	48,914
Other Staff										
Operating Expenses	1,500		1,500		1,500		1,500		1,500	
Equipment										
Start-up Expenditures	11,000		6,800							
TOTAL Estimated Incremental Expenditures	40,267		36,067		50,414		50,414		50,414	
Estimated Revenues Over/(Under) Expenditures	24,000		48,000		9,586		68,786		68,786	

E. Effects on enrollment

Synergy exists between the Medical Coding and Insurance Billing Certificate program and the Medical Administrative Assistant AAS degree. As the COT Business Department revises their curriculum, faculty have indicated they will incorporate Medical Coding courses into the Medical Administrative Assistant AAS degree. This degree will give students an option to continue their education in the Medical Assistant AAS or Medical Office Assistant AAS plans of study. Students who first complete a Medical Coding and Insurance Billing Certificate can receive a Medical Assisting AAS degree by completing an additional two semesters of study at the College of Technology. Conversely, students who complete a Medical Assisting AAS degree can take six (6) additional credits and receive a Medical Coding and Insurance Billing Certificate.

The Program Director of the Medical Assisting AAS Program has been consulted and is in full support of this Certificate. Some of the proposed new courses in the Medical Coding and Insurance Billing Certificate will be implemented into the Medical Assisting AAS degree. This program also offers the opportunity for other trained health information management professionals to easily re-train for medical coding.

F. List the new courses this program will add to the curriculum and specify the requirements for the degree.

The Medical Coding and Insurance Billing program is designed to provide a recommended curriculum through which students may earn a two semester certificate. This certificate will educate students in the areas of medical procedure and diagnosis coding. In addition the certificate will prepare the student for employment either the inpatient or outpatient medical setting to work as an integral part of the healthcare team in a medical office, dental office, hospital, clinic, or independent billing company.

New Courses:

CODE 110	CPT-4 Procedure Coding	3
CODE 120	ICD-9 Diagnosis Coding	3
CODE 140	Computerized Medical Billing	3
CODE 150	Advanced Coding and Auditing	3

The 31 credit, two semester curriculum for this certificate plan of study is a combination of the COT Health Occupations pre-requisite semester, existing courses and four new Medical Coding and Insurance Billing courses (12 credits) developed as program specific. The curriculum was developed by the College of Technology Medical Coding and Insurance Billing Program Development Committee members and through research of current successful programs and industry input. The proposed curriculum and plan of study would be as stated below:

Suggested Plan of Study for Medical Coding and Insurance Billing Certificate:

First Semester			***Second Semester***		
HLTH 100	Survey of Health Occupations	1	*CODE 110	CPT-4 Procedure Coding	3
HLTH 101	Basic Anatomy	3	*CODE 120	ICD-9 Diagnosis Coding	3
HLTH 150	Health Occupations Terminology	3	*CODE 140	Computerized Medical Billing	3
ENGL 140	Business Writing	3	*CODE 150	Advanced Coding and Auditing	3
CMP 105	Introduction to Computers	3	HLTH 255	Medical Law and Ethics	3
MATH 105	Algebra for College Students	3			
	Semester Total	**16**		**Semester Total**	**15**

G. Interdepartmental implications

Other department implications include the increased enrollment in the general education and other required courses (7 courses) by the students enrolled in the program.

H. Explain how the recommendation to submit this proposal to the Board of Regents was made.

In Spring of 2004, MSU-Billings College of Technology was contacted by healthcare providers in the Billings area with a request to provide Medical Coding and Insurance Billing educational opportunities. A College of Technology Medical Coding and Insurance Billing Program Development Committee made up of healthcare administrators and College of Technology faculty and administrators was formed to investigate the viability of this proposal. The Dean of the College of Technology brought the proposal to Celebrate Billings, a community based committee to support educational opportunities within the city. Celebrate Billings funded a survey of health care providers to get input as to the direction the educational proposal should go.

The College of Technology committee formed a subcommittee to create a proposed plan of study, a business plan, and a formal proposal which was submitted to the Provost. Approval was given by the Provost to move forward to create curriculum and a full program proposal. During Spring Semester 2005 and Fall Semester 2005 the curriculum is being proposed and routed through the University curriculum approval process.

Proposals for new curriculum begin at the faculty level (internal) and involve input from advisory committees (external) and/or accreditation agencies (external). In instances such as this where permanent faculty is not in place at the time of the proposal to create required documentation, the curriculum is developed by existing faculty, staff, advisory committee members and industry to create the initial submission. Documentation is then submitted to the appropriate Program Curriculum Committee for final review. The proposal is reviewed by the appropriate Department Chair, College Curriculum Committee, Dean of the College, MSU-Billings Undergraduate Curriculum Committee, Faculty Senate, Provost and finally the Chancellor

APPENDIX

A. Letters of Support

ITEM 129-2705+R1105 Budget

BUDGET ANALYSIS										
Proposed Program: MEDICAL CODING AND INSURANCE BILLING CERTIFICATE										
Campus: MSU BILLINGS COLLEGE OF TECHNOLOGY										
	Year 1		**Year 2**		**Year 3**		**Year 4**		**Year 5**	
Estimated **ENROLLMENT**										
FTE Enrollment	10		20		25		30		30	
Estimated Incremental **REVENUE**										
Use of Current General Operating Funds										
State Funding - 2 Year New Program Development Funding	27,767		27,767							
State Funding for Enrollment Growth							47,200		47,200	
Tuition Revenue										
A. Gross Incremental Tuition Revenue	24,000		48,000		60,000		72,000		72,000	
B. Reductions to Incremental Tuition										
C. Net Tuition Revenue (A-B)	24,000		48,000		60,000		72,000		72,000	
Program/Course Fees										
External Funds - Health Care New Program Development Federal Appropriation	12,500		8,300							
Other Funds (please specify)										
TOTAL Estimated Incremental Revenue	64,267		84,067		60,000		119,200		119,200	
Estimated Incremental **EXPENDITURES**										
Personal Services	**FTE**	**Cost**	**FTE**	**Cost**	**FTE**	**Cost**	**FTE**	**Cost**	**FTE**	**Cost**
Faculty	0.5	27,767	0.5	27,767	1	48,914	1	48,914	1	48,914
Other Staff										
Operating Expenses	1,500		1,500		1,500		1,500		1,500	
Equipment										
Start-up Expenditures	11,000		6,800							
TOTAL Estimated Incremental Expenditures	40,267		36,067		50,414		50,414		50,414	
Estimated Revenues Over/(Under) Expenditures	24,000		48,000		9,586		68,786		68,786	

ITEM 129-2705+R1105 Budget

ITEM 129-2705+R1105
letters of support - page 1

NORTHERN ROCKIES
RADIATION ONCOLOGY
CENTER

October 4, 2005

MSU-Billings
College of Technology

Letter Of Support For The New Coding/Billing Program:

This facility strongly supports the addition of a new Coding/Billing Program at the College of Technology. Healthcare organizations such as ours are in great need of trained professionals in the field of coding and billing. Currently, there are few such individuals available in Montana. Time, money, and patient confidence are too often sacrificed due to the mishandling of insurance claims by uninformed personnel.

NRROC is currently looking for a trained individual for our billing/coding department.. Unfortunately, among the many applicants, few, if any, are truly qualified.

An increase in the number of trained coding/billing personnel could do nothing but benefit Montana's healthcare institutions. Educated, well-trained individuals would allow organizations such as ours to lower administrative costs; receive timely, accurate payments from insurance companies; minimize training periods and improve patient confidence.

Thank you for taking this letter into consideration in your decision-making process.

Sincerely,

Christi Gessaman

Christi Gessaman
Patient Accounts Representative

NORTHERN ROCKIES RADIATION ONCOLOGY CENTER
1041 North 29th Street · P.O. Box 369, Billings, Montana 59103-0369
Phone: (406) 248-2212 · Toll-Free: 1-800-358-8818 · Fax: (406) 237-0472 · northernrockiescancer.org

October 7, 2005

BAILEY & BYORTH L.L.C.

KENNETH A. BAILEY M.D.,P.C.
Plastic, Reconstructive & Cosmetic Surgery
Certified, American Board of Plastic Surgery

BILLINGS OTOLARYNGOLOGY, P.C.
PAUL BYORTH M.D.
Specializing in the Medical & Surgical
Treatment of the Head & Neck
Certified, American Board of Otolaryngology

Board of Regents
Montana State University-Billings
College of Technology
3803 Central Ave
Billings, MT 59102

To Whom It May Concern:

I would like you all to know that as a medical practice manager in Billings, I fully support a medical coding and billing certificate program. I see a need for well trained coders and billers locally and I could surmise statewide. I would assume the certificate program would also be utilized by those already employed in medical practices as medical billers as well as clerical staff wishing to move up in pay scale. With constant changes in Medicare regulations it would be a valuable commodity to have a local trustworthy resource.

Respectfully,

Peter Byorth
Business Manager
Bailey & Byorth, LLC

CC: John Cech

ITEM 129-2705+R1105
letters of support - page 3

Children's CLINIC

Gordon C. Collett, M.D., FAAP
Marian E. Kummer, M.D., FAAP
Janis I. Langohr, M.D., FAAP
Laura R. Nicholson, M.D., FAAP
David D. Standish, M.D., FAAP
Richard C. Stevens, M.D., FAAP
Lionel E. Tapia, M.D., FAAP

October 4, 2005

To Whom It May Concern:

I am writing this letter in support of the implementation of a coding/billing program at MSU-Billings College of Technology. As an employer in the Billings area, I feel that there is a great need for employers to be able to hire people with this background. We receive applications from many people, but very few of them are qualified for a position of coding or billing. I feel that you would make the workforce much more marketable if you provide a program for coding and billing. Thank you.

Respectfully,

Rosalee K. Zeier

Rosalee K. Zeier
Manager

Children's Clinic, P.C. • 1232 N. 30th Street, Suite 200 • Billings, MT 59101 • 406-238-6600 • Fax 406-238-6633

ITEM 128-2701-R0905 **Approval to Establish an Associate of Applied Science Degree in Radiologic Technology; Montana State University-Billings College of Technology**

THAT: Montana State University-Billings College of Technology seeks approval from the Montana Board of Regents to convert the currently approved Level l Associate of Applied Science Radiologic Technology to an approved Level ll program.

EXPLANATION: The development of the Radiologic Technology program is the result of a partnership with Saint Vincent Healthcare and Deaconess Billings Clinic of Billings, Montana. In Spring of 2003, MSU-Billings College of Technology was contacted by Saint Vincent Healthcare and Deaconess Billings Hospital with a proposal to shift the hospital based radiologic training program to an Associate of Applied Science degree offered at MSU Billings. In August 2003, the Board of Regents approved a Level I request by Montana State University-Billings College of Technology to offer an Associate of Applied Science in Radiologic Technology. After completing three semesters (Fall 2004, Spring 2005, and Summer 2006) of offering the Radiologic Technology program, the University is now requesting the program be considered for Level II approval.

The MSU-Billings College of Technology is committed to addressing the educational needs of individuals and business entities within the local area and the state. Health care has been identified as an area of critical need. Radiologic technologists are identified locally, statewide, and nationally as being in short supply now and with increasing demand anticipated as the field of radiology develop more diverse applications.

M O N T A N A B O A R D O F R E G E N T S

LEVEL II REQUEST FORM

Item No.:	**128-2701-R0905**	**Date of Meeting:**	**September 21-23, 2005**
Institution:	**Montana State University Billings College of Technology**		
Program Title:	**Associate of Applied Science in Radiologic Technology**		

Level II proposals require approval by the Board of Regents.

Level II action requested (check all that apply): Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

☐	1.	Change names of degrees (e.g. from B.A. to B.F.A.)
☐	2.	Implement a new minor where there is no major;
☒	3.	Establish new degrees and add majors to existing degrees;
☐	4.	Expand/extend approved mission; and
☐	5.	Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

Specify Request:

Montana State University-Billings College of Technology seeks approval from the Montana Board of Regents to convert the currently approved Level I Associate of Applied Science in Radiologic Technology to an approved Level II program.

M O N T A N A B O A R D OF R E G E N T S

NEW ACADEMIC PROGRAM PROPOSAL SUMMARY

Institution: Montana State University-Billings College of Technology
Program: Associate of Applied Science in Radiologic Technology
Date: September 21-23, 2005

1. How does this program advance the campus' academic mission and fit priorities?

In August 2003, the Board of Regents approved a Level I request by Montana State University-Billings College of Technology to offer an Associate of Applied Science in Radiologic Technology. After completing three semesters (Fall 2004, Spring 2005, and Summer 2006) of offering the Radiologic Technology program, the University is now requesting the program be considered for Level II approval.

The mission of Montana State University-Billings College of Technology is to be the College of first choice, dedicated to the development of workforce capacity by providing top quality learning opportunities and services to meet a variety of career choices and customer needs by being responsive, flexible, and market-driven.

The MSU-Billing College of Technology is committed to addressing the educational needs of individuals and business entities within the local area and the state. Health care has been identified as an area of critical need. Radiologic technologists are identified locally, statewide, and nationally as being in short supply and with increasing demand anticipated as the field of radiology develops more diverse applications. The development of the COT Radiologic Technology program is the result of a partnership with Saint Vincent Healthcare and Deaconess Billings Clinic of Billings, Montana. Under this collaborative effort, the two hospitals are providing financial support for the Radiologic Technology program by providing and financing a clinical instructor at each hospital.

2. How does this program fit the Board of Regents' goals and objectives?

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

The MUS Goals are

- To provide a stimulating, responsive, and effective environment for student learning, student living, and academic achievement.
- To make a high quality, affordable higher education experience available to all qualified citizens who wish to further their education and training.
- To deliver higher education services in a manner that is efficient, coordinated, and highly accessible.
- To be responsive to market, employment, and economic development needs of the State and the nation.
- To improve the support for and understanding of the Montana University System as a leading contributor to the State's economic success and social and political well-being.

The Radiologic Technology program provides accessible, affordable, efficient, and practical learning opportunities for individuals in Billings and Montana. Given the current economic climate affecting education, this program has potential for improving health care, local economy, and personal/professional growth in an educationally sound manner. Responsiveness and service to the community are central to the mission of the College of Technology. MSU-B COT was approached by Saint Vincent Healthcare and Deaconess Billings Hospital to develop and offer this program as a collaborative partnership between the

three entities. Both hospitals are funding full time clinical instructors and helping to fund the Program Director's salary.

3. How does this program support or advance Montana's needs and interests?

As the current labor pool ages and workers retire, Montana's radiology workforce needs will continue to increase. Healthcare and Social Services are projected to have the largest sector increase for Montana nonagricultural civilian payroll for 2003-2005 as per the Labor Day Report 2004. Radiologic Technology and Technician job growth is expected in increase from 710 in 2002 to 890 in 2012 for an increase of 26%. The average annual job openings in radiologic technology during this time period are projected at 30 positions per year. Due to the wage difference between Montana and other states, it has been very difficult for the healthcare community to recruit Radiologic Technologists from out of state.

The Radiologic Technology program at MSU-Billings College of Technology will increase pool of certified technologists and thereby assist in meeting the local, state and national shortage. Without an available resource pool of technologists to perform radiographic examinations, the resultant shortage of qualified radiologic technologist could have an adverse impact on the quality of healthcare in Montana.

State and National Trends				
	Employment		**Percent Change**	**Average Annual Job Openings**
Montana	**2002**	**2012**		
Radiologic Technologists and technicians	**710**	**890**	**+26%**	**30**
	Employment		**Percent Change**	**Average Annual Job Openings**
United States	**2002**	**2012**		
Radiologic Technologists and technicians	**174,100**	**214,100**	**+23%**	**7,250**

Source: U.S. Dept. of Labor, America's Career InfoNet: Occupation Profile

4. How will this program contribute to economic development in Montana?

The healthcare industry in Montana is one of the largest economic segments of the State of Montana. The major healthcare organizations in Yellowstone County who draw patients from Montana and Wyoming requested the development of this program in order to address the need to fill personnel shortages with trained individuals in this profession.

Once established, the Radiologic Technology program will have the potential to graduate 16 students per year for the healthcare industry at a salary range of approximately $35,000 per year. The 16 graduates each year will be compensated approximately $560,000 each yearly salary, which will have an effect on the local economy.

5. What is the Program's planned capacity?

Break-even point	14 FTE students
Enrollment / year	16
Graduates / year	15
MT jobs / year	The average annual job openings due to growth and net replacement are estimated at 30 openings per year.

* Source: U.S. Dept. of Labor, America's Career InfoNet: Occupation Profile

6. Resource Allocation

Total program budget	$78,811
Program Director/ Faculty FTE	1.0 FTE
Clinical Instructors hired and paid by Hospitals	2.0 FTE
Staff FTE	None

7. Does this program require new resources?

Personal Services and operating budgets have been allocated to this program. Grants have been written and received to help with start up costs and equipment.

8. How will the campus fund the program?

Funding for program costs will come from monetary assistance from our collaborative hospital partners, Current General Operating Funds, tuition revenue, student fees, state appropriations and grants.

MSU Billings College of Technology has been awarded the following grants that have helped to fund the start-up and initial years of the Radiologic Technology Program:

- FY 2004 & 2005 Department of Education Congressionally Directed Grant Healthcare Degree & Certificate Training Programs $438,398
- 2 Year Ed Equipment Grant: HealthCare & Safety $349,462
- Annual Industry Partner Financial Commitment from Saint Vincent Healthcare & Deaconess Billings Clinic and Hospital $ 30,800

9. If internal reallocation is necessary, name the sources.

No reallocation is necessary.

Institution: Montana State University-Billings College of Technology
Program: Associate of Applied Science in Radiologic Technology
Date: September 21-23, 2005

PROGRAM PROPOSAL

Program Description

Radiologic Technology at MSU-Billings College of Technology is a two year Associate of Applied Science program. It is designed to provide the didactic and clinical training necessary for a graduate to pass the American Society of Radiologic Technologists national certification examination as well as provide the skills necessary to enter the work force as a Registered Radiologic Technologist (RT). These skills include general (skeletal) radiography as well as fluoroscopy, operating room, emergency room, trauma, pediatrics and geriatrics radiography. The radiology student is trained to use special equipment to create images of internal organs, tissues and bones. The radiographic images produced by the technologist are used by physicians to diagnose medical problems and diseases.

This radiologic technology program requires a semester of prerequisite work and spans four semesters and one summer session for a total of 72 credit hours. Completion of the pre-health core of courses qualifies a student to apply for entry into the Radiologic Technology program. The MSU-Billings College of Technology Radiologic Technology program is a competitive program. In order to be accepted into the clinical part of the program, students must successfully complete the required prerequisite semester, or approved equivalent, and submit the required application.

The selection process for admission into this program involves two phases. Phase One involves a point system that is used to select the 25 applicants that will progress to Phase Two of the selection process. Phase Two involves a personal interview with the Radiologic Technology Selection Committee. Sixteen students selected from Phase Two will become the new Radiologic Technology class.

This is a very rigorous program of study that follows the curriculum standards set by the American Society of Radiologic Technologist and recommended by the American Registry of Radiologic Technologists. Students average 40 contact hours per week in the classroom, lab and clinical work. Education content includes patient care, pathology, x-ray image critique, ethics, radiation physics, radiation protection, communication skill and computer skills. At the successful completion of this program, the student is eligible to sit for the American Registry of Radiologic Technologists national certification examination. MSU-Billings is accredited by the Northwest Commission on Colleges and Universities which the ARRT recognizes for radiology school accreditation.

A. Specify the objectives to be reached by the addition of this program.

For the student searching for a vital and meaningful profession, Radiologic Technology provides an affordable, quality education. This challenging profession provides a wide variety of opportunities and financial prospects.

The Radiologic Technology program is designed to meet the needs of the local, state and national demand for radiologic technologists. Due to the increasing number of imaging exams performed per year as well as retirement from the field, radiologic technologists are projected to be in increasing demand during the next ten years. Available and well trained healthcare workers are vital for maintaining the health of Montana's population.
For a number of years the healthcare facilities within this region have had significant problems filling vacant positions for technologists. The American Hospital Association reported the current hospital vacancy rate of radiologic technologists at 15.3% (17% in the west). The U.S. Department of Labor reported the United States will need 55,000 more technologists by 2008. This program is designed to provide quality, certified radiologic technologists to meet this current and projected shortage.

B. Specify in detail the present faculty, facilities and equipment and library holdings in support of this program and compare them to known or anticipated minimum standards for accreditation

Radiologic Technology Program Faculty
The faculty for this program consists of one full time program director with instructional responsibilities. The director's salary is paid by MSU-Billings College of Technology and the two main clinical sites, Saint Vincent Healthcare and Deaconess Billings Clinic and Hospital. Each of these hospitals has a full-time clinical instructor whose salary is paid by the respective hospital. The two clinical instructors, as well as the program, are under the direction of the program director. This collaborative effort by these hospitals and the MSU-Billings College of Technology has considerably reduced the cost of this program.

Faculty and Clinical Instructor Credentials
- Mr. Mick Ender, Director of Radiologic Technology, ARRT Registered Radiologic Technologist, Bachelors of Science in Education
- Mr. Jayme Wynegar, ARRT Registered Radiologic Technologist, Clinical Instructor, Deaconess Billings Clinic
- Mrs. Mary Bargstadt, ARRT Registered Radiologic Technologist, Clinical Instructor, Saint Vincent Healthcare

Facilities
Class room instruction is held on the College of Technology campus. Radiologic Technology labs and clinicals are held at each hospital. A laboratory is proposed to be added at the College of Technology campus with the newly approved and funded building expansion. Planning for the new building is to begin in the fall of 2005 with an estimated occupancy date of fall 2007.

Equipment
The clinical component of the curriculum taught at the hospitals has provided the equipment required for the program. Congressionally Directed Grants and a 2 Year Equipment State Grant has provided additional training aids (Radiographic Phantoms) for the clinical setting. Additional equipment to furnish a lab to be located on the College of Technology campus is being funded through a 2 Year Equipment State Grant.

Library Holdings
The students have access to the Mansfield Medical Library at Saint Vincent Healthcare, the medical library at Deaconess Billings Clinic, the MSU-Billings main campus library and the College of Technology library. At this time a further increase in library holdings for this program has not been necessary.

Accreditation
The American Registry of Radiologic Technologists (AART) recognizes the Northwest Colleges and Universities as an approved body for program accreditation.

C. Additional faculty requirements

A program director was hired by MSU Billings College of Technology
Two Clinical Instructors were hired by the hospital partners

D. Increased costs
An estimate of the ongoing personal services and operating is $80,016 which will be covered by the use of Current General Operating Funds, Tuition Revenue, and external support by the hospitals.

E. Effects on enrollment

Radiologic Technology, as of August 16, 2005, has 76 students enrolled in pre-Radiologic Technology. This number is expected in increase by the start of the fall semester. As this program requires "hand-on" learning, there are only sixteen clinical sites available per year for students who successfully complete the prerequisite semester and are admitted into the clinical part of the program. Fifteen students per year are expected to graduate from this program.

F. List the new courses this program will add to the curriculum and specify the requirements for the degree.

The following is the curriculum for the Associate of Applied Science in Radiologic Technology. The new courses added to the College of Technology include all classes with the RAD rubric. The other courses listed include courses already offered for the other Health Occupations certificates and degrees.

Radiologic Technology Associate of Applied Science Degree
Plan of Study (72 Credits)

Prerequisite Semester	
HLTH 100 Survey of Health Occupations	1 cr
BIOL 113 Anatomy and Physiology I	3 cr
BIOL 114 Anatomy and Physiology I Lab	1cr
HLTH 150 Health Occupations Terminology I	3 cr
ENGL 140 Business Writing or	3 cr
ENGL 145 Technical Communications	
CMP 105 Introduction to Computers	3 cr
MATH 141 Contemporary Math or	3 cr
STAT 141 Introduction to Statistics	
Total	17 cr
First Semester (Fall Semester)	
BIOL 116 Human Anatomy and Physiology II	3 cr
BIOL 117 Human Anatomy and Physiology II Lab	1 cr
RAD 101 Radiologic Technology I	2 cr
RAD 102 Clinical Radiology I	5 cr
RAD 104 Principles of Radiographic Exposure	2 cr
Total	13 cr
Second Semester (Spring Semester)	
RAD 110 Radiation Physics and Biological Principles	3 cr
RAD 151 Radiologic Technology II	3 cr
RAD 152 Clinical Radiology II	6 cr
Total	12 cr
Summer Session	
RAD 181 Radiologic Technology III	2 cr
RAD 182 Clinical Radiology III	4 cr
Total	6 cr
Third Semester (Fall Semester)	
RAD 201 Radiologic Technology IV	3 cr
RAD 202 Clinical Radiology IV	6 cr
CTCM 109 Human Relations	3 cr
Total	12 cr
Fourth Semester (Spring Semester)	
HLTH 255 Med Law and Ethics	3 cr
RAD 251 Radiologic Technology V	2 cr

RAD 252 Clinical Radiology V	6 cr
RAD 271 Transition to Radiologic Technologist	1 cr
Total	12 cr

G. Interdepartmental implications

Other department implications include the increased enrollment in the prerequisite semester courses by the pre-Radiologic Technology students and general education courses by the students enrolled in the clinical portion of the program.

H. Explain how the recommendation to submit this proposal to the B of R was made.

In spring of 2003, MSU-B COT was contacted by Saint Vincent Healthcare and Deaconess Billings Hospital with a proposal to shift the hospital based radiologic training program to an Associate of Applied Science degree offered at MSU Billings. A committee made up of healthcare administrators and College of Technology faculty and administrators was formed to investigate the viability of this proposal. The committee formed a subcommittee to create a proposed plan of study, a business plan, and a formal proposal which was submitted to the Provost and Chancellor of MSU Billings as well as to the Administration of both Hospitals. Approval was given by the Provost to move forward to create curriculum and a full program proposal.

Curriculum was proposed and routed through the University curriculum approval process. Proposals for new curriculum begin at the faculty level (internal) and involve input from advisory committees (external) and/or accreditation agencies (external). In instances such as this where permanent faculty is not in place at the time of the proposal to create required documentation, the curriculum is developed by existing faculty, staff, advisory committee members and industry to create the initial submission. Documentation is then submitted to the appropriate Program Curriculum Committee for final review. The proposal is reviewed by the appropriate Department Chair, College Curriculum Committee, Dean of the College, MSU-Billings Undergraduate Curriculum Committee, Faculty Senate, Provost and finally the Chancellor

In August 2003, the Board of Regents approved a Level I request by Montana State University-Billings College of Technology (MSU-B COT) to offer an Associate of Applied Science in Radiologic Technology. A Memorandum of Understanding was signed by the Hospitals and the University. After completing three semesters (Fall 2004, Spring 2005, Summer 2005) of teaching the Radiologic Technology program, the University is now requesting the program be considered for Level II approval.

APPENDIX

A. Letters of Support

ITEM 128-2701-R0905

BUDGET ANALYSIS

Proposed Program: **Radiologic Technology (AAS)**

Campus: **Montana State University-Billings College of Technology**

	Year 1 Actual		Year 2 Budgeted		Year 3 Budgeted		Year 4 Budgeted		Year 5 Budgeted	
Estimated **Enrollment**	14		30		32		32		32	
FTE Enrollment	14		30		32		32		32	
Estimated Incremental **Revenue**										
Use of Current General Operating Funds	45,463		47,540		49,544		49,544		49,544	
State Funds										
State Funding for Enrollment Growth										
Tuition Revenue										
A. Gross Incremental Tuition Revenue	16,304		36,000		39,552		39,552		39,552	
B. Reductions to Incremental Tuition										
C. Net Applied Tuition Revenue (A-B) →	16,304		36,000		39,552		39,552		39,552	
Program Fees										
External Funds Hospital Funding	30,800		30,800		30,800		30,800		30,800	
Other Funds: 2 Year Equipment Grant – Radiographic Training Room Congressionally Directed Grant – 2 Radiographic Phantoms – one each year	10,469		68,342 10,469							
TOTAL Estimated Revenue	103,036		193,151		119,896		119,896		119,896	
Estimated Incremental **Expenditures**										
	FTE	**Cost**	**FTE**	**Cost**	**FTE**	**Cost**	**FTE**	**Cost**	**FTE**	**Cost**
Personal Services (including salary, benefits and insurance)	1.0	73,592	1.0	75,512	1.0	77,516	1.0	77,516	1.0	77,516
Operating Expenses		2,343		2,500		2,500		2,500		2,500
Equipment		10,469		78,811						
Start-up Expenditures		5,000								
TOTAL Estimated Expenditures		91,404		156,823		80,016		80,016		80,016
Estimated Revenues Over/Under (-) Expenditures		11,632		36,328		39,880		39,880		39,880

DEACONESS BILLINGS CLINIC

August 16, 2005

Mick Ender
Program Director
Radiologic Technology Program
University of Montana-College of Technology
Deaconess Billings Clinic

Dear Mick,

Thank you for rotating the new Radiology students through our Deaconess Billings Clinic Westend Branch. With family practice providers, Sameday Care, Occupational Health Medicine, and our Mammography satellite branch, the students have seen and performed a wide variety of Radiographic exams. We have been very impressed with the students'abilities and profesionalism when handling the patients. They have been enthusiastic and very willing to learn . I am glad to see the student program re-activated with Deaconess Billings Clinic/ Hospital and associated through the college. I fully support your new program , beleive it to be very through and the students have an opportunity to get a college degree.

Your new program will help fulfill the shortage of registered Radiologic Technologists and be a true asset to the community and the State of Montana.

Best of Luck,

Linda Knutson, Lt (RXm)

Linda Knutson RT (R)(M)

2800 Tenth Avenue North • P.O. Box 37000, Billings, Montana 59107-7000 • Deaconess Hospital (406) 657-4000 • Billings Clinic (406) 238-2500 • www.billingsclinic.com

DEACONESS BILLINGS CLINIC

August 17, 2005

Board of Regents of Higher Education
Montana University System
2500 Broadway
Helena MT 59620

Dear Board of Regents:

The purpose of this letter is to express continuing support for the School of Radiography at Montana State University – Billings College of Technology. As the Director of Radiology at Deaconess Billings Clinic and a registered Radiologic Technologist I am acutely aware of the importance of supporting educational programs in the field of Radiologic Technology.

The demand for healthcare professionals such as Radiologic Technologists continues to increase nationally while a shortage of trained professionals and educational programs continues to plague healthcare institutions, especially in rural states such as Montana. Deaconess Billings Clinic was pleased to assist in the development of the program at MSU-B, COT and enjoys providing a clinical site for student training. We employ a full time clinical instructor and take our role in the student's education very seriously. Our staff participate with the COT in applicant screening, laboratory instruction, and other activities as needed by the program. Both hospitals continue to be committed to financially supporting the program as well.

I hope that as the program at COT grows that the Board of Regents of Higher Education will continue to support it and provide the necessary resources to insure its success and professional development of the field of Radiologic Technology.

Sincerely,

Courtney Funk

Courtney Funk, Director of Radiology
Deaconess Billings Clinic
(406) 657-4196

Cc: Mick Ender, Program Director, MSU-B COT School of Radiography
Jayme Wynegar, Clinical Instructor, Deaconess Billings Clinic

2800 Tenth Avenue North • P.O. Box 37000, Billings, Montana 59107-7000 • Deaconess Hospital (406) 657-4000 • Billings Clinic (406) 238-2500 • www.billingsclinic.com

ITEM: 128-301-R0905 **Authorization to Establish a Certificate Program in Practical Nursing; Flathead Valley Community College (FVCC)**

THAT: Board of Regents of Higher Education authorizes Flathead Valley Community College to establish a certificate program in Practical Nursing

EXPLANATION: Flathead Valley Community College seeks approval from the Montana Board of Regents for a Level II Certificate program in Practical Nursing. Students take a combination of lecture, lab and clinical courses that prepare them to work as licensed practical nurses (LPNs). LPNs in Montana earn an average annual income of $25,450 with experienced LPNs earning up to $34,000. Licensed practical nurse employment will increase in response to long-term care needs of an increasing elderly population and general growth of health care. FVCC's Practical Nursing program will prepare students to sit for licensure, address current health workforce supply challenges and establish a curriculum that provides opportunities for continued studies in nursing.

M O N T A N A B O A R D O F R E G E N T S

LEVEL II REQUEST FORM

Item No.:	**128-301-R0905**	**Date of Meeting:**	**September 21- 23, 2005**
Institution:	**Flathead Valley Community College**		
Program Title:	**Practical Nursing Program**		

Level II proposals require approval by the Board of Regents.

Level II action requested (check all that apply): Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- ☐ 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- ☐ 2. Implement a new minor where there is no major;
- ☒ 3. Establish new degrees and add majors to existing degrees;
- ☐ 4. Expand/extend approved mission; and
- ☐ 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

Specify Request:

Flathead Valley Community College proposes creating a certificate program in Practical Nursing.

M O N T A N A B O A R D O F R E G E N T S

NEW ACADEMIC PROGRAM PROPOSAL SUMMARY

ITEM 128-301-R0905

Institution: Flathead Valley Community College (FVCC)

Program Title: Practical Nursing Certificate

1. How does this program advance the campus' academic mission and fit priorities?

Flathead Valley Community College provides educational programs that prepare students for the workforce in response to the community's needs. In order to respond to requests from the medical community in the Flathead Valley, FVCC is proposing a Practical Nursing (PN) program that will partly address the local nursing shortage. This program will provide meaningful employment with liveable wages and excellent benefits for community residents.

2. How does this program fit the Board of Regents' goals and objectives?

The PN program responds to the changing population, market and employment needs of the state and nation. Licensed practical nurse employment will increase in response to the long-term care needs of an increasing elderly population and the general growth of health care (U.S. Department of Labor). The demographics of Flathead and Lincoln Counties show a growing increase in the elderly population. In 2000, the Montana population of those 65 years and older was 13.4 percent (13.4%). In Flathead County, it was 13 percent (13%), while the national figure was 12.4 percent (12.4%). Montana has a higher growth rate than the national average of aging individuals as people choose to retire here. In addition, those aging residents who have moved away from the area are returning to be with family members (U.S. Census Bureau). This educational program will partner with the medical community to preserve and improve the economy of the Flathead Valley and Montana.

3. How does this program support or advance Montana's needs and interests?

The Montana Hospital Association conducted a recent survey on healthcare worker needs in the state. Seventy-five percent (75%) of all Montana hospitals participated in the survey. The following data is from that report, which was presented to the Nursing Coordinating Group June 2004:

- Thirty-nine licensed practical nursing (LPN) positions were vacant, representing 5.7 percent (5.7%) of the budgeted LPN positions;
- The vacancy rate is significantly higher at so-called "critical access hospitals," which are the smaller, more rural facilities. At those facilities, the vacancy rate for LPNs is 9.7 percent (9.7%) and ;
- According to the respondents, they spent approximately $27 million in the last year on "replacement strategies" such as overtime pay and travelers. That figure included all healthcare workers, but most of the money was spent on additional nursing staff.

The PN program will address some of these needs, thereby advancing health care and quality of life for Montana's citizens.

4. How will this program contribute to economic development in Montana? (Note projected annual economic impact both regionally and statewide.)

The Montana Department of Labor & Industry, Research & Analysis Bureau reports that out of the state's 20 top employers, six are hospitals. The Bureau predicts that Montana will employ 2,812 LPNs by the year 2010. Montana can keep up with the nursing demand by educating more nurses. Montana's Nursing Program Directors report that graduates are readily hired. Seventeen Flathead Valley area employers surveyed stated that they would hire LPNs. Employers stated that approximately 32 full-time LPNs will be needed in the next six to 12 months as of January 24, 2005. In Montana, licensed practical nurses average $25,450 annually, plus benefits. Kalispell Regional Medical Center verified a beginning salary of $23,000, with experienced LPNs earning $34,000. Providing individuals with employment opportunities upon graduation contributes to the economic development of the state and region. In Montana, employment for licensed practical nurses is projected to grow faster than the statewide averge for all occupations through 2012 (Montana Department of Labor & Industry - Research & Analysis Bureau).

The health care industry includes establishments ranging from small town private physician practices who each employ only one licensed practical nurse to nursing homes that provide the majority of jobs. Many health services establishments operate around the clock and need staffing at all hours. Shift work is common in LPN practice. The economic impact of Montana's health care industry shown in the tables below illustrates all sectors of the economy are interconnected, and the impacts are captured in multipliers, which are ratios used to calculate the estimated total economic effect for a variety of economic activities. The multipliers quantify the induced and indirect effects of the health care industry and add it to the known demand and supply side effects. According to 2001 data below, employment multipliers were generated for hospitals and nursing and residential care facilities in Montana:

Total Employment Impact of Montana's Hospitals:

Jobs from Hospitals		
Hospital employment	19,123	number of workers
Hospital multiplier	2.03	(in rural settings, the multiplier be lower than in rural areas)
Jobs created in other businesses	19,774	
Total Jobs	38,897	

Total Employment Impact of Montana's Nursing and Residential Care Facilities:

Jobs from nursing and residential care facilities	
Nursing and residential care facilities employment	9,704
Nursing and residential care facilities multiplier	1.36
Jobs created in other businesses	3,537
Total Jobs	13,241

Source: Research and Analysis Bureau, Montana Department of Labor and Industry, QCEW program

Summary

There is a shortage of LPNs statewide and regionally. In addition, there are limited numbers of instuctors and directors for Practical Nursing programs, which could provide an opportunity for those who graduate from this Practical Nursing program to pursue further education and

consider teaching or directing. With Montana's aging population and rural setting, providing quality health care will continue to become an increasing problem. Without additional support to create solutions to nursing shortages, health care will increasingly become unavailable and unaffordable.

5. What is the program's planned capacity?

• Break-even point?	35 FTE students
• Enrollments / year?	35
• Graduates / year?	15
• MT jobs / year?	88 predicted by Montana Department of Labor & Industry - Research & Analysis Bureau; 102 jobs predicted by the Montana Hospital Association

6. Resource Allocation:

• Total program budget?	$ See Appendix D - Budget
• Faculty FTE?	1.25
• Staff FTE?	.5

7. Does this program require new resources? ☒ Yes ☐ No

   If yes, what is the amount? $ 70,068 for program director and faculty salaries

8. How will the campus fund the program?

   Costs will be funded by student enrollments and program fees.

9. If internal reallocation is necessary, name the sources.

   N/A

Program Description

Overview

The Practical Nursing (PN) program of Flathead Valley Community College (FVCC) reflects the mission of the College in its educational efforts to respond to the needs of the students, the medical community and the residents of Montana. The proposed program results from vital partnerships within the community between FVCC and various health care facilities. Shared goals include community building, improving lives, affecting economies and preparing highly qualified professional licensed practical nurses to serve Montana residents.

According to the Montana Board of Nursing, licensed practical nurses (LPNs) work under the direction of a doctor or registered nurse. Most LPNs provide basic bedside care to patients. They take vital signs such as temperature, blood pressure, pulse, and respiration. They treat patients for bedsores, give alcohol rubs, and apply dressings. They apply hot water bottles and ice packs. LPNs observe patients and report any negative reactions to treatments or medications. They collect blood and other samples from patients for testing. In some work settings, they perform routine lab tests. LPNs feed patients and record their food and liquid intake and output. They also help patients with other personal care activities, such as bathing, dressing, or brushing their teeth.

Montana faces a lack of skilled LPNs to fill the many jobs available and to fill the projected openings in the next five years due to the increasing aging population, especially in the geographic area served by Flathead Valley Community College. FVCC will address this employer and health care need by educating individuals to become LPNs.

a. Objectives

The objectives of the FVCC Practical Nursing program are:

- Offer a Practical Nursing program that provides education that prepares students to sit for licensure;
- Address current health workforce supply challenges, such as the impending nursing shortage in Montana, by filling the need of health care facilities with entry-level nurses who will practice in supervised settings where policy and procedures guide practice; and
- Establish a curriculum that provides opportunities for continued studies in nursing.

The Flathead Valley Community College Practical Nursing program will be designed to prepare caring practical nurses who will positively influence the health and well-being of persons in the community they serve. The program will pursue its goal by maintaining sensitivity to the ongoing changes in the health care industry. Graduates who pass their licensure exam will perform services according to the rules that govern the Montana Board of Nursing found in the *Administrative Rules of Montana, Title 8, Chapter 32*.

The FVCC Practical Nursing program will be a certificate with a total of 50 credit hours, based on the courses proposed by the Licensed Practical Nursing (LPN) Transfer Taskforce. FVCC participated in the LPN Transfer Taskforce, which held weekly meetings in response to the recommendation by the Legislative Audit Division State of Montana that LPN programs have consistent standards for the number of credits required, type of degree awarded and program transfer agreements. The proposed FVCC PN program has considered information presented at these meetings in the development of the program.

The program is designed to prepare graduates to take the National Council of State Boards of Nursing's *National Council Licensure Examination for Practical/Vocational Nurse (NCLEX-PN)*. In addition, the program design will allow for students to transfer credits to other Montana Practical Nursing programs. Furthermore, students will have taken appropriate coursework empowering them to pursue additional educational goals as desired.

The program's first semester will begin spring semester 2006. Twenty students will be admitted into the program third semester. After they complete the four-semester program of 50 credit hours, graduates will earn certificates in Practical Nursing and will obtain approval to take the licensure examination, National Council Licensure Examinations (NCLEX-PN).

Students graduating from the Practical Nursing program will be qualified and encouraged to resume their learning through employer continuing education programs. Other students, through faculty support, will desire to seek more advanced degrees. In addition, FVCC and the Practical Nursing program will be responsive to the community's economic and workforce training needs. There is a documented need (see letters of support in Appendix B) for a Practical Nursing program in the Valley. Because this program values the role of the licensed practical nurse in healthcare, FVCC believes the program will serve the needs of practical nursing education statewide. All policies of the Practical Nursing program will be congruent with FVCC policies and will include additional policies needed to meet specific health and licensure requirements.

b. Resources Including Faculty, Student, Facilities, Equipment and Library Holdings

Faculty

The FVCC campus has doctorate-prepared faculty in the biology and chemistry departments, while other faculty who teach English, nutrition, math and psychology hold master degrees. Numerous faculty on the FVCC Kalispell and Lincoln County campuses will continue to be involved in instruction of the PN curriculum. Of the 50 total credit hours of instruction, 26 credits will be taught by qualified existing faculty in the appropriate areas. The remaining 24 credits will be taught by nursing faculty, which will include a director and part-time faculty.

FVCC has a pool of academically strong candidates for both Nursing program director and faculty positions. FVCC will hire a director who will work 50 percent **(50%)** in administration and 50 percent **(50%)** in teaching, serving on college committees and continued development of professional and educational expertise. In addition, part-time nursing faculty will be hired to teach in specialty areas of practice. Preceptors will be hired through the Kalispell Regional Medical Center's nursing staff (see Appendix B letter of support dated March 29, 2005 from Fran Laukaitis, Chief Nursing Officer, Kalispell Regional Medical Center). FVCC will follow the Montana Board of Nursing requirements for the use of preceptors in educational PN programs (ruling 8.32.1113). Classroom ratios will generally be 20:1 for all nursing didactic coursework and 10:1 for labs/clinicals. Preceptors will work with students on a one-to-one basis in the clinical setting.

Student Resources

The following is a list of student support services already in place:

- Academic advisement/counseling;
- Personal adjustment counseling;
- Students with disabilities resource center;
- Grants for disadvantaged students;
- Financial aid;
- Work study;
- Career placement/testing; and
- Information technology with access to over 140 computers on the FVCC campus and five computers available at the Kalispell Regional Medical Center campus.

There is no anticipated increase in Student Services, Admissions, Financial Aid, Registration, Counseling or other student service areas. The current student service areas meet anticipated needs.

Facilities

FVCC currently has clinical agreements with Kalispell Regional Medical Center, HealthCenter Northwest, and North Valley Hospital for educational programs in allied health professions. All three facilities have agreed to make their facilities available for PN student clinicals. The types of clinicals at these facilities would include: mental health, wellness and health promotion, medical/surgical, maternal child and geriatrics. See Appendix E for the PN Advisory Board Meeting minutes. In addition, Immanuel Lutheran Home has agreed to take students for a community geriatric clinical.

Clinicals will occur primarily during the summer months. This is a high volume time for KRMC due to the number of residents who return to the area for the summer and vacationers visiting the area. Utilizing the summer months for hospital and community clinicals will lessen the burden of preceptors, as the Salish Kootenai Community College and the Montana State University students utilize facilities during the fall and spring semesters. In addition, Chief Nursing Officer at KRMC, Fran Laukaitis, has proposed clinical time in the evenings to ensure that students receive the necessary skill development that a hospital setting offers. The prospective student survey results support student availability for classes, labs and clinicals in the evening. This evening experience would prepare students for working shifts that utilize the majority of LPN care. See letters of support for adequate clinicals in Appendix B.

St. John's Lutheran Hospital in Libby, Montana, also supports the PN program. There is a need for LPNs in the Libby community working in physicians' offices and nursing homes. St. John's will provide clinical experiences for students at the hospital where students may be involved in emergency and trauma medicine, general surgery, pediatrics/ OBGYN and general medicine.

FVCC has a contract with KRMC that provides lab, classroom and faculty office space for the FVCC Paramedicine, Radiological Technology and Surgical Technology programs. See a letter of support from Ted Hirsch, Chief Operations Officer at KRMC, and an architectural plan that shows the space

designated for the PN program in Appendix B. Space includes offices for the director, faculty, classroom and lab.

Equipment

While students are taking coursework at the FVCC campus, they will have access to computer labs (over 140 computers). Additional computers are located in the FVCC library for student use. At KRMC during labs and clinicals, students will have access to five computers that have been purchased for this program. The FVCC campus is one mile from KRMC so students may continue to use the computer resources at the main campus. Classrooms at FVCC and at KRMC are equipped with PowerPoint capability, video players and overhead projectors. Video recorders have been purchased for the allied health programs to be used for student feedback instruction during the labs. These will be available to the PN program as well. PN lab equipment has been purchased by state funds appropriated for allied health and includes: two Compete Care Manikins and one Complete Keri Age-Generic Manikin. North Valley Hospital has committed to furnishing labs with additional nursing equipment such as hospital beds, wheelchairs and other items to simulate a patient room. See letter of support in Appendix B.

Library

Project for Training for Health & Education Opportunity, a Department of Labor Employment and Training Administration grant, will fund $3,000 for library resources that will include purchasing videos and books. In addition to the FVCC library, KRMC has an extensive library for current medical information, including subscriptions to the major nursing and medical professional journals. Students will have access to the KRMC library. In addition, the Montana State Library System will be accessible.

c. Additional Faculty Requirements as to Qualifications, Salary, and Recruitment

Additional personnel required to operate and support the program include: program director, administrative support and part-time faculty.

Faculty Qualifications

The Nursing faculty that will be hired will meet the qualifications outlined by the Montana Board of Nursing. The program director (ruling 8.32.1110) qualifications include:

1. A current, unencumbered license to practice as a registered nurse in the state of Montana; and
2. A master's degree with a major in nursing or a minimum of a baccalaureate degree in nursing, supplemented by courses in curriculum development, principles and methods of teaching and measurement and evaluation.

Faculty qualifications according to the Montana Board of Nursing ruling 8.32.1113 include:

1. Holding a baccalaureate in nursing or a master's degree from a nationally accredited program supplemented by courses in curriculum development, principles and methods of teaching, measurement and evaluation;
2. Having at least two years' experience in registered nursing practice within the last five years; and
3. Holding a current, unencumbered license to practice professional nursing in the state of Montana.

These are the minimum director and faculty standards for PN accreditation based on the requirements of the Montana Board of Nursing. Educational Services at FVCC will provide administrative assistance to the PN program.

Salary

The director's salary range will be $50,000 to $55,000 for year one depending upon credentials and experience. The director's teaching load will consist of only one nursing course the first semester. Part-time faculty will not be hired until the program's second semester. Part-time faculty will be paid at the FVCC adjunct faculty pay rate. See Appendix D for the complete budget.

Recruitment

FVCC has received interest from a pool of academically strong candidates for both director and faculty positions.

d. Budget information that describes estimated incremental revenues and expenditures for a three to five-year period and estimated student enrollments for the same period of time

Revenues consist of the college general funds (which include tuition, state and local appropriations), laboratory fees and equipment fees. See Appendix D for the complete budget.

e. Specify the number of students expected to graduate over a ten-year period

About 30 to 35 students will enroll each spring, first semester of a four semester program, and begin the application process. Twenty students will be accepted into the program third semester. Due to attrition, approximately 15 students will continue into the final fourth semester and graduate. Total number of graduates estimated for the next ten years will be 150. Due to the current local, state, and national nursing shortage, it is anticipated that all graduates will be offered employment upon graduation for the foreseeable future.

The rate of attrition is based upon a phone conversation with Carol Gilbert, Deputy Director of the National League for Nursing Accrediting Commission (NLNAC). Gilbert reported on August 2, 2005, that the NLNAC is now examining national data collected on program attrition. She states that 75% retention rate is reasonable due to student maternal leave, financial problems or remedial learning problems.

f. New courses this program will add to the curriculum and course requirements for the degree

Numerous faculty on both the Kalispell and Libby campuses will be instructors for the PN curriculum. Of the 50 total credit hours of instruction, 26 credits will be taught by qualified existing faculty in the appropriate areas. The remaining 24 credits will be taught by nursing faculty, which will include a director and part-time faculty. Below is the proposed curriculum for the 50 Credit PN Certificate proposed by the Montana Board of Regents in collaboration with the directors of Montana Practical Nursing programs:

Course	**Credits*** Didactic/Clinical/Lab	**Course**	**Credits** Didactic/Clinical/Lab
Semester One Spring		**Semester Two Fall**	
Anatomy & Physiology I	3/0/1 = 4	Anatomy & Physiology II	3/0/1 = 4
Freshman English	3/0/0 = 3	College Algebra	3/0/0 = 3
Inorganic Chemistry w/lab	3/0/1 = 4	Nutrition	2/0/0 = 2
Introduction to Nursing	1/0/0 = 1	Developmental Psych	3/0/0 = 3
Total	10/0/2 = 12	Total	11/0/1 = 12
Admission to Nursing Program required before taking Semester Three coursework.			
Semester Three Spring		**Semester Four Summer**	
Pharmacology	3/0/0 = 3	Core Concepts of Adult Nursing (Med Surg I)	4/3/0 = 7
Fundamentals of Nursing	4/0/3 = 7	Core Concepts of Maternal/Child Nursing (OB/Peds I)	2/1/0 = 3
Gerontology	1/1/0 = 2	Nursing Care of Clients w/Alterations in Psychosocial Integrity	2/0/0 = 2
Total	8/1/3 = 12	Total	8/4/0 = 12
		Leadership Issues	1/1/0 = 2
		Total	9/5/0 = 14

*Clinical credits are 3:1. Lab credits are 2:1. Total credits 50

FVCC already offers the following courses:

- Anatomy & Physiology I 4 credit hours

- Anatomy & Physiology II 4 credit hours
- Freshman English 3 credit hours
- Inorganic Chemistry w/lab 4 credit hours
- College Algebra 4 credit hours (a special section for this program will be three credit hours to meet the transfer credit requirement)
- Nutrition 3 credit hours (a special section for this program will be two credit hours to meet the transfer credit requirement)
- Developmental Psychology 3 credit hours
- Pharmacology 3 credit hours

Prerequisite coursework will depend upon students' skill level determined by the Learning Resource Center. English and Math placement exams are required before students can register for any Math course or English Composition course.

The remaining courses (24 credit hours) will be taught by the Practical Nursing program director or faculty. These new courses include:

- Introduction to Nursing 1 credit hour
- Fundamentals of Nursing 7 credit hours
- Gerontology 2 credit hours
- Core Concepts of Adult Nursing 7 credit hours
- Core Concepts of Maternal/Child Nursing 3 credit hours
- Nursing Care of Clients w/Alterations in Psychosocial Integrity 2 credit hours
- Leadership Issues 2 credit hours

This sequential curriculum is based upon approval of the Montana Board of Nursing and will be further developed by the program director.

g. Inter-Departmental Implications of Additions to this Program

Currently, all the non-nursing courses have the appropriate number of available faculty to offer the required courses. BIOL 261 and 262, *Anatomy and Physiology I & II,* will require an additional lecture section and an additional lab to accommodate the increased enrollment. Students located closer to the Lincoln County campus will be offered the option of accessibility through Interactive Television (ITV). Currently, the Lincoln County campus can offer freshman English, college algebra, nutrition, developmental psychology and pharmacology.

h. Need for the Program

History

The recommendation to submit this proposal to the Board of Regents began with faculty and administrators partnering with nursing personnel at Kalispell Regional Medical Center. Later, FVCC conducted an Advisory Board Meeting November 11, 2004 (see minutes in Appendix E and a list of members). This meeting documented the need for a PN program, the availability of clinical opportunities for student learning, equipment and support of area nursing employers. The starting annual salary for beginning LPNs at KRMC was reported at $23,000 plus benefits, and experienced LPNs earn $34,000 plus benefits. It became clear that the PN program would provide residents with an affordable education and secure them a career that would pay a decent salary with excellent benefits. The PN program would also supply a skilled workforce that would hopefully increase the opportunity for greater health care excellence and quality of life.

Program preparation also included FVCC supporting Dr. Linda Hunt, Director of Training for Health and Education Opportunities, to attend the *Self-Study Forum 2005,* in Chicago, sponsored by the National League for Nursing Accrediting Commission, Inc. (NLNAC). Hunt learned the NLNAC'S standards and criteria that represent the best national thinking about how to demonstrate quality in a nursing program. During this meeting, Hunt met with other Montana Nursing program directors to discuss program development.

To document the student interest in a PN program, a telephone survey was completed in March 2005. The subject pool consisted of a random sampling of FVCC students who have taken nurse

assistant training. Sixty-six individuals were interviewed. Forty-four voiced interest in enrolling in a PN program with 38 stating strong interest. See Appendix C for Practical Nursing Survey.

In addition to the survey, a conversation with the Dr. Jean Shreffler-Grant, Campus Director of Montana State University-Bozeman, Missoula/Flathead Valley Campus Nursing Program, reported March 17, 2005 that the MSU program received 48 applicants for placement in the Kalispell program. This program has only eight openings per year. Although this is a baccalaureate degree program, clearly, there is student interest in nursing education for the Kalispell location. Shreffler-Grant also reported PN students statewide may not drop out at the PN level but continue their studies to receive credentials as registered nurses. This may contribute to a shortage of LPNs.

Summary

- Fifty-eight percent **(58%)** of those surveyed reported that they would be strongly interested in applying to a PN program at FVCC, while 38 percent **(38%)** stated they are not interested.
- Students applying to the MSU nursing program may also apply to the proposed FVCC PN program.
- With the introduction of PN to RN programs statewide, there may be a future shortage of LPNs in Montana as students continue the extra two semesters for the RN associate degree.
- A shortage of LPNs in Montana may lead to more hiring of medical technicians who do not have the training to ensure public safety.
- It is estimated that 150 students will graduate over the next ten years.

Workforce Supply

The nursing industry is rapidly aging. From 1996 to 2000, the national average age of a nurse increased from 44.5 years to 45.2 years, and working nurses increased from 42.5 to 43.3 years. Nationally in 1980, 52.9 percent **(52.9%)** of RNs were under the age of 40. By 2000, the percentage had dropped to 31.7 percent **(31.7%)**. The change in the under 30 statistic is even more startling. In 1980, 25.1 percent **(25.1%)** of nurses nationally were under 30 years of age. In 2000, only 9.1 percent **(9.1%)** were under 30.

To see what role age plays in nursing education, the national survey compared average age by education level attained. When graduating from a diploma program, the average student was 30.8 years old; associate degree, 33.2 years; baccalaureate, 27.5 years; and all graduates were on average 30.5 years old. The average current age by type of nursing program completed showed that the average age for a diploma graduate is 48.33 years; associate degree graduates average 42.88 years; baccalaureate average 41.84 years; master's degree graduates average 46.69 years; and doctoral graduates average 53.38 years. This data illustrates that nurses are beginning their careers later in life; therefore, the range of their employment may be limited in years.

The Montana Hospital Association conducted a recent survey on healthcare worker needs in the state. Seventy-five percent **(75%)** of all Montana hospitals participated in the survey. The following data is from that report, which was presented to the Nursing Coordinating Group, June 2004:

- Thirty-nine licensed practical nursing (LPN) positions were vacant, representing 5.7 percent **(5.7%)** of the budgeted LPN positions;
- The vacancy rate is significantly higher at so-called "critical access hospitals," which are the smaller, more rural facilities. At those facilities, the vacancy rate for LPNs is 9.7 percent **(9.7%)** and ;
- According to the respondents, they spent approximately $27 million in the last year on "replacement strategies," such as overtime pay and travelers. That figure included all healthcare workers, but most of the money was spent on additional nursing staff.

The study concluded that Montana will experience a need for more nurses, based on information provided by the Montana Department of Commerce. Montana employed 7,687 RN nurses in 2000. The Commerce Department predicts that Montana will employ 9,355 nurses by the year 2010. Another projection from the Montana Department of Commerce concludes that the state will have a need for 167 new nurses and 155 replacement nurses annually to keep up with the growth in health care services and the aging population of Montana's current nursing professionals. See Appendix A for national LPN practice analysis regarding employing facilities, employment setting characteristics and practice settings.

The changing demographics signal a need for more nurses to care for our aging population. According to a July 2001 report released by the Government Accounting *Office, Nursing Workforce: Emerging Nurse Shortages Due to Multiple Factors* (GAO-01-944), "A serious shortage of nurses is expected in the future as demographic pressures influence both supply and demand. The future demand

for nurses is expected to increase dramatically as the baby boomers reach their 60s, 70s, and beyond." (www.gao.gov).

As attested by a May 2001 report, *Who Will Care for Each of Us?: America's Coming Health Care Crisis*, released by the Nursing Institute at the University of Illinois College of Nursing, the ratio of potential caregivers to the people most likely to need care, the elderly population, will decrease by 40 percent **(40%)** between 2010 and 2030. Demographic changes may limit access to health care unless the number of nurses and other caregivers grows in proportion to the rising elderly population (www.kaisernetwork.org/healthcast/nursing/may01).

According to the Bureau of Labor Statistics report, *Occupational Employment Projections to 2008*, released in November 1999, employment of registered nurses is projected to grow by almost 22 percent **(22%)**, with a projected need of 794,000 new RNs by 2008 (www.bls.gov)**.** The need for RNs falls in the area of working with clients who are critically or acutely ill. These are the more involved cases of nursing care. Therefore, it is essential that the LPN workforce is increased to care for those clients who are in stable, but chronic conditions. By increasing the LPN workforce, RNs will be better utilized for the care of more seriously ill clients.

Summary

- Employment of LPNs in nursing care facilities is expected to grow faster than the average. Such facilities will offer the most new jobs for LPNs as the number of aged and disabled persons in need of long-term care rises. In addition to caring for the elderly and the disabled, LPNs in nursing care facilities will care for the increasing number of patients who will have been discharged from the hospital, but have not recovered enough to return home (U.S. Dept of Labor).
- Employment of LPNs is expected to grow much faster than average in home health care services. This growth is in response to an increasing number of older persons with functional disabilities, consumer preference for care in the home and technological advances that make it possible to bring increasingly complex treatments into the home (U.S. Dept of Labor).
- Facilities in Flathead County that have advertised for LPNs are hiring RNs as a result of an LPN shortage in turn, contributing to the RN shortage. Having LPNs employed in their practice area would create better role delineation, placing RNs in areas where they are more suited in advanced patient care.
- The National Council of State Boards of Nursing, Inc., states that the greatest need for hiring LPNs exists in the hospital and long term care settings located in smaller communities with facilities containing less than 299 beds.
- Because nurses generally begin their careers later in life, their years of practicing may be limited. Yet, a PN educational program will provide the means for individuals to receive training for jobs that have a high demand, while other employment opportunities in the Valley may be limited.
- The LPN program will increase the workforce and the quality of life in the Flathead Valley where the starting annual salary for beginning LPNs at Kalispell Regional Medical Center was reported at $23,000 plus benefits and experienced LPNs earn $34,000 plus benefits.

Workforce Hiring in Flathead Valley

The following data were collected from area facilities through telephone interviews regarding hiring full-time LPNs.

EMPLOYMENT OPPORTUNITIES		
EMPLOYER	**LPN PREFERRED**	**NEEDED HIRES IN NEXT 6-12 MONTHS***
Drs. Higgs/Oerhtman	yes	1
Prestige Assistive Living	yes	1
Beehive Homes Assistive Living	yes	1
Kalispell Diagnostic	yes	1
Kalispell Orthopedics	yes	1 every 2 yrs
Riverside Assistive Living	yes	0
Northwest Women's Healthcare	yes	1
Glacier Medical Center	yes	1
Surgeons**	yes	0
RMHL***	yes	1

Kalispell OB/Gyn	yes	1
Lakeview Care	yes	2
Colonial Manor	yes	4-6
Immanuel Lutheran	yes	3-4
Evergreen Health & Rehab	yes	1-2
Family Health Care	yes	0
Heritage Place	yes	4-5
KRMC****	yes	10-15 first year; 4-5 each year thereafter

*****Starting January 24, 2005
******Northwest Montana Surgical Associates
*******Rocky Mountain Heart & Lung
******** Kalispell Regional Medical Center

The following data were collected from PN programs in the state of Montana:

PN GRADUATE AND EMPLOYMENT

Institution	Year	# of Graduates	# Employed in Major	% Employed in Major	% Employed outside Major	% Unemployed	% of GradsCont Edu**
MSU-Great Falls	2002-2003	16	12	75%	0	0	25% (RN)
COT-Butte	2004	5	5	100%	0	0	0
UM-Missoula	2004	30	25	83%	0	17%	0
UM-Helena	2004	25	25	100%	0	0	0
MSU-Billings	2004	43*	30*	70%	.02%*	.02%*	.05%*

* Data not complete
** Graduates continuing education

Summary

- Eighteen area employers stated that they would hire LPNs.
- Approximately 32 full-time LPNs will be needed in the next six to 12 months as of January 24, 2005.
- The greatest need will be in geriatric care facilities, where LPNs are most likely to be employed in nursing homes or long-term care facilities.
- Appendix A provides data showing 29 percent **(29%**) of LPNs work in a rural employment setting, and the majority work in an area where the population is 5,000 to 19,999.
- The majority of graduates from Montana state PN programs are securing employment in practice nursing positions.

Effects on Existing Programs in Montana

This feasibility study was mailed to all the nursing programs directors in Montana, including Carroll College and Salish Kootenai College the week of May 2, 2005. Hunt contacted Missoula College of Technology Program Director, Margaret Wafstet, by phone. Wafstet stated that the FVCC proposed program would not impact her PN program. FVCC is not utilizing clinical sites in Missoula. In addition, Missoula rarely receives student applications from the geographical region serving FVCC. Moreover, she reports that FVCC's proposal appropriately presents solutions that offer PN education resulting in graduates satisfying the needs of the medical community. See Appendix F for letter dated May 11, 2005.

Hunt spoke to Dr. Elizabeth G. Nichols, Dean and Professor of the College of Nursing at Montana State University at Bozeman on May 10, 2005. Nichols stated there is definitely a need for additional Licensed Practical Nurses. She reported if FVCC places students in clinicals during the summer, the Montana State University program will not be impacted (see letter of support in F). Jean Shreffler-Grant, Associate Professor and Missoula Campus Director for Montana State University (MSU) Nursing

program, agreed both programs could work together regarding availability of student clinical experiences in the Kalispell area (phone conversation May 17, 2005).

Jacque Dolberry, Director, Salish Kootenai College (SKC) Nursing program, expressed her support and stated that the FVCC Practical Nursing program would not have an impact on the SKC Nursing program.

Board of Nursing Program Proposal

8.32.801 Application for Initial Approval

(1) A statement of intent to establish a program in nursing was submitted and approved by the Montana Board of Nursing (MBON) September 2004. The present document is the feasibility study submitted to the MBON. This document will be formatted according to the guidelines established by the MBON.

(a) Data
Population Data

Flathead County includes the cities of Bigfork, Hungry Horse, Kalispell, Lakeside and Somers.

Population Estimates				
Area	**2001 Estimate**	**2002 Estimate**	**2003 Estimate**	
Montana	904,460	913,110	921,830	
Flathead County	76,270	77,660	79,220	
Population Growth	**1990-2000**	**2000-2005**	**2000-2010**	
Percentage	24%	7%	16%	
Population	**1990**	**2000**	**2005**	**2010**
Total	59,218	74,471	82,250	89,590
Population by 5 Age Groups	**1990**	**2000**	**2005**	**2010**
<18	16,749	18,603	21,326	22,341
18-34	12,521	12,728	13,381	15,266
35-54	17,122	25,277	25,688	25,896
55-74	9,665	12,535	13,572	16,479
75+	3,161	4,526	4,941	5,386
Percent <18	28%	25%	27%	26%
Percent 18-34	21%	17%	17%	18%
Percent 35-54	29%	34%	33%	30%
Percent 55-74	16%	17%	17%	19%
Percent 75+	5%	6%	6%	6%
Median Age	34.3	38.7	37.7	38.0

Source: Applied Geographic Solutions, Inc. (2000)

Lincoln County includes the cities of Eureka, Fortine, Libby and Troy.

Population 2003 estimate	18,835
Median Age	42.1 years
19 years and under	27.5 %
20 - 64 years	57.3 %
65 years and over	15.2 %

Source: U.S. Census Bureau

According to Report of Findings from the *2003 LPN/VN Practice Analysis* published by the National Council of State Boards of Nursing, Inc., 72 percent **(72%)** of LPNs care for clients in the 65 to 85 age

range and 47 percent **(47%)** care for clients in the 31 to 64 age range. The results were from a survey where respondents could select more than one category.

Summary

- LPN employment will increase in response to the long-term care needs of an increasing elderly population and the general growth of health care (U.S. Department of Labor). The demographics of Flathead and Lincoln Counties show a growing increase in the elderly population.
- In 2000, the Montana population of those 65 years and older was 13.4 percent **(13.4%)**. In Flathead County, it was 13 percent **(13%)**, while the national figure was 12.4 percent **(12.4%)**. Montana has a higher growth rate than the national average of aging individuals as people choose to retire here. In addition, those aging residents who have moved away from the area are returning to be with family members (U.S. Census Bureau).
- Nationwide, LPNs care for those ranging in age from 31 to 85 years, which is the majority of the population in the Valley.

Workforce Supply

The nursing industry is rapidly aging. From 1996 to 2000, the national average age of a nurse increased from 44.5 years to 45.2 years, working nurses increased from 42.5 to 43.3 years. Nationally in 1980, 52.9 percent **(52.9%)** of RNs were under the age of 40. By 2000, the percentage had dropped to 31.7 percent **(31.7%)**. The change in the under 30 statistic is even more startling. In 1980, 25.1 percent **(25.1%)** of nurses nationally were under 30 years of age. In 2000, only 9.1 percent **(9.1%)** were under 30.

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- Facilities in Flathead County that have advertised for LPNs are hiring RNs as a result of an LPN shortage, in turn contributing to the RN shortage. Having LPNs employed in their practice area would create better role delineation, placing RNs in areas where they are more suited in advanced patient care.
- The National Council of State Boards of Nursing, Inc., states that the greatest need for hiring LPNs exists in the hospital and long-term care settings located in smaller communities with facilities containing less than 299 beds.
- Because nurses generally begin their careers later in life, their years of practicing may be limited. Yet, a PN educational program will provide the means for individuals to receive training for jobs that have a high demand, while other employment opportunities in the Valley may be limited.
- The LPN program will increase the workforce and the quality of life in the Flathead Valley where the average salary is $24,696, and the average LPN salary in Montana is higher at $25,450 (MT DOL).

Workforce Hiring in Flathead Valley

The following data were collected from area facilities through telephone interviews regarding hiring full-time LPNs.

EMPLOYMENT OPPORTUNITIES		
EMPLOYER	**LPN PREFERRED**	**NEEDED HIRES IN NEXT 6-12 MONTHS***
Drs. Higgs/Oerhtman	yes	1
Prestige Assistive Living	yes	1
Beehive Homes Assistive Living	yes	1
Kalispell Diagnostic	yes	1
Kalispell Orthopedics	yes	1 every 2 yrs
Riverside Assistive Living	yes	0
Northwest Women's Healthcare	yes	1
Glacier Medical Center	yes	1
Surgeons**	yes	0
RMHL***	yes	1
Kalispell OB/Gyn	yes	1
Lakeview Care	yes	2
Colonial Manor	yes	4-6
Immanuel Lutheran	yes	3-4
Evergreen Health & Rehab	yes	1-2

Family Health Care	yes	0
Heritage Place	yes	4-5
KRMC****	yes	10-15 first year; 4-5 each year thereafter

*****Starting January 24, 2005
******Northwest Montana Surgical Associates
*******Rocky Mountain Heart & Lung
******** Kalispell Regional Medical Center

The following data were collected from PN programs in the state of Montana:

PN GRADUATE AND EMPLOYMENT

Institution	Year	# of Graduates	# Employed in Major	% Employed in Major	% Employed outside Major	% Unemployed	% of GradsCont Edu**
MSU-Great Falls	2002-2003	16	12	75%	0	0	25% (RN)
COT-Butte	2004	5	5	100%	0	0	0
UM-Missoula	2004	30	25	83%	0	17%	0
UM-Helena	2004	25	25	100%	0	0	0
MSU-Billings	2004	43*	30*	70%	.02%*	.02%*	.05%*

* Data not complete
** Graduates continuing education

Summary

- Seventeen area employers stated that they would hire LPNs.
- Approximately 32 full-time LPNs will be needed in the next six to 12 months as of January 24, 2005.
- The greatest need will be in geriatric care facilities where LPNs are most likely to be employed in nursing homes or long-term care facilities.
- Appendix A provides data showing 29 percent **(29%**) of LPNs work in a rural employment setting, and the majority work in an area where the population is between 5,000 to 19,999.
- The majority of graduates from Montana state PN programs are securing employment in practice nursing positions.

(b) Purpose and Classification of Program

Overview

The Practical Nursing program, functioning within the general framework and policies of Flathead Valley Community College (FVCC), reflects the mission of the college in the program's philosophic statements regarding people and society, nursing and education. These reflect responsiveness to the educational needs of our students, the needs of the medical community and its residents, as well as the provision of service to Montana through the preparation of nurse practitioners.

Practical nurses provide care in diverse settings where policies and procedures are specified and guidance is available. Environment includes all physical, psychological, cultural and spiritual conditions affecting individuals and families. Unique responses by an individual or family to constant interaction with the environment result in varying degrees of health. A focus of nursing is to optimize the environment, in diverse health care settings, to assist the clients to meet their individualized basic needs.

Learning is a continuous process involving active participation by both faculty and students. The faculty facilitates this process by assessing student learning needs and providing appropriate guidance regarding academic progress. Each learning experience will be planned and organized to meet individual learning needs and achievement of identified learning objectives. In order to assist students to attain the necessary competencies, a variety of clinical environments will be selected.

Purpose

The purposes of the practical nursing program will be to prepare graduates with certificates for entry-level nursing practice in supervised settings where policy and procedures guide practice. Another purpose will be to provide a basis for continued studies in nursing.
The Flathead Valley Community College Practical Nursing program will be designed to prepare caring practical nurses who will positively influence the health and well-being of persons in the community they serve. The program will pursue its goal by maintaining sensitivity to the ongoing changes in the health care needs of people. Graduates who pass their licensure exam will perform services according to the rules that govern the Montana Board of Nursing found in the *Administrative Rules of Montana, Title 8, Chapter 32*.

Classification

The FVCC Practical Nursing program will be a certificate with a total of 50 credit hours, based on the proposed courses by the LPN Transfer Taskforce. Linda Hunt participated in the LPN Transfer Taskforce, which held weekly meetings in response to the recommendation by the Legislative Audit Division State of Montana that LPN programs have consistent standards for the number of credits required, type of degree awarded and program transfer agreements. The proposed FVCC PN program has considered information presented at these meetings in the development of the curriculum.

The program is designed to prepare graduates to take the National Council of State Boards of Nursing's *National Council Licensure Examination for Practical/Vocational Nurse (NCLEX-PN)*. In addition, the program design will allow for students to transfer credits to other Montana Practical Nursing programs. Furthermore, students will have taken appropriate coursework empowering them to pursue educational goals as desired.

The program's first semester will begin spring semester. Twenty students will be admitted into the program third semester. After they complete the four-semester program of 50 credit hours, graduates will earn certificates in Practical Nursing and will obtain approval to take the licensure examination, National Council Licensure Examinations (NCLEX-PN).

Due to the rigor of this program, students will have scheduled appointments with a nursing faculty advisor to document mid-semester progress. Students in jeopardy of not making scholastic progress will be urged to seek necessary tutoring available through FVCC's Learning Resource Center.

The Practical Nursing program purpose, as stated above and the mission of FVCC reinforce and support one another. Both provide educational courses that prepare students for transfer to other postsecondary institutions for the workforce and for citizenship. Both increase lifelong learning opportunities for our students and our community. Students graduating from the Practical Nursing program will be qualified and encouraged to resume their learning through employer continuing education programs. Other students, through faculty support, will desire to seek more advanced degrees. In addition, FVCC and the Practical Nursing program will be responsive to the community's economic and workforce training needs. There is a documented need (see letters of support in Appendix B) for a Practical Nursing program in the Valley. Because this program values the role of the licensed practical nurse in healthcare, FVCC believes the program will serve the needs of practical nursing education statewide. All policies of the Practical Nursing program will be congruent with FVCC policies and will include additional policies needed to meet specific health and licensure requirements. This is similar to other allied health programs offered by FVCC.

(c) Availability of Qualified Faculty

The FVCC campus has doctorate-prepared faculty in the biology and chemistry departments, while other faculty who teach English, nutrition, math and psychology hold master degrees. FVCC has a pool of academically strong candidates for both director and faculty positions. FVCC will hire a director who will work 50 percent in administration and 50 percent in teaching, serving on college committees and continued development of professional and educational expertise. In addition, a full-time nursing faculty member will be hired who will have a teaching load similar to other FVCC faculty. Furthermore, FVCC will hire a part-time faculty member to teach clinicals. Classroom ratios will generally be 20:1 for all nursing coursework and 10:1 for labs/clinicals. Twenty students will be admitted each year, which will allow for attrition. The following provides information on individuals who have expressed interest in working in varying capacities of this program. Their credentials are as follows:

- One candidate for the director's position was employed at Montana State University Billings College of Technology for eight years. During that time, she served as director of the health occupations department and taught LPN courses. While in the position, she was responsible for facilitating and participating in the development and revisions of the LPN curriculum. Currently, she is employed as the clinical educator for the medical, surgical and rehabilitation areas of Kalispell Regional Medical

Center. She has a Bachelor of Science in Nursing from Montana State University and has completed some course work in a Master of Nursing program. FVCC would support this person in her professional development as she completes her master's degree.

- A second candidate for the director position holds a Bachelor of Science in Nursing and a master's degree. Her teaching and practice expertise focuses on psychiatric nursing and management nursing. She is experienced in curriculum development and evaluation. She is knowledgeable in PN education and has experience in supervising LPNs in her practice.
- A candidate for faculty has a clinical background in obstetrics and gerontology. Her education includes a Bachelor of Science in Nursing and a Master of Science in Nursing Education.
- Another candidate has served as a practical nursing educator in the state of Oklahoma for 18 years. She has taught all aspects of PN education including pharmacology. She is licensed as a registered nurse in good standing in the state of Oklahoma and is in the process of renewing her Montana RN license. She is completing a Master of Science in Education. She is interested in part-time work as a preceptor and guest lecturer.
- A practicing RN has a baccalaureate degree. She has voiced interest in serving as an adjunct faculty member and precepting students during their clinicals. She supervises LPNs and has experience in medical-surgical and perinatal nursing and case management. She has experience as a preceptor and teaching students for work as an acute care nurse aide. Her past work shows responsibility for theory development, clinical supervision of students and program outcomes.

(d) Budgeted faculty positions

Numerous faculty on the FVCC campus will continue to be involved in instruction of the PN curriculum. Of the 50 total credit hours of instruction, 24 credits will be taught by qualified existing faculty in the appropriate areas. The remaining 26 credits will be taught by nursing faculty, which will include a director and part-time faculty.

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Proposed Curriculum

Course	**Credits*** Didactic/Clinical/Lab	**Course**	**Credits** Didactic/Clinical/ Lab
Semester One Spring		**Semester Two Fall**	
Anatomy & Physiology I	3/0/1 = 4	Anatomy & Physiology II	3/0/1 = 4
Freshman English	3/0/0 = 3	College Algebra	3/0/0 = 3
Inorganic Chemistry w/lab	3/0/1 = 4	Nutrition	2/0/0 = 2
Introduction to Nursing	1/0/0 = 1	Developmental Psych	3/0/0 = 3
Total	10/0/2 = 12	Total	11/0/1 = 12
Admission to Nursing Program required before taking Semester Three coursework.			
Semester Three Spring		**Semester Four Summer**	
Pharmacology	3/0/0 = 3	Core Concepts of Adult Nursing (Med Surg I)	4/3/0 = 7
Fundamentals of Nursing	4/0/3 = 7	Core Concepts of Maternal/Child Nursing (OB/Peds I)	2/1/0 = 3
Gerontology	1/1/0 = 2	Nursing Care of Clients w/Alterations in Psychosocial Integrity	2/0/0 = 2
Total	8/1/3 = 12	Total	8/4/0 = 12
		Leadership Issues	1/1/0 = 2
		Total	9/5/0 = 14

*Clinical credits are 3:1. Lab credits are 2:1. Total Credits: 50

There is no anticipated increase in Student Services, Admissions, Financial Aid, Registration, Counseling or other student service areas. The current student service areas meet anticipated needs. Additional personnel required to operate and support the program include: program director, administrative support and part-time faculty. The Montana Board of Nursing specifies the requirement of a full-time director who shall devote a minimum of 50 percent **(50%)** time to administrative activities. Student-instructor ratios in the clinical and lab settings will not exceed 10 students to one instructor. Although the PN program will be located off campus, PN faculty will still participate in FVCC activities, such as serving on committees and governance of FVCC. Likewise, students in the program have opportunities to become active in FVCC activities and student governance. For example, FVCC sponsors a student run club, Scrub Club, open to all students in the allied health educational programs. This year the club sponsored a case study presentation entitled *Continuity of Care Depends on Teamwork* that included invited speakers from paramedicine, trauma care nursing, surgical technology and medical coding. See Appendix D for the proposed budget.

(e) Availability of Adequate Clinical and Academic Facilities for the Program

FVCC currently has clinical agreements with Kalispell Regional Medical Center (KRMC), HealthCenter Northwest, and North Valley Hospital for educational programs in allied health professions. All three facilities have agreed to make their facilities available for PN student clinicals. The types of clinicals at these facilities would include: mental health, wellness and health promotion, medical/surgical, maternal child and geriatrics (see Appendix E for the PN Advisory Board Meeting minutes). In addition, Immanuel Lutheran Home has agreed to take students for a community geriatric clinical.

Clinicals will occur primarily during the summer months. This is a high volume time for KRMC due to the number of residents who return to the area for the summer and vacationers visiting the area. Utilizing the summer months for hospital and community clinicals will lessen the burden of preceptors, as the Salish Kootenai Community College and the Montana State University students utilize facilities during the fall and spring semesters. In addition, Chief Nursing Officer at KRMC, Fran Laukaitis, has proposed clinical time in the evenings to ensure that students receive the necessary skill development that a hospital setting offers. Our prospective student needs assessment supports that students would be available for classes, labs and clinicals in the evening. This evening experience would prepare students for working shifts that utilizes the majority of LPN care. See letters of support for adequate clinicals in Appendix B.

Nursing Director, Jackie Hare, at St. John's Lutheran Hospital in Libby, Montana, also supports the PN program. She has stated that she would like residents in Libby to start with the PN degree and for those interested, to continue on to RN educational programs. St. John's Lutheran Hospital does not hire LPNs, but Hare states that there is a need for LPNs in the Libby community working in physicians' offices and nursing homes. She will provide clinical experiences for students at the hospital where students may be involved in emergency and trauma medicine, general surgery, pediatrics/ OBGYN and general medicine.

FVCC has a contract with KRMC that provides lab, classroom and faculty office space for the FVCC Paramedicine, Radiological Technology and Surgical Technology programs. See a letter of support from Ted Hirsch, Chief Operations Officer at KRMC and an architectural plan that shows the space designated for the PN program in Appendix B. Space includes offices for the director, faculty, classroom and lab. More space is available from the Surgical Technology program classroom.

(f) Evidence of financial resources adequate for the planning, implementation and continuation of the program

Continuing Education

FVCC supported Dr. Linda Hunt, Director of Training for Health and Education Opportunities, to attend the *Self-Study Forum 2005* in Chicago sponsored by the National League for Nursing Accrediting Commission, Inc. (NLNAC). Hunt learned the NLNAC'S standards and criteria that represent the best national thinking about how best to demonstrate quality in a nursing program.

The Montana Board of Nursing, on an annual basis requires evidence of professional development. This professional development is achieved through attendance at continuing education conferences, workshops and professional organization meetings. FVCC recognizes the need for faculty to raise their levels of expertise while fulfilling their continuing education requirements, thereby improving the quality of nursing instruction. The philosophy behind this purpose is based on the belief that continuing education is a lifetime commitment requiring knowledge of current trends and developments in science, technology and the economics of health care. Currently, full-time faculty are eligible from a pool of $22,000 per year

for continuing education funds. Furthermore, Kalispell Regional Medical Center has offered continuing education for employees who may be instructors in the FVCC PN program (see Appendix B for a letter of support written by Fran Laukaitis, RN).

Student Resources

The following is a list of student support services already in place:
- Academic advisement/counseling;
- Personal adjustment counseling;
- Students with disabilities resource center;
- Grants for disadvantaged students;
- Financial aid;
- Work study;
- Career placement/testing; and
- Information technology.

A childcare center is being planned for FVCC students and employees.

Facilities
- Rent for faculty offices, classrooms and labs;
- Library;
- Computer laboratory;
- A/V department;
- Parking;
- Conference rooms; and
- Lab equipment purchased by state funds ear marked for allied health that includes: two Compete Care Manikins, one Complete Keri Age-Generic Manikin and other educational equipment totaling $13,550.00.

Project for Training for Health & Education Opportunity, a Department of Labor Employment and Training Administration grant, will fund $3,000 for library resources that will include purchasing videos and books. In addition to the FVCC library, KRMC has an extensive library for current medical information, including subscriptions to the major nursing and medical professional journals. Students will have access to the KRMC library. In addition, the Montana State Library System will be accessible.

While students are taking coursework at the FVCC campus, they will have access to computer labs (over 140 computers). Additional computers are located in the FVCC library for student use. At KRMC during labs and clinicals, students will have access to five computers that have been purchased for this program. The FVCC campus is one mile from KRMC, so students may continue to use the computer resources at the main campus. Classrooms at FVCC and at KRMC are equipped with PowerPoint capability, video players and overhead projectors. Video recorders have been purchased for the allied health programs to be used for student feedback instruction during the labs. These will be available to the PN program as well.

Travel
The Practical Nursing Director and faculty will have adequate resources to support the following:
- Attending the Montana Board of Nursing Meetings when appropriate;
- Visiting clinical sites; and
- Attending other meetings related to the PN program.

See Appendix D for the proposed budget page.

(**g) <u>Anticipated Student Population</u>**

A telephone survey was completed in March 2005. The subject pool consisted of a random sampling of FVCC students who have taken nurse assistant training. Sixty-six individuals were interviewed. Forty-four voiced interest in enrolling in a PN program with 38 stating strong interest. See Appendix C for Practical Nursing Survey.

In addition to the survey, a conversation with the Dr. Jean Shreffler-Grant, Campus Director of Montana State University-Bozeman, Missoula/Flathead Valley Campus Nursing Program, reported March 17, 2005 that the MSU program received 48 applicants for placement in the Kalispell program. This

program has only eight openings per year. Although this is a baccalaureate degree program, clearly, there is student interest in nursing education for the Kalispell location. Shreffler-Grant also reported PN students statewide may not drop out at the PN level but continue their studies to receive credentials as registered nurses. This may contribute to a shortage of LPNs.

FVCC plans to admit 20 students each year. It is anticipated that 10 to15 students will rotate through clinicals during the last semester due to attrition and the need for some students to attend the program part-time or repeat a course such as *College Algebra* or *Human Anatomy and Physiology*.

About 30 to 35 students will enroll each spring, first semester of a four semester program and begin the application process. Twenty students will be accepted into the program third semester. Due to attrition, approximately 10 to 15 students will continue into the final fourth semester and graduate. Total number of graduates estimated for the next ten years will be 150. Due to the current local, state, and national nursing shortage, it is anticipated that all graduates will be offered employment upon graduation for the foreseeable future. The rate of attrition is based upon a phone conversation with Carol Gilbert, Deputy Director of the National League for Nursing Accrediting Commission (NLNAC). Gilbert reported on August 2, 2005, that the NLNAC is now examining national data collected on program attrition. She states that 75% retention rate is reasonable due to student maternal leave, financial problems or remedial learning problems. She stated that retention rates will be partly based on the level of admission criteria.

Summary

- Fifty-eight percent **(58%)** of those surveyed reported that they would be strongly interested in applying to a PN program at FVCC, while 38 percent **(38%)** stated they are not interested.
- Students applying to the MSU nursing program may also apply to the proposed FVCC PN program.
- With the introduction of PN to RN programs statewide, there may be a future shortage of LPNs in Montana as students continue the extra two semesters for the RN associate degree.
- A shortage of LPNs in Montana may lead to more hiring of medical technicians who do not have the training to ensure public safety.
- It is estimated that 150 students will graduate over the next ten years.

(h) Time Table

The following time table is tentative pending the decisions made by the Montana Board of Nursing and the Montana Board of Regents.

Activity	Date	Status
1) Submit letter of intent to the Montana Board of Nursing.	September 2004	Completed
2) Submit a program budget for review to FVCC Vice President.	October 2004	Completed
3) Hire Nurse Specialist to assist with feasibility study.	October 2004	Completed
4) Conduct an advisory board meeting.	Nov. 11, 2004	Completed
5) Attend Montana Board of Regents meeting in Helena.	Nov. 30, 2004	Completed
6) Attend Montana Board of Nursing meeting in Helena.	Jan. 18-20, 2005	Completed
7) Gather Data for the feasibility study, which includes: a. Provide population data from the last three years; Quantify workforce supply and demand data from last year; address total state resources and nursing education needs within the state b. Describe purpose and classification of program c. Document availability of qualified faculty d. Budgeted faculty positions e. Document availability of clinical sites, classroom and lab space f. Document evidence of financial resources g. Describe anticipated student populations h. Provide tentative time table	Draft to be submitted to Montana Nursing Program Directors May 2005	Completed

i. Provide evidence on how programs may affect other nursing programs; document support from other nursing education directors for program		
8) Submit Feasibility Study to Montana Board of Nursing.	August/ 2005	
9) Attend Montana Board of Nursing meeting in Polson.	July 20, 2005	Completed
10) Submit Board of Regents Level II report.	August 2005	
11) Start recruiting for Program Director.	October 2005	
12) Attend Montana Board of Nursing meeting in Helena – Nursing Feasibility Proposal reviewed.	Oct. 18-20, 2005	
13) Hire a Program Director (actual start date to be determined, with possible start-up work from remote location). Hire Faculty.	Winter 2006	
14) Submit a written proposed program plan.	Summer 2006	
15) Students may enroll in the first semester.	Spring 2006 or Fall 2006	
16) Students admitted to the program	Fall 2006 or Spring 2007	

(i) Effects on Existing Programs in Montana

This feasibility study was mailed to all the nursing programs directors in Montana, including Carroll College and Salish Kootenai College the week of May 2, 2005. Hunt contacted Missoula College of Technology Program Director, Margaret Wafstet, by phone. Wafstet stated that the FVCC proposed program would not impact her PN program. FVCC is not utilizing clinical sites in Missoula. In addition, Missoula rarely receives student applications from the geographical region serving FVCC. Moreover, she reports that FVCC's proposal appropriately presents solutions that offer PN education resulting in graduates satisfying the needs of the medical community. See Appendix F for letter dated May 11, 2005.

Hunt spoke to Dr. Elizabeth G. Nichols, Dean and Professor of the College of Nursing at Montana State University at Bozeman on May 10, 2005. Nichols stated there is definitely a need for additional Licensed Practical Nurses. She reported if FVCC places students in clinicals during the summer, then the Montana State University program will not be impacted (see letter of support in Appendix E). Jean Shreffler-Grant, Associate Professor and Missoula Campus Director for Montana State University (MSU) Nursing program, agreed both programs could work together regarding availability of student clinical experiences in the Kalispell area (phone conversation May 17, 2005).

Jacque Dolberry, Director, Salish Kootenai College (SKC) Nursing program, expressed her support and stated that the FVCC Practical Nursing program would not have an effect on the SKC Nursing program.

Additionally, Hunt spoke to Kathleen Wankel, Program Director at Miles Community College Division of Nursing and Health Occupations. She stated students from the FVCC area do not apply to her program. She also reported the clinical sites used by FVCC will not overlap with the sites Miles Community College uses. A phone conversation with Cheryl Alt, Program Director at Great Falls College of Technology, verified the same support for the FVCC program.

In summary, the proposed FVCC Practical Nursing program will not negatively affect existing nursing programs sharing the same clinical sites nor will it impact the student populations of existing programs.

128-301-R0905 APPENDIX D

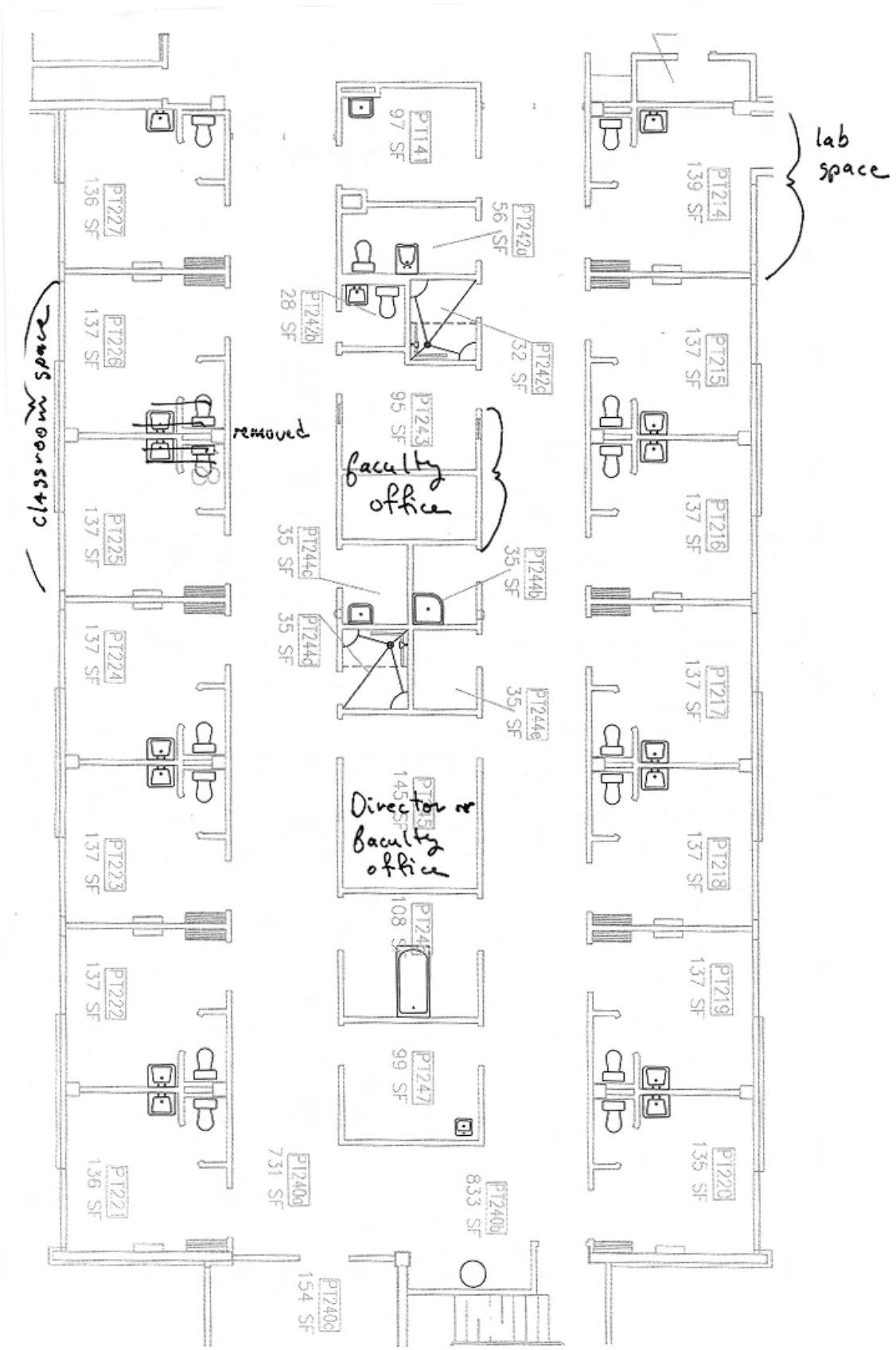
BUDGET ANALYSIS

Proposed Program: Practical Nursing Certificate Program

Campus: Flathead Valley Community College

	Year 1		Year 2		Year 3		Year 4	Year 5
Estimated **ENROLLMENT**								
FTE Enrollment	10		35		35			
Estimated Incremental **REVENUE**								
Use of Current General Operating Funds	$ 31,316.00		$ 31,316.00		$ 31,316.00			
State Funding for Enrollment Growth								
Tuition Revenue								
A. Gross Incremental Tuition Revenue			$ 44,775.00		$ 46,125.00			
B. Reductions to Incremental Tuition								
C. Net Tuition Revenue (A-B)	-		44,775.00		46,125.00			
Program/Course Fees			2,450.00		2,450.00			
External Funds								
Other Funds (Equipment Fees)	9,500.00							
TOTAL	$ 40,816.00		$ 78,541.00		$ 79,891.00			
Estimated Incremental **EXPENDITURES**								
	FTE	**Cost**	**FTE**	**Cost**	**FTE**	**Cost**	**FTE**	**FTE**
Personal Services								
Faculty	0.5	$ 31,316.00	1.25	$ 70,068.00	1.25	$ 71,220.00		
Estimated Revenues Over/(Under) Expenditures	$ -		$ 1,323.00		$ 1,521.00			

ITEM 128-301-R0905 FLOOR PLAN



National LPN Practice Analysis

Table 1. Employing Facilities		
Type of Facility/Organization	**2003 (n=1001) %**	**2000 (n=920) %**
Hospital	42.4	34.4
Long-term care	44.5	48
Community-based care	10.3	15.7
Other	2.9	1.9

Table 2. Employment Setting Characteristics		
Setting Characteristic	**2003 (n=1001) %**	**2000 (n=920) %**
Number of Hospital or Nursing Home Beds		
Under 100 beds	25.3	29.7
100-299 beds	40.7	45.4
300-499 beds	10.7	10.8
500 or more beds	7.9	8.4
Don't know	3.4	5.6
Work in nonhospital or nursing home setting*	12	
Location of Employment Setting		
Urban/metropolitan area	40.9	43.2
Suburban	29.8	27.1
Rural	29.4	29.6
Population of Employment Setting		
Less than 5,000*	8.3	
5,000 to 19,999	19.1	20.8^
20,000 to 49,999	15.3	19.5
50,000 to 99,999	11.8	15.5
100,000 to 500,000	12.6	9.7
Greater than 500,000	7.8	10.3
Don't know	25.2	24.2

*Category not on 2000 survey

^20.8% < 20,000

Table 3. Practice Settings		
Practice Setting*	**2003 (n=1001) %**	**2000 (n=920) %**
Critical care (e.g., ICU, Ccu, step-down units, pediatric/neonatal intensive care, emergency department, postanesthesia recovery, etc.)	6.7	4.5
Medical/Surgical unit of any of its subspecialties	29.7	23.3
Pediatrics or nursery	3.7	5.4
Labor and delivery	0.5	1
Postpartum unit	1.7	2.5
Psychiatry or any of its subspecialties	4.2	2.7
Operating room, including outpatient surgery and surgicenters	0.3	0.2
Nursing home, skilled or intermediate care	43.7	47.6
Other long-term care (e.g., residential care, developmental disability/mental retardatio care, etc.)	7.3	5.9
Rehabilitation	7.8	4.6
Subacute unit	2.5	3.4
Transitional care unit	2.5	1.4
Physician's/dentist's office	5	7
Occupational health	0.3	0.3
Outpatient clinic	1.5	2.5
Home health, including visiting nurse associations	3.4	4.5
Public Health	0.5	0.4
Students/school health	0.1	0.7
Hospice care	2.9	1.2
Prison	0.7	0.9
Other	3.8	4.9

*Survey participants could select more than one setting to describe their practices

KALISPELL REGIONAL
MEDICAL CENTER

March 29, 2005

Jane Karas, PhD, President
Flathead Valley Community College
777 Grandview Drive
Kalispell, MT 59901

Dear Dr. Karas:

I wholeheartedly support Flathead Valley Community College's (FVCC's) efforts to establish a Practical Nursing program. This educational program will safeguard our healthcare system by providing well-educated and trained licensed practical nurses (LPNs). These professionals are needed to care for our growing aging population in long term care, assistive living and mental health facilities. Filling these positions with LPNs will allow more registered nurses to care for our critically ill patients.

As you know, it has been my goal to partner with FVCC to establish this Practical Nursing program. By working together, we have started programs in Paramedicine, Radiological Services and Surgery Technology. I would continue to support FVCC by providing the Practical Nursing students with clinical experiences at KRMC.

Students will have learning opportunities in the medicine, surgery, obstetrics and rehabilitation departments. In addition, students would be able to access clinical experiences for mental health training at Pathways Treatment Center, while long term care and geriatric clinicals may be provided at Brendan House Skilled Nursing facility. KRMC would provide excellent clinical experiences for FVCC practical nursing students. Further, I would collaborate to support our RN staff becoming preceptors.

We are currently providing clinical experiences for nursing students from Montana State University and Salish Kootenai. After attending the first FVCC advisory board meeting regarding the Practical Nursing program, it was determined that FVCC students would utilize our facilities during different semesters than the other schools and possibly during evening hours. Statistics show that LPNs commonly work evening and night shifts. Therefore, this clinical model would serve the students' education and not interfere with other educational institutions receiving clinical education at KRMC.

310 Sunnyview Lane | Kalispell, Montana 59901 | 406.752.5111 Telephone

I believe we can work together to provide potential faculty with continuing education workshops as well as support faculty in their professional development as they complete graduate work.

I look forward to serving on the advisory board for this program. I hope to hear that the Montana board of Nursing and the Montana Board of Regents grant program approval. Please contact me at (406) 752-1724 for further discussion of my sincere support of the FVCC Practical Nursing program.

Very truly yours,

Fran Laukaitis, RN

Fran Laukaitis, RN
Chief Nursing Officer

NORTHWEST HEALTHCARE

March 28, 2005

Jane Karas, PhD
President
Flathead Valley Community College
777 Grandview Drive
Kalispell, MT 59901

Dear Dr. Karas:

As the Human Resources Director at Northwest Healthcare, I enthusiastically support your efforts to start a Practical Nursing program. Healthcare continues to be challenged by a national nursing shortage.

The Flathead Valley is the perfect location for hiring LPNs. The majority of newly licensed practical nurses work in long-term care facilities or hospitals of 299 beds or less. This proposed program is highly welcomed as the Flathead Valley's population ages and will demand nurses to care for clients with stable, chronic illnesses.

Furthermore, this educational program will improve the employment opportunities for those living in this area and statewide. As an employer, I value the work of the practical nurse and understand how critical these professionals are to the healthcare system. I look forward to the partnership this program brings between Flathead Valley Community College and Northwest Healthcare. This partnership continues to assist us in providing a workforce that contributes to our staffing needs.

Please contact me at (406) 751-1760 when I can be of further assistance as you move forward with developing the Practical Nursing program.

Sincerely,

Pat W, BSN

Pat Wilson, RN, MN, PHR
Director, Human Resources

[redacted] *310 Sunnyview Lane | Kalispell, Montana 59901 | 406.752.1724 Telephone | 406.756.2703 Fax*

NORTH VALLEY HOSPITAL
Please remember the North Valley Hospital Foundation in your gifting

April 26, 2005

Jane Karas, PhD
President
Flathead Valley Community College
777 Grandview Drive
Kalispell, MT 59901

Dear Dr. Karas,

It is my pleasure to write this letter of support for the Flathead Valley Community College proposed Practical Nursing program. As a member of the advisory board, I am aware of the consensus regarding the need for such a program given the nursing shortage facing not only this county, but also the nation. It was thought that a program of this type would provide individuals an avenue into the nursing profession while addressing the current shortage of LPNs in long-term care and assistive living settings.

In addition, North Valley Hospital is willing to contribute equipment such as beds and wheelchairs to the student lab. When possible, North Valley Hospital is willing to provide clinical experience for the students as well. I would encourage FVCC to also look at funding additional clinical faculty for clinical sites as hospital resources for clinical oversight is at a minimum.

I look forward to the future success of this program. Please feel free to contact me at 863-3554 for further discussion or questions.

Sincerely,

Maura Fields RN

Maura Fields, RN
Assistant Administrator/Clinical Operations

6575 Highway 93 South • Whitefish, Montana 59937

ST. JOHN'S
LUTHERAN HOSPITAL
Excellent Healthcare Close To Home

April 29, 2005

Jane Karas, PhD
President
Flathead Valley Community College
777 Grandview Drive
Kalispell, MT 59901

Dear Dr. Karas:

I am the Director of Nursing at St. John's Lutheran Hospital in Libby. I have been in contact with Linda Hunt regarding the feasibility of offering an LPN program at Flathead Valley Community College (FVCC). I am very excited about this proposal!

I have staff that would love to be able to advance their careers at a local college. Most are mothers raising small children. They are unable to attend college in another town given the constraints of work and raising families. A program at the FVCC Libby Campus will allow these people to advance their careers while continuing to work and care for families.

Additionally, it is estimated that approximately 30% of each year's high school graduating class goes on to some kind of formal post-secondary education which does not require a four-year degree. This program would certainly attract a portion of those graduates, enabling them to affordably attend school close to home and keeping the education dollars in our community.

We have a great need for nursing personnel in our community. The proposal clearly shows that LPN's are most utilized in smaller facilities, rural areas, and with elderly populations, and we definitely meet all these criteria. St John's is a 25-bed critical access hospital, ninety miles from any larger hospitals. We also have Home Health, Libby Care Center (nursing home), multiple clinics in both Libby and Troy, and Public Health, all of which use LPN's and RN's.

There is a steady increase of retirees moving to our area. This adds to our already large and increasing population of elderly, with a number of these having specialized needs from asbestosis. Having the ability to offer an LPN program in our community will help us plan ahead to meet these needs.

We offer a wide range of clinic services at St. John's including med/surg, CCU, general surgery, OB, ER, chemotherapy, a sleep center, and a walk-in clinic. As such, we will be able to provide excellent clinical experiences and will be happy to do so.

I have concentrated on the benefits to our community, but obviously the benefits of this program would extend to our entire region and to the nursing profession as a whole. I strongly recommend this program to help our community and to provide a better future for our population.

Sincerely,

Jackie Hare, RNC
Director of Nursing Services

350 Louisiana Avenue • Libby, Montana 59923
(406) 293-0100 • FAX (406) 293-7931 • www.sjlh.com

Intrepid USA HEALTHCARE SERVICES *We find a way.*

To:
Dr. Jane Karas
777 Grandview Drive
Kalispell, MT 59901

From:
Kris Carlson, MBA, RN
1117 South Main Street
Kalispell, MT 59901
406.755.4968

RE: Letter of support for LPN program at FVCC

Dear Jane,

This letter is written in support of the proposed Licensed Practical Nursing (LPN) program proposed by Flathead Valley Community College (FVCC). Our community is dependent on the needed professional, licensed clinicians for the healthcare of our area.

My business, Intrepid USA Healthcare Services, utilizes the *products* of such educational programs in many areas of our state. We provide in-home care, private duty nursing services, home health care, hospice services, and medical temporary staffing, for which all programs utilize LPN levels of training, as well as other medically trained personnel.

There are many alarming statistics depicting the needs for more educated healthcare persons. Montana's demographics are changing, as we are seeing more of the older populations. Many of Montana's nurses are of retirement age in the next few years. We look to the colleges to meet the needs within Montana.

Our company extends the welcome opportunity of providing many clinical sites for nursing students in home based care and hospice. Additionally, as the clinical coordinator of the Touch of Grace free medical clinic, we could provide community health nursing opportunities for students.

If you have thoughts or questions you would like to share, please do not hesitate to contact me. I do wish the best in this endeavor for our community and state.

Sincerely,

Kris Carlson

Kris Carlson, MBA, RN
Intrepid USA Healthcare Services
Grace Hospice Project
Touch of Grace Medical Clinic

KALISPELL REGIONAL
MEDICAL CENTER

March 28, 2005

Jane Karas, PhD
President
Flathead Valley Community College
777 Grandview Drive
Kalispell, MT 59901

Dear Dr. Karas:

This letter supports the continued affiliation between Flathead Valley Community College (FVCC) and Kalispell Regional Medical Center (KRMC). Because KRMC and FVCC have worked together to provide space and equipment for the Paramedicine, Surgical Technology and Radiological Technology programs, we have FVCC graduates who are now employed at KRMC.

KRMC continues assisting these programs and strongly supports FVCC starting a Practical Nursing program that will be located at KRMC. Dr. Linda Hunt, Director of Training for Health and Education Opportunity, and I have discussed available space for the Practical Nursing program's classrooms, lab, and faculty office space. Please see the attached diagram, which illustrates this space. KRMC is committed to providing this space to support this valuable program.

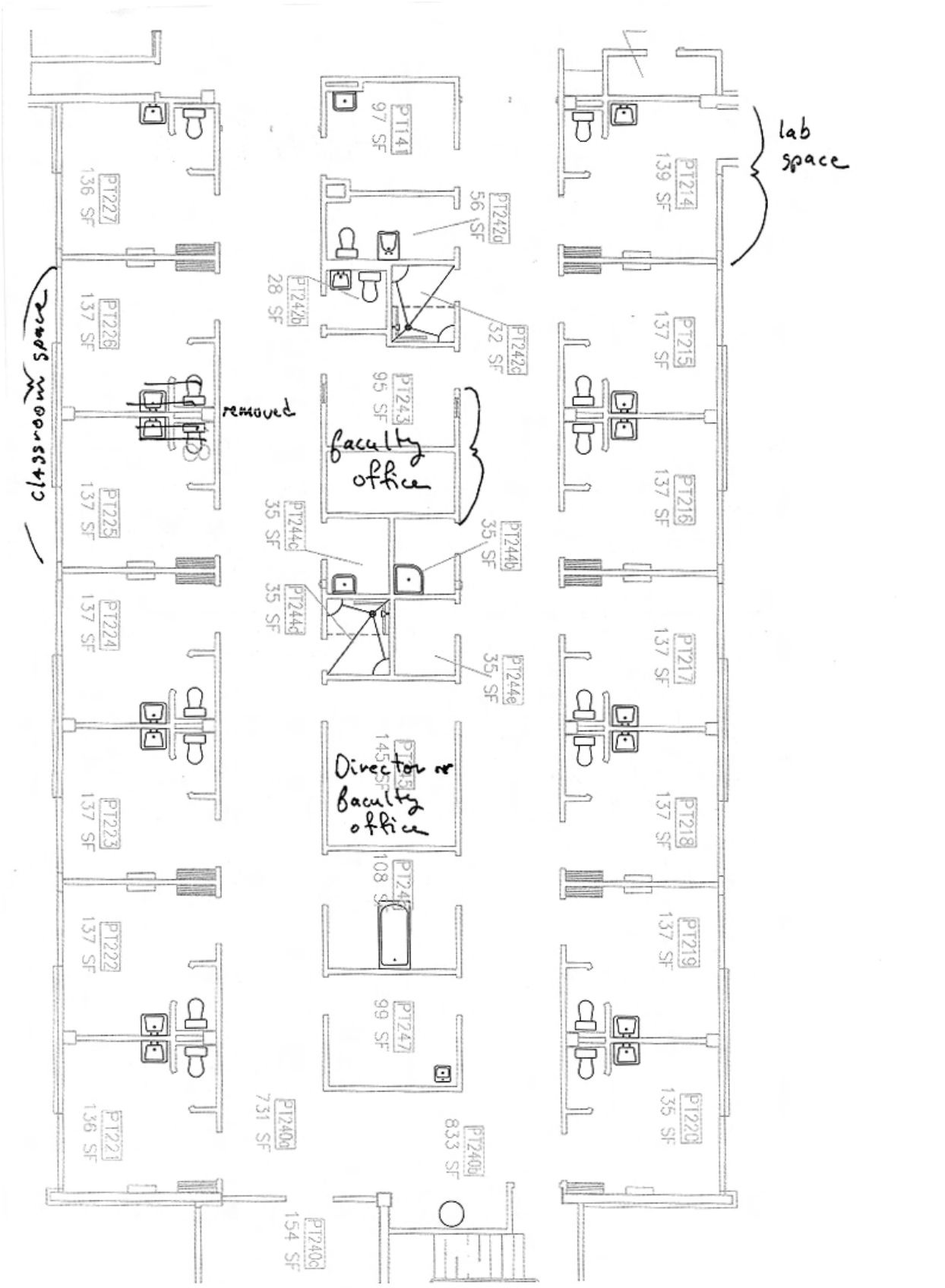
I urge the Montana Board of Nursing and the Montana Board of Regents to approve this joint venture of healthcare education between FVCC and KRMC. I look forward to hear that this program will begin in 2006.

If I can be of further help answering questions regarding KRMC's commitment to providing space for this program, please contact me at 406 752-1724. On behalf of KRMC, we look forward to our future working relationship with you.

Sincerely,

Ted W. Hirsch
Chief Operating Officer

310 Sunnyview Lane | Kalispell, Montana 59901 | 406.752.5111 Telephone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Practical Nursing Survey

"Flathead Valley Community College (FVCC) is researching the possibility of offering a Practical Nursing Program that would enable individuals to take the licensing exam and become Licensed Practical Nurses (LPN). Please answer these survey questions so that FVCC can document public interest in this program."

1. Are you currently working in a health care field?

a.	Yes	**28**
b.	No	**38**

2. If yes, what is your title?

a.	CNA	**19**
b.	Hospital Volunteer	**2**
c.	Nursing Home Attendant	**1**
d.	Dietary Aide	**1**
e.	Home Health Attendant	**5**

3. What is your interest in becoming a LPN though FVCC?

a.	I am strongly interested and would pursue applying	**38**
b.	I am interested but would not be able to apply now.	**6**
c.	I am not sure what my interest is at this time.	**8**
d.	I am not interested in becoming an LPN through FVCC.	**25**

4. If you are interested in becoming an LPN, would you prefer

a.	Full-time enrollment in a program	**23**
b.	Part-time enrollment in a program	**19**

5. Would you be able to attend classes and clinicals?

a.	Anytime	**19**
b.	Only days	**15**
c.	Only evenings	**9**
d.	Only weekends	**0**
e.	Other: Please explain	**1**

6. Would you be able to attend the program during the summer?

a.	Yes	**40**
b.	No	**4**

Any other comments that would be helpful as we design this program to meet your needs, please explain.

- Great idea
- Expects it to be a very successful opportunity of FVCC and the surrounding communities
- Would need help with financial aid
- Flexibility for class times – work around work schedules/families
- Would like to see a lot of hands-on learning/experience
- If prerequisites are met, can they move through the program at an accelerated pace?
- Would like information on transferring courses already taken
- Possible transfers to other schools to pick up their RN degrees instead
- Would GPAs be the main requirement for selection process?
- Would like to see more CNA courses offered/developed

Flathead Valley Community College (FVCC) Practical Nursing Program
Advisory Board Meeting
November 11, 2004

Present: Jacque Dolberry, Maura Fields, Linda Hunt, Fran Laukaitis, Patti Shea, Jean Shreffler-Grant & Marlene Stoltz

The meeting began at 1:30 pm.

Budget for the Program

Director's Salary

There was a general discussion of the budget. It was advised that a Program Director **with no experience** would start at approximately $40,000 for a 10 month contract. Therefore, the budget showing top salary of $45,760 would be most accurate as the board stated that FVCC would want to hire someone with experience working in a higher education program. Board members believed that more than 10 students could be admitted due to attrition.

Space& Equipment

Fran Laukaitis, CNO of Kalispell Regional Medical Center (KRMC), offered space for two hospital rooms that could be utilized for lab space. Maura Fields director of nursing at North Valley Hospital (NVH) offered hospital beds and other equipment for the labs.

Other Budgetary Items

It was advised that the budget needs to include attending an accreditation workshop. Jacque Dolberry, director of the Salish Kootenai Nursing program, advised that if the director had to teach 50% of time and effort, than someone else should be responsible for writing the self-study and accreditation issues in subsequent years. It was also advised that the first two years of the program would require more than $2,000 in travel expenses.

Timeline for Program

Timeline was reviewed with no added comments.

Certificate Program

All members believed the two track model was the best. It allows those who want to continue their professional credentials to do so without repeating coursework. Everyone agreed FVCC needs to offer a 200 level semester course in human anatomy and physiology covering knowledge specific to the allied health professions. Admitting CNAs was viewed favorably, since they already are familiar with the nursing profession

and healthcare environments. Fran Laukaitis stated that several CNAs at KRMC have voiced interest in this proposed PN program.

Schedule of Program

Fran Laukaitis voiced support for an evening program. This would serve CNAs who are currently working and need to continue working while in the program. Evening shifts at KRMC would provide appropriate learning experiences. Others stated that evening classes may provide availability of adjunct faculty. Some clinicals would have to be during the day and possibly weekends to capture all necessary populations and skill development.

Clinicals

There was a lengthy discussion on availability of student clinical opportunities. Maura Fields stated that NVH could be a clinical site if a FVCC faculty member provided onsite supervision and professional socialization between the RN and the PN student. NVH does not hire LPNs. Therefore, the role delineation of LPN to RN would not be available unless FVCC provided this mentoring onsite. Numerous clinical sites were brought forth. Patti Shea, an LPN from Brendan House, suggested home health and hospice care. Linda Hunt, Director of Project THEO, recorded the list of suggested sites.

Board Members

Linda Hunt asked if the board needed a physician as a member. Fran Laukaitis suggested that a physician from the KRMC hospital list would be an advocate for students. She pointed out that Dr. Dykstra, who serves on the Surgical Technology program advisory board, has successfully advocated to fellow surgeons that students be allowed to observe and scrub in for surgeries. It was agreed that once the program is approved and students are admitted that a physician would serve on the board.

The meeting adjourned at 3:30 pm.

Advisory Board Members

Jacque Dolberry, RN, MS, Director of Nursing Program Salish Kootenai College

Maura Fields, RN, Director of Nursing North Valley Hospital

Fran Laukaitis, RN, Chief Nursing Officer Kalispell Regional Medical Center

Shelley Shea, LPN

Jean Shreffler-Grant, PhD, RN, Associate Professor & Campus Director Montana State University

Marlene Stoltz, Director of Admissions, Flathead Valley Community College

The University of Montana

College of Technology
The University of Montana
909 South Avenue West
Missoula, Montana 59801-7910
Phone: (406) 243-7811
FAX: (406) 243-7899

May 11, 2005

Jane Karas, PhD
President
Flathead Valley Community College
777 Grandview Drive
Kalispell, MT 59901

Dear Dr. Karas:

This letter supports Flathead Valley Community College's (FVCC's) proposal to establish a Practical Nursing program. The five current Practical Nursing programs are undergoing changes that may result in fewer graduates, at a time when a shortage of nurses appears imminent. The addition of ten more licensed practitioners will not completely solve that shortage, but it is a positive effort. In addition, only a small number of graduates from the University of Montana-Missoula, College of Technology program have sought employment in northwest Montana, leaving the Flathead Valley employers without ready access to a pool of Licensed Practical Nurses (LPNs).

This proposed program does not appear to negatively impact the nursing programs in Missoula. There is no proposal to utilize clinical sites in Missoula, which is already a congested clinical area. There appears to be a pool of individuals interested in being faculty members, which also does no harm to current programs by attempting to entice faculty to leave and come to FVCC.

The FVCC proposal is presented as an effort to allow employers access to a pool of LPNs which then allows the Registered Nurses in the community to function in the most appropriate roles for their licensure level. The proposal recognizes the need to prepare graduates for entry level nursing practice, at the same time as there is a need to prepare those graduates to continue their education if they choose. This is consistent with the curriculum revisions being proposed by the five current practical nursing programs.

This proposal is solidly in line with activities in nursing education state-wide. It recognizes a need in the area, and very appropriately presents solutions. It does not appear to negatively impact other programs. I would encourage the Montana Board of Nursing and the Montana Board of Regents to grant approval to this program.

Sincerely,

Margaret Wafstet

Margaret Wafstet, MN, RN
Practical Nursing Program Director
College of Technology

MW:su

TO: Montana Board of Regents

FROM: Roger Barber, Deputy Commissioner for Academic & Student Affairs

RE: A Possible Resolution on Textbook Costs

DATE: November 16 – 18, 2005

At the request of Regent Lynn Hamilton, chair of the Academic & Student Affairs Committee of the Montana Board of Regents, I drafted the attached resolution.

The resolution is based on suggestions from Regent Hamilton, and is intended to serve as a follow-up to the extensive discussion of textbook costs at the September 2005 meeting of the Academic & Student Affairs Committee. Regent Hamilton thought it was important to take some action, based on that discussion, and the resolution is intended to serve as a device to determine what additional action is appropriate.

Draft Draft Draft Draft Draft Draft Draft Draft Draft

Resolution on
TEXTBOOKS
For Possible Consideration by the Montana Board of Regents

In order to assist students with the significant increase in textbook costs, the Montana Board of Regents adopts the following resolution that:

- encourages bookstore managers throughout the Montana University System to work together to share "best practices" and provide students with the information and tools to make good purchasing decisions;
- encourages the campuses of the Montana University System to explore incentives that reward faculty for early textbook adoption and penalize them for late adoption; the incentives should include a process to provide faculty with more information on textbook prices, market resale projections, and substantive content differences and suggested alternative texts if available;
- supports the efforts of bookstore managers and their professional organizations to encourage publishers to "debundle" textbook-related materials, to produce new editions only when necessary, to fully disclose the percentage of new material in new editions, and to move forward on intellectual property discussions;
- recommends that at least one copy of every required textbook be put on reserve in the campus library;
- recommends that student governments consider including, in their faculty evaluations, questions about the use and value of required textbooks, if that information is not already collected.

In addition, the Montana Board of Regents should consider the importance and need for system-wide policies concerning textbooks. Two possible policies include:

-- the disclosure and publication of all ISBN numbers for required textbooks;
-- adoption of a policy governing faculty authors who require their textbooks or other personally-created materials in their classes.

Draft Draft Draft Draft Draft Draft Draft Draft Draft