

## **MINUTES**

### **MONTANA HOUSE OF REPRESENTATIVES 54th LEGISLATURE - REGULAR SESSION**

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

**Call to Order:** By Chairman Royal C. Johnson, on January 18,  
1995, at 8:00 AM

#### **ROLL CALL**

##### **Members Present:**

Rep. Royal C. Johnson, Chairman (R)  
Sen. Daryl Toews, Vice Chairman (R)  
Rep. Don Holland (R)  
Sen. Greg Jergeson (D)  
Rep. Mike Kadas (D)  
Sen. Arnie A. Mohl (R)

**Members Excused:** None

**Members Absent:** None

**Staff Present:** Sandy Whitney, Legislative Fiscal Analyst  
Amy Carlson, Office of Budget & Program Planning  
Paula Clawson, Committee Secretary

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

##### **Committee Business Summary:**

Hearing: University of Montana - Units & Techs:  
Montana Tech  
Western  
Helena

Executive Action: None

#### **HEARING ON MONTANA TECH OF THE UNIVERSITY OF MONTANA**

*{Tape: 1; Side: A; Approx. Counter: 25}*

Lindsay Norman, Ph.D., Chancellor, Montana Tech of the University  
of Montana, gave an overview of Montana Tech of the University of  
Montana (Montana Tech). **EXHIBIT 1**

Montana Tech has modest enrollment projections for the biennium  
because of the limited number of programs offered (13 degree  
programs); the relatively high tuition, and Montana Tech's  
self-limit on enrollment. Montana Tech limits enrollment to only  
as many students per program as there are realistic expectations

can find post-graduation employment in the field. Montana Tech averages a 94% placement rate for graduates. In school year 1994-95 freshman enrollment was down approximately 5% because the 1994 high school graduating class was not as interested in science and technology programs as in past years. The 1995 high school graduating class appears to be more interested in science and technology. The largest enrollment growth is at the new two-year Division of Technology, which was formerly the Butte Vo-Tech school.

The merger of Montana Tech with the University of Montana-Missoula (UM-M) has been very successful. UM-M made the merger a collaborative, trust filled, cooperative process. Because fixed costs at all campuses in the Montana University System are approximately 90%, there is only 10% discretionary funds for future needs. Montana Tech cannot "cut" costs, because that would involve cutting faculty and staff, which works against the school's purposes. Montana Tech has to concentrate on "containing" costs.

Montana Tech has the highest cost of education in the state because of the nature of its high-tech programs. Raising tuition has to be a phased-in process because of already higher than average (for the state) tuition rates. Fee waivers have decreased from 350 students in 1987 to 200 students in 1993, while in that time period enrollment has increased by 300 students. Total dollars available since 1987 have remained relatively constant and tuition has gone up significantly, so the number of fee waivers had to be decreased. As tuition has increased over 50% in the last several years, the available number of state dollars for scholarship assistance should have increased in a corresponding fashion - it has not. Montana Tech has lost competition for good students because it can't offer as good a scholarship package as other schools, such as Colorado School of Mines and the University of Wyoming.

*{Tape: 1; Side: B}*

Montana Tech is very supportive of the budget that has been submitted through the University of Montana System and Board of Regents. The main budget concerns for Montana Tech are salary and pay considerations; state support of scholarships; and managing the higher tuition levels. Another critical need is to bring Montana Tech into compliance in managing hazardous waste, which will cost \$124,623 in the first year to clear out the back log of waste, then will cost \$74,000 annually to stay in line with regulations. The deferred maintenance needs of Montana Tech have increased 44% since 1991.

*{Tape: 1; Side: B; Approx. Counter: 371}*

REP. DON HOLLAND asked what is the current student capacity at Montana Tech. Dr. Norman answered that the capacity is for 2,300

students, which at one time was the enrollment when there was sufficient faculty.

**SEN. ARNIE MOHL** asked what savings the merger has provided to Montana Tech or the University of Montana-Missoula. **Dr. Norman** answered there has not been actual cost savings, but there have been increased efficiency and sharing of programs.

**SEN. DARYL TOEWS** asked if personnel being a fixed cost at about 90% doesn't box Montana Tech in as far as making decisions about running the institution. **Dr. Norman** clarified that personnel costs are approximately 75%-80% and they are fixed in the sense that accreditation standards require a specific number of faculty for each program regardless of the number of students in the program. (Typically it is four full-time faculty per program). Without accreditation students can not become professional engineers. Also, for students to graduate in a normal period of time for their course of study there are certain minimum number of faculty needed per program.

**REP. MIKE KADAS** asked what the time frame is for tuition levels at Montana Tech to be equalized with the rest of the University System. **Dr. Norman** answered the move from 30% of cost of education to 33% of cost of education will be phased in over the next two bienniums.

**SEN. GREG JERGESON** asked how Montana Tech met the needs of disabled students before the American with Disabilities Act mandates. **Dr. Norman** said there was no formal process but disabled students were pulled together to address simple, inexpensive solutions such as reducing tension on door hinges.

**SEN. JERGESON** asked how Montana Tech handled hazardous waste disposal before state and federal mandates. **Dr. Norman** explained that sometimes disposal was not as safe as it could be, primarily because of cost. In recent years hazardous waste has increased as research projects have increased, and, in some instances, research projects have taken space that had previously been used for waste storage. One of Montana Tech's research projects is determining how hazardous waste disposal can best be handled throughout the state.

**CHAIRMAN ROYAL JOHNSON** asked where the Division of Technology was located in relationship to the Montana Tech campus and how it worked together with Montana Tech. **Dr. Norman** said the Division of Technology is located on the south end of town, past the airport. Montana Tech and the Division of Technology are linked electronically to share programs and a common student information system.

**CHAIRMAN JOHNSON** asked how increases in tuition cause state funded financial aid to decrease. **Dr. Norman** answered that the state general fund dollars of approximately \$325,000 each year has remained constant since 1987. In 1987 tuition was

approximately \$1,000 and Montana Tech was able to use state funds to supply about 300 fee waivers. In 1995 tuition is approximately \$2,000 so Montana Tech can only supply about 150 fee waivers with state funds. As tuition increases in the next two bienniums, fee waivers will decrease if state funding doesn't increase proportionally to tuition increases. Until the last biennium, many of the fee waivers were mandatory. There is now more flexibility and if lump-sum funding is approved, Montana Tech will make it a priority to move more money into financial aid packages.

**CHAIRMAN JOHNSON** asked what program elimination or consolidation is being considered at Montana Tech. **Dr. Norman** answered that there is program review taking place currently. Montana Tech is a small school driven by market factors, so its graduation numbers are small. The importance of the program must be factored into any decisions about consolidation or elimination. For example the geophysical engineer program is very small, but it is one of only two accredited programs in the country.

*{Tape: 2; Side: A}*

**George Dennison, Ph.D., President - University of Montana-Missoula**, commented that fee waiver issues are prevalent throughout the University System. Schools have tried to increase fee waivers with tuition increases but haven't been able to keep pace. This is an issue the University System needs to give further attention.

**HEARING ON WESTERN MONTANA COLLEGE OF THE UNIVERSITY OF MONTANA**

*{Tape: 2; Side: A; Approx. Counter: 56}*

**SEN. CHUCK SWYSGOOD**, Montana State Senator from Dillon, introduced the Chancellor of Western Montana College of the University of Montana, **Sheila Stearns, Ph.D.**

**Dr. Stearns** gave an overview of the Western Montana College of the University of Montana (Western). **EXHIBIT 1** from 1/17/95 and **EXHIBIT 2** from 1/18/95

Part of Western's budget request is included in HB5 for building maintenance. Western is committed to maintenance and repair of its buildings and uses a considerable portion of operating funds to do so. 1994 was a record year for research grants at Western. Western is very involved with K-12 school districts, including library and INTERNET connections with 80 rural schools across Montana. Library needs are critical at Western and are a problem area for accreditation. Special campus requests include adding two faculty, additional computer labs and further telecommunications access. The restructuring of the University

System and merger with the University of Montana-Missoula has been a great resource to Western.

*{Tape: 2; Side: A; Approx. Counter: 608; Comments: Continue on Tape 2; Side B}*

Enrollment at Western is anticipated to be 1,400 in five years, because of the higher number of high school graduates in the year 2000. Enrollment capacity is determined by faculty size and availability of housing facilities. Expenditure per student in instruction in FY86 was \$2,071 and in FY95 is \$2,688, during the same years that state general funding decreased from \$3,216 per student to \$2,823 per student. Western tries to increase the proportion of its funding spent on student instruction and not increase administration costs.

Western's Rural Education Center assists rural K-12 schools with research and continuing education. "Intercollegiate teamwork" is a vital part of the mission statement.

*{Tape: 2; Side: B; Approx. Counter: 114}*

**Walter Oldendorf, Chair of Programs in Education at Western,** said teacher education is the largest program at Western with 800 students. Western has student teachers at more than 200 schools. The Rural Education Center is currently conducting a study of the in-teacher support program in cooperation with more than thirteen K-12 schools across the state. Western has extended the spirit of cooperation and collaboration through the School-College Partnership in southwestern Montana. The School-College Partnership is founded on the notion that excellence in teacher education can only be attained through full recognition of the value and contributions from both school and college faculty.

*{Tape: 2; Side: B; Approx. Counter: 260}*

**Kate Stetzner, Principal, Margaret Leary Elementary School in Butte,** said that Margaret Leary Elementary School, a K-6 school, is involved in the School-College Partnership. The Partnership provides research facilities and technical support to the schools and provides classroom teacher input to the student teaching process and general teacher education at the college level.

*{Tape: 2; Side: B; Approx. Counter: 425}*

**Susan Jones, Director of Continuing Education and Special Programs at Western,** said that Western has a strong tradition of outreach, offering continuing education and special programs in Butte, Helena, Boulder, Lewistown, Great Falls and Billings. Many of these programs are aimed primarily at teachers seeking further certification. There are also programs for high school students to earn college credit and for adults working on college degrees in an off-campus setting.

*{Tape: 2; Side: B; Approx. Counter: 668}*

**Cheri Jimeno, Assistant Professor of Business and Tech Prep Director at Western,** explained that the tech-prep consortium consists of 16 high schools, the Montana Job Corp, the Montana State Prison and two post-secondary institutions. Tech prep is federally funded through Carl Perkins money. The tech prep school-to-work consortium increases communication between secondary and post-secondary institutions as well as between education and industry. If this process continues, high school students could conceivably have one semester's course work completed towards an associate degree by the time the student finishes high school. Training is often complemented with internship programs in business and industry. Tech prep school-to-work provides advanced placement and advanced skills opportunity for any student entering today's work place and prepares students to compete in the global economy.

*{Tape: 2; Side: B; Approx. Counter: 900; Comments: Continue on Tape 3; Side A}*

**Steve Henness, Student Director of Campus Compact/Service Learning at Western,** said part of Western's mission statement is to meet regional needs by incorporating community service into the curriculum. A student goal for Western is to incorporate service learning throughout the K-16 curriculum to better prepare students to be responsible citizens, to enrich the curriculum, to build community and to enhance the entire academic experience. The new Campus Compact/Service Learning Center at Western sponsored its first project in 1994 by setting up the Beaverhead Community Food Pantry, which was funded by the Montana Campus Compact and the Corporation for National Community Service and involved students from marketing, accounting, advertising and social problem disciplines. At the same time the Center received a mini-grant to set up a clearing house for service learning activities on campus. The Center engages students and faculty in facilitating the design, execution and evaluation of service projects that are incorporated into course work. Most funding for center projects will be from private sources, but state funding is needed for administrative support of the Campus Compact/Service Learning Center.

*{Tape: 3; Side: A; Approx. Counter: 73}*

**REP. BILL TASH, Dillon,** said "I am very proud to represent this constituency" from Western Montana College. Western has a tradition of excellence dating back to its founding before the turn of the century. The subcommittee is urged to support the continuance of this excellence into the next century.

*{Tape: 3; Side: A; Approx. Counter: 139}*

**Rob Thomas, Assistant Professor of Geology at Western,** said that Western Montana College of the University of Montana is the most important campus in this state because it educates teachers. The faculty at Western are primarily teachers, often having six

classes each semester plus work with graduate students. The faculty runs almost everything at Western through campus committees. The school is not too heavy in administration. Research is necessary and relevant for students to keep Western's programs updated and active in their fields. Research also brings money to buy equipment necessary for students' hands-on learning. Western is a good investment for a top quality education.

*{Tape: 3; Side: A; Approx. Counter: 319}*

**Gordon Stephens, Senior in Secondary Education at Western,** said his experiences as a student at Western go beyond the classroom. As a resident assistant he learned to communicate and increased his creativity, both important tools for classroom teachers. Through his athletic successes he has increased his marketability as a teacher-coach after graduation. There are weaknesses at Western, including the shortage of work-study money which pays student salaries to keep computer labs open; a lack of up-to-date equipment in some programs; and a very limited library which sometimes has to wait up to two weeks for inter-library loan material.

*{Tape: 3; Side: A; Approx. Counter: 439}*

**Kami Johnson, Senior in Secondary Education at Western,** spoke to student life at Western and the importance of small campuses as a means to learn to communicate well. Many students come to Western for its combination of education, athletic activities, and faculty "care" about the quality of students on-campus lives.

*{Tape: 3; Side: A; Approx. Counter: 603}*

**Dr. Stearns** said the faculty commitment and student enthusiasm are pervasive not only at Western but throughout the University System in Montana. Western administration supports a just and increasing compensation for its very deserving staff.

*{Tape: 3; Side: A; Approx. Counter: 828}*

**SEN. MOHL** complimented Western Montana College of the University of Montana on its commitment to finance its infrastructure with state general funds.

**REP. KADAS** asked why Western's enrollment projections include a fairly significant increase in out-of-state enrollment. **Dr. Stearns** said the Western is undersubscribed in out-of-state students, which is a concern because Western is teaching teachers who are employed all over the country. Out-of-state students are an important part of the learning process because Montana students can be exposed to the diversity they will meet in the work place. The merger with the University of Montana-Missoula will increase Western's recruiting opportunities to attract out-of-state students.

HEARING ON HELENA COLLEGE OF TECHNOLOGY OF THE  
UNIVERSITY OF MONTANA

*{Tape: 3; Side: B}*

**Alex Capdeville, Dean, Helena College of Technology of the University of Montana**, gave an overview of the Helena College of Technology (Helena Tech). **EXHIBIT 1 from 1/17/95**

Helena Tech, which has two campuses in Helena, was part of Helena public schools until 1987. Originally started as an aeronautics program, Helena Tech has grown significantly in technical and trade programs as well as recent growth in two-year business programs. The restructuring with the University of Montana has been very positive for Helena Tech, particularly as it is moving toward full articulation throughout the University System. In the recent past many Helena Tech graduates could not transfer their two-year credits to the four-year institutions. Montana two-year enrollment per capita ranks 48th in the country while its four-year enrollment per capita ranks 2nd. The merger with the University of Montana has the potential to open up two-year opportunities to more students.

Helena Tech's main mission is for technical education, but it also serves as a Center of Higher Education for both the University of Montana System and the Montana State University System. The Higher Education Center offers graduate and continuing education programs as well as METNET linkage. Helena Tech is planning to offer some off-campus two-year programs as well. Current enrollment at Helena Tech is just under 900, with the business program growing the fastest. All programs have industry-based advisory committees. The average age of full-time students is 29 with 52% female. **EXHIBIT 3**

*{Tape: 3; Side: B; Approx. Counter: 850; Comments: Continue on Tape 4; Side A}*

Restructuring has been beneficial in strengthening the working relationship between Helena Tech and the private college in Helena. Restructuring has also given Helena tech utilization of the University of Montana's bonding capabilities. A student center - which was requested by the students - is now being constructed without using state general fund monies. Helena Tech emphasizes updating equipment and often accomplishes this through gifts from industries that employ Helena Tech graduates. The demand Helena Tech hasn't been able to meet is in the graduation of enough diesel mechanics. The school is in the process of setting up a satellite program in Livingston, MT, to open diesel mechanic training opportunities in other parts of the state. Helena Tech's budget requests include two additional FTE and additional equipment to keep the programs up to date.



*{Tape: 4; Side: A; Approx. Counter: 318}*

REP. HOLLAND asked what non-resident fees are at Helena Tech. Mr. Capdeville said non-resident fees will increase significantly because of restructuring, \$3,696 in FY96 and \$3,853 in FY97.

CHAIRMAN JOHNSON asked the cost of the new student center. Mr. Capdeville answered \$580,000.

ADJOURNMENT

**Adjournment:** This meeting adjourned at 11:56 AM.



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ROYAL C. JOHNSON, CHAIRMAN



\_\_\_\_\_  
PAULA CLAWSON, SECRETARY

RCJ/pc

{THIS MEETING WAS RECORDED ON ONE 90-MINUTE TAPE AND THREE  
60-MINUTE TAPES}

## EDUCATION

### Joint Appropriations Subcommittee

ROLL CALL

DATE

1/18/95

NAME	PRESENT	ABSENT	EXCUSED
Rep. Royal Johnson, Chairman	✓		
Rep. Mike Kadas	✓		
Rep. Don Holland	✓		
Sen. Daryl Toews	✓		
Sen. Greg Jergeson	✓		
Sen. Arnie Mohl	✓		



EXHIBIT 1  
DATE 1-18-95  
SB \_\_\_\_\_

**MONTANA TECH**  
  
**of**  
  
**THE UNIVERSITY OF MONTANA**

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**54TH MONTANA LEGISLATURE**

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EXHIBIT 2  
DATE 1-18-95  
SB \_\_\_\_\_

## Presentation to 54th Legislature

### Joint Appropriations Subcommittee on Education

Wednesday, January 18, 1995

**SUMMARY:** Western Montana College of The University of Montana is a small treasure in the Montana University System. Its mission is clearly focused. Its faculty and staff are dedicated, efficient, and high-quality public servants. Its students represent a diverse cross-section of Montana families. "Salt of the earth" comes to mind when describing WMC-UM students. The word that best describes Western's commitment and contribution to Montana is PARTNERSHIP, as will be apparent in the part of the presentation called "Campus Voices."

#### WMC-UM SUPPORTS:

- The restructuring of the Montana University System
- Affiliation with The University of Montana
- Constitutional autonomy for higher education
- The Cost-of-Education funding model for equitable distribution of funds to all units.
- Tuition increases that enhance quality, and that supplement rather than replace general fund.
- Increased student financial aid
- Funds for deferred maintenance and compliance with the Americans With Disabilities Act.



## **PRESENTATION:**

**Introduction**

President George Dennison

**Campus Report**

Chancellor Sheila Stearns

**Part I**

Overview

**Part II**

Campus Voices

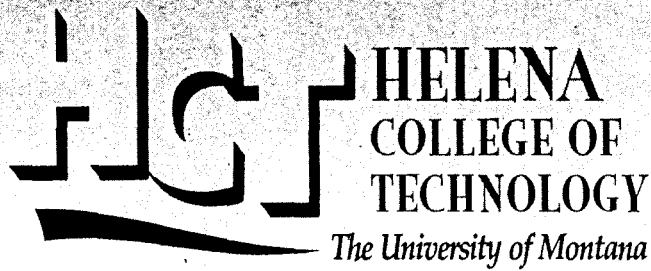
- 119 1. Walter Oldendorf, Chair of Programs in Education
- 260 2. Kate Stetzner, Principal, Margaret Leary Elementary School in Butte
- 425 3. Sue Jones, Director of Continuing Education and Special Programs, including summer school and international programs
- 665 4. Cheri Jimeno, Assistant Professor of Business and Tech Prep Director
- 949 5. Steve Hennes, senior majoring in Liberal Studies (BLS degree) and Student Director of Campus Compact/Service Learning
86. Mike Schulz, Librarian
27. Rob Thomas, Assistant Professor of Geology
- 319 8. Gordon Stephens, senior from Missoula majoring in secondary education with emphases in mathematics and history
- 439 9. Kami Johnson, senior from Gildford majoring in secondary education, with emphases in business, English, and library service

**Part III**

Closing Comments - Dr. Stearns

**Part IV**

Questions from the Committee



318 384  
EXHIBIT 3  
DATE 1-18-95  
SB \_\_\_\_\_

HELENA COLLEGE OF TECHNOLOGY  
FINANCIAL AID INFORMATION FOR FY 1994

Total disbursements	\$1,047,731
49% Loans	
40% Pell Grants	
8% Work-Study	
3% Scholarships/Grants	

About 75% of full-time students received financial aid.

HOUSE OF REPRESENTATIVES  
VISITORS REGISTER

Education

SUB-COMMITTEE

DATE

1/18/95

BILL NO. HB 2

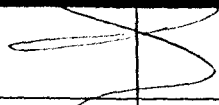
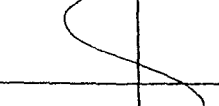


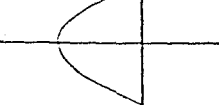

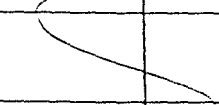
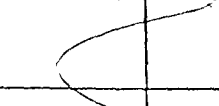



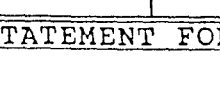



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Kate Stetzer	WMA - Dillon		
Bill Tash	HD 34 Dillon		
Chuck Wotterling	Helena College of Techn.		
			
			
			

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