IN THIS ISSUE:
Intercom ................... 1
From the Editor ............ 1
Conference News .......... 2
Focus On:
Student Outcomes Assessment 3
Assessing Minority Student 3
Participation ................ 5
Preparation for IR .......... 3
Federal Higher Ed Issues ... 5
In Review .................. 5
News from States/Provinces .. 7

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INTERCOM--a message from the President

I hope that most of you will be able to attend this year's RMAIR conference in Las Vegas on October 18-20.

Jim Olomon is the chairman planning the conference program, which will include many topics of interest to you, such as: electronic factbooks, Markov chain modeling, a cohort tracking system, resource allocation, Harvard Graphics, Table Topics, space use planning, placement surveys, etc., etc.

Kari Coburn, as well as serving on the program committee with Jim, has worked hard as the chairperson of the Local Arrangements Committee to help your stay in Las Vegas to be pleasant during the conference.

We appreciate all of the efforts from all of those involved in this conference that will make it one of the best ones ever.

I want to express my appreciation to the members of RMAIR for your many talents and interests that have helped strengthen our association. More especially, I would like to thank those who have so willingly served during my time as President of RMAIR. This time is fast coming to a close. Thanks, Sarah, Mark, Larry, and Bruce for your wonderful assistance, counsel and support during the past few years. You have laid a strong foundation that others can now build on in the future.

The future is indeed bright for RMAIR because of each of you who are members of it. Thank you for my association with you.

See you in Las Vegas!

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FROM THE EDITOR

It is fall again. First school starts and then it is time for the RMAIR meeting in Las Vegas. We hope that all of you can attend. If for some reason you cannot attend, be sure to send your check for $10 to Rich Jacobs to renew your RMAIR membership and subscription to PANORAMA. For those of you attending, it is all included in the annual meeting fee.

The RMAIR fall meeting is similar to the AIR Forum in that its primary purpose is for professional development of Institutional Researchers (whether their actual title is Planner, Budgetor, Director, or something really wierd). It is different, however, in size and scope. One of the best features of the RMAIR meeting is that it is actually possible to meet everyone that attends. There may be too many for "first timers" to get to know in a single meeting, but if returnees will make a little effort to introduce themselves to anyone they don't remember from last year, all newcomers will meet the majority even if they are shy. Many of us feel that getting to know the people in the profession (many of whom have been the voice on the line for information requests going one way or the other) is as important as the new
information and technical skills that come from the conference. Please do your part.

RMAIR ELECTION

The following excerpts from the RMAIR Bylaws cover the election process.

...the executive officers of the Association shall consist of a President and a Vice-President. The Vice-President shall become President when the President’s term expires, at which time a new Vice-President shall be elected.

Elections shall take place at the annual RMAIR Conference. Nominations for the executive officers are due no later than the opening session of the annual conference. The executive officers shall assume office at the end of the annual conference at which they are elected, and shall serve until the close of the annual conference two years later.

Please contact Rich Jacobs or Sarah Lindquist to volunteer or suggest nominees.

CONFERENCE UPDATE!

The response to the RMAIR/SCUP conference October 18-20 in Las Vegas has been great. It is also sooner than you think. So if you are planning to attend, we recommend that you make hotel reservations immediately and send in your registration materials! The program this year focuses on computer solutions in institutional research, although the presentations are not limited to this area. We’re pleased with the quality of the contributions and look forward to seeing you in October. If you have any questions about the conference, contact Kari Coburn at (702) 739-3771 or on Bitnet, CC34HOO@UNEV.

SCUP NEWS

Bill Deno reports that according to informal feedback, SCUP-24 in Denver was a great success! Local Arrangements Chair Dan Paulien reports that comments and letters were extremely positive on program events, special events, and the conference in general. Some say that the program was the best in memory, and that the quality was very high. The number of sessions and papers was increased, perhaps corresponding to the all-time high attendance of nearly 700.

The Mountain Region was well represented, with over 50 members. In addition, there were more than 30 from neighboring mountain states (Arizona, New Mexico, Nevada). The MSCUP regional box lunch meeting drew 30 members for an interesting discussion on area events of note, architectural consultant selection criteria, and capital projects cost planning.

If you were not able to attend SCUP-24, you may want to get the list of available cassette tapes (of 70 sessions including plenaries, panels, and papers) from: Convention Recorders, 5401 Linda Vista Road, Suite C, San Diego, CA 92110 (619-298-4646).

In other SCUP news, the Executive Committee and Board of Directors has fine-tuned current goals and plans for 1989-90, focusing on four areas: sustaining progress, extending the quality and range of services; improving SCUP organizational functioning; and enhancing SCUP’s capacities as a professional society providing visible and substantive leadership to the planning profession.

SCUP wants to serve its members in as many meaningful and useful ways as possible. Member questions, suggestions, and requests may be directed to any of the Mountain Region Council: Mark Meredith, Representative; Ralph Hardy, Membership; Julie Carnahan, Program; and Bill Deno, Communications.

If you are not a ‘Scupper’, and would like membership information, contact Ralph Hardy (801-581-6948) or Joanne MacRae, SCUP Central (313-763-4776).

PROPOSED CHANGES TO RMAIR BYLAWS

Vice-President, President-Elect Sarah Lindquist and others are proposing that the following changes be to the RMAIR Bylaws be considered for adoption at the upcoming RMAIR conference in Las Vegas. The major change affects the length of term of office for the executive officers. If you have questions about the rationale for the changes you can contact Sarah at ASU or at Las Vegas prior to the Business meeting.

4. EXECUTIVE OFFICERS - the executive officers of the Association shall consist of THE PRESIDENT, THE VICE-PRESIDENT, AND THE IMMEDIATE PAST PRESIDENT.

The President shall be in charge of the overall operation of RMAIR, as well as have responsibility for the supervision of all assigned and delegated duties, including presiding at the annual Conference and its associated business meeting.

If the President moves from the Rocky Mountain region, or otherwise determines that he/she is unable to complete the term of office, the VICE-PRESIDENT SHALL BECOME ACTING PRESIDENT. THE TERM OF OFFICE OF THE PRESIDENT SHALL BE ONE YEAR. AN ELECTED PRESIDENT CANNOT SUCCEED HIMSELF HERSELF AFTER FILLING
ONE TERM IN OFFICE.

The Vice-President shall become President when the President's term expires, at which time a new Vice-President shall be elected.

If the Vice-President is unable to complete his/her term of office, the President shall appoint a replacement who shall serve until the next RMAIR meeting, at which time a new Vice-President shall be elected. Any person appointed Vice-President must run for election in order to become President.

The duties of the Vice-President shall be determined in consultation with the President.

THE IMMEDIATE PAST PRESIDENT SHALL CHAIR AND APPOINT A NOMINATING COMMITTEE TO PREPARE A SLATE OF CANDIDATES FOR VICE-PRESIDENT. HE/ SHE WILL ALSO SERVE IN AN ADVISORY CAPACITY TO THE PRESIDENT.

IF THE IMMEDIATE PAST PRESIDENT IS UNABLE TO COMPLETE HIS/HER TERM OF OFFICE, THE PRESIDENT SHALL APPOINT A REPLACEMENT TO CHAIR THE NOMINATING COMMITTEE. THE TERM OF OFFICE OF THE IMMEDIATE PAST PRESIDENT SHALL BE ONE YEAR.

Elections shall take place at the annual RMAIR Conference. Nominations for the executive officers are due no later than the opening session of the annual conference. The executive officers shall assume office at the end of the annual Conference at which they are elected, and shall serve until the close of the annual conference ONE YEAR LATER. Winners of the election for officers shall require a simple majority of those voting, providing a quorum is present (see below).

Duties of the executive officers...

5. APPOINTED OFFICERS - Officers appointed by the President shall include the following:
(a) Newsletter coordinator;
(b) Newsletter editor;
(c) Newsletter publisher;
(d) Secretary-Treasurer;
(e) Local Arrangements Chairperson for each conference;

(F) PROGRAM CHAIRPERSON(S) FOR EACH CONFERENCE

(G) ARCHIVIST.

The newsletter coordinator, editor, and publisher shall have the responsibility of preparing PANORAMA, THE RMAIR Newsletter.

The Secretary-Treasurer shall have duties assigned by the President, such as keeping minutes and official records, maintaining mailing lists of members, keeping a budget and record of expenses, etc.

The Local Arrangements Chairperson SHALL HAVE RESPONSIBILITY FOR LOCAL ARRANGEMENTS FOR THE ANNUAL CONFERENCE.

THE PROGRAM CHAIRPERSON(S) SHALL HAVE RESPONSIBILITY FOR THE PROGRAM FOR THE ANNUAL CONFERENCE.

THE ARCHIVIST SHALL HAVE THE RESPONSIBILITY OF THE SAFE KEEPING OF PERMANENT RMAIR RECORDS.

FOCUS ON:

PANEL ON ASSESSING MINORITY STUDENT PARTICIPATION AND ACHIEVEMENT IN HIGHER EDUCATION

By....Jean Endo

The 1989 AIR Forum in Baltimore featured a panel of speakers who were preparing chapters for an upcoming NDRI volume on the assessment of minority student participation and achievement in higher education. The panel, chaired by Michael Nettles, included Janet Johnson, Jean Endo, Mildred Farcia, Darly Smith, Dianne Simon, and Jacqueline Looney. The panelists addressed issues of declining minority student participation, low test scores in certain subject areas, and the impact of current assessment policies on educational progress. The panelists also examined those factors that contribute to various leaks in the educational pipeline.

The panelists identified some emerging issues that will be explored in the volume, for example:

* Institutional researchers should avoid aggregating minorities into categories such as "Hispanics" and "Asian Americans." Important differences exist between subgroups. For example, Cuban Americans perform differently from Mexican Americans and, likewise, Filipino Americans perform differently from Korean Americans. Aggregating minority groups produces misleading results and obscures important educational problems.

* Pressures for "assessment" have caused many institutions to adopt more testing procedures and only limited validation procedures. For example, GREs are used without accompanying research on the
relation between test scores and achievement. Also, competency tests used to screen teacher education candidates limit the access of minority applicants while not improving program quality. Easily administered paper and pencil tests are preferred in place of more time-consuming performance-based evaluations. The panel challenged institutional research professionals to explore more effective evaluation alternatives.

"How institutions ask questions and the answers they get often determine the solutions proposed. For example, institutions often examine demographic and academic factors related to academic success and tend to admit students with successful backgrounds rather than look at ways to educate particular students (regardless of their background). This tendency often limits an institution's ability to deal with diverse students. Many institutions have not adapted their environments to meet the learning styles of students from different cultural backgrounds.

Although Asian Americans have been seen by many as a "model minority" in higher education, there are differences in achievement between and within various Asian subgroups. For example, Filipino, Native Hawaiian, Samoan, and Southeast Asian students do not generally do as well as other Asian groups and need institutional support programs. Also, problems with communication skills limit career choices and have implications for long term career outcomes.

The monograph is expected to be released in the spring and the panelists encourage input by other institutional researchers.

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AIR GRANT

A letter from John A. "Tony" Williams of the Association for Institutional Research reports that RMAIR has received a requested grant for $150 which will go towards strengthening programming, initiating and expanding workshop development, and enhancing opportunities for effective communication among members. We thank Tony for this assistance.

FOCUS ON:

ACADEMIC PREPARATION FOR INSTITUTIONAL RESEARCH.

By Dennis W. Viehlund, Info Technology Planning and Policy, Univer. of Arizona, Perspectives from the Faculty, A Panel Presentation at the 29th Annual Forum of the Association for Institutional Research, Baltimore, Maryland, May 1989.

Moderator: Dennis W. Viehlund,
University of Arizona
Panelists: John M. Braxton,
Syracuse University; F. Craig
Johnson, Florida State University;
Marvin W. Peterson, University of
Michigan; Patrick T. Terenzini,
University of Georgia.

**Dr. John Braxton**

I assert that "doctoral study in higher education as a field of study is the optimum preparation for institutional researchers." I offer three reasons why:

1. Higher education offers prospective institutional researchers an understanding of higher education as organizations and the problems they face.

2. The study of substantial areas (e.g., colleges and universities as organizations, the college experience) provide a context for understanding the kind of special studies you might conduct. Study in these areas can suggest theories, concepts, and problems that will help institutional researchers understand the institution in a basic sense.

3. "For institutional research to advance as a profession, a community of the profession is needed." This means a common sense of identities, common base of values, and common role definitions of professional role tasks. "I would assert that common socialization experience at the doctoral level is necessary in order to forge this community." This reason is frequently overlooked, but is an important reason for encouraging doctoral training in higher education for institutional researchers.

What about persons who seek degrees in higher education, but do not intend to be institutional researchers? I would say if higher education programs have several tracks (e.g., administrative, policy, evaluation, student services), all prospective administrators should be required or strongly urged to take an institutional research core course. Such a course would give prospective administrators knowledge of the full range of activities an institutional research office should perform. Finally, coursework in institutional research would allow administrators to be better able to articulate their needs and questions to institutional researchers, resulting in a better dialogue.

**Craig Johnson**

I do not believe that higher education is the optimum place to train institutional researchers. I tried it, and it didn't work." I was perfectly happy there, but it didn't work for the students. I believe a professional program should begin with the students and the marketplace for the students. I found what students were required to do for my institutional research courses and what they did in the
marketplace was quite a mismatch. Most of my graduates employed in higher education don’t do institutional research. And there are also the large number of graduates who are not employed in higher education, but in professional associations or business. For the most part, my students have been best served with a degree in educational research, not higher education.

The skills that are needed (e.g., asking the right questions, organizing existing information, translating data from one level of the organization to another) are skills that work well in a variety of settings. What we need to do at the doctoral level is train people to ask the right questions, and to use their skills in an analytical capacity in whatever institution they choose to do research for. We should not limit training to higher education institutions, more opportunities lie outside.

**Marvin Peterson**

I view the curriculum not as a set of courses but as a learning plan—a learning plan based on student’s current experiences and competencies, what are the needs and demands of the profession, and what kind of active learning experiences will help students achieve some of those. It is what I call a “competency portfolio.”

Training for institutional research requires some analytical basics: MIS design and utilization, research methods, application of telematics, and research utilization, for example. And when I look at these I get a little concerned. I think that we place too much emphasis on qualitative research, we spend too much time on the rational paradigm. The real world depends on action research, not design research, and we don’t teach that very well.

**Pat Terenzini**

First, my definition of institutional research. I think we need to look at institutional research at three levels. At a base level, institutional research involves a technical, numerical intelligence (bean counting).

More broadly, it also involves some sort of “organizational intelligence.” And at the highest order of aggregation, “contextual intelligence” — that institutional research and administrators must be aware of the context within which they work, the attitudes and values of the people they work with, and the constituencies they serve.

With this three tier definition of institutional research, preparation must focus on three areas:

-- The most important leg is understanding the organization culture and context of higher education institutions. Our graduates need to understand history of institutions, origin of faculty values, etc.

-- Second, we need an understanding of how institutions function, how decisions are made; that academic decisions are made in geological time, not standard time. Not only how to read a balance sheet but how budget targets are set and be able to separate the informal structure from the formal structure. This is what I mean by organizational intelligence.

-- Finally, from the technical intelligence area, I think it is critical that institutional research preparation include analysis, especially quantitative techniques. This includes coursework and experience in applying statistics, report writing skills, research design, how to explain multiple regression in such a way that a layman, including many faculty, would understand.

THE WORD IS.....

ALUMNUS. Its origin is in the Latin alumnus ‘foster child,’ which gives some indication of how educational institutions in America felt about their graduates.

BOSS. Originated in Dutch as a “master, foreman,” when it was borrowed into American English at the beginning of the 19th century.

PASS THE BUCK. According to tradition, the buck in “pass the buck” is short for a knife with a buckhorn handle, described as a common subject used in poker to indicate the dealer’s position or, by putting it into the pot, to remind the winner that he has some privilege or duty when his turn to deal comes next.

FOCUS ON:

STUDENT OUTCOMES ASSESSMENT IN A POLITICAL ENVIRONMENT.....

David G. Underwood Coordinator of Outcomes Assessment New Mexico State University

Assessment in New Mexico is alive and well. That was the message given to the Higher Education Committee of the New Mexico Legislature during their August meeting in Albuquerque. The two day meeting took place in the Scholes Hall on the campus of the University of New Mexico. The afternoon session entitled “Assessment and Accountability: Measuring the Costs and the
Benefits” was an important step in making the members of the legislative subcommittee aware of the complications, costs, and rewards of assessment. Those presenting information to the subcommittee consisted of representatives of the Commission on Higher Education (Rosalie Bindel), the University of New Mexico (Patricia Burris-Woodall), New Mexico State University (David Underwood), and Santa Fe Community College (John Pacheco). During the course of the afternoon session the legislators were shown evidence of assessment efforts at each of the institutions represented and were provided information on assessment efforts at other institutions across the state. Perhaps most importantly however, the legislators were informed of the tremendous costs of assessment programs and the concerns related to various approaches to assessment.

Since New Mexico does not have a mandated assessment initiative, the opportunity to address the legislature was especially important. Too often, particularly in the earliest days of assessment, legislatures moved to mandate assessment, by either adopting the approach taken by another state or developing their own approach based upon information important to legislators. There are obvious problems with either of these approaches. If an existing program is adopted, even though it may have worked perfectly in the state state due to differing conditions, either economic or political, or differing missions in the area of higher education. On the other hand, if the legislature develops an approach based upon what it sees as appropriate information, it may well choose assessment techniques and strategies which do not provide useful, meaningful information to the universities.

One of the messages which came across loudly and clearly from all of the presenters is that assessment for the sake of assessment is not valid. An assessment program should focus on information which is useful and meaningful to the institution. The information should allow the institution to gain insights about its students, programs, policies, and the information should be used to make meaningful changes to improve each of these areas.

A second clear message which was given is that assessment is expensive. All three of the schools are developing programs of assessment but these programs are all operating by diverting funds from other sources or by simply adding effort without an increase in resources. The lack of a clearly funded effort makes the development of an assessment program take much longer. The lack of additional resources can also generate resentment from participants who perceive the program as draining funds from more important programs or who see it as more effort in an already strapped environment. None of these conditions are conducive to the development of a healthy outcomes assessment program.

Third, the importance was stressed by all of the presenters (including the Commission on Higher Education) of allowing institutions to develop their own assessment programs. In this way institutions can collect valid, useful, meaningful information which can be used to make needed improvements. By allowing each institution to develop its own program the information collected can be much more specific to the mission and goals of the institution and therefore much more meaningful in providing avenues for planning and needed change.

There seemed to be a spirit of cooperation throughout the entire proceedings. The presenters displayed a great deal of similarity in their concerns and the legislators seemed to have a genuine appreciation for those concerns. In addition, the legislators seemed pleased to find that such varied and complete assessment programs were already being carried out without a state mandate and without additional funds. There is not much doubt that assessment will continue to be a growing concern as more states move to mandate assessment. At some point New Mexico will probably join the movement to mandate assessment but as a result of the opportunity provided to educate our legislators we hope the institutions will be allowed to retain some control over their own destiny.

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TIDBITS

TECHNICAL PROJECTS RULE OF TWO: Complex technical projects always take twice as long to finish as your most thorough and conservative estimate—even when you've used this rule and doubled your first estimate.

RAISING MONEY: University fundraisers plan on getting one-third of their money from ten big contributors, one-third from 100 medium contributors, and one-third from everyone else.

WRITING SOMETHING IMPORTANT: If you feel that you need a thesaurus to write something, you are probably trying too hard.

FILING THINGS: If your office is typical, three quarters of the things in your files should have been placed in your waste basket.

UNTANGLING YOURSELF: If you are lost in the woods, always travel downstream. If you are lost in the astral plane, always travel toward the light.


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FOCUS ON:

FEDERAL HIGHER EDUCATION POLICY ISSUES FOR 1989-90.... By Rich Harpel, Director of Federal Relations, University of Colorado System

The higher education community continually deals with higher education policy issues at the federal level through awareness and analysis of the issues and then interaction with members of Congress and federal agencies to represent higher education and influence the development of public policy and legislation. Here are some of the current top issues.

COST OF EDUCATION

Federal financial aid does not seem to keep up with rising costs of higher education. The current structure of financial aid programs seems to reach fewer and fewer middle-income families. Congress is frustrated and threatens to revamp some twenty years of financial aid legislation, the most talked about alternative being a "national service" program. While this legislation is not likely to pass this year, some form of financial aid reform is likely to develop in the near future.

TECHNOLOGY TRANSFER

This is turning out to be THE major issue facing research universities in the 1990's. The interest of Congress stems from at least two basic concerns: (1) the next generation of scholars (getting American talent into the workforce); and (2) international competitiveness (economic development through American discoveries). Congress wants to see scientific discoveries find their way into the marketplace more rapidly. Funding agencies also are creating incentives for technology transfer by requiring university/industry partnerships as features of grant proposals.

NEGLECT OF FACILITIES FUNDING

Congress has not funded facilities programs for the last several years. At the same time, earmarking has grown at an alarming rate. Every science agency has proposed a facilities program in its budget, but Congress refuses to fund these requests. If the states also refuse to fund facilities, we will find ourselves in serious difficulty in the near future with perhaps greater pressures to seek earmarks.

LOSS OF CONFIDENCE IN THE INTEGRITY OF ACADEMIA

Scientific fraud and misconduct, drug abuse, and student loan defaults have all been the subject of emotional and confrontational hearings and legislation in Congress in the past two years. A growing cynicism about the integrity of higher education faculty and administrators keeps surfacing in these discussions.

ANIMAL RIGHTS

A major threat to the conduct of biomedical research comes from a growing pressure on elected governmental bodies to limit or eliminate the use of animals for research purposes. Public opinion surveys show a high percentage of the public in favor of the use of animals in the search for cures of human disease. Unfortunately, the public discussion of this issue has been characterized too often by hysteria rather than rational discussion. While there is a need to curb abuses of animals that fall outside responsible scientific practice, the halt to the use of all animals in biomedical research would be a major setback in the discovery of new methods of cure and treatment of human disease.

IN REVIEW

By Mark Meredith

"Information Anxiety" by Richard S. Wurman. (Doubleday, 1989, $19.95 U.S.)

Information anxiety "is produced by the ever-widening gap between what we understand and what we think we should understand. It is the black hole between data and knowledge, and it happens when information doesn't tell us what we want or need to know." Wurman profusely and delightfully illustrates occurrences of information anxiety, taking on both the media and corporations, and offers guidelines and tips for overcoming and avoiding it. In short, he offers ways for individuals to improve their information-processing skills. The implications and applications for professionals in institutional research, planning, and budgeting are numerous.

In the introduction, John Naisbitt refers to his own definition of the information situation in Megatrends in which "The life channel of the information age is communication...a process revolutionized by technology, producing...an economy based on a key resource that is not only renewable, but self-generating. Running out of it is not a problem, but drowning in it is." Naisbitt goes on to say that Wurman "says he is in the 'understanding business.' Imagine that. Someone in the business of making things understandable: instructions, forms, maps, your body, your body, your country, your world." Naisbitt mentions a quote of Carlos Fuentes in his book--"The greatest crisis facing modern civilization is going to be how to transform information into structured knowledge."--and says that Wurman shows us how to turn that crisis into an opportunity."
Fifteen chapters cover: (1) the Non-Information Explosion (More data is not the same as better information); (2) the Understanding Business (You don’t have to know everything, just how to find it); (3) Computers...and Conversation (The computer is an icon for age, but reason and imagination which yield understanding are yet to be programmable. The organic give-and-take of conversation allows understanding to happen); (4) Communication is Equivocal (Words may mean one thing to one person and quite something else to another); (5) Landmines in the Understanding Field ("More" doesn’t work anymore); (6) Learning is remembering what you are interested in; (7) Education is to learning as tour groups are to adventure (Not only are we overwhelmed by the sheer amount of information, most of us are also hampered by an education that inadequately trains us to process it); (8) You Only Learn Something Relative to Something You Understand (Statistics—Should we believe what we read?); (9) Hailing Failing and Still Sailing; (10) We Are What We Read—in Both Our Professional and Personal Life; (11) News Information: Violent Wallpaper; (12) Cultural Information: Personal Vision; (13) Reference Information: the Map, or Mankind’s Ability to Perceive; (14) Technomania: Information as Commodity (One of the great-
COLORADO....Reported by Mark Meredith

Estimated fall enrollments tend to be up. (Official census date reports are not yet available.) Preliminary estimates for some of the institutions are:

SBCCOE up 25% to 30%
UC-Boulder up 1%; UC-Health Sciences up 3%; UC-Denver up 5%; UC-Colorado Springs up 5% FTE and 1.5% headcount; and Colorado Mountain Colleges up a healthy increase."

At Colorado Mountain College, Aspen, Pam Kime has been appointed Interim Director of Institutional Research, while Kathy Chandler-Henry is on sabbatical this year. Pam reports that heavy effort has gone into the first year accountability report, and that the planning processes are being actively sustained.

Ed Paris has been promoted to Director of Institutional Research at UC-Colorado Springs. Ed reports that UCCHS has received a five-year, $2.5 million grant from the U.S. Department of Education to enhance tracking and retention of students. The project includes an early warning system for retention.

Current activities at NCHEMS, according to Paul Brinkman, include installation of longitudinal student tracking systems at half a dozen institutions; institutional management auditing; establishment of a 10-year data base with NCES, NSF, and College Board institutional data; and everybody's favorite thing--conversion to a new computing system, in this case, from HP3000 to HPRISC.

Greg Smith, SBCCOE, says that preparation of the accountability report has been a major activity. The process has involved central office analytic reports and coordination of feedback from each campus.

At the Air Force Academy, Steve Daniels points out that enrollments must remain constant, as set by Congress, but that applications have decreased over the past two years by about 12% per year. Recent major analytic studies include a comparative analysis of under- and over-achiever students before and after enrolling at AFA, and retention in the Air Force based on performance in academic major.

Bob Booth, UC-HSC, reports that among the studies his office is doing are: indirect cost recovery; all funds budgeting process; improved, more centralized uniformity of data definitions and formats; and better report automation...while handling the normal flow of internal and external information requests. Much of the IR effort focuses on organizational, communication, and policy studies.

IDAHO...Reported by John Grahall

Alan Clark of Ricks College reports a fall headcount enrollment of 7,784. That's putting a bulge in their ceiling of 7,500. At this point LDS church officials are holding to the 7,500 limit even though pressures clearly exist to go beyond that. Alan says that only 37% of Ricks students are from Idaho. He also reports that the large enrollment made necessary the addition of 25 net new faculty positions since last fall.

Public higher education institutions haven't yet had their fall enrollment figures made official by state board approval, but overall enrollments are up. This pleases everyone, but we aren't sure what to do for an encore: a sharp drop in high school graduates within Idaho is predicted for next year, and stiffer entrance requirements take effect in 1991.

A new Ph.D. program in nuclear engineering has been started in Idaho Falls. This is a joint effort by Idaho State University, University of Idaho, and the Idaho National Engineering Laboratory.

As usual, Larry Hunter has stuck us Panorama reporters with a firm deadline and then gone fishing.

MONTANA....Reported by Jim Olomon

MONTANA STATE UNIVERSITY: Since MSU is on the quarter system, enrollment does not begin until the week of September 18th and no counts will be available until the week of October 9th. However, freshmen applications are up 17 percent over last year and it is expected that this will translate into a larger entering freshman class. MSU administrators are anticipating that enrollments may peak this year but the long-range prospect is for a slow enrollment decline.

MSU faculty will vote on 25 October whether the faculty will engage in collective bargaining with the faculty being represented by the Montana Federation of Teachers. The last collective bargaining vote was taken in 1978 and resulted in the rejection of collective bargaining. Four units of the Montana University System are currently covered by collective bargaining agreements.

Dean of Students and University applications are up 16.75 percent over the same time last year and the administration is expecting an enrollment increase; however, like MSU administrators, it is anticipated that enrollments will
gradually decline over the next few years.

The Office of Institutional Research has hired William P. Smolinski to replace Gerald L. Gordon in the Research Analysts position. "Smo" has been employed in the programming an administrative systems area at the UM Computer Center for the past 20 years. His broad experience and knowledge make him a welcome addition to the IR staff of UM.

MONTANA--In general: Dr. Carrol Krause, Montana Commissioner of Higher Education, has announced that he will resign his post at the end of the current fiscal year. Dr. John Hutchinson, formerly of Idaho State University, has been hired as Deputy Commissioner for Academic Affairs.

The Montana's biennial legislature met in early 1989, with a special session in late June and early July. Barring any unforeseen problems, it will be another 15 months before the legislature roars back to life.

NEVADA...Reported by Janice Brown

U OF N SYSTEM

The System office is currently working with the university and community college campuses in developing formulas for assessing campus and system building priorities.

UNR

Student population has increased by 5.2% this fall. UNR is looking forward to the construction of a $10 million Engineering Lab Center as authorized by the Nevada State Legislature during the 1989 session.

The new 50,000 square-foot facility will have state-of-the-art equipment for civil, mechanical, and electrical engineering and computer science programs. Also appropriated by the Legislature was $2.3 million to complete a $5 million construction campaign for a new building for the School of Journalism; it will be designed to accommodate national media management seminars as well as other journalism programs, and will be supplied with the latest broadcast and publishing equipment.

UNLV

Fall headcount appears to have increased over 10% or approximately 1500 students. It's no small task finding classrooms to put the students in! Fortunately, a general purpose classroom is high on our list of building priorities. President Maxson has outlined a 10-year construction plan which includes building an $11 million Health Sciences building, a $13.5 million Computing Center, an alumni center, and three new residence halls in the next year alone. Groundbreaking for the new dorms is scheduled for early fall, and with their completion we will have almost 1200 students living on campus compared to 250 students two years ago.

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NEW NEXICO... Reported by Richard H. Cady

Dr. Kathleen M. Kies was appointed Executive Director of the New Mexico Commission on Higher Education, effective August 7, 1989. She had been Deputy Executive Director of the Minnesota Higher Education Coordinating Board before becoming New Mexico's SHEEO.

Dewayne Matthews left NMCHE to undertake doctoral studies at Arizona State University.

The New Mexico commission has issued a 17 page directive on institutional planning to all public post-secondary institutions in New Mexico. Compliance is scheduled to begin by October 15, 1989.

The fourth special joint legislative study committee on higher education in five years is holding hearings. Topics of interest to legislators include: (1) the funding formula; (2) governance; (3) faculty workload; (4) attrition of faculty; (5) minority student participation and success; (6) assessment; (7) accountability; and (8) 2 year ---> 4 year student articulation. These committees have not, in the past, set records for legislative productivity.

New Mexico State University, University of New Mexico and the Commission have been doing some work on defining aspiration peer groups of institutions for purposes of adequate finance. UNM's work with Brinkman at NCHEMS turned up some interesting results.

The Commission is pushing for feedback of information by New Mexico colleges and universities to secondary schools on the performance of their graduates. Some realists are skeptical of the efficacy of such a procedural paper mill.

The "other association," SCUP, put on an excellent meeting in Denver in July. Members of AIR might consider purchase of papers or tapes of sessions. For Papers Contact:

Joanne E. MacRae
Executive Secretary
SCUP Central Office
2026M School of Educ.Bldg.
The University of Michigan
Ann Arbor, Michigan
48109-1259

For Tapes Contact:

Convention Recorders
5401 Linda Vista Road, Suite C
San Diego, California 92110

The office of Federal Contract Compliance Programs has a massive review of practices in fair employment and affirmative action underway at UNM. This effort is very costly. Federal sanction on the institution can be very punitive.
Information retrieval and analysis cannot be done entirely by computers. A side benefit has been the location of two useful data sources: (1) The National Research Council or doctorate output by discipline, race/ethnicity, sex and employment commitments; and (2) NASULGC’s annual data on race, sex, discipline and rank of faculty at participating institutions.

These are very valuable resources for coping both with feds and hiring officials.

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UTAH . .Reported by Gary Oyler

Utah’s colleges and universities do not begin Fall Quarter until September 25th. Not much to report now.

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WYOMING....Reported by Rita P. Gates

The preliminary enrollment counts for the University of Wyoming (on-campus and UW Casper only) are up approximately 2% over last year. Enrollment figures are not available for Wyoming’s seven community colleges at this time.

The University of Wyoming implemented a new method for enrollment counts last fall. Historically, the University enrollments included only on-campus and UW-Casper students. The new method counts all UW students, both on-campus and off-campus. Currently both methods are being used until adequate longitudinal data is available from the new approach.

The University of Wyoming Trustees approved a 1991-92 Section I Budget request and salary adjustment proposal at their August meeting, but rejected the proposal to increase tuition by $143 per year for the biennium. The salary adjustment proposal includes staff salary increase funds and a five-year plan that would place UW’s faculty salaries at the 50th percentile for those in Category I, public doctoral institutions, as classified by the American Association of University Professors.

The Office of Institutional Analysis is currently participating in interviews to select the Associate Provost for Academic Affairs. The incumbent, Dr. Roland Barden, is leaving the University of Wyoming after 18 years. He will begin his new position as Vice President for Academic Affairs at Moorhead State University October 15. Dr. Barden, a professor of chemistry and biochemistry, began teaching at UW in 1971. He became head of the Chemistry Department in 1980 and was named Associate Dean of the College of Arts &

Sciences in 1982. He was appointed Associate Vice President for Academic Affairs (now called Associate Provost) in 1984.

Dr. Judith Powell, UW Professor of Home Economics, has been named Associate Provost for Curriculum and Personnel. The new responsibilities will include coordination of UW’s University Studies Curriculum. Dr. Powell joined the University in 1982 as head of the Home Economics Department and for the past 11 months was an American Council on Education Fellow assigned to President Terry P. Roark’s office.

The Wyoming Community College Commission’s has had some recent personnel changes. At this time, the Acting Executive Director is Dr. Helen Kitchens, Program Representative for Finance and Research and the Community College Program Representative is E. Carol Smith, who recently joined the commission.

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SEE YOU IN LAS VEGAS!