

## **MINUTES**

### **MONTANA HOUSE OF REPRESENTATIVES 53rd LEGISLATURE - REGULAR SESSION**

#### **JOINT SUBCOMMITTEE ON EDUCATION & CULTURAL RESOURCES**

**Call to Order:** By Chairman Royal Johnson, on February 5, 1993,  
at 8:00 a.m.

#### **ROLL CALL**

**Members Present:**

Rep. Royal Johnson, Chair (R)  
Sen. Don Bianchi, Vice Chair (D)  
Sen. Dennis Nathe (R)  
Rep. Ray Peck (D)  
Sen. Chuck Swysgood (R)

**Members Excused:** Rep. Mike Kadas (D)

**Members Absent:** none

**Staff Present:** Taryn Purdy, Legislative Fiscal Analyst  
Skip Culver, Legislative Fiscal Analyst  
Amy Carlson, Office of Budget & Program Planning  
Jacqueline Brehe, Committee Secretary

**Please Note:** These are summary minutes. Testimony and  
discussion are paraphrased and condensed.

**Committee Business Summary:**

Hearing: EASTERN MONTANA COLLEGE AND NORTHERN  
MONTANA COLLEGE  
Executive Action: NONE

#### **HEARING ON EASTERN MONTANA COLLEGE**

**Tape No. 1:A:000**

**Informational Testimony:**

**Bruce Carpenter, President, Eastern Montana College,** distributed **EXHIBIT 1** containing information about the college which he used during his presentation. He referred the committee to page 14 of the exhibit which illustrated the administrative structure of the college. The exhibit provided information on the demographics of the student body on page 29. **Dr. Carpenter** noted that 64% of the students are women with the average age being 27.4. Referring to page 60, he pointed out there was a 83% placement rate for graduates with 81% being placed in Montana.

**Dr. Carpenter** noted the accomplishments of the faculty which were listed on page 68 of the exhibit. He said that \$1.2 million had

been attracted to the college by the faculty. **EXHIBIT 1, page 81** He referred the committee to page 80 of the exhibit for a summary of revenue and expenditures and to pages 84-85 for the cost of instruction.

**Dr. Carpenter** reviewed how special funding was spent in the current biennium. The legislature had given EMC funding specifically to help it gain professional education accreditation. As a result, in September of 1992 the college became fully accredited for the next ten years. Funds given for the upgrading of the mainframe computer had quickly been expended for that purpose. A new person had been hired to coordinate disability services. He added that with funding from HB 684 of last session the Clean Coal Technology Information Center had been established on campus. Both federal and private funding sources are being pursued to support and expand the program.

**Dr. Carpenter** pointed out that EMC has reduced its present budget by 28.5 positions in faculty, staff and administration. He listed additional ways the budget had been reduced including reducing course offerings and travel.

**Dr. Carpenter** spoke to the accomplishments which had occurred despite budgetary limitations. He noted that EMC had articulation agreements with all the community colleges, all the tribal colleges and all the private colleges. He listed the cooperative programs which EMC had with other schools such as the MBA program from MSU. He elaborated on the cooperative efforts of the university units to acquire the same automated system so that all library holdings in any unit could be accessed by computer rather than card catalog. He added that with the college's new computer system, students can now register by phone. He listed several areas in which the new computer system was adding to their efficiency and saving money. He noted that the first course taught by EMC and carried by METNET will be held at Dawson Community College in the summer of 1993.

**Dr. Carpenter** described a public service program called the Montana Center for Handicapped Children which is now a diagnostic center with a budget of \$609,000 per year of which the state provides 33%. He mentioned that KDMC, the public radio station on campus, has an annual budget of \$714,000 with the state providing 25%.

There were items in the budget which **Dr. Carpenter** said could not be cut. Examples were audit costs, insurance and workers compensation costs. He also mentioned fixed costs such as utilities. He noted that when budget reductions occurred, these were areas which could not be reduced. He stated that the physical education building had been paid off in the early 1980's but money had been appropriated during the previous legislature to repair roof leaks and deal with asbestos abatement. The state paid for 44% of the expenses with the students paying 56% through service fees.

**Dr. Carpenter** mentioned the state and federal mandated programs which were not being met because of budgetary limitations such as the American Disability Act (\$200,000), fire code requirements (\$441,000), recycling (\$55,000), and removal of underground storage tanks (\$700,000).

**Dr. Carpenter** said that 87% of EMC's \$16.8 million budget is comprised of personal services, fixed costs and flow through. He explained that if EMC took its share of the \$25 million target set for the six university units, it would mean a 7% reduction in their budget. He said there was no way it could be done without terminating positions. He said reducing low enrollment programs would not save money. The elimination of high enrollment programs would. He noted EMC already had the highest faculty/student ratio and the lowest cost/student.

**Dr. Carpenter** asked the committee to consider funding research at EMC which currently did not have a state funded program. He reminded the committee that the faculty at EMC had generated \$1.2 million in grants. He requested that flexibility be given to the university units to manage their budgets if reductions were made.

**Todd Mitchell, Vice President, EMC Student Body**, stated that he had been at EMC for four years and had witnessed student support services being reduced over that time. He said over four years tuition had gone up approximately \$200 per year. He said he was troubled by the attitude that treated tuition as a user tax with tuition increases being used to pay for a deficit the students did not create. He also expressed concern regarding the drop in the quality of the education being received in the university system. He stated that the student body supported tax reform in order to enhance state revenue rather than increases in tuition, and asked that the committee consider directing any surplus of funds from the tax increase to higher education.

#### Questions, Responses, and Discussion:

**REP. RAY PECK** asked for an explanation of the enrollment dip in 1991. **EXHIBIT 1, page 29** **Dr. Carpenter** explained that the dip reflected changes caused by the conversion to semesters. He noted that currently EMC was down in head count but up in FTE which reflected the presence of more full-time students. **REP. PECK** requested an explanation of why more students apply to EMC than enroll as compared to the past. **EXHIBIT 1, page 36** **Dr. Carpenter** replied that in the last six years, students apply to more than just one institution, often several. They were also applying earlier. **REP. PECK** noted that ACT scores of the students were close to the national average in 1987, but were much lower now. **Dr. Carpenter** said he would get back to **REP. PECK** with a reason for the phenomenon. **REP. PECK** asked if EMC was successful in graduating minority students who applied and were accepted. **Dr. Carpenter** said the school was getting better at both the persistence rate and the graduation rate.

REP. PECK asked how long the tribal college had been at Big Horn. Dr. Carpenter said it had been there since 1982. In reply to a question from REP. PECK regarding the success rate of students transferring in from the tribal colleges, Dr. Carpenter said he would gather the necessary data and supply it.

SEN. DON BIANCHI requested more information regarding funding for the Clean Coal Technology Information Center. Dr. Carpenter explained that funding for the center came from coal impact funds which resulted from a lawsuit settlement. It supplied \$0.5 million for two years. He said he was not asking for more money, but for more time to spend the money they had already received. Private funds are being pursued as are federal funds.

SEN. BIANCHI asked if EMC was connected to MSU via the library. Dr. Carpenter said they were connected, but not through the same computer language. He explained that MSU was the first unit to fully automate its library and it uses a Hewlett Packard Computer. The other university libraries use a different software language--DINEX. He said the system conversion at MSU was expensive and they were not likely to change soon. SEN. BIANCHI noted that it would be more efficient and a real cost saving effort to have all libraries on the same system. Dr. Carpenter concurred.

SEN. BIANCHI asked where EMC would take cuts if it received a 10% cut in its budget. Dr. Carpenter said people would be laid off and programs would be eliminated. This would limit student access. He again requested flexibility in managing the budget.

REP. PECK asked if the president had ever come up against a maximum when exercising a transfer from one budget line to another. Dr. Carpenter said he had. He used the utilities line item as an example of the consequences of such actions. During the mild winter of 1992, money had been transferred out of the utilities budget line. Now an adjustment was needed in the present budget for that line item.

SEN. BIANCHI made reference to Mr. Mitchell's request that some money be set aside for higher education in the governor's budget if a surplus occurred with the proposed tax increase. He commented that there was a surplus in the governor's budget but none of it was set aside for higher education and, in fact, the governor's budget reduced higher education by \$24 million.

#### HEARING ON NORTHERN MONTANA COLLEGE

Tape No. 1:B:815

#### Informational Testimony:

William Daehling, President, Northern Montana College, distributed and reviewed the contents of a packet of information which contained a role and scope statement EXHIBIT 2, a viewbook EXHIBIT 3, and a campus profile EXHIBIT 4.

**Barbara Wiers, President, Student Body, NMC**, stated that the student body had changed with many students being non-traditionally aged women who had children. As a consequence, campus events now involved the planning for daycare. Many activities are now family-oriented and campus-based. She noted that the student fee had not been raised since 1974 and added that fees were a silent killer for students. She said the student activity budget is \$67,000 per year.

**Tape No. 2:A:095**

**Dr. Daehling** continued his presentation by referring the committee to **EXHIBIT 5** which illustrated the enrollment pattern from 1972 through 1992. It showed that FTE as a percentage of head count had gone down revealing that there are more part-time students. He said approximately 3800 students earned credit via course work at NMC in the last academic year. An additional 1000 students took non-credit courses. He said this amounted to about one in 200 Montanans which was a significant impact for what is considered a small institution.

**Dr. Daehling** noted that 91% of graduated students from NMC are engaged in employment activities of their choice and 88% of the 1991 graduating class are employed in Montana. He reviewed student achievements and faculty accomplishments **EXHIBIT 4** and directed the committee to **page 4 of EXHIBIT 4** which listed the non-state financial support for NMC showing an increase in scholarship funds and endowments over the past year. He described the grants received by the NMC faculty from the Department of Education which amounted to \$741,866. **EXHIBIT 4** He directed the committee to **EXHIBIT 6** which described the NMC program in Great Falls.

**Dr. Daehling** elaborated on the areas of cooperation within the university system including the general education core curriculum and the course transfer guide. He said NMC had special transfer articulation agreements with the Dillon Vo-Tech, the Helena Vo-Tech, Great Falls Vo-Tech, and the Dawson, Miles City and Flathead Valley community colleges.

**Dr. Daehling** reviewed the information in **EXHIBIT 7** which depicted the original budget appropriations for NMC for FY92 and FY93 and the effect of the recisions of special sessions. Because of increased enrollment and the resulting tuition revenue, the spending authority was slightly higher than the original appropriation despite the recisions of the special sessions.

An analysis of the comparison of the Regents' budget request and the LFA budget was supplied to the committee by **Dr. Daehling**. **EXHIBIT 8** He referred to three options which the LFA had previously provided to the committee for the distribution of the \$24 million reduction. NMC's share of the additional target reduction of option 1 would be \$672,602. Option 2 took \$258,000 from NMC and option 3 took \$54,915. The total impact of all three options on NMC was \$1.184 million. **EXHIBIT 8** There was a

\$2.25 million difference between the Regents' request and the LFA worst case scenario. **EXHIBIT 8** He voiced extreme concern for the significant negative impact this would have on the campus.

**Bill Byars, Director of Fiscal Affairs**, explained the biennial differences between the LFA budget and the Regents' budget request. **EXHIBIT 8** He stressed the inadequacy of the operations line. To explain his contention he distributed **EXHIBIT 9** which listed the heating degree days for NMC from 1976 to 1992 to illustrate the mildness of the 1992 winter which had been used as the budget base. He added that an additional consideration was that the Public Service Commission had imposed a new utility rate. NMC now has the opportunity to buy gas on the open market. It is anticipated that money would be saved, but the inflation factor had gone from 1.146 to 0.6285. There also had been six water line breaks in the summer of 1992. The energy savings, which had been estimated to accompany the energy retrofitting done by the DNRC, are now in question and possibly were originally too high. He added that he would have more information on this last item in two to three weeks.

**Dr. Daehling** distributed **EXHIBIT 10** which presented the distribution of the Interest and Income Fund (I and I). Prior to 1985 the money was distributed as part of the base for the university system. Because of a legal opinion rendered in 1985, these funds were replaced with general fund monies. The institutions were allowed to retain the I and I funds with restrictions as to how they could be spent. In the 1987 legislative session, NMC was given a one time \$325,000 allocation for the purchase of a computer system from these funds. He requested some type of ongoing funding similar to I and I funds for NMC to give it flexibility in dealing with its budget. He referred to the LFA Budget Analysis, vol. III (page 22) which references RIT funds for FY95 at \$240,000 for NMC.

#### Questions, Responses, and Discussion:

**REP. PECK** commented that the use of RIT monies for NMC was being introduced in a bill. **SEN. DENNIS NATHE** asked if NMC did not receive I and I support because it was formed later. **Dr. Daehling** said the institution was chartered in 1913 but did not receive funding until 1929. The extension center at Montana State College and NMC were given land to share in 1913. They were to obtain income from the land through farming. Not much of that land remained and the ownership was always in question. No state land is currently devoted to NMC. **REP. PECK** commented that I and I funds were off budget and went directly to the campuses.

**SEN. NATHE** asked how many acres were in Fort Assiniboine. **Dr. Daehling** said he would obtain the information. **SEN. NATHE** asked if the acreage had been sold off over the years. **Dr. Daehling** noted that the experiment station was presently on what remains of the original location. NMC was not deriving any income from

HOUSE EDUCATION & CULTURAL RESOURCES SUBCOMMITTEE

February 5, 1993

Page 7 of 8


the land which was under the control of MSU. MSU had additional land holdings in the same area.

**REP. PECK** asked how many vacancies presently existed at NMC. **Dr. Daehling** said there were two administrators, three faculty positions, a position in counseling and development and a civil technology position.

**SEN. BIANCHI** adjourned the meeting.

ADJOURNMENT

Adjournment: 10:30 a.m.

  
\_\_\_\_\_  
REP. ROYAL JOHNSON, Chair

  
\_\_\_\_\_  
JACQUELINE BREHE, Secretary

jb/

# HOUSE OF REPRESENTATIVES

EDUCATION

SUB-COMMITTEE

ROLL CALL

DATE

2-5-93

NAME	PRESENT	ABSENT	EXCUSED
REP. ROYAL JOHNSON, CHAIRMAN	✓		
SEN. DON BIANCHI, VICE CHAIRMAN	✓		
REP. MIKE KADAS			✓
SEN. DENNIS NATHE	✓		
REP. RAY PECK	✓		
SEN. CHUCK SWYSGOOD	✓		

EXHIBIT 1  
DATE 2-5-93  
SB           

# Eastern Montana College

*Fall 1992*



# Factbook

EXHIBIT 1  
DATE 2-5-93  
SB

**February 5, 1993**

**Exhibit 1, "Eastern Montana College Factbook", is 95 pages long. The original is stored at the Historical Society at 225 North Roberts Street, Helena, MT 59620-1201. The phone number is 444-2694.**

## ROLE AND SCOPE STATEMENT

Northern Montana College

Page 2

master's degrees with preparation offered in various areas of specialization and teaching fields. Graduate and fifth-year programs are also available to serve teachers who want to strengthen their competencies while working toward professional level teaching certificates. The College maintains a statewide mission in vocational teacher preparation through baccalaureate and master's degree programs in vocational and technical teacher education. Elementary, secondary and vocational teachers who have successfully completed one of the bachelor's degree programs in education are recommended to the state Office of Public Instruction for teaching certificates and endorsements.

Baccalaureate programs in Business focus on several areas. Business technology programs prepare students in the application of business management skills. Special emphasis is placed on the linkages between business and technology programs to reflect the ever-changing needs of prospective employers. Emphasis is also placed on the importance of computers in business/technology linkages. Business education programs prepare teachers to meet the needs of middle and secondary schools. Associate degree programs in business administration and secretarial technology provide opportunities to gain entry level employment. Associate and baccalaureate programs are linked so that students may pursue educational opportunities as they choose.

Associate and baccalaureate nursing programs have developed curricula and clinical experience which reflect current health care knowledge bases and technologies with special considerations for the needs of rural Montana. The baccalaureate nursing program validates nursing competencies so that diploma and associate degree graduates may obtain a baccalaureate education without course repetition. Both programs are accredited by the National League For Nursing.

The liberal arts curricula provide the foundation in writing, critical thinking, mathematics, science, and social science which historically have been at the center of academic studies. Further, the liberal arts curricula are essential to the ongoing efforts of the institution to strengthen the general education requirements of all students in all degree programs. The liberal arts curricula provide general education courses in the humanities, fine arts, languages, social sciences, mathematics, and in the sciences; provide teacher education majors and minors in the primary disciplines of the humanities, social sciences, mathematics and the sciences; and offer degrees in Interdisciplinary Studies in a variety of fields.

## CONTINUING DEVELOPMENT

Northern Montana College will continue to develop linkages, cooperative education experiences, and partnerships with business and industry to ensure that program standards meet future employer expectations. Such linkages and partnerships are also intended to develop the mutual support from business and industry to enhance program viability through material and financial contributions. The College will continue to expand its applied research and customized training programs to meet the needs of industry. Partnerships with public schools will continue to assure that the College maintains joint leadership in school and teacher education. The



## **ROLE AND SCOPE STATEMENT**

Northern Montana College  
January 22, 1993

### **NATURE OF THE INSTITUTION**

Northern Montana College is a member of the Montana University System and primarily fills a regional responsibility. It is located in north central Montana with the main campus located in Havre. The institution was established by the 13th Montana Legislative Session and instruction began on September 24, 1929.

Northern Montana College is a unique institution where technical, professional, and liberal education are emphasized. Curricula are designed to promote understanding of the linkages among liberal arts, technology, and the professions. The College provides an academic environment that fosters critical inquiry, professional and technical competency, and social responsibility, and encourages students and faculty in the unencumbered pursuit of knowledge and free exchange of ideas. Students actively participate in critical analysis, develop effective communication skills, and explore the creative processes. The College offers balanced programs that prepare students for their individual career goals and for life-long learning. The College recognizes that preparation in the humanities, the social sciences, and the natural sciences is the foundation of life-long learning. The College is a statewide resource for the public, providing applied technology programs, cultural resources, and continuing education programs.

### **PROGRAMMATIC EMPHASIS**

Northern Montana College provides quality undergraduate and graduate education leading to associate, baccalaureate and master's degrees.

The College has a unique emphasis with programs in applied technologies that fills the needs between vocational training and the engineering sciences. Associate and baccalaureate degree programs are designed to develop student competencies in vocations and professions. Technical programs are designed to enhance productivity and promote economic development through practical application of technology, product innovation, and transfer of technology to business, government, and industry. A foundation of general education augmented by requirements in mathematics, computers, and sciences strengthens the critical thinking and communication skills of technology students.

Professional teacher education programs at Northern Montana College prepare students to be competent and productive educators to serve the needs of the region. The curricula provide undergraduate instruction leading to bachelor's degrees and graduate instruction leading to

24  
2-5-93

## ROLE AND SCOPE STATEMENT

Northern Montana College

Page 3

College's summer school program will continue to emphasize courses, programs, and workshops that provide public school personnel opportunities to upgrade their skills and abilities and to earn professional certificates and additional teaching endorsements.

Outreach and distance education technology will become an important emphasis. Northern Montana College currently operates an outreach program in the Great Falls area. With the continuing demand statewide for increased access to higher education, the College will acquire and develop the expertise and technology necessary to fully utilize telecommunications technology to help meet the educational needs of rural areas.

The College will continue to develop a program to measure and certify prior knowledge, skills and understandings gained by the experiences of students prior to entering the College so that students will not have to repeat coursework already learned. The College will continue to expand its public service role through continuing education programs, cultural programming, and participation in economic development. Advances in technology require increased emphasis on programs which transfer benefits to business, industry, and others the College serves.

The College will continue to seek the highest accreditation for the programs offered and will continue to develop adequate library resources and pursue avenues for capital improvement to enhance the learning environment.

## DEGREE LEVELS

Northern Montana College offers degrees at the associate, bachelors and masters levels appropriate to its mission.

## CONSTITUENCIES SERVED

Northern Montana College serves local, state, and international constituencies. These constituencies include students with traditional educational goals, students seeking specific knowledge or skills for personal or employment purposes, and graduate students seeking the master's degree. In addition, Northern Montana College provides service to local and state businesses, government agencies, nonprofit organizations, and individuals. The residents of the Hi-Line have come to expect an array of cultural and entertainment events hosted or produced by Northern Montana College.

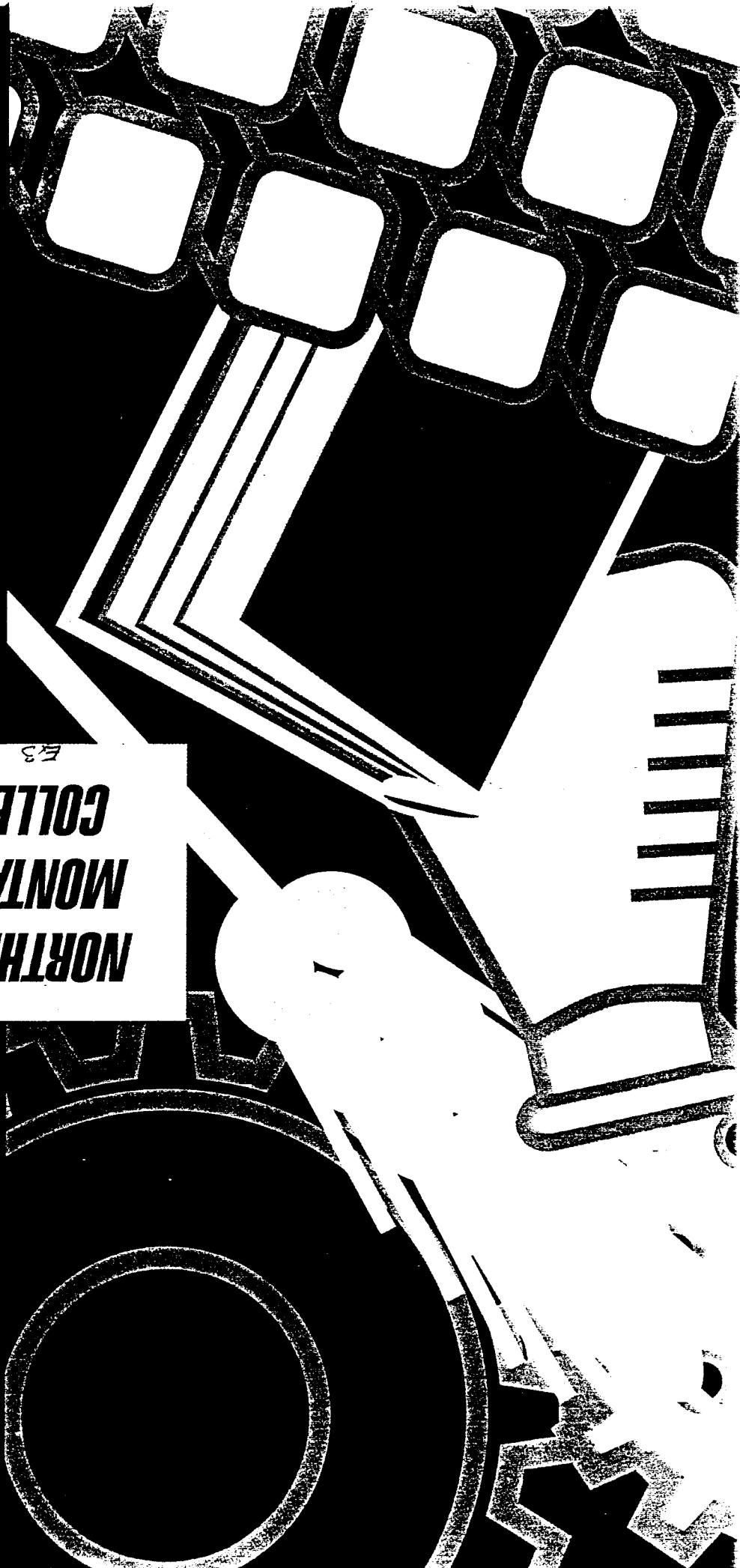
REVISION 213  
DATE 2-5-93

1002-1004

# WIEBROCK

E3 2-5-93

**NORTHERN  
MONTANA  
COLLEGE**





# CAMPUS PROFILE

December 1992

EXHIBIT 4 A  
DATE 2-5-93  
SB

**February 5, 1993**

**Exhibit 3, "Northern Montana College Viewbook", is 16 pages long. The original is stored at the Historical Society at 225 North Roberts Street, Helena, MT 59620-1201. The phone number is 444-2694.**

**CAMPUS PROFILE - CAMPUS NAME: NORTHERN MONTANA COLLEGE**

Charter Date: 1929

**EXECUTIVE OFFICERS:**

President: William Daehling  
Vice President for Academic Affairs: August W. Korb  
Director of Fiscal Affairs: William R. Byars, Jr.  
Director of Development: Thomas B. Reynolds  
Dean of Student Affairs: vacant  
Dean, School of Business & Technology: Roger A. Barber

**ENROLLMENT: (Fall 1992)**

Undergraduate	1484
Graduate	<u>258</u>
Total (Fall Headcount)	<u>1742</u>
FY92 FTE (Unrestricted)	1673

**ENROLLMENT BY FIELD: (Fall 1992)**

23	Agriculture
295	Business
577	Education
337	Engineering & Tech
220	Health Sciences
21	Life Sciences
269	Multi/Interdisciplinary

**STUDENT PROFILE:**

45% Male, 55% Female  
82% Undergraduate  
95% Montana Residents  
25 Foreign Students  
Average Age - 29  
54% 25 years or older

**FTE EMPLOYEES (Unrestricted): Fall 1992**

Contract Faculty	99.55
Contract Professional	25.09
Classified	52.63
Part-Time & Other	<u>14.31</u>
Total	<u>191.58</u>

**EMPLOYMENT/PLACEMENT INDICATORS: (1991 Graduates)**

	<u>AS</u>	<u>BS/BA</u>	<u>MS</u>
Related or Chosen Field	60%	72%	97%
Other Employment	2%	10%	1%
Not Seeking Employment	0%	0%	0%
Continue Education	37%	10%	2%
Seeking Employment	1%	8%	0%
Employed in State	92%	82%	92%
Employed out of State	8%	18%	8%
Average Salary	\$19,750	\$20,465	\$29,548

**1991 Employment Highlights:**

91% of all 1991 NMC graduates are employed or engaged in activities of their choice.  
88% of Northern Montana College graduates are working in Montana.

**ACT SCORES: (1992 Entering Freshmen)**

English	18.6	Reading	19.1	
Math	18.9	Science	19.8	Composite 19.3

2-5-93

## ACHIEVEMENTS AND QUALITY INDICATORS

### 1) Student Excellence

- Four students won first place at the state Vocational Industrial Clubs of America (VICA) contest in Montana. Two students won first place at the national VICA contest. Two students were elected to national VICA offices.
- Two students won first place in an international computer-assisted design competition.
- A business student won the George Anderson Award for the highest score in Montana on the CPA exam.
- A water quality major was awarded one of 30 Department of Energy research appointments at the Battelle Pacific Northwest Laboratory.
- Students in the humanities and social sciences participated in the Model United Nations and co-hosted a regional Model United Nations competition.
- A member of both the women's volleyball and basketball teams was named the female recipient of the Little Sullivan Award in Montana as the outstanding amateur athlete in the State; a member of the wrestling squad was one of the finalist's for the men's Little Sullivan Award. The wrestling team won back-to-back national titles at the N.A.I.A. tournament in 1991 and 1992. The women's volleyball team placed 5th at the National N.A.I.A. tournament in 1991. The women's basketball team tied for 5th/6th at the National N.A.I.A. Division II tournament in 1992.

### 2) Faculty Excellence

- Faculty grant writing activities increased.
- Faculty from nursing, drafting/design, electronics, mathematics and computer information systems completed terminal degrees or national professional certification in their areas of teaching expertise.
- The Associate Degree in Nursing and Bachelor of Science Degree in Nursing received initial accreditation from the National League for Nursing.
- Diesel and agricultural faculty established the Northern Tractor Resource Center, providing in-the-field

tractor testing, set-up, and agricultural tractor and equipment clinics. The Center collects and disseminates tractor and equipment performance information and works closely with the Alberta Farm Machinery Research Centre in Lethbridge, equipment manufacturers, dealers and the Extension Service to provide a unique service to farmers throughout the region.

- Members of the education department developed a close relationship with public schools across Montana's Hi-Line through the Curriculum Lab which houses and evaluates educational materials, teaching aids and a wide array of educational computer software.
- Faculty in the Industrial Technology Department established an authorized AutoCAD training center for computer applications in drafting and design. They also created a fully-equipped automation laboratory providing Computer Assisted Design (CAD), Computer Assisted Manufacturing (CAM) and Computer Integrated Machining (CIM) capabilities. A faculty member was selected as one of 20 certified AutoCAD training specialists in the United States.
- The automotive program was named as one of 63 Toyota Technical Education Network (T-Ten) sites in the United States. Because of the designation, Toyota provides equipment, funds for faculty development and student scholarships, and cooperative education experiences.
- The water quality program received \$100,317 in FY 92 from the Environmental Protection Agency (EPA) to carry out projects in water quality technology and environmental health. Some of the EPA money established the Montana Environmental Training Center in cooperation with the Montana Department of Health and Environmental Sciences Water Quality Bureau. The Center provides water and waste water training throughout the state of Montana. Northern Montana College administers the State Water Quality Certification examination and offers the only academic program for water and waste water treatment plant operators in Montana. Other EPA projects include operations management and on-site technical training and assistance; a resource guide for small communities; workshops on budgeting, funding, and maintenance for waste water facilities; a regional planning meeting for ten states to develop a consortium for cooperatively working in environmental planning and waste management programs; and an electronic bulletin board for the Coalition of Environmental Training Centers, a consortium of 39 state centers.

- 3) Gifts, Grants and Contract Assistance - Non-state financial support has increased significantly as the following table indicates:

	<u>1991</u>	<u>1992</u>
Unrestricted	\$ 31,216.00	\$ 34,311.64
Scholarship (general & athletic)	178,600.00	185,657.32
Faculty Development	2,100.00	6,000.00
Fine Arts	3,500.00	5,550.00
Library	2,650.00	2,130.00
Other Restricted	15,885.00	16,285.00
Endowments	41,000.00	47,175.00
In-kind Services	12,775.00	10,729.44
Direct Equipment	409,400.00	480,459.60
Interest & Dividends	<u>74,351.00</u>	<u>121,984.76</u>
 SUBTOTAL	 \$771,477.00	 \$910,282.76
*Grants & Contracts	<u>332,731.00</u>	<u>645,594.00</u>
 TOTAL	 \$1,104,208.00	 \$1,555,876.76

---

\*Does not include Financial Aid

- 4) Student Services. - Northern Montana College Student Services received \$741,866 in the fall of 92 in grants from the Department of Education. The money funds projects designed to help Montanans prepare for higher education, stay in school, and move into the job market. Current projects include:

- a program to expand and strengthen cooperative education on campus and establish a cooperative education initiative in Great Falls.
- a three-year Veteran's Upward Bound grant offering academic options to veterans preparing for post secondary education. The program is directed by Northern Montana College and housed at Eastern Montana College in Billings.
- the Educational Opportunity Center, which has seven counselors at tribal colleges, community colleges, and vocational-technical centers throughout the state. The program targets Native Americans, low income persons, minorities, veterans and disabled persons, and provides the following services: admissions and financial aid assistance, assessment information, counseling and tutoring help, and other support services to prepare students for the post-secondary education of their choice.

- the Student Support Services program for disadvantaged students who qualify as low income, first generation college, minority, handicapped or learning disabled which is entering the 13th year of funding. The project provides personal, career and group counseling, testing, tutoring and individual assistance in writing, reading and mathematics. Designed to keep students in school and help them find success in reaching their personal and academic goals.

5) Institutional Assessment

- The institution is committed to a constant program of self-assessment and improvement. A recent survey of students preregistering for spring semester identified the following positive aspects of Northern Montana College:

- class size
- library study areas and services
- acceptance based on gender
- racial harmony
- math and writing labs and tutoring help
- counseling services
- faculty/staff attitudes-accessibility and advising help
- major courses and general education

The survey suggested that the following areas need improvement:

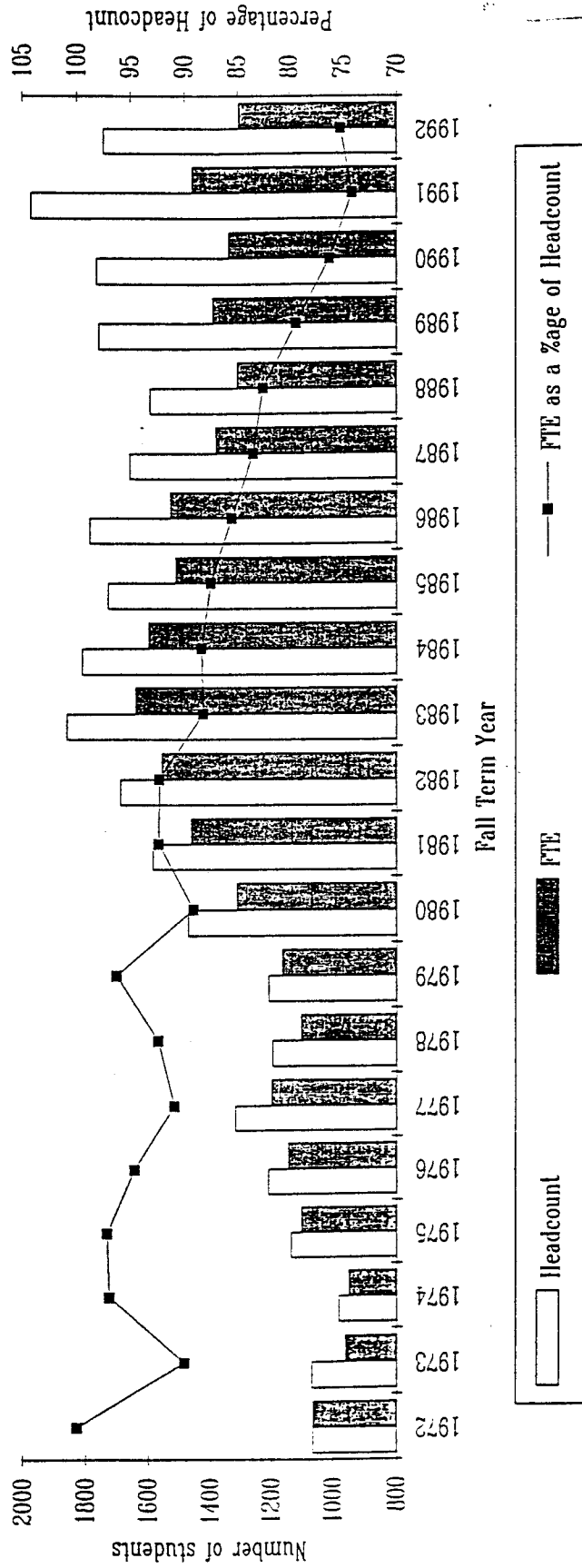
- campus parking
- student government
- maintenance of facilities
- athletic and physical education facilities
- food service
- availability of courses
- family housing
- bookstore

The institution will carefully examine each of these areas and initiate actions to improve student's perceptions in the above areas. Future surveys will be used to determine the effectiveness of the actions initiated.

EXHIBIT 5  
DATE 2-5-93

CHART 1

Combined Enrollments, Headcount and FTE, Fall terms



# ***NORTHERN MONTANA COLLEGE***

EXHIBIT 6  
DATE 2-5-93  
SB \_\_\_\_\_



IN

**GREAT FALLS**

(Business, Computer Information Systems, Drafting,  
Civil Technology, and the Master of Education in Counseling & Development)

EXHIBIT 6  
DATE 2-5-93  
SB \_\_\_\_\_

**February 5, 1993**

**Exhibit 6, "Northern Montana College... in Great Falls", is 6 pages long. The original is stored at the Historical Society at 225 North Roberts Street, Helena, MT 59620-1201. The phone number is 444-2694.**

## FY 92

REVENUE	ORIGINAL APPROP.	SPECIAL SESSION I	ADDL. AUDIT	SPECIAL SESSION II	FINAL AUTHORITY	PERCENT CHANGE	ACTUAL REVENUE
GENERAL FUND	6,417,067	(96,194) (1)	2,490		6,323,363	-1.46%	6,323,363
MILLAGE	738,703				738,703	0.00%	738,703
TUITION & FEES	1,844,155	218,579			2,062,734	11.85%	2,043,988
OTHER	22,494				22,494	0.00%	42,282
TOTAL	9,022,419	122,385	2,490		9,147,294	1.38%	9,148,336

## PERCENT GENERAL FUND DECREASE

0.04%

(1) Does not include reduction of general fund for swimming pool project. (\$87,500). This amounts to an additional 1.34% General Fund reduction that the College must make up from local sources.

## FY 93

REVENUE	ORIGINAL APPROP.	SPECIAL SESSION I	ADDL. AUDIT	SPECIAL SESSION II	FINAL AUTHORITY	PERCENT CHANGE	ESTIMATED REVENUE
GENERAL FUND	6,484,934	(387,812)		(244,841)	5,852,281	-9.76%	5,852,281
MILLAGE	753,866			95,191	849,057	12.63%	849,057
TUITION & FEES	1,801,825	252,729		391,061	2,445,615	35.73%	2,423,082
OTHER	25,763				25,763	0.00%	40,000
TOTAL	9,066,388	(135,083)		241,411	9,172,716	1.17%	9,164,420

## PERCENT GENERAL FUND DECREASE

-5.98%

-3.78%

7  
2-5-93

EXPEND

DATE

2-5-93

	CURRENT		REGENTS		LFA		BIENNIAL DIFFERENCE LFA / REGENTS
	FY 92 ACT.	FY 93 CHE	FY 94	FY 95	FY 94	FY 95	
PROGRAM							
INSTRUCTION	4,372,424	4,484,813	4,815,713	4,816,866	4,827,279	4,829,889	24,589
SUPPORT	3,105,980	2,982,829	2,848,291	2,817,519	2,763,297	2,730,477	(172,036)
RESEARCH	0	0	0	0	0	0	0
PUBLIC SERVICE	6,770	0	8,891	8,891	0	0	(17,782)
OPERATION OF PLANT	1,240,534	1,238,074	1,264,543	1,275,846	1,245,357	1,250,996	(44,036)
SCHOLARSHIPS	341,559	467,000	427,660	427,660	412,034	412,034	(31,252)
TOTAL EXPENDITURES	9,067,267	9,172,716	9,365,098	9,346,782	9,247,967	9,223,396	(240,517)
FUNDING							
GENERAL FUND	6,323,363	5,852,281	5,989,618	5,971,302	5,949,753	5,922,078	(89,089)
MILLAGE	738,703	849,057	857,487	857,487	793,101	796,205	(125,668)
TUITION	1,702,429	1,978,615	2,050,333	2,050,333	2,053,079	2,053,079	5,492
SCHOLARSHIPS	341,559	467,000	427,660	427,660	412,034	412,034	(31,252)
OTHER	42,282	25,763	40,000	40,000	40,000	40,000	0
TOTAL FUNDING	9,148,336	9,172,716	9,365,098	9,346,782	9,247,967	9,223,396	(240,517)
BUDGET MODIFICATIONS							
INDEXING							
TUITION			165,353	327,675	0	0	(493,028)
GENERAL FUND			183,671	152,199	0	0	(335,870)
ADJUSTED BUDGET	9,148,336	9,172,716	9,714,122	9,826,656	9,247,967	9,223,396	(1,069,415)
BIENNIIUM TOTAL		18,321,052		19,540,778		18,471,363	
INITIAL TARGET REDUCTION						(198,668)	(1,268,083)
ADDITIONAL TARGET REDUCTION OPTION 1 (TOTAL EDUCATION SHARE)						(672,604)	(1,940,687)
ADDITIONAL TARGET REDUCTION OPTION 2 (ONLY MUS SHARE)						(258,256)	(2,198,943)
ADDITIONAL TARGET REDUCTION OPTION 3 (ONLY MUS SHARE LESS S.A & BOND PAYMENTS)						(54,915)	(2,253,858)
TOTAL GENERAL FUND REDUCTION						(1,184,443)	
ADJUSTED TOTAL BUDGET						17,286,920	(2,253,858)

## WEATHER BUREAU PHONE # 265-6424

MONTH	17 YEAR																			
	FY 93	AVERAGE	FY 92	FY 91	FY 90	FY 89	FY 88	FY 87	FY 86	FY 85	FY 84	FY 83	FY 82	FY 81	FY 80	FY 79	FY 78	FY 77	FY 76	
JULY	77	22	7	30	41	11	57	31	5	10	46	33	26	15	23	40	20	4	7	
AUGUST	134	47	2	17	62	45	126	25	110	13	27	38	15	102	13	48	95	13	49	
SEPTEMBER	301	264	227	119	277	283	197	411	475	453	347	310	189	236	110	218	236	146	257	
OCTOBER	581	615	768	629	609	564	646	560	654	831	540	590	648	580	495	544	531	663	597	
NOVEMBER	966	1,068	1,078	957	933	1,021	868	1,183	1,877	1,073	1,006	1,173	798	866	1,003	1,317	1,124	1,037	1,046	
DECEMBER	1,574	1,416	1,148	1,567	1,456	1,299	1,233	1,099	1,393	1,172	2,176	1,266	1,477	1,426	1,118	1,825	1,640	1,179	1,245	
JANUARY	1,816	1,472	1,020	1,657	1,186	1,364	1,483	1,161	1,040	1,632	1,280	1,241	2,113	1,125	1,654	2,098	1,936	1,714	1,313	
FEBRUARY		1,181	1,004	807	1,139	1,621	1,147	948	1,510	1,395	827	930	1,475	1,051	1,239	1,728	1,473	860	915	
MARCH		972	779	963	958	1,224	860	928	691	965	1,025	912	1,163	828	1,120	1,024	1,108	929	1,055	
APRIL		578	534	594	642	661	524	439	666	516	593	664	764	550	380	733	546	521	492	
MAY		304	288	356	380	357	164	226	269	234	372	384	471	297	206	392	286	263	217	
JUNE		107	114	119	143	112	49	65	39	162	145	135	112	219	81	72	79	50	120	
TOTAL	5,449	8,044	6,969	7,815	7,789	8,562	7,354	7,076	8,529	9,025	8,362	7,676	9,251	7,295	7,442	9,839	9,074	7,379	7,313	
AVG	778	670	581	651	649	714	613	590	711	752	697	640	771	608	620	820	756	615	609	

## PRIME HEATING MONTHS

	17 YEAR																			
	FY 93	AVERAGE	FY 92	FY 91	FY 90	FY 89	FY 88	FY 87	FY 86	FY 85	FY 84	FY 83	FY 82	FY 81	FY 80	FY 79	FY 78	FY 77	FY 76	
OCTOBER	581	615	768	629	609	564	646	560	654	831	540	590	648	580	495	544	531	663	597	
NOVEMBER	966	1,068	1,078	957	933	1,021	868	1,183	1,677	1,073	1,006	1,173	798	866	1,003	1,317	1,124	1,037	1,046	
DECEMBER	1,574	1,416	1,148	1,567	1,456	1,299	1,233	1,099	1,393	1,172	2,176	1,266	1,477	1,426	1,118	1,825	1,640	1,179	1,245	
JANUARY	1,816	1,472	1,020	1,657	1,186	1,364	1,483	1,161	1,040	1,632	1,280	1,241	2,113	1,125	1,654	2,098	1,936	1,714	1,313	
FEBRUARY		1,181	1,004	807	1,139	1,621	1,147	948	1,510	1,395	827	930	1,475	1,051	1,239	1,728	1,473	860	915	
MARCH		972	779	963	958	1,224	860	928	691	965	1,025	912	1,163	828	1,120	1,024	1,108	929	1,055	
TOTAL	4,937	6,724	5,797	6,580	6,281	7,093	6,237	5,879	6,965	7,623	6,854	6,112	7,674	5,876	6,629	8,336	7,812	6,382	6,171	
AVG	1,234	1,121	966	1,097	1,047	1,182	1,040	980	1,161	1,271	1,142	1,019	1,279	979	1,105	1,389	1,302	1,064	1,029	

## ACTUAL EXPENDITURES

NATURAL GAS	107,579	135,784	149,069	172,570	125,609
ELECTRICITY	172,782	168,869	154,152	133,020	134,363

9  
2-5-93

## NORTHERN MONTANA COLLEGE

09-Dec-92

## INTEREST &amp; INCOME DISTRIBUTION

## FISCAL 1987 -- FISCAL 1992

INSTITUTION	<u>FY 87</u>	<u>FY 88</u>	<u>FY 89</u>	<u>FY 90</u>	<u>FY 91</u>	<u>FY 92</u>	<u>TOTAL</u>
MSU -- MORRILL GRANT	364,924	318,955	297,736	307,263	306,518	326,516	1,921,912
MSU	281,093	274,587	294,839	280,444	351,419	394,082	1,876,464
MONTANA TECH	468,395	449,767	417,348	433,709	451,469	475,315	2,696,003
U OF MONTANA	234,439	199,642	181,565	195,396	183,402	200,403	1,194,847
WESTERN	230,202	209,029	211,410	207,386	222,902	235,425	1,316,354
EASTERN	230,202	209,029	211,410	207,386	222,902	235,425	1,316,354
PINE HILLS	294,555	254,980	241,441	243,307	221,278	231,828	1,487,389
SCHOOL DEAF & BLIND	173,649	153,017	156,725	166,856	188,507	195,589	1,034,343
SUBTOTAL	2,277,459	2,069,006	2,012,474	2,041,747	2,148,397	2,294,583	12,843,666
COMMON SCHOOL	37,147,510	35,320,837	33,498,972	36,022,718	38,336,942	41,838,691	222,165,670
TOTAL I & I	39,424,969	37,389,843	35,511,446	38,064,465	40,485,339	44,133,274	235,009,336

 DRAFT  
 DATE 2-5-93

HOUSE OF REPRESENTATIVES  
VISITOR REGISTER

EDUCATION SUBCOMMITTEE DATE 2-5-93

DEPARTMENT(S) DIVISION

**PLEASE PRINT**

**PLEASE PRINT**

[illegible]

PLEASE LEAVE PREPARED TESTIMONY WITH SECRETARY. WITNESS STATEMENT FORMS ARE AVAILABLE IF YOU CARE TO SUBMIT WRITTEN TESTIMONY.