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PRESENTING:

THE INSTITUTIONAL RESEARCH PLAYERS.....Live from Baltimore!

Who are these people? Where did they come from? How did AIR do without them for all these years? These are some of the comments one can imagine coming from the lips of the attending audience at the east coast performance of "IR Can Be Trying" featuring the Institutional Research Players (IRP). This was a unique approach for a panel presentation and took place at the AIR Annual Forum in Baltimore, April 30 - May 3, 1989 in front of an SRO crowd.

As you may know, the debut performance took place at the RMAIR forum in Aspen, Colorado. After a little encouragement the IRP crew took the show on the road and have added an initial to their acronym since playing in Baltimore. Look for the BIRP crew at a forum near you.

Missing from the cast photo above is Tom Field.

INTERCOM--A message from the President

It was great to see many of you in Baltimore at the annual AIR Forum. The accommodations were great and meetings and workshops productive.
I wanted to report (particularly to those not attending) on our RMAIR SIG meeting at AIR. We were pleased to have 50 people attending for the second year in a row, nearly double the number of previous years. We currently (June 20) have 98 members in RMAIR. Isn't that exciting? Who will be #100?

We obtained Bitnet addresses from all attending this meeting. This list is included with the current issue of PANORAMA. If your are not included on this list, drop me a note (Rich@USU). We will update it again in Las Vegas, and issue an updated list in January Panorama.

At the RMAIR SIG, Rich Jacobs was asked to serve as "permanent historian" of RMAIR. The purpose of this appointment is to maintain a permanent record of all major RMAIR activities.

The term of office of current RMAIR officers expires at the 1989 Las Vegas conference. Mark Meredith will be replaced by Tom Field as Panorama coordinator. Other changes will also occur in October.

The 1991 RMAIR conference will be a joint meeting in Reno, Nevada with PNAIRP. Janice Brown has been asked to serve as Local Arrangements Chairperson.

We look forward to meeting with you in Las Vegas in October. A big thanks to Jim Olomon, who is leading out on putting the program together, and to Kari Coburn, Local Arrangements Chairperson, for this conference. See you there!!!

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FROM THE EDITOR

We hope everyone is finding time to enjoy the summer. Some of the state reports are even more newsy than usual this issue and some have a sort of "closed for the summer" look. In any case, PANORAMA keeps right on going.

It does not seem that we get a lot of direct feedback from our readers. If that means you like it as it is and want to keep it coming, fine, but it would help a great deal if we heard regularly from several of you. Please let us know what you like and do not like about it.

If you are engaging in some of summer's many outdoor recreation opportunities while you think about it, be sure to practice safety. We want to see all of you in good health in Las Vegas this fall.

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SCUP NEWS

MEMBERSHIP. MSCUP membership increased 17% during 88-89. Efforts to further increase membership are continuing.

PROGRAM. A regional member survey of professional interests, recently completed, provided a major step in program development. Results are being used to help plan relevant topics for the annual joint conference with RMAIR (October 18-20, 1989, in Las Vegas) and to target topics for newsletter material. The top three preferred services were: workshops and focused seminars; newsletter articles and information; and professional contacts with colleagues. On regional meetings, two-thirds of respondents preferred the annual joint conference with RMAIR, and about half would like a one-day meeting once a year. The top five topic/content areas were: (1) managing the planning effort and allocation of resources; (2) developing an effective strategic planning process; (3) effective management of the use and conversion of facilities; (4) integration of planning processes (budget-academic-facilities); and (5) creating strategic information through environmental scanning.

SCUP-24. This major event is taking place in the Mountain Region, as you have undoubtedly heard by now. Don't miss it! Member feedback will be sought on communication and program at the Mountain Regional meeting and box lunch on Monday, July 24. The agenda for discussion includes review of the member survey; micro-master planning; consultant selection criteria; document exchange; and capital projects cost planning. A pre-conference tour to the Air Force Academy in Colorado Springs is scheduled for Sunday afternoon, July 23. A post conference tour of CU-Boulder Campus is scheduled for Wednesday afternoon, July 26. Contact Dan Paulien (303-333-1916) for information. (by Bill Dene)
MODERN FABLE

Once upon a time there was a Budget Analyst who had to allocate ten bushels of oats. These oats were for a racehorse and a wart hog. The Budget Analyst said, "You each have four FEET making a total of eight FEET. Eight will not go evenly into ten so we recommend allocating each of you four bushels of oats. One per FEET and we will keep the other two bushels in a contingency basket." The racehorse said, "That is not equitable. I require more oats per FEET than a wart hog." The wart hog said, "This is not equitable. Oats don't really meet my needs." So the Budget Analyst said, "You must be showing different kinds of FEET. If you will just get together and come up with a common definition of FEET that you can both use, I am sure we can make a more equitable allocation." (This is a true story. Only the names of the animals were changed to protect the institutions.)

FOCUS ON.....

CONTROLLING GROWTH: THE FAR SIDE OF ENROLLMENT MANAGEMENT

...Doug Shale and Judy Roche, Office of Institutional Analysis, University of Calgary, Calgary, Alberta, Canada (from a paper presented at the 29th Annual AIR Forum)

In the early 1970's, there were many prognostications that higher education enrollments would decline during that decade. In 1982, Kemerer, Baldridge and Green wrote, 'That crisis refused to materialize in the 1970's. Now, however, the realities are becoming more pressing. We may actually be standing on the threshold of a substantial downturn in enrollments' (pg. 5). Since the crisis also refused to materialize in the 80's, Kraus has apparently sounded the alarm for the 90's ("Colleges must prepare now for the enrollment crash of 1990", Chronicle of Higher Education, January 6, 1988). At the heart of these prophecies of doom is the demographic reality that the traditional university/college age cohort is declining and, perforce, the number of enrollments is also expected to decline.

Literally, the term "enrollment management" ought to mean managing enrollments whether decreasing or increasing. However, against the context of expected precipitous declines "enrollment management" seems almost exclusively concerned with how to manage the anticipated declines. Of course the "enrollment crashes" by and large did not occur. In fact, many institutions have experienced a steady increase in enrollments and a number of them are faced with the other side of enrollment management - how to cope with 'too many' students. In Canada, for instance, a preliminary survey of 1988 enrollments reported in The Chronicle of Higher Education (September 14, 1988) stated: "university officials from coast to coast reported that applications were up - slightly in the East to as much as 15 per cent in British Columbia." As a consequence, many institutions have begun "to consider placing restrictions on admissions."

There are a variety of ways in which enrollments may be controlled. However, the social and political context within which institutions function will often influence their choice of enrollment management strategy. In Canada, the dominant contextual influence has been the principle of accessibility enunciated as, "the wish of our society to promote and facilitate access to quality higher education to each of its members likely to benefit" (Fortin, 1987, p. 70).

This paper is a case study of The University of Calgary's experience in controlling growth. Specifics of the case are used to illuminate issues of general interest to others coping with similar pressures -- for example, defining institutional capacity, identifying policy options available for controlling growth, describing the effects and consequences of instituting various mechanisms for controlling growth, and assessing the long term implications of immediate control growth mechanisms. The provincial system, of which the university is a part, also, in general, suffering from a too substantial demand for university level study. This larger context is described to illustrate the reciprocal effect of local university control growth policies on the system at large and vice versa.

The Controlled Growth Policy. The students amenable to control are those who must make application to be admitted to the University. These groups were identified as:

-- Freshmen students - students enrolling for the first time in a postsecondary institution including nonmatriculated adults (i.e., students 21 or over who are unable to present complete matriculation).

-- Transfer students - students who are enrolling for the first time at The University of Calgary and have previously attended another post-secondary institution.

-- Out-of-province and International students.

-- Others, including students returning after being absent two or more years.

In deciding how to regulate the numbers of these student groups, the University settled on a number of principles:

-- students would be admitted on the basis of academic merit to the extent that the capacity of individual faculties permitted;

-- the University's basic admissions requirements would remain the same; the minimum average required of matriculants continues to be 60%;

-- comparable sets of staged admission requirements apply equally to different groups of students (so that one group of students would not bear a disproportionate burden from the control of enrollments).
The University also worked out a schedule whereby various priority groups were admitted in stages so as to permit the University to assess capacity and its ability to take in more students following admission of each stage. Three major priority admission stages were established. Freshmen, transfer students and several other groups were admitted under each priority category in order of academic merit (again, until capacity had been used up). Quota Faculties/programs admitted students until quotas were filled.

Conclusion. The controlled growth policy appears to have been successful in satisfying the expectations held for it. Re-counting how the policy was formulated and administered indicates that, while those associated with the exercise must proceed in an empirical and rational way, good management of the process and good luck are also essential. Although the data and information available speak to short-term tactics for coping with enrollment pressures, it is clear the problem will persist for some time. The question remains whether the tactics used in the past year will suffice for subsequent years or whether another kind of solution is needed. Current controlled growth policies are causing a deformation and displacement of the unmet demand for university level study. The mutated form that is developing is causing new kinds of problems requiring new treatments.

Implications for Institutional Researchers. This study will be of interest to institutional researchers from several points of view: 1) those who are facing a similar dilemma may find the process and results reported helpful and informative; 2) important policy issues arise concerning the relationship between universities and the higher education (and societal) environment in which they reside; 3) methodological problems arise that need to be considered such as: projecting enrollments when student flows have been perturbed; estimating unmet demand; defining and measuring institutional capacity.

NATIVE AMERICAN PERSISTENCE IN HIGHER EDUCATION: TOWARD A COMPETENCY MODEL...Don-Paul Benjamin, Counseling and Testing Center, and Stephen L. Chambers University Planning and Analysis, Northern Arizona University (from a paper presented at the 29th Annual AIR Forum)

Introduction. Making a sufficient adjustment to college to persist and graduate is a formidable challenge for those from ethnic minority groups; this has been particularly so for Native American Indians. Among minorities striving to complete college, Native Americans have long been reported to be among the least successful (Astin, 1982; Falk & Aitken, 1984; Tijerina & Biemer, 1988). Barriers to the college success of Native Americans may be similar to those faced by other ethnic minorities, but may also be rooted in central differences in perception of the world and cognitive style (Topper, 1982; Werner, Schoepfle, Bouck, Roan, & Yazzie, 1986; Osborne, 1985).

Methodology. Our methodology involved the use of a combination of statistical approaches and social science research techniques, in particular the ethnographic interview. This methodology was employed because Native Americans differ in persistence and educational attainment from most college students, including other ethnic minorities, and because the reasons for these differences were not readily apparent.

Study Population. The population used in this study consisted of 70 new full-time freshmen enrolling at a medium-size southwestern state university beginning in fall 1984. Of those indicating a tribal affiliation, the majority (46) were Navajo. Most were women (59%). Their average age at college entry was 19 years. All had graduated from a rural high school.

A small portion of the study group had performed well in high school and on college entry examinations and demonstrated competencies widely associated with college success. Most, however, exhibited marginal achievement in school and on tests, and characteristics generally considered deficiencies and associated with college failure.

Persistence Trends. The study group demonstrated low rates of persistence over a four year period. From the original cohort, 46% continued uninterrupted study after one year. After two years 22% continued and 10% after three years. Between fall 1984 and fall 1988, another 10% of the original cohort re-enrolled after stopping out at least one semester. None of the 1984 freshmen had graduated by fall 1988.

In this study, the relationship of high school grade average, high school graduation rank, and composite ACT score was examined as compared to cumulative grade average one year after entrance. Comparison groups included the fall 1984 freshmen Native American cohort and an equal number test cohort group of white students.

Correlation and regression statistics suggest sufficient reliability and predictability between college cumulative grade average for the white student persisters and high school grade average \( r = .748, r^2 = .548 \), high school rank \( r = .752, r^2 = .566 \); and less significant, composite ACT score \( r = .507, r^2 = .257 \).

In the case of Native American persisters little reliability or predictability was found. Cumulative college grade average for this cohort was not significantly associated with their high school grade average \( r = .317, r^2 = .100 \), high school rank \( r = .071, r^2 = .005 \); or composite ACT score \( r = .049, r^2 = .002 \).

Clearly this data points to an anomaly. Current notions of persistence and attrition suggest, by and large, that competent students prevail and deficient students dropout. Yet, something else appeared to be operating among Native Americans; something for which present competency measures seemed unable to account. We were searching for that "something" and in doing so we chose to interview persisting students. Our hope was to obtain clues to
hitherto unrecognized elements of competence which contribute to persistence.

The Interviews. Using ethnographic techniques described in Spradley (1979) and in Werner and Schoeppe (1987), we interviewed a total of eleven students (seven women and four men). All are Navajo. Four were students who had "stopped-out" after their freshman year, but had returned during the time of the study. The remainder were persisters.

Although this format does not allow us to reproduce student interviews in detail, we have included a brief synopsis of one particularly interesting theme: the controversy over the tendency of Native American students to make frequent trips home.

You Can't Go Home Again. When Thomas Wolfe penned that insightful title, he apparently had in mind the impracticality of the human tendency to cling to the familiar. We lament that our modern, transient lives pull us far from our roots; far from family and known surroundings. Consider that the Native American students feels this same desire for continuity. And consider also that his or her desire is rooted solidly in centuries of tradition.

When Native Americans in the present study spoke of "going home", they were not merely referring to a brief commute. Navajos, for example, could live anywhere on a reservation of 25,516 square miles (about the size of West Virginia) and round-trips home might range from 100 to in excess of 500 miles. Furthermore, transportation is limited. Few students have cars and the family vehicle is often committed to other projects, so students may share rides, ride a bus part-way, hitchhike, or often walk some distance. In general, going home can be a complex and potentially disruptive undertaking.

A survey by Cibik and Chambers (1988) found that 56.8% of 155 Native American respondents indicated a need to go home often compared to 31.6% of Blacks, 24.4% of Hispanics, and 16.7% of Anglos. Native Americans also reported a tendency to miss classes to go home to help their families or to attend ceremonies and special activities. Subsequent interviews with Native American students revealed that while students recognized the consequences of missing class, such consequences could not be equated in importance to other more personal priorities.

Despite the fact that educators tend to view excessive going home behavior as a negative, or as a sign of student immaturity, our interviews on the going home issue elicited from persisters more positive responses. Here is a representative excerpt:

Jeanette: (Goes home almost every weekend) "...so when they go home it isn't necessarily bad. For my case seeing my family and helping (at the store) is very good for me. Everyone says how is school going and keeping working hard we are so proud of you. I really set up a time on Saturday always to do my homework. That is helpful. Then I don't worry about it on Sunday or Monday morning. I go home every weekend except during big times like a paper is due or midterms or for finals. They understand at home that I can't always be running up there. Sometimes they call me or come down too, but mostly I go there every time my schedule allows. I don't see (it) as negative at all in my case."

We concluded that there are elements of competence in going home behavior. If the need and desire to go home are culturally dictated, then going home represents an obligation with which the Native American must come to terms. Those interviewed expressed a belief that going home was not negative: they managed their studies in spite of frequent visits home and while at home they seemed to encounter encouragement and support.

Perhaps frequent home visits were a negative factor for some in the sense that those visits pulled them away from the campus rather than reinforcing their student role. Perhaps those who were unable to achieve a balance between home and school have already left the university and the persisters who remain represent those who reached a workable, competent solution to integrating home visits with school obligations. If having reached such a solution is evidence of competence, there appears to be little colleges have done to acknowledge this since going home continues to be viewed (more-or-less automatically) as a factor contributing to the attrition rather than as a challenge to which some Native American students can adapt. Our findings suggest that behaviors favoring persistence. Whatever the case, it appears insufficient to simply ask the question, "Do you go home frequently?" and assume that a "yes" answer necessarily represents a deficiency.

Conclusion. Our study did not result in a definitive model of Native American competence. However, we believe that we can employ a similar combination of traditional statistical analysis and social science interview techniques to continue to move toward such a model.

One thing is clear: our evolving study will need to take a cross-cultural/multi-cultural approach in exploring competence. Furthermore, the model which emerges will have to account for cultural diversity to an extent that all students benefit, including white minority students.

We believe that all students--Anglos, Native Americans, and other minorities, persisters and dropouts--possess strengths and needs where the distorted view of student strengths and needs is obtained when an inappropriate ethnocentric model of competence is used. Competent behavior can take a wide variety of forms and can even, using the wrong model as a point of reference, be interpreted as deficient. At issue, we believe, is whether competencies which are valid in minority cultures are recognized, supported, rewarded, and valued by universities which, in many cases, reflect the dominate white culture. To the extent that such things persist, minority persistence is enhanced.
IN REVIEW.....

What They’re Reading and How They Found It, or So Much to Read, So Little Time...by Tom Field

Mark Meredith conducted an informal survey of the RMAIR membership prior to the RMAIR conference in Aspen last fall to determine something of the professional reading habits and preferences of the membership. A relative newcomer to AIR commented that a difference between her new position in education and her former position in business was that in education she was constantly being queried about her reading interests, whereas her business colleagues cared only about the BHRC, the bottom right hand corner! Somewhat along those lines I thought it would be interesting to query the membership more generically about reading interests, and to include a secondary query about valued sources of information about what to read or to avoid. This is deliberately an unstructured question, and I hope that at least one other person will admit to reading Steven King and finding it of value.

My response is that I have found Stephen Manes, columnist in PC Magazine, to be a trustworthy guide to illuminating material. He was the first person to recommend Tufte’s The Visual Display of Quantitative Information, an aesthetically beautiful book that is seemingly recommended reading by everyone, and whose advice apparently is followed by very few. Manes also mentioned Norman’s The Psychology of Everyday Things (POET), which had me cheering “right on” throughout the book, especially as he blistered the new phone systems which are feature laden while highly frustrating to use. I second Manes’ recommendations of both these books, and am inclined to at least scan any other book he may recommend in the future. In my recollection he has been quite stingy in his recommendations, which gives him another bonus point in my “book.”

The Visual Display of Quantitative Information, Edward R. Tufte,

Graphics Press, Box 430, Cheshire Connecticut, 06410, copyright 1983


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TIDBITS

Great Thoughts for Decision Makers:

Cann’s Axiom-- "When all else fails, read the instructions."

Van Roy’s Truism-- "If you can tell the difference between good advice and bad advice, you don’t need advice."

Hobson’s Homily-- "Common sense is the least common of all senses."

(Source: 1,001 Logical Laws, Accurate Axioms, Profound Principles, Trusty Truisms, Homely Homilies, Colorful Corollaries, Quotable Quotes and Rambunctious Ruminations for all Walks of Life, by John Peers. Doubleday.)

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NEWS FROM STATES AND PROVINCES

ALBERTA....Reported by Ted Fullerton

Enrollment Reporting: The Department of Advanced Education is working with colleges and technical institutes to complete the implementation of a “Common Information System” which provides for greater consistency in enrollment reporting among the institutions. This may involve discussions with Statistics Canada at the federal level.

Canadian Centre for Learning Systems (CCLS): This year marks the end of a five-year partnership between industry and education in the Canadian Centre for Learning Systems project. The CCLS functioned as a vehicle for the development of software (in common) for learning systems; and as a vehicle for professional development opportunities for educators. Its professional development function will continue to be maintained and will be managed by a coordinating committee.

Degree-Granting Status: The issue of degree-granting status for public colleges has gained interest and attention this year. Several colleges within Alberta have expressed a strong interest in attaining degree-granting status.

Apprenticeship Training: Institutions who currently have excess capacity for apprenticeship training have been turning their emphasis to short-term training/upgrading opportunities for journeymen.

Cooperative Education: There is a growing interest among the colleges in cooperative education workstudy programming. In particular, Mount Royal College now offers seven cooperative education programs.

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ARIZONA.....Reported by Art Ashton

The Arizona Board of Regents revised undergraduate admissions standards to improve retention and graduation rates. The policy will be effective for students admitted in the Fall, 1992 and thereafter.

The amendment establishes two types of admission categories: conditional and unconditional. Resident and non-resident freshmen students who have completed all the required high school courses and who are either in the first quartile (top 25%) of their graduating class or achieved at least a 3.0 cumulative GPA on a 4.0 scale or scored at least 21 (residents)/23 (non-residents) on the ACT or 930 (residents)/1010 (non-residents) on the SAT would be admitted to any state university unconditionally.

Those freshmen students in the second quartile of their high school graduating class (top 50-74%), or have achieved 2.5 to 2.99 cumulative GPA, and lack no more than one credit in one or two of the currently required high school subjects would be admitted conditionally. Students admitted with conditions would be required to participate in special programs.
designed to strengthen their academic preparedness.

The Board of Regents adopted Policy 4-310, Arizona Student Aid Trust Fund Collections, to implement HB 2144, the Arizona Student Financial Aid Trust Fund. This fund will be used to award financial aid to qualified Arizona University System students and will establish an endowment for future financial aid. It states that a surcharge, will be collected during payment of registration fees, $6 for full time and $3 for part time students. The fund will be used to provide immediate aid to students with verifiable financial need, including students who are under-represented in the population of the university; or who, due to special circumstances, present unique need for financial aid; and to create an endowment for future financial aid. Funds also are provided by the legislative appropriation, which may not be used for non-resident students.

Dr. Lattie F. Coor, President of the University of Vermont, was appointed President of Arizona State University in Tempe, to become effective spring semester of 1990.

The Arizona Legislation funded an educational needs analysis study for the Arizona Education Telecommunications Cooperative.

In the community colleges, the Maricopa Community College District recently received a favorable ruling in Superior Court regarding the calculation of 1989-90 expenditure limits based on full-time-equivalent students (FTSE). At issue has been the interpretation of FTSE as used by the community college districts versus the state's interpretation. "Fuzzy" areas have included open-entry/open-exit courses, summer school, and short-term courses. An unfavorable ruling would have meant a $2 to $12 million shortfall for the Maricopa district on its Board-approved 1989-90 budget. The other community college districts would have been similarly impacted. It is not known at this time whether the state will appeal.

The Arizona Community College Task Force on the Future is expecting to have a draft report by August 1989. The task force is developing positions and courses of action on selected recommendations (from a list of over 60) which they find especially applicable to Arizona. The list was developed by the American Association of Community and Junior Colleges Futures Commission.

Josephine Alvarez and Mary Kuzell-Babbitt have been appointed to the State Board for Community Colleges, while Katharine Richter, John Even, and Melba Chavez are the newly appointed trustees to the Pima Community College District Governing Board. One additional vacancy remains to be filled on Pima’s board.

A bill was recently signed into law by Governor Mofford which required tuition waivers for children of slain peace officers. Provisions are included to establish a Peace Officer Memorial and Memorial Fund.

COLORADO...

REPORTED BY MARK MEREDITH

The legislature increased state appropriations for higher education for 89-90 by $22 million over 88-89 appropriations. The Colorado Commission on Higher Education had requested $40 million. A major bill passed authorizing a new management structure for the Auraria Campus (downtown Denver), which houses CCD, Metro State College, and UC-Denver. In-state tuition increases were held to a maximum of 8 percent, at the request and recommendation of CCHE.

Mark Chisholm, CCHE, reports that they have received a SHEEO/Ford Foundation grant to plan improved minority achievement at the baccalaureate level by better cohort tracking, evaluation of admissions and retention policies and practices, and strengthening the transfer function. Ginnie Feagler is starting a study on the financing of higher education in Colorado, involving comparative data and philosophies of financing. Sharon Hart, formerly Director of Planning and Research at Arapahoe Community College, recently joined the CCHE staff and is working on a study of financial aid in Colorado.

At Colorado State University, Keith Ickes, Director of IR, reports that an Environmental Scanning group has been established through efforts of Shirley Cismoski's office of Budget and Planning. A bi-monthly newsletter summarizes issues identified by the group. Campus-wide improvements in administrative computing systems are in process through fiber-optic hookups.

CAUSE, the association for management of information technology in higher education, is co-sponsoring with EDUCOM a half-day telecommunication workshop on "Strategic Planning and Campus Networks" on July 23 in conjunction with SCUP-24 in Denver. Focus will be on analysis of issues relating to planning and support of campus networks, presented by Ken Klingenstei', Director of Computing and Network Services at CU-Boulder.

Ris Westen, RMAIR Emeritus, reports from his Lake George retreat that his summer solstice (June 21) experience included 18 holes of golf in the afternoon followed by a 10-inch snow that evening. (Better keep choppin' wood, Ris!) Ris says he is formulating a paper on "Why Does Every Paper Have to Be Boring, in response to forty years of listening to and reading contributed papers.

Arapahoe Community College is conducting a search for a new Director of Planning and Research. Among studies in process are an academic and a facilities master plan.

Mike Zastrocky, Regis College, says they are in the middle of installing AIMS (Academic Management Information System), a comprehensive institutional operating system (finance, payroll, student, housing, financial aid, and so on). AIMS was developed by AIMS, Inc., a firm established by a group of private colleges for this purpose. AIMS features a common relational data base. Mike says July
24th is the target for complete installation.

Denise Sokol, CU-Denver, reports that her office is developing an electronic factbook along with conducting many other regular tasks. UCD’s new Chancellor, John Beuchner, has been appointed for a three-year term.

Robin Zuniga, WICHE, says they have received a grant from the College Board to study the minority component of high school graduate projections. Judith Gill, formerly with the Washington State Council of Presidents, is the new Director of the WICHE Information Clearinghouse. WICHE is putting together a legislative conference on Higher Education’s Role in Rural Development on September 18th in Helena, MT in conjunction with a five-state legislative conference.

Tim Griffin, Community College of Denver Director of IR, reports that his office is collaborating with the Auraria Higher Education Office of Career Services on a new venture to improve career services and placement. The Bridge Program, highly successful last year, is continuing with double the number of students this year. This joint CCD-MSC program had a 75% retention rate last year for for high school students going on to college and completing their first year. Also after its first year, the new “educational guarantee” which assures any employer of a CCD graduate that if dissatisfied with the competence level of that employee, CCD will retrain the employee -- free of charge -- and bring them up to competency as stated in the given program. Tim is also doing research linking student characteristics to instructional program planning and curriculum changes geared to student needs and focusing on retention.

Sandy Johnson, CU-System Director of Planning and Policy, says that the next CAPIR meeting (Colorado Association of Planners and Institutional Researchers) is set for July 13 at the Auraria Campus. This will be a half-day session. Contact Sandy (303-492-6294) for information.

IDAHO.....Reported by John Grahk

Budget Surplus: It’s been a quiet quarter in Idaho. At the time of this writing Idaho is nearing the end of its fiscal year with a substantial budget surplus in prospect. The exact amount will not be known until some time after July 1, but current estimates run as high as $50 million. Some $13.5 million in higher education building projects were approved by the legislature contingent upon the availability of surplus money. Governor Andrus now says that funding of those projects is certain.

Governor Andrus has also suggested calling a special session of the legislature to spend the surplus if it turns out to be as large as expected. This is not a certainty, since even if the surplus is large, there is disagreement among the politicians regarding the desirability of a special session. If a special session is called, more higher education building projects stand to receive funds.

New President: Ricks College has a new president. He is Steven D. Bennion and he comes to Ricks from Snow College. He will assume his duties at Ricks on July 1.

MONTANA.....Reported by Jim Olomon

The Montana Legislature is back in special session until 30 June -- the sixth such session in the past ten years. Any news concerning the Montana University System which may come out of the session will most likely be bad news. Insiders think the System appropriation is safe and while there is virtually no possibility for increased funding there is always a chance for reduced funding. Stay tuned.

At the University of Montana, a retrenchment plan has been forwarded to the Montana University System Board of Regents, with Regental action expected before July 1. Several academic programs were targeted for various stages of revision or modification but the biggest impacts will be in the following areas:

-- Elimination of state funding for summer school for a savings of approximately $500,000;

-- Reduction of general fund support for Intercollegiate Athletics in the amount of $150,000. An additional $50,000 had been targeted prior to the retrenchment recommendation bringing the total reduction to $200,000;

-- Discontinuance of the Department of Religious Studies with an ultimate savings of approximately $136,000. Two tenure-track positions will be moved to the Departments of Philosophy and/or Humanities;

-- Termination of the Department of Communication Sciences and Disorders resulting in a permanent savings of $412,000.

The retrenchment plan, when combined with additional reductions and reorganizations in nonacademic areas will result in a total annual savings of $1,746,000. The Regents may approve, disapprove, or modify the plan as a whole or in part. So far the most vocal outcry has been over Intercollegiate Athletics with Communications Sciences and Disorders a distant second.

CALL FOR PAPERS!!! If you have not done so, please respond to the call for papers for the RMAIR-SCUP Conference in Las Vegas. If you do not respond, your name will not be entered for a chance on the $1,000,000 Grand Prize, sponsored by Kari Coburn and the University of Nevada-Las Vegas Office of Institutional Analysis and Planning.

NEVADA.....Reported by Janice Brown

Campus news from Nevada is "on hold," pending the end of the biennial session of the Nevada Legislature. Meanwhile, we bring you the following commercial message:

Arrangements for the Las Vegas RMAIR/SCUP gathering October
NEW MEXICO.....Reported by Richard H. Cady

The New Mexico Commission on Higher Education has issued extensive guidelines on planning with which all institutions are expected to conform.

The Director of the Commission, D. Matthews, has resigned, and over 100 applications have been received for the job.

Governor Carruthers has added minority participation and success to economic development as the primary foci of attention from his office.

State revenues are stable, when corrected for inflation. Given that the extractive industries are stable but in a doldrum, not much upward movement is expected in state support for higher education.

Average faculty compensation for 89-90 was increased 3.2% by the legislature. Most institutions are increasing tuition and reallocating funds so that the total average increase in compensation is anticipated to be 6.7%.

A two-week occupancy of the UNM administration building by students protesting a 7.9% tuition increase was settled without violence but with much dissatisfaction.

SASKATCHEWAN.....Reported by Jack Billinton

Government Funding: The 1989-90 operating grant for the Universities increased 2.0% while SIAST received a 1.4% increase. In addition, a new University/ Institute Enhancement Fund was established at $10 million. This fund will be split $7 million for universities and $3 million for SIAST. Details concerning conditions associated with use of this fund are not currently available. If the fund is fully expended, the increase in operating funds would be 7.7% for SIAST and 6.8% for universities.

Capital grants to universities increased $5.6 million (40.5%) for 1988-89 and $1.9 million (9.8%) for SIAST.

Enrolment: Degree headcount enrolment at the University of Saskatchewan in 1988-89 dropped 1.6% for full-time and 5.5% for part-time students. All colleges at the University will continue with enrolment quotas as in the past two years. Over 800 qualified applicants have been refused admission to Arts and Science as a result of the quotas. University of Regina enrolment for Fall 1988 increased 1.8% for full-time and 1.7% for part-time students.

Facilities: Construction of the $92 million College of Agriculture Building at the University of Saskatchewan began in November 1988. The Saskatchewan Government has committed $80 million for the three year construction project with the remaining $12 million being raised from the private sector. Nearly $11 million has been raised to date through the University's Partners-in-Growth Campaign.

University Planning Processes: The Issues and Options process at the University of Saskatchewan is preparing a series of papers that will deal with issues associated with University structure, policy, operation, and direction for both the University, and in some instances, the provincial post-secondary educational system. Publication of the report "Open to the Future: Accessibility, Equity, and Higher Learning" for the People of Saskatchewan, has initiated a province wide debate on the accessibility issue.

As noted in an earlier newsletter, the Academic Review Task Force at the University of Regina completed its report, "From Reflection to Renewal, in October 1988."

The following is a news release relating to comments made by Dr. Leo Kristjanson on the provincial budget. By the way, Dr. Kristjanson stepped down as President, University of Saskatchewan this week because of ill-health. Vice-President, Planning and Development Blaine Holmlund is the Acting-President until a replacement for Dr. Kristjanson is named.

Dr. Leo Kristjanson, President of the University of Saskatchewan, says the provincial budget reflects a response to the concern that the University faced a financial crisis in 1989-90.

The budget includes a two percent increase in the University's operating grant and announced a new $10 million enhancement fund for the province's two universities, and SIAST.

"We assume - and this assumption is critical - that we'll receive our customary share of this new fund in the usual way. Our budgets are being constructed on the assumption that this new level of support will be available to meet future operating requirements as well," Dr. Kristjanson said.

He stated that the operating grant increase plus the U of S share of the new fund should enable the University to maintain programs and services at near current levels.

"But even with the maximum funding suggested by the budget, we continue to face significant shortages of resources. Moreover, we will not be able to undertake any new programs or to respond to the needs of students denied admission because of enrolment quotas," he said.

In his budget address, Finance Minister Gary Lane said the universities will be asked to develop a co-ordinated first- and second-year Arts and Science program for delivery through regional colleges.

"The question of increased offerings off campus is currently being debated province-wide through our Issues and
Options initiative," Dr. Kristjanson said.

He noted that discussions are under way between the two universities that will lead to easier transfer of credits regardless of where courses are offered.

"If, through province-wide debate, increased off-campus offerings are seen as an academically acceptable solution to accessibility, an appropriate program will be easier to implement."

University of Regina's President Dr. Lloyd Barber, is stepping down next year, so we will also have a new President there soon. The earlier appointment of Eva Lee as President of SIAST means that the Presidents of the three largest post-secondary institutes in the province will have been changed.

Thanks to Barrie Dubray and Joe Campbell for permission to use their articles.

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WYOMING.....Reported by Reta P. Gates

The Office of Institutional Analysis at the University of Wyoming is now the correspondent for the state. In November, the office was enlarged from two people to six. Dr. Constance Brizuela is Acting Manager for the office. Sandy Adams, Reta Gates, Susan Jones and Robert Neeb are Research Associates and Elaine Rodgers is an Office Assistant. The office also includes part-time students.

UW students and alumni gave high marks to the University, according to results of a recent survey. The poll, conducted as part of a self-study required for the North Central Association reaccreditation, found that:

- Nearly 95 percent of those responding are "very pleased" with the education they are receiving at UW while less than 5 percent reflected a negative opinion.

- Among alumni surveyed, 93.8 percent were "very pleased" with the education they received.
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