

University of Wyoming

Clients served

Enrolled undergraduate, graduate and non-degree students, continuing education participants, high school students, alumni, business assistance clients, community assistance clients, clients requesting information, agricultural assistance clients, research clients, health care patients, cultural programs patrons, athletics fans and other Wyoming residents.

Budget information (authorized by the Board of Trustees)

General fund Section I	\$ 109,791,425
Federal funds Section I	\$ 2,457,809
Federal funds Section II	\$ 33,687,755
Other Section I	\$ 47,470,802
Other Section	\$ 61,520,769
Total	\$ 254,928,560

Mission and philosophy

The University of Wyoming aspires to be one of the nation's finest public land-grant research universities, dedicated to serving as a statewide resource for accessible and affordable higher education of the highest quality, rigorous scholarship, technology transfer, economic and community development, and responsible stewardship of our cultural, historical, and natural resources. In the exercise of our primary mission to teach and educate students, we seek to provide academic and co-curricular opportunities that will: expose students to the frontiers of scholarship and creative activity, and the complexities of an interdependent world; ensure individual interactions among students, faculty, and staff; nurture an environment that values and manifests diversity, free expression, academic freedom, personal integrity, and mutual respect; and promote opportunities for personal growth, physical health, athletic competition, and leadership development for all members of the university community.

As Wyoming's only university, we are committed to outreach and service that extend our human talent and technological capacity to serve the people in our communities, our state, the nation, and the world.

The primary vehicles for identifying the specific actions and resource allocations needed to achieve this complex mission are the university's **Academic Plan**, **Support Services Plan**, and **Capital Facilities Plan**, each revised periodically.

Results of outcomes

The **University of Wyoming Academic Plan, 1999-2004** is the university's strategic plan, the blueprint for the future of the institution. The planning process and the resource decisions made as a result support the academic

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Other locations

Archer, Casper, Cheyenne, Cody, Gillette, Jackson, Lander, Pavillion, Powell, Riverton, Rock Springs, Sheridan, Torrington, Wind River Reservation, Elk Mountain, Jelm Mountain, Red Buttes, Grand Teton National Park, offices in all 23 counties

Year established

1886

Statutory references

Wyoming Constitution (1890) Article 7, Sections 15 through 17; W.S. 21-16-201 and 21-16-202; W.S. 21-16-901 through 21-16-904; W.S. 21-17-101 through 21-17-450 (Note: Some of these statutes are among the many Wyoming statutes that are archaic, and are effectively addressed through other means. They remain in effect because the Legislature is not inclined to spend its limited time in session "cleaning up" statutes of this type.)

Authorized Personnel

N/A

Organization structure

Board of Trustees, President's Office, Academic Affairs, Administration and Finance, Information Technology, Institutional Advancement, Research and Student Affairs (see chart for details)

mission. As one form of accountability, an **Academic Plan Report Card** is published annually to document the cumulative progress on the 168 action items in the **Plan**. To date, the University of Wyoming (UW) has completely or partially addressed most of the 168 action items. Both the **Plan** and the **Report Card** are posted on the Academic Affairs web site at <http://uwadmnweb.uwyo.edu/AcadAffairs/>. During FY02, the university modified its list of outcome measures to make the data more meaningful. In this report, the outcomes are organized according to the four major goals of the **Academic Plan**: to increase enrollment and access, to enhance the quality and effectiveness of the curriculum, to focus for distinction, and to provide leadership for Wyoming's future.

Among the university's core commitments are broad access to advanced education, a diverse and international representation within our community, and full use of our facilities. Student recruitment, retention, timely graduation, and access to academic programs are of primary importance to the institution and the state. UW has made remarkable progress in enrollment management since the 1999 **Academic Plan** was developed. This last fiscal year saw the implementation of the university's new integrated marketing communications program for the UW web site and for recruiting-oriented publications and advertising. In addition to the regular recruiting programs underway, the Student Educational Opportunity program was awarded its second federal grant to matriculate first-generation and low-income students into higher education in Wyoming, with the goal of completing the baccalaureate. Working with prospective students from the age of 12 to adulthood, this grant will allow the expansion of services to Worland, Gillette, Sheridan, Afton, and Evanston. (The first grant continues to provide Educational Opportunity Center programs in eight other Wyoming towns.) The Division of Athletics has continued to support recruitment by providing access to their summer camp lists and continuing to increase the student-athlete population. The most significant increase in students is through the Outreach School; increasing numbers of students continue to enroll through Online UW as well. A central concept in the 1999 Academic Plan is that effective outreach requires the participation of the university's core faculty; in FY02, Academic Affairs allocated faculty positions that have new, firm commitments to Outreach instruction.

Success in student recruitment will be meaningful only if the university succeeds at retaining students. To enhance retention of undergraduate students, discussion is underway about developing a student success center, which will offer resources for the entire student body. A part-time advisor position was enhanced to full-time to support retention efforts with Hispanic students, the largest number of ethnic students at the university. The university received a \$50,000 grant from the state of Wyoming for enforcing underage drinking laws to work with

community agencies to promote safe and legal drinking behavior, create a database to track alcohol-related offenses and a "party patrol"; to assess the progress made; and to offer a model for the community college in Wyoming.

The total fall semester headcounts, including outreach and online students, increased to 12,402; the target is 13,000 students (standardized at the end of the fall semester).

New-student enrollments, first-time, full-time freshmen and transfers, increased to 2,439.

Minority and international students comprised 10.2 percent of the student enrollment.

The third-semester retention rate for the freshman cohort entering in the fall of 2000 and retained until the fall of 2001 was 75.5 percent. (Standardized retention data are always delayed one-year.) National retention data for similar institutions fluctuate between 83 and 84 percent for 1994-99.

The six-year graduation rate for first-time, full-time freshmen matriculating in the fall of 1995 and graduating by the summer of FY01 increased to 53.7 percent. (Standardized six-year graduation rates are always delayed one year.) National six-year graduation data for students entering similar institutions between 1989-94 range between 61 and 62 percent.

The six-year graduation rate for student athletes (entering in fall 1995 and graduating by the summer of 2001) was 53.3 percent compared to the overall student body, 53.7 percent.

In the FY02 ACT Student Opinion Survey, 81.9 percent of the students (n=930) expressed overall satisfaction with their University of Wyoming experience.

Student satisfaction with support services averaged 62.7 percent: admissions (67.5 percent), career planning (56.1 percent), financial aid (69.8 percent), job placement (41.8 percent), orientation (59.6 percent), personal counseling (63.5 percent), registration (71.8 percent), student health services (71.1 percent).

The average student satisfaction with administrative services was 55.0 percent: billing (68.2 percent), buildings and grounds (67.3 percent), bookstore (74.3 percent), food services (36.6 percent), parking (9.2 percent), safety (68.9 percent), staff attitude (60.5 percent).

The students reported 64.0 percent average satisfaction with the social and cultural environment: student government (29.5 percent), athletics facilities (68.4 percent), campus media (55.1 percent), cultural programs (76.4 percent), housing programs (53.1 percent), recreational programs (89.4 percent), social events (65.8 percent), student involvement (60.8 percent), and the student union (77.8 percent).

Attractive, up-to-date, safe facilities aid the recruitment and retention of students. The facilities will be important in marketing UW to potential students as well as supporting current students. The second phase of the Wyoming Union renovation was completed during FY02 (food court, bookstore, program lounges, computer laboratory, and beverage bar).

Renovation of the Washakie Center, which provides dining and recreational services to the university's residential community, was begun in FY02. As part of the facility, a new student-learning center will be created, enhancing a computer laboratory and developing space for tutoring and academic skills training. The *Capital Facilities Plan* was presented to the Trustees in September 2001. Final plans were made to revamp campus parking, an item that always elicits the lowest level of satisfaction on the student opinion survey. Advances in academic and administrative computer and telecommunications support will allow on-line registration and timely awarding of scholarship awards.

UW is, at its core, an academic institution. As a land-grant institution, the university has a special commitment to promote liberal and practical education in the arts, sciences, and professions. In spring 2002, the Faculty Senate took a significant step by approving a streamlined revision of the the general education program (University Studies) for the undergraduate students. Core requirements will now include a dramatically revised first-year seminar, oral communications, lower-division writing, two quantitative courses, one or two natural science courses, at least three cultural context courses, the current U.S. and Wyoming Constitution course, and physical activity and health courses. Components that must be "embedded" in a student's coursework include information literacy, two additional courses with advanced writing requirements, global awareness, and U.S. diversity. Learning communities were launched in response to the evidence that student living-learning communities enrich the academic experience. At the graduate level, several new interdisciplinary master's degree programs have been initiated.

Of the 26 University of Wyoming programs for which accreditation is sought from national accrediting bodies, 100 percent hold current accreditation (cumulative). The accredited programs include the business college, education college, engineering college, law college, dietetics, rangeland ecology and watershed management, the Wyoming State Veterinary Laboratory, chemistry, music education, clinical psychology, counseling, architectural engineering, chemical engineering, civil engineering, computer science, electrical engineering, mechanical engineering, dental hygiene, family practice in Casper and Cheyenne, nursing, pharmacy, kinesiology and health, communication disorders, and the social work bachelor's and master's programs. UW is also fully and unconditionally accredited by the Higher Learning Commission.

The most recent available pass rates or scores on 10 key professional licensure examinations show that the UW pass rate or average is higher than the national pass rate or average on 100 percent of the exams. (Some of the comparator scores are not available for one or two years after the exams are

taken. The accounting, engineering, and law exams are given several times each year; the data is from the exam which was taken for the first time by the greatest number of students.) The licensure exam results for UW students compared with national averages are as follows: UW accounting-spring first-timers (FY00), 18.2 percent pass rates compared to 14.9 percent nationally; clinical psychology students (FY00), 158.3 average score compared with 153.2 nationally; dental hygiene students (FY02), 100 percent pass rate compared with 94.6 percent nationally; engineering-spring takers (FY02), 92.0 percent pass rate compared with 66.0 percent nationally; family practice residency students (FY02), 100 percent pass rate compared with 96.0 percent nationally; law-summer multi-state takers (FY01), 146 average score compared with 142 nationally; nursing students (FY01), 92.0 percent pass rate compared with 85 percent nationally; pharmacy students (FY02), 95.1 percent pass rate compared with 94.2 percent nationally; speech-language audiology students (FY01), 100 percent pass rate compared with 92.0 percent nationally; and speech-language pathology students (FY01), 100 percent pass rate compared with 89.0 percent nationally.

The ACT Student Opinion Survey reported 74.0 percent average student satisfaction academics: advisor information (61.1 percent) and availability (69.5 percent), class size (81.6 percent), classrooms (74.1 percent), computers (81.9 percent), course variety (70.8 percent), course content in major (75.3 percent), faculty attitude (80.6 percent) and availability (74.2 percent), instruction in major (74.9 percent), labs (65.4 percent), libraries (85.9 percent), study areas (71.5 percent), tests and grades (76.8 percent), tutoring (65.7 percent).

Graduation productivity (the ratio of bachelor's degrees and certificates awarded to 100 undergraduates enrolled) was 18.9 for FY02. The last year national data was available (in FY99), UW's graduation productivity was higher than the national average (as published in *Measuring Up 2000: The State-by-State Report Card for Higher Education*).

The UW Survey Research Center is currently developing additional surveys to gather data on our graduates' perceptions and experiences: the percent of alumni who are "satisfied" or "very satisfied" with their overall UW experience and the education they received in their major; the percent of graduates employed and employed in their field of study; and the percent of employers "satisfied or very satisfied" with their employees who have earned their degrees at the university.

Excellence in academics is UW's prime objective, and efforts have been made to enhance the current strength the university already has in specific disciplines. Central themes and institutional directions have been identified and reinforced with resources and incentives. Specific examples include the trustees' approval of an undergraduate major, minor, and a master's level degree in environment and natural resources. A proposal in the life sciences outlines

new Graduate School responsibilities for interdisciplinary graduate programs and offers enhanced opportunity to strengthen instruction and research within selected areas of the life sciences. Ten faculty positions were allocated to three central areas of strength: environment and natural resources, materials science and engineering, and computational sciences and engineering.

In addition, UW faculty members have continued to receive national recognition for their research accomplishments to make the university a research institution of international standing. In FY02, UW reached a new record in external funding, \$50 million.

The university's achievements are part of the focus of the UW web site, news releases, and the *UWyo Magazine*. Friends and alumni have registered their approval of the direction the university is moving with their financial support to enhance specific programs. Athletics is a part of university life and statewide support, so outcomes in that area are important to consider.

The university received \$50.0 million in external funding for FY02.

The total research dollars per tenure-track faculty (excluding financial aid funding) was \$71,689. In FY98, this number was \$58,451.

The Research Product Center has heightened the level of technology transfer, with 53 invention disclosures (31), patent applications (17), and licenses/options (5) obtained by the faculty in FY02.

With strong fundraising efforts, \$20.4 million in private gifts and pledges were made to the university in FY02.

The number of contributors reached a new record, with 23,900 donors participating.

In athletics, our record was very good in men's basketball, but that program was the only one of our 16 athletics teams finishing in the top half of the Mountain West Conference. The development of a strategic planning process for Athletics, launched in 2002, should provide direction for needed improvements in this area.

The demand for outreach hinges on the aspirations of Wyoming's residents and their interest in lifelong learning. The university faculty and staff serve the residents of the State of Wyoming and provide leadership through courses offered throughout the state, research projects, conferences, cultural program outreach, and informational presentations. In addition, UW has spearheaded three significant initiatives, which provide leadership to the state.

The Institute for Environment and Natural Resources, with leaders from the nation serving on this board, continues to provide a basis for consensus building based on discussion, openness, and scientific information.

Leadership Wyoming, a partnership between the University of Wyoming and the Wyoming Heritage Foundation, graduated its second class.

The creation of a public policy institute is being discussed with the governor and the Legislature.

Strategic plan changes

There will be no changes in the *UW Academic Plan* until the next plan is published in the summer of 2004. The *Academic Plan* is supplemented by the *Support Services Plan, 2000-2005* and the *Capital Facilities Plan*. At UW, the planning process is continual and cyclic. The revised outcome measures included in this report will be used again next year.

University of Wyoming organization chart

