

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 (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/>. 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

General information

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Agency contact

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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).

Number of authorized personnel

Does not apply.

Organizational 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, clients requesting information, agricultural assistance clients, research clients, health care patients, cultural programs patrons, athletics fans and other Wyoming citizens.

Budget information

(authorized by the Board of Trustees)

General fund Section I.....	\$125,891,042
Federal funds Section I.....	2,457,809
Federal funds Section II.....	37,099,447
Other Section I.....	52,381,674
Other Section II.....	63,811,343
Total	\$281,641,315

◆ 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 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 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. This year the University and the Wyoming community colleges collaborated on a Daniels Fund grant that was awarded to increase opportunities for transfer students attending our institutions.

UW also collaborated with the Wyoming community colleges for the first 3-D Conference (Diversity, Dialogue and Direction). The conference was designed to increase communication and improve efforts in recruiting and retaining diverse students at UW and the community colleges. The conference was primarily supported by the UW President's Advisory Committee on Minority and Women's Affairs (PACMWA).

UW, the Wyoming community colleges and Wyoming Student Loan Corporation coordinated a state-wide program offering admission and financial aid information to juniors in high school through a program called "Jump Start for Juniors". The program was successful in communicating college preparatory information to juniors in high school and their parents.

Wyoming Student Loan Corporation and UW also coordinated "College for a Day" on the Laramie campus for 6th graders for the second consecutive year. UW's I'm Going to College program was held in the spring as a way to encourage elementary students to begin planning for college.

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. Electronic "Message Boards" were also available for students to query UW regarding questions they have about the University.

Through the Weeks of Welcome, during the first three weeks of the fall semester, UW assisted new students with their transition into the University. Weeks of Welcome included academic and social programming to help stu-

dents 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 13,162; exceeding the target of 13,000 students.

New-student enrollments (first-time, full-time freshmen and transfers) were 2,529.

Minority and international student enrollments Minority and international students comprised 10.8 percent of the student enrollment.

Third-semester retention rate The third-semester retention rate for the freshman cohort entering in the fall of 2002 and retained until the fall of 2003 was 75.1 percent. (Standardized retention data are always delayed one-year.) National retention data for similar institutions fluctuate between 83 and 84 percent for 1994-99.

Six-year graduation rate The six-year graduation rate for first-time, full-time freshmen matriculating in the fall of 1997 and graduating by the summer of FY03 increased to 56.7 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.

Six-year graduation rate for student-athletes The six-year graduation rate for student athletes (entering in fall 1997 and graduating by the summer of 2003) was 62 percent compared to the overall student body, 56.7 percent.

Student overall satisfaction In the FY04 ACT Student Opinion Survey, 78.8 percent of the students (n=754) expressed overall satisfaction with their University of Wyoming experience.

Student satisfaction with support services Student satisfaction with support services averaged 64.1 percent: admissions (70.2 percent), career planning (52.6 percent), financial aid (68.1 percent), job placement (44.9 percent), orientation (63.2 percent), personal counseling (71.6 percent), registration (72.9 percent), student health services (69.0 percent).

Student satisfaction with administrative services The average student satisfaction with administrative services was 56.7 percent: billing (65.6 percent), buildings and grounds (70.2 percent), bookstore (71.3 percent), food services (52.2 percent), parking (10.2 percent), safety (67.7 percent), staff attitude (59.7 percent).

Student satisfaction with the social and cultural environment The students reported 67.2 percent average satisfaction with the social and cultural environment: student government (27.7 percent), athletics facilities (68.1 percent), campus media (57.5 percent), cultural programs (83.4 percent), housing programs (57.5 percent), recre-

ational programs (86.8 percent), social events (81.4 percent), student involvement (60.1 percent), and the student union (86.0 percent).

Facilities and technology Attractive, up-to-date facilities aid the recruitment and retention of students. The Capital Facilities Plan continues to guide UW's planning for capital projects and facility renewals. During FY 2004 renovation of Washakie Center, the university's residential dining facility, was completed and re-opened for use. Construction and renovation of the Biochemistry Building as the future location for the College of Health Sciences is currently progressing with the anticipation of this facility being ready for occupancy in the summer of 2005. Planning for several other projects was completed this past year and construction of a new Early Education and Childcare Facility, structural repairs to War Memorial Stadium and the first phase of renovations within the residence halls were all initiated. Additional planning is now underway to accommodate renovations to the Classroom Building and other major classrooms, a new facility for Anthropology, expansion of Coe Library (Information, Learning and Library Center [IL2C]), and for construction of the Wyoming Business Technology Center. Funding for the Wyoming Business Technology Center is currently authorized pending UW securing the matching funds for the project. It is anticipated that funding requests for the Classroom Building, Anthropology Facility (called Archaeological and Anthropological Resources Facility) and the IL2C facility will be submitted to the 2005 legislative session.

In April 2004 the University of Wyoming was listed as the highest-ranked public university in the Rocky Mountain region in a new survey to determine the nation's top 100 "Most Unwired College Campuses." Intel Corporation ranked UW 67th in a national survey to determine the campuses that offer the best wireless accessibility. UW ranked ahead of such universities as Harvard and Stanford in the survey conducted by Bert Sperling, a researcher who specializes in collecting and analyzing data for the nationally known "Best Places" surveys.

The Intel ranking was the second national survey this past academic year that recognized UW's commitment to providing computer access to students. In October, the Princeton Review ranked the university as one the nation's "most connected campuses," based on the student/computer ratio, wireless access on campus, the breadth of the computer science curriculum and comments from students.

Goal II, Quality and effectiveness of the curriculum

UW is, at its core, an academic institution. Academic Plan II, approved by the Board of Trustees in May 2004, identifies eight institutional issues on which the University will focus over the next five years; four of those institutional issues are directly related to the effectiveness of the

curriculum. As a land-grant institution, the university has a special commitment to promote liberal and practical education in the arts, sciences, and professions. Central to this commitment is the implementation fall semester 2003 of the revised general education program (University Studies), streamlined and strengthened as specified by Academic Plan I.

Relative to the effectiveness of individual academic programs, Academic Plan II identifies the assessment of student learning outcomes for each program as a priority. Key learning outcomes have been or are being identified by their respective faculty and staff with input in many cases from students and external constituencies. Assessment of the effectiveness with which the identified outcomes are met is an expectation for each department, college and the University Studies Program. When a need is indicated, the information is used for improvement of the program in meeting its outcomes. Every academic program is expected to have completed one cycle of this assessment by 2007.

Accreditation Of the 27 University of Wyoming programs for which accreditation is sought from national accrediting bodies, 100 percent hold current accreditation (cumulative). UW is fully accredited by the Higher Learning Commission and a member of the North Central Association through 2009. The accredited colleges include the Colleges of Business, Education, Engineering, and Law. Individual programs in dietetics, rangeland ecology and watershed management, the Wyoming State Veterinary Laboratory, chemistry, music education, clinical psychology, counselor education, architectural engineering, chemical engineering, civil engineering, computer science, electrical engineering, mechanical engineering, dental hygiene, family practice programs in Casper and in Cheyenne, nursing, pharmacy, kinesiology and health, communication disorders, and the social work bachelor's and master's programs are fully accredited.

Licensure exam pass rates/scores Another gauge of programmatic quality relative to external measures is the comparison of pass rates/scores on licensure examinations for programs in which such exams are available and administered. Exams for 12 programs at UW are currently administered. Of those programs, eight had pass rates or scores greater than the national averages for the exam, four did not. (Some of the comparator scores are not available for one or two years after the exams are taken. The engineering, business and law exams are given two times each year; the following data is from the exam which was taken for the first time by the greatest number of students.) Exam results for students in UW programs compared with national average percentages or actual scores are as follows:

- ◆ Business students' major field test (Spring 03), 160.3 mean score compared with 151.9 mean nationally
- ◆ Counselor education students (FY03), 122.5 average score compared with 105.4 nationally

- ◆ Dental hygiene students (FY 04), 100 percent compared with 96.3 percent nationally
- ◆ Engineering students (spring administration FY 04), 84.5 compared with 79.2 nationally
- ◆ Family practice residency students in Casper (FY 03), 60 percent compared with 89 percent nationally, and in Cheyenne (FY 03), 100 percent compared with 89 percent nationally
- ◆ Law students, summer multistate bar exam (FY 04), 130 compared with 139 nationally
- ◆ Nursing students (FY 03), 72 percent compared with 88 percent nationally
- ◆ Nursing family nurse practitioner students (FY 03), 100 percent compared with 85.1 percent nationally
- ◆ Pharmacy students (FY 03), 95.2 percent compared with 93.8 percent nationally
- ◆ Speech-language audiology students (FY 04), 590 median compared with 630 median nationally
- ◆ Speech-language pathology students (FY 04), 705 median compared with 660 median nationally

Student satisfaction surveys UW administered the ACT Student Opinion Survey during the spring of 2004. The percentage of students responding to a range of academic and facilities questions as satisfied or very satisfied: the University in general (78.8 percent), course content in the major field (76.3 percent), instruction in the major field (76.7 percent), out-of-class availability of instructors (76.7 percent), attitude of faculty toward students (78.8 percent), variety of courses offered (71.6 percent), class size (85.7 percent), advisor availability (66.4 percent), and, value of the information provided by your advisor (60.8 percent). These percentages indicate UW students in general express a high level of overall satisfaction with the institution's academic programs.

Goal III, Focusing for distinction along institutional themes

A record 24,700 alumni and friends contributed \$21.7 million to the University of Wyoming during fiscal year 2004. In 2001, the Wyoming Legislature established a fund of \$30 million to match gifts of \$50,000 or more for UW endowments. In only two and a half years, UW secured donations to match the entire fund and the 2004 Legislature voted to allocate an additional \$18 million, bringing the total state match to \$48 million.

A strategic plan for intercollegiate athletics was also completed in 2004

(<http://uwadmnweb.uwyo.edu/UW/athleticsplan/>) and the legislature provided further support to UW with a \$10 million fund established to match gifts of \$25,000 or more designated for athletic facilities.

"DISTINCTION: The Campaign for Wyoming's University" will conclude on June 30, 2005. Since the beginning of the campaign in July 2000, the total number

of new endowments climbed to 1062 from 423 in 1993.

UW faculty members have continued to receive national recognition for their research accomplishments to make the university a research institution of international standing. In FY04, UW reached a new record in external funding, \$61 million.

External funding The university received \$61.0 million in external funding for FY04.

Research dollars The total research dollars per tenure-track faculty (excluding financial aid funding) was \$88,936. In FY98, this number was \$58,451.

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

Private gifts With strong fundraising efforts, \$21.7 million in private gifts and pledges were made to the university in FY04.

Number of donors The number of contributors reached a new record, with 24,700 donors participating.

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 citizens 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 two significant initiatives, which provide leadership to the state.

Leadership efforts

- ◆ 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 fourth class. Leadership Wyoming has graduated 158 participants since its inception, and an alumni group has been organized.

Strategic plan changes

With approval of Academic Plan II, the next five-year planning focus will center on completing the action items identified in this new plan. As with the first academic plan there will be annual report cards issued on the progress being made to implement this plan and UW will continue to provide outcomes and benchmarks measuring the effectiveness of this plan. The second round of planning for Support Services will also be initiated next year to align support activities with the key elements of Academic Plan II.

Western Interstate Commission for Higher Education (WICHE)

General information

WICHE has no administrative staff or director. Administrative support for the agency is provided through staffing at the University of Wyoming.

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Year established

The Western Interstate Commission for Higher Education was established by statute in 1953.

Statutory references

Wyoming Statutes, Title 21, Chapter 16, Article 2.

Authorized Personnel

There are three WICHE commissioners appointed by the Governor. Tex Boggs, Philip L. Dubois and Klaus Hanson are the current commissioners.

Organizational structure

WICHE is a separate operating entity funded by state legislative appropriation. The functions of the agency are performed by personnel within the University of Wyoming under the umbrella of the College of Health Sciences.

Clients Served

WICHE serves Wyoming students from the undergraduate level through graduate and professional programs.

Budget information

FY 2004 General Fund Expenditures \$2.1 million.

Meeting frequency

The WICHE Commission meets twice per year.

Mission and philosophy

The mission of WICHE, based upon its enabling legislation, is to provide residents within Wyoming and the other western states within the compact an opportunity to obtain high-quality, cost-effective education without replicating programs in every state.

Major accomplishments and efficiencies

The FY 2004 annual report published by the WICHE office is available on the web at: <http://www.wiche.edu/annualreport04/>. In part this report states:

“Through WICHE’s Professional Student Exchange Program, Wyoming sent 111 students to out-of-state programs this year in nine different fields (medicine, dentistry, veterinary medicine, physical therapy, occupational therapy, optometry, podiatry, osteopathic medicine, and architecture). Historically, almost 60 percent of outbound PSEP students have returned to Wyoming to pursue their professional careers. Wyoming sent 35 students to out-of-state institutions via the Western Regional Graduate Program, while receiving 14. And over 1,600 Wyoming students participated in the Western Undergraduate Exchange, attending schools in 14 other states, while more than 1,500 students from other participating states enrolled in Wyoming.

A primary goal of WICHE’s exchange programs is to support the creation of a strong and responsive workforce in Wyoming and the rest of the West. Between 1996 and 2006, Wyoming expects an influx of nearly 14,000 new jobs. The state will see a drop in some of its traditionally strong occupations and a boost in a number of others, thanks to changes in demographics and to new economic and social realities. Higher education will play a major role in the state’s ability to meet the needs of its population and fill these new jobs, especially in professional fields that require extensive training. WICHE’s Workforce Briefs provide detailed information on Wyoming’s occupational outlook and on the role our programs can play in building a well-trained workforce.”

University of Wyoming organization chart

