

## Montana

Montana University System  
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- 1) Does the state have an identifiable “P-16” effort visible? Who is in charge of this effort?  
**Yes, the most recent effort is called the Kindergarten to College. The Governor’s Office is in charge of the effort. <http://governor.mt.gov/news/pr.asp?ID=386>**
  - a) Does the agency include a utility or function on its website designed explicitly to help potential students locate an appropriate college or university to attend?  
**We do not have any web-based tools designed to help students find colleges, only links to college homepages. <http://mus.edu/mathproficiency/SMPManual.pdf>**
- 2) Is a mandated or recommended college preparatory curriculum in place in the state’s public high schools?  
**Yes. There are two tracks of college prep courses, the minimum core, established in 1991, and the rigorous core, passed in 2002 as part of the math proficiency standard. [http://mus.edu/mathproficiency/mus\\_mathstandards.pdf](http://mus.edu/mathproficiency/mus_mathstandards.pdf)**
- 3) Has the state articulated a set of explicit competencies or skills that define what it means to be “college ready?”  
**The state has articulated these competencies in the form of a scoring rubric for composition ( <http://mus.edu/writingproficiency/revisedrubric.pdf> ) and as threshold scores, defined by “standards for transition” in mathematics <http://mus.edu/mathproficiency/studentmanual/SMPManual.pdf>**
- 4) Are systematic programs in place in the state that encourage students to accelerate progress by taking college-level courses while still enrolled in high school?  
**Some are in place in the form of tech prep agreements.**
- 5) Is there a statewide policy present that governs placement into college-level courses or remedial courses? Is a standard set of placement tests recommended or required? If yes, are common cut scores for placement decisions in place or do institutions get to set their own?  
**These are in place for Composition at the two major universities and are under discussion for the other campuses. Discussions regarding Mathematics are underway.**

- 6) Is there a visible statewide transfer and articulation policy? Does this cover all institutions or only public institutions? What are the specifics of this policy?

There is a visible statewide transfer and articulation policy; however it only covers public institutions. Specifics of the relevant policies can be found at:

<http://mus.edu/transfer/policies.asp>

- a) Is the transfer/articulation policy accompanied by a statewide transferable general education requirement? Does this name actual courses and/or credits? Are specific competencies identified that the student should meet through this coursework? Is testing used to guarantee student competency for progress or transfer?

Yes, transferable general education is a component of our statewide transfer policies.

Specific courses are approved within each institution to be included in system-wide core.

<http://mus.edu/transfer/gened.asp>. Specific competencies are not delineated and testing is not used to guarantee student competency.

- b) More specifically, does an AA or AS degree from a community college in the state meet general education requirements at public four-year institutions? What mechanisms are in place to make sure this actually happens?

Yes. System-wide policy and oversight by the Board Regents ensures the mechanisms are in place. See transfer Assessment Plan link:

<http://mus.edu/transfer/TransferAssessment.pdf>

- c) Does credit from transfer courses meet specific course requirements at the transfer institution (e.g. American History counts for American History) or do just the credits transfer to count against the total needed for graduation?

Yes, transfer courses articulate directly with their corresponding course at the transfer institution.

- 7) Are there statewide test-out or competency-based provisions that will allow a student to accelerate progress toward a degree?

CLEP, AP, DSST are used.

<http://www.mus.edu/asa/reports/creditbyexam.asp>

- 8) Does the state have an easily-accessible state-supported alternative institution that allows students to complete their degrees more quickly or conveniently than through attendance at a traditional public institution?

No, Montana does not have an easily-accessible state-supported alternative institution.

- a) Does the state have an accessible central bank or catalog of on-line courses contributed by many institutions that enable students to do “one-stop shopping” for electronic courses?

We are in process of developing a catalog of on-line courses and “one-stop shopping” distance education web site. Currently we only provide a list of degree program available.

[http://bor.montana.edu/distance\\_ed.asp](http://bor.montana.edu/distance_ed.asp)

9) Does the state provide incentives to institutions for improvements in degree production or graduation rates? For minimizing the number of students graduating with excessive numbers of credits (e.g. more than 120 SCH)?

No. The state does not provide incentives to institutions for improvements in degree production or graduate rates, nor for minimizing the number of students graduating with excessive numbers of credits.

10) Does the state provide incentives for students who successfully complete their degrees (e.g. tuition rebates or cash bonuses)? For students who complete their programs without amassing additional credits (e.g. within 120 SCH)? Are there financial disincentives for students to take more than the number of credits needed to graduate (e.g. full or out-of-state tuition)?

No, the state does not provide incentives for students who successfully complete their degrees, or for completing degree without taking additional credits, nor are there financial disincentives for students taking more than the number of credits needed to graduate.