

# University of Wyoming

## 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 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 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/>. 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.

### Goal I, Enrollment and access

Among the university's core commitments are broad access to advanced education, a diverse and interna-

## General information

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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, Budget and Planning, Governmental, Community and Legal Affairs, Information Technology, Institutional Advancement, Research and Student Affairs (see chart for details)

## Clients served

Enrolled undergraduate, graduate and non-degree students, continuing education participants, high school students, alumni, business assistance clients, community assistance clients,

tional 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 continues to make progress in recruiting and retention efforts. Increased collaboration with the community colleges in promoting the articulation agreements have resulted in increased transfer student enrollment at the university when students complete their associate programs from the Wyoming community colleges. UW also collaborated with the Wyoming community colleges for the first 3-D Conference (Diversity, Dialogue and Direction). The conference is designed to increase communication to improve our efforts in recruiting and retaining diverse students at UW and the community colleges. The conference was financially supported by the UW President's Advisory Committee on Minority and Women's Affairs (PACMWA) and the Daniels Fund. The Daniels Fund of Wyoming has also been instrumental in assisting with other enrollment initiatives including a summer pre-college program to increase college-going rates in Wyoming and to support the Office of Multicultural Affairs for retention efforts.

Increasingly, the university is expanding online service and support to incoming and current students. The web site is key to effective promotion of the university. This year UW hosted "Chat Nights" for prospective students to communicate online with current UW students. Through the Weeks of Welcome, during the first three weeks of the Fall Semester, UW assists new students with their transition into the university. Weeks of Welcome includes academic and social programming to help students make connections with faculty, staff, and other students.

Another retention initiative that has achieved positive outcomes is the A-Team. This interdisciplinary alcohol team was assembled to have a collaborative, multi-component, interdisciplinary approach to thoroughly address alcohol related issues.

Total student enrollments (standardized at the end of the fall semester) The total fall semester headcounts, including outreach and online students, increased to 12,766; the target is 13,000 students.

New-student enrollments (first-time, full-time freshmen and transfers) increased to 2,594.

Minority and international students comprised 10.6 percent of the student enrollment.

The third-semester retention rate for the freshman cohort entering in the fall of 2001 and retained until the fall of 2002 was 77.6 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 1996 and graduating by the summer of FY02 increased to 54.3 percent. (Standardized six-year graduation rates

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	\$123,601,169
Federal funds Section I	\$2,457,809
Federal funds Section II	\$37,099,447
Other Section I	\$53,499,671
Other Section II	\$66,747,244
<b>Total</b>	<b>\$283,405,340</b>

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 1996 and graduating by the summer of 2002) was 44.6 percent compared to the overall student body, 54.3 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. Renovation of the Washakie Center, which provides dining and recreational services to the university's residential community, was completed in FY03. Construction has started on the Health Sciences project and this facility will be completed in the summer of 2005. During the upcoming year, construction will start on a new childcare facility and structural repairs will be made to War Memorial Stadium. Other projects within the *Capital Facilities Plan*, including renovations to the Classroom Building and design of the Information, Learning and Library Center are being planned and will proceed to construction as funds become available. In FY 03, the university received federal funding to assist with technology in a student success center and plans are underway to establish such a center in the Coe Library. Information Technology is also moving forward with plans to expand wireless connectivity on the campus to provide greater access to the campus network.

## **Goal II, Quality and effectiveness of the curriculum**

UW is, at its core, an academic institution. As a land-grant institution, the university has a special commitment to promote liberal and practical educa-

tion in the arts, sciences, and professions. In spring 2002, the Faculty Senate took a significant step by approving a streamlined revision of the general education program (University Studies) for the undergraduate students. Implementation of that improved and updated general education program is underway fall 2003.

The effectiveness of each academic degree program in meeting its specific learning outcomes is identified as a high institutional priority as Academic Plan II is crafted. Assessment of student learning outcomes, identified by faculty with input from students and external constituencies, and the use of those outcomes when appropriate for program improvement as appropriate is an expectation for departmental and college academic plans. Implementation will be phased over several years.

Of the 27 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 lower than the national pass rate or average on 55.6 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 (FY01), no UW students took the exam; clinical psychology students (FY01), 159.7 average score compared with 140.0 recommended nationally passing score; dental hygiene students (FY03), 100 percent pass rate compared with 96.1 percent nationally; engineering-spring takers (FY03), 73.0 percent pass rate compared with 84.0 percent nationally; family practice residency students (FY02), 100 percent pass rate compared with 96.0 percent nationally; law-summer multi-state takers (FY02), 144 average score compared with 141 nationally; nursing students (FY02), 85.0 percent pass rate compared with 87 percent nationally; pharmacy students (FY03), 90.7 percent pass rate compared with 96.7 percent nationally; speech-language audiology students (FY01), 100 percent

pass rate compared with 78.0 percent nationally; and speech-language pathology students (FY01), 73 percent pass rate compared with 79.2 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).

### **Goal III, Focusing for distinction along institutional themes**

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. A new dean of the Graduate School was appointed, who will assume new responsibilities which reflect the university's commitment to provide interdisciplinary graduate programs and strengthen instruction and research within selected areas of distinction. Eleven faculty positions were allocated to four central areas of strength: environment and natural resources, life sciences, materials sciences, and computational sciences.

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 FY03, UW reached a new record in external funding, \$54 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 \$54.0 million in external funding for FY03.

The total research dollars per tenure-track faculty (excluding financial aid funding) was \$79,289. In FY98, this number was \$58,451.

The Research Product Center has heightened the level of technology transfer, with 18 provisional patent applications filed (USPTO); 21 utility patent applications filed (US, foreign or PCT); 5 patents issued; and 2 option, license or assignment agreements signed that convey rights to university-owned patents.

With strong fundraising efforts, \$30.2 million in private gifts and pledges were made to the university in FY03.

The number of contributors reached a new record, with 24,556 donors participating.

The athletics record was very good in men's basketball and women's track, but those programs were the only two of our 16 athletics teams finishing in the top half of the Mountain West Conference. A draft Strategic Plan for Intercollegiate Athletics has been completed and can be seen at <http://uwadmn-web.uwyo.edu/UW/athleticsplan/>

### **Goal IV, Leadership for Wyoming's future**

The demand for outreach hinges on the aspirations of Wyoming's citizens 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 third class. Leadership Wyoming has graduated 118 participants since its inception, and an alumni group has been organized.

The creation of a public policy institute is being discussed with the Governor and the Legislature including efforts to establish a Government Research Liaison Office to work with policy makers.

## **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*, 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

