



Computer Science Industry Advisory Board Meeting Minutes
September 11, 2013

Industry Members Present:

- Terry Brandt, IAB Member representing Zoot Enterprises, Inc
- Phillip Curtiss, IAB Member representing Siafu Technology Group, LLC
- Tyler Dusek, IAB Member representing Schweitzer Engineering Laboratories
- Brent Foley, IAB Member representing Hewlett-Packard Co.
- Justin Malsam, IAB Member representing Micron
- Phil Sherburne, IAB Member representing Cisco
- Greg Waring, IAB Member representing Energy Laboratories, Inc.

Montana Tech Representatives Present:

- Jeff Braun, C.S. Dept. Chair
- Frank Ackerman, C.S. Faculty
- Celia Schahczenski, C.S. Faculty
- Michele Van Dyne, C.S. Faculty
- Keith Vertanen, C.S. Faculty
- Tami Windham, C.S. Administrative Associate
- Jesse Anderson, C.S. Student
- Clint Hillerman, C.S. Student
- Joy Reistad, C.S. Student
- Jon Wareham, S.E. Student

Welcome and Introductions

Chancellor Don Blackketter welcomed the board members to Montana Tech and emphasized the importance of their advice to the department. Dr. Blackketter expressed his appreciation to the board members for their time support and feedback to the Computer Science program. Dr. Blackketter encourage faculty to use their program's interesting projects as a marketing tool; promoting why their program is so unique and what cool things would make students want to stop and look at their program. Dr. Blackketter also felt the faculty's time is better spent retaining students than trying to change things in high school.

Doug Coe, Dean of the College of Letters, Sciences and Professional Studies welcomed the board members to Montana Tech and thanked the members for their time and efforts put into the Computer Science program. Dr. Coe informed members that the students scored really well on the ETS Major Field Test compared to the national average. Stating that the students going out of this program score that well on the exams says a lot for the program. He also informed members that the students year after year do outstanding in respect to other institutions on the MAPP exam which is a test designed to measure academic skills developed through general education courses. Dr. Coe emphasized that the Computer Science program is a really strong program and members should be proud to serve on the board.

Introduction of all attending the meeting were made. Jeff Braun, Department Head welcomed the board members to Montana Tech and thanked the members for their input to the department.

Computer Science Department Updates (Jeff Braun)

- **Enrollment remains high (~2800 students)**
- **Material Science PhD approved**
- **Montana Tech will be hosting Senator Baucus's Economic Summit**
- **Buildings:**

- Alumni Center completed
- Bob Green Field w/Digger Turf completed
- New dormitory moving forward – need to figure out sewer hookup
- Natural Resources Research Center planned next to ELC
 - Lab space – \$10 million, \$5 million funded by state

New Developments in CS Since Last Year

- **Faculty:**
 - Frank Ackerman is on sabbatical
 - Melissa Holmes (Adjunct Instructor) now at Rocky Mountain College (tenure track)
- **Equipment:**
 - Expanded 3D visualization w/tracking
 - Added GPU Nodes (10000 cores) to cluster
 - Mining Robot is being reconstructed
 - Club to compete at 2014 NASA Robotic Mining
 - Corporate sponsors welcome
- **ABET Accreditation:**
 - Both CS and SE Programs accredited to 2017
 - Next ABET visit is Fall 2016
- **Curriculum**
 - Computer Game Design offered last spring
 - Software Testing course under evaluation
 - SE Senior Design combined w/Engineering Senior Design - Multidisciplinary Teams
 - Overview by Celia Schahczenski after goal updates

Goals Update

- **Increase Enrollment**
- **Decrease Administrative Overload**
- **Enhance (External) Image**
- **Address ABET Accreditation weaknesses**
- **Increase research and scholarly activity**

Increase Enrollment

- 10 high school visits by Keith Vertanen
 - “Tech Takes Over”
- Free online CSCI 135 course for high school students
- Tech Days & Little Digger Days – Keith gave presentation with Nao
- Call admitted students – all faculty members call their new advisees
- Tech recruiting changes
 - Purchasing more names of high school students who have shown an interest in CS
 - More focus on high school juniors
 - New system (Spectrum EMP) to track recruits

Dine with the Chancellor event is being held again this fall

Enrollment

Total students

	SE	CS	CS+SE
2001	16	100	116
2002	18	86	104
2003	28	69	97
2004	26	45	71
2005	20	45	65
2006	21	36	57
2007	25	26	51
2008	21	26	47
2009	26	27	53
2010	20	28	48
2011	22	26	48
2012	25	32	57
2013	26	31	57

FESP began

Enrollment

	CS+SE	total fr	total grads	%graduate
2001	41			
2002	34			
2003	40		13	
2004	22		7	14
2005	21		7	17
2006	17		10	29
2007	24		11	28
2008	23		5	23
2009	24		4	19
2010	19 (FESP)		4	24
2011	18		2	8
2012	18		4	17
2013	18		6	25

Decrease Administrative Overload

- AbOut - ABET Outcome Assessment database
 - Used for 2012-13 assessment
 - Maintenance project for class and students
 - Will be used for the SW Maintenance class again this year

Enhance (External) Image

- Web site - current events and department news listed on website
- First Robotics Competition – 12 teams from across Montana
- Text-entry for the Blind & Visually Impaired- Montana Standard Article
- Programming Team – Tech wins programming competition at MSU
- ACM Distinguished Speaker – Peter Freeman made a presentation, fall 2012
- High Performance Computing – work with other departments on computational intensive problems
- Tech Board of Regents Reports – provide updates on CS faculty/students accomplishments
- TechXpo – students presented projects from URPs, Game Design and AI classes

Research and Scholarly Activity

- Keith Vertanen presented one paper
 - Coauthored four other papers and two posters
- Keith Vertanen submitted 3 grant proposals
- Michele Van Dyne working on 3 papers for 2014
 - One accepted, one submitted, one in preparation
- Celia Schahczenski submitted 2 grant proposals
 - Oversees AbOut Development
- Frank Ackerman working on SE book
- Frank Ackerman RAMP Grant - Virtual Robots
- Jeff Braun heading up Tech's HPC initiative
 - Coauthored paper with Michele Van Dyne
 - Submitted two grant proposals
- All attended conferences and workshops

IAB Members/Students (Comments/Suggestions/Questions):

- How much is the department using videos of cool things current and former students are doing in class or at their workplace?

- Suggested videos department should use as a marketing too:
 - Videos to introduce faculty
 - Videos of student senior projects
 - Videotape Senior Design class - ask students what cool things they are working on.

Curriculum Overview (Celia Schahczenski)

Celia began her presentation with an overview of the curriculum. Celia informed members that periodically the department discusses the idea of adding a security course, an advanced database course or a regularly offered game development course to the curriculum. There are two issues with adding more courses. First is what should we remove from the curriculum to make room for the new course, or, if we decide to just offer elective courses, enrollment in the courses may be too small. A copy of the expectations and outcomes for each course were included in each members' packets. IAB members were asked to look over the outcomes and filter out anything they don't think is useful. Members were requested to pick out the top five outcomes for each CS and SE course and submit their responses to the department at their convenience. Celia empathized that the department needs to free up the faculty time to teach the topics that are important and not spend their time teaching topics students really don't need. She also stressed to members that, until our department grows administration will not support the department hiring more faculty. Celia suspects that the Chancellor would like to drop the CS degree and focus on SE.

IAB Members/Students (Comments/Suggestions/Questions):

- Department would like an advanced database course but cannot find space in the curriculum.
- Can the department create an Advance Database Design Option? (*Although that is the direction we would like to go; the problem is there are only five faculty, it is hard to teach more courses*).
- Dropping the CS degree and focusing on SE is a bad idea. Industry is looking for CS degree graduates when hiring. Not a lot of people have heard of software engineering. The CS degree must not be dropped.
- Contact other schools similar to your program and see how they have handled their curriculum problems.

Computer Science and Software Engineering Program Assessment (Michele Van Dyne)

Michele presented a summary of the Assessment Process. She continued her presentation discussing the Educational Objective Assessment process. Every other year the department assesses its educational objectives by having at least 50% of those graduating four to five years prior complete an online survey: (<http://cs.mtech.edu/main/index.php/alumni/alumni-survey>).

Educational Objectives: CS

Graduates of the Computer Science program will have:

1. adapted, thrived and contributed in an industry setting or completed a graduate program;
2. contributed to the continual improvement and competitiveness of their workplace;
3. demonstrated an ongoing commitment to professional development.

Educational Objectives: SE

Graduates of the Software Engineering program will have:

1. adapted, thrived and contributed in an industry setting or completed a graduate program;
2. contributed to improved software quality and the state of the art by promoting the adoption of best practices and supporting those best practices that are already being used;
3. demonstrated an ongoing commitment to professional development.

Educational Objectives: CS & SE

Educational Objectives: Alumni Surveys					
		Objective:			
2011		1	2	3	
	Computer Science	89%	100%	56%	n=9
	Software Engineering	86%	50%	75%	n=8
2013					
	Computer Science	75%	100%	100%	n=4
	Software Engineering	80%	80%	100%	n=5

Student Outcome Assessment

Student Outcomes

- ▶ The department uses the student outcomes defined by the ABET Computing Accreditation Commission and Engineering Accreditation Commission for the CS and SE programs respectively.
- ▶ Course outcomes are matched to student outcomes.
- ▶ The department tracks coverage of student outcomes so that each student outcome is covered by a minimum of two courses.

Course Assessment of Student Outcomes

- ▶ Every offering of a course assesses the extent to which students meet the course outcomes.
- ▶ The instructor records the percentage of students who earned a 70% or higher average on the assessments relating to an outcome

Student Outcome Assessment

- ▶ At least once per year, the faculty tabulates the assessment results
- ▶ For each student outcome, the assessment percentages from all courses covering the outcome are averaged. If the average is less than 70%, the outcome is considered deficient. If more than 70% but less than 75% of the students have passed, there is a concern. Both deficiencies and concerns are recorded in the Issues List.

Student Outcomes: CAC

Computer Science (CAC):

- (a) *An ability to apply knowledge of computing and mathematics appropriate to the discipline*
- (b) *An ability to analyze a problem, and identify and define the computing requirements appropriate to its solutions*
- (c) *An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs*
- (d) *An ability to function effectively on teams to accomplish a common goal*
- (e) *An understanding of professional, ethical, legal, security and social issues and responsibilities*
- (f) *An ability to communicate effectively with a range of audiences*
- (g) *An ability to analyze the local and global impact of computing on individuals, organizations and society*

- (h) Recognition of the need for and an ability to engage in continuing professional development
- (i) An ability to use current techniques, skills and tools necessary for computing practices
- (j) An ability to apply mathematical foundations, algorithmic principles and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices
- (k) An ability to apply design and development principles in the construction of software systems of varying complexity

Overview Course Report

CAC

Fall 2012-Spring 2013

This report shows the percentage of students in the course who earned 70% or higher on all assessments measuring the outcome.

	CAC a	CAC b	CAC c	CAC d	CAC e	CAC f	CAC g	CAC h	CAC i	CAC j	CAC k	Row Average
CSCI135		82%	100%						100%	94%	100%	95%
CSCI136		86%	88%						93%	100%	93%	91%
CSCI194						90%		90%				90%
CSCI232	69%	75%	63%		81%				65%	81%	69%	72%
CSCI246	92%											92%
CSCI255	88%		83%						88%			86%
CSCI305	83%								83%	83%		83%
CSCI332	92%	85%	77%						77%	69%	77%	79%
CSCI340	70%	90%	100%	100%	70%	80%	70%	100%	100%	70%	90%	85%
CSCI361	67%		78%			100%				82%	100%	87%
CSCI438	100%	100%								75%		92%
CSCI446	63%	100%	100%		69%		80%	100%		63%		86%
CSCI460	100%		75%			100%		100%	100%	75%		92%
CSCI466	100%					100%			100%	100%	100%	100%
CSCI470	100%		100%						100%	100%	100%	100%
CSCI494					100%	100%		100%				100%
ESOF326	91%	91%	91%	82%	91%	91%	91%	100%	82%		91%	90%
ESOF322	100%	100%	100%		100%	79%	79%		100%		100%	94%
CSCI486												
CSCI498	50%			50%		50%		50%	50%		50%	50%
Column Average	84%	89%	87%	77%	80%	87%	81%	91%	87%	83%	89%	

Student Outcomes: EAC

Software Engineering (EAC):

- (a) An ability to apply knowledge of mathematics, science and engineering
- (b) An ability to design and conduct experiments, as well as to analyze and interpret data
- (c) An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability
- (d) An ability to function on multidisciplinary teams
- (e) An ability to identify, formulate and solve engineering problems
- (f) An understanding of professional and ethical responsibility
- (g) An ability to communicate effectively
- (h) The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context
- (i) A recognition of the need for and an ability to engage in life-long learning
- (j) A knowledge of contemporary issues
- (k) An ability to use the techniques, skills and modern engineering tools necessary for engineering practice

The curriculum must provide both breadth and depth across the range of engineering and computer science topics implied by the title and objectives of the program.

The program must demonstrate that graduates have: (SEC-1) the ability to analyze, design, verify, validate, implement, apply and maintain software systems; (SEC-2) the ability to appropriately apply discrete mathematics, probability and statistics, and relevant topics in computer science and supporting disciplines to complex software systems; (SEC-3) the ability to work in one or more significant application domains; and (SEC-4) the ability to manage the development of software systems.

Overview Course Report

EAC

Fall 2012-Spring 2013

This report shows the percentage of students in the course who earned 70% or higher on all assessments measuring the outcome.

	EAC a	EAC b	EAC c	EAC d	EAC e	EAC f	EAC g	EAC h	EAC i	EAC j	EAC k	EAC l	EAC m	EAC n	EAC o	Row Average
CSCI135			100%								100%					100%
CSCI136			79%								93%					86%
CSCI194							90%		90%							90%
CSCI232	69%	100%	81%		75%	81%				81%	69%	63%				77%
CSCI246	83%												67%			75%
CSCI256	88%		88%								88%	63%		88%		87%
CSCI305											83%					83%
CSCI332	92%					89%						77%	69%			77%
CSCI348	70%	90%	100%	100%	100%	70%	80%	70%	100%	70%	100%	100%	70%	100%		87%
CSCI361	67%		88%		100%					100%		100%				93%
CSCI443		100%	100%		100%		100%	100%		100%	100%	100%				100%
CSCI468	100%						100%	100%			100%	100%				100%
CSCI466	100%				83%		100%				100%	100%	100%			97%
CSCI478	100%	100%	100%		100%						100%	100%				100%
CSCI494						100%	100%		100%	100%						100%
ESOP328	60%				100%		100%				80%	100%	60%			83%
ESOP487	100%		100%		100%	100%	100%		100%		100%	100%	100%	100%	100%	100%
ESOP326	91%		91%		91%	73%	91%		91%		82%	91%	91%	91%	82%	88%
ESOP486																
ESOP437	100%		100%		100%		100%				100%	100%	100%	100%		100%
ESOP322	100%		100%		100%	78%	78%	78%			100%	100%	100%			93%
Column Average	87%	97%	93%	100%	93%	85%	94%	82%	96%	90%	91%	93%	85%	95%	90%	

Student Outcomes: ETS

Computer Science Major Field Test

Test 4CMF (given 2006-11)	Mean*	2008		2009		2010		2011	
		Score	Percentile	Score	Percentile	Score	Percentile	Score	Percentile
Total Score	148	160	85%	167	95%	164	95%	163	90%
Programming Fundamentals	55%	74%	95%	71%	90%	75%	95%	76%	95%
Discrete Structures and Algorithms	35%	47%	90%	55%	95%	46%	85%	48%	90%
Systems (Architecture, OS, DB, Networking)	42%	45%	55%	62%	95%	60%	95%	48%	70%
#students	9095	7		3		4		3	
*Mean is based on 232 institutions									
Test 4HMF (given 2012-13)	Mean*	2012		2013					
		Score	Percentile	Score	Percentile				
Total Score	148.1	164	92%	169	99%				
Programming Fundamentals & SE	48%	61%	85%	65%	93%				
Discrete Structures and Algorithms	39%	54%	91%	60%	97%				
Systems (Architecture, OS, DB, Networking)	39%	57%	98%	60%	99%				
#students	3259	7		5					
*Mean is based on 175 institutions									

Online Java Programming course for high school students (Keith Vertanen)

Keith informed members that the online course CSCI 135 was developed last spring. The materials for the course are from an class-based course, from which videos were taken and for the online course. Students email Keith to register for the course. Students have an assignment each week which is graded by the TA for the class-based course.. Scanned feedback is sent to the on-line students concerning their assignment. There are 11 assignments; students are given a project to complete in place of exams. The course is free, the carrot for the student is that if he/she receives a B or higher in the course, and enters Montana Tech, the department will allow the student to challenge this course and start the second semester. Originally, 6 students registered for the on-line course however all but one has dropped.

IAB Members/Students (Comments/Suggestions/Questions):

- Could the department offer something different than a full blown course?
- Could high school students receive high school credit for taking course? (*High school teacher would need to do the overviewing of the course but this is possible*).
- Offer course as a Continuous Ed course for teachers.
- Offer course to other students on campus - would like to see every engineering student take the course.

First Robotics Competition (Michele Van Dyne)

Accompanied by a PowerPoint presentation Michele gave an overview of the First Robotics Competition.

Competition was for high school students.

2012 Six communities, twelve teams:

Sun River, Ronan, Helena, Bozeman, Sidney, Manhattan

Exposure in Montana Standard, Tech website, CS website, local TV

Competition went very well

2013 Bryce Hill in EE will partner with me to organize event

Tentatively scheduled for 11/15-16

Last year's results write-up:

http://mtstandard.com/news/science/tech/robotic-competition-results-listed/article_78587400-480c-11e2-89db-001a4bcf887a.html

This year's challenge – just released:

http://www.usfirst.org/sites/default/files/uploadedFiles/Robotics_Programs/FTC/Game_Info/2013/FTC-2013-2014_Game_One_Page.pdf

IAB Members/Students (Comments/Suggestions/Questions):

- Department should be using this robotics competition as a marketing tool; emphasizing that the department hosts the competition.
- Film the robotics competition and publish on department web page.

Industry Update - IAB Members

Justin Malsam, Micron

- **Industry Trends:** Moving towards Big Data. Micron is looking for people within their company that can help set up the data on the CS side. They don't want to hire external data analysts, but they do want to extract information from the data.

Employee activities/training to stay competitive: Micron budgets money for training their infrastructure employees. They offer technical training and also training in "soft" skills.

- **One book you recommend students/faculty read:** The Five Dysfunctions of a Team: A Leadership Fable by Patrick Lencioni

Phil Sherburne, Cisco

- **Industry Trends:** Phil sees four major trends. Big Data – how to organize big data centers, where to insert flash memory rather than traditional storage, , new algorithms to access/analyze the data. The "Internet of Things" – by 2020 there will be 50 billion devices connected to the Internet. There are new protocols, complex event processing. Mobile devices continue to be a major issue. Cloud computing, and how it is changing. Mobile devices and cloud computing affect how people design applications.
- **Employee activities/training to stay competitive:** Cisco has ongoing professional development for employees. Each employee has an ongoing development plan which includes training. Cisco subsidizes employees that wish to go back and get a Master's Degree.
- **One book you recommend students/faculty read:** The Innovator's Dilemma: The Revolutionary Book That Will Change the Way You Do Business by Clayton M. Christensen. (Phil also recommended a second book – Crossing the Chasm by Geoffrey Moore.)

Terry Brandt, Zoot Enterprises, Inc.

- **Industry Trends:** Big Data, Data Warehousing, and Analytics are big. Mobile devices are being used far more outside the U.S. than in the U.S. Zoot is struggling to make their services available via mobile phones. Security - with so many mobile devices, how do we know that people applying for services are who they are and where they are? Zoot is developing tools so that they can put services/products on new platforms. In other words, they want frameworks to help them build products faster and cheaper.
- **Employee activities/training to stay competitive:** Zoot has a Training Academy for all new employees. Training lasts 2 to 3 months. Employees do not have a structured development plan as employees do in many large companies, however employees are encouraged to continuing their learning. Zoot offers internal training for people skills.
- **One book you recommend students/faculty read:** Multipliers: How the Best Leaders Make Everyone Smarter by Liz Wiseman.

Brent Foley, Hewlett-Packard Co.

- **Industry Trends:** Moving towards cloud computing – for example Brent joined a group to create a cloud solution to differentiate printers. They are using open source products: Linux, Git, Java, Selenium (web browser automation tool). Automated tests are run daily. They typically do not look at college graduates for security skills. They use people who have been in the field 20 years or more.
- **Employee activities/training to stay competitive:** Online courses are offered to employees free of charge.
- **One book you recommend students/faculty read:** Framework Design Guidelines: Conventions, Idioms, and Patterns for Reusable .NET Libraries (2nd Edition) by Krzysztof Cwalina and Brad Abrams

Phillip Curtiss, Siafu Technology Group, LLC

- **Industry Trends:** Moving towards Big Data (how to process that data, what you process it on), cloud computing, and complex problems (meaning lots of multi-disciplinary things coming together). This involves building frameworks to work together using virtual computers.
- **Employee activities/training to stay competitive:** Company buys credits back from students who are attending school full time. The company will buy back even more credits for students attending graduate school. The company also supports them to attend conferences. Employees meet regularly to review problems, discuss challenges, and brainstorm solutions.
- **One book you recommend students/faculty read:** The Structure of Scientific Revolutions: 50th Anniversary Edition by Thomas S. Kuhn and Ian Hacking (Apr 30, 2012)

Greg Waring, Energy Laboratories, Inc

- **Industry Trends:** Company is 5 to 10 years behind the times due to the limited amount of bandwidth they have and the cost to upgrade. Company still has separate databases and data centers. They are moving to cloud computing and virtualization. They are using mobile devices to get and push data. They recently installed a wireless network at their sites and mobile devices to move data. They are finding that vendors want to sell appliances, not software. Energy Labs would prefer software.
- **Employee activities/training to stay competitive:** N/A
- **One book you recommend students/faculty read:** Clean Code: A Handbook of Agile Software Craftsmanship by Robert C. Martin

Tyler Dusek, Schweitzer Energy Labs (SEL)

- **Industry Trends:** Interested in Big Data, slightly smaller scale than lots of companies but lots of information is recorded from many power system devices. Most of the company's big customers are utility companies. There are layers of security/protection (locking everything down). Company is coordinating the auditing and the process between separate entities that is being driven by government/legislation. They expend considerable effort in helping systems be conformant to government regulations. Tyler sees a decline in the use of .NET and a resurgence of JavaScript and HTML5.
- **Employee activities/training to stay competitive:** SEL has a scholarship program for employees who choose to continue their education. They have trainers come onsite to train. SEL feels employees should have the drive and want to keep up on the changes in technology.

- **One book you recommend students/faculty read:** : Refactoring: Improving the Design of Existing Code by Martin Fowler, Kent Beck, John Brant and William Opdyke

Discussion and Wrap-Up

Jeff gave a brief summary of today's meeting and thanked the members for their input and support. Before wrapping up the meeting Jeff asked members for feedback on the department offering a graduate program.

IAB Members Feedback:

- A graduate degree doesn't necessarily give an employee a higher pay in a company.
- How are you going to add a graduate program if you can't meet the demands of an undergraduate program? Don't take your eye off the ball. Focus on improving the current program.
- If you have a problem now with enough faculty to teach the undergraduate courses, how are you going to cover teaching even more advanced courses for a graduate program? (*Students would enroll in the undergraduate course; additional work would be added to the course for the graduate students*).
- Who are the target students? (*Possibly students who don't have a degree in computer science; students from other disciplines*).
- Improve undergraduate enrollment first.
- Look at other universities to see if they offer a graduate program and has the program been successful.
- Determine what benefit Tech would get.

Jeff also asked industry representatives about the importance of more Montana Tech Computer Science/Software Engineering graduates. He'd like material for the Montana Tech Foundation to use in soliciting funds.

IAB Members Feedback:

- Help meet the needs within Montana, specifically Bozeman area where two companies (WebFilings and Apttus) have opened offices in the last year. Apttus plans to have 100 employees by the end of the year, creating a strong demand for software developers .
- Provides companies a better chance to get a local graduate.
- Important to increase the availability of "talent". In Silicon Valley there is lots of talent, making it easy to relocate or open a new office. Montana is competing against Colorado (Denver), Utah, and Idaho for technology businesses and needs to develop a pool of talent that starts with more local computer science graduates.
- Career Services should develop contacts with new tech companies in Montana.

Meeting adjourned.

Respectfully submitted,

Tami Windham