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 27, 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: Skip Culver, Legislative Fiscal Analyst
Sandy Whitney, Legislative Fiscal Analyst
Amy Carlson, Office of Budget & Program Planning
Curtis Nichols, 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: Montana University System: Student Assistance; Benchmarking; Centers for Higher Education
Executive Action: None

HEARING ON STUDENT ASSISTANCE

{Tape: 1; Side: A; Approx. Counter: 55}

Jeff Baker, Commissioner of Higher Education, gave an overview on the Montana University System (MUS) student assistance program. **EXHIBITS 1, 2 and 3**

Total state financial aid from 1985 to 1995 has increased about 3-fold in dollars. In 1985 the tuition average at the University

of Montana-Missoula (UM-M) and Montana State University-Bozeman (MSU-Bozeman) was $839; the 1995 tuition average is $2,193, which is an 161% increase. State financial aid has increased 91% from 1985 to 1995. As tuition and fees have increased, financial aid at the federal level has fallen dramatically in terms of grants and work-study programs. Because federal Title IV funding has not kept pace with tuition increases, students are graduating with larger loan debts than ten years ago.

Fee waivers have increased approximately $1 million between 1994 and 1995, which is an increase of almost 200 FTE. Financial aid is also used to pay graduate teaching assistants and comes from current unrestricted funds. Graduate and student stipends in research positions come from the grants and contracts revenues. Students also receive a great deal of financial support from third parties, such as private scholarships, which are not reflected in the university financial aid figures.

{Tape: 1; Side: A; Approx. Counter: 580; Comments: Continue on Tape 1; Side B}

REP. MIKE KADAS clarified with **Dr. Baker** that for out-of-state fee waivers, some students get only the out-of-state portion of tuition waived, while others get the entire tuition waived.

SEN. DARYL TOEWS asked what makes a fee waiver mandatory. **Laurie Neils, Director of Budget and Accounting, Commissioner of Higher Education Office,** said that these are fee waivers listed in statute, although since 1993 they are no longer mandatory and are considered permissive. The Board of Regents make the decisions about which fee waivers are listed in the statute.

CHAIRMAN ROYAL JOHNSON asked how federal financial aid will be impacted if the federal government passes a balanced budget amendment. **Dr. Baker** said a balanced federal budget would probably accelerate assistance away from grant-based aid to an increasing reliance on loans.

{Tape: 1; Side: B; Approx. Counter: 93; Continue on Tape 2; Side A}

Dr. Baker presented information on the various financial aid programs for professional students:
EXHIBITS 4, 5, 6 and 7

Western Interstate Commission for Higher Education (WICHE) allows students to attend professional programs in other states that are not offered in their resident state. WICHE students have priority enrollment over non-WICHE out-of-state students. 44.5% of Montana WICHE students return to practice their professions in Montana.

University of Washington Medical Program for Washington, Alaska, Montana and Idaho (WAMI) places 20 Montana students per year in the University of Washington School of Medicine, with these students completing their first year of study at

MSU-Bozeman. The University of Washington School of Medicine is oriented towards primary care and rural health care issues. 43% of Montana's WAMI students return to Montana to practice.

Montana Rural Physicians Incentive Program is funded from student fees in the WICHE and WAMI programs. The program pays up to $30,000 in medical school loans in exchange for physicians setting up practice in rural areas in Montana. The program is low cost in administration and tracking and should be increased to attract more students to return to Montana.

Western University Exchange Program (WUE) is a program for undergraduate students to attend other Western schools to study programs not offered in their resident state. Currently more WUE students come into Montana than go out of Montana. The Montana University System is committed to bringing this import/export ratio into balance this biennium.

Minnesota Dental Exchange Program provides dental school openings for Montana students. 47% of these students return to Montana to practice.

{Tape: 2; Side: A; Approx. Counter: 154}

REP. SAM ROSE said "it would be counterproductive to even consider cutting back any of the help in medical education" offered through the WICHE/WAMI programs. Of sixteen WICHE/WAMI students he has contacted, indications are fourteen of them would not have continued into professional school without the WICHE/WAMI program. The Physicians Incentive Program is very important for rural communities. On behalf of the students and rural communities the subcommittee is asked to continue support of these programs.

{Tape: 2; Side: A; Approx. Counter: 228}

Justin Lee, President, Montana Associated Students, presented the subcommittee a copy of the Montana Higher Education Financial Aid Proposal created by Montana Associated Students. **EXHIBIT 8** The program is specifically for undergraduate students and is need based. The trends in financial aid increases have been nominal, and if there is a federal balanced budget amendment, the effects on financial aid could be devastating. The state of Montana has not made an effort to increase financial aid in proportion to tuition increases. Students feel that tuition increases are being used to back-fill the absence of state funding.

Students are willing to exchange work for financial aid, as has been demonstrated at the University of Montana Western where a program has been established to encourage student community service. The community work-study program being proposed by Montana Associated Students will require $2 million general fund for start-up, which is not excessive in light of recent tuition increases. The community work-study program will not only

benefit students through increased education as well as financial aid, but also benefits the state and its communities with a less expensive work force than full-time professionals. The subcommittee is encouraged to support the community work-study program proposal.

{Tape: 2; Side: A; Approx. Counter: 547}

Mike Walburger, Pre-veterinary graduate of Montana State University-Bozeman, told the subcommittee that his acceptance to the Veterinary Medical Program at Colorado State University is contingent on this legislature's approval of WICHE slots for the veterinary program. The WICHE program in veterinary medicine returns professionals to rural Montana and is a wise investment. Since 1953, when the WICHE program began, 279 veterinarians have been supported of which 152 are currently practicing in Montana. Data from an April 1994 survey by the American Veterinary Association shows that Montana has received a new veterinarian for every WICHE student supported. **EXHIBIT 9** 1994 agriculture statistics reported that 20% of Montana's total economy is generated by livestock producers. If there were a loss or decrease in the accessibility to a quality education for Montana veterinary students there would be fewer veterinarians who understand the importance of livestock producers in Montana, and the quality of veterinary care would suffer as a result. The subcommittee is urged to support at least five veterinary slots per year and to consider reinstating the nine slots cut in the last legislative session.

{Tape: 2; Side: A; Approx. Counter: 875; Comment: Continue on Tape 2; Side B}

Wendy Synness, Senior in Pre-Veterinary Program at Montana State University-Bozeman, said the reduction in veterinary WICHE slots has threatened her chances to get into veterinary school. Many western veterinary schools will only accept out-of-state students through the WICHE program, and WICHE provides up to $80,000 in financial relief over the four-year veterinary program. Realistically, WICHE is the only way for most Montana students to attend veterinary school. In 1995 twenty-five students have applied for the five WICHE veterinary slots. Ideally the slots will be increased to 10-12 per year.

{Tape: 2; Side: B; Approx. Counter: 54}

Jason Noyes, Freshman in Pre-Veterinary Program at Montana State University-Bozeman, said that the uncertainty with WICHE funding and slots is making him rethink his veterinary goals. He cannot afford veterinary school without WICHE support. WICHE helps the students and the state by returning well-trained veterinarians to Montana.

{Tape: 2; Side: B; Approx. Counter: 120}

Justin Roscoe, Freshman in Pre-Veterinary Program at Montana State University-Bozeman, reported on a poll conducted by the pre-veterinary club at MSU-Bozeman in January 1995. 24 of the 26 freshman pre-veterinary students responded. Nine of these students have already dropped out of the pre-veterinary program. The fifteen remaining students are concerned about the future of WICHE, not only for the financial aid, but also for the accessibility to veterinary schools. Students have expressed concern that they may have to change their undergraduate residency to access veterinary schools. The subcommittee is urged to support the veterinary WICHE slots.

{Tape: 2; Side: B; Approx. Counter: 215}

Deanna Weyermann, Senior in Pre-Veterinary Program at Montana State University-Bozeman, has also been accepted to the Veterinary Medical Program at Colorado State University, contingent on this legislature's approval of WICHE slots for the veterinary program. WICHE veterinary schools are dependent on receiving Montana WICHE veterinary support to maintain and improve their fine programs. Currently these schools have reserved the traditional number of Montana WICHE veterinary slots which are now greater than the number of slots which have recently been appropriated by the Montana legislature. Depending on the outcome of this session, these schools may have to reduce the calibre of programs they can offer with reduced Montana WICHE support. The subcommittee is asked to not handicap the WICHE veterinary schools by reducing Montana support as they supply Montana capable veterinarians.

{Tape: 2; Side: B; Approx. Counter: 330; Comments: This testimony came out of order, it relates to Justin Lee's comments on Tape 2; Side A; Counter 228}

Brien Barnett, Legislative liaison for Associated Students of Montana State University-Bozeman, presented testimony in support of the Montana Associated Students work-study proposal.
EXHIBIT 10

{Tape: 2; Side: B; Approx. Counter: 410}

Bob Sager, D.V.M., Member of the Montana Veterinary Medicine Association, reported that the Montana Veterinary Medicine Association (MVMA) has gone on record as supporting the WICHE program in HB2. **Dr. Sager** was a WICHE veterinary student 25 years ago and a rough analysis of his veterinary practice in Montana shows he has returned $19.68 back to Montana for every $1.00 in WICHE aid he received, including costs associated with his employment of five WICHE veterinarians through the years.

{Tape: 2; Side: B; Approx. Counter: 556}

Brian Peck, D.V.M., is a WICHE veterinary program graduate who supports the WICHE program in HB2. WICHE is a tremendous

opportunity for the state to have professional students return to Montana.

{Tape: 2; Side: B; Approx. Counter: 592}

Becky Mattix, D.V.M., Member of the WICHE Veterinary Advisory Council, encouraged the subcommittee to support WICHE veterinary students from Montana. Currently there are 100 students in the pre-veterinary program at MSU-Bozeman.

{Tape: 2; Side: B; Approx. Counter: 645}

SEN. GREG JERGESON commented that if there are 100 pre-veterinary students, even with the state support of WICHE slots, they will not all be able to go to veterinary school. **Dr. Mattix** responded that generally about 50% of WICHE applicants were accepted when 10-12 slots were being funded. In 1995 there are students who have met and exceeded veterinary school acceptance requirements but will not get an offer because they will not be supported by the WICHE program. **Mr. Roscoe** said pre-veterinary students are aware they will not all be accepted in WICHE, but are asking for enough WICHE slots to have the opportunity to compete.

REP. KADAS clarified with **Dr. Baker** that the WAMI slots are limited by the University of Washington, not by the state of Montana.

{Tape: 2; Side: B; Approx. Counter: 822; Comment: Continue on Tape 3; Side A}

REP. KADAS commented that the WICHE medical student cost and return rate of students to Montana are out of line with the WAMI program. **Dr. Baker** explained that WICHE medical students cost about $20,000 each year and WAMI students are about $30,000 each year. Because the WAMI emphasizes rural and primary health care, its students are more likely to return to Montana to practice. The Commissioner of Higher Education office is currently assessing the WICHE medical student program to determine if it is being used properly to meet the needs of its medical students.

REP. KADAS said that in general the WICHE rate of return of students to professional practice in Montana seems low. **Dr. Baker** responded that in addition to encouraging students to return to Montana when they have completed their studies, WICHE is also the most cost effective way to offer Montana students the opportunity for professional studies in medicine. Montana cannot afford to build its own medical school, veterinarian school, etc.

Dr. Mattix reported that the WICHE veterinary students have shown a 61% return rate since the programs inception in 1953. **REP. DON HOLLAND** commented that the limited number of professional opportunities for veterinarians in Montana is another reason the return rate for WICHE veterinarian students is not higher.

Dr. Baker said the goals for the WICHE Veterinary Medicine program is to build stability and set self-imposed limits in recognition of the supply and demand factor in Montana.

SEN. DARYL TOEWS commented that students have stated they don't mind paying more tuition if the quality of education increases; in the same vein taxpayers wouldn't mind paying more if the quality of education increases, but there hasn't seemed to be an increase in educational quality. **Dr. Baker** responded that the Montana University System is in the process of defining quality based on questions such as:

1) Is a student employable when they graduate?
2) Are graduates able to write, reason and communicate effectively?
3) Do students have good contact with professors through reasonable class size and good advising?
4) Are classes available often enough to meet the needs of students in their course of study?

REP. KADAS asked if the student proposed work-study program would be funded from a percentage of tuition or from general funds. **Dr. Baker** answered that it would be more manageable as a part of the general lump-sum funding rather than a percent of tuition. It would be best to designate a specific dollar amount for the program. The Board of Regents is supportive of this proposal.

HEARING ON BENCHMARKING

{Tape: 3; Side: A; Approx. Counter: 461}

Dr. Baker said benchmarking is a process of moving towards better accountability in ways that make higher education a partnership with the legislature. Higher education and the legislature have to work together to find a mutually agreeable definition of accountability. Indicators of how well the Montana University System is doing its job include measurement of how well graduates compete in the job market in terms of finding jobs in their fields; salaries; job placement in-state or out-of-state; and employer satisfaction with the graduates as employees. Other indicators are based on salary, teaching load and quality of student advising. The university system is committed to increasing full-time faculty teaching freshman; increasing the percentage of students who graduate in the expected time frame; and improving the quality of campus life.

The purpose of benchmarking is to measure in detail activities in which the organization is engaged to try to make better management decisions. The benchmarking process includes establishing an indicator of what the process should accomplish; gathering baseline data; setting goals and time frames; and making formal statements of progress towards the goals. The University of Montana-Missoula is in its third year of

benchmarking and the other five four-year units are beginning benchmarking this year.

{Tape: 3; Side: A; Approx. Counter: 792; Comment: Continue on Tape 3; Side B}

Rod Sundsted, Acting Associate Commissioner for Fiscal Affairs, said that the benchmarking process as established by the National Association of College and University Business Officers (NACUBO) is one of the best tools the university system can adopt for self improvement at the campuses. Benchmarking is an attempt to improve quality, cost and service through linking outcome with cost. An example would be to assess the number, time and cost of human resource interviews for every hire. Baseline data gathering is very time consuming and the five campuses that have begun the process this year will probably use most of the year to finish data gathering. Benchmarking is a self-improvement process undertaken voluntarily and is a way to identify good ideas and best practices to help determine how to improve the organization. **EXHIBITS 11 and 12**

{Tape: 3; Side: B; Approx. Counter: 50}

Jim Todd, Vice President Administration and Finance, University of Montana-Missoula, reported that UM-M is currently at work in nine functional areas to identify ways of improving business practices. These functional areas are engaged in cross-functional analysis of how business is delivered. For example, a study of purchasing involved looking at best practices across the country at both the university and private business sector, then discovering that UM-M spends 64% more time on the competitive bidding process than the national average. While benchmarking addresses changes needed at the institution, it may also identify changes needed at the state regulatory level to make practices more efficient and economical. Benchmarking also tests whether services that are needed are being performed, and if services that are being performed are really needed.

{Tape: 3; Side: B; Approx. Counter: 480}

REP. KADAS is interested in seeing how benchmarking addresses the bottom line of graduation rates and student achievement. **Dr. Baker** said graduation rates and the time it takes students to graduate is a major national issue as well as an issue in Montana. These issues will be addressed in the benchmarking process, and have already been addressed at UM-M through the teacher's negotiated salary agreement. **EXHIBIT 13**

HEARING ON HIGHER EDUCATION CENTERS

{Tape: 4; Side: A; Approx. Counter: 27}

Dr. Baker gave an overview of the Higher Education Centers of the Montana University System. **EXHIBITS 14 and 15** The concept of the Higher Education Centers is to better coordinate off-campus educational opportunities while avoiding duplication. The development of the Higher Education Centers has been implemented as part of restructuring and has not involved adding administrative staff or building space. The providers in Helena are the College of Technology, Carroll College (a private college in Helena), UM-M and MSU-Bozeman. In Great Falls the providers are the College of Technology, the College of Great Falls (a private college), MSUN, UM-M, MSU-Bozeman and MSU-Billings. Both Higher Education Centers have steering committees composed of representatives from all the provider schools and the Commissioner of Higher Education office.

{Tape: 4; Side: A; Approx. Counter: 233}

REP. KADAS asked how the MSUN campus fits into the Higher Education Center at Great Falls. **Dr. Baker** said MSUN has historically had an important role in higher education in Great Falls and the development of the Higher Education Center recognizes this role. MSUN will be relied on for development and expansion of upper division courses while the College of Technology in Great Falls will provide lower division courses.

REP. KADAS commented that the Montana University System in Great Falls appears to be evolving into a new four-year institution, particularly with the upper division course work offered through MSUN in Great Falls. **Dr. Baker** responded that this is not the intent of the Higher Education Center in Great Falls. There are several factors that would limit the possibility of a new school, including the ability of the legislature to control funding and the enrollment projections/limitations set for MSUN. MSUN wants to maintain its Great Falls program with modest growth as this program is both a benefit to the Great Falls community and part of the financial structure of MSUN.

SEN. JERGESON said his constituents have expressed concern that MSUN programs at Great Falls may drain from the MSUN parent campus in Havre. **SEN. JERGESON** asked what programs MSUN provides in Great Falls, particularly as it relates to the parent campus in Havre. Also how are the other university units programs offered in Great Falls quantified and managed and are they specifically identified as Great Falls programs in the budgets.

Dr. Baker said the key word is "management" which is why the Higher Education Centers have been developed. For the most part, programs offered from the other units are continuing education, which are supported through tuition and fees and do not use general fund dollars. The assumption is that continuing education programs pay for themselves. Currently there are very

few programs outside of the continuing education framework, but these programs will probably increase as community needs increase. The Higher Education Centers are designed to provide the right incentives and management in order to be accountable and make sure the needs of the community are met.

{Tape: 4; Side: A; Approx. Counter: 810; Comments: Continue on Tape 4, Side B}

Bill Daehling, Ph.D., Chancellor, Montana State University Northern, provided an overview of MSUN programs in Great Falls. **EXHIBITS 16 and 17** Current enrollment in Great Falls is slightly below projected enrollment because the graduate program tailed off in response to some faculty turnover. The Great Falls nursing students are counted in the MSUN Havre campus enrollment figures. MSUN is dedicated to providing services on the High Line and thus limits enrollment in the Great Falls programs. MSUN expanded in Great Falls as the result of winning a contract from Malmstrom Air Force Base to provide a business program. MSUN programs in Great Falls serve non-traditional students better than programs offered at the College of Great Falls.

REP. KADAS asked how many FTE on the MSUN Great Falls campus are from the air force base and what tuition rates do they pay. **Dr. Daehling** said approximately 20% of the FTE are from the air force base; this percentage has dropped as the air force base has downsized. By state statute these students pay in-state tuition.

CHAIRMAN JOHNSON asked if MSUN anticipates pressure to add a four-year unit in Great Falls in response to Great Falls growing population and Havre's relatively stable population. **Dr. Daehling** said annually high school graduates in Havre and the High Line are increasing and the Havre campus is attracting increasing numbers of traditional age students. Also the laboratory intensive courses at Havre can't be easily migrated to other campuses.

ADJOURNMENT

Adjournment: This meeting adjourned at 11:55 AM.

Royal Johnson

ROYAL C. JOHNSON, CHAIRMAN

Paula Clawson

PAULA CLAWSON, SECRETARY

RCJ/pc

[THIS MEETING WAS RECORDED ON FOUR 60-MINUTE TAPES]

EDUCATION

Joint Appropriations Subcommittee

ROLL CALL DATE 1/27/95

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

STATE FUNDED STUDENT ASSISTANCE PROGRAMS

				(ACTUAL EXPENDITURES)									
	1997*	1996*	1995**	1994	1993	1992	1991	1990	1989	1988	1987	1986	1985
State Matching for Federal Programs:													
State Student Incentive Grant	220,000	220,000	220,000	219,922	220,000	219,961	219,999	218,399	209,950	210,000	174,902	174,983	174,727
Supplemental Ed Opportunity Grant	390,000	390,000	287,669	282,028	173,046	158,649	98,856	46,118					
Perkins Loan Fund	270,000	270,000	240,000	121,765	68,916	74,072	55,000	55,000	55,000	53,981	52,655	55,322	48,133
State Workstudy Program:	666,153	653,002	500,000	500,000	491,632	462,866	385,267	386,147	276,030	276,450	256,058	291,000	290,790
State Fiancial Aid Total	1,546,153	1,533,002	1,247,669	1,123,715	953,594	915,548	759,122	705,664	540,980	540,431	483,615	521,305	513,650
FTE Enrollments-Unrestricted***	33,405	32,740	32,554	31,966	31,623	30,930	30,135	29,713	28,710	28,163	26,843	27,629	28,177
Financial Aid/FTE	46	47	38	35	30	30	25	24	19	19	18	19	18
WICHE	1,151,133	1,270,866	1,262,293	1,542,168	1,471,001	1,537,672	1,650,746	1,636,232	1,581,647	1,779,668	1,845,409	1,943,586	1,856,196
WAMI	2,519,700	2,391,780	2,336,160	2,241,276	2,205,908	2,129,818	2,040,209	1,966,854	1,910,617	1,884,790	1,898,618	1,813,315	1,749,607
Minnesota Dental	85,800	83,400	94,500	79,200	77,400	86,800	95,200	93,600	69,000	90,400	111,000	108,000	136,500
Total Professional Programs	3,756,633	3,746,046	3,692,953	3,862,644	3,754,309	3,754,290	3,786,155	3,696,686	3,561,264	3,754,858	3,855,027	3,864,901	3,742,303
Grand Total	$5,302,786	$5,279,048	$4,940,622	$4,986,359	$4,707,903	$4,669,838	$4,545,277	$4,402,350	$4,102,244	$4,295,289	$4,338,642	$4,386,206	$4,255,953

* As recommended by the Executive Budget
**Budgeted
***Includes public 4-year and 2-year institutions

EXHIBIT 1
DATE 1/27/95
SB

Definitions:

SSIG is the State Student Incentive Grant. It is awarded to Montana residents attending Montana institutions on a full-time basis and showing financial need.
The state match is dollar for dollar of federal funds. However, there is a maintenance of effort requirement.

SEOG is the Supplemental Educational Opportunity Grant. The purpose of this program is to provide grant assistance to students who are in undergraduate degree or certificate degree programs and have not previously received a B.A. or B.S. degree.
The Federal share is not to exceed 75% of awards.

Perkins Loan Funds provide low-interest loans to students who are either undergraduate or graduate students.
The state must match 1/3 of the Federal Contribution.

The State College Work Study Program provides 70% of the students' wages.

WICHE is the Western Interstate Commission on Higher Education student exchange program which provides education opportunities for Montana students in the fields of medicine, dentistry, veterinary medicine, optometry, public health, occupational therapy, and podiatry.

WAMI is the Washington, Alaska, Montana, Idaho regional partnership with the University of Washington which makes medical education accessible to Montana students.

Minnesota Dental program is a cooperative education agreement with the University of Minnesota.

STATE FUNDED STUDENT ASSISTANCE PROGRAMS
ADJUSTED FOR INFLATION TO 1985 DOLLARS****

				(ACTUAL EXPENDITURES)									
	1997*	1996*	1995**	1994	1993	1992	1991	1990	1989	1988	1987	1986	1985
State Matching for Federal Programs:													
State Student Incentive Grant	145,702	150,076	154,600	159,177	163,182	168,251	173,709	181,774	183,090	191,669	166,257	170,087	174,727
Supplemental Ed Opportunity Grant	258,289	266,044	202,153	204,129	128,354	121,353	78,056	38,384	0	0	0	0	0
Perkins Loan Fund	178,816	184,184	168,655	88,132	51,117	56,659	43,427	45,777	47,964	49,269	50,052	53,774	48,133
State Workstudy Program:	441,180	445,454	351,364	361,895	364,661	354,053	304,203	321,391	240,716	252,319	243,402	282,858	290,790
State Fiancial Aid Total	1,023,986	1,045,758	876,771	813,334	707,315	700,316	599,395	587,326	471,770	493,258	459,712	506,720	513,650
FTE Enrollments-Unrestricted***	33,405	32,740	32,554	31,966	31,623	30,930	30,135	29,713	28,710	28,163	26,843	27,629	28,177
Financial Aid/FTE	31	32	27	25	22	23	20	20	16	18	17	18	18
WICHE	762,373	866,939	887,048	1,116,206	1,091,094	1,176,188	1,303,412	1,361,841	1,379,299	1,624,324	1,754,197	1,889,208	1,856,196
WAMI	1,668,747	1,631,585	1,641,684	1,622,214	1,636,200	1,629,129	1,610,927	1,637,018	1,666,182	1,720,270	1,804,776	1,762,581	1,749,607
Minnesota Dental	56,824	56,892	66,408	57,324	57,410	66,395	75,169	77,904	60,172	82,509	105,514	104,978	136,500
Total Professional Programs	2,487,944	2,555,416	2,595,139	2,795,744	2,784,704	2,871,712	2,989,508	3,076,763	3,105,653	3,427,103	3,664,487	3,756,767	3,742,303
Grand Total	$3,511,930	$3,601,175	$3,471,910	$3,609,078	$3,492,019	$3,572,028	$3,588,903	$3,664,089	$3,577,423	$3,920,361	$4,124,199	$4,263,487	$4,255,953

* As recommended by the Executive Budget
**Budgeted
***Includes public 4-year and 2-year institutions
****CPI (1995-1997 estimated at 3% per year)

SCHEDULE 4

EXHIBIT 1

DATE 1-27-95

MONTANA UNIVERSITY SYSTEM
COMPARATIVE SUMMARY OF SCHOLARSHIPS AND FELLOWSHIPS
BY CATEGORY
FISCAL YEAR 1994-95

	FISCAL YEAR 1993-94			FISCAL YEAR 1994-95		
Category	FTE Waivers	Dollar Amount	Percent	FTE Waivers	Dollar Amount	Percent
In-State 6%	207.9	$294,241	5.7%	266.8	$434,577	7.1%
Out-of-State: 2%						
Athletic						
In-State Portion	202.1	286,820	5.6%	217.2	352,535	5.7%
Out-of-State Portion	222.1	853,457	16.6%	242.0	948,116	15.5%
Graduate						
In-State Portion	147.5	247,561	4.8%	155.5	300,354	4.9%
Out-of-State Portion	144.3	560,549	10.9%	156.0	619,584	10.1%
Undergraduate						
In-State Portion	39.1	55,444	1.1%	37.0	60,071	1.0%
Out-of-State Portion	44.3	170,422	3.3%	44.3	174,129	2.8%
WICHE						
In-State Portion			0.0%			0.0%
Out-of-State Portion			0.0%			0.0%
SUB-TOTAL - OUT-OF-STATE	799.5	$2,174,253	42.2%	852.0	$2,454,789	40.0%
Faculty and Staff	100.1	141,174	2.7%	104.5	169,708	2.8%
Athletic In-State Discretionary	368.0	522,532	10.1%	385.6	627,978	10.2%
Graduate Students In-State 4%	233.2	382,028	7.4%	235.1	444,705	7.2%
TOTAL DISCRETIONARY WAIVERS	1,708.8	$3,514,228	68.2%	1,843.9	$4,131,757	67.3%
Indian Students	482.6	684,855	13.3%	482.6	785,484	12.8%
Veterans	195.8	277,779	5.4%	209.4	341,139	5.6%
War Orphans	2.1	4,718	0.1%	6.0	9,763	0.2%
Prisoners of War	1.0	1,418	0.0%	1.0	1,608	0.0%
Senior Citizens	18.1	25,617	0.5%	28.3	45,672	0.7%
Custodial Students	0.0		0.0%	3.0	4,881	0.1%
Community Colleges	10.8	14,240	0.3%	22.0	35,792	0.6%
High School Honor	419.0	593,580	11.5%	435.4	709,094	11.6%
National Merit	24.8	34,602	0.7%	43.7	70,748	1.2%
TOTAL MANDATORY WAIVERS	1,154.1	$1,636,809	31.8%	1,231.4	$2,004,181	32.7%
TOTAL ALL WAIVERS	2,862.8	$5,151,037	100.0%	3,075.4	$6,135,938	100.0%

MONTANA UNIVERSITY SYSTEM
CURRENT UNRESTRICTED FUNDS SPENT ON GTA'S
FISCAL YEAR 1994 ACTUALS

MSU-BOZEMAN	$1,742,739
MSU-BILLINGS	58,133
MSU-NORTHERN	14,000
UM-MISSOULA	1,573,913
TECH-UM	79,475
MSU-AES	292,272
FORESTRY-UM	26,130
TOTAL GTA'S	$3,786,662

FEDERAL TITLE IV FUNDING

FEDERAL TITLE IV FUNDS	1994 PELL	1994 CWS	1994 SEOG	1994 SSIG	1994 TOTAL	1985 PELL	1985 CWS	1985 SEOG	1985 SSIG	1985 TOTAL
MSU-BOZEMAN	4,749,220	714,744	526,186	47,417	6,037,567	3,780,246	630,815	245,509	51,390	4,707,960
MSU-BILLINGS	2,052,022	257,495	218,668	21,775	2,549,960	1,096,830	266,444	131,323		1,494,597
MSU-NORTHERN	1,437,312	80,306	54,119	9,452	1,581,189	702,593	83,397	17,716	8,428	812,134
UM-MISSOULA	4,212,862	808,395	385,076	41,096	5,447,429	2,820,863	710,497	99,387	39,342	3,670,089
TECH UM	810,861	100,938	39,563	10,140	961,502	502,856	98,369	24,252	11,260	636,737
WMC-UM	859,962	200,192	35,310	6,391	1,101,855	472,050	204,443	15,600	9,670	701,763
SUBTOTAL 4-YEAR	14,122,239	2,162,070	1,258,922	136,271	17,679,502	9,375,438	1,993,965	533,787	120,090	12,023,280
MSU BILLINGS CT	340,028	12,620	34,155	3,074	389,877	189,204	7,991	6,392	3,850	207,437
MSU CT GREAT FALLS	634,485	18,271	31,792	5,814	690,362	136,877	10,306	11,489	2,284	160,956
UM MISSOULA CT	466,220	37,196	22,033	4,256	529,705	257,709	22,720	11,760	2,278	294,467
TECHUM DT	398,873	43,960	13,500	2,239	458,572	210,570	24,012	5,500	3,033	243,115
UM CT HELENA	424,453	51,602	18,166	3,957	498,178	294,358	59,439	10,428	3,771	367,996
SUBTOTAL CT	2,264,059	163,649	119,646	19,340	2,566,694	1,088,718	124,468	45,569	15,216	1,273,971
DCC	465,506	15,952	45,335	3,715	530,508	178,516	21,410	30,615	4,270	234,811
MCC	681,281	18,750	34,588	4,368	738,987	171,415	9,367	24,768	6,832	212,382
FVCC	1,040,792	35,300	40,512	11,315	1,127,919	204,611	27,487	29,029	8,496	269,623
SUBTOTAL CC	2,187,579	70,002	120,435	19,398	2,397,414	554,542	58,264	84,412	19,597	716,815
TOTAL	18,573,877	2,395,721	1,499,003	175,009	22,643,610	11,018,698	2,176,697	663,768	154,903	14,014,066

Definitions:

PELL Grants are designed to assist needy students in pursuing postsecondry education by establishing a floor of financial aid. The amount of each grant is determined by an eligibility index based on the cost of attending the institution.
The value of a PELL grant in 1985 was $1900; in 1995 it is $2300.

CWS is the Federal College Work Study Program. Currently the federal dollars pay for 70% of the students' wages.

SEOG is the Supplemental Educational Opportunity Grant. The purpose of this program is to provide grant assistance to students who are in undergraduate degree or certificate degree programs and have not previously received a B.A. or B.S. degree.
The Federal share is not to exceed 75% of awards.

SSIG is the State Student Incentive Grant. It is awarded to Montana residents attending Montana institutions on a full-time basis and showing financial need.
The state match is dollar for dollar of federal funds. However, there is a maintenance of effort requirement.

EXHIBIT 2
DATE 1/27/95

FEDERAL TITLE IV FUNDING
ADJUSTED FOR INFLATION TO 1985 DOLLARS

	1994				1994	1985				1985
FEDERAL TITLE IV FUNDS	PELL	CWS	SEOG	SSIG	TOTAL	PELL	CWS	SEOG	SSIG	TOTAL
MSU-BOZEMAN	3,437,439	517,325	380,848	34,320	4,369,933	3,780,246	630,815	245,509	51,390	4,707,960
MSU-BILLINGS	1,485,234	186,372	158,270	15,761	1,845,636	1,096,830	266,444	131,323	0	1,494,597
MSU-NORTHERN	1,040,313	58,125	39,171	6,841	1,144,449	702,593	83,397	17,716	8,428	812,134
UM-MISSOULA	3,049,229	585,108	278,714	29,745	3,942,796	2,820,863	710,497	99,387	39,342	3,670,089
TECH UM	586,893	73,058	28,635	7,339	695,926	502,856	98,369	24,252	11,260	636,737
WMC-UM	622,432	144,897	25,557	4,626	797,512	472,050	204,443	15,600	9,670	701,763
SUBTOTAL 4-YEAR	10,221,540	1,564,885	911,196	98,632	12,796,252	9,375,438	1,993,965	533,787	120,090	12,023,280
MSU BILLINGS CT	246,109	9,134	24,721	2,225	282,189	189,204	7,991	6,392	3,850	207,437
MSU CT GREAT FALLS	459,234	13,224	23,011	4,208	499,677	136,877	10,306	11,489	2,284	160,956
UM MISSOULA CT	337,446	26,922	15,947	3,080	383,395	257,709	22,720	11,760	2,278	294,467
TECHUM DT	288,700	31,818	9,771	1,621	331,910	210,570	24,012	5,500	3,033	243,115
UM CT HELENA	307,215	37,349	13,148	2,864	360,576	294,358	59,439	10,428	3,771	367,996
SUBTOTAL CT	1,638,704	118,448	86,599	13,998	1,857,748	1,088,718	124,468	45,569	15,216	1,273,971
DCC	336,929	11,546	32,813	2,689	383,977	178,516	21,410	30,615	4,270	234,811
MCC	493,105	13,571	25,034	3,162	534,872	171,415	9,367	24,768	6,832	212,382
FVCC	753,315	25,550	29,322	8,190	816,377	204,611	27,487	29,029	8,496	269,623
SUBTOTAL CC	1,583,349	50,667	87,170	14,040	1,735,225	554,542	58,264	84,412	19,597	716,815
TOTAL	13,443,592	1,734,000	1,084,964	126,670	16,389,226	11,018,698	2,176,697	663,768	154,903	14,014,066

EXHIBIT 3
DATE 1/27/95
SB

COMPARISON OF FFELP AND FDSLP

FEDERAL FAMILY EDUCATION LOAN PROGRAM	WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM
ADMINISTERED LOCALLY BY THE STATE	ADMINISTERED CENTRALLY BY THE DEPARTMENT OF EDUCATION
Origination Fee: 3%	Origination Fee: 4%
Guarantee Fee : 1%	Guarantee Fee: 0%
Interest Rate: Variable (capped at 8.25%)	Interest Rate: Variable (capped at 8.25%)
Loan Types: Federal Subsidized Stafford Federal Unsubsidized Stafford Plus Consolidation	Loan Types: Federal Subsidized Direct Federal Unsubsidized Direct Plus Consolidation

Loan Limits Grade Level-Undergraduate	Stafford Subsidized Unsubsidized	Stafford Unsubsidized Independent	**Total**	Direct Subsidized Unsubsidized	Direct Unsubsidized Independent	**Total**
1st year	$2,625	$4,000	$6,625	$2,625	$4,000	$6,625
2nd year	3,500	4,000	7,500	3,500	4,000	7,500
3rd year	5,500	5,000	10,500	5,500	5,000	10,500
4th year	5,500	5,000	10,500	5,500	5,000	10,500
5th year	5,500	5,000	10,500	5,500	5,000	10,500
Cumulative	23,000	23,000	46,000	23,000	23,000	46,000
Graduate level per year	$8,500	$10,000	$18,500	$8,500	$10,000	$18,500
Cumulative (including undergraduate levels)				**$138,500**		

Student must be enrolled for a certificate or degree, attending at least half time status.

6 months grace period from date enrolled at least half time until repayment period begins.

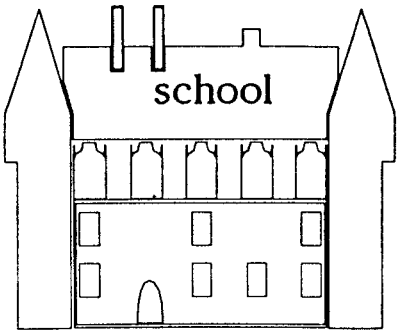
FEDERAL FAMILY EDUCATION LOAN PROGRAM
LOAN CYCLE
State Administered Program

FAFSA

PROM NOTE

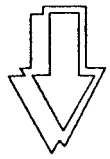
student files for financial aid

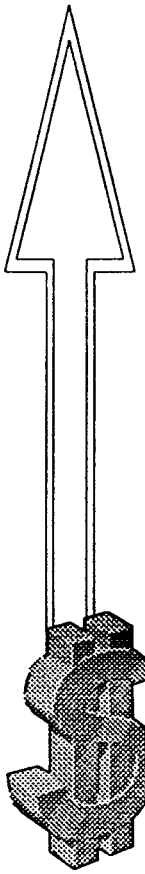
school assesses need and makes financial award

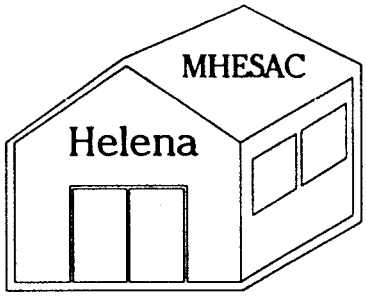


Borrower leaves school , makes payments to MHESAC

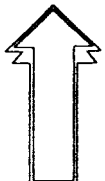
student completes prom note and sends to MGSLP





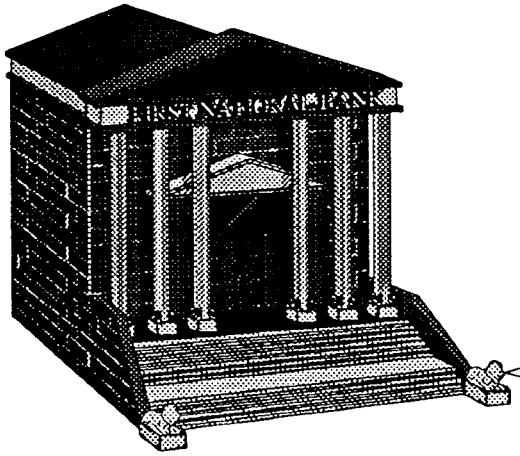


PROM NOTE



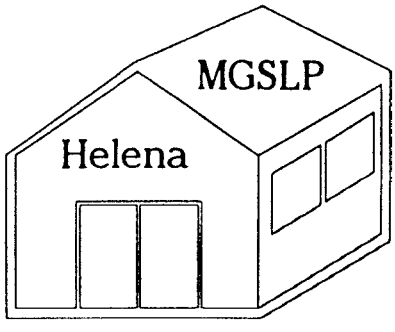
Lenders sell loans to secondary market

If borrower defaults MHESAC sells loan to guarantee agency



Montana Lender

PROM NOTE



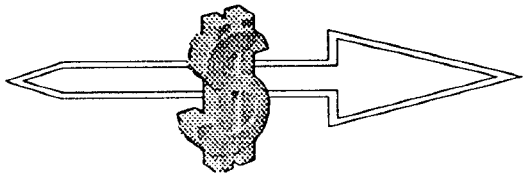
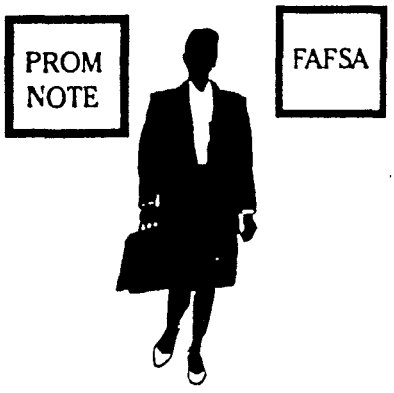


EXHIBIT 3
DATE 1-27-95

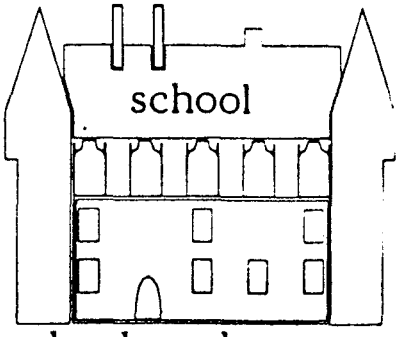
WILLIAM D. FORD
FEDERAL DIRECT LOAN PROGRAM
LOAN CYCLE
Federally Administered Loan Program



school sends prom note to student

student completes and returns to school

school assesses need and makes financial award



school sends prom note to contractor

student makes payment to contractor with the U.S. Dept of Education

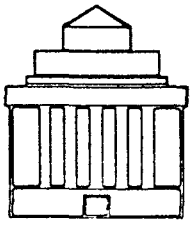
notifies school prom note is valid

Contractor with U.S. Dept Education

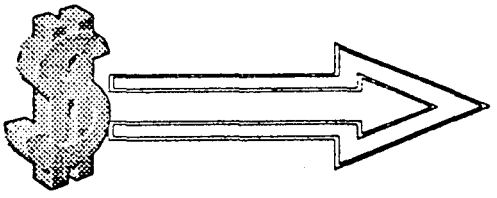
Utica, NY

If student defaults submit loan to U.S. Dept. Education

Department of Education Disburses Funds to School



U.S. Treasury
Washington D.C.



U.S. Dept Education
Washington D.C.

State Administered Student Loan Program
Cohort Default Rate, FY92

State	Default Rate
Montana	**5.00%**
Vermont	5.50%
North Dakota	5.80%
Iowa	6.80%
New Mexico	7.10%
Utah	7.60%
Maine	7.60%
South Dakota	7.70%
Idaho	8.00%
Delaware	8.00%
Minnesota	8.70%
Indiana	9.00%
Nebraska	9.00%
New Hampshire	9.10%
Wisconsin	9.30%
Oregon	9.50%
Massachusetts	10.40%
South Carolina	11.00%
Pennsylvania	11.60%
Illinois	12.10%
Wyoming	12.6%
Kansas	13.20%
Missouri	13.40%
West Virginia	13.6%
District of Columbia	13.70%
Washington	13.70%
Rhode Island	14.10%
North Carolina	14.30%
Arkansas	14.40%
Michigan	14.60%
Maryland	14.70%
Virginia	14.90%
Mississippi	15.10%
New York	16.10%
Ohio	16.50%
Kentucky	16.90%
Tennessee	16.90%
Arizona	17.00%
Georgia	17.60%
Oklahoma	17.70%
Hawaii	17.80%
New Jersey	18.60%
Texas	18.80%
Alabama	19.00%
California	20.10%
Florida	20.90%
Alaska	21.10%
Connecticut	22.30%

GUARANTY AGENCY RECOVERY RATES FOR DEFAULTED STAFFORD LOANS FY92

EXHIBIT 3
DATE 1-27-95

State	Recovery Rate
Vermont	33.21%
Ohio	22.27%
Arkansas	21.26%
South Carolina	20.45%
Nebraska	19.86%
Montana	**17.35%**
Delaware	17.17%
Iowa	16.87%
Kentucky	16.46%
Mississippi	16.28%
Georgia	15.75%
Oregon	15.66%
Tennessee	15.09%
Virginia	14.13%
Rhode Island	13.57%
Idaho	13.30%
Illinois	13.19%
North Dakota	13.07%
Florida	12.87%
California	12.69%
Maine	12.62%
New Hampshire	12.26%
Virgin Islands	12.21%
Washington	12.07%
Louisiana	12.04%
Maryland	11.95%
Colorado	11.95%
Utah	11.86%
Missouri	11.71%
Oklahoma	11.62%
Pennsylvania	11.41%
USAF	11.03%
North Carolina	10.81%
Wisconsin	10.68%
South Dakota	10.66%
New Jersey	10.62%
Michigan	10.52%
New Mexico	10.21%
Alabama	9.51%
New York	9.48%
Puerto Rico	9.32%
Connecticut	8.78%
Massachusetts	8.23%
Texas	7.96%
Arizona	7.91%
Hawaii	6.73%
Indiana	-1.58%

EXHIBIT 4
DATE 1/27/95
SB

MONTANA'S PROFESSIONAL STUDENT ASSISTANCE PROGRAMS

WICHE/WAMI/MINNESOTA DENTAL

WICHE PROFESSIONAL STUDENT EXCHANGE PROGRAM

WICHE, The Western Interstate Commission for Higher Education, was established in 1953 by governors, legislators, and educational leaders of the western states to promote and facilitate resource sharing, collaboration, and cooperative planning among those states and their colleges and universities. The WICHE Professional Student Exchange Program (PSEP), provides affordable access to professions not currently available in certain states of the western region. Professional programs currently not available in Montana and supported by the state through the exchange are medicine, osteopathic medicine, veterinary medicine, podiatry, optometry, occupational therapy and public health.

Montana supported PSEP students pay reduced levels of tuition. Usually resident tuition at public institutions or reduced standard tuition at private schools. In addition, eligible students receive preference in admission to the professional programs over that of students applying from non-WICHE states. Montana then pays a support fee on behalf of each student, through the WICHE administration, to the admitting or receiving school to help cover the cost of the student's education.

The WICHE PSEP Program provides the means through which Montana can provide necessary educational opportunities and contribute to the pool of professional manpower needed by the state without incurring the costs associated with establishing each of those programs in the state. Cost factors make it unthinkable for most states to establish professional education programs in all fields. The rising cost for tuition in most professional programs makes it impossible for students to pursue those professions when faced with non-resident tuition rates.

Since the inception of the exchange, some 1,030 Montana students have received their professional degrees through the PSEP Program. The attached schedules illustrate the numbers of students supported through the program, application trends, and rates of Montana alumni returning to the state to practice. After reaching a peak support level in 1977-78, the number of students supported by the state has steadily declined from a level of 165 students in 1977-78 to the current level in 1994-95 of 79 students.

EXHIBIT 4
DATE 1-27-95

STATE OF MONTANA

TOTAL WICHE PSEP STUDENTS SUPPORTED BY FIELD

1953/54 Through 1994/95

Year	Medicine	Dentistry	Veterinary	Dental Hygiene	Physical Therapy	Occupational Therapy	Optometry	Podiatry	Public Health	Osteopathic	TOTAL
1953-54	1	0	3	0	0	0	0	0	0	0	4
1954-55	2	1	4	0	0	0	0	0	0	0	7
1955-56	3	3	6	0	0	0	0	0	0	0	12
1956-57	4	5	9	0	0	0	0	0	0	0	18
1957-58	4	6	8	0	0	0	0	0	0	0	18
1958-59	4	6	8	0	0	0	0	0	0	0	18
1959-60	5	6	9	0	0	0	0	0	0	0	20
1960-61	10	5	13	0	0	0	0	0	0	0	28
1961-62	14	6	18	0	0	0	0	0	0	0	38
1962-63	19	9	23	0	0	0	0	0	0	0	51
1963-64	25	8	29	0	0	0	0	0	0	0	62
1964-65	26	14	26	0	0	0	0	0	0	0	66
1965-66	26	17	28	2	0	0	0	0	0	0	73
1966-67	33	17	25	3	0	0	0	0	0	0	78
1967-68	33	18	24	5	0	0	0	0	0	0	80
1968-69	40	17	30	3	0	0	0	0	0	0	90
1969-70	43	19	44	2	0	0	0	0	0	0	108
1970-71	52	17	56	6	2	0	0	0	0	0	133
1971-72	50	14	56	5	0	0	0	0	0	0	125
1972-73	50	15	54	8	0	0	0	0	0	0	127
1973-74	60	18	47	12	2	2	21	0	0	0	162
1974-75	59	16	40	12	4	3	21	2	0	0	157
1975-76	52	18	40	13	7	4	23	2	0	0	159
1976-77	51	16	38	5	8	6	29	3	0	0	156
1977-78	46	17	43	8	10	5	34	2	0	0	165
1978-79	37	21	47	6	7	6	33	1	0	0	158
1979-80	40	20	46	0	3	5	34	0	1	0	149
1980-81	39	20	48	0	0	7	36	0	1	0	151
1981-82	37	16	48	0	0	4	25	0	2	0	132
1982-83	39	13	49	0	0	3	24	3	4	0	135
1983-84	38	14	51	0	0	1	24	4	3	4	139
1984-85	40	9	51	0	0	2	23	3	1	8	137
1985-86	43	6	50	0	0	5	22	4	2	8	140
1986-87	40	8	48	0	0	4	17	3	1	8	129
1987-88	33	9	45	0	0	4	15	3	1	8	118
1988-89	27	8	43	0	0	3	15	3	2	5	106
1989-90	23	10	43	0	0	7	18	4	2	5	112
1990-91	24	10	43	0	0	9	19	5	4	4	118
1991-92	21	10	41	0	0	8	18	3	4	4	109
1992-93	21	11	40	0	0	4	15	3	4	4	102
1993-94	23	9	42	0	0	2	10	1	3	5	95
1994-95	19	7	36	0	0	1	8	1	2	5	79

STATE OF MONTANA WICHE PSEP PROGRAM

Support History - Academic Years 1953-1994

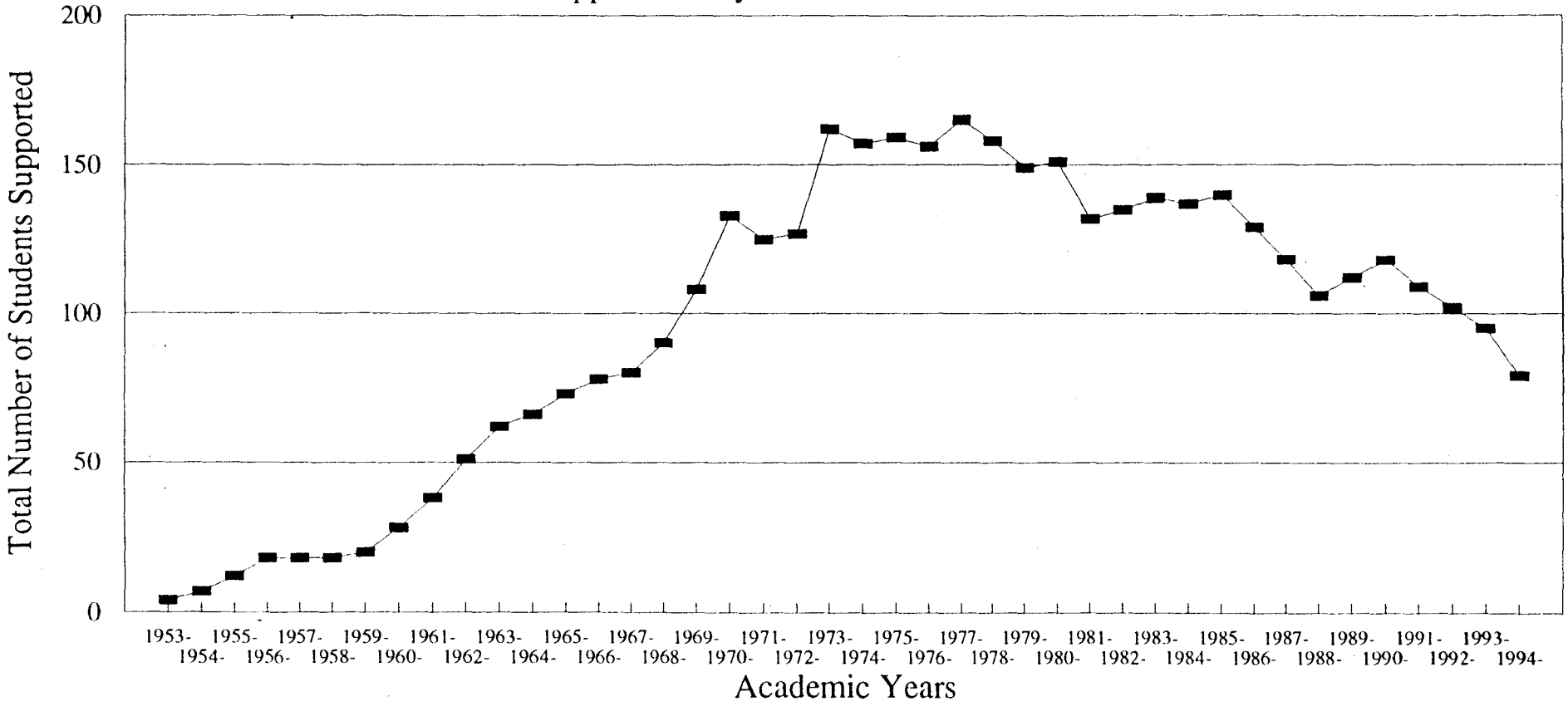


EXHIBIT 4
DATE 1-27-95

MONTANA
WICHE APPLICANTS AND BEGINNING STUDENTS SUPPORTED

	Number of Applicants	Number of Acceptances	Funded By WICHE	Funded By WAMI	Funded By Minn. Dental
1981-82					
Medicine	94	32	10	20	0
Dentistry	16	8	3	0	4
Veterinary Medicine	37	14	13	0	0
Optometry	8	3	3	0	0
Occupational Therapy	2	1	0	0	0
Public Health	4	2	2	0	0
Podiatry	0	0	0	0	0
Total	161	60	31	20	4
1982-83					
Medicine	90	31	10	20	0
Dentistry	16	9	4	0	2
Veterinary Medicine	30	13	13	0	0
Optometry	11	8	7	0	0
Occupational Therapy	4	2	1	0	0
Public Health	5	3	2	0	0
Podiatry	3	3	3	0	0
Total	159	69	40	20	2
1983-84					
Medicine	74	33	11	20	0
Dentistry	9	6	2	0	4
Veterinary Medicine	29	13	13	0	0
Optometry	9	9	7	0	0
Occupational Therapy	1	1	1	0	0
Public Health	1	1	1	0	0
Podiatry	2	2	2	0	0
Osteopathic Medicine	5	5	4	0	0
Total	130	70	41	20	4
1984-85					
Medicine	75	33	13	20	0
Dentistry	7	6	2	0	3
Veterinary Medicine	34	12	12	0	0
Optometry	9	7	6	0	0
Occupational Therapy	3	2	1	0	0
Public Health	3	2	1	0	0
Podiatry	0	0	0	0	0
Osteopathic Medicine	7	4	4	0	0
Total	138	66	39	20	3
1985-86					
Medicine	65	31	10	20	0
Dentistry	4	4	1	0	0
Veterinary Medicine	27	12	12	0	0
Optometry	6	3	3	0	0
Occupational Therapy	5	2	2	0	0
Public Health	2	2	2	0	0
Podiatry	1	1	1	0	0
Osteopathic Medicine	6	3	3	0	0
Total	116	58	34	20	0
1986-87					
Medicine	67	30	7	20	1
Dentistry	13	11	4	0	1
Veterinary Medicine	24	12	12	0	0
Optometry	5	2	2	0	0
Occupational Therapy	2	1	0	0	0
Public Health	1	1	0	1	0
Podiatry	1	0	0	0	0
Osteopathic Medicine	4	2	1	0	0
Total	117	59	26	21	2

	Number of Applicants	Number of Acceptances	Funded By WICHE	Funded By WAMI	Funded By Minn. Dental
1987-88					
Medicine	67	34	5	20	0
Dentistry	11	10	2	0	2
Veterinary Medicine	23	11	5	0	0
Optometry	11	5	5	0	0
Occupational Therapy	5	2	1	0	0
Public Health	2	2	1	0	0
Podiatry	2	2	2	0	0
Osteopathic Medicine	8	4	1	0	0
Total	129	70	22	20	2
1988-89					
Medicine	62	36	6	20	0
Dentistry	5	4	2	0	2
Veterinary Medicine	27	11	10	0	0
Optometry	12	6	5	0	0
Occupational Therapy	6	3	2	0	0
Public Health	3	1	1	0	0
Podiatry	0	0	0	0	0
Osteopathic Medicine	7	3	0	0	0
Total	122	64	26	20	2
1989-90					
Medicine	59	33	6	20	0
Dentistry	5	4	3	0	1
Veterinary Medicine	23	11	11	0	0
Optometry	11	8	6	0	0
Occupational Therapy	7	4	4	0	0
Public Health	3	3	2	0	1
Podiatry	4	3	2	0	0
Osteopathic Medicine	8	4	2	0	0
Total	120	70	36	20	2
1990-91					
Medicine	55	36	8	20	0
Dentistry	8	7	4	0	2
Veterinary Medicine	20	12	11	0	0
Optometry	8	5	3	0	0
Occupational Therapy	12	6	4	0	0
Public Health	4	2	2	0	0
Podiatry	2	1	1	0	0
Osteopathic Medicine	3	2	1	0	0
Total	112	71	34	20	2
1991-92					
Medicine	51	27	4	20	1
Dentistry	4	3	2	0	1
Veterinary Medicine	22	11	10	0	0
Optometry	7	7	4	0	0
Occupational Therapy	9	6	3	0	0
Public Health	1	1	1	0	0
Podiatry	0	0	0	0	0
Osteopathic Medicine	2	1	1	0	1
Total	96	56	25	20	1
1992-93					
Medicine	76	28	5	20	1
Dentistry	4	4	2	0	2
Veterinary Medicine	22	10	9	0	0
Optometry	5	4	2	0	1
Occupational Therapy	11	4	1	0	0
Public Health	4	1	1	0	0
Podiatry	0	0	0	0	0
Osteopathic Medicine	7	2	2	0	0
Total	129	53	22	20	2

	Number of Applicants	Number of Acceptances	Funded By WICHE	Funded By WAMI	Funded By Minn. Dental
1993-94					
Medicine	76	32	5	20	0
Dentistry	5	4	2	0	1
Veterinary Medicine	18	10	10	0	0
Optometry	10	4	1	0	0
Occupational Therapy	21	6	1	0	0
Public Health	3	1	1	0	0
Podiatry	1	0	0	0	0
Osteopathic Medicine	5	3	2	0	0
Total	140	60	22	20	1
1994-95					
Medicine	85	29	5	20	0
Dentistry	6	2	1	0	1
Veterinary Medicine	25	5	3	0	0
Optometry	7	5	2	0	0
Occupational Therapy	10	0	0	0	0
Public Health	2	1	1	0	0
Podiatry	3	2	1	0	0
Osteopathic Medicine	2	0	0	0	0
Total	140	44	13	20	1

EXHIBIT 4
DATE 1-27-95

STATE OF MONTANA WICHE PSEP PROGRAM

Applicant History By Field - Academic Years 1981-1994

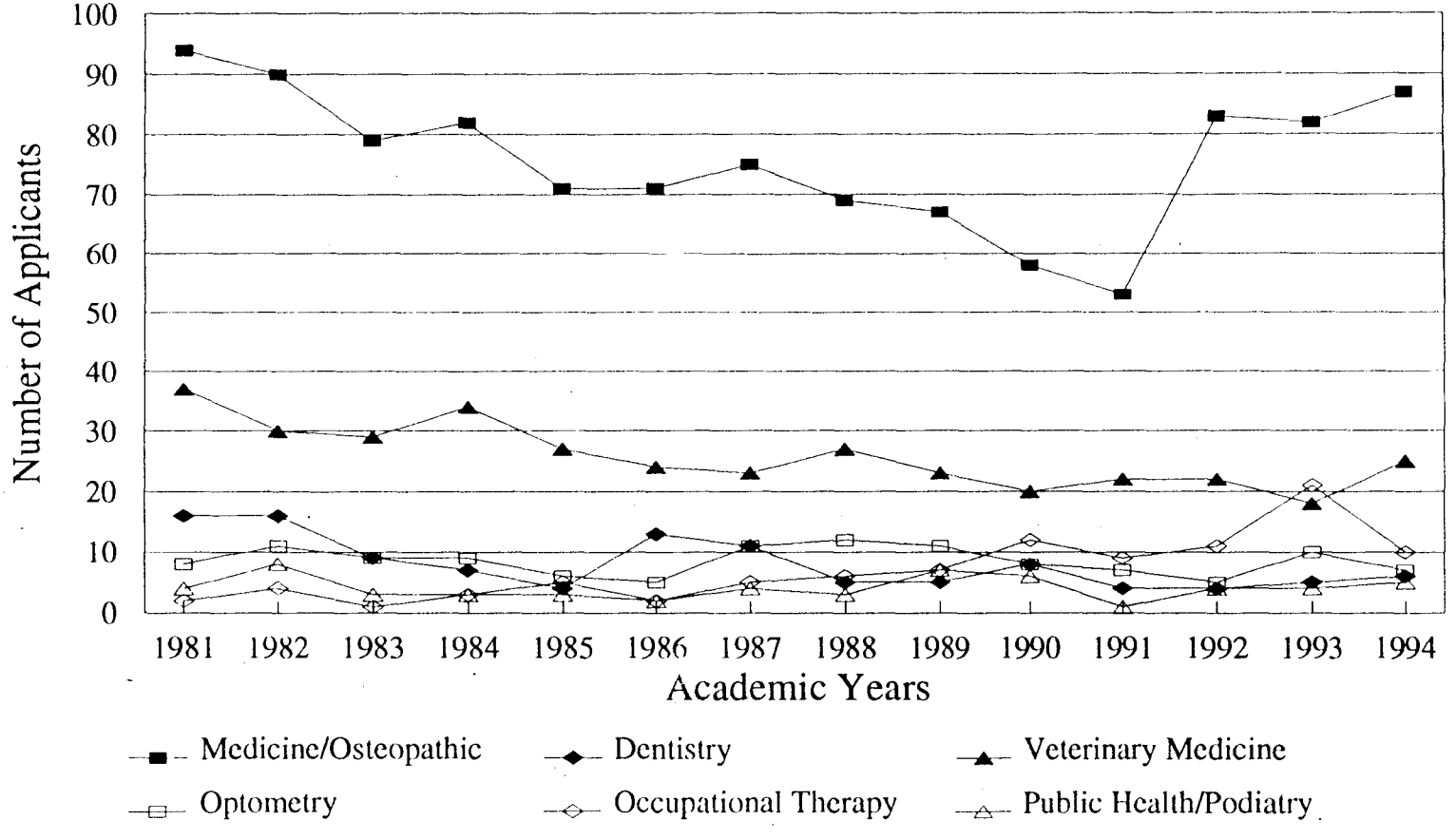


EXHIBIT 4
DATE 1-27-95

MONTANA WICHE ALUMNI INFORMATION

Field	Total Number of Alumni*	Number in Montana	Return Rate	Other WICHE Alumni in Montana	Total WICHE Alumni in Montana	Total Percent
Medicine	232	57	24.6%	9	66	28.4%
Dentistry	91	46	50.5%	0	46	50.5%
Veterinary Medicine	270	152	56.3%	8	160	59.3%
Physical Therapy	8	3	37.5%	2	5	62.5%
Occupational Therapy	23	10	43.5%	1	11	47.8%
Optometry	79	37	46.8%	3	40	50.6%
Podiatry	9	8	88.9%	0	8	88.9%
Public Health	3	3	100.0%	0	3	100.0%
Osteopathy	13	8	61.5%	0	8	61.5%
TOTAL	**728**	**324**	**44.5%**	**23**	**347**	**47.7%**

*Total number of alumni is based on the number of Montana alumni located. 283 Montana alumni have not been located, 5 are deceased, and 2 have retired.

WICHEALM.WK3

WICHE PROFESSIONAL STUDENT EXCHANGE PROGRAM

PRACTICING ALUMNI "RETURN" RATES

From:	AK	AZ	CA	CO	HI	ID	MT	ND	NM	NV	OR	UT	WA	WY	TOTAL
Total Practicing	368	931	0	122	548	579	728	108	537	667	688	355	104	672	6,407
Located In:															
AK	173	5	0	2	0	2	8	0	2	1	4	3	1	2	203
AZ	7	619	0	1	2	13	16	1	30	11	8	8	0	16	732
CA	34	136	0	15	105	55	74	3	65	125	64	50	8	47	781
CO	12	38	0	85	14	12	32	1	58	12	9	16	0	68	357
HI	2	3	0	0	346	0	2	1	2	3	5	0	0	0	364
ID	1	6	0	1	1	274	16	1	3	5	8	9	2	12	339
MT	6	3	0	3	1	7	324	0	3	2	3	1	0	14	367
ND	4	0	0	0	0	0	9	60	0	0	0	0	0	6	79
NM	5	6	0	1	0	5	13	1	293	1	3	2	0	9	339
NV	1	7	0	0	1	3	5	0	2	428	1	7	1	2	458
OR	42	21	0	6	19	47	57	6	10	18	418	10	19	21	694
UT	2	7	0	1	3	50	15	0	2	13	0	214	0	15	322
WA	53	21	0	4	38	63	73	3	14	16	114	6	69	16	490
WY	0	0	0	0	0	3	7	0	1	0	1	4	0	353	369
TOTAL	342	872	0	119	530	534	651	77	485	635	638	330	100	581	5,894

															State Average
% IN-STATE:	47.0%	66.5%	0.0%	69.7%	63.1%	47.3%	44.5%	55.6%	54.6%	64.2%	60.8%	60.3%	66.3%	52.5%	57.1%
% IN-REGION	92.9%	93.7%	0.0%	97.5%	96.7%	92.2%	89.4%	71.3%	90.3%	95.2%	92.7%	93.0%	96.2%	86.5%	92.0%

EXHIBIT 4
DATE 1-27-95

MONTANA WICHE ANNUAL DUES
Fiscal Years 1986/87 Thru 1996/97

Fiscal Year	Annual Dues	Percent Increase
FY 1986	$53,000	0%
FY 1987	$56,000	.5%
FY 1988	$59,000	5%
FY 1989	$62,000	5%
FY 1990	$65,100	5%
FY 1991	$68,400	5%
FY 1992	$71,500	4%
FY 1993	$75,000	5%
FY 1994	$79,000	5%
FY 1995	$79,000	0%
FY 1996 (Proposed)	$79,000	0%
FY 1997 (Proposed)	$79,000	0%

The WICHE General Fund is comprised largely of the member states' annual dues. The general fund monies provide for the basic administration of all WICHE programs including the Professional Student Exchange Program.

WICHEDUE.WK3

WICHE BUDGET - FISCAL YEARS 1995/96 AND 1996/97
(PROPOSED)

Program	Fiscal Year 1996						Fiscal Year 1997					
	Support Fee	New Students	Cost	Continuing Students	Cost	Total	Support Fee	New Students	Cost	Continuing Students	Cost	Total
WICHE												
Administrative Dues						$79,000						$79,000
Student Assistance:												
Medicine	$22,800	5	$114,000	16	$364,800	$478,800	$22,800	5	$114,000	15	$342,000	$456,000
Osteopathic Medicine	12,300	2	24,600	5	61,500	86,100	12,600	2	25,200	4	50,400	75,600
Dentistry	13,900	1	13,900	5	69,500	83,400	14,300	1	14,300	4	57,200	71,500
Veterinary Medicine	19,300	5	96,500	23	443,900	540,400	19,900	5	99,500	18	358,200	457,700
Podiatry	8,500	1	8,500	1	8,500	17,000	8,800	1	8,800	2	17,600	26,400
Optometry	8,200	1	8,200	5	41,000	49,200	8,400	1	8,400	4	33,600	42,000
Occupational Therapy**	5,000	1	5,000	0	0	5,000	5,200	1	5,200	1	6,933	12,133
Public Health*	4,700	1	4,700	2	6,266	10,966	4,900	1	4,900	1	4,900	9,800
TOTAL		17	$275,400	57	$995,466	$1,349,866		17	$280,300	49	$870,833	$1,230,133

*Cont. Student in Ext. Degree Prog. @ $3,133 in FY 96
**1.33 Support Includes Clinical for Continuing Student in FY 97

WIBIEBUD.WK3

EXHIBIT 4
DATE 1-27-95

WAMI MEDICAL EDUCATION PROGRAM

WAMI is a University of Washington program which makes medical education accessible to students in the northwest United States by decentralizing the education process and by sharing existing facilities and personnel in universities and communities in Washington, Alaska, Montana, and Idaho (WAMI). The WAMI Program is supported by the State of Montana and provides spaces for 20 qualified Montana students per year in the University of Washington School of Medicine.

The WAMI Medical Program has two main goals. The first is to make public medical education accessible to Montana residents. The second is to encourage graduates to choose careers in primary care medicine and to locate their practices in the non-metropolitan areas, many of which lack an adequate number of physicians. Additionally, the program encourages talented students and talented minority students in the WAMI states to enter the field of medicine.

Montana students who enter the program are enrolled in the University of Washington School of Medicine, but they take their first year of medical school basic science courses at Montana State University-Bozeman. At MSU-Bozeman, first-year medical students participate in a curriculum similar to and compatible with that of the University of Washington School of Medicine's first year. After the first year, WAMI students join their classmates on the Seattle campus.

At the conclusion of the first two years, students enter the predominantly clinical phase of their education. During this phase, students receive a portion of their training at the University of Washington School of Medicine and a portion, known as the "community phase", from physicians in smaller communities in the four WAMI states. The Montana communities participating in this phase are: Great Falls (pediatrics), Havre and Whitefish (family medicine), and Billings and Missoula (internal medicine). The goal of the community phase clerkships is to provide students with the opportunity to learn about the spectrum of illness that exists in nonmetropolitan areas and the methods of practice used by rural physicians.

Montana has been a participant of the WAMI Program since 1973. Currently there are 219 Montana WAMI graduates practicing medicine. Of these graduates, 43% have returned to the state to practice. In addition to our own graduates, Montana also receives a number of WAMI graduates from other WAMI states choosing to practice in Montana, resulting in an overall return rate for WAMI graduates to the State of Montana of approximately 58%.

MONTANA WAMI ALUMNI INFORMATION

LOCATIONS OF MONTANA WAMI GRADUATES NOW IN PRACTICE

Montana WAMI Alumni Practicing Medicine		219
Montana WAMI Alumni Practicing in Montana	82	
Montana WAMI Alumni Who Practiced in Montana at One Time, But Are Now Practicing in Other States	12	
TOTAL Montana WAMI Alumni Who Have Practiced in Montana		94
Return Rate of Montana WAMI Alumni Practicing Medicine Who Have Practiced in Montana		43%

STATUS OF MONTANA STUDENTS ENTERING WAMI 1973-1994

Practicing Medicine	219
Residents or Fellows	83
Military Service	9
In Medical School	88
Withdrew or Tranferred	12
Research	2
Retired (Illness)	1
Deceased	2

SPECIALTIES OF MONTANA WAMI ALUMNI NOW PRACTICING

Primary Care:		Specialties:	
Family Medicine	62	Emergency Medicine	14
Internal Medicine	28	Anesthesiology	20
Pediatrics	15	Medical Subspecialty	16
		Surgery	18
		Surgical Subspecialty	4
		Psychiatry	6
		Radiology	11
		Orthopedics	8
		Pathology	2
		Ophthalmology	4
		OB/GYN	11
TOTAL	**105**	**TOTAL**	114

WAMIALM.WK3

WAMI BUDGET - FISCAL YEARS 1995/96 AND 1996/97
(PROPOSED)

Class	FY 1996 Number of Students	FY 1996 Cost Per Student	FY 1996 Total Cost	FY 1997 Number of Students	FY 1997 Cost Per Student	FY 1997 Total Cost
1st Year Students (Credit for Tuition/Fees)	20	($150)	($3,000)	20	($150)	($3,000)
2nd Year Students	20	$40,409	$808,180	20	$42,563	$851,260
3rd Year Students	20	$39,866	$797,320	20	$41,996	$839,920
4th Year Students	20	$25,631	$512,620	20	$27,120	$542,400
University of Washington Faculty Support			$66,602			$69,599
WAMI Program Administration			$139,712			$145,999
Community Clinical Units			$70,332			$73,497
TOTAL Support Expenditures			**$2,391,766**			**$2,519,675**

WAMI9697.WK3

EXHIBIT 4
DATE 1-27-95

MINNESOTA DENTAL EXCHANGE PROGRAM

The University of Minnesota Dental Exchange Program is a cooperative agreement established in 1974 between the State of Montana and the University of Minnesota School of Dentistry to provide a limited number of dental school openings for Montana students. The State of Montana pays a subsidy to the University of Minnesota School of Dentistry for each Montana resident accepted under the program for each academic year in an amount not to exceed that sum which is authorized for Montana dental students attending schools under the WICHE dental program. Accepted Montana students are charged resident student tuition and fees with the agreed upon Montana subsidy serving in lieu of the additional tuition and fees charged to non-resident students.

There have been 56 Montana graduates from the Minnesota program with an approximate return rate to the state of 47%.

EXHIBIT 4
DATE 1-27-95

PROPOSED
1997 BIENNIUM BUDGET
MINNESOTA DENTAL PROGRAM

Program	Fiscal Year 1996						Fiscal Year 1997					
	Support Fee	New Students	Cost	Continuing Students	Cost	Total	Support Fee	New Students	Cost	Continuing Students	Cost	Total
MINNESOTA DENTAL	$13,900	2	$27,800	4	$55,600	$83,400	$14,300	2	$28,600	4	$57,200	$85,800

97MNBIEB.WK3

EXHIBIT 5
DATE 1/27/95
SB

MONTANA RURAL PHYSICANS INCENTIVE PROGRAM

MONTANA RURAL PHYSICIANS INCENTIVE PROGRAM

The Montana Rural Physicians Incentive Program was authorized by House Bill 974 in 1991. The purpose of the program is to encourage primary care physicians to practice in medically underserved areas of rural Montana. Towards this end, the Rural Physician Incentive Trust Fund has been established in order to pay the educational debts of rural physicians who practice in areas of the state that are medically underserved and that demonstrate a need for assistance in physician recruitment. The trust fund is funded by fees assessed to students who are receiving allopathic and osteopathic medical educations supported by the WAMI or WICHE medical Programs.

The program pays up to $30,000 in total toward the qualified educational loans of participating health professionals over a one-to four-year period of service in a location of physician need. The schedule of these payments is as follows: $3,000 after 6 months, $3,000 after twelve months, $3,500 after eighteen months, $3,500 after twenty-four months, $4,000 after thirty months, $4,000 after thirty-six months, $4,500 after forty-two months, and $4,500 after forty-eight months. Payments are made directly to the lending institutions.

In a relatively short period of time, the program has gone a long way toward addressing the need for physicians in medically underserved areas in the State of Montana. Since the inception of the program in FY 1993, 17 physicians have been approved for participation, representing 14 medically underserved communities in Montana.

EXHIBIT 5
DATE 1-27-95

RURAL PHYSICIANS INCENTIVE PROGRAM

PHYSICIAN	AREA OF PRACTICE	STATUS
Atchison, Katherine	Chester	Practicing
Caputo, Garrett	Shelby	Practicing
Clark, Kenneth	Glasgow	Practicing
Evans, Kathleen E.	Deer Lodge	Practicing
Johnson, Carmen L.	Sidney	Practicing
Jones, Terry	Forsyth	Fed. Program*
Kane, David M.	Columbus	Practicing
Kornish, Michael S.	Plains	Practicing
Littell, John T.	Scobey	Scheduled to Start Practice July, 1995
Murnick, Michael G.	Deer Lodge	Practicing
Naibert, David K.	Ennis	Withdrawn
Rausch, Daniel P.	Shelby	Practicing
Smith, Terry A.	Superior	Practicing
States, Patti A.	Plentywood	Practicing
Steffens, Randall	Culbertson	Fed. Program*
Williams, Joyce L.	Sidney	Practicing
Wolf, Mary M.	Harlowton	Practicing

* Physician approved for Rural Physician Incentive Program (RPIP) but currently on Federal Loan Repayment Program. RPIP funding will resume once Federal Loan Repayment is completed.

The program pays up to $30,000 in total toward the qualified educational loans of participating health professionals over a one- to four-year period of service in a location of physician need. The schedule of these payments is as follows: $3,000 after 6 months, $3,000 after twelve months, $3,500 after eighteen months, $3,500 after twenty-four months, $4,000 after thirty months, $4,000 after thirty-six months, $4,500 after forty-two months, $4,500 after forty-eight months. Payments are made directly to the lending institutions.

RURAL PHYSICIANS INCENTIVE PROGRAM BUDGET
FISCAL YEARS 1994 THROUGH 1997

	FY 1994			FY 1995			FY 1996			FY 1997		
	8% of Support Fee	Number	Dollar Amount	8% of Support Fee	Number	Dollar Amount	8% of Support Fee	Number	Dollar Amount	8% of Support Fee	Number	Dollar Amount
INCOME -												
Medicine Students	1,824	51	93,024	1,824	76	138,624	1,824	101	184,224	1,824	100	182,400
Osteopathic Students	936	4	3,744	952	4	3,808	984	6	5,904	1,008	6	6,048
Total Income			$96,768			$142,432			$190,128			$188,448
EXPENSES -												
Loan Payments:												
@ $3,000		15	45,000		13	39,000		10	30,000		12	36,000
@ $3,500		3	10,500		14	49,000		13	45,500		10	35,000
@ $4,000		0	0		3	12,000		14	56,000		13	52,000
@ $4,500		0	0		0	0		3	13,500		14	63,000
Administrative Fee			9,677			14,243			19,013			18,845
Total Expenses			$65,177			$114,243			$164,013			$204,845
Balance/Carryover (Each Year)			$31,591			$28,189			$26,115			($16,397)
Cumulative Balance**			$60,929			$89,118			$115,233			$98,836

**Cumulative balance includes $29,338 from FY 1993

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EXHIBIT 5
DATE 1-27-95

RURAL PHYSICIANS INCENTIVE PROGRAM
Projected Student Fees/Revenue FY 1993 Through FY 2000

	FY 1993	FY 1994	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	TOTAL
MEDICINE:									
Support Fee	$22,800	$22,800	$22,800	$22,800	$22,800	$22,800	$22,800	$22,800	
Fee Assessment	$1,824	$1,824	$1,824	$1,824	$1,824	$1,824	$1,824	$1,824	
No. of Students	26	51	76	101	100	100	100	100	
Revenue	$47,424	$93,024	$138,624	$184,224	$182,400	$182,400	$182,400	$182,400	$1,192,896
OSTEOPATHIC:									
Support Fee	$11,500	$11,700	$11,900	$12,300	$12,600	$13,000	$13,400	$13,800	
Fee Assessment	$920	$936	$952	$984	$1,008	$1,040	$1,072	$1,104	
No. of Students	2	4	4	6	6	6	8	8	
Revenue	$1,840	$3,744	$3,808	$5,904	$6,048	$6,240	$8,576	$8,832	$44,992
TOTAL REVENUE	**$49,264**	**$96,768**	**$142,432**	**$190,128**	**$188,448**	**$188,640**	**$190,976**	**$191,232**	**$1,237,888**

RPIP1

RURAL PHYSICIANS INCENTIVE TRUST FUND
Projected Revenue/Expenses
FY 1993 - FY 2000

FY Year	Number of Disbursements	Collections	Admin. Fee	Disbursements	Balance
1993	5 @ 3,000	$49,264	$4,926	$15,000	$29,338
1994	15 @ 3,000 3 @ 3,500	96,768	9,677	55,500	60,929
1995	13 @ 3,000 14 @ 3,500 3 @ 4,000	142,432	14,243	100,000	89,118
1996	10 @ 3,000 13 @ 3,500 14 @ 4,000 3 @ 4,500	190,128	19,013	145,000	115,233
1997	12 @ 3,000 10 @ 3,500 13 @ 4,000 14 @ 4,500	188,448	18,845	186,000	98,836
1998	12 @ 3,000 12 @ 3,500 10 @ 4,000 13 @ 4,500	182,400	18,240	176,500	86,496
1999	12 @ 3,000 12 @ 3,500 12 @ 4,000 10 @ 4,500	182,400	18,240	171,000	79,656
2000	10 @ 3,000 12 @ 3,500 12 @ 4,000 12 @ 4,500	182,400	18,240	174,000	69,816

RPIP2

EXHIBIT 6
DATE 1/27/95
SB

Western Undergraduate Exchange

Through WUE--the Western Undergraduate Exchange--students from participating states may enroll in designated two-year and four-year institutions in other participating states at a special reduced tuition level--150 percent of resident tuition. In all programs, this amount is substantially less than nonresident tuition.

Participating in the Western Undergraduate Exchange in 1994-95 are 12 of 15 WICHE states: Alaska, Colorado, Hawaii (four-year institutions only), Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, and Wyoming.

WUE operates under general guidelines established by the WUE Council and within parameters established by each state. States and institutions choose which programs they wish to make available to WUE students. In many cases, institutions have opened all of their programs on a space available basis. In other cases, institutions have excluded some programs or have listed only specific programs that are open to WUE students.

WUE grew quickly because it offers states a way to greatly expand the range of educational opportunities available to their students at a minimal cost to the state. From a total of 643 students in Fall 1988, its initial year, WUE now enrolls over 6,600 in Fall 1994. A complete report of WUE enrollments, including information concerning the specific programs in which students are enrolled, will be available from WICHE in 1995.

Table 9
Western Undergraduate Exchange
Fall 1994 Enrollment Summary

STATE OF ATTENDANCE (Number of institutions enrolling WUE students)	STATE OF RESIDENCE												
	AK	CO	HI	ID	MT	NV	NM	ND	OR	SD	UT	WY	Attendance Totals
Alaska (3)	X	10	4	7	12	8	3	3	25	4		8	84
Colorado (16)	70	X	143	25	31	45	200	18	39	17	25	84	697
Hawaii (2)	23	16	X	2	1	1	1	1	6	3	1		55
Idaho (6)	126	21	17	X	211	86	6	4	327	5	16	35	854
Montana (7)	240	189	13	193	X	44	20	119	215	104	23	423	1,583
Nevada (4)	64	36	43	12	6	X	23	1	73	9	11	6	284
New Mexico (4)	14		2	2	1		X	1	5		1	2	28
North Dakota (10)	40	49	13	18	143	12	7	X	19	210	6	63	580
Oregon (6)	93	16	43	24	30	32	6	6	X	3	8	10	271
South Dakota (6)	23	61	3	12	93	13	2	183	12	X	3	198	603
Utah (8)	27	42	6	250	21	164	23	2	32	3	X	66	636
Wyoming (8)	15	248	1	44	466	19	13	30	13	72	40	X	961
Two-year	58	191	6	66	592	115	103	43	49	43	55	58	1,379
Four-year	677	497	282	523	423	309	201	325	717	387	79	837	5,257
GRAND TOTAL (80)	735	688	288	589	1,015	424	304	368	766	430	134	895	6,636

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Table 10
Western Undergraduate Exchange
Five-Year Enrollment Summary, New & Continuing Students

	1990		1991		1992		1993		1994	
	Rcvd.	Sent	Rcvd.	Sent	Rcvd.	Sent	Rcvd.	Sent	Rcvd.	Sent
Alaska	12	485	55	592	30	695	69	770	84	735
Colorado	226	454	333	597	421	640	515	723	697	688
Hawaii	26	121	36	149	47	178	52	243	55	288
Idaho	648	304	1,092	437	741	516	846	532	854	589
Minnesota	228	120	218	313	0	264 *	0	157 *	X**	X**
Montana	1,271	742	1,722	887	2,240	768	2,173	911	1,583	1,015
Nevada	0	183	1	272	75	329	283	373	284	424
New Mexico	17	122	15	160	21	213	31	244	28	304
North Dakota	480	219	506	293	536	341	579	336	580	368
Oregon	62	288	88	568	156	640	195	765	271	766
South Dakota	113	351	181	413	233	477	273	485	603	430
Utah	314	65	456	82	553	90	548	126	636	134
Wyoming	534	477	687	627	799	701	877	776	961	895
TOTAL	3,931	3,931	5,390	5,390	5,852	5,852	6,441	6,441	6,636	6,636

*Continuing students only; no first-year students.
**Minnesota withdrew from WICHE in 1992.

95 1175 565 1740

96 648 420 1118

97 392 273 665

98 392 273

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MONTANA HIGHER EDUCATION FINANCIAL AID PROPOSAL

Created by:

MONTANA ASSOCIATED STUDENTS

Date:

JANUARY 27, 1995

(comb-bound)

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Survey of Montana veterinarians concludes there are not enough veterinarians.

44/126 (35%) of practice owners indicated difficulty in finding associates to join their practices. If the current veterinarians feel there is a need for more veterinarians how do you think their clients, the livestock producers, feel? Livestock producers generate 20% of Montana's gross revenue.

152/270 (59%) of the veterinarians supported by Montana's WICHE program are currently practicing in the state. 86% of them are practicing in some form of large animal practice. This is vital to the stock growers of Montana.

47% of the 348 veterinarians in Montana practice in some form of large animal practice, 81% of them were educated in a WICHE school. This directly impacts the livestock industry in Montana.

From 1984-1993 Montana has received 105 new veterinarians, one for every student supported during the same time period. 70% of those new veterinarians were educated in WICHE schools and 76% settled in rural towns of less than 5,000 people. These schools are a vital source of Montana veterinarians. Reduction in WICHE support will impact the quality of WICHE veterinary schools.

The survey of Montana veterinarians indicates that 90% of the WICHE supported veterinarians are involved in community events and leadership roles. Loss of these quality veterinarians would impact many Montana communities. A loss of the successful program could result in a net quality loss of veterinarians entering into Montana's future.

WICHE provides access to veterinary school. Veterinary schools do not accept many non-residents. OSU does not accept applications from non-WICHE students. WSU accepts only 3/year. At present there are only 26 accredited veterinary schools in the United States and policies on accepting non-residents are similar. There is only one private veterinary school and they accept only 15 non-residents.

Veterinary school tuition for a four year school WITH support from the WICHE program can be $31,000. Without WICHE support, if they are accepted into a program, can be up to $105,360. The average starting salary for a 1994 graduate of a veterinary school in the entire United States was only $30,747.

The average GPA of a Montana student entering a veterinary school last year was 3.8. If Montana wants to keep its best returning to the state then we need to continue to support the best.

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Testimony to ASC-Education on behalf of the Associated Students of the University of Montana. Presented by Brien Barnett, legislative liason for ASUM.

1/27/95

Mr. Chairman (Madam Chairwoman), members of the committee:

Thank you for affording to me this opportunity to speak to you today on behalf of the students represented by ASUM.

I come before you today realizing that this is a time of great change for the Montana University System. This change mirrors national trends toward decreased state contributions and increased student tuition and other fees. We further understand that while these increases, dollarwise, appear reasonable there is a significant minority of students for whom these will prove to be a hardship. Over the course of my college career, I have seen many instances of where a slight increase in tuition means going without books, meals, and even housing; sometimes for great lengths of time. Fortunately, these cases are exceptions to the rule; however, ASUM is firmly resolved in helping these students. Therefore, it is on their behalf that I come before you today insisting upon enlisting your support of any and all means of lessening this burden. We believe direct student assistance, combined with work-study and other forms of indirect assistance, must be increased as the rate of tuition and the overall cost of education increases. We're willing to pay our fair share of the burden, but we must have your help in making up the difference between what we can afford to pay, and what we, in fact, *do* pay.

Before you today is a proposal to increase portability in the work-study program. This is not a new program, merely an extension of the internship-type work study system already in place and serving the needs of thousands of students. It our hope that this community service to hometowns across Montana would have many effects. This program would allow students to contribute back to Montana taxpayers in the form of much needed community service. Further, this program can serve as career learning experience and resume building. And, above all, this program will help keep Montana students in school. A further goal of this program would be to display the potential of staying in this state and becoming responsible, long-term citizens. Too often the trend is for a student to graduate from a Montana high school, attend our University System, then go out-of-state.

Perhaps we could build a sense of community while affording contacts for job opportunities after school. ASUM believes by enacting this small step, both Montana, and Montana students will have a brighter future.

Mr. Chairman (Madam Chairwoman), Members of the committee, we look forward to working together to bring the students of the University of Montana a high quality, affordable education. Thank you for your time and consideration.

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Benchmarking in Higher Education

A Tool for Improving Quality and Reducing Cost

by Barbara S. Shafer and L. Edwin Coate

Benchmarking has the potential to move the industry forward at a pace that cannot be matched by other approaches alone.

In response to growing budgetary pressures, colleges and universities have been forced to reduce costs and streamline operations. Simultaneously, increased focus has been placed on the importance of quality management and customer satisfaction.

Unfortunately, little research has been done in the area of operational benchmarking. Benchmarking can be used for evaluating and improving institutional performance in the areas of cost, quality, and customer service.

NACUBO has responded to this lack of information by creating a benchmarking survey that links costs to outputs. While most institutions have done some cost comparisons in the past, they have seldom looked at the relationship of the cost of a process to the output that is produced, such as the admissions cost per matriculated student or the cost to register a student. Benchmarking is an ongoing, systematic process for measuring and comparing the work processes of one organization to another. It identifies "best practices" that can lead to improvements in operations and customer service.

In the spring of 1992, NACUBO implemented a pilot program for the benchmarking of operational and administrative costs in colleges and universities. The objective of this program was to develop consistent industry-wide cost comparisons for some 40 core business and administrative processes. Forty colleges and universities, including public research, independent research, and liberal arts institutions, participated in the development of the pilot program, helping to refine the scope and definition of benchmarks for these 40 business processes.

Benchmarking has the potential to move the industry forward at a pace that cannot be matched by other approaches alone. The tool may make it possible for the industry to move administrative operations ahead "leap frog" fashion. By identifying and publicizing best practices, benchmarking can provide the industry with a way of responding to demands for cost containment and enhanced service quality in a way that is in itself cost-effective and quality-oriented and complements existing improvement or restructuring programs.

THE CRISIS IN HIGHER EDUCATION

The challenges that higher education faces are daunting—poor public perception, severe budget deficits, ebbing demand, and growing gloom in the industry. Spiraling costs and tuition, cutbacks in financial aid, and a national recession have had their effect, eroding state budgets, institutional operating budgets, capital, and quality. Tuition has hit a level of resistance—if not a ceiling—that will limit the ability to pass further cost increases along to students and parents. At the same time, financial aid has shifted from grants toward loans, raising questions about how students will pay

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for higher education in the future. Students are signaling that they have reached their limit in terms of ability to pay and many are re-examining the value of the product in light of its cost.

Cost pressures have led to increased scrutiny of institutional management as well as re-examination of the value of higher education. Outsiders see an opportunity for significant improvement in the way colleges and universities manage their programs and operations.

THE NEED FOR RIGHTSIZING

The future presents a variety of options—some promising but painful and some downright depressing. Many have pointed to health care as an industry that has faced similar problems—overcapacity, increased public concerns over rising costs, and, as a result, increased government regulation and oversight. Like availability of health care, access to higher education has been a part—perhaps the underpinning—of the American dream. Both industries serve and employ millions and directly influence the cost and capability of the labor force on which all other American industries depend. Unfortunately, the experience of the health care industry does not dispel the gloom in administrative circles on campus. Instead it forebodes yet more intrusion and regulatory oversight as demanding consumers, employers, and taxpayers call for accountability in the face of institutional failure to contain costs.

The message is clear: if colleges and universities do not get a grip on their budgets and programs, the government or the market will. Retaining good customers, though expensive, is much less costly than capturing new ones or recapturing old ones. And if higher education does not change, markets could be lost that would be difficult or expensive to recapture.

In spite of its difficulties, American higher education is the envy of the world. It is conceivable, though, that this advantage could weaken as U.S. colleges and universities grapple with economic realities. An article in the August 15 issue of *The Economist* opined: "Academia is the one bit of education in which America still leads the world. But for how much longer? The 1990s are turning into the toughest decade in academia since the great depression." The challenge is to sustain higher education's advantage in the face of acute financial problems that could undermine all that has been created over the last two centuries.

In many cases, institutions simply cannot afford to be what they've become. These colleges and universities must ask: What can we afford to be? They need to focus on selective excellence and quality, on rightsizing themselves to economic and qualitative realities. In other words, they need to determine their institutional point of financial equilibrium, as described by Sean Rush in his article "Productivity or Quality? In Search of Higher Education's Yellow Brick Road" in the April 1992 *Business Officer*. Other institutions may not need to be what they have become. Demographics continue to change as do the demands of an increasingly global economy.

Strong institutional and industry leadership is needed. In many respects, a unique opportunity for positive change exists. The critical nature of the situation creates an opportunity to make difficult choices and weakens some of the resistance to new approaches. The industry is ready for change.

Many colleges and universities are already dealing with these issues and exploring innovative alternatives. One of the most obvious signs of restructuring is activity in the area of institutional closures and mergers. Numerous experts have predicted that the level of this activity will increase in the future. Restructuring within institutions will also occur at an accelerated pace through the rest of the 1990s. Whatever form it takes, this rightsizing needs to address two issues:

- Rethinking what colleges and universities do
- Rethinking how institutions do things

If higher education is to rethink its basic business, where does it begin? The authors

The message is clear: if colleges and universities do not get a grip on their budgets and programs, the government or the market will.

believe it must begin with quality—an unrelenting focus on quality clearly and unequivocally defined. Benchmarking is one of several tools—including total quality management, popularly known as TQM, and business process redesign, known as BPR—that individually and collectively can boost quality.

A CASE IN POINT: OREGON STATE UNIVERSITY

In response to several major challenges, including unhappy customers, Oregon State University (OSU) began implementation of TQM late in 1989. By mid-1990, the university had begun to see results in improved processes, elimination of waste in time and materials, and measurable cost savings.

Although quality management was taking OSU in the right direction, it was clear that TQM would not transform the university quickly enough. A more immediate response was needed to meet customer requirements. This need has prompted OSU to play a pioneering role in applying TQM, BPR, and benchmarking to higher education.

The Oregon state legislature intensified the need for quick action with a mandate during the 1991-1992 legislative session requiring the State Board of Higher Education to conduct a thorough review of Department of Higher Education administrative costs and the structure of state system administrative support services.

At the same time OSU acknowledged that full-time administration and support services staff had increased by 162 positions between FY 1981 and FY 1991, while growth on the academic side had remained flat. Administration was perceived as having too much bureaucracy and too much paperwork.

In late 1990, a theme of "doing more with less," already commonplace in higher education, had hit Oregon institutions with an impact that demanded a dramatic response. In the November election, Oregon voters approved Ballot Measure 5, a constitutional amendment designed to phase in a broad range of property tax limitations, including deep cuts in taxes for public schools. The limitation had an immediate effect on the 1990-91 higher education annual budget, cutting 2 percent from the university's budget for the last half of the fiscal year. By January 1991, OSU's share of an Oregon higher education budget reduction of approximately $100 million had been set at $12.5 million for the 1991-92 budget.

To meet these budget reduction challenges, OSU, through a process of strategic retrenchment, closed an entire college, eliminated or combined academic and administrative departments, and reduced statewide agricultural extension services. More than 225 administrative and academic positions were targeted for elimination. The cuts meant 1,000 fewer students and fewer educational opportunities for students and had broad impact on the economy of the community and the state.

For the 1993-95 biennium, the impact of Measure 5 on higher education in Oregon will increase. OSU was asked to prepare a budget for 1993-95 to deal with a 20 percent reduction in resources, with 50 percent or more targeted at administration.

TQM AND BPR

A number of approaches exist for dealing with issues related to rightsizing. Two of the most powerful are TQM and BPR. Both of these tools were used at OSU. General definitions of these terms are difficult to give because institutions tend to tailor these approaches to their particular needs. For the purposes of this article, TQM is defined as a management philosophy that embraces a structured, team-based approach to improving operational effectiveness while concurrently reducing costs. TQM asserts that quality is defined by the customer, that it is less costly than nonquality, and that it is always changing—hence the need for continuous improvement. TQM works through broad-based employee involvement in problem-solving teams and the reallocation of resources into activities that provide the greatest value to the customer.

BPR also seeks to streamline processes and reallocate resources for better customer service at lower cost. BPR typically proceeds at a faster pace than TQM in the redesign of work processes, and it relies less on team-based problem solving. Some institutions implement BPR for rapid, sometimes radical, improvements and then start TQM to ensure continuous improvement in the future.

Others, like OSU, feel they benefitted from having TQM in place before re-engineering began because it made employees more receptive to the concepts of process re-engineering and provided some needed data collection tools, such as process flow analysis and work distribution analysis.

BPR is much like zero-based budgeting in concept, according to Rush. In zero-basing an institution's operations, basic business processes are reinvented. For example, in information systems, one might ask: What if we fired all our staff and sold all our hardware and software at the close of business today? How would we organize ourselves when we start

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work with a clean slate tomorrow morning? BPR seeks to stimulate breakthroughs in efficiency and effectiveness by applying questions like these.

Both TQM and BPR have been widely adopted in the corporate sector and have come to be used in higher education. Recently colleges and universities have begun to consider the applicability of benchmarking to higher education as well.

BENCHMARKING

Benchmarking is an ongoing, systematic process for measuring and comparing the work processes of one organization to those of another for the purpose of identifying best practices that can lead to improvements in operations and customer service.

In other words, to benchmark is to ask:

- How well are we doing compared to others?
- How good do we want to be?
- Who's doing best?
- How do they do it?
- How could we adapt what they do to our institution?

Some institutions will want to ask another question as well: What would we need to do to be better than the best a few years from now?

Because the best are often getting better, this implies not only catching up to where they are now but to where they will be in a few years. In some cases, the gap may be widening.

Benchmarking at Xerox: In *Benchmarking: A Tool for Continuous Improvement*, K.H.J. Liebfried and C.J. McNair describe the benchmarking experience of Xerox:

> During the 1980s, Xerox Reprographics Manufacturing Group had a continuous improvement program that was achieving an 8 percent productivity increase over a period of years. One Sunday afternoon, however, Charles Christ, president of the Group, saw an ad in the *New York Times* for copiers that were essentially the same, in terms of function and performance, as the ones he was building in Webster, New York. These copiers were selling at retail for less than he could manufacture them! At about the same time there was an article in *Fortune* that quoted the president of Cannon claiming he was going to wage total war on Xerox and was going to win.
>
> "This was a turning point. It made me realize we had greater problems than we had anticipated," Christ recounted. "We had been very successful (in the late 1960s Xerox developed a flagship product—the 914 copier—and had 80 percent of the marketshare by the mid-1970s); we had lost that and now we were fighting, in a sense, for the market that we had established." Xerox stock was at an all-time low and marketshare had dropped to the low 30s.
>
> In response, Christ sent a team of manufacturing people to Japan to study, in great detail, the process, the product, and the material. His parting words to the team were, "I need a benchmark, something that I can measure myself against to understand where we have to go from here." This competitive benchmarking resulted in specific performance targets rather than someone's guess or intuitive feel of what needs to be done—which is the real power of the process. Quality went from 91 defects per 100 machines to 14. Line fallout (defined as bad parts on the line) went from 30,000 per million parts to 1,300 per million. There was a 50 percent reduction in manufacturing costs, a 50 percent reduction in unique parts, and a 66 percent reduction in development time.
>
> Christ, who is now vice president of Digital Equipment Corporation, concluded: "The purpose of benchmarking is to gain sustainable competitive advantage. Specifically, know yourself. Know your competition and best-in-class. Study them. Learn from them and be ready to adapt their best practices—how they do things—to your process."

Benchmarking in Higher Education: Like Xerox, higher education has much to gain from benchmarking. Benchmarking provides direction and clear targets in a time of cost pressure and market uncertainty. In addition:

Benchmarking provides objective measurements for baselining, goal-setting, and improvement tracking. Management experts have said that where human behavior in business is concerned, you get what you measure. The benchmarking process helps to determine what should be measured. It stresses the importance of identifying and understanding the drivers of processes—that is, what causes work to occur—along with outputs and quality. Merely measuring these elements routinely and consistently will begin to shape the underlying processes. As the elements measured become more uniform across institutions, more detailed insights into best practices will emerge.

It helps overcome natural resistance to change. One of the most powerful levers to facilitate change is a crisis situation, such as a severe budgetary shortfall. A number of colleges and universities currently have this tool at their disposal. A second technique is to

Both TQM and BPR have been widely adopted in the corporate sector and have come to be used in higher education. Recently colleges and universities have begun to consider the applicability of benchmarking to higher education as well.

introduce uncertainty about the status quo. Objective benchmarking data about other organizations performing at higher levels often achieves this effect. A third tool is to create an external focus for the change effort, to establish a highly visible common goal that can be reached only if staff throughout the department (or institution) set aside individual interests and work for the greater good. Sometimes this takes the form of outdoing a particular competitor ("Beat State U"), and other times it is accomplished through public announcement of a major campaign ("Raise $2 billion").

Benchmarking and the search for best practices help to establish objectively what these goals should be, thus creating a positive focus for change. The force of the goal drives home the realization that "we'll never make it unless we rethink how we do things around here."

The mindset that "unique is good" blocks innovation, efficiency, and effectiveness.

Benchmarking can lead to dramatic innovations. Benchmarking sometimes uncovers performance gaps so large that radical change is required to address them. The search for best practices can lift an institution out of the rut of incremental improvements and stimulate innovative thinking. Most often the best practices found cannot be wholly implemented, but seeing other processes in use eliminates any argument that they are infeasible. It improves the vision of those who have difficulty imagining a different way of doing business.

Benchmarking can potentially move the industry ahead at a pace more rapid than that of other approaches alone. TQM and BPR are excellent, tested approaches for improving operations, but both are enhanced by benchmarking. Benchmarking can accelerate the TQM improvement process by providing a clear, externally based measurement of the performance goal to be achieved and by helping TQM teams avoid blind alleys. BPR often creates redesigns that bear little resemblance to the original, especially when "breakthrough thinking" techniques are employed. Benchmarking can increase the likelihood that BPR results will be practical solutions by providing objective data on best practices in actual use.

Both TQM and BPR can be time-intensive processes that can deal with only so many areas at one time. Benchmarking helps address this constraint by identifying the areas that could benefit most from TQM and/or BPR.

THE STEPS OF BENCHMARKING

Most organizations that have used benchmarking have gone through some common steps, though not always in the same order:

- Define the areas and scope of interest
- Understand what is currently done
- Obtain objective information about the performance of others
- Establish performance goals
- Prepare action plans to achieve the goals

Unfortunately, the higher education industry has been at a disadvantage in terms of the third step due to the lack of large-scale, comparative data that links costs to outputs. For example, all institutions have a process for hiring employees, for processing a payroll, or for managing accounts payable. Yet few know how well they're doing in these areas. Compared to peers, are they more efficient, in the middle of the pack, or lagging far behind?

A comparative database could help ensure that improvement initiatives focus on areas with significant potential. For example, at OSU benchmark analyses provided valuable reference points for judging the relative efficiency of administrative and support operations and responding to the legislature's mandate. Table 1 shows OSU's relative funding compared to eight peer institutions. In four of eight administrative areas benchmarked, OSU was below the average level of the peer group in terms of funding. On the other hand, as Table 2 shows, OSU had room for improvement in a number of specific processes. The external data helped to identify the performance gaps and gain support for improvement initiatives.

CHALLENGES

In spite of the usefulness of such information, a number of issues have made it difficult

Table 1

OSU's Relative Funding vs. Peer Average as a Percentage

Instruction	105.9
Research	75.6
Libraries/Audiovisual	91.5
Academic Administration	123.7
Student Services	112.3
Physical Plant	69.2
Campus Security	72.6
Institutional Administration	132.9

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for a comparative database to be developed in higher education.

Variation Between Institutions: U.S. colleges and universities are the products of several hundred years of evolution. Each has developed its own set of administrative policies and procedures—usually with great independence from other institutions. As a result, detailed data definitions are required to get comparable data, and developing those definitions is a time-intensive task that raises numerous technical issues.

The Badge of Uniqueness: Most colleges and universities believe themselves to be unique and—for the reasons noted above—in many respects, they are. This uniqueness not only helps recruit faculty and students but also lays the foundation for vast alumni giving programs. The Council for Aid to Education reports that in 1991 alumni donations to colleges and universities totalled nearly $2.3 billion.

In other respects, though, uniqueness per se offers no advantage unless it is the uniqueness of "best in class" performance. A different and arcane process for reporting grades or a unique but convoluted purchase order process holds no advantage. This is where colleges and universities get into trouble. They proudly wear their badges of uniqueness in all areas, not distinguishing between those where uniqueness adds value and those where it does not. The mindset that "unique is good" blocks innovation, efficiency, and effectiveness.

Scope, Technical Issues, and Cost: Constructing a comparative database of the size and quality needed is no small task. The number of functional areas in the database must be broad enough to accommodate diverse needs and interests. Some institutions may want comparative data on student housing and facilities management, for example, while others are more interested in admissions and the registrar's office. Because real differences exist between institutions, the database must also be large enough so that each institution can find reasonably similar peers for comparison. An institution may compare itself to one set of peers for human resources and a different group of peers for accounting or student affairs.

Beyond the issues of database size and scope lies the challenge of obtaining high quality data. Clear data definitions are critical to success in this dimension. The objective is to avoid benchmarks that are too detailed. At the same time, definitions must be fairly precise regarding what is to be included or excluded in any given data element used to compute the benchmarks. The issues of size and detail contribute to the cost of developing and maintaining a nationally accepted database, making it impractical for most institutions to undertake such a project alone.

Use of Results: Another barrier to construction of a national database is concern about how the data will be used. There is risk in using any comparative database as the sole input to decisions about resource allocations, investments, budgets, or staffing. Databases are simply a starting point in any inquiry or analysis. A benchmarking database, in particular, is designed to be used as a starting point in the search for best practices. The data are not intended to be used as the sole basis for management decisions.

Table 2

Admissions and Recruitment	
Average number of days, receipt of inquiry to first response:	
▪ Average of 8 universities	9
▪ OSU	26
Average number of days from completed application to decision mailed:	
▪ Average of 8 universities	25
▪ OSU	105
Yield (incoming students/applications):	
▪ Average of 8 universities	.54
▪ OSU	.39
Budget for incoming students	
▪ Average of 8 universities	$257
▪ OSU	$282

THE NACUBO BENCHMARKING PROJECT

In the spring of 1992, NACUBO created a pilot program for the benchmarking of operational and administrative costs. The objective of this program was to develop a nationally accepted set of performance, quality, and cost benchmarks as well as a comparative database of these measures. In addition, NACUBO hopes to increase awareness within the industry of the power and usefulness of benchmarking, whether used alone or in combination with BPR or TQM. Forty institutions participated in the development of the inaugural benchmarking survey, helping to refine the scope of the project and the definitions of benchmarks. Covering close to 40 functional areas with more than 300 benchmarks, and 400 explanatory questions, the benchmarking project is a

large undertaking. The ability to compare one's performance with others in terms of costs, outputs, and quality has not been available on this scale before. The survey data can serve as a springboard for the pursuit of best practices across the industry, and the resulting enhancements should create greater value that can be passed on to students.

Survey Development: The development process for the initial NACUBO Benchmarking Survey had three goals: obtain broad input, produce detailed data definitions, and focus on data widely available in the industry.

Coopers & Lybrand was retained to manage the project and assist with the significant technical issues of the survey. Coopers contacted and/or consulted with NACUBO's Financial Management Committee, the Project Advisory Committee (six members from participating institutions), and all 40 project coordinators of the participating institutions (who in some cases conferred with up to 40 functional managers). In addition, Coopers contacted more than 25 professional associations within the higher education industry for their suggestions. The Project Advisory Committee and the 40 institutions reviewed draft materials throughout the development process. As a result, the project benefitted from the input of up to 1,600 professionals.

The FY 1991 Survey: The NACUBO Benchmarking Survey currently includes 38 processes/functional areas, two general data sections, and five process costing sections (see Table 3). The survey contains, on average, eight benchmarks per process or functional area. Table 4 shows examples for selected areas.

The FY 1991 benchmark results will be published this month. Results will be presented in aggregate and for each major cohort: public, independent, and liberal arts. Individual results are also provided, but specific institutions are not identified by name. In addition to data tables, selected results will be displayed graphically. Sample data tables and graphics are shown in Table 5.

NACUBO plans to repeat the survey in future years, refining the benchmarks over time and increasing the number of participants, and thus the usefulness of the benchmark database. The first few years will be "development" years for the NACUBO Benchmarking Survey. The FY 1992 survey, which will be conducted this month, will add some benchmarks for academic areas and refine benchmarks in other areas based on the FY 1991 results.

The NACUBO project promises to provide significant data to aid the search for best practices in higher education.

Table 3: Process/Functional Areas in NACUBO Benchmarking Survey

Accounts payable
Admissions
Alumni relations
Bookstore
Career planning and placement center
Central budget department
Central stores
Collections
Development office
Electronic mail
Environmental health and safety
Facilities
Faculty/administrative mix
Financial aid
Food services
General accounting
Human resources—benefits administration
Human resources—general
Human resources—hiring
Information technology
Intercollegiate athletics
Intramural and recreational sports
Legal affairs
Library
Mail
Parking
Payroll
Police/security
Purchasing
Registrar
Sponsored projects
Student accounts receivable/student billing
Student affairs
Student counseling
Student health services
Student housing
Telecommunications
Treasury—cash management
Overall indicators and ratios
Data for institutions with hospitals on the main campus
Processing a purchase requisition
Processing an invoice payment
Hiring a new employee
Admitting a new student
Producing a report card

CONCLUSION

The NACUBO project promises to provide significant data to aid the search for best practices in higher education. Whether or not institutions participate in the NACUBO survey, they have much to gain by pursuing benchmarking as a tool for improving administrative operations. Liebfried and McNair describe the benefits eloquently in their book:

> Benchmarking...is a class on learning how to learn. The first few lectures are simply to get your attention. Once the groundwork

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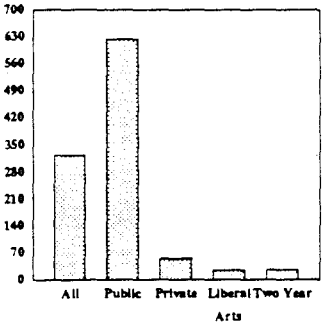
Table 4: Examples of Benchmarks in the NACUBO Survey

Area	Accounts Payable	Admissions	Development Office	Facilities	Human Resources
Benchmark #1	Departmental Cost per Voucher Processed	Number of Applicants per Departmental FTE	Dollar Value of Gift Payments Received per Departmental Dollar Spent	Building Maintenance Cost per Total Gross Square Foot Maintained by Building Maintenance	Health Care Benefits Cost per Employee Receiving Health Care Benefits
Benchmark #2	Average Days Payable	Departmental Cost per Matriculated Student	Turnaround Time from Gift Receipt to Mailing of Acknowledgement	Cyclical Repair and Replacement Spending as a percent of Total Replacement Value of the Campus	Number of Candidates Interviewed per Job Offer

Table 5: Sample Data Table from the NACUBO Survey

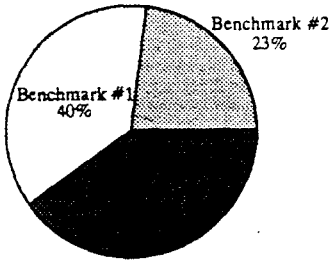
Benchmark #1					
	Public	**Private**	**Lib Arts**	**Two Year**	**All**
Hi	1000	100	89	85	1000
Low	500	32	13	10	13
Median	837	76	37	35	250
St. Dev.	23	3	2	2	10
Average	625	55	25	27	325

Benchmark #1



Individual Institution Results					
A 25	H 259	O 27	V 90	AC 726	AJ 246
B 350	I 625	P 88	W 500	AD 890	AK 267
C 67	J 37	Q 89	X 728	AE 999	AL 125
D 224	K 13	R 100	Y 25	AF 850	AM 72
E 1000	L 26	S 90	Z 28	AG 25	AN 79
F 999	M 89	T 89	AA 125	AH 420	
G 32	N 125	U 89	AB 23	AI 234	

Benchmark #1–#3 as a % of Total All Institutions



is laid, the pace of change accelerates, as every individual begins to accept the fact that the status quo is a dangerous bedfellow. As novel approaches to organizing internal work are uncovered and measurements are derived to support them, attitudes change. People can become accustomed to change. In fact, change can become exhilarating. The final exam for the class is conducted by the market; those [institutions] that embrace change and strive for constant improvement will survive into the twenty-first century. Those that remain mired in tradition will get failing marks, perhaps even flunk out of school.

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Through benchmarking, we're looking for:

- ✗ Not a report card or "grade" on our performance
- ✗ Not statistical precision
- ✗ Not *"the"* answers on how best to run our operations
- ✓ Good ideas
- ✓ Potential sources for best practices
- ✓ An understanding of where we potentially should focus our improvement efforts
- ✓ Collaborations across functions to understand the benchmarks and improve operations

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- Increase instructional productivity by 20% (from 14.2 to an equivalent of 16.5 credit hours in FY 96 and from an equivalent of 16.5 to 18 credit hours in FY 98).

- Develop a process by spring 1995 to guarantee graduation in four years for students who meet the specified requirements or the University will absorb the cost of remaining tuition and fees for such students. There will be no additional cost to the state.

- Increase student credit loads to reduce the average number of semesters taken to graduate. Increase the rate of meeting education goals (including four and six year graduation rates) by 6 percentage points by fall 1997 and another 6 percentage points by fall 1999. This will double the 1987-1992 four year graduation rates.

- Continue to increase the instructional program's budget share. In 1999, instruction will take up 50.7% of the total budget, up from 47% in FY 95.

- By fall 1996 establish a tracking system to track each student's educational goal, course requirements to meet that goal, and progress toward fulfilling course requirements.

- By fall 1995 each department of five or more faculty will offer at least one high enrollment (major or General Education) Tuesday/Thursday/Saturday course or its equivalent each semester.

- By spring 1997 reduce by 10% the percentage of undergraduate students on academic probation. Train advisors to better advise transfer students and reduce the number of changes of majors by 10%.

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MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

Policy and Procedures Manual

SUBJECT: GOVERNANCE AND ORGANIZATION

Effective: Sept. 15, 1992

Section: 220 Higher Education Centers

Issued: Mar. 22, 1993

Approved: E. Wheat

Introduction:

Montana's community colleges, independent colleges and units of the University System share the responsibility to maximize the availability of educational opportunities for the state's citizens in a manner which will enhance quality while minimizing unnecessary duplication of effort and potentially harmful competition. Concurrently, these same institutions must insure that the state's resources are used in a prudent and responsible manner. To these ends, this policy will govern the offering of off-campus instructional program by units of the Montana University System.

Board policy:

1. The presidents of the Montana University System are authorized to plan higher education centers to provide additional educational services to the people of the State of Montana.

2. Credit courses shall be offered at locations remote from the main campus through continuing education or at an approved higher education center. Credit courses offered through the regular instruction program shall be offered off-campus only at approved higher education centers.

3. Higher education centers which duplicate existing undergraduate programs offered by a community college or an independent college in its respective local community will not be established by a Montana University System institution unless the affected community college or independent college signifies its approval of the offering in writing to the Commissioner of Higher Education.

4. The Board of Regents may authorize the establishment of a higher education center upon the recommendation of the Commissioner of Higher Education, according to the following guidelines.

Procedures:

1. Any program offered at a higher education center must be within the approved role and scope and authorized programs of the institution.

2. Before a request is made to the Commissioner of Higher Education for approval to establish a higher education center or revise an existing authorization, the president shall document that the following conditions have been met.

a. Faculty. Persons assigned to teach courses for which resident credit is to be granted must have credentials at least equivalent to those required of faculty teaching the same or similar courses for resident credit at the home institution.

b. Educational resources. Additional resources, including library and/or laboratory facilities and other resources specifically developed for a specific course or program must be sufficient to offer a quality program.

c. Student eligibility. Students must meet the same admission and academic standards including grade point averages that are required of students taking the same or similar programs at the home institution.

d. Local coordinator. A local coordinator shall be designated and be available in the community in which the center is located in order to handle administrative arrangements and to act as a contact person.

e. Student counseling and advisement. Provisions shall be made for student counseling and advisement.

3. A higher education center may be designated for only certain program areas or certain levels of instruction.

4. A higher education center shall offer a structured, coherent educational program, and shall not be merely the physical location for occasional course offerings. A proposal should contain data on the population to be served, the course offerings projected, and the number of regular, resident and adjunct faculty that will be utilized.

5. Student credit hour generation. Student credit hours generated in degree credit programs at higher education centers shall be subject to the same reporting requirements as regular

instructional programs at the home institution; however, separate reports shall be prepared for each center. The Montana University System Registrars' Manual for Reporting Enrollment Data shall be followed. If a course would not be eligible for credit at the home institution, it shall not be granted credit at a higher education center.

6. Fees. The following fees apply:

a. Regular Student Fees. Centers shall charge enrolled students the normal authorized on-campus fees including admission, registration, incidentals, building, etc. Units, however, may waive the student activity and student health fees for students enrolled in off-campus programs. Students not qualifying as state residents shall be required to pay the normal non-resident fee.

b. Educational Service Fee. Upon approval of the Commissioner of Higher Education, an additional educational services fee may be charged each student to provide the services required by the program.

c. Non-credit or Continuing Education Fees. Fees for any non-credit or continuing education programs which may be offered through a higher education center shall be governed by the appropriate Regent policies.

7. Interinstitutional relations.

a. When more than one institution conducts programs through a higher education center in the same community, the Commissioner of Higher Education shall be responsible for establishing policies and procedures to insure necessary program coordination.

b. If concerns arise about potential competition between an independent or community college and units of the Montana University System in the development of higher education centers, the Commissioner of Higher Education may incorporate measures for addressing the problems.

c. Montana University System institutions are encouraged to establish cooperative programs with independent colleges and community colleges as appropriate.

d. Each college, university, vocational-technical center and community college is authorized to serve as a higher education center for delivery of academic programs from another unit, provided that there is the appropriate memorandum of understanding signed by the respective presidents and the Commissioner of Higher Education. Such memoranda shall be in effect for no more than three years, but may be renewed with the approval of the Commissioner.

8. Montana University System Higher Education Center. If a single system-wide higher education center is deemed more appropriate than separate institutional centers, the Commissioner of Higher Education shall establish policies to provide for necessary coordination, equitable distribution of student credit hours generated, allocation of fee revenues and any other matters. If it becomes desirable to change from existing separate higher education center operations to a system-wide program, the Commissioner may make such changes.

9. Program quality. It shall be the responsibility of the Commissioner of Higher Education and the president(s) involved to insure that the quality of the programs offered at a higher education center shall meet the same criteria by which the quality of programs is assessed at the home institution. Programs which cannot meet such criteria may not be offered.

10. Evaluation. The Commissioner of Higher Education in conjunction with the presidents shall provide for the evaluation of each higher education center after the third year of operation and periodically thereafter. If the center is not meeting its original or modified objectives, the Commissioner may recommend to the Regents that it be discontinued.

11. Program proposal dissemination. A copy of any proposal for the establishment of new programs or major modification of existing programs through a higher education center shall be provided to all institutions of higher education in the state and to the vocational

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technical centers for their information and comment. The proposal shall address possible significant adverse impact on other Montana postsecondary educational institutions.

12. Nomenclature. A higher education center shall be named as follows: (Name of Institution) Center at (Location) or Montana University System Center at (Location).

History:

Item 27-001-RO480, Higher Education Centers, Montana University System, April 21, 1980 as revised September 15, 1992.

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BOARD OF REGENTS

STEERING COMMITTEE

Commissioner of Higher Education
President of MSU - Bozeman
President of University of Montana-Missoula
President of College of Great Falls

* GHFEC Director (Exofficio)

GFHEC DIRECTOR

Montana State University — NORTHERN EXHIBIT 16
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PROGRAMS CURRENTLY OFFERED IN GREAT FALLS

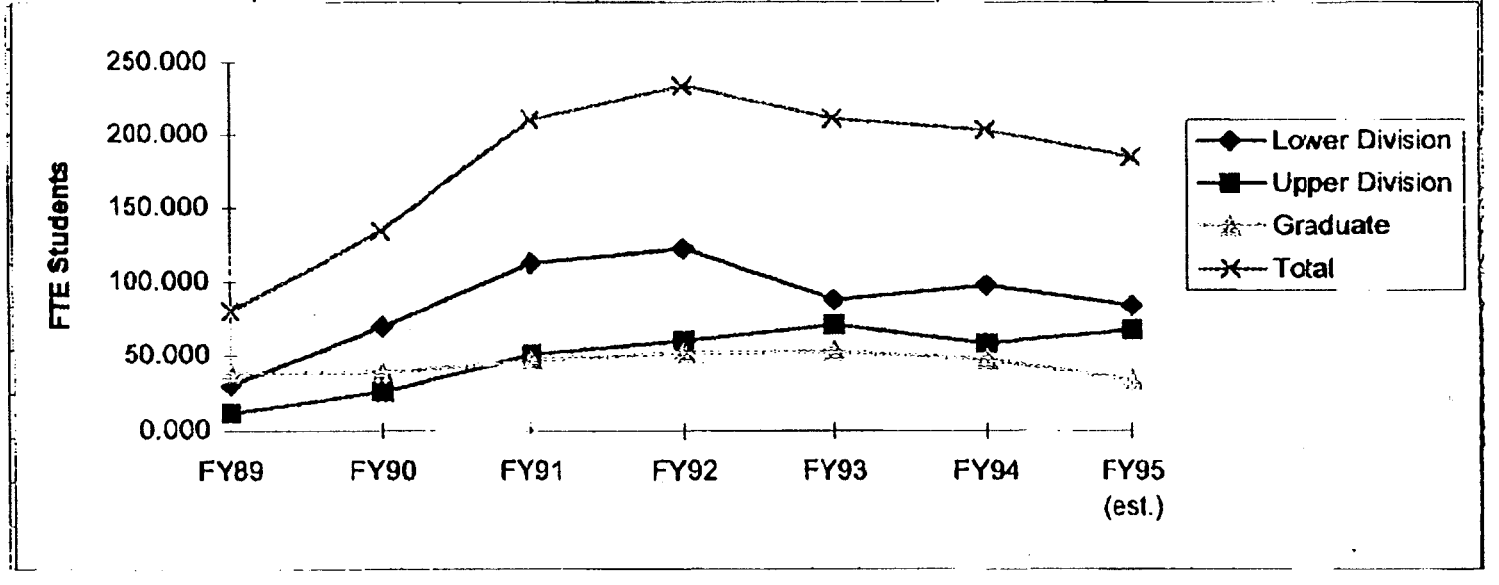
	Approved for Campus	Approved for Great Falls	Suspended in Great Falls
ASSOCIATE OF SCIENCE			
Automotive Technology	7/72	7/80	9/92
Business Administration	7/72	1/90	
Computer Information Systems	3/80	1/90	
Construction Technology	4/64	6/76	
Drafting Technology	7/72	7/80	
Electronics Technology	7/72	6/76	9/92
BACHELOR OF SCIENCE			
Business Technology Major	3/80	1/90	
MASTER OF EDUCATION			
Career Guidance and Counseling Option	6/26/81 title change		
Changed again to: Counseling and Development Option	12/14/90 title change		
CERTIFICATE			
Automotive Technology	7/72	7/80	9/92
OTHER			
Professional Teacher Education Core	1929	8/89	

Montana State University-NORTHERN

Full-time Equivalency Enrollment in Great Falls

Fiscal Years 1989-1995

	FY89	FY90	FY91	FY92	FY93	FY94	FY95 (est.)
Lower Division	30.044	69.356	112.822	122.422	87.956	97.833	83.867
Upper Division	11.667	26.178	50.822	59.822	70.522	58.200	67.267
Graduate	38.306	38.861	46.889	51.778	52.736	47.417	33.542
Total	80.017	134.395	210.533	234.022	211.214	203.450	184.676



File Name: GFALLS.XLS

GREAT FALLS – FY 1993

REVENUE

REGISTRATION	39,450.00
INCIDENTAL	296,884.00
NON-RESIDENT	0.00
CENTER FEE	193,333.42 (1)
TOTAL REVENUE	529,667.42

EXPENDITURES

	3050 GREAT FALLS	9114 SUMMER SESSION	9156 GREAT FALLS	NMC FACULTY	9782 BUILDINGS	6784 OTHER	9785 UTILITIES	TOTAL
PERSONAL SERVICES								
1100 SALARIES	94,646.93	57,166.66	162,162.42	84,123.96	0.00	0.00	0.00	368,100.97
1200 HOURLY WAGES	15,808.88	0.00	56.16		0.00	0.00	0.00	15,866.04
1400 BENEFITS	20,987.94	9,868.74	33,290.24	14,516.95	0.00	0.00	0.00	78,663.87
TOTAL PERSONAL SERVICES	101,446.75	67,035.40	195,508.82	98,642.91	0.00	0.00	0.00	462,633.89
OPERATIONS								
2100 CONTRACTED SERVICES	633.60	0.00	0.00	0.00	1,449.00	0.00	0.00	2,082.60
2200 SUPPLIES	12,216.68	0.00	256.75	0.00	0.00	0.00	0.00	12,473.43
2300 COMMUNICATIONS	25,676.56	0.00	5,439.02	0.00	0.00	0.00	0.00	31,115.58
2400 TRAVEL	19,402.79	0.00	0.00	0.00	0.00	0.00	0.00	19,402.79
2500 RENT	40,131.99	0.00	0.00	0.00	0.00	0.00	0.00	40,131.99
2600 UTILITIES	0.00	0.00	0.00	0.00	0.00	0.00	14,782.40	14,782.40
2700 REPAIRS & MAINTENANCE	2,019.46	0.00	0.00	0.00	0.00	0.00	0.00	2,019.46
2800 OTHER EXPENSE	1,722.35	0.00	0.00	0.00	0.00	8,293.81	0.00	10,016.16
TOTAL OPERATIONS	101,803.63	0.00	5,695.77	0.00	1,449.00	8,293.81	14,782.40	132,024.61
EQUIPMENT								
9100 EQUIPMENT	332.95	0.00	0.00	0.00	0.00	0.00	0.00	332.95
TOTAL EQUIPMENT	332.95	0.00	0.00	0.00	0.00	0.00	0.00	332.95
TOTAL EXPENDITURES	203,583.33	67,035.40	201,204.59	98,642.91	1,449.00	8,293.81	14,782.40	594,991.45
GAIN (LOSS)								(65,324.03)
TOTAL CREDIT HOURS								6,585
COST PER CREDIT HOUR								$90.38

FEES		ENROLLMENTS	
REGISTRATION	$30.00	HEADCOUNT	581
INCIDENTAL PER CREDIT	$46.00	FTE	211
GF FEE PER CREDIT	$37.50	FTE	211

CREDIT HOURS	
SUMMER	1,695
FALL	2,379
WINTER	2,511
TOTAL	6,585

(1) REVENUE IS NET OF $29,111 IN BUILDING FEES

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GREAT FALLS – FY 1994

REVENUE

REGISTRATION	32,820.00
INCIDENTAL	277,032.00
NON-RESIDENT	0.00
CENTER FEE	209,482.00 (1)
TOTAL REVENUE	519,334.00

EXPENDITURES

	3050 GREAT FALLS	3008 CONTINUING EDUCATION	9114 SUMMER SESSION	9158 GREAT FALLS	NMC FACULTY	9782 BUILDINGS	9784 OTHER	9785 UTILITIES	TOTAL
PERSONAL SERVICES									
1100 SALARIES	62,702.00	0.00	45,006.09	178,899.76	60,593.75	0.00	0.00	0.00	347,201.60
1200 HOURLY WAGES	11,598.91	0.00	0.00	0.00		0.00	0.00	0.00	11,598.91
1400 BENEFITS	19,620.88	0.00	7,767.60	36,429.15	10,457.88	0.00	0.00	0.00	74,275.51
TOTAL PERSONAL SERVICES	93,921.79	0.00	52,773.69	215,328.91	71,051.63	0.00	0.00	0.00	433,076.02
OPERATIONS									
2100 CONTRACTED SERVICES	2,913.67	0.00	0.00	0.00	0.00	1,449.00	0.00	0.00	4,362.67
2200 SUPPLIES	7,993.14	0.00	0.00	3,483.86	0.00	0.00	0.00	0.00	11,477.00
2300 COMMUNICATIONS	28,190.69	0.00	0.00	2,320.37	0.00	0.00	0.00	0.00	30,511.06
2400 TRAVEL	19,442.14	0.00	0.00	0.00	0.00	0.00	0.00	0.00	19,442.14
2500 RENT	20,033.40	22,000.00	0.00	0.00	0.00	0.00	0.00	0.00	42,033.40
2600 UTILITIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	14,782.40	14,782.40
2700 REPAIRS & MAINTENANCE	3,676.93	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,676.93
2800 OTHER EXPENSE	6,379.24	0.00	0.00	0.00	0.00	0.00	6,293.81	0.00	16,673.05
TOTAL OPERATIONS	90,629.21	22,000.00	0.00	5,804.23	0.00	1,449.00	6,293.81	14,782.40	142,958.65
EQUIPMENT									
3100 EQUIPMENT	396.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	396.00
TOTAL EQUIPMENT	396.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	396.00
TOTAL EXPENDITURES	184,947.00	22,000.00	52,773.69	221,133.14	71,051.63	1,449.00	6,293.81	14,782.40	576,430.67
GAIN (LOSS)									(57,096.67)
TOTAL CREDIT HOURS									5,819
COST PER CREDIT HOUR									$99.06

FEES		ENROLLMENTS	
REGISTRATION	$30.00	HEADCOUNT	647
INCIDENTAL PER CREDIT	$48.50	FTE	204
GF FEE PER CREDIT	$37.50	FTE	204

CREDIT HOURS

SUMMER	704
FALL	2602
SPRING	2513
TOTAL	5819

(1) REVENUE IS NET OF $37,511.25 IN BUILDING FEES

Montana State University – NORTHERN

ENROLLMENT STATISTICS/CREDIT HOURS – GREAT FALLS

LOWER DIVISION

		SUMMER 1988	FALL 1988	WINTER 1989	SPRING 1989	SUMMER 1989	FALL 1989	WINTER 1990	SPRING 1990	SUMMER 1990	FALL 1990	WINTER 1991	SPRING 1991
0000	BUSINESS AND MANAGEMENT												
0401	BUSINESS TECHNOLOGY & ADMINISTRATION						284	324	219	114	435	465	530
0000	EDUCATION												
0801	SCHOOL PSYCHOLOGY						36	78				39	87
1014	PHYSICAL EDUCATION												
0000	ENGINEERING & TECHNOLOGY												
0101	CONSTRUCTIONAL TECHNOLOGY	18			18	12	60	42	30		54		24
0202	DRAFTING TECHNOLOGY	12	54	27	39	39	45	66	60		48	111	102
0301	COMPUTER TECHNOLOGY	36	27	59	11	66	201	261	255	149	270	88	222
0503	ELECTRONIC TECHNOLOGY	120	69	69	114	13	21	102	90	48	78	84	90
0899	INDUST. PROD. TECHNOLOGY				21								
0903	AUTOMOTIVE TECHNOLOGY	43	114	90	96	24	90	102	84	6	60	90	75
0905	MECHANICAL & RELATED TECH.												
0909	DIESEL TECHNOLOGY					12							
0000	FOREIGN LANGUAGE												
0001	FRENCH												
0000	HEALTH SCIENCES												
1101	NURSING GENERAL												
0000	INDUSTRIAL ARTS												
0199	INDUSTRIAL ARTS												
0000	LETTERS												
0101	ENGLISH GENERAL									30	18	21	77
0000	LIFE SCIENCES												
0101	BIOLOGY GENERAL												
0000	MATH												
0101	MATHEMATICS GENERAL		42	90			150	138	54	150	78	192	
0000	MULTIINTERDISCIPLINARY STUDIES												
0401	HUMANITIES & SOCIAL SCIENCES										33	99	
0000	PHYSICAL SCIENCES												
0501	CHEMISTRY												
0999	PHYSICAL SCIENCES			90	90				42		108	60	
0000	SCIENCE TECHNOLOGIES												
9999	SCIENCE TECHNOLOGIES, OTHER												
0000	PSYCHOLOGY												
0101	PSYCHOLOGY GENERAL											120	
0000	SOCIAL SCIENCES												
0101	SOCIAL SCIENCES GENERAL						241	111	57	6	276	210	246
0000	VISUAL & PERFORMING ARTS												
0701	FINE ARTS												
0901	MUSIC GENERAL												66
	TOTAL	222	306	425	389	166	741	1236	978	407	1530	1428	1514

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Montana State University – NORTHERN

ENROLLMENT STATISTICS/CREDIT HOURS – GREAT FALLS

LOWER DIVISION

		SUMMER 1991	FALL 1991	WINTER 1992	SPRING 1992	SUMMER 1992	C/S	FALL 1992	SPRING 1993	SUMMER 1993	FALL 1993	SPRING 1994	SUMMER 1994	FALL 1994
50000	BUSINESS AND MANAGEMENT													
50401	BUSINESS TECHNOLOGY & ADMINISTRATION	120	492	543	297	60		284	3	24	169		62	156
13000	EDUCATION													
13001	SCHOOL PSYCHOLOGY				60						66			93
13314	PHYSICAL EDUCATION											75		
15000	ENGINEERING & TECHNOLOGY													
15101	CONSTRUCTIONAL TECHNOLOGY		30	39	30			20			37	3		50
15202	DRAFTING TECHNOLOGY		93	87	129			76	141	12	105	45		63
15301	COMPUTER TECHNOLOGY	159	213	312	273	193		163	112	61	144	116	50	171
15303	ELECTRONIC TECHNOLOGY	12	36	30	42							42		
15699	INDUST. PROD.TECHNOLOGY											39		
15803	AUTOMOTIVE TECHNOLOGY	12			6									
15899	MECHANICAL & RELATED TECH.				21									
15999	DIESEL TECHNOLOGY													
16000	FOREIGN LANGUAGE													
16001	FRENCH		30											
51000	HEALTH SCIENCES													
51101	NURSING GENERAL											1	57	
18000	INDUSTRIAL ARTS													
18199	INDUSTRIAL ARTS								18					
23000	LETTERS													
23101	ENGLISH GENERAL		3	57	84			93	195		81	72		54
26000	LIFE SCIENCES													
26101	BIOLOGY GENERAL					78					72			70
27000	MATH													
27101	MATHEMATICS GENERAL	60	342	240	189			93	180		201	214		126
30100	MULT./INTERDISCIPLINARY STUDIES													
30401	HUMANITIES & SOCIAL SCIENCES			126				3		66				
40000	PHYSICAL SCIENCES													
40501	CHEMISTRY										78	54		33
40699	PHYSICAL SCIENCES		117	24	12						32	4		
41000	SCIENCE TECHNOLOGIES													
41999	SCIENCE TECHNOLOGIES, OTHER										63			60
42000	PSYCHOLOGY													
42101	PSYCHOLOGY GENERAL			117				159	138		126	105		
45000	SOCIAL SCIENCES													
45101	SOCIAL SCIENCES GENERAL		351	315	216			348	315	9	285	261	51	201
50100	VISUAL & PERFORMING ARTS													
50701	FINE ARTS	39	96		75			117			156			
50901	MUSIC GENERAL											147	36	108
	TOTAL	382	1803	1890	1464	331		1336	1092	152	1600	1178	206	1185

Montana State University – NORTHERN

ENROLLMENT STATISTICS/CREDIT HOURS – GREAT FALLS

UPPER DIVISION

		SUMMER 1988	FALL 1988	WINTER 1988	SPRING 1989	SUMMER 1989	FALL 1989	WINTER 1990	SPRING 1990	SUMMER 1990	FALL 1990	WINTER 1991	SPRING 1991
10000	AGRIBUSINESS AND AG. PRODUCTION												
119999	AGRICULTURAL TECHNOLOGY					12				6			
60000	BUSINESS AND MANAGEMENT												
60401	BUSINESS TECHNOLOGY & ADMINISTRATION						21	33	63	81	99	96	168
38000	EDUCATION												
50101	EDUCATION GENERAL	69			90	144			147	384	81	77	66
50601	SCHOOL PSYCHOLOGY			102			36	107				66	45
51101	STUDENT COUNSELING	58	90			150	156		56	34	93	138	
51314	PHYSICAL EDUCATION											1	
53000	ENGINEERING & TECHNOLOGY												
50101	CONSTRUCTIONAL TECHNOLOGY												
50202	DRAFTING TECHNOLOGY	75		1		20	28			58			
50301	COMPUTER TECHNOLOGY					58				153		30	
50303	ELECTRONIC TECHNOLOGY					31				16			
50603	AUTOMOTIVE TECHNOLOGY	42				8							
51000	HEALTH SCIENCES												
51101	NURSING GENERAL									69			
30000	LETTERS												
30101	ENGLISH GENERAL											12	6
50000	LIFE SCIENCES												
60101	BIOLOGY GENERAL									44			
20000	BASIC SKILLS												
20000	BASIC SKILLS												
40000	PHYSICAL SCIENCES												
40703	EARTH SCIENCE									16			
49999	PHYSICAL SCIENCES									12			
20000	PSYCHOLOGY												
20101	PSYCHOLOGY GENERAL					45					126		
50000	SOCIAL SCIENCES												
50101	SOCIAL SCIENCES GENERAL								63	16			21
	TOTAL	242	90	103	90	468	241	140	329	1069	399	440	326

EXHIBIT 1b
DATE 1-27-95

Montana State University – NORTHERN

ENROLLMENT STATISTICS/CREDIT HOURS – GREAT FALLS

UPPER DIVISION

		SUMMER 199·	FALL 1991	WINTER 1992	SPRING 1992	SUMMER 1992	O/S FALL 1992	SPRING 1993	SUMMER 1993	FALL 1993	SPRING 1994	SUMMER 1994	FALL 1994
·10000	AGRIBUSINESS AND AG. PRODUCTION												
019999	AGRICULTURAL TECHNOLOGY	10											
60000	BUSINESS AND MANAGEMENT												
060401	BUSINESS TECHNOLOGY & ADMINISTRATION	48	165	96	153	120	255	414	64	231	114	108	301
30000	EDUCATION												
130101	EDUCATION GENERAL	468	138	72	128	432	34	151	173	36	56	247	107
130601	SCHOOL PSYCHOLOGY			75	39					63			33
131101	STUDENT COUNSELING		120		174		126				144		
131314	PHYSICAL EDUCATION												
50000	ENGINEERING & TECHNOLOGY												
150101	CONSTRUCTIONAL TECHNOLOGY										6		
150202	DRAFTING TECHNOLOGY	70				58		16	42		12	23	
150301	COMPUTER TECHNOLOGY	262	24		6	269	66	96	42	42	39	33	117
150303	ELECTRONIC TECHNOLOGY	25											
150603	AUTOMOTIVE TECHNOLOGY												
80000	HEALTH SCIENCES												
181101	NURSING GENERAL	72	38	78	96	105	60	138		42	30	117	165
20000	LETTERS												
230101	ENGLISH GENERAL		42		78	46		3				24	
60000	LIFE SCIENCES												
260101	BIOLOGY GENERAL								13				
20000	BASIC SKILLS												
320000	BASIC SKILLS										129		
40000	PHYSICAL SCIENCES												
400703	EARTH SCIENCE	40				68			31			26	
409999	PHYSICAL SCIENCES												
20000	PSYCHOLOGY												
420101	PSYCHOLOGY GENERAL			159		46			8	45	61		
20000	SOCIAL SCIENCES												
450101	SOCIAL SCIENCES GENERAL	15				48			21				
	TOTAL	101:	527	480	674	1192	581	760	394	459	693	676	723

Montana State University – NORTHERN

ENROLLMENT STATISTICS/CREDIT HOURS – GREAT FALLS

GRADUATE

		SUMMER 1988	FALL 1988	WINTER 1989	SPRING 1989	SUMMER 1989	FALL 1989	WINTER 1990	SPRING 1990	SUMMER 1990	FALL 1990	WINTER 1991	SPRING 1991
130000	EDUCATION												
130101	EDUCATION GENERAL		237	108	84	59	63	138	126	86	117	229	114
130601	SCHOOL PSYCHOLOGY				117				150			3	
131101	STUDENT COUNSELING	203	153	261	216	69	237	370	177	42	363	279	447
420000	PSYCHOLOGY												
420101	PSYCHOLOGY GENERAL												2
	TOTAL	203	390	369	417	198	300	508	453	128	480	511	563

EXHIBIT 16
DATE 1-27-95

Montana State University – NORTHERN

ENROLLMENT STATISTICS/CREDIT HOURS – GREAT FALLS

GRADUATE

		SUMMER 1988	FALL 1988	WINTER 1989	SPRING 1989	SUMMER 1989	FALL 1989	WINTER 1990	SPRING 1990	SUMMER 1990	FALL 1990	WINTER 1991	SPRING 1991
130000	EDUCATION												
130101	EDUCATION GENERAL		237	108	84	69	63	138	126	86	117	229	114
130601	SCHOOL PSYCHOLOGY				117				150			3	
131101	STUDENT COUNSELING	203	153	261	216	69	237	370	177	42	363	279	447
420000	PSYCHOLOGY												
420101	PSYCHOLOGY GENERAL												2
	TOTAL	203	390	369	417	138	300	508	453	128	480	511	563

MONTANA STATE UNIVERSITY-NORTHERN AT GREAT FALLS

Degree Programs and Course Offerings

EXHIBIT 17
DATE 1/27/95
SB

Degree Programs

Associate of Science
- Business
- Civil Engineering Technology
- Computer Information Systems
- Design Drafting

Bachelor's of Science
- Business Technology

Master's of Science in Education
- Counseling and Development

Nursing
- Associate Degree in Nursing (second year)
- Bachelor's of Science in Nursing (coursework)

Education Professional Core
- Elementary and secondary teaching professional core courses.

Course Offerings other than the Degree Program Coursework

Courses offered in the past three academic years.

Computer

Comp Info Sys	110#	Introduction to Computers

English Composition (3)

English	111*#	Written Communication I
English	112#	Written Communication II

History (3)

History	131*	American History I
History	132*	American History II
History	141*	History of Civilization
History	305	World War I

Health and Physical Education

HPE	235	Principles of Health Education

Humanities and Fine Arts: Fine Arts (3)

Art	100*	Introduction to Art
Art	120	Drawing I
Art	256	Watercolor
Drama	309	Drama for Children
English	311*	Creative Writing
Music	101*	Introduction to Music History

Humanities and Fine Arts: Humanities (3)

Humanities	201*	Introduction to Humanities

	English	114*	Introduction to English Literature
	English	310	Literature for Children
Integrative			
	General	301+	Society and Technology
Mathematics (3)			
	Mathematics	107*#	College Algebra
	Mathematics	110*#	Math for Liberal Arts
	Mathematics	116*	Applied Statistics
	Mathematics	120*	Math for Elementary Teachers
	Mathematics	121*	Math for Elementary Teachers
	Mathematics	125*	Trigonometry
	Mathematics	133	Introduction to Calculus
Natural Sciences (6)			
	Biology	104	Human Biology
	Biology	110	Environmental Health
	Biology	140*	Cell Biology
	Biology	151	Essentials of Biology
	Chemistry	111*	General
	Chemistry	112	Physiological
	Physics	231	Fundamentals of Physics I
	Physics	232	Fundamentals of Physics II
	Natural Sci	110	Survey of the Natural Sciences
Social Studies (6)			
	Geography	119	World and Regional Geography
	Political Sci	101	Introduction to Political Science
	Political Sci	134	American Government
	Psychology	205	Human Growth and Development
	Sociology	101*	Introduction to Sociology
Speech			
	Speech	141#	Fundamentals of Speech

* Montana University System Core
() Credit hours required in the MUS Core
\# MSU-Northern Fundamental Skills Requirement
\+ MSU-Northern Graduation Requirement

Faculty

Resident Faculty in Business, Computer Science and Nursing. Regular Faculty from the Havre campus teach at Great Falls. Adjunct Faculty with Master's plus experience teach selected courses.

EXHIBIT 17
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Schedule
Classes are scheduled Monday to Thursday 5:15 to 7:45
8:00 to 10:30

This term Introduction to Sociology is being offered at Malmstrom Air Force Base Education Center M-W-F 12:00 to 12:50 .

Two business courses are being offered at MAFB in eight week blocks.

Locations
Courses are offered at these locations:

Northern at Great Falls Campus, 1211 Northwest Bypass (NW)
MSU College of Technology (SC)
Malmstrom Air Force Base Education Center (SE)
CM Russell High School (NW)
Great Falls High School (C)

MONTANA STATE UNIVERSITY-NORTHERN

BUSINESS ADMINISTRATION

Associate of Science Degree

REQUIRED COURSES

Student _____

Prefix & No	Title	Substitution or Transfer	Institution	Sem Taken	Yr	Cr	Gr
BUS 100	Introduction to Business			F Sp Su		3	
BUS 210	Creative Problem Solving			F Sp Su		3	
BUS 220	Leadership and Total Quality Management			F Sp Su		3	
BUS 250	Business Statistics			F Sp Su		3	
BUS 261	Prin. of Accounting I			F Sp Su		3	
BUS 262	Prin. of Accounting II			F Sp Su		3	
BUS 271	Legal Envir. of Business			F Sp Su		3	
				F Sp Su			
				F Sp Su			

TOTAL CREDITS:

Students must have 64 credits to earn an associate degree, according to Montana Board of Regents policy. This student lists:

_____ credits, according to the transcript

_____ credits on the first page of the graduation papers

_____ TOTAL CREDITS

Student _____ Date _____

Advisor _____ Date _____

Chair, Department of Business _____ Date _____

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GENERAL EDUCATION REQUIREMENTS ASSOCIATE DEGREE CANDIDATES ONLY

STUDENT'S NAME _____

NOTE: This form is to be typed or printed legibly. List all courses, including those yet to be taken, which will fulfill the General Education Requirements.

FUNDAMENTAL SKILLS - 12-13 semester credits

Prefix	No.	Course Title	Date Completed	Semester Credit	Grade
ENGL	111	Written Communications I		3	
SPCH	141	Fundamentals of Speech		3	
MATH	107	College Algebra OR		3	
MATH	110	Math for Liberal Arts OR		4	
		higher level Math course			
CIS	110	Introduction to Computers		3	

DISTRIBUTION AREAS - 6 semester credits

Students in associate degree programs must complete a minimum of 3 credits in at least two of the three distribution areas for a total of 6 distribution credits. Courses required in student's major program may also be counted to meet distribution requirements. FUNDAMENTAL SKILLS COURSES MAY NOT BE USED FOR DISTRIBUTION REQUIREMENTS.

A. Humanities (ART, DRMA, ENGL, FREN, HUM, MUS, NAS, PHIL, SPCH)

Prefix	No.	Course Title	Date Completed	Sem Credit	Grade

B. Social Sciences (ECON, GEOG, HIST, POL, PSYC, SOC, SOSC)

ECON	241	Microeconomics		3	

C. Mathematics-Science, Technology-Applied Art (BIOL, CHEM, CIS, ESCI, MATH, NSCI PHYS, TSCI, AG, ATDI, AUTO, BODY, BUED, BUS, CT, DIES, DRFT, EET, AGMT, HPE, HPEA, MFGT, METL, NURS)

MATH	116	Applied Statistics		3	

The following courses MAY NOT be used to fulfill distribution requirements:

1. Courses required to fulfill fundamental skills requirements.
2. Cooperative Education courses (courses number 279 or 479).
3. Courses with EDUC, EDPY, GUID or VOED prefixes.

_____ _____

Major Advisor's Signature Date

MONTANA STATE UNIVERSITY-NORTHERN

BUSINESS TECHNOLOGY MAJOR

Business Emphasis or Minor Required

Bachelor of Science Degree

EXHIBIT 17

DATE 1-27-95

REQUIRED COURSES

Student _____

Prefix & No	Title	Substitution or Transfer	Institution	Sem Taken	Yr	Cr	Gr
BUS 210	Creative Problem Solving			F Sp Su		3	
BUS 220	Leadership and Total Quality Management			F Sp Su		3	
BUS 250	Business Statistics			F Sp Su		3	
BUS 261	Prin. of Accounting I			F Sp Su		3	
BUS 262	Prin. of Accounting II			F Sp Su		3	
BUS 271	Legal Envir. of Business			F Sp Su		3	
BUS 300	Principles of Management			F Sp Su		3	
BUS 326	Organizational Behavior			F Sp Su		3	
BUS 335	Principles of Marketing			F Sp Su		3	
BUS 350	Financial Management			F Sp Su		3	
BUS 400	Operations Management			F Sp Su		3	
BUS 410	International Business			F Sp Su		3	
BUS 420	Business Policies			F Sp Su		3	

NOTE: A Business Emphasis or Non-Teaching Minor must be added to these core courses to complete the degree.

ADDITIONAL REQUIREMENTS:

At least 40 of the total credits required for graduation must be at the 300/400 level. Number of 300/400 level classes listed on papers and transcript:

_____ CREDITS

Total Credits: Students must have 128 credits to earn a bachelor's degree, according to Montana Board of Regents policy. This student lists:

_____ credits, according to the transcript

_____ credits, on the first page of the graduation papters

_____ TOTAL CREDITS

Students graduating with a bachelor's degree must have a cumulative GPA of 2.00 and a GPA in both the major and the minor of at least 2.25. GPA REQUIREMENT FULFILLED: Yes ____ No ____

Student _____ Date _____

Advisor _____ Date _____

Chair, Department of Business _____ Date _____

STUDENT'S NAME _____

NOTE. This form is to be typed or printed legibly. List all courses, including those yet to be taken, which will fulfill the General Education Requirements.

FUNDAMENTAL SKILLS - 18-19 semester credits

Prefix	No.	Course Title	Date Completed	Semester Credit	Grade
ENGL	111	Written Communications I		3	
ENGL	112	Written Communications II		3	
SPCH	141	Fundamentals of Speech		3	
MATH	107	College Algebra **OR**		3	
MATH	110	Math for Liberal Arts **OR**		4	
		higher level Math course			
CIS	110	Introduction to Computers		3	

INTEGRATIVE COMPONENT - 3 semester credits

GEN	301	Technology and Society		3	

DISTRIBUTION AREAS - 24 semester credits

Students in baccalaureate degree programs must complete a minimum of 6 credits in each of the four distribution areas. Course required in student's major or minor programs may also be counted to meet distribution requirements. FUNDAMENTAL SKILLS COURSES MAY NOT BE USED FOR DISTRIBUTION REQUIREMENTS.

A. Humanities (ART, DRMA, ENGL, FREN, HUM, MUS, NAS, PHIL, SPCH)

Prefix	No.	Course Title	Date Completed	Sem Credit	Grade

B. Social Sciences (ECON, GEOG, HIST, POL, PSYC, SOC, SOSC)

ECON	241	Microeconomics		3	

C. Mathematics-Science (BIOL, CHEM, CIS, ESCI, MATH, NSCI PHYS, TSCI) - At least one course in this group must be a Lab Science

MATH	116	Applied Statistics		3	

D. Technology-Applied Art (AG, ATDI, AUTO, BODY, BUED, BUS, CT, DIES, DRFT, EET, AGMT, HPE, HPEA, MFGT, METL, NURS)

ADVANCED PROGRAM PROJECT (Capstone Component - identified in each program area)

The following courses MAY NOT be used to fulfill distribution requirements:

1. Courses required to fulfill fundamental skills requirements.
2. Cooperative Education courses (courses number 279 or 479)
3. Courses with EDUC, EDPY, GUID or VOED prefixes.

_____ _____

Major Advisor's Signature Date

MONTANA STATE UNIVERSITY-NORTHERN

ACCOUNTING/FINANCE EMPHASIS

REQUIRED COURSES

Student _____

Prefix & No	Title	Substitution or Transfer	Institution	Sem Taken	Yr	Cr	Gr
BUS 305	Income Tax			F Sp Su		3	
BUS 315	Inter. Accounting I			F Sp Su		3	
BUS 316	Inter. Accounting II			F Sp Su		3	
BUS 321	Cost Accounting I			F Sp Su		3	
BUS 322	Auditing			F Sp Su		3	
or							
BUS 355	Investments			F Sp Su		3	
BUS 340	Management Information Systems			F Sp Su		3	
or							
CIS 325	Information Resource Management			F Sp Su		3	
or							
BUS 430	Senior Project			F Sp Su		3/6	
or							
BUS 479	Cooperative Education			F Sp Su		6/12	
BUS 407	Financial Statement Analysis			F Sp Su		3	

Suggested selective General Education courses Finance Emphasis:

ECON 242 Macroeconomics . . . . . 3 credits

General Education Basic Skills and Business core requirements provide 82 of the 128 credits needed for the Business Technology degree. A Minor or a Business Emphasis will provide another 20-30 credits depending on choice. This will leave 16-26 selective credits necessary for the degree.

Students graduating with a bachelor's degree must have a cumulative GPA of 2.00 and a GPA in both the major and the minor of at least 2.25.

Student _____ Date _____

Advisor _____ Date _____

Chair, Department of Business _____ Date _____

MONTANA STATE UNIVERSITY-NORTHERN

MARKETING EMPHASIS

EXHIBIT 17
DATE 1-27-95

REQUIRED COURSES

Student _____

Prefix & No	Title	Substitution or Transfer	Institution	Sem Taken	Yr	Cr	Gr
BUS 336	Sales and Sales Mgmt.			F Sp Su		3	
BUS 337	Consumer Behavior			F Sp Su		3	
BUS 338	Promotion			F Sp Su		3	
BUS 340	Management Information Systems			F Sp Su		3	
or							
CIS 325	Information Resource Management			F Sp Su		3	
BUS 414	Marketing Research			F Sp Su		3	
BUS 430	Senior Project			F Sp Su		3/6	
or							
BUS 440	Internship			F Sp Su		6/12	
or							
BUS 479	Cooperative Education			F Sp Su		6/12	
				F Sp Su			
				F Sp Su			

Suggested selective General Education courses for Marketing Emphasis:

SOC 101 Intro to Sociology . . . . . 3 credits
PSYC 100 Intro to Psychology . . . . . 3 credits

General Education Basic Skills and Business core requirements provide 82 of the 128 credits needed for the Business Technolog degree. A Minor or a Business Emphasis will provide another 20-30 credits depending on choice. This will leave 16-26 selectiv credits necessary for the degree.

Students graduating with a bachelor's degree must have a cumulative GPA of 2.00 and a GPA in both the major and the mino of at least 2.25.

Student _____ Date _____

Advisor _____ Date _____

Chair, Department of Business _____ Date _____

MONTANA STATE UNIVERSITY-NORTHERN

SMALL BUSINESS MANAGEMENT EMPHASIS

REQUIRED COURSES

Student _____

Prefix & No	Title	Substitution or Transfer	Institution	Sem Taken	Yr	Cr	Gr
BUS 321	Cost Accounting			F Sp Su		3	
BUS 332	Human Resource Mgmt.			F Sp Su		3	
BUS 337	Consumer Behavior			F Sp Su		3	
BUS 338	Promotion			F Sp Su		3	
BUS 402	Small Business Mgmt.			F Sp Su		3	
BUS 416	New Venture Develop.			F Sp Su		3	
BUS 430	Senior Project			F Sp Su		3/6	
	or						
BUS 440	Internship			F Sp Su		6/12	
	or						
BUS 479	Cooperative Education			F Sp Su		6/12	
				F Sp Su			
				F Sp Su			

Suggested selective General Education courses for Small Business Management Emphasis:

SOC 101 Intro to Sociology . . . . . 3 credits
PSYC 100 Intro to Psychology . . . . . 3 credits

General Education Basic Skills and Business core requirements provide 82 of the 128 credits needed for the Business Technology degree. A Minor or a Business Emphasis will provide another 20-30 credits depending on choice. This will leave 16-26 selective credits necessary for the degree.

Students graduating with a bachelor's degree must have a cumulative GPA of 2.00 and a GPA in both the major and the minor of at least 2.25.

Student _____ Date _____

Advisor _____ Date _____

Chair, Department of Business _____ Date _____

MONTANA STATE UNIVERSITY-NORTHERN

BUSINESS MINOR

Non-Teaching

EXHIBIT 17

DATE 1-27-95

REQUIRED COURSES

Student _____

Prefix & No	Title	Substitution or Transfer	Institution	Sem Taken	Yr	Cr	Gr
BUS 100	Introduction to Business			F Sp Su		3	
BUS 210	Creative Problem Solving			F Sp Su		3	
BUS 220	Leadership and Total Quality Management			F Sp Su		3	
BUS 261	Prin. of Accounting I			F Sp Su		3	
BUS 271	Legal Environment of Business			F Sp Su		3	
BUS 300	Prin. of Management			F Sp Su		3	
BUS 326	Organizational Behavior			F Sp Su		3	
BUS 335	Principles of Marketing			F Sp Su		3	
BUS 350	Financial Management			F Sp Su		3	
ECON 241	Prin of Economics (Micro)			F Sp Su		3	
				F Sp Su			
				F Sp Su			

Students graduating with a minor degree must have a G.P.A. in the minor of at least 2.25.

G.P.A. REQUIREMENT FULFILLED: YES____ NO____

_____ _____
Student Date

_____ _____
Advisor Date

_____ _____
Chair, Department of Business Date

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CIVIL ENGINEERING TECHNOLOGY NORTHERN MONTANA COLLEGE A.S. Degree
1994-96 Semester Catalog – page

Student _____ Advisor _____

		Freshman Year		Action	Course/Explanation	Sem. Crs.	Grade	Adv.
CIS	110	*Intro. to Computers	(3)					
ENGL	111	*Written Communication I	(3)					
DRFT	131	Graphics I	(4)					
MATH	107	*College Algebra	(3)					
CET	173	Arch. Cnst. & Materials	(4)					
DRFT	156	Intro to CAD	(3)					
MATH	133	Intro. to Calculus	(3)					
SPCH	141	*Fund. of Speech	(3)					
CET	181	Surveying	(3)					
TECH	100	Industrial Safety	(2)					
CIS	171	Database Level I	(3)					

		Sophomore Year						
CET	221	Engineering Mechanics	(3)					
CET	251	Cnst. Surveying	(3)					
CET	271	Intro to GIS	(3)					
MATH	137	Calc. for Tech I	(3)					
PHYS	231	Fund. of Physics I	(4)					
CET	232	Strength of Materials	(3)					
CET	225	Surv., Topo., & Comps.	(3)					
MATH	138	Calc. for Technology II	(3)					
PHYS	232	Fund of Physcis II	(4)					
		Gen Ed Electives (Hum)	(3)					

*General Education distribution courses

ADVISOR'S CHECKLIST OF ASSOCIATE DEGREE GRADUATION REQUIREMENTS:

_____ Basic Skills Completed
_____ General Education distribution completed – page
_____ Minimum of 64 credits for graduation – page
_____ Minimum of 2.00 GPA achieved – page
_____ Advisor's initials present for each required course or substitution
_____ Verified grade entries from file or transcript

_____ Student _____ Advisor _____ Department Chair

Form: CET4AS 15-Apr-94

DESIGN DRAFTING NORTHERN MONTANA COLLEGE Associate Degree

1994–96 Semester Catalog – page

EXHIBIT 17

DATE 1-27-95

Student _____ Advisor _____

		Freshman Year		Action	Course/Explanation	Sem. Crs.	Grade	Adv.
CIS	110	*Intro. to Computers	(3)					
CET	173	Arch. Cnst. & Materials	(4)					
DRFT	131	Graphics I	(4)					
MATH	107	*College Algebra	(3)					
METL	155	Machining Processes	(3)					
DRFT	132	Graphics II	(3)					
DRFT	156	Intro to CAD	(3)					
EET	110	Electronics Survey	(3)					
ENGL	111	*Written Communication I	(3)					
MATH	125	*Trigonometry	(2)					
		*General Ed	(3)					

		Sophomore Year						
DRFT	256	3D CAD	(3)					
CET	221	Engineering Mechanics	(3)					
DRFT	205	Machine Drafting	(3)					
PHYS	231	Fund. of Physics I	(4)					
		Gen Ed Dist	(3)					
DRFT	244	Topographic Drafting	(3)					
CET	232	Strength of Materials	(3)					
CET	181	Surveying	(3)					
SPCH	141	*Fundamentals of Speech	(3)					
DRFT	201	Residential Drafting	(3)					

*General Education distribution courses

ADVISOR'S CHECKLIST OF ASSOCIATE DEGREE GRADUATION REQUIREMENTS:

_____ Basic Skills Completed
_____ General Education distribution completed – page
_____ Minimum of 64 credits for graduation – page
_____ Minimum of 2.00 GPA achieved – page
_____ Advisor's initials present for each required course or substitution
_____ Verified grade entries from file or transcript

_____ Student

_____ Advisor

_____ Department Chair

Form: DR4AS

15-Apr-

MONTANA STATE UNIVERSITY - NORTHERN

COMPUTER INFORMATION SYSTEMS
1994-96 Semester Catalog - page

ASSOCIATE OF SCIENCE

Student _____ Advisor _____

		Required Courses:	Crs.	Substitution or Transfer or Projected Date for Completion	Qtr. Crs.	Sem. Crs.	Grade	Adv.
CIS	115	Intro to Programming	3					
CIS	155	Programming Level I	3					
CIS	161	Assembly I/Cmptr Archit.	3					
CIS	171	Database Level I	3					
CIS	200	Operating Systems Intro.	3					
CIS	255	Programming Level II	3					
CIS	270	Systems Analysis/Design	4					
CIS	271	Software Engineering	4					
CIS	285	Spreadsheet	3					
BUS	261	Principles of Accounting I	3					

Basic Skills Courses:

CIS	110	Intro. to Computers	3					
ENGL	111	Written Communication I	3					
SPCH	141	Fund. of Speech	3					
MATH	107	College Algebra	3					
		OR						
MATH	110	Math for Liberal Arts	4					

General Education Courses: 6 Credits from any two areas.

Area	A	Gen. Ed. Distribution	3					
Area	B	Gen. Ed. Distribution	3					
Area	C	Gen. Ed. Distribution	3					

General Education, Basic Skills, and CIS Associate program requirements provide 50 of the 64 credits needed for the Computer Information Systems Associate Degree. This will leave 14 selective credits necessary for the degree

ADVISOR'S CHECKLIST OF ASSOCIATE DEGREE GRADUATION REQUIREMENTS:

_____ Basic Skills Completed
_____ General Education distribution completed - page
_____ Minimum of 64 credits for graduation - page
_____ Minimum of 2.00 cumulative GPA achieved - page
_____ Advisor's initials present for each required course and substitution
_____ Verified grade entries from file or transcript

Student _____ Advisor _____ Department Chair _____

Form: CIS4AS 24-Oct-94

Associate of Science Degree

			Cr.	Sem.
Freshman Year :				
BIOL	241	Anatomy and Physiology I	4	Fall
CHEM	112	Physiological Chemistry	3	Fall
MATH	107	College Algebra	3	Fall
	OR			
MATH	110	Math for Liberal Arts	4	Fall
NURS	121	Introduction to Nursing Practice	3	Fall
NURS	122	Clinical Decision Making Practicum I	3	Fall
BIOL	217	Microbiology	4	Spring
BIOL	242	Anatomy and Physiology II	4	Spring
NURS	124	Nursing Practice In Health Needs	3	Spring
NURS	125	Clinical Decision Making Practicum II	3	Spring
PSYC	101	Introduction to Psychology	3	Spring
NURS	210	Nursing Practice In Mental Health/Illness	3	Interim
CIS	110	Introduction to Computers	3	Summer
ENGL	111	Written Communication I	3	Summer
* NURS	212	Transition to Associate Degree Nursing	3	Summer
-NURS	225	Perinatal Nursing Practice	3	Summer
SPCH	141	Fundamentals of Speech	3	Summer
Sophomore Year:				
-NURS	225	Perinatal Nursing	3	Fall
NURS	231	Nursing Practice in Health/Illness Needs I	3	Fall
NURS	233	Nursing Practice in Health/Illness Needs II	3	Fall
NURS	240	Clinical Decision Making Practicum III	3	Fall
NURS	241	Clinical Decision Making Practicum IV	3	Fall
NURS	236	Nursing Practice In Health/Illness Needs III	3	Spring
NURS	237	Nursing Practice In Health/Illness Needs IV	3	Spring
NURS	242	Clinical Decision Making Practicum V	3	Spring
NURS	243	Clinical Decision Making VI	3	Spring

*NURS 212 Required for LPN's ONLY.
-NURS 225 May be offered EITHER Summer of Freshman Year or Fall of Sophomore Year.

Advisors: Adkins, Catron, Evenson, Hoogendam, Lockwood, Pappas, Sowa

NURSING
No Minor Required

Bachelor of Science Degree

			Cr.	Sem.
Freshman Year:				
BIOL	241	Anatomy and Physiology I	4	Fall
CHEM	112	Physiological Chemistry	3	Fall
MATH	107	College Algebra	3	Fall
	OR			
MATH	110	Math for Liberal Arts	4	Fall
NURS	121	Introduction to Nursing Practice	3	Fall
NURS	122	Clinical Decision Making Practicum I	3	Fall
BIOL	217	Microbiology	4	Spring
BIOL	242	Anatomy and Physiology II	4	Spring
NURS	124	Nursing Practice In Health Needs	3	Spring
NURS	125	Clinical Decision Making Practicum II	3	Spring
PSYC	101	Introduction to Psychology	3	Spring
NURS	210	Nursing Practice In Mental Health/Illness	3	Interim
CIS	110	Introduction to Computers	3	Summer
ENGL	111	Written Communication I	3	Summer
* NURS	212	Transition to Associate Degree Nursing	3	Summer
-NURS	225	Perinatal Nursing Practice	2	Summer

Sophomore Year:				
-NURS	225	Perinatal Nursing Practice	3	Fall
NURS	231	Nursing Practice In Health/Illness Needs I	3	Fall
NURS	233	Nursing Practice In Health/Illness Needs II	3	Fall
NURS	240	Clinical Decision Making Practicum III	3	Fall
NURS	241	Clinical Decision Making Practicum IV	3	Fall
NURS	236	Nursing Practice n Health/Illness Needs III	3	Spring
NURS	237	Nursing Practice In Health/Illness Needs IV	3	Spring
NURS	242	Clinical Decision Making Practicum V	3	Spring
NURS	243	Clinical Decision Making Practicum VI	3	Spring
Junior Year:				
NURS	321	Theoretical Foundations of Professional Nursing	3	Summer
NURS	322	Nursing Health Assessment	3	Summer
ENGL	112	Written Communication II	3	Fall
MATH	116	Applied Statistics	3	Fall
	OR			
BUS	250	Business Statistics	3	Fall
NURS	344	Nursing Practice in Complex Health/Illness Needs	3	Fall
NURS	345	Clinical Decision Making Practicum VII	3	Fall
		General Ed. (Distribution - Humanities)	6	Spring
GEN	301	Society and Technology	3	Spring
NURS	347	Nursing In Health/Illness Education	3	Spring
NURS	444	Research in Nursing Practice	3	Spring
Senior Year:				
NURS	331	Nursing Practice in Diverse Cultures	3	Summer
NURS	346	Gerontological Nursing Practice	3	Summer
NURS	440	Managing Nursing Practice	3	Fall
NURS	441	Clinical Decision Making Practicum VIII	3	Fall
NURS	446	Nursing Practice In Communities	3	Spring
NURS	447	Clinical Decision Making Practicum IX	3	Spring
NURS	449	Clinical Decision Making Practicum X	3	Fall
NURS	450	Professional Nursing Seminar	3	Spring

*NURS 212 Required for LPN's ONLY.
-NURS 225 May be offered EITHER Summer of Freshman Year or Fall of Sophomore Year.

Note: Completion of an Associate Degree in Nursing and licensure as a Registered Nurse are required for admission to the junior year of the Bachelor's program. In addition to the above, students must complete Baccalaureate degree and General Education Requirements. Students pursuing this area of study should read and understand the Overview of Nursing found in the Nursing Student Handbook.

Advisors: Catron, Evenson, Hoogendam, Lockwood, Pappas, Sowa

EXHIBIT 17
DATE 1-27-95

MONTANA STATE UNIVERSITY-NORTHERN
COUNSELING AND DEVELOPMENT (K - 12) MINOR
Graduate

REQUIRED COURSES

Student _____

Prefix & No Title	Substitution or Transfer	Institution	Sem Taken	Yr	Cr	Gr
EDPY 604 Applied Clrm Psyc			F Sp Su		3	
or						
EDUC 603 Curr Fdn & Design			F Sp Su		3	
EDUC 606 Research Methods			F Sp Su		3	
or						
EDUC 607 Ed Meas & Stat			F Sp Su		3	
GUID 524 Prin of Coun & Dev			F Sp Su		3	
GUID 610 Cou Pro Dev & Adm			F Sp Su		3	
GUID 620 Ed & Psych Apprais			F Sp Su		3	
GUID 625 Theor Coun & Dev			F Sp Su		3	
GUID 635 Coun Skill & Pract			F Sp Su		3	
GUID 652 Coun Special Pop			F Sp Su		3	
GUID 661 Grp Dyn/Counseling			F Sp Su		3	
GUID 671 Career Counseling			F Sp Su		3	
EDUC 643 Child & Fam Coun			F Sp Su		3	
PSYC 515 Psyc of Dev & Adj			F Sp Su		3	
GUID 680 Coun & Dev Intern			F Sp Su		6	

Total Credits Required: 42

Student _____ Date _____

Advisor _____ Date _____

Director of Graduate Programs _____ Date _____

MONTANA STATE UNIVERSITY-NORTHERN

MASTER OF EDUCATION

COUNSELING & DEVELOPMENT

EXHIBIT 17

DATE 1-27-95

Student

GRADUATE CORE

Prefix & No Title	Substitution or Transfer	Institution	Sem Taken Yr	Cr	Gr
EDPY 604 Applied Clrm Psyc			F Sp Su	3	
or					
EDUC 603 Curr Fdn & Design			F Sp Su	3	
EDUC 606 Research Methods			F Sp Su	3	
EDUC 607 Ed Meas & Stat			F Sp Su	3	

AREA OF SPECIALIZATION

Prefix & No Title	Substitution or Transfer	Institution	Sem Taken Yr	Cr	Gr
EDUC 643 Child & Fam Coun			F Sp Su	3	
GUID 524 Prin of Coun & Dev			F Sp Su	3	
*GUID 610 Cou Pro Dev & Adm			F Sp Su	3	
*GUID 620 Ed & Psych Apprais			F Sp Su	3	
GUID 625 Theor Coun & Dev			F Sp Su	3	
GUID 635 Coun Skill & Pract			F Sp Su	3	
GUID 652 Coun Special Pop			F Sp Su	3	
GUID 661 Grp Dyn/Counseling			F Sp Su	3	
GUID 671 Career Coun in Sch			F Sp Su	3	
*GUID 680 Coun & Dev Intern			F Sp Su	6	
PSYC 515 Psyc of Dev & Adj			F Sp Su	3	

SELECTIVES: Select 3 credits

Prefix & No	Course Title	Institution	Sem Taken Yr	Cr	Gr
			F Sp Su		
			F Sp Su		
			F Sp Su		

Total Credits Required: 48

GRADUATE COMMITTEE:

Chairman _____ Member _____ Member _____

Student _____ Date _____ Advisor _____ Date _____ Director of Graduate Programs _____ Date _____

-OVER-

SELECTIVE LIST

Prefix & No Title	Substitution or Transfer	Institution	Sem Taken Yr	Cr	Gr
EDPY 525 Learning Disabilities			F Sp Su	3	
EDPY 550 Ed & Psy of Exp Cld			F Sp Su	3	
* EDUC 630 Gen Sch Adm & Fin			F Sp Su	3	
* EDUC 640 School Law			F Sp Su	3	
# EDUC 645 Ethics in Ed/Coun			F Sp Su	3	
GUID 504 Career Ed El/Se Sch			F Sp Su	2	
GUID 645 Adv Counsel Theory			F Sp Su	3	
GUID 651 Ethnicity & Fam Cou			F Sp Su	3	
GUID 653 Addiction Counsel			F Sp Su	3	
GUID 654 Crisis Interven Coun			F Sp Su	3	
GUID 655 Cou & Hu Sexuality			F Sp Su	3	
GUID 656 Co & Col St Per Ser			F Sp Su	3	
GUID 662 Adv Group Counsel			F Sp Su	3	
GUID 672 Adv Career Counsel			F Sp Su	3	
GUID 679 Graduate Seminar			F Sp Su	1-3	
# GUID 682 Adv Counsel Pract			F Sp Su	6	
* GUID 684 Intern: Sup/Adm Co			F Sp Su	3	
PSYC 560 Personality			F Sp Su	3	
# PSYC 561 Abnormal Psych			F Sp Su	3	
			F Sp Su		
			F Sp Su		
			F Sp Su		
			F Sp Su		

* Students completing the Master of Education Degree, Counseling and Development Option, may be eligibl to apply for a supervisor's endorsement if they complete the courses marked with an asterisk.

Students interested in a planned graduate program that may qualify them with the Licensing Board to become a Professional Counselor must complete the Master of Education Degree, Counseling and Developn Option, the courses marked with the # sign, and other elective courses approved by the advisor for a t of sixty (60) semester credits.

Note: With the advisor's consent, other elective courses may be utilized to satisfy the degree requireme ts.

MONTANA STATE UNIVERSITY–NORTHERN
PROFESSIONAL EDUCATION CORE

Student _____

Major _____

Minor _____

Prefix & No Title	Substitution or Transfer	Institution	Sem Taken Yr	Cr	Gr
EDPY 112 Intro to Ed Psych			F Sp Su	3	
EDPY 215 Psyc Found of Ed			F Sp Su	3	
EDUC 325 Gen Teaching Meth			F Sp Su	3	
EDUC 380 Clrm Env & Mgt			F Sp Su	3	
EDUC 405 Curr Issues in Ed			F Sp Su	3	
EDUC 445 Read Writ Crt Thnk			F Sp Su	3	
EDUC 450 Sec Teaching Pract			F Sp Su	12	
or					
EDUC 475 El & Sec Teach Pra			F Sp Su	12	
GUID 424 Prin Coun & Dev			F Sp Su	3	
Teach Meth-Major			F Sp Su	3	
Teach Meth-Minor			F Sp Su	3	
* VOED 300 Job Analysis			F Sp Su	2	
* VOED 320 Prin of Voc Ed			F Sp Su	2	
* VOED 424 Prep Inst Mat			F Sp Su	2	
* VOED 426 Vo Ed Org & Mgt			F Sp Su	2	

* Required of those Trades & Industry and Business Education majors (or minors) who plan to verify appropriate work experience through the Office of Public Instruction an qualify for vocational approval to teach in a state or federally reimbursed program.

NOTE: In addition to EDPY 112 and EDPY 215, HPE 235 Principles of Health Education and Substance Abuse and PSYC 205 Human Growth and Development are also required for Final Admission to Teacher Education.

HPE 235 Prin Health Ed/Sub Abuse F Sp Su ___ 3 ___

PSYC 205 Human Gr and Develop F Sp Su ___ 3 ___

Student _____ Date _____

Advisor _____ Date _____

Director of Education _____ Date _____

ELEMENTARY EDUCATION (K-8)

Bachelor of Science Degree

EXHIBIT 17

DATE 1-27-95

Student

Fundamental Skills	Substitution or Transfer	Institution	Sem Taken	Yr.	Cr.	Gr.
ENGL 111 Communication I			Fa Sp Su		3	
ENGL 112 Communication II			Fa Sp Su		3	
MATH 110 Math for Liberal Arts			Fa Sp Su		4	
SPCH 141 Fundamentals of Speech			Fa Sp Su		3	
CIS 110 Introduction to Computers			Fa Sp Su		3	
Integrative Component						
GEN 301 Technology & Society			Fa Sp Su		3	

Program Requirements	Prefix & No	Title	Institution	Sem Taken	Yr.	Cr.	Gr.
Art - 6 credits				Fa Sp Su			
				Fa Sp Su			
Must include ART 100 and a studio course				Fa Sp Su			
Health & PE - 8 credits				Fa Sp Su			
				Fa Sp Su			
				Fa Sp Su			
Must include HPE 234, HPE 235 & HPE 300 or 360				Fa Sp Su			
English/Literature - 6 credits				Fa Sp Su			
				Fa Sp Su			
Must include ENGL 114				Fa Sp Su			
Music - 6 credits				Fa Sp Su			
				Fa Sp Su			
Must include MUS 110				Fa Sp Su			
Mathematics - 6 credits				Fa Sp Su			
Must include MATH 120 and MATH 121				Fa Sp Su			
(Will Meet Fundamental Skills Requirement)				Fa Sp Su			
Psychology - 6 credits				Fa Sp Su			
				Fa Sp Su			
Must include EDPY 112 and PSYC 205				Fa Sp Su			
Social Science - 6 credits				Fa Sp Su			
				Fa Sp Su			
				Fa Sp Su			
Science - 6 credits				Fa Sp Su			
				Fa Sp Su			
Must include NSCI 110				Fa Sp Su			

Elementary Education Requirements	Substitution or Transfer	Institution	Sem. Taken	Yr.	Cr.	Gr.
EDPY 215 Psyc Foundation of Education			Fa Sp Su		3	
EDPY 350 Ed Psych Exceptional Children			Fa Sp Su		3	
EDUC 302 Methods Teach Elem Math			Fa Sp Su		2	
EDUC 303 Methods Teach Elem Music			Fa Sp Su		2	
EDUC 304 Methods Teach Elem Science			Fa Sp Su		2	
EDUC 306 Methods Teach Elem Soc Sci			Fa Sp Su		2	
EDUC 308 Methods Teach Elem/Sec Art			Fa Sp Su		2	
EDUC 325 General Teaching Methods			Fa Sp Su		3	
EDUC 334 Teach Integrated Lang Arts			Fa Sp Su		4	
EDUC 335 Fund & Corr Strat in Reading			Fa Sp Su		4	
EDUC 347 Spch/Hear/Lang Dev Pre Sch			Fa Sp Su		3	
EDUC 380 Clrm Environ & Management			Fa Sp Su		2	
EDUC 405 Current Issues in Education			Fa Sp Su		3	
EDUC 448 Read Materials for Elem Child			Fa Sp Su		3	
EDUC 400, 475 Student Teaching			Fa Sp Su		12	
GUID 424 Prin Counseling & Develop			Fa Sp Su		3	

All Elementary Education students **must** complete a K-12 endorsable minor **or** two 14-credit areas of concentration. Endorsable minors are recorded on the student's transcript upon graduation thereby making the individual eligible to teach that specific subject from kindergarten through grade 12. Areas of concentration **are not** recorded on the student's transcript nor are they endorsable on a teaching certificate.

Endorsable minors are: K-12 Art (26 credits required)
K-12 French (29 credits required)
K-12 Physical Education & Health (29 credits required)
K-12 Reading Specialist (29 credits required)

****

Areas of concentration may include:

Art	Biology	Chemistry	Computer Information Systems
Drama	Early Childhood Education	English	Foreign Language
General Science	Health & Physical Education	History & Social Science	Mathematics
Music	Native American Studies	Physical Science	Reading

Area _____ (14 credits)

Prefix & No	Course Title	Institution	Areas Taken	Yr	Cr
			F Sp Su		
			F Sp Su		
			F Sp Su		
			F Sp Su		
			F Sp Su		
			F Sp Su		
			F Sp Su		
			F Sp Su		
			F Sp Su		

Area _____ (14 credits)

Prefix & No	Course Title	Institution	Areas Taken	Yr	Cr
			F Sp Su		
			F Sp Su		
			F Sp Su		
			F Sp Su		
			F Sp Su		
			F Sp Su		
			F Sp Su		
			F Sp Su		
			F Sp Su		

Student _____ Date _____ Advisor _____ Date _____ Chair, Department of Education _____ Date _____

MONTANA STATE UNIVERSITY–NORTHERN
GENERAL EDUCATION
TEACHER EDUCATION PROGRAMS

Student _____

FUNDAMENTAL SKILLS

Prefix & No	Title	Substitution or Transfer	Institution	Sem Taken	Yr	Cr	Gr
ENGL 111	Written Comm I			F Sp Su		3	
ENGL 112	Written Comm II			F Sp Su		3	
SPCH 141	Fund of Speech			F Sp Su		3	
MATH 110	Math Liberal Arts			F Sp Su		4	
CIS 110	Intro Computers			F Sp Su		3	

INTEGRATIVE COMPONENT

Prefix & No	Title	Substitution or Transfer	Institution	Sem Taken	Yr	Cr	Gr
GEN 301	Technology/Society			F Sp Su		3	

DISTRIBUTION AREAS

A: Humanities

Art (ART), Drama (DRMA), English (ENGL), French (FREN), Humanities (HUM), Music (MUS), Native American Studies (NAS), Philosophy (PHIL), Speech (SPCH)

Prefix & No	Course Title	Institution	Sem Taken	Yr	Cr	Gr
			F Sp Su			
			F Sp Su			
			F Sp Su			

Total A: ____

B: Social Science

Economics (ECON), Geography (GEOG), History (HIST), Political Science (POL), Psychology (PSYC), Sociology (SOSC), Social Science (SOSC)

			F Sp Su			
			F Sp Su			
			F Sp Su			

Total B: ____

C: Mathematics-Science

Biology (BIOL), Chemistry (CHEM), Computer Information Systems (CIS), Earth Science (ESCI), Mathematics (MATH), Natural Science (NSCI), Physical Science(PHYS), Technical Science (TSCI) **NOTE: At least one course in this group must be a lab science.**

			F Sp Su			
			F Sp Su			
			F Sp Su			

Total C: ____

D: Technology-Applied Art

Agriculture (AG), Automotive (AUTO), Automotive Body (BODY), Business Education (BUED), Business (BUS), Civil Technology (CT), Diesel (DIES), Drafting (DRFT), Electronics (ELT), Farm Mechanics (AGMT), Health and Physical Education (HPE), Health and Physical Education Activities (HPEA), Manufacturing Technology (MFT), Metals Technology (METL), Nursing (NURS)

			F Sp Su			
			F Sp Su			
			F Sp Su			

Total D: ____

Advisor _____

-O V E R-

Selective List

The following courses meet the general education requirements for teacher education. Students should check with their advisors for specific details.

A: Humanities

Prefix & No.	Title	Cr.
ART 100	Introduction to Art	3
ART 150	Two-Dimensional Design I	3
ART 361	Art History of Western Civilization I	3
ART 362	Art History of Western Civilization II	3
DRMA 109	Drama Participation	3
DRMA 123	Introduction to Theater	3
DRMA 220	Acting	3
DRMA 309	Drama for Children	3
ENGL 114	Introduction to Literature	3
ENGL 335	Modern Native American Literature	3
ENGL 349	Montana Literature	3
FREN 105	Elementary French	3
MUS 101	Introduction to Music History	3
MUS 304	Great Composers I	3
MUS 305	Great Composers II	3
NAS 220	Introduction to Ethnic Indian Studies	3
NAS 310	Native Cultures of North America	3
PHIL 200	Introduction to Philosophy	3
PHIL 210	Ethics	3
SPCH 311	Oral Interpretation	3

B: Social Science

Prefix & No.	Title	Cr.
ECON 242	Macroeconomic Principles	3
ECON 301	Intermediate Microeconomics	3
ECON 346	Business & Economic History of the United States	3
ECON 440	International Trade and Finance	3
GEOG 119	World Regional Geography	3
HIST 131	American History I	3
HIST 132	American History II	3
HIST 141	History of Civilization I	3
HIST 142	History of Civilization II	3
HIST 216	Montana History	3
HIST 317	Twentieth Century Europe	3
HIST 354	History of Technology and Transportation	3
HIST 364	History of American Indians	3
POL 344	International Relations	3
PSYC 101	Introduction to Psychology	3
*PSYC 205	Human Growth and Development	3
SOC 101	Introduction to Sociology	3
SOC 102	Social Problems	3
SOC 255	Sociology of the Family	3
SOC 315	Race, Gender and Ethnic Relations	3

D: Technology-Applied Art

Prefix & No.	Title	Cr.
HPE 234	First Aid and CPR	2
*HPE 235	Principles of Health Education & Substance Abuse	3
HPE 386	Drug and Alcohol Education	2

*The courses marked with an asterisk, along with EDPY 112 Introduction to Educational Psychology and EDPY 215 Psychological Foundations of Education, are required for Final Admission to Teacher Education.

EXHIBIT 17
DATE 1-27-95

MSU-NORTHERN AT GREAT FALLS
STUDENT NEEDS ASSESSMENT ANALYSIS 1993-94 AY

165 Students Responded

1. Gender

Male	Female
70	95

2. Age

18 to 25	26 to 40	41 to 64	No Answer
44	80	38	3

3. Marital Status

Single	Married	Widowed	Divorced/Seperated
51	88	3	23

4. Residence

Great Falls	Outside Great Falls
134	31

5. Head of Household

Yes	No
106	59

7. Number of Financial Dependents

0 - 3	4 - 5	6 - 8
128	35	2

8. Employed

Yes	No
134	31

Full Time 101
Part Time 33

9. Student Status

Full-time	Part-time
53	112

10. Degree Seeking

Associate	Bachelor's	Master's	Other
32	93	27	13

11. Major

Business (AS & BS)	52
Computer Science (AS)	13

Minor

Computer Science	19

12. Education Level on Entry

GED	HS Diploma	Some College	Assoc	Bach	Higher
7	46	67	11	25	9

13. Plan to Transfer

Yes	No	Don't Know
34	85	46

14. Transfer - Where?

College of Great Falls	17
MSU-College of Technology	3

HOUSE OF REPRESENTATIVES
VISITORS REGISTER

Education SUB-COMMITTEE DATE 1/27/95

BILL NO. 2 SPONSOR(S) Student Assistance
MSU-Northern at Great Falls

PLEASE PRINT PLEASE PRINT PLEASE PRINT

NAME AND ADDRESS	REPRESENTING	Support	Oppose
Bill Daehling	MSU - Northern	✓	
Winnie Ore	DFS	✓	
Bill Lannan	MGSLP		
Jim Craig	MSU - Bozeman	✓	
[illegible]	MSU - Bozeman		
Richard Crofts	OCHE		
Sheila Stearns	WMC - UM	✓	
Mike Wahlburger	MSU - Bozeman	✓	
Rebecca Mattix DVM	Pre Vet MSU / WICHE Vet	✓	
Jason Noyes	Pre Vet MSU / WICHE	✓	
Wendy Synness	Pre Vet MSU / WICHE	✓	
Justin Roscoe	Pre-Vet MSU / WICHE	✓	
Deanna Weyermann	Pre-Vet / MSU / WICHE Vet.	✓	

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

HR:1993
wp:vissbcom.man
CS-14

HOUSE OF REPRESENTATIVES
VISITORS REGISTER

_____SUB-COMMITTEE DATE_____

BILL NO._____ SPONSOR(S)_____

PLEASE PRINT PLEASE PRINT PLEASE PRINT

NAME AND ADDRESS	REPRESENTING	Support	Oppose
Bob Sager DLMA	MUMA Self	✓	
Rep. John Sinrud	Self	✓	
Brien Barnett	ASUM	✓	
RON SCHOFIELD HELENA	WICHI VET PROGRAM	✓	
James & Todd	Univ of Montana		

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

HR:1993
wp:vissbcom.man
CS-14