We hope that you are enjoying your IR activities, and that 1988 will be a good year for you. Best wishes. 

Rich Jacobs 

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FROM THE EDITOR

Our hats are off to Mark and all who helped with the conference in Aspen. The meetings were great and well attended. The timing was perfect for those who enjoy the mountain scenary. It was surely the best weekend of the year for viewing the aspen around Aspen.

This issue of PANORAMA contains another first. This is the first issue that has included a vacancy announcement. Many of the other professional newsletters that we have seen devote some space to this purpose. Please let us know your opinions on the importance or appropriateness of such announcements.

Larry Hunter

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CONFESSION NEWS!

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RMAIR/SCUP '88--ASPEN.....Tom Field, UNM.

Rich Jacobs, in INTERCOM, mentioned highlights of the Rocky Mountain AIR/SCUP annual joint fall conference, held September 21-23, 1988, at the Aspen Club Lodge. The theme was "Meeting Your Planning and IR Needs." In addition to three panel discussions, nine presentations, and eight table topics, the 65 registrants enjoyed the premiere engagement of the Institutional Research Players Group in a special presentation of "IR Can Be Trying," as well as informal discussions in settings ranging from sunrise runs along the Roaring Fork River to the sunset hors d'oeuvre gathering high in the Rockies.

Along with participation by individuals from the traditional Rocky Mountain region, we had the benefit of two presentations from Oscar Lennberg, hailing from Waldorf College in Forest City, Iowa, and panel presentations from Deb Teeter--current President of AIR--and John Schott from the University of Kansas, all contributing to the cosmopolitan Aspen environment.

Quality ratings for RMAIR/SCUP '88, turned in at the business meeting, were well above average.

Now it is time to look forward the RMAIR/SCUP '89 in Las Vegas!

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RMAIR/SCUP '89 -- IN LAS VEGAS, NEVADA.

The 1989 annual joint fall RMAIR/SCUP Conference will be held during October, 1989, in Las Vegas, NV, hosted by the University of Nevada--Las Vegas (Kari Coburn and Diane Muntal). Watch for exact dates and further details in PANORAMA!

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1989 AIR FORUM IN BALTIMORE.


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SCUP 24 (1989) IN DENVER.

The 24th annual International Conference of the Society for College and University Planning is set for July 23-26, 1989, at the Denver Marriott City Center in Denver, CO. The theme is: 'Challenges to Planning: People, Organization, and Technology.' More information will appear in a subsequent
OS/2 AND PS/2: ANOTHER CASE OF THE TERRIBLE 2'S!

.....Bill Tetlow
(Bill Tetlow is UC Boulder DISC Center Consultant, and President of Vantage Information Products, Inc.)

Everyone has heard about, or experienced, the "terrible two's"--the time in a child's life when it is a trial for parents to endure outbursts of unpredictability and just plain ornerness. Well, this article is for those of you who are confused about OS/2 (Operating System/2) and PS/2 (Personal System/2) and the burst of new technology that may re-introduce chaos into the personal computer world.

First, it is a misconception that OS/2 and PS/2 each requires the other...but they do not! PS/2 is the marketing name of IBM's newest line of computers that has replaced its personal computer PCs, XT's, and AT's. OS/2 is a new operating system--developed jointly by Microsoft and IBM (and Microsoft will make versions available for IBM compatible machines that are based on the Intel processor family)--intended as a multi-tasking option to the now familiar DOS (Disk Operating System) for IBM and IBM compatible hardware. OS/2 is designed to provide several new advantages to users.

ADVANTAGES OF OS/2 OVER DOS:

1. It is designed to permit several applications programs to run simultaneously (multi-tasking). For example, you could have your communications program running in the background and downloading a large file while you are working in the foreground with your wordprocessor (assuming the applications are designed to work with OS/2).

2. It will permit programs to go beyond 649K and use up to 16MB of RAM memory provided that you have that much installed in your system. This means that programs can have more features and, hopefully, more "user-friendliness" since more program code can be accommodated.

3. OS/2-designed programs running simultaneously will be able to communicate with one another, allowing you to "clip and paste." For example, a portion of a spreadsheet can be selected and inserted directly into your wordprocessor.

OS/2 REQUIREMENT:

Requirements of running OS/2 on a PC are more demanding than simply replacing systems files on your boot disk. What kind of hardware do you need?

1. A machine with intel 80286 or 80386 processor chip. (The system cannot run on a PC or XT with original 8086 or 8088 chip, but it will run on an AT class machine.)
2. An absolute minimum of 1.5 MB of RAM memory. (3 or 4 MB would be a practical starting point to run two or three large programs simultaneously.)
3. A high density (1.2 or 1.44 MB) floppy disk drive to install the OS/2 system files on a hard disk. (This capacity of drive is standard equipment on the AT and PS/2 models.)
4. A fixed or "hard" disk to store the large program files.
5. A graphics display printer (CGA,EGA, or VGA) so that the Presentation Manager graphics interface (similar to the Apple Macintosh screen appearance) can be viewed and used.

DO YOU NEED OS/2?

The most important question to ask yourself is whether you need OS/2. At this writing, there are very few applications programs that are written to run under OS/2, and until your favorite programs are re-written to take advantage of the new features, such as multi-tasking, there is little or no reason for users to switch to OS/2 from DOS. Although you will be able to run DOS programs under OS/2, the typical program will run slower than it does under conventional DOS. Furthermore, the newest version of DOS, version 3.4, is due to be released soon and will provide some very useful new features for the majority of users.

Only the first of the initial three releases of OS/2 has been made to
date. The standard addition version 1.0 is available now at a cost of $227 for new educational users ($325 list) or $200 for those upgrading from DOS versions 3.2XX. The next to be released will be the standard edition version 1.1; a free upgrade to users of version 1.0. Finally, the extended edition, the one including the Presentation Manager interface, will require an additional $416 upgrade cost; it will be $556 ($795 list) for new educational users.

The proverbial "bottom line analysis" suggests that users with first generation PC computing equipment will need to determine that the several thousand dollar investment in hardware and software will provide productivity benefits that equal or exceed the cost of converting to OS/2. Users with PS/2 hardware or AT or higher compatibles will incur $500 to $1,000 software costs.

Only those who need to stay current with the leading edge of this technology need apply now! Those of you who are less adventurous or less patient with new software surprises would be well advised to skip the "terrible 2's era" and wait until the technology matures in year three or four. In the meantime, let the computing services professionals endure these enfants terrible!

TIDBIT: NINETY-NINETY RULE OF PROJECT SCHEDULES.

The first 90% of the task takes 90% of the time; the last 10% takes the other 90% (from Paul Dickson's "The Official Rules," Dell Publishing.)

SCUP NEWS: PLANS FOR 88-89....by Bill Deno

Three main goals for the SCUP Mountain Region are: (1) increase membership...by identifying and contacting appropriate persons at institutions without a SCUP member and encouraging them to join, and by asking existing SCUP members to solicit additional members from their own institutions.

(2) identify and fulfill member needs and interests...by surveying members for their input on top professional development needs and interests which SCUP might help fulfill through meetings, publications, and workshops.

(3) increase two-way communication between members and the Regional Council, as well as among members...by encouraging dialogue and assemblies among SCUP members, through this regular column in PANORAMA, and through publication modes.

Members of the Mountain Region Council are: Mark Meredith, CU-Boulder, Regional Representative; Ralph Hardy, U. of Utah Membership Coordinator; Jule Carnahan, CU-Denver, Program Coordinator; and Bill Deno, CU-Boulder, Communication Coordinator. State Membership Coordinators are: Wayne Kelly, U. of Calgary; Jim Buyse, AHEC, Denver; JoAnne Recce, U. of Idaho; Roland Barden, U. of Wyoming; Jack Billinton, U. of Saskatchewan; Gary Oyler, U. of Utah; and Bob Utzinger, Montana State U.

RESULTS OF RMAIL/SCUP READING SURVEY.

The recent RMAIL/SCUP reading survey drew a relatively small response (n = 14) but produced and interesting diversity of books and articles. There was little duplication among the (32) book titles...and none of the (18) articles mentioned were cited by more than one respondent. One highlight of note was the following list of "top ten" (most important) higher education journals, as ranked by respondents:

1. Chronicle of Higher Education.
2. New Directions for Institutional Research.
3. Research in Higher Education.
5. Journal of Higher Education.
6. New Directions for Community Colleges.
7. Planning for Higher Education.
9. ASHE/ERIC Abstracts.
10. New Directions for Higher Education.

OUTCOMES: CURRENT ISSUES, RESOURCES, AND DIRECTIONS.

...a summary of the keynote address presented at RMAIL/SCUP '88.

...Oscar T. Lenning

(O. Lenning is Executive Vice President and Dean, Academic Affairs at Waldorf College, Forest City, Iowa.)

Outcomes assessment has become important throughout postsecondary education. Certain key issues, resources, and directions need to be considered by those involved in outcomes assessment.

What is outcomes assessment? It is
the process a college uses to determine its impact on students. It addresses the fundamental question: Can the graduate demonstrate competencies the institution believes are needed to be an educated person? Outcomes assessment has serious implications for institutional purpose, policy formulation, and the allocation of resources.

What are current issues in outcomes assessment? They are as follows.

1. How complex and frustrating outcomes assessment seems up front, and the patience, persistence, and understanding that are needed to accomplish an effective outcomes assessment program.

2. The biases that many faculty members have about "outcomes" and "assessment," which must be bypassed and overcome for success to occur.

3. How critical it is that we be sensitive to the vocabulary used, and that we avoid "red flag" perceptions of faculty by using other vocabulary as in Astin's concept of "talent development."

4. Oversimplification and unwillingness to focus on the technical problems.

No one seems worried about the technical problems/pitfalls that IR people are concerned about. There seems a lack of such focus in the general higher education literature. Much of the good work in this technical area--done in the 1970s at NCHEMS, ACT, ETS, UCLA, and elsewhere--which seems to have been forgotten by most people, perhaps because outcomes was not a hot topic then, needs to be integrated.
with the new. Why reinvent the outcomes wheel?

(5) The inability—or maybe unwillingness—to get concrete enough in discussing the outcomes desired, so that everyone is referring to exactly the same outcome. Once you get concrete enough, tying outcomes definitions to program objective statements—coming up with feasible ways and data ideas to effectively assess outcome accomplishment is not difficult.

(6) State—and federal—control, versus institutional control. If great care is not used, third-party users of data can misuse it. This is clearly an area where institutions and states need to work together as partners helping one another, with the specific outcomes and how to assess them being institutional decisions, and the state providing support and oversight to ensure that effective assessment is occurring, good back-and-forth communication taking place, and people at all levels of the institution kept informed.

(7) Non-cognitive outcomes and non-cognitive (qualitative) measures continue to be neglected. Examples which are important to emphasize for undergraduate college students: appreciation of the arts, history, and literature, and recognition of their enhancing insight into life; development of curiosity and fascination with new knowledge; development of persistence, tolerance, understanding, and self-esteem; ability to communicate and listen effectively; development of well-thought-out values and a succinct philosophy of life. Non-cognitive measures can amplify understanding of how and why outcomes have occurred, and may be the only measures feasible for some hard-to-measure outcomes.

(8) The costs of assessment. Not much has been written on this final issue, but it is an important concern that will increasingly receive attention. I would refer you to two documents related to this topic: first, a 1985 paper by Ewell and Jones titled "The Costs of Assessment," available from AAHE, and second, a chapter by Darrell Lewis in Trudy Banta's 1988 Jossey-Bass sourcebook titled "A Paradigm for Considering the Costs and Benefits of Assessment." Staff time and energy is an important cost, too, but often overlooked.

Resources Available to "Assessors" include centers, consultants, and printed resources.

Centers. Centers one can call on for help in this area are:
- The Assessment Forum, at AAHE, under the direction of Pat Hutchings, has files of resource documents, staff available to answer questions, and develops outcomes documents and arranges conferences.
- The Assessment Resource Center at the University of Tennessee at Knoxville, directed by Trudy Banta, has been compiling bibliographies on instruments and practices for assessing student learning in general education and major fields, and instruments for assessing opinions of students, alumni, dropouts, employers, and community members concerning the quality of academic programs/services.
- Patricia King, of Bowling Green State University, had a center like those above that focused on assessing student development outcomes, but it may no longer be operational.
- Alverno College has a publication series with helpful documents on assessing outcomes that one can purchase, and they also conduct workshops each year.
- The Consortium for the Advancement of Private Higher Education (CAPHE) selected ten small colleges for a project on student assessment, and we should hear from them soon.
- The Fund for Improving Postsecondary Education (FIPSE) funded a large number of student assessment projects last year.

Consultants. For those having a need for consultants in this area, the above organizations may be a good source. In addition, certain organizations have geared up specifically for this purpose, such as the Council for Independent Colleges (CIC) Consulting Network, the College Assessment Program Evaluation (CAPE) national project at the City University of New York (Barbara Schaier-Peleg), NCHEMS, ACT, and ETS.

Recent Printed Resources. Recommended are: (realizing that some older works, including ones from the 1970s, are still exceptionally relevant and helpful)—


Directions for the Future. The following future directions may be observed.

1. New, increasingly refined and helpful instruments will continue to be developed. Examples: the Academic Profile II (ETS and College Board) and the College Assessment of Academic Proficiency (ACT).

2. Assessment will increasingly also serve as a direct vehicle for student learning—e.g., a 1981 CIC document on student outcomes as curriculum embedded performance, and a 1985 College Board review article on "performance learning while being tested."
3. We will see more on-going, systematic, multi-dimensional programs with multiple measures and methods being used, and increasingly sophisticated means of information feedback to data users where data from complex analysis will be transformed to simple and easily understood, but valid and accurate, representations.

4. Trend data will become the norm, and standardized normative instruments will become less used since they often are not relevant to local outcomes and are not sensitive to change, since they are designed for high test-retest reliability and discriminating among test takers.

5. Increasingly sophisticated ways of collecting qualitative data will continue to be developed. For example, a recent conference on neurolinguistic programming and eye assessing movements as a means of outcomes assessment demonstrated amazing validity.

6. We will become increasingly sensitive to the language being used, and transforming data into useful and easily understood information will become much more effective.

7. There will be increasing recognition that data and their resulting information are not meant to provide answers, but rather, to stimulate fruitful discussion out of which conclusions and answers are derived.

8. More and more we will see a focus on assessment for improvement of outcomes. For too long, the primary focus of too many has been strictly on assessment for accountability.

9. Interactive use of computing in assessment will become common.

**PROFESSIONAL OPPORTUNITY**

The Office of the Commissioner of Higher Education of the Montana University System is recruiting for a Director of Institutional Research.

Major responsibilities of the position include: collection and analysis of postsecondary education data, coordination of university system computing activities, preparation of uniform admissions application, collection, analysis, and reporting of admissions data, and maintenance of university system policy manual.

The position requires an advanced degree in Statistics, Computer Science, Qualitative Analysis, or related area and knowledge of methods of statistical analysis, data collection, computer systems and their applications, and excellent verbal and written communication skills. Experience in a higher education environment and with interagency relationships is desired. Salary is competitive and dependent upon qualifications.

Anticipated starting date is January 1989. Interested applicants must submit a professional resume, with a letter of application and the names of three professional references not later than November 14, 1988, to: Ms. Jerry Williams, Montana University System, 33 South Last Chance Gulch, Helena, MT 59620, (406) 444-6570. The Montana University System is an Equal Employment Opportunity Employer.

**NEWS FROM STATES AND PROVINCES**

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**ALBERTA**...Reported by Ted Fulerton
Not available at press time.

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**ARIZONA**...Reported by Art Ashton

**Enrollment.** The headcount for public institutions was 93,610, up 3.9% over 1987. The largest increases were at Northern Arizona University with 12% and at Arizona State University-West Campus with 11.8%. Arizona FTE is 79,266, up 3.9%.

**Funding.** The Arizona Board of Regents allocated $263.9 million in revenue bond authority to the three Arizona Universities with $115.5 million allocated to UA; $107.5 million allocated to ASU; and $40.9 million allocated to NAU.

The Board also approved a 1989-90 Operating Budget Request for the universities and central office which is 16.5 percent higher than the current appropriation. The request includes increased funds for inflation, enrollment growth, equipment replacement, and a base adjustment consistent with the findings for a unit cost study performed in Arizona last year. Total appropriated funds requested were $687,106,747.

**Other News.** Arizona Board of Regents adopted a Martin Luther King, Jr. holiday to replace an existing holiday on their holiday calendar.

**NEEDED:** Arizona reporter for news from the Community College sector. Please contact Art Ashton at (602) 255-4082 (after Nov. 4, 542-4082).

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**COLORADO**...Reported by Mark Meredith

**Enrollment.** Preliminary figures, according to Mark Chisholm, CCHE, show Colorado public higher education up 2.5% to an all time high of about 158,000 headcount. FTE is up an estimated 2.8%.

Among institutions, CSU is up 5.3%; CCD up 23.0%; CMC up slightly;
CCOES up 5.3%; and UCB and UCCS up slightly.

Other News. Included on the Nov. 8th ballot is Amendment 6...which, if passed, would allow no tax increase at any level of government without a two-thirds majority vote at a tax election; allow a maximum 1989 state income tax rate of 90% of the 1987 rate; and set the annual tax on residential property at one percent of the last assessed market value. Hopefully, this crippling amendment will not pass.

Steve Daniels is Director of IR at the Air Force Academy.

Dennis Jones, NCHEMS, reports these current projects: student tracking; helping institutions with the outcomes portion of assessment studies; and identifying the nature of the contribution of private institutions to the state in which located.

Ed Paris, UCCS, reports the opening of their new Student Center; a new MS program in Physics; and good results from the new student information system.

At UCB, new student information system problems resulted in long drop-add lines which you may have seen on TV news. Five task groups are working on solutions, so that subsequent registrations will go smoothly. UCB’s research park is under construction; sponsored research was up 16% in 87-88; and and outcomes assessment efforts are progressing.

At UCD, Denise Sokol reports that Interim Chancellor John Buechner is moving ahead on a number of improvements, and that issues facing UCD include Auraria governance (proposals include a possible merger of UCD and MSC; CCHE will make a recommendation to the legislature in December); improved student recruiting and retention, especially minorities; and gaining recognition of UCD’s impact on business and industry.

Shirley Cismoski, CSU reports that the new Director of IR is Keith Ickes, coming in latter November from Cornell.

Tim Griffin, CCD, says the Summer Bridge program—designed to help transition graduating high school seniors into college—was successful. The majority of students are now in MSC or CCD and doing well.

Kathy Chandler-Henry attended the Colorado Women in Higher Education Conference in Estes Park in September, and reports that attendance and content were good, with focus was on leadership, management, and institutional projects.

Carolyn Dailey, former Director of IR at Ft. Lewis College, now living in Moab, Utah, pursuing an art career, sends greetings to old colleagues.

Greg Smith, CCOES, is working on an operations research model to predict optimal program mix at community colleges and maximize job placement, and is analyzing matched data between a completer cohort list and an employment data set.

Jim Mingle, SHEEO, reports receipt of a $510,000 Ford Foundation grant to run a competitive program for state board grants to plan improved minority achievement at the baccalaureate level by improving minority tracking; evaluating admissions policies; and strengthening the transfer function.

IDAHO....Reported by John Grah

Enrollment. 1988 headcounts, at a total of 37,025, were up 4.9% overall. Colleges and universities were up 3.9%, and two year institutions increased 10.6%. Vocetech enrollments went down at colleges and universities by -5.8% but were up at two year schools by 10.6%. FTE showed a similar pattern with an over increase of 4.4%, with 3.9% at colleges and universities and 7.3% at two-year schools.

Ricks College, in Rexburg, reported a total headcount of 7,694, up 4.3% and over their self-imposed ceiling of 7,500.

Funding. For FY 89 the college and universities received a 4.4% increase in general account funds.

Other News. Idaho is considering a changes in its method of funding building construction from pay-as-you-go to bonded indebtedness. About $42 million are needed to fund construction and renovation projects. Legislation may be required. One of the more significant projects awaiting final approval is a new college of technology building at Boise State University. Initial approval has been granted.

Idaho is shifting to a competitive system of awarding state research money through requests for proposals.

Idaho State University has a new financial vice president, Dr. Robert W. Pearse, who comes to us from Southern Arkansas University at Magnolia. Bob replaces Phil Eastman who retired in June.

MONTANA....Reported by Jim Olom

Enrollment. Official enrollment information is not available because of a late starting quarter schedule. The University of Montana is estimating an increase of about 4% and most other institutions in the Montana University System are expecting similar increases.

Other News. Glen Williams, Vice President for Fiscal Affairs at University of Montana has resigned to take a similar position at University of Texas at El Paso.

NEVADA....Reported by Janice Brown

UNIVERSITY OF NEVADA SYSTEM. Results of the second annual survey of Nevada high school seniors show that more intend to enroll in post-secondary education programs now than did in 1986 and more intend to stay in Nevada for their post-secondary education.

Enrollment. Preliminary indications are that enrollments will be up throughout the system. A recent Chronicle Almanac rated Nevada as having had the largest percent enrollment growth in the United States between 1976 and 1980--56%. WICHE
projections show Nevada high school graduates increasing 39% by 1999.

Other news. The Nevada Legislature will convene in 1989, and 89-91 biennium budget outcomes will be known sometime next Spring. The System budget includes requests for full funding of formula revisions, increased faculty salary compensation, capital improvements, and reduction of student/faculty ratios.

The Board of Regents has raised the non-resident tuition by $400 per semester effective Fall 1989, which will increase non-resident tuition to $1500 per semester per student.

UNIVERSITY OF NEVADA-RENO. Enrollment. UNR’s Fall 1988 headcount enrollment reached a record 10,506, a 5.6% increase over Fall 1987. Non-resident students increased by 11.5%, and graduate enrollments are up 6.6%.

Other news. The 1988-89 operating budget is $69,005,220, which is an increase of 5.7% over 1987-88. The First Interstate Institute for Economic Development and International Trade—the result of a gift from First Interstate Bank—is to be established within the College of Business Administration, focusing on creation of undergraduate scholarships for business and international affairs students, and providing faculty with research stipends for international trade and economic development.

UNIVERSITY OF NEVADA-LAS VEGAS. Enrollment. UNLV has achieved record growth in FTE enrollment with a 12% increase over last fall's increase of 10.5%. Headcount reached a new high at 10,506—a 7.6% increase over last fall. Increases have occurred in the number of admitted students enrolled (9.4%), while special or non-admitted enrollments declined significantly (-10%). Non-resident students increased by 19%.

Other news. UNLV will request from the legislature an operating budget of $51.3 million in 1989 and $55.7 million in 1990-91. The total budget increase requested in the first year of the biennium is 18.7%, followed by a 10.5% increase in the second year. Full funding of approved formulas will provide UNLV with an additional 96 faculty members.

NEW MEXICO.....Reported by Richard H. Cady

Enrollment. New Mexico headcount enrollment not yet available.

Other news. 1988-89 New Mexico Recurring General Fund Appropriations were up 5.9% overall ($253 million). Four-year institutions were up 6.2% ($165.4 million); two-year were up 3.3% ($23.9 million); and other institutions up 6.0% ($63.8 million). The higher education share of recurring appropriations in 88-89 was 16.28%.

The New Mexico Commission on Higher Education has issued its comprehensive plan, Planning for the Class of 2005, 100 pages, containing dozens of policies and recommendations. This plan, if and when implemented, requires that PSE foster economic development in the state; asserts a controlling role for the Commission on definition of institutional missions, programs and plans; suggests minimum curricular standards for freshman admissions; largely ignores expected population growth and for minorities; and recommends a $10 million "system development fund" to be used solely at the discretion of the Commission. No significant input was sought from the legislature in development of the plan. A large statewide conference to explain and promote the plan was held September 21-22, 1988. Institutional input was by means of responses to two questionnaires, one public hearing, and a letter evaluating the final draft of the plan.

New Mexico State University and Eastern New Mexico University are staffing up for and actually conducting research on student outcomes. At the University of New Mexico this touchy topic is still in the talking stage. Action is possible in the legislature this year on assessment-accountability.

Some of us hope that the punitive aspects of Colorado HB1187 can be avoided, that decentralization will be the policy, and that formative evaluation will be stressed.

The private citizen's group of opinion leaders, New Mexico First, held its town hall on postsecondary education in Gallup, New Mexico on Oct. 12-13, 1988. The issue-oriented report was prepared at UNM.

Statewide unemployment is still 2% above the national average. Oil and gas revenues are still lagging. State revenue surplus is in the order of 1-3% of expenditures. Public school teachers got no appropriation for raises last time. Conclusion: not a good year for funding of public PSE in New Mexico in FY 1989-90.

NMSU, UNM, and NM Tech are celebrating their centennials.

Projections of New Mexico high school graduates by the year 2005 are 25% to 30% higher than now, beginning to increase around 1995, and peaking higher than the prior baby boom peak in 1979. WICHE projection is consistent. Big question: Will enrollment rates of minorities, where most growth in young people will occur, be sufficient to sustain or even increase overall PSE enrollment?

SASKATCHEWAN.....Reported by Jack Billinton

The first item has to be an apology to the new technical institute organization in Saskatchewan. The last issue of PANORAMA mentioned the Saskatchewan Institute of Applied Arts and Science (S.I.A.A.S.) when it should have been Saskatchewan Institute of Applied Science and Technology (S.I.A.S.T.).

At the University of Regina, the new Vice President Academic is Dr. Brian Scarfe, formerly Head of the Economics Department and most recently Associate Vice President (Research) at the University of Alberta. The Vice President Administration is Dr. John Allan, former Director of the Tax Policy Division with the Alberta Treasury Department. Dr. Allan, is also an economist and former Vice President Administration at the University of Windsor.

Dr. Leo Kristjanson President, University of Saskatchewan has
decided to step down one year early, in July, 1989, for health reasons. The University is now in the process of advertising for a new President.

Preliminary enrollment figures for the University of Regina show a marginal increase (.75%) in full-time students while the part-time figure is down slightly (.50%) from the previous year. The University has its highest student enrollment ever.

The University of Saskatchewan shows a 2% decrease in full-time and a 5% decrease in part-time student enrollments. Much of this decline is attributed to enrollment quotas in place in all Colleges. The operating grant increase for both Universities was 2% over the previous year. Enrollment and operating grant figures for SIAST will be reported in the next issue of PANORAMA.

UTAH....Reported by Gail Norris

Headcount. No headcount reports until the first of November.

Funding. Utah waits for November general election." In 1987, the Utah Legislature enacted the largest onetime tax increase in the State's history. The tax generated $150 million in additional revenue. Tax protests were voiced from the time the increase was announced. The protesters formed the Tax Limitation Coalition and circulated three petitions to be placed before Utah voters at the 1988 general election. Initiative A, the Peoples' Tax and Spending Limitation Amendment has two parts: 1. Limit annual increase in total State appropriation to 85% of the increase in per capita income in the State; 2. Limit annual property taxes to 0.75% of the fair market value of residential property and 1% of the market value of all other property. Initiative B, the Peoples Tax Reduction, would return returns on the State individual income tax, sales tax, motor fuels tax and cigarette tax to levels in force prior to 1987 changes. Initiative C, the Income Tax Credit for Private Education, allows a tax credit of $600 for each elementary-age child and $722 for each secondary student attending a private or home school.

The estimated loss in State revenue from Initiative A is $185 million, Initiative B is $141 million, and Initiative C is $3.3 million. Total impact is $329.3 million or 13% of Utah State and Local Government Tax Revenues.

If the initiatives pass, higher education's budget would be cut $34 million. Higher education's response to the cut will be to increase tuition by 30%, reduce enrollment by 10,000 students and faculty/staff by 920 positions, and eliminate programs, departments, schools and colleges.

A massive effort is now in place to forcefully counter arguments for a tax rollback. The current poll shows the initiatives have 42 to 47% of the vote with 9 to 18% undecided.

WYOMING....Reported by Roger Hovey

Enrollment. Wyoming's seven community colleges project that their annualized credit FTE's for 1988-89 will increase over 87-88 levels by the following percentages:

Casper College 8%; Central Wyoming College 3%; Eastern Wyoming College stable; Laramie County Community College 6%; Northwest Community College 1.5%; Sheridan College 8%; Western Wyoming College 18%. Full time enrollment at the University of Wyoming is up 3.6% over last fall.

Funding. The 88-89 authorized budgets for the seven community colleges are down by and average of 4.9% compared to 87-88 budgets. Central and Western were especially hard hit with decreases of 14.8% and 10.6% respectively. As the Community College Commission moves closer to imposing formula funding, and as the state's economy continues to lag, the current financial instability will continue to plague the state's colleges.

On a more positive note, Western Wyoming College has just completed a massive campus expansion that began six years ago which has tripled the since of the former campus. Dedication ceremonies were held in mid-September. The large increase in Western's enrollment this fall is attributed in large part to the fact that the upheaval caused by the construction has finally come to an end.

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