IN THIS ISSUE:
Intercom .......................... 1
From the Editor .................... 2
Announcements .................... 2
Special Feature .................... 4
News from the States ............... 5

INTERCOM
A Message from the President

Another fall term is either underway or about to start, depending on the type of academic calendar your institution uses, and it's a great time of renewal and a new beginning. This has always been my favorite time of year for these and other reasons. Among the other reasons is that the RMAIR conference is always held at this time of year, and I always look forward to seeing and chatting and sharing with old friends and new.

By now, you should have received and perused your conference registration materials. As you can see, Jeane Vinsonhaler and Bruce Higley have put together a really first rate conference. The program is topical and should be of interest to all institutional researchers; Brian Nedweek, the keynote speaker, is a nationally known performance measure expert and should provide some insights into an area that will undoubtedly impact all higher education institutions. As usual, RMAIR members have volunteered to give papers, make presentations, or serve on panels on a range of topics that should be of professional interest to all institutional researchers or planners. The hotel accommodations are really nice, the menu for the banquet should satisfy even the most discriminating tastes, and I'm personally looking forward to being entertained by the bluegrass band "Fire on the Mountain." It should be a super conference. Make your reservations now!

The conference is also a time of renewal for RMAIR. In this issue is the annual ballot for the vice president/president elect. Susan Jones, the Chair of the Nominating Committee, has lined up two excellent candidates, Fred Lillibrige and Hans L'Orange. Their professional biographies appear later in this issue, please examine them carefully and be sure to get your vote in to Susan Jones by September 27th.

This is my last column as RMAIR President and I want to say that I have really enjoyed working with and for all of you. Some people deserve special recognition, however. Diane Muntal has just been a pleasure to work with, her advice has been excellent and we have shared much of the decision making over the past year. Wendy Miley has done a super job with Panorama, has helped with a number of tasks, and has also provided wise counsel over the year. Having her in the office next store has been a real blessing. Of course Bruce Higley, Local Arrangements Chair, and Jeane Vinsonhaler, Program Chair, are to be commended for the long hours and very high quality work they have done in putting together the conference. Others who have
helped along the way include:
Susan Jones with the election and
the meeting with PNAIRP, Jan
Brown with the PNAIRP meeting,
Cel Johnson for volunteering for
the Train the Trainer program, Jep
Choate and Mmari Mmeyer for help
with the AIR Registration
registration desk, and those ex-
presidents and Hans L’Orange who
helped select the best paper of the
1995 conference. Thanks to all
these and others who have made
my year as RMAIR President a
pleasure. Look forward to seeing
you all at the conference.

FROM THE EDITOR

The summer is just about over and
the fall semester will soon be under
way. With fall fast approaching,
there are several important
announcements for upcoming
RMAIR events in this issue of
Panorama, so please be sure to
check the announcements, special
feature, and ballot sections for the
latest breaking RMAIRian news.

The ballot packet for 1996-97
RMAIR vice president is in the
back part of this issue. Susan Jones
as past president serves as chair of
the nominating committee and has
submitted two excellent candidates
for vice president, Fred Lillibridge
and Hans L’Orange. Please be sure
to fill out and send in your ballot to
Susan by September 27, 1996.

I had a peek at the preliminary
RMAIR fall conference agenda and
it’s going to be a timely and
informative conference with a
nationally known keynote speaker,
Brian Nedwek and a pre-conference
workshop on outcomes assessment
to be given by Cel Johnson. The
local arrangements are well in order
and I cannot wait to hear Fire on the
Mountain (blue grass and folk
music band). Bruce Higley and
Jean Vinsonhaler have done an
elegant job in putting together a
great conference (see the
announcement section and Utah
State Report for further details).

The RMAIR Listserv directions are
reprinted in the special feature’s
section. Susan and I feel that this
will give new members and old
alike an opportunity to be
acquainted with and sign on to our
association’s listserv if they have
not already done so. The listserv is
an important communication
vehicle for RMAIR with it being
easy to use and easy to reach all
members quickly.

I would like to welcome aboard
a new state reporter for the
University of Arizona, Tom
Rhodes. He is in the Office of
Decision and Planning Support and
I know he will do a fine job. Tom
replaces Suellen Crano who will be
returning to the University of
Arizona next year. Suellen had
done a fine job as state reporter for
the U of A and I would like to
thank her for all of her hard work
and effort.

Look forward to seeing all of you
in Utah.

ANNOUNCEMENTS

RMAIR Annual Fall Conference
Identification and Use of Key

Performance Indicators
October 9-11, 1996
Park City, Utah

Local Arrangements Host: Bruce
Higley (801-378-6661)
Program Chair: Jean Vinsonhaler
(801-797-0001)

RMAIR Annual Fall Conference

RMAIR’s annual fall conference is
rapidly approaching. The
preliminary program is outstanding
and features the keynote address by
Brian Nedwek, Associate Provost,
St. Louis University, a pre-
conference workshop on
Wednesday afternoon titled
"Managing a Program of Outcomes
Assessment," to be given by our
own Cel Johnson, and many
informative papers and
presentations. Bruce and Jean
have put together a great
conference for all of us, hope to see
all of you there.

Bruce has set up a Web site for the
conference that contains the
preliminary conference schedule
and late breaking news:
http://adara.byu.edu/acadwp/instu/rm
air.htm — visit it for the latest info
on our upcoming RMAIR
conference.

All of you should have received
your conference packets by August
19; if not, please contact Bruce
Higley at 801-378-6661. The block
of rooms at this year’s conference
hotel will be held till September 9,
so get your room reservations as
well as your conference registration
in as soon as possible.

RMAIR Conference Keynote
Speaker

Brian Nedwek, Associate Provost
and professor of public policy
studies at St. Louis University will
be delivering this year’s keynote
address on “Public Policy and
Public Trust: The Use and Misuse
of Performance Indicators in Higher
Education” at the fall conference.
Brian Nedwek, Ph.D., is a strategic planner, policy analyst, and professor of public policy studies at Saint Louis University and has served as the University's associate provost since 1989. He has recently co-authored *Measuring Up: The Promises and Pitfalls of Performance Indicators in Higher Education*; and was editor and contributor to a new source book to be published by SCUP this summer, *Doing Academic Planning - Tools for Effective Decision Making*. In addition to being president-elect for SCUP, he serves on the editorial committee for CAUSE, is a consultant and evaluator for the North Central Association, and is the immediate past-president of Mid-AIR.

**RMAIR's Pre-Conference Workshop**

Cel Johnson will present a pre-conference workshop "Managing a Program of Outcomes Assessment" on Wednesday, October 9, from 1:00-4:00 p.m. This workshop reprises Fred Volkwein's AIR workshop of the same title that Cel attended as RMAIR's representative to AIR's "Train the Trainer" program (see her summary in this issue). She has shortened Volkwein's six-hour workshop by reducing the portion of his presentation that covered the conceptual and theoretical foundations for assessment in order to focus on the institutional researcher's role of centrally coordinating an outcomes assessment program. Her workshop will also incorporate elements from two workshops she attended at AAHE's Conference on Assessment and Quality last June: Marge Tebo-Messina and Joseph Prus's "Assessing General Education: An Overview of Methods" and Michael E. Knight and Paula Smith Avioli's "Assessing Outcomes in the Major: Alternative Approaches." Cel was one of four panelists who discussed "Assessment Resources and Solutions Through the Internet" at the AAHE conference, and some of that material will be included as well. There will be a fee of $5 to cover the costs of producing handouts for workshop participants.

**Synopsis of Fred Volkwein's AIR Workshop "Managing a Program of Outcomes Assessment" by Cel Johnson**

As RMAIR's representative for AIR's "Train the Trainer" program, I attended this workshop at the 36th AIR Forum in Albuquerque last May. This was a splendid opportunity for me, since I'd been given the responsibility for coordinating MSU-Bozeman's assessment program the previous fall. Fred Volkwein has many years' experience assessment, both as IR director and faculty member at State University of New York-Albany. The purpose of his workshop was to focus on assessment from the perspective of student learning, with the underlying objective of gathering information to improve programs and improve student learning.

Colleges and universities have undertaken various assessment activities for decades, particularly for accrediting agencies, with the focus of those activities shifting over time. During the 1970s, we measured inputs. In the 1980's, an emphasis on process developed, which by the late 1980's had shifted to demonstrating outcomes. Assessment is probably here to stay because it has linkages to so many other facets of higher education; its emphasis will continue to evolve.

The focus of assessment also varies according to the level at which it is performed. Classroom assessment techniques most directly measure student learning, with the objective of improving the class to enhance learning. At the department level, the focus tends to be on programs. As the level increases in the hierarchy toward campus, state, or national assessment, more indirect, summative measures of student performance are used, and the objective shifts from improvement to accountability.

Because all regional accrediting agencies now require assessment, administrators are becoming increasingly involved in efforts to centrally coordinate assessment on campus. Many institutions are implementing assessment programs only because of the accreditation requirement, hoping that their programs will present a positive institutional image to the site team and to key stakeholders such as governing boards and legislators. Assessment can provide evidence that the institution does deliver on its promises—there is congruence between the institution's mission statement and how it actually educates students.

In contrast to the summative, external impetus behind assessment for accountability, there is a formative, internal impetus for improvement, with the objective of learning more about educational successes and failures and using the findings as a stimulus for change. The ultimate institutional goal of an assessment program should be to demonstrate the impact the school has on its students. In this sense, administrators can't "do" assessment—it must be done by faculty. Assessment isn't a product, but a process. It's not a one-time activity, but an ongoing endeavor.

Assessment is based on several developmental theories in psychology and education. The models most commonly used in colleges are John Bean's student attrition model, based on turnover in the workplace; Vince Tinto's student integration model, based on Durkheim's theories of alienation; and more recently, Cabrera, Nora, and Castaneda's integrated model of student retention, which attempts to integrate the best elements of the Bean and Tinto models, emphasizing friends, finances, and family.

In creating an assessment program,
the first step is to establish program goals. The following questions can lead to dialog about what should be assessed at an institution, who should be assessed, and how assessment might be done.
- Does the student meet or exceed certain standards?
- How does the program or student compare with others?
- Does the program or student do a good job of what it sets out to do?
- How can the student’s program and learning experience be improved?

Many different institutional models for assessment exist, and in fact, just as all institutions differ, so will their assessment programs. In response to accreditation mandates, many institutions focus on assessing the following categories (from Jacoby and Astin):
- basic skills
- general education
- knowledge in the academic major
- personal and social growth

Institutions also have to decide whether to develop their own assessment instruments or purchase standardized tests. Commercial tests have the advantage of being readily available and easy to administer, but faculty often criticize such instruments for being incongruent with the program they have developed on their campus. Another difficulty many campuses have experienced with commercial tests is getting students to take them seriously. Faculty tend to be more supportive of instruments specifically developed for use in particular classes or programs.

Faculty often feel threatened by assessment and resent shifting time and resources to an assessment program. They maintain that they already assess students by giving them grades. They consider assessment bureaucratic and intrusive, and fear that assessment will result in decisions which affect teaching being made by "outsiders" instead of departmental faculty.

They suspect that the assessment information will be used to evaluate their performance or used to as a rationale for cutting funds for their programs. They fear that assessment will force them to "teach to the test" and perhaps reward poor performers by directing resources to improve their program areas.

Despite the time and effort assessment requires, a well-conceived assessment program offers some clear advantages for an institution. It enables faculty and administration to provide evidence that they're doing what they say they're doing—fulfilling the institutional mission. It can help set benchmarks for measuring future progress. As faculty become increasingly involved in assessment, it can help to create a campus dialog about student learning, and perhaps improve student retention and services by bringing problem areas to light.

The workshop also included many charts, examples, and practical tips. Interested? Attend the workshop in Park City!

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SPECIAL FEATURE

Back by Popular Demand
RMAIR Listserv

By Fred Littlebridge, List Manager

A RMAIR Listserv has been established to enhance communication and facilitate the exchange of information and data among RMAIR members. Listserv users can submit questions about research problems or interests, present information, alert others to emerging developments, and notify others about issues relevant to RMAIR Listserv users. The list's utility will evolve. Its value will depend on how it is used by members.

The listserv has been established on an INTERNET node at New Mexico State University. We will continue to upgrade the effectiveness of the e-mail software so that more features can be added in the future.

Members and other interested individuals can SUBscribe to this public list by sending the e-mail message SUB RMAIR (your name) to this address:

LISTSERV@NMSU.EDU

You will be notified by e-mail after you are added to the RMAIR Listserv.

Once you have successfully subscribed, you can communicate with all RMAIR list subscribers by addressing an e-mail message to the following address:

RMAIR@NMSU.EDU

The command to SIGoff (cancel your subscription to) the list is similar. You should use the same account you used to subscribe. Send the e-mail message SIG RMAIR to:

LISTSERV@NMSU.EDU

If you want a list of other RMAIR Listserv users, you can send the e-mail message REV RMAIR to:

LISTSERV@NMSU.EDU. This will allow you to REALview the list.

An electronic copy of this article has been sent to all RMAIR members with known e-mail addresses. Please contact me if you want to receive a copy.

If you have any questions or have difficulty subscribing to the listserv please contact Fred Littlebridge at New Mexico State University - Alamogordo, INTERNET: fllibr@nmsu.edu, TELEPHONE: (505)439-3624 OR FAX: (505) 439-3643.
conducted surveys to study why students who leave Arizona's public universities before graduation do so. They found that personal and financial reasons were those most frequently given. The study found that 62% of those who left before graduation are currently enrolled at a different university or college and another 37% plan to enroll at a later date.

The state legislature included a requirement in its appropriations act for the universities and community colleges that a joint study committee be formed to establish a seamless statewide articulation system that allows community students to transfer to Arizona's public universities without loss of credit. The multi-faceted study phase of the committee's work, which included an examination of the records of transfer students and of survey data from transferring students, is over, and the development of strategies for improving transfer articulation has begun. A final report will go to the legislature at the end of the year.

University of Arizona by Tom Rhodes

Arizona International Campus, a new four-year liberal arts college affiliated with the University of Arizona, welcomed its first class of students this August. AIC was created to meet expected future demands for higher education in the state, focusing on undergraduate education with an international emphasis. Degrees will be offered in six study areas: fine and performing arts, humanities, language and culture, liberal studies, natural sciences and mathematics, and social studies. The AIC is located in a large office complex 20 minutes southeast of downtown Tucson via Interstate 10 where space has been leased for the first year of classes.

Decision and Planning Support (DAPS) has been busy constructing new web pages as part of their strategy for providing improved access to institutional information for internal and external customers. This family of internet pages features links to other university sites such as the Budget Office and Academic Planning & Review. The pages have handy tools—a search engine, an index, and glossary of key terms used in the documents—to simplify navigation and provide context for users. An e-mail hyperlink is included on key pages to encourage customer feedback. DAPS websites can be accessed by pointing your internet browser to: http://daps.arizona.edu.

The UA Fact Book, long available in hard copy, made its on-line debut this summer on the DAPS website. All data files can be downloaded in Excel 5.0. The printed 1995-96 Fact Book also has a new look this year, moving to a full-sized 8 1/2 by 11 format with updated tables and additional data.

The Student Research Office (SRO) website has been updated to take advantage of the new features and presentation graphics available with the latest browser software; a text version is also available for access from older browsers. SRO, a unit within DAPS, compiles and analyzes data on university students including current enrollment, enrollment trends, diversity, degrees awarded, persistence rates, and other student-related topics.

A Standard Survey Response has been completed and placed on-line to replace separate reports requested by national publications such as U.S. News and World Report and Money Magazine to produce annual reviews and rankings of universities and their programs. The Standard Survey Response replaces 16 reports prepared separately in the past with a single document. It is available in hard copy format and can be viewed on-line on the DAPS web pages.

An environmental scan to assess internal and external factors...
influencing the current status and future of the University of Arizona was recently produced by the Strategic Planning and Budgeting Advisory Committee (SPBAC). Although some of the factors shaping the operational climate for the university are unique to the institution and the state, many of the identified trends are national in scope. The committee concluded in an open letter to university faculty and staff that the UA must actively and visibly improve accountability, quality, and efficiency if it is to avoid increased external control and maintain its own institutional vision. The SPBAC document, "New Realities Facing the University of Arizona," can be viewed on Academic Planning & Review's website at: http://daps.arizona.edu/uaplan/index.html. A favorable review of the SPBAC report by the AAU emphasized the committee's recognition that the UA's problems are often national problems as well.

Pima Community College
by Lou Attinasi and Ellen McGregor

Arizona's public universities and community colleges are working together in a data exchange. This will promote the sharing of information and assist in meeting federal and state reporting requirements such as the new Graduation Rates IPEDS report.

Pima Community College; based on a collective exchange of ideas through surveys and forums has produced a revised mission statement and a statement of shared values. The entire college community was involved in the effort. Readers interested in the mission statement, can find it at the Pima Community College home page (http://www.pima.edu).

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COLORADO by Pat Fay

New Positions Update:

Patty Meade selected as new Director of IR

Patty Meade (formerly IR @ CU Colorado Springs) will start as the new director of institutional research for Front Range Community College on August 1. She has been involved in IR at the University of Colorado at Colorado Springs for 4.5 years. Meade has a Masters in Communications, and a strong research background.

She is looking forward to the new position. She indicated that the change from the university setting to a community college will be interesting. The position that Meade is filling is a position that has been vacant for 4 years after the retirement of the previous director. She is looking forward to the challenge of bringing the office up to date.

Michael Gallagher selected as New MSC President

The Board of Trustees of the State Colleges in Colorado announced their selection of Dr. Michael Gallagher as the new president of Mesa State College.

Gallagher has served as the dean of the College of Business and as the vice president of academic affairs at Idaho State University in Pocatello, Idaho. He holds a Ph.D. in Management from Texas A&M University, an M.B.A. from Texas A&I University, and a B.B.A. from Southwest Texas State University.

Web Update

The office of Institutional Research at the University of Colorado at Denver now has a web page and there is a link to "Institutional Facts and Characteristics." They invite everyone to visit their site. They want you to know that it's an evolving page and that they would welcome any comments or suggestions on the IR home page or on the "Facts and Characteristics" pages.

You may view their page at http://www.cudenver.edu/public/IR

Legislative Update

In May 1996, HB1219 was passed. The new bill establishes statewide expectations and goals for higher education. Currently, three committees are working with the Colorado Commission of Higher Education (CCHE) to improve the performance indicators that are part of this policy area funding bill. The performance indicators process basically is that (a) performance indicators will be established and adopted, (b) indicators will be reported by all Colorado Institutions to CCHE beginning in 1998, (c) CCHE and Institutions/Governing Boards report on plans to improve based on indicator results, and (d) CCHE makes recommendations to Joint Budget Committee about next fiscal year funding based on performance indicator results. There are five policy areas related to the bill that the committees are working on and each of the policy areas have several goals attached to them. The policy areas and goals are as follows:

Policy Area one - Undergraduate Focus

- Goal 1: Delivery of a degree in the number of credit hours specified in the course catalogue.
- Goal 2: Demonstration of a high or increased level of student-faculty contact.
- Goal 3: Demonstration of a high or increased number of advising hours performed by full-time faculty and staff.
- Goal 4: Demonstration of a high or increased rate of transferability between the institution and other institutions of higher education.
Goal 5: Recognition and reward of improved or existing high quality faculty instruction and student learning.

Policy Area Two - K-12 Linkage

-Goal 1: Implementation of programs to support systemic reform in elementary and secondary education to raise the level of achievement of all student and to align higher education admission requirements with these achievement levels.
-Goal 2: Combination of efforts with secondary schools to enable student to complete programs of postsecondary education, quickly and efficiently and to encourage and allow 12th grade students to take postsecondary courses.
-Goal 3: Improvement of preparation and professional development for elementary and secondary education educators through in-service and preservice programs, including, but not limited to, programs for preparation of and professional development for principals.

Policy Area Three - Work Force Preparation

-Goal 1: Preparation of graduates who possess the basic abilities and skills that are necessary in a variety of careers.
-Goal 2: Integration of real world experiences into the educational process and facilitation of school-to-work opportunities.
-Goal 3: Provision of opportunities for cooperative education and internships.
-Goal 4: Cooperation with employers to assess their level of satisfaction with the preparation of graduates.
-Goal 5: Responsiveness to Colorado businesses through development of work force training program and research needed for economic development.

Policy Area Four - Technology

-Goal 1: Demonstration of a low or reduced cost per unit of education due to integration of technology into the educational process.
-Goal 2: Demonstration of high or increase marketability of the institution's graduates in the workplace due to integration of technology into the educational process.
-Goal 3: Improvement in student access and continuing education through a high or increased use of distance learning technologies.
-Goal 4: Demonstration of high or improved student learning productivity through the use of technology.

Policy Area Five - Productivity

-Goal 1: Provision of a high or improved quality undergraduate education.
-Goal 2: Provision of instruction, student services, and administrative services using an efficient and productive delivery system.
-Goal 3: Implementation of services that assist in the graduation of students.

IDAHO by Jerry Engstrom

Summer is nearly over and we are still looking for the summer lull. Maybe it passed with no one noticing.

One reason for dreading the arrival of fall in this state is the reemergence of a tax limitation initiative on this fall's state election ballot. In 1992, the electorate defeated an initiative that would have limited the taxable value of property to 1% of its assessed value. It was defeated in spite of the voter appeal of lower taxes because of the dramatic and devastating impact it would have had on the public schools--schools which, of course, receive the bulk of their funds from property taxes.

The authors of the original 1992 initiative have made modifications and have the initiative on the ballot again for this election. Their main change has been to place language into the initiative that would require the state to replace any property tax funds lost by local school districts with state tax dollars from the State General Account.

While this change would eliminate the financial devastation of the public schools, it merely transfers the effect to the State General Account. There would be a major impact on higher education if the initiative were to pass. If no other taxes were passed to reduce the impact of the 1 Percent initiative, it is estimated that there will be a 34% reduction in funds available to budgets from the State General Account.

At this point in time, public agencies, including higher education, are trying to publicize the potential impact that passage of the initiative would have and are hoping for another defeat of the 1 Percent.

Another important activity taking place at this time is preparation of the annual budget requests. The Board guidelines for college and university budgets this year have three top priorities: faculty salary equity, technology infrastructure, and facility maintenance.

MONTANA by Cel Johnson

Richard Crofts is now interim commissioner for higher education for the Montana University System. Stuart Knapp, a professor of veterinary molecular biology at
Who said that? A non-committal group of RMAIRians carefully side-step the issues at the annual SIG meeting.

At forum registration, the supervisor's job is always the hardest - just ask Ron.
Forum participants enjoy a colorful display of ethnic talent.

Queen Sokol seems less than pleased with her subjects.

A bit of country to round out the Albuquerque AIR forum.

Photos courtesy of Archie George
MSU-Bozeman and former vice president for academic affairs there, is interim deputy commissioner for academic affairs, which is Dr. Crofts' former position. Dr. Jeffrey Baker, the former commissioner, assumed the presidency of Luther College in Decorah, Iowa, on July 1.

MSU-Billings

MSU-Billings is gearing up for fall semester. Although new applications and registration are down for the fall term, there is an optimistic attitude that the academic year will be an exceptional one. The optimism stems from changes in the administrative team and the physical transformation of the campus.

Dr. Janie Park, Dean of the College of Arts and Science since 1993, has been named the new provost and academic vice chancellor. Dr. Joseph Howell, chairperson and professor of mathematics at MSU-Billings, has been appointed interim dean of the College of Arts and Sciences. Mr. Don Taylor, who comes from Texas State Technical College at Waco, Texas, has been named the new associate dean for the College of Technology. Dr. David Madieu, formerly college dean of Eleanor Roosevelt College at the University of California, San Diego, has been named the new dean of academic and student support.

Besides the changes in administration, physical changes on campus have also occurred this summer. The finishing touches to the Student Advising and Learning Center are being made just in time for the fall term. This center has been created to make it more convenient for incoming students to enroll in the University, to assist students clarify their educational goals and plans, and support their academic successes. A "one-stop shopping" experience.

The Board of Regents recently gave preliminary approval to MSU-Billings to proceed with the planning of 13 projects that will be financed by the issuance and sale of revenue bonds at an estimated cost of $7.9 million. Some of the projects are a parking garage to accommodate an additional 350 spaces, family housing units, a pedestrian bridge to cross the irrigation canal, remodeling and other projects.

MSU-Bozeman

MSU-Bozeman’s new provost, Joe Chapman, arrived July 1 with a "can do" attitude. Hopes are high on campus that he will move quickly on many of the issues that had been put on hold awaiting his arrival. His summer plans include not only acquainting himself with the home campus, but also traveling throughout the state to familiarize himself with the Agricultural Experiment Station research centers and the Extension Service offices, which means a grueling travel schedule in a state the size of Montana. The Information Technology Center (computing center) was reorganized about a year ago, and most of the key positions are now filled. Dr. David Todd joined us in July as executive director for information services, and Mark Sheehan, our new director of the Information Technology Center, has also arrived. Division managers have also been hired to staff the reorganized sections of the center.

MSU-Bozeman is also expanding its 9-year-old University Technical Assistance Program (UTAP) as the Montana Manufacturing Extension Center, a statewide assistance network with offices in Bozeman, Billings, Helena, and Missoula. It's designed to serve Montana's 2,360 manufacturers, which together employ 23,000 people, second only to retail trade and services. Most of the companies have four or fewer employees and lack access to professional assistance. About 35% of Montana manufacturers are in the wood products industry. This is a 6-year project with an estimated total budget of $9.6 million, with the bulk of the money ($4.5 million) coming from the Commerce Department’s National Institute of Standards and Technology and the remainder coming from a variety of public, private, and university sources.

University of Montana Missoula

University Of Montana-Missoula has hired a new vice president for research and development, Dr. Walter E. Bollenbacher from the University of North Carolina. He will assume the position at UM on August 15. Our old friend Jim Olomon has been given exciting new responsibilities. He now reports to President George Dennison and is coordinating efforts within the UM system to bring the student and personnel records at the satellite campuses in Butte and Dillon into the SCT Banner system on the Missoula campus. When the project is finished, data can be accessed in aggregate form, and users at the remote sites will be able to access their own data as well. Jim Olomon and Bill Smolinski are working frantically to clean up old projects so they can direct their efforts to this new one. Jim will be hiring another systems analyst and an administrative assistant to help with the institutional research work.

NEVADA

by Jan Brown

University and Community College System of Nevada

Chancellor Richard Jarvis will ask the Legislature for salary increases of 6% and 4% for the 1997-99 biennium. The first year's request represents a 2% "catch up" and 4% cost of living. The catch up raise is
being requested as a result of Nevada faculty having received no cost-of-living increases for 3 years from the 1992 through 1994 budget cycle. As a result, Nevada faculty salaries increases fell behind the national average over the past 7 years.

The Board of Regents approved plans to increase undergraduate fees by 4% per year and graduate fees by 3% in 1997 and 1998. Chancellor Jarvis said the new tuition policy will use an inflation factor and base requirement that students pay 25% of their education. This new policy will make future fee increases more predictable. The Board also approved a policy requiring that full-time nonresident students pay the full cost of their Nevada education. This policy means fee increases over the next 3 years.

The State of Nevada has amassed a $30 million budget surplus, thanks to the state's robust construction and gaming industry. However, as the state's budget director pointed out, "the state's needs are growing, too" noting that much of the 1995-97 biennium's additional money was "soaked" up by rising education and Medicaid needs. Those of us in higher education are hoping that there are some left over funds to "soak up" after the state takes care of K-12 growth, the prisons, and Medicaid this year.

Truckee Meadows Community College - Reno

Lu Chen will begin work at Truckee Meadows Community College as an institutional research analyst on August 15. We're excited about working with her and the contributions she can make to our institutional research efforts. Lu is a doctoral candidate at SUNY-Albany under Dr. Frederick Volkwein, Director of Institutional Research, and worked as an intern in his office. She has also taught for 4 years at Beijing Normal University. TMCC is strengthening its institutional effectiveness programs, and Lu will bring strong research and computer skills.

University of Nevada, Las Vegas

UNLV moved one step closer to getting the state's first law school when the Board of Regents approved an implementation plan last month and directed the chancellor to include the law school in the system's 1997-99 budget request. The proposed law school, which would enroll its first class in 1998, eventually will have a student body of over 400 students. UNLV President Harter informed the regents that UNLV had already received pledges of private donations to the law school.

A plan to reorganize UNLV's academic units will be presented to the Board of Regents in early August. The plan is a result of a process that began with the appointment of a seven-member faculty committee at the beginning of the academic year. As a result of considerable research, including interviews with select faculty and staff and two open faculty forums, the committee prepared three alternate plans and forwarded them to the provost this past spring.

Once the plans had been presented to the campus for additional comments, UNLV Provost Ferraro formulated a recommendation, which was presented to the campus last month.

During the reorganization process, it became clear the plan would meet the following goals: (a) reduce the total number of independent administrative units; (b) increase administrative efficiency and accommodate growth; (c) maximize the research and community service goals of administrative units; and (d) decrease the number of units reporting to the Provost's Office.

As a result of the recommendation, UNLV will have a total of 11 colleges. As it is with all change, the campus is going through a readjustment process, starting with the tedious and time-consuming reformatting of reports and historical data(!) to moving faculty to their new homes, redesigning campus publications, web sites, and informing incoming students of the changes.

University of Nevada, Reno

The size of the Planning, Budget and Analysis office has increased 50% as a result of an organizational change that moved the Facilities Services and Scheduling Services offices under its umbrella. We are looking forward to working with our new members in the areas of space utilization and classroom usage.

UNR has begun the self-study work for its 10-year accreditation renewal by the Northwest Association of Schools and Colleges. As a result, the program reviews scheduled for this year will have an added dimension as the targeted departments will be combining both self-study activities. A special set of guidelines for program review in 1996-97 was developed which has included areas of overlap as well as the singular requirements for accreditation self-study. This was done in an effort to provide the academic departments some relief from doing two separate efforts at the same time. The results of the combination of these activities will be monitored to see how well it has worked, especially as accreditation focus and program review focus are different.
Recently, New Mexico Governor Gary Johnson joined several governors in the signing of a Memorandum of Understanding (MOU) regarding the Western Governors University. The Western Governors University (WGU) is described as an independent "virtual" university that will broaden access to higher education through the use of advanced technology for the delivery of education services. In order to obtain input about the initial Western Governor's Association's (WGA) Western Virtual University proposal, Governor Johnson formed the New Mexico Virtual University Advisory Committee. In an April 23, 1996, meeting, this committee discussed the implications of the proposal on existing education and training efforts in New Mexico. From this discussion an agreement was made that the "virtual" university will serve to complement and supplement existing higher education institutions rather than replace them. One condition of the MOU is to secure at least one local center within each state to provide local access to the services of the WGU. Dr. Frost, President of Eastern New Mexico University (ENMU) has volunteered ENMU to become the service center for New Mexico. Liz Jenkins, Senior Research & Policy Analyst for the Commission on Higher Education, provided the information given. For more details a listerv is available at: listproc@nmsu.edu; the e-mail message should read, subscribe che-vu "your name". Contact Liz at liz@che.state.nm.us if you have problems subscribing. Website: http://www.westgov.org/smart

Formula Funding

The Four-Year Formula task force members met on Friday, July 26, 1996, in Albuquerque to discuss funding formula priorities for the next fiscal year. The discussion centered on the need for a mechanism that allows institutions to react to sudden changes in enrollment. With most New Mexico's postsecondary schools' experiencing declines in enrollment in the last 2 years and budget cuts from the Johnson Administration, this topic is crucial to New Mexico's institutions economical survival. The task force members discussed upgrading and changing the equipment renewal and replacement inventory and library formulas. The Commission on Higher Education is asking postsecondary institutions to submit back data on courses and staff files in order to implement the cost model. The cost model program that determines several formula factors for funding has not been run in several years because of the restructuring of the state's database system. During this restructuring, a data submission freeze was implemented for approximately 2 years.

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** UTAH by Joseph Curtin**

**Utah System Of Higher Education**

All nine of the Utah System of Higher Education's colleges and universities will be required to move from a quarter calendar to a semester calendar by the beginning of fall 1999. This time table allows for 1 year of preparation and planning, and 1 year for implementation of semester programs.

**Weber State University**

Carol Gaskill, The Director of Institutional Research and Budgets, will be returning to the college on August 5th after a year long leave of absence to fill an assignment in Cleveland, Ohio.

**Utah Valley State College**

The Office of Institutional Research and Strategic Planning is in the process of being re-organized. The office has been renamed as the Office of Institutional Research and Management Studies. Terry Haas, the Associate Director, is the acting director until the reorganization is completed. The department now reports to the executive director of budgets and personnel, Dr. Douglas Warner instead of the vice-president for student services. The former director, Dr. Nancy Hill, has left the department to work in Students Services as the associate dean of student life. Nancy says, that the move is a bittersweet move; while she looks forward to working with the students and putting faces with the numbers, she will also miss working in institutional research and the associations that she developed as a member of AIR and RMAIR.

**RMAIR - Park City Forum**

Bruce Higley, local arrangements chair, wants to remind everyone to plan on attending the RMAIR Annual Forum at the beautiful Park City resort area October 9-11. In addition to local sights, shopping, restaurants, and micro-breweries; Bruce has signed a contract for an excellent blue-grass band to entertain us during the Thursday evening dinner. So come and check out the food, shops, beer, and the sites of the 2002 Winter Olympics games. If you have the time, you may even be able to attended a few of the excellent presentations that will be offered at the forum.

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Election of RMAIR Vice President for 1996-97

Meet the Candidates

FRED LILLIBRIDGE

Professional Experience
New Mexico State University-Alamogordo
Office of Institutional Effectiveness
Currently Assistant Provost for Institutional Effectiveness
1992-1994 Director of Institutional Research, Assessment & Planning

Education
Ph.D. (Higher) Education Administration, 1992
New Mexico State University (Las Cruces)
B.S.E.D. History Education (with honors), 1973
M.A. Political Science, 1979
University of South Dakota (Vermillion)

IR Professional Associations
AIR:
Committee Member - Resource Management & Quality Improvement (Track 4), 1994
Committee Member - Local Arrangements, 1995
Session Facilitator - 1995
Chair - Local Arrangements Committee, 1996 Forum in Albuquerque
Committee Member - Ad Hoc Forum Long-Range Planning, 1996-present
RMAIR:
Editor - RMAIR LISTSERV 1994-present
Local Arrangements Chair - RMAIR97 1996-present
Presenter - 1993, 1994, 1995
Best Presentation - 1993, 1994
TAIR (Texas Association for Institutional Research):
Presenter - 1994

Reasons for Seeking Office:
I believe that as a member of RMAIR it is in my interests to be involved. I have no burning desire to change how RMAIR operates. It has functioned effectively in the past and with limited tinkering by people like me, it should serve our members well into the future. It works because of the people who are involved. I think we should keep things as they are, so other newcomers can have the same positive experience that I have had. I have enjoyed your company, benefited from your experience and wisdom, and have striven for your friendship. I'd be proud to serve.

HANS P. L'ORANGE

Professional Experience
University of Colorado at Boulder
Office of Budget and Planning
Assistant Director - 1993 - present
Senior Systems Analyst - 1988-1993

Education
MS, Business Information Systems, 1995, University of Colorado at Boulder
BA, English, 1982, Colorado State University

IR Professional Associations
AIR:
Member since 1990
Membership Committee - 1995 - present
Leadership Identification Task Force - 1996 - present
Track 7 Committee - 1994 & 1997
Track 5 Committee - 1996
Presenter - 1992
RMAIR:
Member since 1988
Program Chair - 1995 (Breckenridge)
Presenter - 1991
CAPIR (Colorado Association of Planners and Institutional Researchers):
Member since 1988
President - 1996-97
Presenter - 1992
SCUP:
Member since 1993

Reasons for Seeking Office:
One of the primary benefits that membership in AIR and RMAIR offers is the opportunity to informally meet with, learn from, and share valuable ideas and concerns with our peers. RMAIR's informality makes it especially easy for new members to learn and to grow within the profession. If elected vice president, I hope to continue to foster that environment and present those opportunities for as many members and perspective new members as possible within our region. We know we are slightly 'different' from some of the other regional groups; I hope to encourage that spirit and sense of camaraderie that has offered us those growth opportunities. I also hope to continue to work with AIR in identifying and encouraging national involvement opportunities for regional members.
VOTE
FOR
VICE PRESIDENT
BY
SEPTEMBER 27, 1996

Institutional Analysis & Planning
University of Nevada, Las Vegas
4505 Maryland Parkway
Las Vegas, NV 89154-1022

H BRUCE HIGLEY
DIRECTOR OF INST RSRCH
BRIGHAM YOUNG UNIV
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