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IN THIS ISSUE:
Intercom 1
From the Editor 1
Announcements 2
In Review 2
Hi.Ed. Systems in the Region 3
News from States & Provinces 5
Election Ballot 10

INTERCOM—A Message from the President

It's hard to believe that summer is almost over and that fall semester is just around the corner. I hope all of you have had a pleasant summer and have managed to take some vacation and relax before gearing up for another academic year.

There are two very important items I would like to draw to your attention in this issue. The first is the ballot for Vice-President. Please clip out the ballot, vote, and return your ballot right away - we want to get as many members to vote as possible. The results will be announced at the conference, which is the second item that I want to mention. Susan Jones, the Program Chair for the conference in Coeur d'Alene, Idaho, has written an article giving a few more details about the upcoming conference. I hope you will read it and that it will inspire you to begin making plans to attend.

Susan Jones and Archie George, the Local Arrangements Chair, have done a great job and the conference promises to be stimulating and enjoyable. I hope to see you there!

FROM THE EDITOR

Hope y'all (a speech impediment I picked up in Atlanta) had a chance to get away and vacation. I was able to spend a few days at Lake Powell and visit the Rainbow Bridge and a few of the many canyons on the lake. Now it is time to get back to WORK.

There are two important items in this issue of Panorama. The first of these is a description of the upcoming conference in Coeur d'Alene, Idaho by Susan Jones the Program Chair. Hope y'all can make it. Second is the ballot for the election of the RMAIR Vice President. As reported by Kari Coburn and her Election Committee, Ron Hagerman and Susan Jones are the nominees selected by the membership to run for this important office. Be sure to clip the ballot, make your selection, attach postage, and send it in to Kari on or before September 23.

In addition to the usual state reports, this issue also includes a review by Paul Brinkman of William Simpson's book entitled Cost Containment for Higher Education: Strategies for Public Policy and Institutional Administration. This is a topic we all are facing or are going to have to face in the near future. I'm sure you will enjoy this insightful review by one of the country's leading higher education finance experts. Also included are descriptions of the higher education systems in Idaho, Montana, and Wyoming; my thanks to Ron Hagerman, Cel Allard, and Brian
Neel for writing these up.

See you in Coeur d'Alene and be sure to VOTE for our RMAIR VP.

ANNOUNCEMENTS

RMAIR 1992 Fall Conference
A reminder from Susan Jones, Program Chair:

By now you should have received your registration packet for the RMAIR Fall Conference to be held in beautiful Coeur d'Alene, Idaho on September 30 through October 2, 1992. If you didn't receive any materials, but would like to attend, please contact the Local Arrangements Chair, Archie George at 208/885-7994 or E-mail: archie@idu1.bitnet and he will send a packet to you.

The program is shaping up well with panels and presentations on such timely and varied topics as faculty databases, selecting peer/comparator groups, determining classroom needs, special student populations, faculty workload, and math/science/engineering at the community college. The Executive Director of AIR, Dr. Terry Russell will be part of a panel discussing "How to get the most out of the 'AIR'" Dr. Mark Emmert, the new Vice President for Academic Affairs at Montana State University, will be our keynote speaker. On Wednesday afternoon, a pre-conference workshop on "Polishing Your Presentation" will be available and the members of the Public Universities Information Exchange will meet.

There will be ample time for colleagues to "network" and discuss the current state of higher education at the Wednesday evening reception or during meals or breaks. Those wishing to see more of the resort will enjoy the Thursday evening dinner cruise and perhaps opt to stay over a few extra days to explore this magnificent northern Idaho resort area. Those who wish to stay at the conference hotel, the Coeur d'Alene, will need to reserve their rooms by August 30. To take advantage of the advance conference registration fee, be sure to send your form and check to Archie by September 11. We hope to see many of you for what promises to be one of RMAIR's best conferences in one of America's most impressive settings.

IN REVIEW


Reviewed by Paul T. Brinkman

William B. Simpson is Emeritus Professor of Economics at California State University, Los Angeles. He has written occasionally on higher education management issues in refereed journals but most of his writing on higher education takes the form of staff and consultant reports for his own institution, the California State University System, and the State of California.

The purpose of the book is to extend conventional thinking about containing higher education costs. In addition to delineating influences on cost, the author evaluates containment strategies in light of their effect on the quality of the learning experience, the future of the academic profession, and social well-being. In short, he wants to assist the reader in developing effective cost containment strategies that also have acceptable broader consequences.


As the chapter titles suggest, the
range of issues covered is extremely broad in this encyclopedia-like book. The author discusses the cost-related aspects of issues as disparate as screening out unprepared students, reducing the extent to which peer review of research proposals is circumvented, growing by substitution, using a two-semester rather than a three-quarter calendar, using new technologies, being highly selective in activities undertaken, organizing the curriculum, relying more heavily on loans than grants, and constraining the student-faculty ratio--to name a few of the topics addressed. As one might guess, the treatment of any given topic is usually quite limited. Often it is no more than a paragraph. A page or two is a long discussion. In many cases, fortunately, there are references provided for further reading.

The largest portion of the book is devoted to cost containment strategies within individual institutions. The chapter on current operations alone takes up about one-fifth of the entire volume. That chapter deals primarily with issues familiar to RMAIR members: strategic planning, enrollment management, budget policy, internal pricing, the particular problems of libraries, the role of business officers, and so on.

The book is also personal to a degree. The author repeatedly shares his opinions, with regard to both what will likely work to contain costs and the broader implications of alternative strategies. He draws heavily on his own prior work (he cites more than 50 articles or reports of his own, starting with items from the late 1960s). Occasionally, this self-reliance results in an overly narrow or dated viewpoint. For example, his comments on the pitfalls of comparing faculty salaries are okay but they are not as thorough as the discussion by Simpson and Sperber (1988) which he did not cite. (Incidentally, the co-author of that article is a different William Simpson, perhaps better known to RMAIR members.) Similarly, his treatment of the relationship between instructional costs per student and the degree to which a curriculum is structured is not as insightful as Massy’s (1990). On the other hand, his personal experience is helpful in unusual ways. For example, on several occasions he brings into the discussion the views of the American Association of University Professors, an organization within which he has had leadership roles.

Cost related issues are examined from various perspectives: society, the federal government, state government, groups of institutions, and individual institutions, as well as total and average costs. In the early chapters, the perspective, or standpoint, for particular comments was not always readily apparent. This made the discussion more abstract than it might otherwise have been.

Because cost containment is addressed from so many perspectives, it is difficult to isolate the most appropriate audience for the book. While it may have something for everyone, few readers would find all of it germane to their work or interests. If an institution were embarking on a comprehensive effort to contain costs, this book would be a useful tool—for surfacing a myriad of possible containment strategies and in assessing the implications of those strategies. The broad sweep of the book would also be helpful in orienting a relatively inexperienced analyst with respect to higher education costs, particularly if read in conjunction with Bowen (1980), Halstead’s (1991) follow-on to Bowen, and the recent material developed by Massy and Zemsky (e.g., Massy 1990).

Despite the variety of perspectives offered, one of the weaknesses of the book is the lack of attention given to sectoral differences within higher education. For instance, while his prescriptions regarding faculty salaries have merit, they do not connect fully with some of the particular issues, such as startup costs, confronting research universities.

I particularly liked the brief second-last chapter. The author presents a list of items to include in an “optimization review” designed to determine how well an institution is functioning. While meant as a guide for an external review, the list could serve as a guide for internal reflection as well. It captures the summary judgments of an experienced and thoughtful practitioner. The same can be said for the book as a whole.


Massy, W. F. "The Dynamics of


DESCRIPTION OF HIGHER EDUCATION SYSTEMS IN THE REGION

IDAHO
by Ron Hagerman

Public

The public higher education system in Idaho consists of three universities, one state college, two community colleges and one vocational-technical institute. The University of Idaho, located in Moscow, is the land-grant institution of the state and is the oldest institution in the public sector. Idaho State University, located in Pocatello, and Boise State University, in Boise, are regional universities serving respectively, eastern Idaho and southwest Idaho. The Lewiston area is served by Lewis-Clark State College. There are two publicly supported community colleges in the state: The College of Southern Idaho serves the Twin Falls area and North Idaho College serves the Coeur d'Alene area. The final state supported institution is Eastern Idaho Technical College providing vocational-technical training for the Idaho Falls area.

Idaho is divided into six geographic service areas to provide vocational-technical training. Idaho State University, Boise State University, Lewis Clark State College, and the two community colleges each are responsible for vocational-technical training in their respective areas. Thus, the two regional universities and Lewis-Clark have responsibility for many traditional community college functions, including ABE, GED, Displaced Homemakers, etc.

The State Board of Education which is the Board of Regents of the University of Idaho, is responsible for all (K through Graduate) public education in the state. The Board consists of seven members appointed by the Governor and the State Superintendent of Public Instruction who serves as a voting member. The two community colleges have local governing boards but are under the governance of the State Board of Education for curricular approvals and some financial matters.

Headcount enrollment for the Fall Semester of 1991 was 44,607. Of this total, 41,042 were enrolled in academic programs and 3,565 were in vocational-technical training programs. The college and universities enrolled 38,059 students (BSU-14,254; ISU-10,048; UOI-10,941; LCSC-2,816), with 6,221 of the remaining students enrolled in the two community colleges (CSI-3,128; NIC-3,093) and 315 students at the vocational-technical school. Academic enrollment growth has been almost 28.75%, while vocational-technical growth was just over 17%.

Total appropriations for FY 1993 amounted to over $29.75 million for Vocational Education, around $20.4 million for Community Colleges and over $172.6 million for the college and universities. Allocation of college and universities funding is based on the prior years base plus an adjustment for enrollment changes. These appropriation figures exclude money appropriated for Ag Research, special programs, some specific health programs, and a number of other agencies under control of the Board.

Private

Idaho is home to three regionally accredited private non-profit institutions of higher education: Albertson College of Idaho, Northwest Nazarene College, and Ricks College. Albertson College and Northwest Nazarene offer programs through the Master's Degree, while Ricks offers two year less-than-Bachelor's degree programs. Ricks College has the distinction of being the largest private junior college in the country with an enrollment of over 7,000 students.

MONTANA
by Cel Allard

Public

The Montana University System enrolled almost 30,000 students during fiscal year 1991-92. The largest units in the system are its two teaching and research universities. The University of Montana (Missoula) is the state university, emphasizing liberal arts, fine arts, social sciences, and humanities. Montana State University (Bozeman) is the land-grant institution, emphasizing agriculture,
engineering, and the physical and biological sciences. Last year, over 20,000 students attended the two universities.

The system also includes four colleges, which provide access to higher education for students located in other areas of the state: Eastern Montana College (Billings), Montana College of Mineral Science and Technology (Butte), Northern Montana College ( Havre), and Western Montana College (Dillon), now an affiliate of the University of Montana. Last year’s enrollment at the state colleges approached 10,000 students.

Under the Constitution of the State of Montana, the governance and control of the Montana University System are vested exclusively in the Board of Regents of Higher Education. In addition, the board exercises programmatic oversight of Montana's three community colleges, which enroll over 3,000 students, and five vocational-technical centers, which enroll another 3,000. The chief administrative officer for the system, appointed by the board of regents, is the commissioner of higher education.

Private

Three private, four-year colleges are located in Montana. Carroll College (Helena), affiliated with the Roman Catholic Church, enrolls 1,300 students. The College of Great Falls (Great Falls), another Roman Catholic school, enrolls 1,000. Rocky Mountain College (Billings) is an interdenominational school with 800 students.

Tribally Controlled

Montana has seven tribally-controlled community colleges located on or near American Indian reservations throughout the state. These two-year colleges offer associate degrees and also provide transfer opportunities to state colleges and universities. Almost 2,000 students were enrolled in these seven colleges last year.

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NEWS
FROM STATES AND PROVINCES

ARIZONA
by Phyllis Edamatsu

Arizona Board of Regents’ Plan Through the Year 2010

The Arizona Board of Regents outlined a 20-year growth plan for the state's three universities. This plan includes a change in mission for Arizona State University West Campus. The board considered several dozen recommendations to deal with the issue of enrollment growth for the state's three public universities: Arizona State University, the University of Arizona, and Northern Arizona University.

The 20-year plan would cap enrollment on the main campuses at levels that have already been determined by the three university presidents. These figures are: 39,000 students for ASU, 35,000 for the U of A, and 16,000 for NAU. The universities will develop the means to expand the capacities of the main campuses by providing more evening and weekend classes, expand offerings in extended education, and include greater use of telecommunications for off-site instructional delivery.

Secondly, NAU will take the lead in expanding offerings to rural Arizona through greater use of the two plus two approach, whereby NAU offers upper-division courses leading to a baccalaureate degree on the campus of the host community college.

Finally, three new major campuses are to be developed, mainly for undergraduate instruction. ASU West is one of the two campuses in Maricopa County. The other new campus in Maricopa County is expected to be on the east side. A third institution will be developed in Pima County, home of the University of Arizona. ASU West will add lower division instruction, allowing it to offer four-year baccalaureate degree programs.

The costs of education on these new campuses will be examined to ensure that teaching loads and cost-per-student financing is consistent with an undergraduate mission. The board has asked the Council of Presidents of the three universities to examine changes in the state funding formula to provide the appropriate level of funding for all components of the university system in Arizona, including the undergraduate-intensive campuses.
There was also discussion as to the best way to govern the three new campuses. The consensus of the board was to retain the existing arrangements for the foreseeable future, revisiting the issue when all three new campuses have reached a level of maturity that would allow such a review.

**Enrollment Management at the NAU Flagstaff Campus by Steve Chambers**

In light of increasing enrollments at the NAU Flagstaff Campus coupled with static state appropriations, the Office of University Planning and Analysis developed an Enrollment Management Model which has been used for the past three years to assist in maintaining desired enrollment growth levels.

President Eugene M. Hughes has stated that the Flagstaff Campus should not exceed 16,000 students to maintain the close-knit academic community that NAU is noted for, particularly because the University can expect few additional revenues over the next several years.

The primary means for managing enrollment has been through an early cut-off date for applications. This approach is used because it can be institutionally controlled. More traditional means of enrollment management through tuition and admission standard setting can only be accomplished through the Arizona Board of Regents.

A component of the model tracks the number of applications and admissions over a December to June period prior to each fall semester.

Based on prior year July through September activity, this component then forecasts the number of new students for the upcoming fall semester. The model was built to be date-sensitive to provide dates when applications should be cut off to achieve the desired growth. Demographic variables such as ethnicity and residency are included in the model.

Because of enrollment dynamics, such as fluctuating matriculation rates and freshmen/transfer mix, only data for the most recent previous fall semester have proven useful in predicting activity for the upcoming fall semester. Historical enrollment activity data were not useful due to the dynamics at work.

The enrollment management techniques used at NAU apply only to the Flagstaff Campus. Regional field sites across the state, including the NAU off-campus center at Yuma, are not affected by these institutional controls.

**Community Colleges by Chris Myers**

Several of the Colleges in the Maricopa Community College System have been experimenting with Almanac, an on-line electronic "fact book" produced by the Robinson Group of Phoenix, Arizona. Almanac utilizes a relational data base of longitudinal data that is accessed by structured query language (SQL). However, this process is invisible to the end user, who is able to access a plethora of data in tabular, graphic or annotated form from a microcomputer using a pull down menu system.

Almanac allows the user to quickly bring up longitudinal trend information about enrollments, student demographics, funding, and staffing profiles. Users at Chandler-Gilbert, Glendale and Rio Salado Community Colleges reported that they have been generally satisfied with the usefulness of Almanac.

Pima Community College in Tucson, Arizona has adopted an interesting approach to institutional effectiveness and outcomes assessment. First, institutional outcomes called Indicators of Success were identified by a combined group of community members and College employees. These 23 outcomes are directly linked to the 12 major areas addressed in the College Mission statement. Next, one or more measures were developed to assess each Indicator of Success. These measures included such things as:

1. Using employers' assessments of recent graduates' critical thinking, communication, reading, and mathematics skills to evaluate general education gains.

2. Analyzing certification and licensing exam data to evaluate occupational competencies of completers.


The Arizona Community College Board recently appointed Dr. Donald Pyeart as its new Executive Director. Dr. Pyeart formerly served in numerous administrative positions in the Virginia Community College System for 27 years before assuming his new post. He replaced Dr. Wayne McGrath, who retired after eight
years as the Executive Director.

New Institutional Research Primer

The Primer for Institutional Research was mailed to all AIR members on August 1. Edited by Meredith Whiteley, John Porter, and Bob Fenske, all from ASU, the Primer is funded entirely by AIR and is available for classroom use. Chapters are short and direct and cover topics ranging from enrollment management to cost analysis. The format is designed to be useable, being as much as possible in “cookbook” form.

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COLORADO
by Jacki Sturr

University of Colorado - Boulder

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For the first time in its history the Boulder campus will admit more non-resident freshmen than in-state freshmen this fall. Director of Admissions Bill Hathaway-Clark reported that Colorado freshmen will take up about 45% of spaces in the incoming class while 55% will be taken by non-residents. In recent years those percentages have typically been reversed. Chancellor James Corbridge said the decline in resident freshmen enrollment is due primarily to state funding problems that limit the number of Colorado residents CU can accommodate. "In healthier fiscal times, we could accept a certain number of resident students even when the state could not cover its share of the cost of educating all of them," he said. Hathaway-Clark reported in an interview that CU had been carrying about 1,500 unfunded resident students, since the state caps its funding of residents at 13,845 full-time equivalent students. Because of the fiscal climate this year, CU has attempted to reduce the number of unfunded residents. The only way that could be done, he said, was by reducing the number of incoming freshmen. "I'm very concerned about access to CU-Boulder by Colorado students, but we no longer have the budget flexibility we once enjoyed," he said. "It would be unfair to Colorado students and their parents to admit more applicants than we have the resources to provide with the first-class education they deserve." However, in the total enrollment mix, residents are still expected to make up about 67% and non-residents about 33% of the student population, proportions that have held stable for several years. Total enrollment is expected to decline 2% to 25,000 students, about 571 fewer than last fall.

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IDAHO
by Jerry Engstrom

As fall approaches, Idaho's higher education institutions again are expecting sizable enrollment increases. During the last several years, headcount and FTE have increased from between 5 and 7%. This year is expected to bring similar increases. These increases are occurring at a time when allocations from the state are not increasing. The budget for the current fiscal year is a basic "maintenance of current operations" budget. Additionally, as this fiscal year begins the governor already has announced a 1% holdback for higher education. There are fears that the size of the holdback will increase as the year passes.

A more serious threat to higher education funding in the state is a property tax initiative that received enough signatures to be placed on this fall's ballot. The initiative would limit property taxes to 1% of a property's taxable value. If the measure were to pass, it would have an immediate impact on the revenue base for the public schools and would seriously affect higher education as the public schools turn to the state for funds.

If passed, the measure would also require that two-thirds of all registered voters approve special levies such as those for bond issues (current law requires approval by two-thirds of those voting).

In other news, the search for the president of Boise State University has been narrowed to five finalists. The five are: Joseph Cox, President of Southern Oregon State College; Fredrich Dobney, Vice Provost for Extended University Services at Washington State University in Pullman; Robert Glennen, President of Emporia State University; John M. Hutchinson, Commissioner of Higher Education, Montana System of Higher Education; and Charles Ruch, Provost and Vice President for Academic Affairs for Virginia Commonwealth University in Richmond.

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VOTE FOR V.P. BY SEPTEMBER 23
MONTANA
by Cel Allard

Montana State University
During a special session held in July, the Montana State Legislature cut $1.4 million from the Montana University System's budget, anticipating a revenue shortfall for the current fiscal year. The Board of Regents returned excess mill levy funds to the system, bringing MSU's cuts to $840,536. The University Budget Committee is attempting to preserve MSU's instructional core and achieve savings through administrative reorganizations and reductions in operations, travel, custodial service, and support for peripheral entities.

New faces at MSU include Mark Emmert, Vice President for Academic Affairs, from University of Colorado-Denver; Barry Jacobsen, Dean of Agriculture, from Auburn University; R. Oakley Winters, Dean of Outreach, from University of North Carolina. Dr. Emmert will be the keynote speaker at our upcoming meeting in Coeur d'Alene.

Fall semester classes begin Monday, August 24. Last fall's enrollment was 10,111, and we anticipate that this fall's enrollment will be about the same.

NEVADA
by Jan Brown

University of Nevada, Reno
Preliminary enrollment figures to date indicate the UNR headcount this fall will top 12,000, continuing a pattern of steady increases since 1986. State-mandated expenditure reductions for 1992-93 in the amount of $121 million, when added to the $52 million reduction of last year, come to a total reduction in the 1991-93 biennium of $173 million. UNR's share in these reductions has amounted to $38 million, or 22% of the total.

In order to meet the reduction in a manner that would least affect the quality of the university in the short run, UNR has planned to achieve the goal through foregoing repairs, improvements and renovations of campus facilities, withholding allocation of new monies in order to meet inflationary increases and enrollment growth, hiring freezes, reduced research and public service programs, delayed distribution of merit, and most regrettably, a surcharge on student fees.

For Jan Brown and Virginia Moore, the budget cuts have resulted in a loss of travel funds; therefore, fellow RMAIRians, we very much regret we will not see you in Coeur d’Alene.

University of Nevada, Las Vegas
As the recession lingers in Nevada, state agencies were asked by Governor Miller to make additional budget cuts for 1992-93. In addition to the approximately $10.7 million already returned to the state, UNLV was asked to return another $1.8 million. Cuts were made in operating budgets and a hiring freeze is in place until further notice. If revenues do not improve by January when the state legislature convenes, further budget cuts may be necessary.

Two programs aimed at encouraging more freshmen to stay in school will be launched at UNLV this fall. One program will require most freshmen from outside Clark County to live in campus residence halls during their first year at the University. The second, called the First-Year Student Program, is designed to provide first-year students living in the residence halls with special opportunities and social activities and with increased contact with UNLV faculty. Also available to first-year students is the chance to live, along with older students, on one of the three new "theme floors" that will be opening in UNLV's residence halls this fall. The three theme floors are devoted to fine and performing arts, engineering and architecture, and wellness.

Convex Computer Corporation of Richardson, Texas, has donated a C-220 minisupercomputer to UNLV. The Convex C-220 will be operated by the National Supercomputing Center for Energy and the Environment (NSCEE) at UNLV. This center was established in 1990 when the United States Congress appropriated $10 million for the establishment of the center and acquisition of a Cray YMP computer. Convex will equip the donated C-220 system with state-of-the-art compilers and application software. Of particular interest to users of NSCEE systems is the Application Visualization Software (AVS). The supercomputing and scientific visualization of the Convex will enhance several ongoing computational research projects in chemistry, mechanical engineering,
physics, civil engineering, electrical engineering, nursing, mathematics, the Desert Research Institute, and the State of Nevada Nuclear Projects Office.

NEW MEXICO

by Richard Cady

The Commission on Higher Education was apparently unable to recruit an acceptable Executive Director from its search in Spring, 1992. There were approximately 100 applicants. A renewed search will be undertaken, no doubt. There is the possibility that a person from an institution will be "loaned" to the Commission as Acting Director.

At New Mexico State University a statewide conference on assessment of student learning outcomes will be held on November 16-17, 1992. Support is being provided by the senior institutions and the Sandia National Laboratories.

Most New Mexico institutions are busy with the WICHE-sponsored Institute on Diversity and a parallel paper to the legislature on the meeting of state goals on diversity.

New Mexico's "Report Card Act" with its detailed, specified indicators may be the subject of a repeal. Substitute accountability requirements would be included.

WYOMING

by Michael Dover

Community Colleges

During the summer months, the Wyoming Community College Commission held a leadership conference in an attempt to improve relations with the several community colleges in the state. During the spring of this year, faculty at some of the colleges had issued a vote of no confidence in the executive director of the commission and called for his resignation. As a result of the conference the seven college presidents and the commission agreed to communicate with one another in a more open manner and seek joint input on issues.

Growth continues for most of the community colleges with double digit growth at some. The state continues to fund the system at less than 100% thus creating fiscal problems on many campuses. Several campuses have had to resort to additional student fees in order to reduce the magnitude of cutbacks.

Progress is being made in implementing the new COLLEAGUE software on all seven campuses. All will be registering students this fall using the new systems. Much remains to be done and there are exciting moments from time to time but representatives from each campus have worked together closely to smooth the transition.

Several campuses have embarked on building new facilities. Space utilization studies are being conducted throughout the system with the assistance of MGT of America.

University of Wyoming

On May 8, 1992 the University of Wyoming adopted new admission standards for Wyoming residents. These standards were developed over a two-year period and will take effect in fall 1995. The research was based on high school preparation and subsequent performance of UW students. School personnel, students statewide, and UW faculty and students were also consulted regarding the admission standards.

The first element of the admissions standards is a required pre-college curriculum of 13 units (unit = year) composed of English (4), mathematics (3), science (3), and cultural context electives (3). Second, admission will be divided into several categories. The assured category will admit top students with good GPA's and two or less deficiencies in the required high school curriculum. Conditional admission will limit the number of hours students can take the first year and will include additional advising to increase students' chances to succeed. For applicants who do not qualify for assured or conditional admission, their admission will be deferred until they complete at least 30 transferrable hours at another institution. Petitions for conditional admission will be allowed so that UW can increase student diversity by attracting exceptionally talented students in arts, sciences, athletics, or other areas.

With the state's budget situation, UW had to make some cuts; the most unpopular being the elimination of the NCAA men's and women's skiing teams. As a revenue enhancement, tuition and fees went up for 1992-93. For a full-time resident undergraduate student, tuition is $1,430 up from $1,293; nonresident undergraduate tuition is $4,502 up from $4,097.
VOTE FOR V.P. BY SEPTEMBER 23

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