

# Strategic Plan

Bitterroot College Program of The University of Montana  
5-year Plan: FY2012 – FY2016

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*Prepared for the Montana Board of Regents and The University of Montana*

*Prepared by the Bitterroot College Program Steering Committee*

*Submitted January 2012*

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## Introduction

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The Bitterroot College Program 5-year Strategic Plan for FY2012-FY2016 represents the culmination of nearly three years of effort on the part of the Bitterroot College Program (BCP) Steering Committee. Formed in the Spring of 2009 at the recommendation of the [Montana Board of Regents](#) following the February 2009 decision of the Montana State Legislature not to go forward with the establishment of a community college district in Ravalli County, the BCP Steering Committee was charged with developing an innovative model for the delivery of responsive and sustainable adult and higher education opportunities to the residents of Ravalli County. Upon submission and approval of the BCP Strategic Plan to the Montana Board of Regents (slated for January 2012), the BCP Steering Committee will be dissolved and replaced by the BCP Advisory Council, as proposed within this report.

During its lifetime the BCP Steering Committee conducted its business as a public board, publishing notices of its monthly meetings and providing public access to all meetings and meeting documents. Committee membership included 12 individuals at any given time (with two of the 12 seats shared among two individuals), with committee representation comprising local stakeholders and state and regional higher education professionals (for a complete listing of all members over the committee's two and half year history see page 2 of this report).

While the BCP Steering Committee's primary purpose was to formulate an educational delivery model, the committee was secondarily charged with providing guidance and oversight of the University of Montana's operations of the Bitterroot College Program while strategic planning was underway. To this end the committee oversaw the BCP's growth from a headcount of just 25 college students in the fall of 2009 to a headcount of 200 college students in the fall of 2011. Moreover, the committee facilitated the establishment and growth of a continuing education program which by the fall of 2011 had served over 400 students, providing training and enrichment opportunities in technology, business, healthcare, history, science, and the arts.

The work of the BCP Steering Committee and this resulting strategic plan stand as a testament to the dedication of volunteers and professionals alike who believe strongly in the importance of educational opportunity. It is with great hope that the completion of this document continues the steady advancement of the provision of local adult and higher education services to the residents of Ravalli County, Montana.

*Perry Brown, Provost, The University of Montana*

*John Robinson, Chair, The Bitterroot College Program Steering Committee*

*January 2012*

## Needs Assessment

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During the fall of 2009 the Bitterroot College Program Steering Committee developed and began implementation of a two-part needs assessment plan. The plan comprised 1) contracting with an outside entity to gather and analyze demographic, survey, and economic data relating to the adult learning needs and interests of the residents of Ravalli County and 2) holding a series of community and economic sector discussions throughout the county to provide a venue for interested individuals and groups to speak directly about their desires for local adult learning opportunities. The first part of the plan resulted in what became known as the Maas Report. The second part of the plan resulted in what became known as the BCP Community Conversations. The results of each assessment piece are summarized in the following sections.

### Maas Report

During the spring of 2010 the Bitterroot College Program Steering Committee contracted with [Maas Companies](#) for the preparation of a comprehensive needs assessment document. Maas Companies finalized and presented the [Bitterroot College Program Needs Assessment](#) report to the Steering Committee in July of 2010. The report included an internal environmental scan, an external environmental scan, an analysis of responses from a local survey on adult education (755 respondents), and projections with respect to enrollment growth, program of instruction, and space needs. A copy of the complete needs assessment document can be found at [www.umt.edu/bcp/steeringcommittee.aspx](http://www.umt.edu/bcp/steeringcommittee.aspx) or obtained by contacting the Bitterroot College Program by telephone at (406) 375-0100. Highlights from each of the report sections are provided below.

#### Internal Environmental Scan

The report's internal environmental scan provides an analysis of 2-year college students who reside in Ravalli County. The analysis looks at local students who attend the Bitterroot College Program (BCP) and then compares local students who attend the University of Montana College of Technology (UM-COT) (including BCP students) to local students who attend one of the four other Montana University System colleges of technology (MUS COTs). All data are from the 2009-2010 academic year.

The analysis shows that out of a total population of 74 individuals, 91 percent of BCP students reside in Ravalli County, 61 percent of BCP students are female, 67 percent of BCP students are age 25 or older (31.8 average age), 51 percent of BCP students are taking at least 6 credits at the BCP, and 74 percent of BCP students are General Studies majors (this includes students enrolled in prerequisite courses for health care degrees).

In terms of comparing Ravalli County 2-year students who remain local residents versus Ravalli County students who leave Ravalli County to attend a 2-year program, the data reveal that for those who relocate for 2-year education, 60 percent are male, the average age is 21.2 years, the average credit load is 12.7 units, and 48 percent are General Studies majors (this includes students enrolled in prerequisite courses for health care degrees).

In summary the internal environmental scan suggests that currently the BCP attracts non-traditional age, female, and part-time students. As the BCP expands its course and degree offerings, it would be expected to see both increased enrollments in traditional age and male students as well as students increasing their credit load from part-time to full-time status and pursuing a greater variety of degrees.

#### Survey Responses

The report provides an analysis of an educational needs assessment survey which was available to the Ravalli County community for three months during the spring of 2010 via an online or paper copy format. Survey participants totaled 755 respondents. While the survey was not conducted according to scientific statistical polling practices, due to the large number of survey respondents analysis of the survey data was undertaken with the results "intended to provide anecdotal data with respect to [the] planning effort" (Maas, p. 13).

Analysis of the survey responses deals first with tallying summary information relating to the individual respondents—age, community of residence, community of employment, and employment

profile/status/satisfaction—and second with summarizing information relating to the respondents educational interests—college versus continuing education interests and goals and preferred time, place, and type of course delivery (including information on access to communication technology).

Of particular relevance to this strategic plan are the survey respondents’ educational goals and interests. Table 1 shows the most common educational goals and programming interests tallied for the survey respondents. Notably, 68 percent of the survey respondents expressed an interest in college offerings while 39 percent expressed an interest in continuing education offerings (these percentages include the 24 percent of respondents who were interested in both college and continuing education programming, consequently the percent total exceeds 100).

Table 1. Survey respondents most frequently listed educational goals and interests.

	<b>College</b>	<b>Continuing Education</b>		
<b>Educational Goal</b>	2-year Transfer Degrees, Associate Degrees & Occupational Certificates	Workforce Development & Professional Certification	Personal Enrichment	Developmental
<b>Educational Programming Interest</b>	Computer & Info Services Healthcare Professions Education Management Arts & Design Culinary Arts	Business Microsoft Office software esp. Excel & Word QuickBooks Basic Computers Teacher Renewal Emergency Medical Tech (EMT) Certificated Nursing Asst (CNA)	Arts & Crafts Recreation & Outdoors Health & Fitness Cooking Film & Photography Computers	College Preparation (includes GED preparation)

### External Environmental Scan

The report’s external environmental scan provides an analysis of Ravalli County demographic, educational attainment, and workforce data with respect to Bitterroot College Program (BCP) programming and growth.

In terms of demographics, the data indicate that population gains over the next five years in Ravalli County are expected in 20-24 year olds (4.0 percent/74 individuals), 25-34 year olds (12.7 percent/465 individuals), 55-64 year olds (13.5 percent), and 66-74 year olds (29.2 percent). Population gains in these areas quantify the need for BCP expansion of both college and continuing education (particularly personal enrichment targeting retirees) programming.

With respect to educational attainment, the data reveal that 32.9 percent of Ravalli County adults have only a high school diploma while another 25.7 percent have a high school diploma with some college but no college degree. Together these groups total 16,739 individuals, all potentially “prime candidates for community college [BCP] classes” (Maas, p. 32). Additionally, the educational attainment data show that nearly 10 percent of adults age 25 or above in Ravalli County have not earned a high school diploma. This percentage equals 2,357 individuals—these adults are considered prime candidates for developmental (Adult Basic and Literacy Education [ABLE] and GED preparation) programming and/or workforce training programming. Moreover, the Maas report notes developmental programming relating to college preparation is likely to be needed for many of the 16,000+ adults without college degrees in Ravalli County who are positioned to take advantage of an expanded BCP (Maas, p. 36).

Analysis of the workforce characteristics of Ravalli County and the greater local region suggests that job openings through 2018 are likely to continue focusing on the service industry. Table 2 lists the employment-related degrees/training recommended for workers seeking area jobs through 2018.

Table 2. Employment-related degrees/training needed for projected area job openings.

	<b>College</b>	<b>Continuing Education</b>
<b>Needed Employment- related training</b>	Business Technology	Workforce Development Courses
	Administrative Management AAS	Certified Nursing Assistant (CNA)
	Customer Relations Certificate	Commercial Driver's License
	Management AAS	Heavy Equipment Operator
	Sales and Marketing Certificate	
	Accounting Technology AAS	
	Culinary Arts Certificate or AAS	
	Early Childhood Education AAS	
	Healthcare Professions	
	Registered Nurse AS	
	Industrial Technology	
	Building Maintenance Certificate	
	Carpentry Certificate or AAS	
	Transfer AA or AS	
	Management (BS)	
AA = Associates of Arts AS = Associates of Science		
AAS = Associates of Applied Science BS = Bachelors of Science		

The external environmental scan concludes with a section on the BCP's capacity for enrollment growth in relation to other Montana communities and those communities' local 2-year colleges. Using student participation rate (SPR—"measure of how many people in a geographical area attend an institution per 1,000 residents" [Maas, p. 39]) to gauge BCP enrollment potential, the report concludes that the BCP should be able to achieve an SPR on par with the SPRs achieved by MSU Great Falls COT, UM Helena COT and Flathead Valley [Community] College by the year 2025" (Maas, p. 40). While the 2010 SPR of the BCP is 1.8, the 2010 SPR range of the 2-year colleges in Great Falls, Helena, and the Flathead Valley is from 20.0 to 29.1.

### Future Enrollment Growth

The report provides a year-by-year growth projection table beginning in 2010 and ending in 2025. Growth projections are grounded in the assumptions that the student participation rate (SPR-see definition in prior section) for the Bitterroot College Program will reach 25, that population will maintain an approximate growth rate of 1.17 percent through 2025, and that "broad-based and appropriate course offerings" will be forthcoming, allowing students to steadily increase their course load each year (Maas, p. 41). Balancing these assumptions with the information gleaned in the environmental scans and the survey analysis, the report concludes that the BCP should reach a headcount of 440 students by 2015 (214.4 FTES/3,215.3 WSCH<sup>1</sup>), 630 students by 2017 (330.1 FTES/4,952.0 WSCH), and ultimately 1,236 students by 2025 (827.1 FTES/12,407.2 WSCH) (Maas, p. 42). Figure 1 provides a graphic depiction of the BCP projected enrollment growth.

Notably, with spring 2011 BCP enrollment data now available, the first year of report-projected enrollment (2011) can be compared against actual enrollment numbers. For 2011 the Maas Report predicted 134 headcount and 55.7 FTE. Actual spring 2011 BCP headcount numbered 139 with FTE at 64.3. Actual enrollment and predicted enrollment are indeed very close for 2011.

<sup>1</sup> FTES = Full Time Equivalent Student(s), 1 FTES = 15 credits; WSCH = Weekly Student Contact Hours

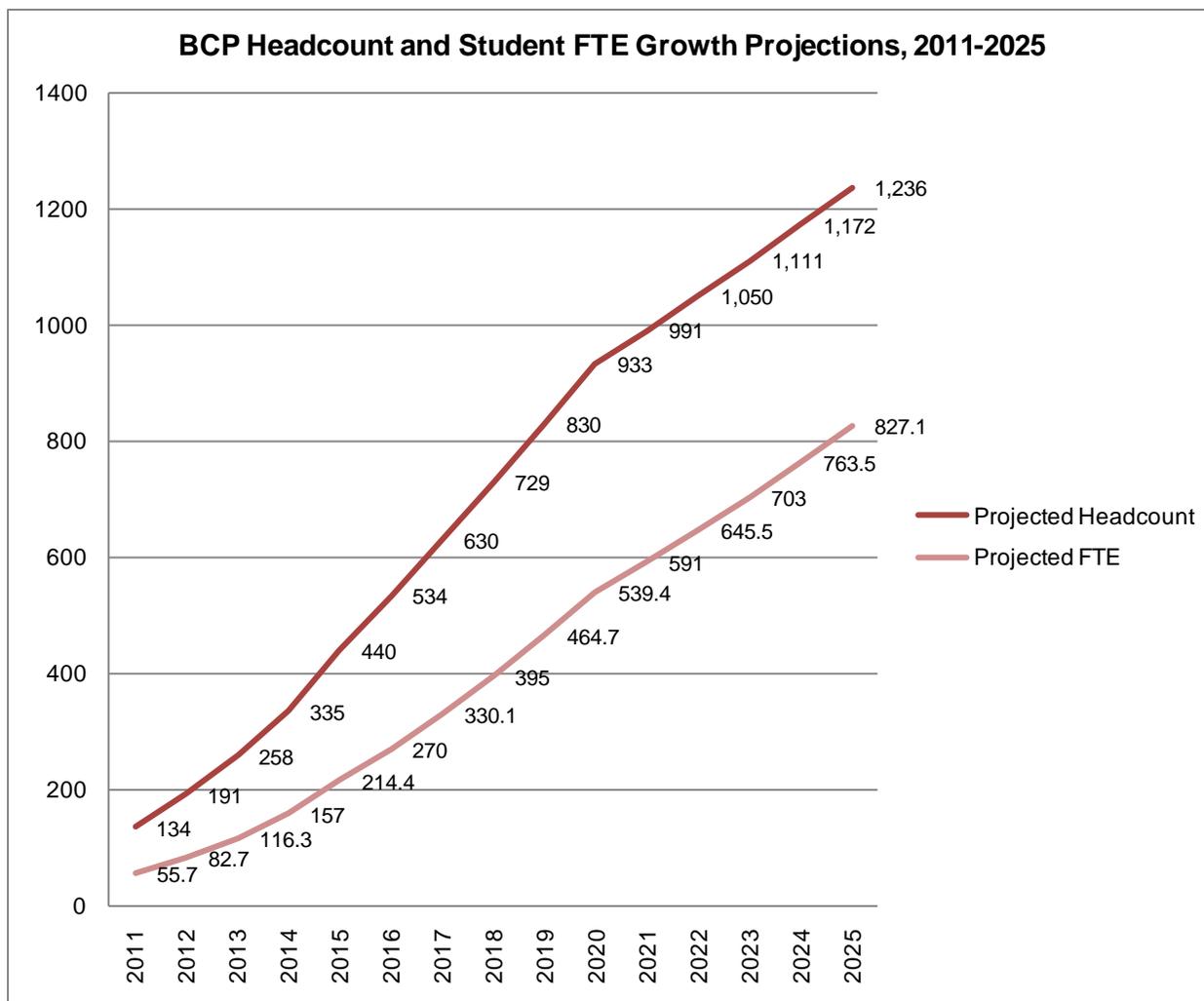


Figure 1. BCP headcount and student FTE projections for 2011 through 2025.

### Future Program of Instruction

The report projects a program of instruction for the years 2015 and 2025 assuming that enrollment growth follows the trajectory predicted above. To accommodate a headcount of 440 students averaging a credit load of 7.3 units in 2015, it is suggested that 55 class sections be offered per semester. To accommodate a headcount of 1,236 students averaging a credit load of 10.0 units in 2025, it is suggested that 202 class sections be offered per semester. In terms of continuing education programming, it is suggested that 20 percent of the class sections offered be non-credit. In projecting actual course offerings, the report organizes classes by TOP (Taxonomy of Programs) Code Instructional Division – a classification tool used by community colleges in California. As this strategic plan does not address individual college class planning, the reader is referred to the original Maas document for more on this topic.

### Future Space Needs

The report concludes with space recommendations, summarizing that “the BCP will require a total of 26,292 assignable square feet (ASF) of space by 2015 (or when the Program reaches FTES of 214). The BCP

will require 50,580 ASF by the year 2025 (or when the Program reaches FTES of 827)” (Maas, p. 46). Table 3 provides projected classroom and laboratory space needs for 2015 and 2025.

	2015	2025
<b>Classroom</b>	6,102 sq ft	12,204 sq ft
<b>Laboratory</b>	7,357 sq ft	14,714sq ft

Table 3. Projected BCP square footage needed for classrooms and laboratories for years 2015 and 2025.

## Community Conversations

Starting in December of 2009 and running through May of 2010 the BCP Steering Committee facilitated seven community discussions and five economic sector discussions. While turnout for the community conversation series was not as high as had been hoped, all tolled over fifty individuals provided ideas and input with respect to adult educational planning at the sessions. Appendix B summarizes the content of the 12 conversations.

Highlights from the discussions which are most pertinent to this strategic plan include 1) the business sector’s interest in degrees which support a tourist/destination/retirement economy—namely, degrees such as hospitality, recreation, culinary arts, building & equipment maintenance, property management, and landscaping and 2) the need for the full-range of student support services, especially with respect to educating students about their opportunities and then connecting them to those opportunities.

Overall four main themes resonated across all the conversations:

### *Relevance*

- Programming must be relevant to the current and projected economic direction of the county, with locally earned degrees leading to locally available jobs

### *Convenience*

- Programming must be convenient, combining locally available face-to-face and video-link classes with online classes

### *Connections*

- Services must include connecting students to the college or training opportunity of their choice, whether opportunity is near or far
- Entity must connect the various levels and layers of locally available adult learning

### *Cost containment*

- New facilities are expensive to the taxpayer, using existing facilities and developing online programming are ways to keep facility costs down

## Conclusions

The needs assessment portion of the strategic plan provides a road map for the organizational, academic, and business plans to follow. The assessment indicates that the community both needs and wants improved access to a range of adult learning opportunities, that the community wants its input to matter (755 individuals responded to the survey and over 50 individuals participated in discussions), and that the community cares about how costs are managed.

## Governance and Organization

The Bitterroot College Program is a programmatic unit of [The University of Montana](#) (UM), a unit of the Montana University System (MUS) under the authority of the [Montana Board of Regents](#). For at least the first two years of the strategic plan it is proposed that the Bitterroot College Program reside within the UM's [Office of the Provost and Vice President of Academic Affairs](#), with a re-evaluation of this placement within the UM organization proposed for fiscal year 2014. The UM Provost will be responsible for identifying and supervising a BCP Director during this two-year period.

To ensure effective programming for the BCP, the UM College of Technology (also residing within the Office of the Provost and Vice President for Academic Affairs) will provide assistance to the BCP in the development and delivery of courses and programs and in the provision of support services for students and administration. Courses, programs, and services might also be acquired from or developed with other units of the UM or other higher education suppliers. Budgetary authority for the BCP will reside within the Office of the Provost and Vice President for Academic Affairs.

### Advisory Council

The Bitterroot College Program will receive guidance with respect to broad and overarching administrative and programming concerns from an advisory council. The Bitterroot College Program Advisory Council will be comprised of 12 members, including seven members from Ravalli County, four members chosen by the UM, and one member who is a current Bitterroot College Program student. The Advisory Council will be organized and governed according to the bylaws provided in Appendix A.

### Operations Committee

In an effort to ensure that the student, faculty, and administrative services provided for the Bitterroot College Program are consistent with comparable services provided on the UM-Missoula campus, an Operations Committee to work with the BCP Director will be created.

The composition of the committee is purposely limited and will include representatives from the areas listed in Table 4.

This committee has access to all UM service areas for consultative purposes and will be expected to call upon individuals or departments for assistance or input in order to respond to or satisfy a need for services. Consulting areas or departments could include Business Services, Career Services, Disability Student Services, Financial Aid Services, Enrollment Services, Human Resource Services, Mansfield Library, Office for Student Success, Registrar, School of Extended and Lifelong Learning, University Relations, and the UM Foundation. A chair for the committee will be appointed by the UM Provost.

Table 4. Proposed BCP Operations Committee composition

Area Represented	Committee Member
<b>College of Technology</b>	Academic Services/Programming
<b>College of Arts and Sciences</b>	Academic Services/Programming
<b>Faculty</b>	College of Technology programs and/or Baccalaureate programs
<b>Enrollment Services (Admissions, Financial Aid, and Registrar)</b>	Enrollment Services/College of Technology
<b>Continuing Education (Online, Summer Session, and Winter Session)</b>	School of Extended and Lifelong Learning
<b>Workforce Development</b>	Outreach Office/ College of Technology or School of Extended and Lifelong Learning
<b>Human Resources and Fiscal Administration</b>	Provost's Office
<b>Advising Services</b>	College of Technology and/or College of Arts & Sciences <i>(individual represents primary BCP programming focus)</i>
<b>Career Services</b>	Career Services
<b>Internship Services</b>	Internship Services

## Academic Program Plan

The following academic plan includes projections for college, continuing education, developmental, and dual credit (high school and college credit) programming.

### College Program Plan

The proposed college program plan is a blending of three components of the needs assessment: 1) the economic analysis which identified specific degree programs which would benefit area job seekers, 2) the survey analysis wherein respondents identified general degree categories which most interested them, and 3) the conversations with area business and health care leaders wherein particular degrees were identified which supported local economic sustainability and growth. In synthesizing these three assessment components, discrete degree categories were recognized, as were specific degree programs within each category. Notably, for the Arts & Design and Computer & Information Management degree categories no specific degree programs were directly identified by the needs assessment, however, in reviewing the existing universe of one and two-year degree programs available in the state, specific degree programs relating to these categories were identified. Table 5 summarizes the synthesis of the needs assessment with respect to college program planning.

To provide access to the recommended degree programs for residents of Ravalli County a strategy combining face-to-face learning and distance education is suggested. With respect to distance education, it is noted that a number of the degree programs recommended for Ravalli County are already available through online delivery via various units of the Montana University System (MUS) (See Table 6). Consequently, one piece of the BCP college program plan is to connect local residents to existing MUS online programs with BCP admissions, academic, and student support staff actively facilitating and

Table 5. Degree programs recommended for Ravalli County.

Degree Category	Degree Program
<b>Arts &amp; Design</b>	Graphic Design AAS
<b>Business</b>	Accounting Technology AAS Administrative Management AAS Customer Relations CAS Management (AAS and BS) Sales and Marketing CAS
<b>Computer &amp; Information Management</b>	Computer Support CAS Computer Technician AAS
<b>Education</b>	Early Childhood Education (AAS and BS) K-12 Licensure (BA, BS, and Post Baccalaureate/ Masters)
<b>Health Care</b>	Licensed Practical Nurse (AAS) Registered Nurse (AS or BS) Medical Billing & Coding (CAS and AAS; AHIMA certified)
<b>Industrial Technology</b>	Building Maintenance CAS Carpentry CAS or AAS
<b>Tourism/Recreation/Retirement</b>	Culinary Arts CAS or AAS Hospitality Management AAS Landscaping CAS or AAS* Property Management CAS* Tourism and Recreation AAS
<b>Transfer Degrees</b>	Associate of Arts (AA) Associate of Science (AS)
<i>CAS = Certificate of Applied Science Degree    AAS = Associate of Applied Science Degree            AA = Associate of Arts Degree    AS = Associate of Science Degree            BA = Bachelor of Arts Degree    BS = Bachelor of Science Degree            AHIMA = American Health Information Management Association            *degree program is not currently offered through the Montana 2-year system</i>	

supporting matriculation, retention, and completion in MUS online programs. Notably, as many adult students without prior success in a college environment lack the academic and/or technological confidence, skills, or resources to begin with online learning, the BCP will need to develop a program for online success for these students. Such a program is likely to include taking face-to-face computer, writing, and mathematics developmental classes through the BCP as well as on-site computer, mathematics, and writing tutoring. Too, for many of the MUS online degree programs a portion of the course requirements will include general education classes (i.e., College Writing, Introduction to Psychology). As a number of general education courses will be available via face-to-face delivery at the BCP (see later section on BCP college offerings), students desiring a face-to-face classroom experience while earning their online degree will have the option to be dually enrolled at both the BCP and the MUS unit granting their degree. BCP staff will be available to facilitate successful institutional dual enrollment.

Table 6. Montana University System (MUS) degree programs currently available online which relate to Ravalli County training needs.

Degree Category	Degree Type	Degree Program	Campus Offering Online Degree Program
<b>Business</b>	Certificate	Accounting Assistant	MSU-Billings COT
	Certificate	Customer Service/Relations	Flathead Valley CC, UM-Missoula COT
	Certificate	Entrepreneurship	Flathead Valley CC
	Certificate	Fundamentals of Business	MSU-Great Falls COT
	Certificate	Human Resource Management	MSU-Billings COT
	Certificate	Office Assistant	MSU-Billings COT
	Certificate	Sales and Marketing	UM-Missoula COT, Flathead Valley CC
	Certificate*	Nonprofit Administration	UM-Missoula COT
	Associates	Accounting Technology	MSU-Billings COT
	Associates	Business	UM-Western
	Associates	Business Management	Dawson CC
	Associates	Human Resource Management	MSU-Billings COT
	Bachelors	Business	UM-Western
	Bachelors	Business Administration	MSU-Billings, MSU-Northern
<b>Computers</b>	Certificate	Computer Assistant	MSU-Great Falls
	Certificate	Computer Specialist	UM-Helena
	Associates	Computer Technology - Microcomputer Support	MSU-Great Falls
	Associates	Energy Technology	UM-Missoula COT
<b>Education</b>	Certificate	Early Childhood Education	UM-Western
	Certificate	Paraprofessional Educator	Miles CC
	Associates**	Early Childhood Education	UM-Western
	Bachelors	Early Childhood Education	MSU-Bozeman, UM-Western
	Graduate Certificate	Principal Endorsement	MSU-Bozeman
	Graduate Certificate	Secondary Certification (licensure)	UM-Western
	Graduate Certificate	Special Education Endorsement	UM-Western
	Graduate Certificate	Superintendent Endorsement	MSU-Bozeman
	Masters	Curriculum and Instruction (secondary licensure)	MSU-Bozeman
	Masters	Curriculum Studies (K-12 licensure)	UM-Missoula
Masters	Education Curriculum and Instruction	MSU-Bozeman	

Degree Category	Degree Type	Degree Program	Campus Offering Online Degree Program
	Masters	Educational Leadership	MSU-Bozeman, UM-Missoula
	Masters	Library Media	UM-Missoula
	Masters	Math Education	MSU-Bozeman
	Masters	Music Education	UM-Missoula
	Masters	Science Education	MSU-Bozeman
<b>Health Care</b>	Certificate	Gerontology	Flathead Valley CC
	Certificate	Health Information Coding	MSU-Great Falls COT
	Certificate	Medical Coding	Miles CC
	Certificate	Medical Transcription	Flathead Valley CC, Miles CC, MSU-Great Falls COT
	Certificate	Medical Billing Specialist	MSU-Great Falls COT
	Certificate	Pharmacy Technician	Montana Tech-COT
	Associates	Health Information Technology	MSU-Great Falls COT
	Associates	Medical Billing and Coding Specialist	MSU-Great Falls COT
	Associates	Medical Transcription	MSU-Great Falls COT
	Associates	Surgical Technology	UM-Missoula COT
	Bachelors	Nursing (BS for RNs)	MSU-Northern
	Masters	Nursing	MSU-Bozeman
	<b>Transfer</b>	Associates	Associate of Arts
Associates		Associate of Science	MSU-Great Falls COT

*\*Certificate is not for college credit; Federal Financial Aid does not apply*

*\*\*Degree is also already available entirely via face-to-face delivery at the BCP through a partnership with UM-Western*

*For a complete listing of MUS degree programs available online visit [mus.edu/online/Degrees/Degree\\_All.asp](http://mus.edu/online/Degrees/Degree_All.asp)*

In addition to connecting residents to MUS online degree programs, the BCP will also offer locally available degrees. While these programs will not require students to travel to Missoula they are likely to include some courses offered via online and/or videoconferencing delivery. Table 7 provides a timeline for the implementation and development of BCP degree programs over the next five academic years. Notably, several of the degrees listed in Table 7 require considerable capital investment before they can be implemented (e.g., culinary arts, heavy equipment operator, building and property maintenance, and carpentry). For these degree programs to become a reality it is expected that the Bitterroot Valley community will contribute significantly to start-up costs. Facility partnerships with local school districts as well as resource and investment collaborations with local industries will be essential. Too, it is noted that the degrees identified in Table 7 for development and implementation will be subject to critical reconsideration at the onset of development. As the socioeconomic climate continues to evolve it is assumed that there will be movement in the development and implementation timeframe for some degrees while other degrees will be struck from the list entirely to be replaced by heretofore unanticipated degrees.

Table 7. Implementation and development plan for BCP college degrees, academic years 2011-2015.

Academic Year	Implement Degree Program	Develop Degree Program
<b>2011-2012</b>	UM General Education Core UM-Missoula COT Health Professions Prerequisites Core Associate of Arts (AA) Transfer Degree Business Technology <ul style="list-style-type: none"> <li>Accounting Technology AAS</li> <li>Administrative Management AAS</li> <li>Management – Entrepreneurship Option AAS</li> </ul>	Associate of Science (AS) Transfer Degree Applied Computing <ul style="list-style-type: none"> <li>Computer Support CAS</li> <li>Computer Technician AAS</li> </ul> Natural Resources AAS
<b>2012-2013</b>	Associate of Science (AS) Transfer Degree Applied Computing <ul style="list-style-type: none"> <li>Computer Support CAS</li> <li>Computer Technician AAS</li> </ul> Natural Resources AAS	Graphic Design AAS Hospitality AAS Tourism and Recreation AAS
<b>2013-2014</b>	Graphic Design AAS Hospitality AAS Tourism and Recreation AAS	Culinary Arts <ul style="list-style-type: none"> <li>Culinary Arts CAS</li> <li>Food Management Option AAS</li> </ul> Heavy Equipment Operator CAS
<b>2014-2015</b>	Culinary Arts <ul style="list-style-type: none"> <li>Culinary Arts CAS</li> <li>Food Management Option AAS</li> </ul> Heavy Equipment Operator CAS	Building Maintenance CAS Landscaping CAS Property Management CAS
<b>2015-2016</b>	Building Maintenance CAS Landscaping CAS Property Management CAS	Carpentry CAS and/or AAS
CAS = Certificate of Applied Science    AAS = Associate of Applied Science		

## Continuing Education Program Plan

The proposed continuing education program is also the result of a blending of the economic analysis, survey responses, and community conversation components of the BCP needs assessment. Table 8 provides a list of recommended continuing education programming for Ravalli County as summarized from the needs assessment.

Table 8. Continuing education programming recommended for Ravalli County.

Continuing Education Category	Course Category	Course / Course Type
<b>Workforce Development</b>	Computers	Basic Computers
		Excel – Beginning & Intermediate
		Word – Beginning & Intermediate
		QuickBooks – Beginning & Intermediate
	Employees	Co-worker Relations
		Customer Relations
		Time management

Continuing Education Category	Course Category	Course / Course Type
<b>Workforce Development (cont.)</b>	<b>Professional Certification</b>	<b>Teacher Renewal Credits and Units</b>
		Emergency Medical Technician (EMT) (including specialty endorsements)
		Certified Nurse Assistant (CNA)
		First Aid & CPR
		Commercial Driver's License (CDL)
<b>Business Development</b>	Business Planning	
<b>Personal Enrichment</b>	Arts & Crafts	
	Cooking	
	Film & Photography	
	Recreation & Outdoors	
<b>Life Skills</b>	Financial Literacy	
	Health & Fitness	

To ensure access to the recommended continuing education programming, the BCP plan is to promote, support, and enhance existing programming as well as develop and implement programming where gaps exist. In implementing continuing education programming the BCP will look foremost to local partnerships to either broker or develop

quality training and/or enrichment opportunities. As with the college program plan, BCP continuing education staff will be available to connect community members to existing opportunities as well as develop and implement programming directly through the BCP. A central function of the BCP continuing education plan will be to bring predictability, affordability, and publicity to continuing education in Ravalli County.

Table 9 provides a list of current Ravalli County continuing education providers

(as they relate to the BCP needs assessment), including, the largely unknown online continuing education service Ed2Go, available to the public through UM-COT Outreach. Table 10 provides a timeline for the implementation, development, and enhancement of new and/or expanded continuing education opportunities to be offered or brokered through the BCP. It is noted that Table 10 begins with the current 2010-2011 academic year. Notably, the BCP was able to respond to some of the community's interests in continuing education programming prior to finalizing the strategic plan.

Table 9. Existing continuing education providers in Ravalli County as they pertain to the BCP needs assessment.

Continuing Education Category	Existing Continuing Education Provider
<b>Workforce Development</b>	Marcus Daly Memorial Hospital (EMT, CPR, First Aid)
	UM-COT Outreach (CNA)
	Route 93 Trucking (CDL)
	Ed2Go ( <i>online</i> )
<b>Business Development</b>	Ed2Go ( <i>online</i> )
<b>Personal Enrichment</b>	Ravalli County School Districts
	Ed2Go ( <i>online</i> )
<b>Life Skills</b>	MSU Extension
	Ed2Go ( <i>online</i> )

Table 10. Implementation, development, and enhancement plan for BCP continuing education, academic years 2010-2013.

Academic Year	Implement Courses/Program	Programming Partner/Broker	Develop or Enhance Existing Programming
2010-2011	Computer Basics Excel QuickBooks Business Basics Business Seminars	RCEDA* Bitterroot Job Service	EMT First Aid & CPR
	Cultural Enrichment Series	UM SELL**	
	CNA	UM-COT Outreach	
2011-2012	EMT First Aid & CPR	Marcus Daly Memorial Hospital	Teacher Renewal Personal Enrichment <ul style="list-style-type: none"> <li>• Cooking</li> </ul> Life Skills <ul style="list-style-type: none"> <li>• Financial Literacy</li> </ul>
2012-2013	Teacher Renewal	Ravalli County School Districts UM College of Education and Human Sciences	Personal Enrichment <ul style="list-style-type: none"> <li>• Recreation</li> </ul> Life Skills <ul style="list-style-type: none"> <li>• Health &amp; Fitness</li> </ul>
	Personal Enrichment <ul style="list-style-type: none"> <li>• Cooking</li> </ul>	MSU Extension Ravalli County School Districts	
	Life Skills <ul style="list-style-type: none"> <li>• Financial Literacy</li> </ul>	MSU Extension Ravalli County School Districts	
2013-2014	Personal Enrichment <ul style="list-style-type: none"> <li>• Recreation</li> </ul> Life Skills <ul style="list-style-type: none"> <li>• Health &amp; Fitness</li> </ul>	MSU Extension Ravalli County School Districts	Personal Enrichment <ul style="list-style-type: none"> <li>• Arts &amp; Crafts</li> <li>• Film &amp; Photography</li> </ul>
2014-2015	Personal Enrichment <ul style="list-style-type: none"> <li>• Arts &amp; Crafts</li> <li>• Film &amp; Photography</li> </ul>	MSU Extension Ravalli County School Districts	

\*RCEDA = Ravalli County Economic Development Authority \*\*SELL = School of Extended and Lifelong Learning

## Developmental Education Program Plan

The proposed developmental education program plan, in alignment with the BCP needs assessment, calls for the full complement of developmental programming to be available to Ravalli County residents. Such developmental programming includes adult basic and literacy education (ABLE), GED preparation services, English for Speakers of Other Languages (ESOL), and college preparatory coursework. In terms of ABLE, GED, and ESOL services, the BCP will continue to enhance its partnership and grow its collaboration with Literacy Bitterroot—Ravalli County’s existing ABLE, GED preparation, and ESOL provider—ultimately planning on co-locating with Literacy Bitterroot once adequate space has been identified to accommodate both entities. This move follows the state level College!NOW initiative which is promoting the co-location of local GED providers and local 2-year education providers.

With respect to college preparatory coursework, the BCP is already offering the UM-COT’s complete schedule of college developmental classes—M065 Prealgebra, M090 Introductory Algebra, M095

Intermediate Algebra, and WRIT 095 Developmental Writing. It is noted that the state's College!NOW initiative is promoting a redesign of the Montana University System (MUS) developmental mathematics curriculum. The BCP will follow the recommendations of the redesign once it is introduced.

As the final piece of its developmental education program plan, the BCP will continue to partner with Montana Veterans Upward Bound, whereby the BCP provides free college preparatory coursework in computers, mathematics, and writing to college-bound veterans.

### **Dual Credit Program Plan**

With only 16 percent of the Maas survey respondents selecting dual credit programming (courses for both high school and college credit) as one of their local educational priorities, it is proposed that implementing dual credit courses will not be an immediate priority for the BCP. Currently only Hamilton High School in Ravalli County provides such courses through an existing partnership with the UM-COT. While the BCP recognizes the importance of dual credit programming, the BCP will postpone taking a lead on dual credit development and implementation until greater demand for such programming is demonstrated. For the immediate future, the BCP proposes to be available to facilitate dual credit programming for any of the county's local high schools which come forward asking for assistance. Notably, at the state level the Office of the Commissioner of Higher Education is working with the Office of Public Instruction to develop process and policy concerning the implementation of dual credit programming across Montana. Once established, the BCP will follow all process and policy guidelines with respect to dual credit programming as recommended by the state.

## Business Plan

The following business plan includes projections for staffing, space, and finances.

### Staffing

The proposed BCP staffing plan for fiscal years 2012 through 2016 is recommended in conjunction with the implementation of the proposed academic plan and in anticipation of expected enrollment growth resulting from the academic plan's increase in BCP course and degree options. Recommendations are for incremental annual growth in BCP administrative and faculty positions, with continued assistance from the Missoula UM and UM-COT campuses as well as local partners Literacy Bitterroot and the Bitterroot Job Service Workforce Center. Work study students are projected to play a prominent role in administrative support and peer tutoring, although professional tutors (hired as temporary staff) in mathematics, science, and writing are recommended. Table 11 provides the sequencing of the proposed BCP permanent staffing additions. Figure 2 provides an organizational chart illustrating the proposed BCP staffing framework by fiscal year 2016.

Table 11. Proposed BCP permanent staffing additions, fiscal years 2011 through 2016.

Fiscal Year	Action	Position	Job Classification	Responsibilities
2011	Existing	Director	Contract Professional	All Academic, Administrative, Budget, Outreach, Programming, and Student Issues
	New	Program Assistant	Classified Staff	Operations
2012	New	Associate Director	Contract Professional	*Advising & Enrollment Services and Grants
2013	New	Assistant Professor	Contract Faculty	Arts and Sciences
	New	Assistant Professor	Contract Faculty	Natural Resources
	New	Receptionist	Classified Staff	General Information, Telephone, Cashier
2014	New	Associate Director	Contract Professional	*Academic and Student Affairs
	New	Assistant Professor	Contract Faculty	Business
2015	New	Associate Director	Contract Professional	Continuing Education
	New	Academic Program Director	Contract Faculty	Culinary Arts
2016	New	Academic Program Director	Contract Faculty	Industrial Arts

*Advising responsibilities associated with Enrollment Services position are proposed to be reassigned to Academic and Student Affairs position once this latter position is established.*

### Space

While the Maas Report calls for 6,000 square feet of classroom space and 7,000 square feet of laboratory space by 2015, the proposed BCP space plan, in considering assumed cost constraints as well as unknown actualities in enrollment, proposes a more modest approach to satisfying BCP space needs over the next five years. Currently, in fiscal year 2011, the BCP leases two classrooms and two offices for a total of 800 square feet of space at the Ravalli Entrepreneurship Center (REC) in Hamilton. This space, while generally manageable for the delivery of 20 college classes (per term), does not at present provide adequately for student advising, testing, tutoring, or study, and certainly will not be sufficient given projected enrollment growth, staffing additions, and new course/program implementation for fiscal years 2012 through 2016. Consequently, in balancing costs and unknowns with present inadequacies and forecasted growth, the proposed BCP space plan recommends an expansion at its current location at the REC to include the addition of 3,400 square feet of space. This additional space would be expected to serve the BCP through fiscal year FY2014, with a comprehensive re-evaluation of BCP space needs suggested to begin early in FY2014. The additional 3,400 square feet of space is proposed to include three new classrooms (one small

lecture classroom, one science laboratory, and one computer laboratory), a small conference room, a student study area, a reception area, a faculty room, and four offices. The proposed BCP space plan calls for the new space to be fully serviceable by the start of the fall 2011 semester (two months into fiscal year 2012). Summarily, the proposed BCP space expansion at the REC would result in a total of 4,200 square feet of space to accommodate all BCP operations through at least FY2014.

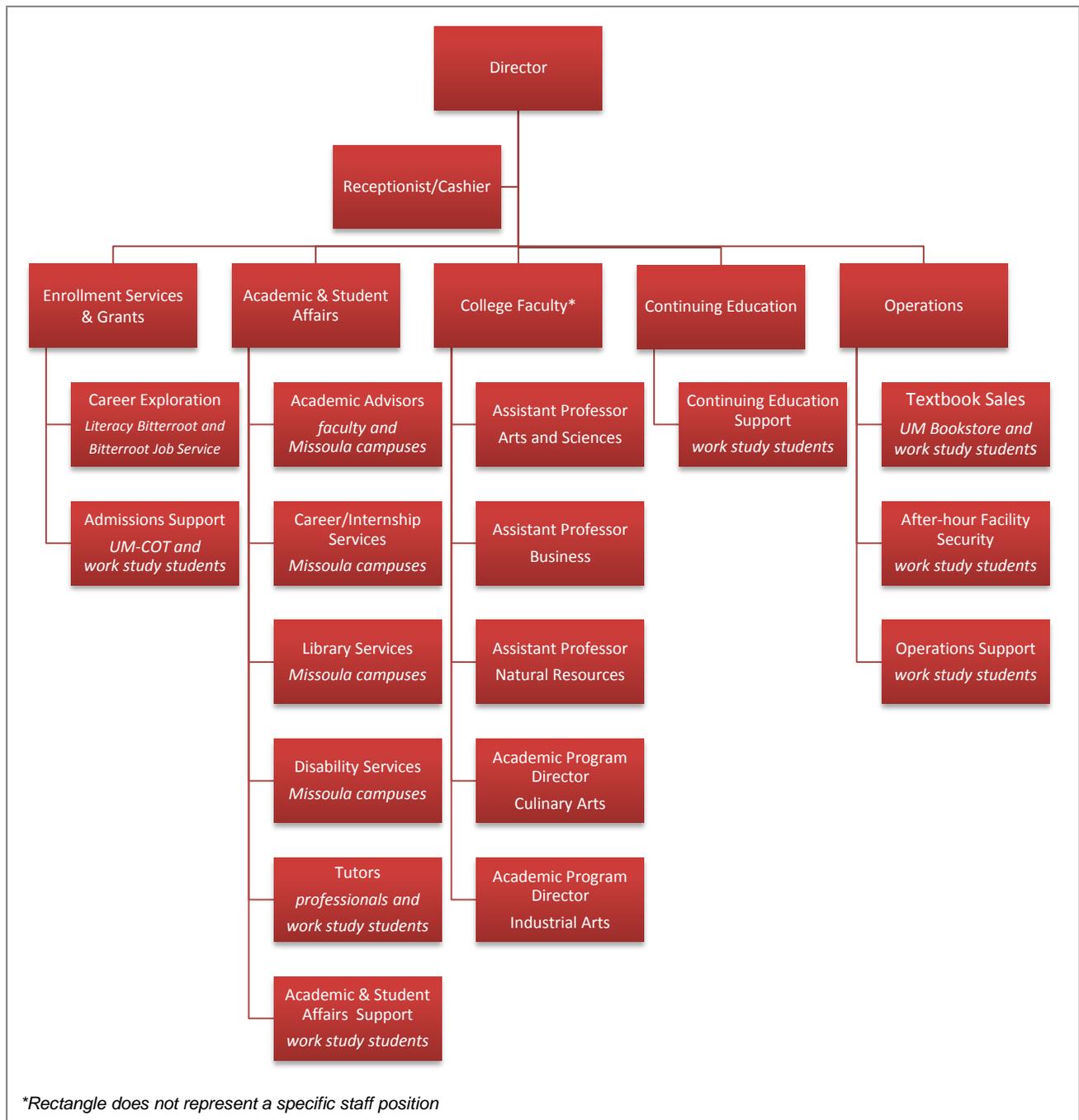


Figure 2. Proposed BCP organizational framework, fiscal year 2016.

## Finances

In terms of funding the proposed BCP academic program, staffing, and space projections for fiscal years 2012 through 2016, needed annual expenditures are expected to increase between \$160,000 and \$210,000 each year throughout the Strategic Plan five-year period. The majority of this increase is due to personnel expenses associated with the addition of salaried faculty and salaried student support staff. Table 12 provides a breakdown of the proposed BCP expenses for fiscal years 2012 through 2014. Appendix C details the basis for the associated budget projections.

Table 12. Proposed BCP expenses, fiscal years 2012 through 2016.

Expenses	FY2012	%	FY2013	%	FY2014	%	FY2015	%	FY2016	%
Faculty	\$0	0%	\$120,000	19%	\$180,000	23%	\$240,000	29%	\$300,000	32%
Faculty-Adjuncts	\$110,000	25%	\$110,000	17%	\$118,250	15%	\$126,500	15%	\$134,750	15%
Director	\$65,000	15%	\$65,000	10%	\$65,000	8%	\$65,000	8%	\$65,000	7%
Support-Salary	\$40,000	9%	\$40,000	6%	\$80,000	10%	\$120,000	14%	\$120,000	13%
Support-Hourly	\$25,000	6%	\$50,000	8%	\$50,000	6%	\$50,000	6%	\$50,000	5%
Tutors-Temporary	\$1,395	0%	\$1,705	0%	\$2,015	0%	\$2,015	0%	\$2,325	0%
Work Study	\$1,386	0%	\$7,140	1%	\$9,660	1%	\$12,180	1%	\$14,700	2%
Benefits/Taxes (35%)	\$84,973	20%	\$137,846	21%	\$176,724	22%	\$215,493	26%	\$240,371	26%
<b>Total Personnel Expenses</b>	<b>\$327,754</b>	<b>75%</b>	<b>\$531,691</b>	<b>83%</b>	<b>\$681,649</b>	<b>86%</b>	<b>\$831,188</b>	<b>100%</b>	<b>\$927,146</b>	<b>100%</b>
Supplies & Equipment	\$23,000	5%	\$26,000	4%	\$29,000	4%	\$32,000		\$35,000	
Lease	\$84,000	19%	\$84,000	13%	\$84,000	11%				
<b>Total Operational Expenses</b>	<b>\$107,000</b>	<b>25%</b>	<b>\$110,000</b>	<b>17%</b>	<b>\$113,000</b>	<b>14%</b>				
<b>Total Fiscal Year Expenses</b>	<b>\$434,754</b>	<b>100%</b>	<b>\$641,691</b>	<b>100%</b>	<b>\$794,649</b>	<b>100%</b>				

With respect to identifying funding sources to support the growth in BCP services, funds will be sought in the short term via reallocations within The University of Montana's base fund budgets and BCP continuing education fee revenues. For specific equipment needs, program development funding, and program capital expenses the BCP will turn to fundraising and grants. In consideration of a long term approach to committed and predictable funding for the BCP, it is proposed that the state's executive and legislature branches, Board of Regents, and The UM work together to develop a funding formula for the Bitterroot College Program which is commensurate with the funding allocations for the state's other two-year education units. It is suggested that such a formula involve state, local, and tuition/fee monies.

## Conclusions

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The Bitterroot College Program 5-year Strategic Plan is a wide-ranging document providing a foundational framework for the expansion of local adult and higher education opportunities for the residents of Ravalli County, Montana. While projecting enrollment numbers and programming needs based on forecasted employment trajectories and population trends as well as anecdotal survey data is far from an exact science, especially in today's unsettled economic climate, it is believed that the BCP Strategic Plan will serve as a steady guide and valuable tool in the years ahead.

Notably, on several counts the BCP Strategic Plan is already nearing the mark. The plan predicts college student headcount to be 194 and college student FTE to be 82.7 for FY2012. For the fall 2011 semester (beginning of FY2012) the BCP's college student headcount topped 199 with an FTE of 89.6. In terms of finances, the BCP Strategic Plan predicts a needed budget of \$434,754 for FY2012. In actuality, the BCP is working with a budget award of \$407,820 for FY2012.

Despite variances between projections and actualities which are outside the control of planners and leaders, in the end, a strategic plan and the course it sets are only worth the commitment leadership makes when approving such a plan. The BCP 5-year Strategic Plan for FY2012-FY2016 is submitted to the Montana Board of Regents in anticipation of the Regents' affirmed interest and support of educational opportunity for the residents of Ravalli County, Montana.

*Victoria Clark, Director, Bitterroot College Program of The University of Montana*

*January 2012*

## **Appendices**

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## Appendix A

### Bitterroot College Program Advisory Council Bylaws

#### ARTICLE I Name and Purpose

- Section 1 The name of the council shall be The Bitterroot College Program Advisory Council (BCP Advisory Council).
- Section 2 The Board of Regents is the legal governing body of the Montana University System and nothing within these bylaws shall be construed as granting the BCP Advisory Council the authority to act outside the policies of the Board of Regents. The Board reserves the right to suspend, amend or otherwise alter these bylaws if it finds, at any time, that the provisions of these bylaws are contrary to its policies.
- Section 3 The purpose of the BCP Advisory Council is to provide local and professional involvement in the development of The Bitterroot College Program of The University of Montana (BCP-UM) as a provider of affordable, responsive, and sustainable college and continuing education opportunities to the residents of Ravalli County.
- Section 4 The BCP Advisory Council shall work with the BCP Director to:
- a. assess the needs of Ravalli County as related to program offerings and student support services;
  - b. assess program and course offerings, student support services, operations, and finances;
  - c. assist in the development of long-range plans for program and course offerings and student support services;
  - d. formulate recommendations for the enhancement of facilities and equipment;
  - e. serve as an avenue of communication between Ravalli County and The University of Montana;
  - f. serve as an avenue of communication between education/training and business/industry/government;
  - g. evaluate and review annually program and course offerings, student support services, operations, finances, and long-range program plan.
- Section 5 The BCP Advisory Council shall work with the UM Provost to:
- a. select the BCP Director;
  - b. annually evaluate the BCP Director.

#### ARTICLE II Membership

- Section 1 The Council shall consist of twelve [12] members. Four [4] Council members shall be appointed by the President of The University of Montana (UM) and eight [8] Council members shall be local representatives of Ravalli County chosen by election of the

Council majority upon recommendation of the Nominating Committee (Article V, Section 2). Of the eight [8] local members, one [1] shall be a BCP student while the remaining seven [7] shall represent a broad base of community interests. A broad base of community interests shall involve selection criteria respecting community affiliation, economic-sector affiliation, educational-sector affiliation, and government-sector affiliation. Election and appointment of members will take place at the final regular meeting of each fiscal year. All terms will begin July 1 and end on June 30. All members will have full voting rights. All members will receive a letter of recognition of their selection to the Council from the President of The University of Montana.

Section 2 The seven [7] local Council members representing a broad base of community interests shall serve staggered three-year terms. Initially, three members will be elected for a one-year term; two members will be elected for a two-year term; and two members will be elected for a three-year term. Thereafter, all seven [7] local Council members will be elected for three-year terms on a staggered basis. This establishes a cycle of re-electing approximately one third of the seven [7] local representatives every year. Election of the initial eight [8] local members of the Council shall be facilitated by the Bitterroot College Program Steering Committee.

Section 3 The number of consecutive terms the seven [7] local Council member may serve is two, for a total of six years; at that point, the member must step down for at least one year. Those members initially elected or appointed due to a vacancy (Article II, Section 4) to less than a three year term shall be eligible for two additional three-year terms. The one [1] BCP student Council member shall serve a one-year term, with the option to serve a second one-year term if so desired by the student and approved by the Council at the end of the student's first term. The four [4] members appointed by the UM President will normally serve staggered three-year terms renewable at the President's discretion.

Section 4 A member of the Council who has failed to attend three [3] consecutive, regularly scheduled meetings or over half of the regularly scheduled meetings in a twelve-month period (whichever comes first) will be notified by the Chair thirty [30] days prior to the next regular meeting that he or she is in danger of losing his or her Council membership. At the regular meeting following the notification, the Chair, after inquiring concerning the reason for the absences, may then recommend that the Council member be replaced and the vacancy filled by Council appointment to complete the term.

Section 5 Up to two [2] of the seats on the BCP Advisory Council may be shared by two [2] people in very special circumstances, but a shared seat has only one [1] vote. In sharing a seat on the Council, one of the individuals sharing the seat is designated by majority vote of the Council at the onset of the term as primary while the other individual is designated by majority vote of the Council at the onset of the term as secondary. If both members of a shared position are in attendance at the same meeting, the individual designated as primary casts the shared seat's single vote. Both members of a shared seat, however, may participate in Council discussion if both are in attendance at the same meeting.

### **ARTICLE III Leadership**

- Section 1 Officers shall include a Chair and Vice Chair, elected by the Council. One of these two positions shall be filled by a local member and the other shall be filled by a member appointed by the UM President. The Nominating Committee (Article V, Section 2) shall provide a slate of candidates and additional nominations may be made by the Council. Officers shall be elected at the final regular meeting of the fiscal year and shall take office July 1. Officers shall serve for one [1] year and may be re-elected for one or more one-year terms.
- Section 2 The Chair will preside at all Council meetings and shall appoint special committees in consultation with the Vice Chair as the need arises. The Vice Chair shall succeed to the Chair if the individual in that position can no longer fulfill his or her duties and shall act as Chair at Council meetings in the absence of the Chair.

### **ARTICLE IV Meetings**

- Section 1 The regular meeting day of the BCP Advisory Council shall be determined by the Council. There will be a minimum of ten [10] regular meetings per year, and special meetings may be called at the request of the BCP Director or three [3] or more Council members. A majority of the members shall constitute a quorum for conducting any official business. All meetings of the Council will be conducted in accordance with *Roberts Rules of Order*, except where Montana Codes regarding open meeting law supersede *Roberts Rules of Order*.
- Section 2 The Council, through the BCP Director, shall publish the regular meeting schedule at the start of each fiscal year and shall give notice of any special meetings to all members at least three (3) days before the special meeting. Public notice of a meeting of the BCP Advisory Council shall be given in accordance with applicable Montana laws and regulations.
- Section 3 Agendas and supplemental agenda materials shall be prepared and disseminated by the BCP Director in consultation with the Chair and Vice Chair to all members at least three [3] business days in advance of all regular meetings. Council members wishing to bring an issue to the Council may do so through the Chair no later than five [5] business days prior to regular meetings. All meeting documents will be available to the public by request of the BCP Director three [3] business days in advance of all regular meetings.
- Section 4 Draft minutes from all meetings will be prepared and disseminated by the BCP Director to all Council members no later than five [5] business days following all meetings. Minutes will be taken by a BCP staff member (excluding the BCP Director) at all meetings.

**ARTICLE V Standing Committees**

Section 1 The BCP Advisory Council will be assisted in its purpose by standing committees. Standing committees may be added or terminated by a majority vote of the Council.

Section 2 The following standing committees shall assist the BCP Advisory Council:

**Business/Industry/Government Committee**

- a. The Business/Industry/Government Committee shall advise the Council on the educational and training needs of local employers and on local educational/training opportunities which are recommended to sustain and development the local economy.
- b. The committee shall consist of nine [9] area business/industry/government individuals, at least one of whom is also a Council member. The committee will meet quarterly and report back to the Council at least twice each fiscal year.
- c. The Council Chair in consultation with the Council Vice Chair and upon the recommendation of the BCP Director will appoint committee members. Committee appointments will be announced at the final regular Council meeting of each fiscal year. Committee members shall serve staggered two [2] years. Terms shall be renewable at the discretion of the Council Chair upon consultation with the Council Vice Chair and BCP Director. All terms shall begin July 1 and end June 30.
- d. The chair of the committee shall be appointed by the Council Chair in consultation with the Council Vice Chair and BCP Director and shall also be a Council member. The committee chair appointment will be announced at the final regular Council meeting of each fiscal year. The committee chair shall serve a one-year term. The committee chair term shall be renewable at the discretion of the Council Chair upon consultation with the Council Vice Chair and BCP Director. The committee chair term shall begin July 1 and end June 30.
- e. Selection of initial committee members and chair shall be facilitated by the BCP Steering Committee.

**Nominating Committee**

- a. The Nominating Committee shall provide the Council with a slate of nominees to fill vacancies on the Council and the positions of Council Chair and Council Vice Chair at the second to last regular meeting of each fiscal year.
- b. The Nominating Committee will be selected by majority Council vote at the fourth regular meeting of the fiscal year. The committee shall consist of three members serving the second or third year of their Council term. Committee membership shall be renewable by majority Council vote.

**ARTICLE VI      Amendment of Bylaws**

Section 1      These bylaws may be amended by an affirmative vote of two-thirds of the Council after said amendment has been circulated to members of the Council at least five [5] business days prior to the vote.

**AGREED TO:**

On Behalf of the Montana Board of Regents and The University of Montana:

\_\_\_\_\_

*Montana Board of Regents Chair*

\_\_\_\_\_

*Date*

\_\_\_\_\_

*The University of Montana President*

\_\_\_\_\_

*Date*

**Appendix B**

**BITTERROOT COLLEGE PROGRAM COMMUNITY CONVERSATIONS SUMMARY  
SUBMITTED BY VICTORIA CLARK, BCP INTERIM DIRECTOR JULY 27, 2010**

Community Meetings			Sector Meetings	
Corvallis	Hamilton	Stevensville	Business	School Districts
Darby	Lone Rock	Victor	Government	Trapper Creek Job Corps
Florence			Health Care	

**EDUCATIONAL PROGRAMMING**

	Programming	Issues/Ideas
<b>College</b>	Degrees which support a tourist/destination/retirement economy such as hospitality, recreation, culinary arts, building & equipment maintenance, property management, and landscaping	<ul style="list-style-type: none"> <li>✓ Provide dual credit for high school students, but at a reduced tuition rate</li> <li>✓ Provide in-state tuition rates to out-of-state Job Corps students</li> <li>✓ Serve traditional-age students who cannot afford to drive or move for college, are intimidated by a large campus, don't have academic or vocational direction, and/or are not ready to leave home</li> </ul>
	Degrees which support health care such as LPN, RN, medical billing and coding (must be AHIMA certified), physical therapy assistant, and occupational therapy assistant	
	Degrees which support green technologies	
	Transfer AA and AS degrees	
	Political Science course on local, state, and regional governance and issues	
<b>Continuing Education</b>	Workforce development courses for the long-term unemployed focusing on basic technology and computer skills	<ul style="list-style-type: none"> <li>✓ More awareness of and collaboration between school districts regarding current non-credit adult education offerings</li> <li>✓ Understanding of how school districts spend the adult education levy</li> <li>✓ Multiple sections of needed courses to accommodate different student schedules, especially for certification/recertification courses</li> <li>✓ Have books in libraries which help students with college readiness</li> </ul>
	Workforce development courses for employees focusing on intermediate computer skills, management, co-worker relations, and customer relations	
	Workforce development courses for small businesses including Excel, QuickBooks, and Business Planning	
	Professional recertification courses – especially for teachers	
	Certification/recertification/specialty certification courses for health care workers – CNA (including acute care), EMT, Ambulance, Critical Care, Cardiac Monitoring & Telemetry, IV rules	
	Life skills courses on health, mental health, nutrition, preparedness, and self-sufficiency	
	College readiness courses	
	Personal enrichment courses	

## STUDENT SUPPORT

	Services	Issues/Ideas
	Career exploration services	<ul style="list-style-type: none"> <li>✓ Recognize that many students are non-traditional age needing to transition to a new career because of structural changes in the local economy (extraction/agriculture to service/knowledge economy)</li> </ul>
	College placement services	
	Admission services	
	Financial aid services	
	College orientation services (especially websites and online programming)	
	Academic /degree program advisors	

## COMMUNITY OUTREACH

	Needs	Issues/Ideas
	Engage elementary and secondary students in the importance of a college education	
	Engage elementary and secondary students in the importance of having a college in their community	

## FACILITIES

	Needs	Issues/Ideas
	Central location with video link to other MUS campuses	<ul style="list-style-type: none"> <li>✓ Use existing buildings (schools, libraries, churches) especially in beginning years</li> <li>✓ Use schools and libraries for online programming</li> <li>✓ Minimize need to drive to Missoula</li> <li>✓ Assist with drive to Missoula</li> <li>✓ Look to locals for land donations and money for facility construction</li> </ul>
	Provide offerings in Darby	

## ORGANIZATION

	Needs	Issues/ideas
	Entity needs to have permanence	<ul style="list-style-type: none"> <li>✓ Investigate models from other states</li> <li>✓ Observation: UM-COT needs independence from the UM—the current arrangement slows the UM-COT response time; UM-COT is weighed down by UM bureaucracy</li> </ul>
	Who hires the president matters	

## **THEMES**

- ***Relevance***
  - Programming must be relevant to the current and projected economic direction of the county, with locally earned degrees leading to locally available jobs
- ***Convenience***
  - Programming must be convenient, combining locally available face-to-face and video-link classes with online classes
- ***Connections***
  - Services must include connecting students to the college or training opportunity of their choice, whether opportunity is near or far
  - Entity must connect the various levels and layers of locally available adult learning
- ***Cost containment***
  - New facilities are expensive to the taxpayer, using existing facilities and developing online programming are ways to keep facility costs down

## Appendix C

### Bitterroot College Program Budget Projection Basis, Fiscal Years 2012 through 2016

Expenses	Salary	Salary Explanation	Multiplier FY2012	Multiplier FY2013	Multiplier FY2014	Multiplier FY2015	Multiplier FY2016	Multiplier Explanation	FY2012	%	FY2013	%	FY2014	%	FY2015	%	FY2016	%
Contract Faculty	\$60,000	annual	0	2	3	4	5	no. of positions	\$0	0%	\$120,000	19%	\$180,000	23%	\$240,000	29%	\$300,000	32%
Contract Faculty-Adjuncts	\$550	per credit	200	200	215	230	245	annual credits	\$110,000	25%	\$110,000	17%	\$118,250	15%	\$126,500	15%	\$134,750	15%
Contract Professionals-Director	\$65,000	annual	1	1	1	1	1	no. of positions	\$65,000	15%	\$65,000	10%	\$65,000	8%	\$65,000	8%	\$65,000	7%
Contract Professionals-Other	\$40,000	annual	1	1	2	3	3	no. of positions	\$40,000	9%	\$40,000	6%	\$80,000	10%	\$120,000	14%	\$120,000	13%
Classified Staff	\$25,000	annual	1	2	2	2	2	no. of positions	\$25,000	6%	\$50,000	8%	\$50,000	6%	\$50,000	6%	\$50,000	5%
Tutors	\$15.5	per hour	90	110	130	130	150	annual hours	\$1,395	0%	\$1,705	0%	\$2,015	0%	\$2,015	0%	\$2,325	0%
Work Study	\$8.4	per hour	550	850	1150	1450	1750	annual hours	\$1,386	0%	\$7,140	1%	\$9,660	1%	\$12,180	1%	\$14,700	2%
Benefits/ Payroll Taxes (35%)									\$84,973	20%	\$137,846	21%	\$176,724	22%	\$215,493	26%	\$240,371	26%
<b>Total Personal Expenses</b>									<b>\$327,754</b>	<b>75%</b>	<b>\$531,691</b>	<b>83%</b>	<b>\$681,649</b>	<b>86%</b>	<b>\$831,188</b>	<b>100%</b>	<b>\$927,146</b>	<b>100%</b>
Supplies & Equipment									\$23,000	5%	\$26,000	4%	\$29,000	4%	\$32,000		\$35,000	
Lease									\$84,000	19%	\$84,000	13%	\$84,000	11%				
<b>Total Operational Expenses</b>									<b>\$107,000</b>	<b>25%</b>	<b>\$110,000</b>	<b>17%</b>	<b>\$113,000</b>	<b>14%</b>				
<b>Total Fiscal Year Expenses</b>									<b>\$434,754</b>	<b>100%</b>	<b>\$641,691</b>	<b>100%</b>	<b>\$794,649</b>	<b>100%</b>				