University of Wyoming Student Opinion Survey, 2016

By

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1. Introduction
The Division of Student Affairs at the University of Wyoming (UW), engaged the Wyoming Survey & Analysis Center (WYSAC) to conduct the biennial survey of UW students. For over a decade the survey has been conducted in the spring of even numbered years. Students participating in the survey are also administered one of two national student satisfaction surveys - the A.C.T. survey or the Noel-Levitz survey. As the A.C.T. survey was discontinued a few years ago, WYSAC recreated that instrument and prepared it for administration in place of the original form. The UW Student Opinion Survey uses a paper and pencil data collection instrument which for the most part includes questions used in previous years to provide for comparisons over time. As with previous years, additional questions of interest were added in 2016, while a few from previous iterations were taken off the survey to keep the length manageable. Survey results from 2016 are presented in the following report, with comparisons to responses from previous years, where applicable.

2. Methods
The current version of the survey contains many of the questions used in previous iterations, as well as a number of new questions added to address current issues of interest. The WYSAC team refined the question changes and reformatted the survey instrument. As in the previous four iterations of the survey, the questionnaire was turned into a scannable document using Teleform® software for optical mark recognition of completed surveys.

The survey was administered by UW instructors (who had previously agreed to participate in the survey) to students in their classes taught at 10 am on Wednesday in April 6, 2016. All of the students who attended that class were asked to complete both the UW Student Opinion Survey and one of the two national surveys. Participating classes were selected at random to receive either the A.C.T. or the Noel-Levitz survey. In addition, Casper College administered the survey at a later date with the A.C.T national survey.

Completed questionnaires were returned by instructors to the UW Student Union information desk, or via campus mail. Completed questionnaires from the Casper campus were received through May. The Noel-Levitz surveys were sent on for processing to the respective agency. At this time, WYSAC began the compilation of data from the UW Student Opinion Survey and the A.C.T. survey. Completed questionnaires were scanned on WYSAC high volume scanners and subsequently verified using built in verification procedures. WYSAC research scientists analyzed the data using the IBM SPSS Statistics 23 (Statistical Package for the Social Sciences) and compiled the results.

A total of 1,317 completed UW Student Opinion Surveys were obtained. Assuming randomness in the design of the sample, a sample this size should yield a margin of error of about +/- 2.8 percentage points with 95% confidence. As in previous years, the actual margin of error will be slightly higher due to the clustered sample design (randomly selecting entire classes).
Of the 1,317 students who completed the UW survey, 751 completed the A.C.T. Student Opinion Survey (Four-Year College Form, discontinued but replicated by WYSAC), and 537 completed the Noel-Levitz Student Satisfaction Inventory.

Caution is advised when making comparisons to previous years, as the current version of the survey differs slightly from previous versions in question order and presentation. Differences in question wording are noted where appropriate.

3. **Demographics**

A total of 1,317 students completed the 2016 UW Student Opinion Survey. Of those, 1,258 are from the Laramie campus, and 59 are from the Casper campus and the Outreach School.

The distribution of responses in terms of class standings is very similar to previous iterations of the survey, with slightly more graduate students responding than in the past. As is the case in previous iterations, juniors represent the largest proportion of respondents. (See Figure 1 and Table 43.)

![Figure 1. Class standing distribution, 2010-2016.](image-url)
4. Key Findings

A large majority of students report that overall they are pleased with the education they are receiving at UW. Slightly higher than previous in years, now 95.5% of students say they strongly agree or somewhat agree that they are pleased with the education they are receiving, while the percentage of students who somewhat or strongly disagree with that remains low at 3.4%. Over half (53.2%) of students say they strongly agree that they are pleased with the education they are receiving at UW. This represents the highest number of students reporting strong agreement with this since introducing the question in 2004. (See Table 1, Table 2, & Figure 2)

The percentage of students who strongly agree or somewhat agree that overall they would recommend that a friend or relative attend UW remains very high at 90%, a slight increase from 2014. (See Table 1, Table 2, & Figure 2)

Table 1. Overall satisfaction with education at UW.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Overall, I am pleased with the education that I am receiving at UW.</td>
<td>2016</td>
<td>53.2%</td>
<td>42.3%</td>
<td>2.9%</td>
<td>0.5%</td>
<td>1.1%</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>52.4%</td>
<td>41.8%</td>
<td>4.0%</td>
<td>0.9%</td>
<td>0.3%</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>51.5%</td>
<td>43.8%</td>
<td>2.9%</td>
<td>0.9%</td>
<td>0.2%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>49.9%</td>
<td>45.1%</td>
<td>3.6%</td>
<td>0.5%</td>
<td>0.1%</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>48.6%</td>
<td>47.2%</td>
<td>2.6%</td>
<td>0.6%</td>
<td>0.3%</td>
</tr>
<tr>
<td></td>
<td>2006</td>
<td>42.6%</td>
<td>50.7%</td>
<td>4.3%</td>
<td>1.8%</td>
<td>0.2%</td>
</tr>
<tr>
<td></td>
<td>2004</td>
<td>38.9%</td>
<td>55.0%</td>
<td>4.7%</td>
<td>0.7%</td>
<td>0.4%</td>
</tr>
<tr>
<td>b. Overall, I would recommend that a friend or relative attend UW.</td>
<td>2016</td>
<td>57.3%</td>
<td>32.7%</td>
<td>3.8%</td>
<td>1.7%</td>
<td>4.5%</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>54.7%</td>
<td>33.2%</td>
<td>6.4%</td>
<td>1.9%</td>
<td>1.4%</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>55.8%</td>
<td>33.6%</td>
<td>4.6%</td>
<td>2.0%</td>
<td>1.1%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>52.9%</td>
<td>37.8%</td>
<td>4.9%</td>
<td>1.6%</td>
<td>0.8%</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>51.4%</td>
<td>39.5%</td>
<td>4.8%</td>
<td>1.1%</td>
<td>0.8%</td>
</tr>
<tr>
<td></td>
<td>2006</td>
<td>46.0%</td>
<td>43.0%</td>
<td>5.5%</td>
<td>2.6%</td>
<td>1.1%</td>
</tr>
<tr>
<td></td>
<td>2004</td>
<td>43.9%</td>
<td>47.4%</td>
<td>5.0%</td>
<td>1.7%</td>
<td>1.2%</td>
</tr>
</tbody>
</table>
Figure 2. Overall satisfaction with education at UW.

Overall, I am pleased with the education I am receiving at UW.

Overall, I would recommend that a friend or relative attend UW.
The first block of questions in the survey was dedicated to different UW services and programs. Students were first asked if they wanted help with the particular service or program from UW. Next, they were asked to indicate whether or not they were aware of that service or program at UW. If the respondent indicated they were aware of the service, they were then asked if they have used this service at UW. As was the case in previous iterations records where the student had indicated that they had used a service, but had left the option that they were aware of the service blank, were backfilled to indicate awareness of the service accordingly. Finally, those who had used the service were asked whether or not they found the service useful.

A small percentage (6.3%) of respondents indicate they want help with participation in campus activities/programs, compared to 6.7% in 2014. While 95% of respondents are aware of the service (identical to 2014), just over half have used this service, and of those who have used the service 50% report that they found it useful (similar to results in 2014). Marking a decline from 2014, 5% of respondents indicate that they want help with student organization participation, 76% report to be aware of the service at UW, over a third have used the service, while 48.0% of those who have used the service report that they found it useful. When asked about leadership programming opportunities, 10% of students indicate that they want help with this from UW, 77% appear to be aware of this service at UW, while 20% report that they have used this service. Of those who have participated in leadership programming opportunities, 49.0% found it useful. (See Table 3 & Table 5.)

Two new services/programs were added in 2016, interaction with people from other American racial and ethnic cultures and interaction with people from other international or global cultures. Nearly 10% of students say they want help from UW for each, while just over 70% say they are aware of either of these services. Just under a quarter (24.6%) of students report that they have used a service for interaction with people from other international or global cultures, while 22.1% indicate the same for interaction with people from other American racial and ethnic cultures. Just under half of students who utilized the services say they found them helpful. (See Table 3 & Table 5.)

Awareness of the different UW ‘help centers’ increased slightly from 2014 to 2016. Roughly 70% of respondents are aware of the Washakie Student Learning Center, up from 65% in 2014. Nearly 83% of respondents are aware of the Math Lab, up from 80% in 2014. A slightly higher percentage of students (91.3%) say they are aware of the Writing Center, up from 83.8% in 2014; while just over half (50.6%) indicate that they are aware of the Oral Communications Lab. More students in 2016 say they are aware of both the Washakie Student Learning Center (25.8%) and the Math Lab (46.3%) than was the case in 2014 (21.4% and 43.7%, respectively). (See Table 6 & Table 7.)

New to 2016, students were asked about the STEP Success Center. Nearly three-quarters (73.8%) of students say they are aware of this center, while 26.4% of those who are aware say that they have used the center. Of those who have used the STEP Success Center, 86.2% report that they received the help they sought there. Similarly, 76.0% indicate that the center helped improved their course grades. (See Table 8.)

Students were asked, if they did not use tutoring, if they would be more likely to do so if its services were located in a single building. Similar to 2014, 31.5% say ‘yes,’ while 26% say ‘no’ and 42.5% say ‘maybe.’ (See Table 9.)

A new set of questions for 2016 addressed the Early Alert system recently implemented by the University. The Early Alert system is designed to notify students early in the semester of how well
they are doing in their classes. In 2016, 44.3% of students say that they have checked their Early Alert progress report on WyoWeb. Of those who have used Early Alert, 65% say they strongly agree or agree that the progress report was helpful to them. Similarly, 65% strongly agree or agree that the Early Alert progress report came at a helpful time for them to make changes or connect with resources. Finally, 59% strongly agree or agree that the contact they received from their RA and/or advisor was valuable to them. (See Table 10 and Table 11).

Students were asked similar questions about UW’s different resource centers, including the Multicultural Resource Center, the Veterans Services Center, the International Resource Center, and the Non-Traditional Student Center. Again, reported awareness increased for those centers, with the exception of the non-traditional student center where 38% say they are aware of the center – a decrease from 41% in 2014. The highest awareness continues to be of the Multicultural Resource Center with 53% indicating that they are aware of the center (up from 51 in 2014 and 41 in 2012), while 41% indicate awareness of the International Resource Center, and finally 38% of students indicate to be aware of the Veterans Services Center. Almost 42% of students say they are aware of the Women’s Center, while 34% say they are aware of the Rainbow Resource Center. These both represent increases in awareness from 2014 (39% and 27%, respectively). (See Table 12, Table 13, & Table 14.)

Over half (61%) of responding students indicate that they provided volunteer service at least once during the semester, a slight increase from 59% in 2014. With regard to hours worked each time they volunteer, the percentages have increased 2-5 percentage points for the highest time range categories (22% three hours, 18% four or more hours). (See Table 15 & Table 16)
Similar to results in past surveys, freshman students in 2016 work significantly fewer hours per week during the school year than students in other class standings. Additionally, students overall appear to be working less than they reportedly did in 2014, with 43% reporting working zero hours, compared to 38% in 2014. (See Table 17 & Figure 3.)

Figure 3. Students working zero hours per week during the semester.
Slightly fewer students in 2016 report that they strongly prefer to get a job in Wyoming upon completion of their education, with 27% indicating that in 2016 compared to 29% in 2014. When considering the number of students who strongly prefer or somewhat prefer to get a job in Wyoming after they complete their education, we see that after a notable increase in 2004 from 2002, the percentage of students expressing that preference has remained stable, with the percentages for 2016 (47%) and 2014 (50%) being very close. In 2012 45.5% of students indicated that they strongly or somewhat prefer to get a job in Wyoming; virtually no change from 2010 when the number was 45.4%. (See Table 19, Figure 4 & Figure 5.)

Figure 4. Preference of job location.

Figure 5. Percentage of students who prefer to get a job in Wyoming, change over time.
Since the 2006 iteration of the UW Student Opinion Survey students have been asked an array of questions regarding the general climate for diversity at the University of Wyoming. The figures that follow show the results for 2012, 2014 and 2016. The tables in Section 5 of this report include data for 2006 through 2016.

A large majority of students in 2016 (88.5%) feel that the climate at UW is very close to friendly or closer to friendly, an increase from 82.9% in 2014. (See Figure 6 & Table 18)

![Figure 6. Climate for Diversity - Friendly to Hostile.](image_url)

Slightly more students in 2016 feel the social climate at UW to be very close to non-racist or closer to non-racist (62.4%) than was the case in 2014 and 2012 (60.5% and 59.1%, respectively). (See Table 18 & Figure 7)

![Figure 7. Climate for Diversity - Non-racist to Racist.](image_url)
Continuing the trend observed since 2006, fewer students feel the social climate at UW to be *very close to homophobic* or *closer to homophobic*, with 17.6% indicating so in 2016, compared to 17.2% in 2014, 23% in 2012, 26% in 2010, 29% in 2008, and 36% in 2006. Overall, the shift in perception towards *very close to non-homophobic* among students at the University of Wyoming continues with the highest proportion of students ever reporting that the social climate is *closer* or *very close to non-homophobic* (50.1%, compared to 41.6% in 2014). (See Table 18 & Figure 8)

![Figure 8. Climate for Diversity - Homophobic to Non-homophobic.](image)

In 2016, very few students (2%) feel that the social climate at UW is *very close to sexist*. Although 13.1% feel that the climate is *closer to sexist*, which is a slight increase from 2014, the highest percentage ever (57.9%) say that the climate is *close* or *very close to non-sexist*. (See Table 18 & Figure 9)

![Figure 9. Climate for Diversity - Sexist to Non-Sexist.](image)
More students in 2016 than any other year feel that the social climate is "very close to conservative" (14.4%) or "closer to conservative" (31.0%), combined (45.5%) compared to 44.2% in 2014. (See Table 18 & Figure 10)

Figure 10. Climate for Diversity - Conservative to Liberal.

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2014</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Close to Conservative</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Closer to Conservative</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Between</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Closer to Liberal</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Very Close to Liberal</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
<td>25%</td>
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<tr>
<td>45%</td>
<td>45%</td>
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<td>45%</td>
</tr>
</tbody>
</table>

Complete results for all general climate for diversity items can be found in Table 18. Q9 - General climate for diversity.
When asked about plans after graduation, (58%) indicate that they will seek employment, similar to the 59% in 2014 and an increase from previous years. Over a quarter (26%) of students in 2016 indicate that they are likely to continue with graduate or professional school and a decrease from 2012 and 2010. Both 2016 and 2014 results differ significantly from the 2012 and 2010 results for these two options. For all other options, response distributions remain very similar to all previous iterations. (See Table 44 & Figure 11.)

Figure 11. Immediate plans after graduation.
In 2016, 66.7% of students report to have transferred courses to UW (compared to 69.9% in 2014). Students who had transferred courses to UW were asked a number of additional questions regarding their experience. Complete results regarding where students transferred credits from can be found in Table 21 - Table 23, Section 5 of this report. Almost a quarter of students (23.8%) who have transferred credits say that they had earned an Associate’s degree at a community college before transferring to UW, which result is similar to the 24.9% in 2014. (See Table 24)

A majority of students (88.6%) report that the institution or institutions from which they transferred credit from, had prepared them very well or somewhat well academically for UW, similar to results from 2014. Of the students who attended a transfer orientation program, 67% found it to be extremely helpful or somewhat helpful, up from 63% in 2014. (See Table 25 & Table 26)

When asked how many UW athletic events they attend per semester, only 21% say that they do not attend any (down from 22% in 2014). Over 41% say they attend 1-5 events, while 35% say they attend 6 or more events per semester. (See Figure 12 & Table 33.)

Figure 12. UW athletic events per semester.

<table>
<thead>
<tr>
<th>UW Athletic Events Attended Per Semester</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>20.6%</td>
</tr>
<tr>
<td>1-2</td>
<td>19.3%</td>
</tr>
<tr>
<td>3-5</td>
<td>21.7%</td>
</tr>
<tr>
<td>6-10</td>
<td>16.9%</td>
</tr>
<tr>
<td>11 or more</td>
<td>18.2%</td>
</tr>
</tbody>
</table>

When asked about residency status prior to enrolling at UW, a smaller proportion (55.6%) of students report to have been an in-state Wyoming student, compared to 2014 (58.7%). (See Table 36.)
Students were asked to state how important or not important a number of factors were to them when deciding which college to attend. Overwhelmingly, cost of tuition and fees was the most important factor with 85.1% saying this was very important and 10.7% saying this was somewhat important (compared to 80.7% and 13.6% in 2014, respectively). The next most important factors were scholarship or other financial aid and quality of academic programs with 68% and 64.0% respectively saying this was very important (nearly identical to 2014). (See Figure 13 & Table 37)

Figure 13. Factors influencing decision on which college to attend.

Of all survey respondents, 84.4% are very sure when asked to rate their confidence that they will graduate UW with a degree, down from 87.2% in 2014. When asked what factors might influence a decision to leave UW before they graduate, the number one concern is financial issues, with 33.3% citing this as a factor (compared to 34.5% in 2014). A new option, just not happy with UW or Laramie, was added in 2016 and 18% of students cited this a reason that could play a big part in their decision if they do indeed decide to leave UW before they graduate. (See Table 38 & Table 39.)
New to 2016, students were asked how much they learned about a number of diversity topics while at UW. A quarter of students say that they learned a great deal about “race/ethnicity/culture,” the highest percentage for any topic. This is followed by “political views” (23.4%) and “social justice/oppression and privilege” (23.1%). (See Figure 14 and Table 34.)

Figure 14. Perceived amount learned on a variety of topics while at UW.
Additionally, students were asked how much they learned about the previously mentioned diversity issues from a number of sources. Over a third (39%) of students say they learned about the diversity issues in UW classes, followed by college friends (37%) and talking with friends (36%). (See Figure 15 and Table 35.)

Figure 15. Source of education regarding diversity issues.
5. Survey Results
Results from the 2016 survey are presented below. Questions are presented with the wording and in the order they appeared on the survey. Where applicable, results from previous years are included.

2016 Respondents = 1317

2014 Respondents = 1129
2012 Respondents = 1680
2010 Respondents = 1542
2008 Respondents = 1247
2006 Respondents = 1307
2004 Respondents = 1490

Q1. Here are two statements. For each one, please mark the circle that comes closest to your opinion.

Table 2. Q1 - Student Satisfaction with UW overall

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Overall, I am pleased with the education that I am receiving at UW.</td>
<td>2016</td>
<td>53.2%</td>
<td>42.3%</td>
<td>2.9%</td>
<td>0.5%</td>
<td>1.1%</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>52.4%</td>
<td>41.8%</td>
<td>4.0%</td>
<td>0.9%</td>
<td>0.3%</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>51.5%</td>
<td>43.8%</td>
<td>2.9%</td>
<td>0.9%</td>
<td>0.2%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>49.9%</td>
<td>45.1%</td>
<td>3.6%</td>
<td>0.5%</td>
<td>0.1%</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>48.6%</td>
<td>47.2%</td>
<td>2.6%</td>
<td>0.6%</td>
<td>0.3%</td>
</tr>
<tr>
<td></td>
<td>2006</td>
<td>42.6%</td>
<td>50.7%</td>
<td>4.3%</td>
<td>1.8%</td>
<td>0.2%</td>
</tr>
<tr>
<td></td>
<td>2004</td>
<td>38.9%</td>
<td>55.0%</td>
<td>4.7%</td>
<td>0.7%</td>
<td>0.4%</td>
</tr>
<tr>
<td>b. Overall, I would recommend that a friend or relative attend UW.</td>
<td>2016</td>
<td>57.3%</td>
<td>32.7%</td>
<td>3.8%</td>
<td>1.7%</td>
<td>4.5%</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>54.7%</td>
<td>33.2%</td>
<td>6.4%</td>
<td>1.9%</td>
<td>1.4%</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>55.8%</td>
<td>33.6%</td>
<td>4.6%</td>
<td>2.0%</td>
<td>1.1%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>52.9%</td>
<td>37.8%</td>
<td>4.9%</td>
<td>1.6%</td>
<td>0.8%</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>51.4%</td>
<td>39.5%</td>
<td>4.8%</td>
<td>1.1%</td>
<td>0.8%</td>
</tr>
<tr>
<td></td>
<td>2006</td>
<td>46.0%</td>
<td>43.0%</td>
<td>5.5%</td>
<td>2.6%</td>
<td>1.1%</td>
</tr>
<tr>
<td></td>
<td>2004</td>
<td>43.9%</td>
<td>47.4%</td>
<td>5.0%</td>
<td>1.7%</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

Q2. UW provides services and programs to help students in various ways. For each of the following items, please mark the oval in the first column if you WANT help from UW in this area. Whether you've marked the first column or not, please mark the oval in the second column if you are AWARE of any UW services to provide such help. Then, for the services that you are aware of, please mark the third column if you have USED this service. If you have used a service, mark the last column if you found the service HELPFUL.
<table>
<thead>
<tr>
<th>Table 3. Q2 - Services and Programs: awareness, use, helpfulness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I want help with this from UW.</strong></td>
</tr>
<tr>
<td><strong>a. Participation in campus activities/programs</strong></td>
</tr>
<tr>
<td>2016</td>
</tr>
<tr>
<td>2014</td>
</tr>
<tr>
<td>2012</td>
</tr>
<tr>
<td><strong>b. Student organization participation</strong></td>
</tr>
<tr>
<td>2016</td>
</tr>
<tr>
<td>2014</td>
</tr>
<tr>
<td>2012</td>
</tr>
<tr>
<td><strong>c. Leadership programming opportunities</strong></td>
</tr>
<tr>
<td>2016</td>
</tr>
<tr>
<td>2014</td>
</tr>
<tr>
<td>2012</td>
</tr>
<tr>
<td><strong>d. Residence hall activities</strong></td>
</tr>
<tr>
<td>2016</td>
</tr>
<tr>
<td>2014</td>
</tr>
<tr>
<td>2012</td>
</tr>
<tr>
<td>2010</td>
</tr>
<tr>
<td>2008</td>
</tr>
<tr>
<td>2006</td>
</tr>
<tr>
<td><strong>e. Developing good study habits</strong></td>
</tr>
<tr>
<td>2016</td>
</tr>
<tr>
<td>2014</td>
</tr>
<tr>
<td>2012</td>
</tr>
<tr>
<td>2010</td>
</tr>
<tr>
<td>2008</td>
</tr>
<tr>
<td>2006</td>
</tr>
<tr>
<td><strong>f. Managing your time effectively</strong></td>
</tr>
<tr>
<td>2016</td>
</tr>
<tr>
<td>2014</td>
</tr>
<tr>
<td>2012</td>
</tr>
<tr>
<td>2010</td>
</tr>
<tr>
<td>2008</td>
</tr>
<tr>
<td>2006</td>
</tr>
<tr>
<td><strong>g. Choosing a major</strong></td>
</tr>
<tr>
<td>2016</td>
</tr>
<tr>
<td>2014</td>
</tr>
<tr>
<td>2012</td>
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<tr>
<td>2010</td>
</tr>
<tr>
<td>2008</td>
</tr>
<tr>
<td>2006</td>
</tr>
<tr>
<td><strong>h. Applying to graduate or professional school</strong></td>
</tr>
<tr>
<td>2016</td>
</tr>
<tr>
<td>2014</td>
</tr>
<tr>
<td>2012</td>
</tr>
<tr>
<td>2010</td>
</tr>
<tr>
<td>2008</td>
</tr>
<tr>
<td>2006</td>
</tr>
</tbody>
</table>
Table 4. Q2 - Services and Programs, con't.

<table>
<thead>
<tr>
<th></th>
<th>I want help with this from UW.</th>
<th>I am aware of a UW service for this.</th>
<th>I have used this UW service.</th>
<th>I found this UW service helpful.*</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Work experience within your major</td>
<td>2016 38.3%</td>
<td>53.6%</td>
<td>16.3%</td>
<td>49.8%</td>
</tr>
<tr>
<td></td>
<td>2014 38.4%</td>
<td>63.0%</td>
<td>19.9%</td>
<td>54.7% n=225</td>
</tr>
<tr>
<td></td>
<td>2012 42.0%</td>
<td>61.4%</td>
<td>18.0%</td>
<td>52.1% n=303</td>
</tr>
<tr>
<td></td>
<td>2010 39.5%</td>
<td>61.8%</td>
<td>14.7%</td>
<td>42.9% n=226</td>
</tr>
<tr>
<td></td>
<td>2008 39.0%</td>
<td>65.8%</td>
<td>17.3%</td>
<td>44.0% n=216</td>
</tr>
<tr>
<td></td>
<td>2006 42.2%</td>
<td>47.0%</td>
<td>9.5%</td>
<td>31.5% n=124</td>
</tr>
<tr>
<td>j. Job search assistance after college</td>
<td>2016 40.4%</td>
<td>57.2%</td>
<td>8.8%</td>
<td>50.0%</td>
</tr>
<tr>
<td></td>
<td>2014 40.3%</td>
<td>62.5%</td>
<td>12.2%</td>
<td>52.2% n=138</td>
</tr>
<tr>
<td></td>
<td>2012 42.3%</td>
<td>60.8%</td>
<td>9.8%</td>
<td>49.1% n=165</td>
</tr>
<tr>
<td></td>
<td>2010 42.8%</td>
<td>57.3%</td>
<td>6.6%</td>
<td>47.1% n=102</td>
</tr>
<tr>
<td></td>
<td>2008 40.0%</td>
<td>63.1%</td>
<td>8.6%</td>
<td>40.2% n=107</td>
</tr>
<tr>
<td></td>
<td>2006 42.2%</td>
<td>50.0%</td>
<td>6.0%</td>
<td>33.3% n=78</td>
</tr>
<tr>
<td>k. Interactions with people from other American racial and ethnic cultures.</td>
<td>2016 9.3%</td>
<td>71.3%</td>
<td>22.1%</td>
<td>43.3%</td>
</tr>
<tr>
<td>l. Interactions with people from other international or global cultures.</td>
<td>2016 9.6%</td>
<td>71.4%</td>
<td>24.6%</td>
<td>45.7%</td>
</tr>
<tr>
<td>m. Opportunities to study abroad</td>
<td>2016 14.9%</td>
<td>85.0%</td>
<td>11.3%</td>
<td>58.4%</td>
</tr>
<tr>
<td></td>
<td>2014 14.6%</td>
<td>90.5%</td>
<td>13.6%</td>
<td>56.5% n=154</td>
</tr>
<tr>
<td></td>
<td>2012 14.2%</td>
<td>89.5%</td>
<td>12.4%</td>
<td>56.9% n=209</td>
</tr>
<tr>
<td></td>
<td>2010 12.3%</td>
<td>88.7%</td>
<td>7.8%</td>
<td>64.2% n=120</td>
</tr>
<tr>
<td></td>
<td>2008 13.4%</td>
<td>88.9%</td>
<td>9.7%</td>
<td>57.0% n=121</td>
</tr>
<tr>
<td></td>
<td>2006 17.4%</td>
<td>77.7%</td>
<td>7.2%</td>
<td>45.7% n=94</td>
</tr>
<tr>
<td>n. Student exchange opportunities within the U.S</td>
<td>2016 15.9%</td>
<td>74.7%</td>
<td>3.9%</td>
<td>51.0%</td>
</tr>
<tr>
<td></td>
<td>2014 13.6%</td>
<td>79.6%</td>
<td>5.1%</td>
<td>56.9% n=58</td>
</tr>
<tr>
<td></td>
<td>2012 14.9%</td>
<td>79.6%</td>
<td>5.1%</td>
<td>50.0% n=86</td>
</tr>
<tr>
<td></td>
<td>2010 12.3%</td>
<td>78.9%</td>
<td>3.2%</td>
<td>60.0% n=50</td>
</tr>
<tr>
<td></td>
<td>2008 13.1%</td>
<td>80.3%</td>
<td>3.5%</td>
<td>47.7% n=44</td>
</tr>
<tr>
<td></td>
<td>2006 15.8%</td>
<td>70.5%</td>
<td>3.0%</td>
<td>23.1% n=39</td>
</tr>
<tr>
<td>o. Personal or family issues</td>
<td>2016 10.4%</td>
<td>77.4%</td>
<td>10.8%</td>
<td>51.4%</td>
</tr>
<tr>
<td></td>
<td>2014 9.9%</td>
<td>80.8%</td>
<td>9.5%</td>
<td>63.6% n=107</td>
</tr>
<tr>
<td></td>
<td>2012 9.3%</td>
<td>82.5%</td>
<td>9.0%</td>
<td>51.0% n=151</td>
</tr>
<tr>
<td></td>
<td>2010 7.3%</td>
<td>80.5%</td>
<td>7.9%</td>
<td>51.6% n=122</td>
</tr>
<tr>
<td></td>
<td>2008 6.4%</td>
<td>81.3%</td>
<td>7.5%</td>
<td>53.2% n=94</td>
</tr>
<tr>
<td></td>
<td>2006 7.7%</td>
<td>71.3%</td>
<td>5.5%</td>
<td>37.5% n=72</td>
</tr>
</tbody>
</table>

*Percentage in this column represents the percentage of students who used the service and found the service helpful. ‘n’ represents the number of respondents who have used the service.
Table 5. Q2 - Services and Programs, con't.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I want help with this from UW.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p. Child care</td>
<td>11.0%</td>
<td>9.5%</td>
<td>7.9%</td>
<td>7.8%</td>
<td>8.1%</td>
<td>7.9%</td>
</tr>
<tr>
<td>q. Health and wellness improvement</td>
<td>9.9%</td>
<td>10.9%</td>
<td>9.1%</td>
<td>9.9%</td>
<td>8.8%</td>
<td>7.0%</td>
</tr>
<tr>
<td>improvement opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r. Recreational or fitness opportunities</td>
<td>6.7%</td>
<td>8.7%</td>
<td>7.9%</td>
<td>6.8%</td>
<td>6.8%</td>
<td>7.0%</td>
</tr>
<tr>
<td>s. Financial advising</td>
<td>20.3%</td>
<td>19.9%</td>
<td>7.8%</td>
<td>6.8%</td>
<td>6.8%</td>
<td></td>
</tr>
<tr>
<td>t. Success mentors</td>
<td>20.6%</td>
<td>19.9%</td>
<td>7.8%</td>
<td>6.8%</td>
<td>6.8%</td>
<td></td>
</tr>
<tr>
<td>I am aware of a UW service for this.</td>
<td>72.1%</td>
<td>74.8%</td>
<td>77.5%</td>
<td>74.6%</td>
<td>74.7%</td>
<td>67.9%</td>
</tr>
<tr>
<td>I have used this UW service.</td>
<td>2.6%</td>
<td>2.0%</td>
<td>2.9%</td>
<td>2.5%</td>
<td>1.4%</td>
<td>1.6%</td>
</tr>
<tr>
<td>I found this UW service helpful.*</td>
<td>47.1%</td>
<td>52.2%</td>
<td>44.9%</td>
<td>50.0%</td>
<td>35.3%</td>
<td>4.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>46.3%</td>
<td>50.8%</td>
<td>49.8%</td>
<td>52.1%</td>
<td>41.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>n=23</td>
<td>n=49</td>
<td>n=38</td>
<td>n=17</td>
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<td></td>
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<td>n=294</td>
<td>n=490</td>
<td>n=462</td>
<td>n=428</td>
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<td>n=875</td>
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<td>n=613</td>
<td>n=582</td>
<td>n=582</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Percentage in this column represents the percentage of students who used the service and found the service helpful. ‘n’ represents the number of respondents who have used the service.
Q3. UW offers 'help centers' for students who want extra assistance with mathematics, writing, public speaking, or general coursework. For each of the four centers identified below, please mark your answers to the questions that are shown on the left.

Table 6. Q3 - Help Centers: awareness, use...

<table>
<thead>
<tr>
<th></th>
<th>Washakie Student Learning Center</th>
<th>Math Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>a. Were you aware that this center exists at UW?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>69.5%</td>
<td>30.5%</td>
</tr>
<tr>
<td>2014</td>
<td>64.6%</td>
<td>31.2%</td>
</tr>
<tr>
<td>2012</td>
<td>70.0%</td>
<td>25.1%</td>
</tr>
<tr>
<td>2010</td>
<td>61.8%</td>
<td>29.4%</td>
</tr>
<tr>
<td>2008</td>
<td>66.3%</td>
<td>25.1%</td>
</tr>
<tr>
<td>2006</td>
<td>66.7%</td>
<td>27.9%</td>
</tr>
<tr>
<td>2004</td>
<td>53.6%</td>
<td>45.7%</td>
</tr>
<tr>
<td>b. If aware: Have you ever used this center?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>25.8%</td>
<td>73.2%</td>
</tr>
<tr>
<td>2014</td>
<td>21.4%</td>
<td>77.5%</td>
</tr>
<tr>
<td>2012</td>
<td>23.3%</td>
<td>76.1%</td>
</tr>
<tr>
<td>2010</td>
<td>20.9%</td>
<td>77.9%</td>
</tr>
<tr>
<td>2008</td>
<td>20.6%</td>
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<tr>
<td>2004</td>
<td>15.5%</td>
<td>83.2%</td>
</tr>
<tr>
<td>c. If used: Did you receive the help you sought there?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>82.9%</td>
<td>15.0%</td>
</tr>
<tr>
<td>2014</td>
<td>76.8%</td>
<td>15.5%</td>
</tr>
<tr>
<td>2012</td>
<td>83.2%</td>
<td>14.2%</td>
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<td>17.1%</td>
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<td>2008</td>
<td>78.5%</td>
<td>21.5%</td>
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<tr>
<td>2006</td>
<td>82.6%</td>
<td>15.9%</td>
</tr>
<tr>
<td>2004</td>
<td>77.9%</td>
<td>19.9%</td>
</tr>
<tr>
<td>d. If used: Do you think the help improved your course grades?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>62.8%</td>
<td>31.2%</td>
</tr>
<tr>
<td>2014</td>
<td>65.8%</td>
<td>31.0%</td>
</tr>
<tr>
<td>2012</td>
<td>66.8%</td>
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<tr>
<td>2010</td>
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<td>2008</td>
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<td>37.3%</td>
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<td>2006</td>
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<td>29.7%</td>
</tr>
<tr>
<td>2004</td>
<td>61.5%</td>
<td>36.8%</td>
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</table>
Table 7. Q3 - Help Centers, con’t.

<table>
<thead>
<tr>
<th></th>
<th>Writing Center</th>
<th></th>
<th>Oral Communications Lab</th>
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<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>No Answer</td>
<td>Yes</td>
</tr>
<tr>
<td>a. Were you aware that this center exists at UW? 2016</td>
<td>91.3%</td>
<td>8.7%</td>
<td>0.0%</td>
<td>50.6%</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>83.8%</td>
<td>11.6%</td>
<td>4.6%</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>83.3%</td>
<td>11.8%</td>
<td>4.8%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>78.2%</td>
<td>12.5%</td>
<td>9.3%</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>80.4%</td>
<td>11.4%</td>
<td>8.3%</td>
</tr>
<tr>
<td></td>
<td>2006</td>
<td>83.6%</td>
<td>11.2%</td>
<td>5.2%</td>
</tr>
<tr>
<td></td>
<td>2004</td>
<td>84.5%</td>
<td>14.9%</td>
<td>0.6%</td>
</tr>
<tr>
<td>b. If aware: Have you ever used this center? 2016</td>
<td>27.3%</td>
<td>71.1%</td>
<td>1.6%</td>
<td>39.4%</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>28.5%</td>
<td>69.9%</td>
<td>1.6%</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>28.7%</td>
<td>70.1%</td>
<td>1.1%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>24.0%</td>
<td>74.7%</td>
<td>1.3%</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>23.9%</td>
<td>76.1%</td>
<td>0.8%</td>
</tr>
<tr>
<td></td>
<td>2006</td>
<td>27.6%</td>
<td>70.4%</td>
<td>1.9%</td>
</tr>
<tr>
<td></td>
<td>2004</td>
<td>26.2%</td>
<td>72.6%</td>
<td>1.2%</td>
</tr>
<tr>
<td>c. If used: Did you receive the help you sought there? 2016</td>
<td>86.8%</td>
<td>10.5%</td>
<td>2.8%</td>
<td>93.8%</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>83.7%</td>
<td>13.0%</td>
<td>3.3%</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>84.8%</td>
<td>12.7%</td>
<td>2.5%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>88.6%</td>
<td>10.0%</td>
<td>1.4%</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>88.7%</td>
<td>11.3%</td>
<td>0.5%</td>
</tr>
<tr>
<td></td>
<td>2006</td>
<td>82.8%</td>
<td>16.6%</td>
<td>0.7%</td>
</tr>
<tr>
<td></td>
<td>2004</td>
<td>83.1%</td>
<td>15.1%</td>
<td>1.8%</td>
</tr>
<tr>
<td>d. If used: Do you think the help improved your course grades? 2016</td>
<td>73.5%</td>
<td>20.3%</td>
<td>6.2%</td>
<td>78.1%</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>67.4%</td>
<td>27.0%</td>
<td>5.6%</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>76.4%</td>
<td>20.1%</td>
<td>3.5%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>76.8%</td>
<td>22.1%</td>
<td>1.0%</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>81.4%</td>
<td>18.6%</td>
<td>0.5%</td>
</tr>
<tr>
<td></td>
<td>2006</td>
<td>70.2%</td>
<td>26.5%</td>
<td>3.3%</td>
</tr>
<tr>
<td></td>
<td>2004</td>
<td>67.3%</td>
<td>29.2%</td>
<td>3.6%</td>
</tr>
</tbody>
</table>
Table 8. Q3 - Help Centers, con't.

<table>
<thead>
<tr>
<th></th>
<th>STEP Success Center</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>a. Were you aware that this center exists at UW?</td>
<td>2016</td>
</tr>
<tr>
<td>b. If aware: Have you ever used this center?</td>
<td>2016</td>
</tr>
<tr>
<td>c. If used: Did you receive the help you sought there?</td>
<td>2016</td>
</tr>
<tr>
<td>d. If used: Do you think the help improved your course grades?</td>
<td>2016</td>
</tr>
</tbody>
</table>

Q3e. If you do not use tutoring, why not?

➤ See Appendix A for complete text listings.

Q3f. If you do not use tutoring, would you be more likely to do so if it's services were located in a single building?

Table 9. Q3f - Tutoring location.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>31.5%</td>
<td>26.0%</td>
<td>42.5%</td>
</tr>
<tr>
<td>2014</td>
<td>30.0%</td>
<td>29.4%</td>
<td>40.6%</td>
</tr>
</tbody>
</table>

Q4. Recently, the University implemented Early Alert designed to notify students early in the semester of how well they are doing in their classes. In fall and/or spring semester, did you check your Early Alert progress report on WyoWeb?

Table 10. Q4 – Early Alert.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>44.3%</td>
<td>55.7%</td>
</tr>
</tbody>
</table>
Q5. How much do you agree or disagree with each of the following statements regarding Early Alert?

Table 11. Q5 – Early Alert, cont.

<table>
<thead>
<tr>
<th>Statement</th>
<th>2016</th>
<th>2014</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The Early Alert progress report was helpful to me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>8.3%</td>
<td>50.9%</td>
<td>41.4%</td>
</tr>
<tr>
<td>Agree</td>
<td>30.2%</td>
<td>44.6%</td>
<td>53.6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>14.2%</td>
<td>4.5%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>6.7%</td>
<td>33.4%</td>
<td>27.3%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>40.7%</td>
<td>61.8%</td>
<td>67.5%</td>
</tr>
<tr>
<td>b. The Early Alert progress report came at a helpful time for me to make changes or connect with resources.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>7.1%</td>
<td>50.9%</td>
<td>41.4%</td>
</tr>
<tr>
<td>Agree</td>
<td>28.6%</td>
<td>44.6%</td>
<td>53.6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>13.6%</td>
<td>4.5%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5.3%</td>
<td>33.4%</td>
<td>27.3%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>45.4%</td>
<td>61.8%</td>
<td>67.5%</td>
</tr>
<tr>
<td>c. the contact I received from my RA and/or advisor was valuable for me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>5.1%</td>
<td>50.9%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Agree</td>
<td>19.0%</td>
<td>44.6%</td>
<td>79.2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>10.5%</td>
<td>2.4%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5.9%</td>
<td>9.0%</td>
<td>13.3%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>59.5%</td>
<td>87.3%</td>
<td>82.1%</td>
</tr>
</tbody>
</table>

Q6. For each of the four centers identified below, please mark your answers to the questions that are shown on the left.

Table 12. Q6 - Multicultural resource center & Veterans services center: awareness, use.

<table>
<thead>
<tr>
<th>Context</th>
<th>2016</th>
<th>2014</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Were you aware that this center exists at UW?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural Resource Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>53.0%</td>
<td>50.9%</td>
<td>41.4%</td>
</tr>
<tr>
<td>No</td>
<td>47.0%</td>
<td>44.6%</td>
<td>53.6%</td>
</tr>
<tr>
<td>Answer</td>
<td>0.0%</td>
<td>4.5%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Veterans Services Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>38.1%</td>
<td>33.4%</td>
<td>27.3%</td>
</tr>
<tr>
<td>No</td>
<td>61.9%</td>
<td>61.8%</td>
<td>67.5%</td>
</tr>
<tr>
<td>No Answer</td>
<td>0.0%</td>
<td>4.8%</td>
<td>5.2%</td>
</tr>
<tr>
<td>b. If aware: Have you ever used this center?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural Resource Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>12.0%</td>
<td>14.8%</td>
<td>17.4%</td>
</tr>
<tr>
<td>2014</td>
<td>88.0%</td>
<td>82.8%</td>
<td>79.2%</td>
</tr>
<tr>
<td>2012</td>
<td>0.0%</td>
<td>2.4%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Veterans Services Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>11.5%</td>
<td>9.0%</td>
<td>13.3%</td>
</tr>
<tr>
<td>2014</td>
<td>88.5%</td>
<td>87.3%</td>
<td>82.1%</td>
</tr>
<tr>
<td>2012</td>
<td>0.0%</td>
<td>3.7%</td>
<td>4.6%</td>
</tr>
<tr>
<td>c. If used: Did you receive the help you sought there?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural Resource Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>82.9%</td>
<td>87.1%</td>
<td>90.9%</td>
</tr>
<tr>
<td>2014</td>
<td>17.1%</td>
<td>10.6%</td>
<td>8.3%</td>
</tr>
<tr>
<td>2012</td>
<td>0.0%</td>
<td>2.4%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Veterans Services Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>92.5%</td>
<td>91.2%</td>
<td>93.4%</td>
</tr>
<tr>
<td>2014</td>
<td>7.5%</td>
<td>5.9%</td>
<td>3.3%</td>
</tr>
<tr>
<td>2012</td>
<td>0.0%</td>
<td>2.9%</td>
<td>3.3%</td>
</tr>
</tbody>
</table>
### Table 13. Q6 - International resource center & Non-traditional student center: awareness, use.

<table>
<thead>
<tr>
<th></th>
<th>International Resource Center</th>
<th>Non-Traditional Student Center</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>a. Were you aware that this center exists at UW?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>41.3%</td>
<td>58.7%</td>
</tr>
<tr>
<td>2014</td>
<td>37.7%</td>
<td>57.5%</td>
</tr>
<tr>
<td>2012</td>
<td>32.9%</td>
<td>61.9%</td>
</tr>
<tr>
<td>b. If aware: Have you ever used this center?</td>
<td>2016</td>
<td>13.8%</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>17.4%</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>12.8%</td>
</tr>
<tr>
<td>c. If used: Did you receive the help you sought there?</td>
<td>2016</td>
<td>92.4%</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>86.5%</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>84.5%</td>
</tr>
</tbody>
</table>

### Table 14. Q6 - Women's Center & Rainbow Resource Center

<table>
<thead>
<tr>
<th></th>
<th>Women's Center</th>
<th>Rainbow Resource Center</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>a. Were you aware that this center exists at UW?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>41.8%</td>
<td>58.2%</td>
</tr>
<tr>
<td>2014</td>
<td>39.1%</td>
<td>56.2%</td>
</tr>
<tr>
<td>b. If aware: Have you ever used this center?</td>
<td>2016</td>
<td>8.2%</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>5.9%</td>
</tr>
<tr>
<td>c. If used: Did you receive the help you sought there?</td>
<td>2016</td>
<td>82.5%</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>84.6%</td>
</tr>
</tbody>
</table>
Q7. How often do you perform volunteer service at each of the following during the course of the semester?

Table 15. Q7 - Frequency of volunteer activity.

<table>
<thead>
<tr>
<th></th>
<th>1 to 2 times</th>
<th>3 to 4 times</th>
<th>5 or more times</th>
<th>Does not apply</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. On campus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>27.2%</td>
<td>7.5%</td>
<td>5.7%</td>
<td>59.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2014</td>
<td>22.8%</td>
<td>8.3%</td>
<td>5.0%</td>
<td>57.0%</td>
<td>6.9%</td>
</tr>
<tr>
<td>2012</td>
<td>23.2%</td>
<td>7.4%</td>
<td>5.7%</td>
<td>56.3%</td>
<td>7.4%</td>
</tr>
<tr>
<td>2010</td>
<td>18.9%</td>
<td>6.3%</td>
<td>4.9%</td>
<td>59.7%</td>
<td>10.2%</td>
</tr>
<tr>
<td>b. Within the Laramie community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>25.0%</td>
<td>11.2%</td>
<td>8.2%</td>
<td>55.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2014</td>
<td>20.5%</td>
<td>9.5%</td>
<td>8.9%</td>
<td>55.2%</td>
<td>5.9%</td>
</tr>
<tr>
<td>2012</td>
<td>24.2%</td>
<td>9.0%</td>
<td>8.2%</td>
<td>52.0%</td>
<td>6.6%</td>
</tr>
<tr>
<td>2010</td>
<td>21.3%</td>
<td>7.4%</td>
<td>7.0%</td>
<td>54.1%</td>
<td>10.2%</td>
</tr>
<tr>
<td>c. Outside the Laramie community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>20.2%</td>
<td>8.8%</td>
<td>7.6%</td>
<td>63.4%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2014</td>
<td>19.9%</td>
<td>9.3%</td>
<td>7.4%</td>
<td>56.2%</td>
<td>7.3%</td>
</tr>
<tr>
<td>2012</td>
<td>21.0%</td>
<td>7.8%</td>
<td>8.2%</td>
<td>55.8%</td>
<td>7.3%</td>
</tr>
<tr>
<td>2010</td>
<td>20.8%</td>
<td>7.7%</td>
<td>6.3%</td>
<td>54.9%</td>
<td>10.3%</td>
</tr>
</tbody>
</table>

Q7a. If you perform volunteer service, on average, how many HOURS do you volunteer each time?

Table 16. Q7a - Hours spent volunteering on each occasion.

<table>
<thead>
<tr>
<th></th>
<th>Less than one</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four or more</th>
<th>Does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average hours volunteered each time*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>3.5%</td>
<td>14.7%</td>
<td>39.4%</td>
<td>22.2%</td>
<td>18.3%</td>
<td>2.0%</td>
</tr>
<tr>
<td>2014</td>
<td>1.8%</td>
<td>19.8%</td>
<td>41.9%</td>
<td>19.0%</td>
<td>16.3%</td>
<td>1.2%</td>
</tr>
<tr>
<td>2012</td>
<td>3.8%</td>
<td>21.3%</td>
<td>41.2%</td>
<td>17.0%</td>
<td>13.7%</td>
<td>1.9%</td>
</tr>
<tr>
<td>2010</td>
<td>4.7%</td>
<td>20.3%</td>
<td>42.7%</td>
<td>16.0%</td>
<td>13.6%</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

*Percentage distribution includes only those who reported they volunteer in some capacity on Q5.
Q8. About how many hours do you spend in a typical 7-day week doing each of the following?

Table 17. Q8 - Hours spent on various activities.

<table>
<thead>
<tr>
<th>Hours</th>
<th>0 Hours</th>
<th>1-5 Hours</th>
<th>6-10 Hours</th>
<th>11-15 Hours</th>
<th>16-20 Hours</th>
<th>21-25 Hours</th>
<th>26-30 Hours</th>
<th>&gt; 30 Hours</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities).</td>
<td></td>
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<td>b. Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.).</td>
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<td>c. Relaxing and socializing (watching TV, partying, etc.).</td>
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<tr>
<td>d. Attending UW programs and functions (Friday Night Fever, concerts, plays, lectures, and other entertainment events, but not athletic events).</td>
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<td>2014</td>
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<tr>
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<td>41.5%</td>
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<tr>
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<td>e. Working at a job or jobs (usually for pay, but also for volunteer internships, etc.).</td>
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<tr>
<td>2016 freshmen</td>
<td>64.2%</td>
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<tr>
<td>2016 non-freshman</td>
<td>38.0%</td>
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<td>8.8%</td>
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<td>13.6%</td>
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</tbody>
</table>
Q9. We’d like to know how you would describe the general climate for diversity on the UW campus, based on your own experience. Listed below are several pairs of opposite terms, such as "friendly" and "hostile." For each pair of terms, please mark the circle that represents your view of how close the social climate at UW is to the term listed on the left versus the term on the right.

Table 18. Q9 - General climate for diversity.

<table>
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<tr>
<th></th>
<th>Very Close ◄◄</th>
<th>Closer ◄</th>
<th>Between ◄►</th>
<th>Closer ►</th>
<th>Very Close ►►</th>
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<td>2.1%</td>
<td>0.2% Hostile</td>
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<tr>
<td></td>
<td>2014 36.7%</td>
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<td>1.9%</td>
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<td></td>
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<td></td>
<td>2010 37.4%</td>
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<td></td>
<td>2008 34.1%</td>
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<tr>
<td></td>
<td>2006 29.8%</td>
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<td>2.1%</td>
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</tr>
<tr>
<td>Socially Inclusive</td>
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<td>7.3%</td>
<td>1.5% Socially Exclusive</td>
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<tr>
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<td>2012 14.1%</td>
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<tr>
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<tr>
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<td>3.4% Racism</td>
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<td>3.7% Liberal</td>
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<td>3.5% Indifferent</td>
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<tr>
<td></td>
<td>2006 1.5%</td>
<td>12.5%</td>
<td>36.0%</td>
<td>34.9%</td>
<td>11.9%</td>
</tr>
</tbody>
</table>

*Percentage distributions do not necessarily total 100% as no answers are included as a valid percent in previous years.
Q10. When you complete your education, where would you prefer to get a job?

Table 19. Q10 - Preference of job location.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Prefer</th>
<th>Somewhat Prefer</th>
<th>Would Consider</th>
<th>Would Not Consider</th>
<th>Does Not Apply</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In Wyoming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>27.1%</td>
<td>20.3%</td>
<td>35.1%</td>
<td>15.6%</td>
<td>1.8%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2014</td>
<td>29.1%</td>
<td>20.5%</td>
<td>34.4%</td>
<td>12.5%</td>
<td>1.6%</td>
<td>2.0%</td>
</tr>
<tr>
<td>2012</td>
<td>26.3%</td>
<td>19.2%</td>
<td>34.2%</td>
<td>15.5%</td>
<td>1.7%</td>
<td>3.2%</td>
</tr>
<tr>
<td>2010</td>
<td>28.6%</td>
<td>16.8%</td>
<td>28.3%</td>
<td>14.6%</td>
<td>2.3%</td>
<td>9.5%</td>
</tr>
<tr>
<td>2008</td>
<td>24.8%</td>
<td>16.8%</td>
<td>33.3%</td>
<td>15.4%</td>
<td>1.8%</td>
<td>7.9%</td>
</tr>
<tr>
<td>2006</td>
<td>27.3%</td>
<td>15.3%</td>
<td>32.3%</td>
<td>20.1%</td>
<td>1.5%</td>
<td>3.5%</td>
</tr>
<tr>
<td>2004</td>
<td>26.3%</td>
<td>16.2%</td>
<td>35.0%</td>
<td>19.3%</td>
<td>-</td>
<td>2.3%</td>
</tr>
<tr>
<td>2002</td>
<td>22.2%</td>
<td>10.7%</td>
<td>36.8%</td>
<td>23.1%</td>
<td>-</td>
<td>4.8%</td>
</tr>
<tr>
<td>b. In Colorado</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>20.8%</td>
<td>27.7%</td>
<td>37.3%</td>
<td>11.7%</td>
<td>2.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2014</td>
<td>19.5%</td>
<td>26.3%</td>
<td>38.0%</td>
<td>11.0%</td>
<td>2.3%</td>
<td>2.9%</td>
</tr>
<tr>
<td>2012</td>
<td>20.4%</td>
<td>26.2%</td>
<td>35.7%</td>
<td>10.9%</td>
<td>2.8%</td>
<td>4.0%</td>
</tr>
<tr>
<td>2010</td>
<td>19.0%</td>
<td>23.5%</td>
<td>35.7%</td>
<td>8.9%</td>
<td>2.7%</td>
<td>10.2%</td>
</tr>
<tr>
<td>2008</td>
<td>17.5%</td>
<td>24.4%</td>
<td>37.9%</td>
<td>10.0%</td>
<td>1.8%</td>
<td>7.9%</td>
</tr>
<tr>
<td>2006</td>
<td>18.5%</td>
<td>25.0%</td>
<td>38.9%</td>
<td>11.6%</td>
<td>1.5%</td>
<td>4.5%</td>
</tr>
<tr>
<td>2004</td>
<td>17.1%</td>
<td>28.1%</td>
<td>41.3%</td>
<td>9.6%</td>
<td>-</td>
<td>2.5%</td>
</tr>
<tr>
<td>2002</td>
<td>15.2%</td>
<td>17.8%</td>
<td>49.1%</td>
<td>10.3%</td>
<td>-</td>
<td>5.3%</td>
</tr>
</tbody>
</table>
### Q11. Have you transferred any courses to the University of Wyoming?

#### Table 20. Q11 - Transferred courses to UW.

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No*</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>66.7%</td>
<td>33.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2014</td>
<td>69.9%</td>
<td>30.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2012</td>
<td>61.3%</td>
<td>35.4%</td>
<td>3.3%</td>
</tr>
<tr>
<td>2010</td>
<td>61.9%</td>
<td>36.0%</td>
<td>2.1%</td>
</tr>
<tr>
<td>2008</td>
<td>47.0%</td>
<td>50.9%</td>
<td>2.1%</td>
</tr>
<tr>
<td>2006</td>
<td>49.3%</td>
<td>45.9%</td>
<td>4.8%</td>
</tr>
<tr>
<td>2004</td>
<td>53.6%</td>
<td>44.6%</td>
<td>1.8%</td>
</tr>
</tbody>
</table>
Q12a through Q16 were only answered by transfer students.

Q12a. Did you transfer courses from a Wyoming community college in any of the following types of coursework? (Mark all that apply.)

Table 21. Q12a - (Transfer students) Types of courses transferred from a Wyoming community college.

<table>
<thead>
<tr>
<th>From a Wyoming community college</th>
<th>2016</th>
<th>2014</th>
<th>2012</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taken on your high school campus</td>
<td>45.9%</td>
<td>43.3%</td>
<td>43.9%</td>
<td>58.6%</td>
</tr>
<tr>
<td>Taken while in high school at a college location</td>
<td>16.8%</td>
<td>14.6%</td>
<td>14.8%</td>
<td>19.8%</td>
</tr>
<tr>
<td>Taken while in high school by distance education (Internet, audio conference, etc.)</td>
<td>10.1%</td>
<td>5.6%</td>
<td>7.4%</td>
<td>9.0%</td>
</tr>
<tr>
<td>Taken as a college student at a college location</td>
<td>32.5%</td>
<td>34.0%</td>
<td>35.8%</td>
<td>51.5%</td>
</tr>
<tr>
<td>Taken as a college student by distance education (Internet, audio conference, etc.)</td>
<td>12.8%</td>
<td>12.2%</td>
<td>10.8%</td>
<td>15.9%</td>
</tr>
<tr>
<td>None of the above</td>
<td>26.3%</td>
<td>24.2%</td>
<td>22.3%</td>
<td>32.6%</td>
</tr>
</tbody>
</table>

Q12b. Did you transfer courses from a non-Wyoming two-year college in any of the following types of coursework? (Mark all that apply.)

Table 22. Q12b - (Transfer students) Types of courses transferred from a non-Wyoming community college.

<table>
<thead>
<tr>
<th>From a non-Wyoming two-year college</th>
<th>2016</th>
<th>2014</th>
<th>2012</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taken on your high school campus</td>
<td>14.1%</td>
<td>11.9%</td>
<td>9.9%</td>
<td>33.5%</td>
</tr>
<tr>
<td>Taken while in high school at a college location</td>
<td>6.1%</td>
<td>5.6%</td>
<td>3.9%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Taken while in high school by distance education (Internet, audio conference, etc.)</td>
<td>2.4%</td>
<td>1.1%</td>
<td>2.7%</td>
<td>10.4%</td>
</tr>
<tr>
<td>Taken as a college student at a college location</td>
<td>15.3%</td>
<td>13.2%</td>
<td>14.3%</td>
<td>61.7%</td>
</tr>
<tr>
<td>Taken as a college student by distance education (Internet, audio conference, etc.)</td>
<td>3.4%</td>
<td>2.9%</td>
<td>2.8%</td>
<td>12.2%</td>
</tr>
<tr>
<td>None of the above</td>
<td>63.7%</td>
<td>58.8%</td>
<td>60.3%</td>
<td>75.9%</td>
</tr>
</tbody>
</table>

Q12c. Did you transfer courses from another four-year college or university in any of the following types of coursework? (Mark all that apply.)

Table 23. Q12c - (Transfer students) Types of courses transferred from a non-Wyoming community college.

<table>
<thead>
<tr>
<th>From another four-year college or university</th>
<th>2016</th>
<th>2014</th>
<th>2012</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taken on your high school campus</td>
<td>8.1%</td>
<td>7.1%</td>
<td>6.9%</td>
<td>20.4%</td>
</tr>
<tr>
<td>Taken while in high school at a college location</td>
<td>3.2%</td>
<td>1.5%</td>
<td>2.1%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Taken while in high school by distance education (Internet, audio conference, etc.)</td>
<td>1.1%</td>
<td>1.3%</td>
<td>1.3%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Taken as a college student at a college location</td>
<td>16.3%</td>
<td>19.4%</td>
<td>17.3%</td>
<td>74.2%</td>
</tr>
<tr>
<td>Taken as a college student by distance education (Internet, audio conference, etc.)</td>
<td>2.5%</td>
<td>3.2%</td>
<td>1.9%</td>
<td>8.4%</td>
</tr>
<tr>
<td>None of the above</td>
<td>65.2%</td>
<td>61.1%</td>
<td>61.4%</td>
<td>71.2%</td>
</tr>
</tbody>
</table>
Q12d. Did you earn an Associate’s degree at a community college before transferring to UW?

Table 24. Q12d - (Transfer students) Associates degree at community college.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>23.8%</td>
<td>76.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2014</td>
<td>24.9%</td>
<td>74.1%</td>
<td>1.0%</td>
</tr>
<tr>
<td>2012</td>
<td>21.1%</td>
<td>78.4%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

Q12c. Finally, thinking about the institution or institutions from which you transferred credit to UW, how well did they prepare you academically for UW?

Table 25. Q12e - (Transfer students) Level of preparedness for UW academics.

<table>
<thead>
<tr>
<th></th>
<th>Very well prepared</th>
<th>Somewhat well prepared</th>
<th>Not prepared at all</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>36.3%</td>
<td>52.3%</td>
<td>11.4%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2014</td>
<td>37.4%</td>
<td>50.0%</td>
<td>12.0%</td>
<td>0.6%</td>
</tr>
<tr>
<td>2012</td>
<td>33.9%</td>
<td>53.7%</td>
<td>11.2%</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

Q13 (If you participated in a transfer orientation program at UW) How would you rate the quality of the transfer orientation program?

Table 26. Q13 - (Transfer students) Quality of transfer orientation program.

<table>
<thead>
<tr>
<th></th>
<th>Extremely Helpful</th>
<th>Somewhat Helpful</th>
<th>Not Too Helpful</th>
<th>Not at All Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>17.7%</td>
<td>49.6%</td>
<td>24.1%</td>
<td>8.5%</td>
</tr>
<tr>
<td>2014</td>
<td>14.0%</td>
<td>49.4%</td>
<td>27.6%</td>
<td>8.9%</td>
</tr>
<tr>
<td>2012</td>
<td>13.2%</td>
<td>53.2%</td>
<td>22.5%</td>
<td>11.1%</td>
</tr>
<tr>
<td>2010</td>
<td>15.2%</td>
<td>49.4%</td>
<td>23.2%</td>
<td>12.3%</td>
</tr>
</tbody>
</table>

Note: Percentage distribution represents only the responses of those respondents who attended a transfer orientation program.
(32.8% of all respondents in 2014.)
Q14. (If you transferred credits to UW) How would you rate the quality of help you received from each of the following in transferring to UW?

Table 27. Q14 - (Transfer students) Quality of help received in transferring to UW.

<table>
<thead>
<tr>
<th></th>
<th>Extremely Helpful</th>
<th>Somewhat Helpful</th>
<th>Not too Helpful</th>
<th>Not at all Helpful</th>
<th>Does not Apply</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. UW Office of the Registrar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>25.9%</td>
<td>43.0%</td>
<td>14.1%</td>
<td>6.9%</td>
<td>10.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2014</td>
<td>23.9%</td>
<td>42.9%</td>
<td>13.8%</td>
<td>6.8%</td>
<td>11.7%</td>
<td>1.0%</td>
</tr>
<tr>
<td>2012</td>
<td>25.2%</td>
<td>42.3%</td>
<td>12.6%</td>
<td>6.4%</td>
<td>9.9%</td>
<td>4.4%</td>
</tr>
<tr>
<td>2010</td>
<td>20.4%</td>
<td>42.5%</td>
<td>15.6%</td>
<td>7.1%</td>
<td>10.9%</td>
<td>3.5%</td>
</tr>
<tr>
<td>2008</td>
<td>21.5%</td>
<td>46.9%</td>
<td>16.8%</td>
<td>7.6%</td>
<td>6.3%</td>
<td>0.8%</td>
</tr>
<tr>
<td>2006</td>
<td>23.6%</td>
<td>46.3%</td>
<td>17.2%</td>
<td>7.6%</td>
<td>4.8%</td>
<td>0.5%</td>
</tr>
<tr>
<td>2004</td>
<td>23.8%</td>
<td>45.5%</td>
<td>18.5%</td>
<td>5.1%</td>
<td>3.8%</td>
<td>3.3%</td>
</tr>
<tr>
<td>b. UW Financial Aid Office</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>19.9%</td>
<td>33.0%</td>
<td>14.3%</td>
<td>7.1%</td>
<td>25.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2014</td>
<td>22.4%</td>
<td>33.5%</td>
<td>13.1%</td>
<td>6.9%</td>
<td>22.7%</td>
<td>1.3%</td>
</tr>
<tr>
<td>2012</td>
<td>20.2%</td>
<td>31.9%</td>
<td>13.5%</td>
<td>7.4%</td>
<td>22.7%</td>
<td>4.3%</td>
</tr>
<tr>
<td>2010</td>
<td>18.3%</td>
<td>32.7%</td>
<td>13.8%</td>
<td>7.7%</td>
<td>23.8%</td>
<td>3.7%</td>
</tr>
<tr>
<td>2008</td>
<td>21.0%</td>
<td>37.8%</td>
<td>14.4%</td>
<td>8.0%</td>
<td>17.6%</td>
<td>1.2%</td>
</tr>
<tr>
<td>2006</td>
<td>18.8%</td>
<td>34.6%</td>
<td>15.1%</td>
<td>10.6%</td>
<td>20.2%</td>
<td>0.8%</td>
</tr>
<tr>
<td>2004</td>
<td>19.2%</td>
<td>36.2%</td>
<td>16.5%</td>
<td>8.0%</td>
<td>16.6%</td>
<td>3.5%</td>
</tr>
<tr>
<td>c. UW Admissions Office</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>30.2%</td>
<td>41.3%</td>
<td>10.9%</td>
<td>4.3%</td>
<td>13.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2014</td>
<td>28.1%</td>
<td>39.0%</td>
<td>11.6%</td>
<td>5.7%</td>
<td>13.9%</td>
<td>1.7%</td>
</tr>
<tr>
<td>2012</td>
<td>27.4%</td>
<td>40.9%</td>
<td>8.9%</td>
<td>4.9%</td>
<td>13.0%</td>
<td>4.9%</td>
</tr>
<tr>
<td>2010</td>
<td>22.0%</td>
<td>43.2%</td>
<td>12.1%</td>
<td>4.1%</td>
<td>15.0%</td>
<td>3.7%</td>
</tr>
<tr>
<td>d. Advisor in a UW academic department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>37.1%</td>
<td>32.3%</td>
<td>10.3%</td>
<td>9.5%</td>
<td>10.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2014</td>
<td>35.6%</td>
<td>30.9%</td>
<td>12.6%</td>
<td>8.4%</td>
<td>11.2%</td>
<td>1.3%</td>
</tr>
<tr>
<td>2012</td>
<td>36.5%</td>
<td>28.9%</td>
<td>11.7%</td>
<td>8.6%</td>
<td>9.5%</td>
<td>4.9%</td>
</tr>
<tr>
<td>2010</td>
<td>37.9%</td>
<td>26.7%</td>
<td>12.5%</td>
<td>8.1%</td>
<td>9.7%</td>
<td>3.6%</td>
</tr>
<tr>
<td>2008</td>
<td>38.6%</td>
<td>34.1%</td>
<td>12.5%</td>
<td>7.5%</td>
<td>5.9%</td>
<td>1.4%</td>
</tr>
<tr>
<td>2006</td>
<td>32.8%</td>
<td>37.3%</td>
<td>12.6%</td>
<td>10.4%</td>
<td>5.7%</td>
<td>1.2%</td>
</tr>
<tr>
<td>2004</td>
<td>32.4%</td>
<td>31.8%</td>
<td>15.1%</td>
<td>10.5%</td>
<td>6.2%</td>
<td>3.9%</td>
</tr>
<tr>
<td>e. UW faculty (not your official advisor)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>23.3%</td>
<td>34.1%</td>
<td>11.5%</td>
<td>5.3%</td>
<td>25.8%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2014</td>
<td>24.0%</td>
<td>34.1%</td>
<td>11.4%</td>
<td>5.4%</td>
<td>23.9%</td>
<td>1.4%</td>
</tr>
<tr>
<td>2012</td>
<td>23.2%</td>
<td>33.1%</td>
<td>12.3%</td>
<td>4.4%</td>
<td>21.9%</td>
<td>5.1%</td>
</tr>
<tr>
<td>2010</td>
<td>20.6%</td>
<td>35.0%</td>
<td>11.0%</td>
<td>4.9%</td>
<td>24.4%</td>
<td>3.9%</td>
</tr>
<tr>
<td>2008</td>
<td>22.2%</td>
<td>46.4%</td>
<td>12.4%</td>
<td>3.4%</td>
<td>14.4%</td>
<td>1.2%</td>
</tr>
<tr>
<td>2006</td>
<td>20.2%</td>
<td>43.3%</td>
<td>15.2%</td>
<td>6.5%</td>
<td>13.7%</td>
<td>1.1%</td>
</tr>
<tr>
<td>2004</td>
<td>21.3%</td>
<td>38.7%</td>
<td>12.6%</td>
<td>6.1%</td>
<td>17.5%</td>
<td>3.4%</td>
</tr>
<tr>
<td>f. UW clerical staff in an academic department (not your official advisor)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>18.3%</td>
<td>28.4%</td>
<td>11.9%</td>
<td>5.8%</td>
<td>35.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2014</td>
<td>16.3%</td>
<td>27.3%</td>
<td>13.8%</td>
<td>5.9%</td>
<td>36.0%</td>
<td>0.8%</td>
</tr>
<tr>
<td>2012</td>
<td>17.1%</td>
<td>28.6%</td>
<td>11.0%</td>
<td>5.2%</td>
<td>33.3%</td>
<td>4.6%</td>
</tr>
<tr>
<td>2010</td>
<td>15.9%</td>
<td>27.8%</td>
<td>11.8%</td>
<td>5.5%</td>
<td>35.2%</td>
<td>3.8%</td>
</tr>
<tr>
<td>2008</td>
<td>18.3%</td>
<td>39.2%</td>
<td>11.4%</td>
<td>4.4%</td>
<td>25.6%</td>
<td>1.0%</td>
</tr>
<tr>
<td>2006</td>
<td>17.9%</td>
<td>38.7%</td>
<td>14.9%</td>
<td>7.1%</td>
<td>20.7%</td>
<td>0.8%</td>
</tr>
<tr>
<td>2004</td>
<td>20.0%</td>
<td>33.3%</td>
<td>14.6%</td>
<td>6.8%</td>
<td>21.5%</td>
<td>3.8%</td>
</tr>
<tr>
<td>g. UW Outreach School staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>11.0%</td>
<td>15.2%</td>
<td>10.9%</td>
<td>7.0%</td>
<td>55.9%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2014</td>
<td>9.8%</td>
<td>17.0%</td>
<td>10.5%</td>
<td>7.0%</td>
<td>54.8%</td>
<td>0.9%</td>
</tr>
<tr>
<td>2012</td>
<td>8.0%</td>
<td>14.7%</td>
<td>9.6%</td>
<td>6.4%</td>
<td>56.9%</td>
<td>4.5%</td>
</tr>
<tr>
<td>2010</td>
<td>7.8%</td>
<td>14.2%</td>
<td>9.7%</td>
<td>5.1%</td>
<td>59.7%</td>
<td>3.5%</td>
</tr>
<tr>
<td>2008</td>
<td>6.1%</td>
<td>15.6%</td>
<td>9.7%</td>
<td>6.0%</td>
<td>61.2%</td>
<td>1.4%</td>
</tr>
</tbody>
</table>
Q15. (If you transferred credits to UW) Please rate the ease or difficulty of transferring from your previous school to UW, in each of the following areas:

Table 28. Q15 - (Transfer students) Difficulty Transferring

<table>
<thead>
<tr>
<th></th>
<th>Very Easy</th>
<th>Somewhat Easy</th>
<th>Somewhat Difficult</th>
<th>Very Difficult</th>
<th>Does not Apply</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Transferring credit</td>
<td>2016</td>
<td>42.8%</td>
<td>33.1%</td>
<td>13.5%</td>
<td>8.5%</td>
<td>2.0%</td>
</tr>
<tr>
<td>hours</td>
<td>2014</td>
<td>45.9%</td>
<td>28.6%</td>
<td>16.3%</td>
<td>8.3%</td>
<td>0.8%</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>46.1%</td>
<td>28.9%</td>
<td>12.0%</td>
<td>8.5%</td>
<td>0.6%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>42.8%</td>
<td>27.7%</td>
<td>15.6%</td>
<td>8.8%</td>
<td>1.8%</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>41.7%</td>
<td>29.8%</td>
<td>18.1%</td>
<td>8.3%</td>
<td>1.0%</td>
</tr>
<tr>
<td></td>
<td>2006</td>
<td>43.8%</td>
<td>28.7%</td>
<td>17.1%</td>
<td>9.3%</td>
<td>0.2%</td>
</tr>
<tr>
<td></td>
<td>2004</td>
<td>43.2%</td>
<td>29.8%</td>
<td>14.9%</td>
<td>7.7%</td>
<td>0.4%</td>
</tr>
<tr>
<td>b. Transferring courses</td>
<td>2016</td>
<td>31.8%</td>
<td>27.0%</td>
<td>17.7%</td>
<td>12.5%</td>
<td>11.1%</td>
</tr>
<tr>
<td>that count toward your</td>
<td>2014</td>
<td>29.3%</td>
<td>25.1%</td>
<td>18.5%</td>
<td>12.2%</td>
<td>14.0%</td>
</tr>
<tr>
<td>major</td>
<td>2012</td>
<td>33.7%</td>
<td>25.2%</td>
<td>12.7%</td>
<td>10.8%</td>
<td>12.8%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>30.6%</td>
<td>23.8%</td>
<td>16.6%</td>
<td>11.7%</td>
<td>13.6%</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>29.8%</td>
<td>25.8%</td>
<td>21.7%</td>
<td>13.1%</td>
<td>8.8%</td>
</tr>
<tr>
<td></td>
<td>2006</td>
<td>30.6%</td>
<td>23.6%</td>
<td>21.0%</td>
<td>12.9%</td>
<td>10.9%</td>
</tr>
<tr>
<td></td>
<td>2004</td>
<td>29.1%</td>
<td>28.2%</td>
<td>18.4%</td>
<td>10.4%</td>
<td>10.0%</td>
</tr>
<tr>
<td>c. University Studies</td>
<td>2016</td>
<td>26.8%</td>
<td>23.4%</td>
<td>16.4%</td>
<td>10.4%</td>
<td>22.9%</td>
</tr>
<tr>
<td>Program (USP)</td>
<td>2014</td>
<td>27.6%</td>
<td>21.3%</td>
<td>16.5%</td>
<td>9.7%</td>
<td>24.2%</td>
</tr>
<tr>
<td>requirements.</td>
<td>2012</td>
<td>24.8%</td>
<td>21.7%</td>
<td>13.0%</td>
<td>9.9%</td>
<td>25.5%</td>
</tr>
</tbody>
</table>

Q16. (If you transferred credits to UW) Please describe any problem(s) you encountered when transferring to UW.

➤ See Appendix B for complete text listings.
UW wants to make sure that courses are available in order for students to meet their educational goals and to graduate in a timely manner. Please tell us how easy or difficult it has been for you to register for the classes you need.

Q17. Please indicate the level of ease or difficulty when you register for the types of courses listed below.

Table 29. Q17 - Ease or difficulty registering for courses.

<table>
<thead>
<tr>
<th></th>
<th>Easy</th>
<th>Neither Easy nor Difficult</th>
<th>Difficult</th>
<th>Don’t know</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Courses that meet the requirements of my intended major.</td>
<td>2016</td>
<td>50.0%</td>
<td>29.7%</td>
<td>18.9%</td>
<td>1.4%</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>46.9%</td>
<td>32.9%</td>
<td>16.2%</td>
<td>1.1%</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>45.5%</td>
<td>28.8%</td>
<td>19.2%</td>
<td>1.5%</td>
</tr>
<tr>
<td>b. Courses that meet University Studies Requirements.</td>
<td>2016</td>
<td>51.1%</td>
<td>32.4%</td>
<td>12.9%</td>
<td>3.6%</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>41.5%</td>
<td>32.2%</td>
<td>19.5%</td>
<td>3.7%</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>39.6%</td>
<td>31.7%</td>
<td>21.4%</td>
<td>2.6%</td>
</tr>
<tr>
<td>c. Courses that meet my academic college requirements.</td>
<td>2016</td>
<td>48.4%</td>
<td>36.3%</td>
<td>13.1%</td>
<td>2.1%</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>44.1%</td>
<td>38.1%</td>
<td>12.8%</td>
<td>2.0%</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>38.5%</td>
<td>38.6%</td>
<td>15.9%</td>
<td>2.1%</td>
</tr>
<tr>
<td>d. Electives courses that were of interest to me.</td>
<td>2016</td>
<td>40.5%</td>
<td>35.2%</td>
<td>17.5%</td>
<td>6.8%</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>39.1%</td>
<td>33.1%</td>
<td>18.2%</td>
<td>6.2%</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>37.7%</td>
<td>31.2%</td>
<td>21.5%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

We want to know about your overall perceptions of course availability at UW.

Q18. How often are classes offered at a time you wish to take them?

Table 30. Q18 - Timing of classes.

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2014</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very frequently</td>
<td>7.5%</td>
<td>7.0%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Frequently</td>
<td>48.3%</td>
<td>44.6%</td>
<td>42.8%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>37.7%</td>
<td>40.0%</td>
<td>41.4%</td>
</tr>
<tr>
<td>Seldom</td>
<td>6.5%</td>
<td>6.6%</td>
<td>6.5%</td>
</tr>
<tr>
<td>No answer</td>
<td>0.0%</td>
<td>1.8%</td>
<td>2.3%</td>
</tr>
</tbody>
</table>
Q19. When you register for classes, how often are classes offered at a time you wish to take them?

Table 31. Q19 - Timing of classes when registering.

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2014</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very frequently</td>
<td>7.3%</td>
<td>6.4%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Frequently</td>
<td>41.8%</td>
<td>39.9%</td>
<td>38.0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>41.7%</td>
<td>44.1%</td>
<td>45.9%</td>
</tr>
<tr>
<td>Seldom</td>
<td>9.2%</td>
<td>7.7%</td>
<td>7.9%</td>
</tr>
<tr>
<td>No answer</td>
<td>0.0%</td>
<td>1.9%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

Q20. Have you ever sought assistance after encountering difficulty registering for a class?

Table 32. Q20 - Assistance sought after difficulty registering.

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2014</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>60.7%</td>
<td>53.8%</td>
<td>55.4%</td>
</tr>
<tr>
<td>No</td>
<td>20.8%</td>
<td>25.9%</td>
<td>26.1%</td>
</tr>
<tr>
<td>Not applicable, have never encountered difficulty</td>
<td>18.5%</td>
<td>18.3%</td>
<td>16.0%</td>
</tr>
<tr>
<td>No answer</td>
<td>0.0%</td>
<td>2.0%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

Q20a. If yes, from whom did you seek assistance?

See Appendix C for complete text listings.

Q21 How many UW athletic events do you attend per semester?

Table 33. Q21 – UW athletic events attended per semester.

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>20.9%</td>
<td>22.1%</td>
</tr>
<tr>
<td>1-2</td>
<td>21.0%</td>
<td>19.3%</td>
</tr>
<tr>
<td>3-5</td>
<td>21.9%</td>
<td>21.7%</td>
</tr>
<tr>
<td>6-10</td>
<td>17.0%</td>
<td>16.9%</td>
</tr>
<tr>
<td>11 or more</td>
<td>19.2%</td>
<td>18.2%</td>
</tr>
<tr>
<td>No answer</td>
<td>0.0%</td>
<td>1.7%</td>
</tr>
</tbody>
</table>
Q22. While at UW, how much did you learn about each of the following issues?

Table 34. Q22 – Learn about issues.

<table>
<thead>
<tr>
<th>Issue</th>
<th>2016</th>
<th>Learned little or nothing</th>
<th>Learned some</th>
<th>Learned a great deal</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Socio-economic condition/class</td>
<td>2016</td>
<td>25.2%</td>
<td>44.0%</td>
<td>19.9%</td>
<td>11.0%</td>
</tr>
<tr>
<td>b. Sexual orientation</td>
<td>2016</td>
<td>42.3%</td>
<td>34.1%</td>
<td>14.4%</td>
<td>9.2%</td>
</tr>
<tr>
<td>c. Religion/spirituality</td>
<td>2016</td>
<td>38.7%</td>
<td>35.8%</td>
<td>17.3%</td>
<td>8.2%</td>
</tr>
<tr>
<td>d. Political views</td>
<td>2016</td>
<td>24.6%</td>
<td>45.6%</td>
<td>23.4%</td>
<td>6.4%</td>
</tr>
<tr>
<td>e. Race/ethnicity/culture</td>
<td>2016</td>
<td>23.9%</td>
<td>45.4%</td>
<td>25.0%</td>
<td>5.8%</td>
</tr>
<tr>
<td>f. Disability</td>
<td>2016</td>
<td>45.0%</td>
<td>34.4%</td>
<td>12.6%</td>
<td>8.0%</td>
</tr>
<tr>
<td>g. Age</td>
<td>2016</td>
<td>44.8%</td>
<td>34.6%</td>
<td>10.0%</td>
<td>10.6%</td>
</tr>
<tr>
<td>h. Social justice / oppression and privilege</td>
<td>2016</td>
<td>29.0%</td>
<td>40.2%</td>
<td>23.1%</td>
<td>7.8%</td>
</tr>
<tr>
<td>i. Geographic origin (where person grew up)</td>
<td>2016</td>
<td>29.4%</td>
<td>45.0%</td>
<td>18.3%</td>
<td>7.4%</td>
</tr>
</tbody>
</table>

Q22a. While at UW, how much did you learn about the above diversity issues from each of the following sources?

Table 35. Q22a – Sources of learning about diversity issues.

<table>
<thead>
<tr>
<th>Source</th>
<th>2016</th>
<th>Learned little or nothing</th>
<th>Learned some</th>
<th>Learned a great deal</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Campus involvement (speakers, movies, other campus events)</td>
<td>2016</td>
<td>33.4%</td>
<td>45.9%</td>
<td>12.8%</td>
<td>7.9%</td>
</tr>
<tr>
<td>b. Community service or volunteer work</td>
<td>2016</td>
<td>44.5%</td>
<td>33.1%</td>
<td>11.0%</td>
<td>11.4%</td>
</tr>
<tr>
<td>c. Living in the residence halls</td>
<td>2016</td>
<td>40.8%</td>
<td>31.6%</td>
<td>15.8%</td>
<td>11.9%</td>
</tr>
<tr>
<td>d. Talked with friends</td>
<td>2016</td>
<td>14.2%</td>
<td>44.4%</td>
<td>36.0%</td>
<td>5.5%</td>
</tr>
<tr>
<td>e. Dialogue groups</td>
<td>2016</td>
<td>53.6%</td>
<td>20.2%</td>
<td>6.2%</td>
<td>20.0%</td>
</tr>
<tr>
<td>f. In workshops</td>
<td>2016</td>
<td>56.1%</td>
<td>19.6%</td>
<td>5.5%</td>
<td>18.8%</td>
</tr>
<tr>
<td>g. Traveling outside of the United States</td>
<td>2016</td>
<td>44.8%</td>
<td>16.9%</td>
<td>19.4%</td>
<td>18.8%</td>
</tr>
<tr>
<td>h. Study abroad</td>
<td>2016</td>
<td>53.9%</td>
<td>12.0%</td>
<td>8.6%</td>
<td>25.5%</td>
</tr>
<tr>
<td>i. My family</td>
<td>2016</td>
<td>22.3%</td>
<td>41.3%</td>
<td>29.2%</td>
<td>7.1%</td>
</tr>
<tr>
<td>j. College friends</td>
<td>2016</td>
<td>13.3%</td>
<td>43.7%</td>
<td>37.3%</td>
<td>5.8%</td>
</tr>
<tr>
<td>k. At work</td>
<td>2016</td>
<td>33.3%</td>
<td>33.9%</td>
<td>20.7%</td>
<td>12.1%</td>
</tr>
<tr>
<td>l. In UW classes</td>
<td>2016</td>
<td>14.8%</td>
<td>41.8%</td>
<td>38.7%</td>
<td>4.8%</td>
</tr>
</tbody>
</table>
Q23. Which of the following best describes your residence status prior to enrolling at UW?

Table 36. Q23 - Residence status prior to enrollment.

<table>
<thead>
<tr>
<th>Residence status prior to enrollment</th>
<th>2016</th>
<th>2014</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>An in-state Wyoming student</td>
<td>55.6%</td>
<td>58.7%</td>
<td>61.1%</td>
</tr>
<tr>
<td>An out-of-state student—from another U.S. state</td>
<td>37.4%</td>
<td>32.7%</td>
<td>33.4%</td>
</tr>
<tr>
<td>An international student</td>
<td>6.1%</td>
<td>6.2%</td>
<td>3.0%</td>
</tr>
<tr>
<td>No answer</td>
<td>0.0%</td>
<td>2.4%</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

➤ If you are an international student, please skip to Question 29.

Q24. Not all Wyoming high school graduates chose to attend UW. From your experience, what are the main reasons some students attend out-of-state schools?

➤ See Appendix D for complete text listings.

Q25. Think back to when you were deciding which college to attend. How important or not important were each of the following reasons in your decision?

Table 37. Q25 - Deciding which college to attend.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Very important</th>
<th>Somewhat important</th>
<th>Not Important at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Cost of tuition and fees</td>
<td>2016 85.1%</td>
<td>2014 80.7%</td>
<td>2012 4.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.7%</td>
<td>3.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2016 28.3%</td>
<td>29.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2014 25.2%</td>
<td>32.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2016 14.1%</td>
<td>62.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2014 8.4%</td>
<td>63.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2016 63.6%</td>
<td>3.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2014 64.0%</td>
<td>3.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2016 18.6%</td>
<td>44.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2014 13.1%</td>
<td>48.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2016 4.0%</td>
<td>80.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2014 3.1%</td>
<td>81.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2016 68.4%</td>
<td>13.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2014 67.9%</td>
<td>15.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2016 9.2%</td>
<td>75.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2014 9.4%</td>
<td>69.7%</td>
</tr>
</tbody>
</table>
Q26. Which of the following describe how sure you are about graduating from UW with a degree? (Mark all that apply.)

Wording used in 2014: How confident are you that you will graduate from UW with a degree? (Mark all that apply.)

Table 38. Q26 - Confidence in graduating.

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very sure</td>
<td>84.4%</td>
<td>87.2%</td>
</tr>
<tr>
<td>Not very sure due to academic issues</td>
<td>5.6%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Not very sure due to financial issues</td>
<td>4.2%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Not very sure due to personal issues</td>
<td>4.1%</td>
<td>3.4%</td>
</tr>
<tr>
<td>I am planning on dropping out</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>I am planning on transferring to another school</td>
<td>3.7%</td>
<td>3.9%</td>
</tr>
</tbody>
</table>

Q27. If you leave UW before you graduate, which of the following reasons do you believe may play a big part? (Mark all that apply.)

Table 39. Q27 - Potential reasons for leaving UW.

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial issues</td>
<td>33.3%</td>
<td>34.5%</td>
</tr>
<tr>
<td>Returning home</td>
<td>5.4%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Joining armed forces</td>
<td>3.7%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Academic challenges</td>
<td>14.4%</td>
<td>14.4%</td>
</tr>
<tr>
<td>Just not happy with UW or Laramie</td>
<td>18.0%</td>
<td>-</td>
</tr>
<tr>
<td>Transferring to another college</td>
<td>27.0%</td>
<td>26.9%</td>
</tr>
<tr>
<td>Offered full-time work</td>
<td>16.0%</td>
<td>14.8%</td>
</tr>
</tbody>
</table>

Q28. Why do you think other students at UW leave without graduating?

See Appendix F for complete text listings.

Q29. While enrolled at UW, have you taken any UW distance courses - online/web courses?

Table 40. Q29 - Taken UW distance courses.

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>50.5%</td>
<td>47.4%</td>
</tr>
<tr>
<td>No</td>
<td>49.5%</td>
<td>51.6%</td>
</tr>
<tr>
<td>No Answer</td>
<td>0.0%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>
Q29a. If yes, how many?
Mean = 3.2
Median = 2

Table 41. Q29a – Number of UW distance courses.

<table>
<thead>
<tr>
<th>Number of Courses</th>
<th>2016</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 course</td>
<td>42.1%</td>
<td>38.9%</td>
</tr>
<tr>
<td>2 courses</td>
<td>21.2%</td>
<td>25.0%</td>
</tr>
<tr>
<td>3-4 courses</td>
<td>19.7%</td>
<td>20.6%</td>
</tr>
<tr>
<td>5-10 courses</td>
<td>13.6%</td>
<td>10.5%</td>
</tr>
<tr>
<td>11 or more courses</td>
<td>3.4%</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

Q29b. If yes, why did you choose these courses?
➢ See Appendix G for complete text listings.

Q30. If you have taken online courses from UW, please tell us how much you agree or disagree with each of the following statements.

Table 42. Q30 - Satisfaction with distance courses.

<table>
<thead>
<tr>
<th>Statement</th>
<th>2016</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I learned as much in the distance/online courses as I have in-person courses.</td>
<td>2016</td>
<td>25.0%</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>19.3%</td>
</tr>
<tr>
<td>b) I enjoyed the distance/online courses as much as I did in-person</td>
<td>2016</td>
<td>26.1%</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>20.6%</td>
</tr>
<tr>
<td>c) I found the distance/online courses fit better with my schedule than in-person courses.</td>
<td>2016</td>
<td>51.9%</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>44.3%</td>
</tr>
</tbody>
</table>

Q31. What pleases you most about UW?
➢ See Appendix G for complete text listings.

Q32. What disappoints you most about UW?
➢ See Appendix H for complete text listings.

Q33. What can UW do to help struggling students succeed?
➢ See Appendix I for complete text listings.
Q34. Which ONE of the following BEST describes your class standing?

Table 43. Q34 - Class standing.

<table>
<thead>
<tr>
<th></th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Second bachelor program</th>
<th>Graduate or Professional student</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>17.6%</td>
<td>21.0%</td>
<td>25.5%</td>
<td>23.0%</td>
<td>1.8%</td>
<td>11.1%</td>
</tr>
<tr>
<td>2014</td>
<td>15.0%</td>
<td>17.7%</td>
<td>29.7%</td>
<td>26.3%</td>
<td>3.2%</td>
<td>8.0%</td>
</tr>
<tr>
<td>2012</td>
<td>20.3%</td>
<td>20.3%</td>
<td>28.3%</td>
<td>27.7%</td>
<td>1.9%</td>
<td>1.6%</td>
</tr>
<tr>
<td>2010</td>
<td>20.1%</td>
<td>24.8%</td>
<td>26.8%</td>
<td>21.2%</td>
<td>2.3%</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

Q35. Which ONE of the following options most accurately reflects your immediate plans after graduation from your current program?

Table 44. Q35 - Plans following graduation.

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2014</th>
<th>2012</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>58.3%</td>
<td>58.9%</td>
<td>48.7%</td>
<td>50.4%</td>
</tr>
<tr>
<td>Graduate or professional school</td>
<td>26.1%</td>
<td>25.7%</td>
<td>33.0%</td>
<td>32.1%</td>
</tr>
<tr>
<td>Further undergraduate work or other educational program</td>
<td>1.8%</td>
<td>1.8%</td>
<td>1.9%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Military service</td>
<td>2.3%</td>
<td>3.6%</td>
<td>3.4%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Personal travel</td>
<td>1.7%</td>
<td>3.0%</td>
<td>3.2%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Volunteer work</td>
<td>0.5%</td>
<td>0.8%</td>
<td>0.8%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Start or raise a family</td>
<td>1.3%</td>
<td>0.9%</td>
<td>1.0%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Not sure</td>
<td>6.3%</td>
<td>4.5%</td>
<td>6.7%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Other*</td>
<td>1.6%</td>
<td>0.8%</td>
<td>1.3%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

*See appendix J for a complete text listing of "other" responses.

Q36. Which of the following best describes your parent’s highest level of educational attainment? Mark one answer per parent.

Table 45. Q36 – Parents’ education

<table>
<thead>
<tr>
<th></th>
<th>Mother</th>
<th>Father</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than high school</td>
<td>2016</td>
<td>3.1%</td>
</tr>
<tr>
<td>High school</td>
<td>2016</td>
<td>16.8%</td>
</tr>
<tr>
<td>Community college</td>
<td>2016</td>
<td>7.0%</td>
</tr>
<tr>
<td>Some college</td>
<td>2016</td>
<td>14.4%</td>
</tr>
<tr>
<td>College degrees</td>
<td>2016</td>
<td>37.2%</td>
</tr>
<tr>
<td>Graduate degrees (MA, MS, MD, DDS, PhD, etc.)</td>
<td>2016</td>
<td>21.2%</td>
</tr>
<tr>
<td>Not sure</td>
<td>2016</td>
<td>0.2%</td>
</tr>
</tbody>
</table>
Q37. Which of the following best describes your gender?

Table 46. Q37 - Gender

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Transgender</th>
<th>Other*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>50.9%</td>
<td>48.6%</td>
<td>0.2%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

*See appendix K for a complete text listing of "other" responses.
Appendix A. Q3e – Reasons for not using tutoring.

Q3e. If you do not use tutoring, why not?

- Can / prefer to study on my own. (24)
- Did not schedule time to do so.
- Didn’t know about it. (14)
- Didn’t take the time to try it out.
- Didn’t/don’t find it helpful. (14)
- Didn’t/don’t need tutoring. (261)
- Do well on my own / get good grades. (68)
- Don’t have time. (49)
- Don’t know how. (5)
- Don’t know where it is. (6)
- Don’t like asking for help. (6)
- Don’t live in Laramie. (11)
- Don’t think about it.
- Don’t want to. (5)
- Get help from friends/peers/classmates. (19)
- Get help from TA/professor(s). (21)
- Graduate student/classes. (12)
- Haven’t sought out the help.
- I didn’t want to waste their time without knowing what to ask.
- I do not feel like I would benefit from it.
- I don’t know much about it, and I’m embarrassed to use it.
- I don’t like that you have to make appointments and that the time is so short.
- I don’t make time and would prefer to ask people I know.
- I feel like I would be competing for time with a tutor.
- I feel the need to figure it out on my own first.
- I have easy classes. (3)
- I never made it a priority.
- I only needed it for math.
- I use SI sessions.
- I’d like free tutoring online.
- I’m a grown up.
- I’m independent. (3)
- I’m old.
- I’m smart. (10)
- Inconvenient.
- It costs money. (2)
- It is easier to stay in my dorm.
- It is hard to find.
- It usually is geared toward lower level students. I try to get A’s.
- It was not required for a class.
- Know how to study and manage time.
- Lazy. (2)
- Not enough time to go or feel embarrassed.
Not helpful in my major/degree. (8)
Not how I learn.
Not interested. (2)
Not offered for classes I’m taking. (10)
Personal reasons.
Personal study methods and study groups.
Professional school, like to learn on my own.
Scared to go. (2)
Seems difficult with online courses.
The people tutoring are usually incompetent.
The Writing Center needs improvement.
They can’t help you with specific homework questions, it’s hard to find exactly what to study.
They wouldn’t answer the phone.
Time better spent in independent study.
Time/timing/hours. (23)
Too busy. (11)
Tutor through athletics. (13)
Tutors don’t understand my questions.
Use OAS tutoring. (2)
Use other resources. (10)
Appendix B. Q16 – Problems encountered when transferring to UW.

Q16. (If you transferred credits to UW) Please describe any problem(s) you encountered when transferring to UW.

- A couple classes taken at Wyoming community colleges did not transfer right away.
- A course designed specifically to transfer to UW didn’t and that is upsetting.
- A few classes had a different code, so they would not apply the credits.
- A few credits didn’t transfer the first time.
- A few of my higher level classes at community college didn’t count here so I had to retake a few courses.
- A freshman seminar class didn’t transfer, now I have to take another one.
- A good portion of my credits at previous schools did not transfer, and I was told there was nothing they could do about it.
- A lot of my credits I had already taken, UW would not recognize the courses and I had to retake similar classes. Wasted time.
- A lot of my transfer credits counted towards nothing.
- A lot of prerequisite overrides were required at registration for transfers not completed on time.
- Advisors weren’t aware of my transferred credits and wouldn’t allow me to sign up for classes until I proved it.
- After switching to USP 2015, my public speaking course from Sheridan College was not fully counted. I have to take it again.
- All of my animal science courses transferred as electives and I had to retake several classes.
- All of my credits transferred but did not count towards my degree even though I got an associates in marketing.
- All of my credits were in the computer but never transferred or applied to my major. Took two trips to registrar to get it fixed.
- All transferred credits were credited as electives, not counted as USP requirements or major requirements, extremely frustrating.
- Almost every class I wanted to transfer had to be petitioned, sometimes these were “lost” and I would have to repeat.
- Almost everything I tried to transfer ended up being useless.
- Although the courses’ syllabus matches that of the same credit, the classes couldn’t be transferred.
- AP exam data was archived. Had to contact company and pay fee to have data pulled out of archive and mailed.
- AP test score of three meant credit was given just as an elective.
- At first they were not going to take my credit because of my ACT scores.
- Because a course number/description did not line up I did need to have one transfer course signed off on.
- Being required to go to multiple different departments on campus to ask for credits to be awarded from another college.
- Belgian high school credits don’t transfer so I had to retake calculus 1 and 2.
- Can be difficult to transfer credits from eastern colleges.
- CC credits transferred easily.
• Certain class syllabi need very specific wording to transfer although the classes are the same.
• Changing to the new USP program caused some classes not to count, but was corrected shortly after.
• Classes with the same basic cores, such as health courses, struggle to transfer over.
• Communicating with offices to figure out exactly which classes would transfer successfully.
• Communications issues between high school, CC, and UW. Could not coordinate to have my transcript arrive.
• Counting towards certain credits (USPs).
• Courses counted for the same credit here that counted for different credits elsewhere.
• Courses not being accepted that should be based on requirements such as USPs.
• Courses that were identical but had different course numbers were extremely difficult to transfer.
• Credit equivalency going through in timely manner. Having to submit paperwork for review to ensure equivalency where I didn’t feel it was needed.
• Credits and equivalent classes transferred inaccurately or not counted at all.
• Credits did not transfer. (7)
• Credits didn’t count for anything, and had to submit syllabus for multiple classes despite the school being ATSET accredited.
• Credits from other schools have different call numbers, and I have to file paperwork for accepting individual classes this is annoying.
• Credits not transferring properly. 2000 level math course transferred in as 1000 level elective. Difficult to fix, required syllabus.
• Credits not transferring, advisors messing up credits of transfer towards degree.
• Credits only transferred as electives. (9)
• Determining what credits will transfer and what they will count for.
• Did not take my GPA. It really screwed me here since I was in upper level classes. Now can’t get a minor because of one bad class.
• Didn’t really know what to do and didn’t really get advice. I had to figure it out on my own.
• Didn’t register as equivalent prerequisites in computer and needed manual override.
• Different course numbers didn’t correlate even though same course, caused for the course to be retaken.
• During my last semester at UW, my USP requirements went from complete to incomplete for no reason and I had to argue to graduate.
• Earned associate degree at EWC, many credits did not transfer.
• English 1010 credit didn’t transfer right away.
• English and math classes never transferred, or didn’t transfer as the same level that I took.
• Ensuring all applicable credits accurately transferred and counted towards degree.
• Finding the right people to contact and being transferred a lot.
• Funding classes that counted for USP.
• Getting all of them to transfer and count toward USPs and toward my major.
• Getting credits to count toward electives in pharmacy school was very difficult (even though the class was medical terminology and was on a set list).
• Getting my credits from my other school, and some credits I transferred didn’t get accepted, which was annoying.
• Getting signatures from a million different buildings.
• Getting some credits applied, and having to do my own leg work to get things accomplished or applied, so I wouldn’t have to take the same courses.
• Getting UW to upload the given course information. It took months for UW to actually do anything with the transferred courses.
• Government credit did not have Wyoming constitution so I had to retake class.
• Had over 60 credits at previous school, only had 45 that were accepted.
• Had to argue for credits that should already transfer.
• Had to contact the school over five times and then went in twice to get my credits to transfer.
• Had to fight to get high school credits accepted.
• Had to figure everything out on my own, classes needed, transfer credits, how to register, etc.
• Had to have course appealed so that it could count for my prerequisites.
• Had to retake courses because it was not accepted.
• Had to send syllabi as I'm from Illinois and course names were different.
• Had to try and transfer my credits several times before all of them were counted for.
• Had to work to get my physiology credit to transfer as credit which was extremely stressful!
• Hardly any of my credits transferred over and it really is a pain to have to start over.
• Have had to petition a couple of classes that went through easily as soon as I pushed but not before.
• Having to fight tooth and nail to get classes to count for USP, even though they were the exact same, including the same name!
• Hours for forensics which did not apply to major despite being 6-8 credit hours. Not all USPs applied equivalently. Had to redo/retake pols 1000 which is the same course that I got an A in at WWCC.
• I am a second bachelor and the registrar had me as a transfer which caused problems with financial aid.
• I brought in calculus II and no one in the office would believe me because it wasn’t filed correctly. I had to have them pull up my transcript which they should have done from the start.
• I found out that I still had almost all of my USPs to take. And I had too many credit hours.
• I had 4 transfer classes cover 1 class at UW which could be divided to cover other needs.
• I had credits from the universities that would not transfer in the system even though it counted toward my degree.
• I had issues with getting classes to match.
• I had one computer science course that didn’t transfer from LCCC.
• I had some credits that were 10 years old, not a problem, but I had to have them approved.
• I had some credits transfer as the wrong class and also as the same class I was currently taking.
• I had to get my transcript mailed to me from LCCC and it took quite a while.
• I had to have my EWC advisor physically deliver my transcripts, this was very annoying and time consuming. This was after two times of trying to transfer credits.
• I had to petition a class because I transferred 2.67 credits and I needed three.
• I had to take courses over again.
• I had trouble getting USP credit (in fact I never received it even though the course I took was very similar to a UW course with the same USP).
• I had trouble transferring my English 1010 credit, but it was more complicated than I could explain here.
• I just wasn’t sure which credits would transfer and what they would count for.
I lost over a year’s worth of credits from other schools. It has been a huge waste of time trying to get accepted.

I only struggled with getting the info from the community college.

I ordered transcripts several times.

I personally didn’t have trouble transferring mine, but most people I talk to have a lot of troubles transferring from a community college to the university.

I received only half of the credits taken, most of which were similarly structured courses.

I retook classes that I was told I did not earn credit for and did not transfer, which turned out to be false.

I submitted my credit hours months ago and they still don’t show up on Wyoweb.

I took classes from LCCC and had no problem transferring credits.

I transferred an associate’s degree to UW, but after sending seven transcripts (almost all of which had been misplaced) I was catalogued as a freshman and almost took a class I didn’t need.

I was never notified my credits transferred, I had to find them on my transcript.

I was not aware of the correct forms to use.

I was scared they wouldn’t transfer.

I wasn’t notified if/when UW received and accepted them.

I wasn’t told what is able to be transferred or not, and wasn’t helped with any of it.

I’ve sent transcripts from WWCC twice and I still receive emails to enroll in Engl 1010 which should have transferred.

IB credits are not well liked by UW.

IB system credits do not transfer well at all, despite the claim that they do.

In my degree evaluation I keep seeing mistakes and have to get them fixed. Also they listed a lot of classes as electives.

Incompetence with UW’s offices not receiving my transcripts and being slow to put them in.

It did not initially transfer when I signed up for dual-major, but easily sorted out when I talked to office registrar.

It just took a long time for the credits to show up and for a while my advisor said I needed to take an English class I had credit for.

It just took a while to gather all info.

It still doesn’t recognize some classes correctly on the degree evaluation, namely my science class that I got with an associates.

It took a long time for the credits to transfer. (12)

It took several tries before my credits were recognized by the university.

It took so long for the credits to come through.

It was a fight to get them to recognize my classes and required I have a 2 year degree before they would acknowledge some classes.

It was a total pain. I had to resubmit my transcript about 3 times before they updated it. Along with a multitude of other papers.

It was aggravating that I did the CLEP exam for 2 semesters of biology which would have counted if I received my associates but only counted for 1 semester. I would have liked to know up front what would transfer.

It was hard to find some courses that would meet requirements of UW course.

It was very difficult to get in touch with the UW office of the registrar.

Just about everything. Never had to fight so hard to attend school. Lost twenty plus transcripts. Didn’t want to transfer credits even though I had an associates from a Wyoming community college.
• Just the amount of time taken for my credits to transfer over was a hassle. Had to attempt multiple times.
• Just the delay of putting the credits into my UW record, it was completed after I had signed up for classes (but not too much of a problem since I kept track of what they were).
• Lack of communication and follow through by those who were supposed to be assisting me.
• Lack of help and credits that should transfer but don’t.
• Lack of information on how to get the course transferred. Admissions admitted me as “admitted with support” because I didn’t take 4 years of science but instead took a college course that was a whole credit of science.
• Lack of promptness and accuracy on behalf of the registrar.
• LCCC said they would transfer my credits over but didn’t so I had to repay them to send it.
• Long process that’s hard to complete. Sometimes not even worth the hassle.
• Lost credit hours in the transfer.
• Lots of going back and forth between people. Credits not applying that said they would, department confusion.
• Major credits got marked as electives three years later still fighting this.
• Many classes that should have met USP requirements (such as diversity) did not.
• Many core classes that said yes they would be taken were not when it came to it. Math and science especially.
• Microbiology and physiology wouldn’t transfer.
• Miscalculated my GPA so I was unable to apply for scholarship at start of semester.
• Miscommunication between the two schools, delaying transfer of transcripts (I am still waiting for a class to transfer and I’m a sophomore).
• Most classes did not transfer and I went to a Wyoming community college.
• Most credits were transferred as electives. This caused a delay in my graduation.
• Most of my credits transferred as electives and I had to take several classes over.
• Most of them didn’t count towards my degree. Even though they were intended for it.
• My AP English counted as an elective.
• My calculus 1 credit still hasn’t transferred.
• My calculus course from University of Portland and my drawing 1 class from Front Range were not correctly placed into my major requirements.
• My credits didn’t count towards Hathaway GPA.
• My credits didn’t transfer until I went and talked to the office.
• My credits have not been approved although transferred over.
• My GPA was lowered but I didn’t know that until after my first semester.
• My IB credits made me a sophomore which makes it hard to get information directed towards first year students.
• My previous 2 year college was on trimesters so getting my credit hours to match up was hard.
• My previous school was regionally accredited so they really don’t transfer anything useful.
• My transfer advisor put me in 2 classes I didn’t need, setting me back a semester.
• Need a plan for graduation in two years could not get form distance coordinator to hands off.
• Never seems to transfer over without a hassle.
• No communication on which classes needed in first semester. Transfer credits only counted as electives, always changing programs.
• No help from UW in any way.
• No idea where to go, AP credits did not transfer, even though I passed test.
• No one to contact to find out where transcripts needed to be sent and finally getting a hold of someone they took forever to respond.
• No one was willing to sit down and look what would transfer.
• No problems with transferring, but the UW staff wasn’t very helpful or informative.
• No problems, just difficult to see what classes would be accepted as what at UW.
• No problems. (36)
• Nobody will tell me what transfers and what the classes count towards. Not does it seem that they want to help me figure it out.
• None of them counted towards my major.
• None, transferred in with bachelors and credits applied to professional program.
• Northern Wyoming Community College lied and said the astronomy credits would transfer to UW with science credits, the University did not accept the transfer.
• Not a problem, but I took many classes that I did not need.
• Not accepting the staff not being able answer my questions or help me with me problem.
• Not actively aware originally of where to have transcript sent.
• Not affecting GPA.
• Not all credits transferred. (16)
• Not all of my classes from high school transferred for that class credit but rather an elective.
• Not all of my courses taken at western were shown at UW. I had to speak with the registrar’s office a couple times to get it straightened out so I could apply to UW.
• Not all of my credits transferred so I had to take classes that did not go towards my major.
• Not all of the classes I took transferred so I was forced to re-take classes I had already completed.
• Not knowing how the process worked or being notified how it worked.
• Not taking certain classes even if they had the same curriculum. USP requirements set me back after transferring.
• Obtaining the syllabus from classes taken earlier.
• Office of registrar was not very helpful.
• Often credits are not audited, you have to go in to change anything and often emails get “forgotten” halfway through.
• One class I took did not end up counting for UW and I had to retake it at UW (Human vs. Child) I felt like I already knew all the material.
• One of my classes didn’t come through so at registration I had to enroll into that class and wait for the credit to transfer.
• Only 6 of my 30 college credits transferred because I’m from out of state.
• Only got partial credit for some classes.
• Only received elective credit on a communications class.
• Out of 26 credits, 3 transferred.
• Overall I did not have much trouble, the only problem I had was my first advisor did not help me plan out my classes.
• PE credit didn’t transfer. (4)
• Problems with transferring courses that didn’t have the same codes.
• Quarter to semester credit. Does not apply well together.
• Received no credit for a large amount of transfer credits.
• Registrar unfriendly and not helpful.
• Registrar’s office not receiving information.
• Registration override forms.
Since I had AP tests and “dual college credit” for some courses, I was given credit for some courses twice and accused of being dishonest when I tried to rectify the error.

Slow process, exchanged many emails trying to figure stuff out. Some UW workers don’t care and are rude.

Some AP credits did not transfer despite having a high AP exam score.

Some classes did not transfer as they should have.

Some classes did not transfer over right away. I had to call to resolve.

Some classes didn’t count towards communications although they should have.

Some classes didn’t qualify, even though they were the same or better.

Some classes didn’t transfer right away so I had to petition them, which was kind of a pain.

Some classes didn’t transfer, even when syllabus sent and there was no explanation as to why. Advisors not very helpful!

Some classes I took did not transfer. I would not have taken them if I had known.

Some classes very similar to USP classes didn’t count as USP, ex. Anthropology didn’t count because it wasn’t “cultural anthropology.”

Some classes weren’t accepted.

Some computer glitches about classes I already took.

Some courses are the same but don’t transfer due to course numbers.

Some courses that easily fulfilled UW requirements were difficult to get to count.

Some courses that should count toward my degree did not apply.

Some coursework not accepted, led to believe if I didn’t take a class over I would be dropped out of a program.

Some credits didn’t count. UW tries to nickel and dime its students.

Some credits earned via testing in high school did not transfer as I expected.

Some credits never appeared, they were not necessary so I did not pursue them.

Some of my classes at a different college don’t count as the same classes at UW.

Some of my courses weren’t available here so they didn’t count.

Some of my courses weren’t the same “numbers” so even though I took the same course name, it didn’t count. So I had to re-do it.

Some of my credits didn’t transfer, when I took the courses I was assured they would.

Some of my transferred credits did not go through.

Some of the credits were not considered for my application and was a waste of money.

Some things did not transfer that I was told would.

Some were not sorted into the correct areas on my degree evaluations, I had to see an advisor and the registrar’s office.

Super hard to get ahold of and did not have too much completed and ready till a week before classes started.

The academic advisors in the business building were absolutely zero help. They just kept telling me that everything is online and to come back later. Very rude!

The advisor at the junior college clearly didn’t know what would be required here for USP or my major.

The advisor was not very helpful and confused me. He was also not very willing to help.

The courses were prerequisites for other courses and they would never work correctly so they always had to be overwritten. Took forever to show up on UW transcript.

The credits took a very long time to transfer, I had to send my transcripts several times.

The curriculum adjustment process was plain awful, it took me many visits and meetings and over a year to get the credit I was approved for on my record.

The grades did not transfer with my class credit. The transcript was not complete.
• The names of some courses would not be recognized as valid even though they were the same course.
• The office of the registrar is impossible to work with.
• The registrar had me put in as a special student instead of a pharmacy student which made registering for classes difficult.
• The registrar said I had nothing transferred multiple times and I had to have a higher person call them for them to do it correctly.
• The rejection of courses taken prior to transfer which are similar to courses offered.
• The results took quite a while to go through the system.
• The science I took in high school shows up over the sciences I’ve taken in college which skews my grade.
• The staff was not friendly and would not give me a straight answer.
• The wrong transcripts were put under my name. UW doesn’t have record of my A.S. degree, still working on that.
• There was confusion over the V credit in USP and what counted as what part.
• There were a few classes that I had to petition to count at UW.
• There were about 1-2 class transferred that did not count as fulfilled required courses for my current major here at UW. And I had to go through with complicated verifying procedures because of this.
• They counted me as international for a few times and they had to fix that a few times.
• They didn’t do anything for me. I did it all myself.
• They didn’t even put in half the classes from WWEE that should have transferred.
• They don’t count courses, like communication in groups and teams, as communication classes.
• They don’t have an equivalent for a lot of my classes.
• They don’t look at AP scores if you are listed as graduate student. Don’t apply higher level English classes to lower English classes. Don’t consider humanities courses from other colleges without close inspection.
• They don’t transfer credits as correct class.
• They had my transcripts for days but didn’t do anything with them so I couldn’t register.
• They show I have taken courses I did not, so it shows me having more credits than I actually had.
• Things did not transfer. Period. Not even as electives, especially in my major.
• This was by far my worst experience at UW. Seemed like the University didn’t want the credits to transfer so they could make more money. Unbelievable.
• Three quarters of my classes didn’t count because they didn’t have the proper course number, but still covered same material.
• To get my math transferred was impossible. They were the worst at communicating.
• Too long waiting for transcripts in mail, should be online.
• Took a long time to get processed and classes didn’t transfer as they should have. Even when same description was applicable. Forcing us to take classes again and pay more.
• Took a while. (2)
• Transcripts got lost. (6)
• Transfer equivalent to prerequisites not tagged in the system, which causes significant registration problems.
• Transferring certain general education courses were difficult. Advisors didn’t really help ease the transition.
• Transferring courses is extremely difficult. I had to petition classes simply because of a one word difference in the course title.
• Transferring credits is easy, but the registrar’s processing time is ridiculous, which causes a lot of uncertainty.
• Transferring to UW was a pain. I sometimes wish I hadn’t done it.
• Trying to find out what classes will fill in for UW requirements.
• Trying to work with the people to get things faxed and get correct information was horrible.
• USP requirements and classes that I was told would transfer didn’t appear on my degree evaluation. I had to petition.
• UW decided 2 years after I transferred that they were taking my credit back, and kicking me out of (and failing) classes I was currently in.
• UW did not accept many of my transfer credits as anything other than electives.
• UW did not want to accept numerous credits from Northwest College which resulted in paying more money and re-taking classes, and wasting my time and money.
• UW didn’t accept a physical education credit from a Wyoming community college. Many courses transferred as very low level electives.
• UW didn’t get my last WWCC transcript so they didn’t know I had an associate’s degree and my USP credits weren’t filled. None of the 3 advisors I talked to noted it so it went undetected for over a year.
• UW doesn’t accept hardly any credits from Nebraska schools, which didn’t allow me to transfer all of my college credits.
• UW had to review the IB English exam before giving me and several others the USP credit and they didn’t do it in time for the fall semester so no one knew if we should take English 1010 or not.
• UW is a rip off by not allowing transfer courses. You’re welcome for the money.
• UW lost my application several times, lost my official and unofficial transcripts several times, and wouldn’t let me register for classes when I was in the outreach program.
• UW wanted me to take freshman orientation even though I transferred in with an associates.
• UW wouldn’t recognize the credits especially with programs like IB.
• Very slow process, had to call three times.
• Was told credits would transfer recruiter but later found out that they did not.
• Was told some classes would count, and then they did not.
• When transferring an English course to count for my WB the office of the registrar was extremely rude and unhelpful.
• Would not accept 18 credit hours, even with an associate’s degree from LCCC.
• Would not accept transfer credits because they said there wasn’t a lab even though there was one.
Appendix C. Q20a – Seeking assistance registering for classes.

Q20. FOR ALL STUDENTS: Have you ever sought assistance after encountering difficulty registering for a class?

Q20a. If yes, from whom did you seek assistance?
   Other, please specify:

   • Academic coordinator.
   • Administration office/administrator. (6)
   • Admissions office. (4)
   • Advising center/office. (6)
   • Advisor(s). (445)
   • Animal science main office staff.
   • Athletic advisor. (12)
   • Chemical engineering department. (2)
   • Chemistry department. (5)
   • Civil engineering department. (2)
   • College of Business advisors. (27)
   • College of Education. (8)
   • Counselor. (4)
   • Department head(s). (11)
   • Department office/secretary. (15)
   • Department staff (not advisor).
   • Department(s). (39)
   • Engineering office. (6)
   • Faculty. (6)
   • Friends. (8)
   • Geology department. (2)
   • History department.
   • Honors program. (7)
   • I called my advisor and the main UW number.
   • I called the chemistry department and art department.
   • I called the college but no one answered.
   • I spoke with the person in charge of the department for the class I was trying to register for.
   • I would email professors for the course and my advisor.
   • International Cheney Center.
   • International office. (2)
   • Knight hall career/course advisor. (2)
   • Math department head.
   • Mechanical Engineering department. (5)
   • Modern and Classical Languages advisor.
   • Music office. (5)
   • My online business administrative program advisor.
   • My pre-pharmacy advisor, very helpful.
   • My roommate. (2)
• Other staff in my major and worked my way up from there until of course eventually sent me back to the same individual.
• Outreach advisor/staff. (10)
• Parents. (2)
• Pharmacy school staff.
• Physics department.
• Physiology department. (2)
• Pre-nursing coordinator.
• Professor(s). (69)
• Psychology department. (3)
• RA. (2)
• Registrar / Registrar’s Office. (57)
• Sister.
• Sociology department head.
• Spanish department.
• SSS. (4)
• Tech department. (3)
Appendix D. Q24 – Main reasons some students attend out-of-state schools.

Q24. Not all Wyoming high school graduates chose to attend UW. From your experience, what are the main reasons some students attend out-of-state schools?

- Academic needs.
- Academic rigor and ranking.
- Adventure.
- Alumni. (2)
- Art schools. (3)
- Athletics. (37)
- Better education. (27)
- Better fit.
- Better research opportunities.
- Better schools. (15)
- Better selection of classes.
- Better subjects.
- Bigger city/school. (34)
- Broadening their horizons. (5)
- Change of location. (4)
- Change of pace. (2)
- Change of scenery. (21)
- Change. (3)
- Closer to home. (11)
- Cost. (87)
- Credibility.
- Different/better atmosphere/environment. (23)
- Distance from home/family. (5)
- Diversity. (20)
- Don’t like Wyoming. (26)
- Don’t want to live in Laramie. (6)
- Everyone from Wyoming goes here. (12)
- Experience different culture. (9)
- Experience places other than Wyoming. (28)
- Experience something/somewhere new/different. (218)
- Experience. (6)
- Family connections.
- Family. (9)
- Freedom. (3)
- Fresh start. (17)
- Geography. (4)
- Get away from high school peers. (45)
- Get away from home/parents/family. (116)
- Get away. (18)
- Get out of here. (2)
- Get out of small towns. (6)
• Get out of town. (2)
• Get out of Wyoming. (147)
• Go to big name schools.
• Go to technical/specialized colleges. (3)
• Had good enough GPA/ACT score. (5)
• Have the money / are rich. (21)
• Laramie/Wyoming/UW is too small. (19)
• Legal weed. (3)
• Life circumstances.
• Location. (14)
• Majors/programs offered. (133)
• Meet new people. (29)
• Money/financial reasons. (23)
• More competitive school. (6)
• More course options. (3)
• More opportunities outside of Wyoming for jobs while attending class and after.
• More options. (2)
• More things to do. (10)
• More/different opportunities. (43)
• Moving away can just help change your life.
• Perceive a bigger school as better.
• Personal reasons. (2)
• Possible networking.
• Preference. (3)
• Prestige. (45)
• Quality of education. (9)
• Religion.
• Religious colleges.
• Reputation of school. (3)
• Scholarship(s). (62)
• Significant others. (3)
• Size. (3)
• Students don’t want to feel like they’re settling by going to UW.
• The weather. (48)
• Think all Wyoming people are the same.
• Think life is better in other places.
• Think they will know everyone like high school.
• Think UW is not a good school. (5)
• This campus is very hostile towards minorities. Many LGBT friends I know would rather go out of state for safety reasons.
• To be different. (2)
• To be independent. (12)
• To distance themselves from small towns and cowboy culture.
• To explore. (4)
• To move to a more liberal/LGBT friendly area with less conservative religious influence and larger LGBT population.
• To travel. (8)
• UW is weirdly placed in the state.
• UW isn’t the best university ever.
• Variety. (2)
• Wyoming does not have a culture which is attractive to young people.
• Wyoming only has one university. (3)
• Wyoming/UW’s bad reputation. (7)
Appendix E. Q28 – Reasons for leaving UW.

Q28. Why do you think other students at UW leave without graduating?

- A lot of people feel lonely in Laramie and at UW.
- A lot of reasons. (5)
- Academic advisors don’t help, hard to find out what classes you need.
- Academic difficulties/issues. (191)
- Academic suspension. (2)
- Acceptance rate is too high. (3)
- All the confusing paperwork.
- Any of the above reasons. (14)
- Athletics. (2)
- Better opportunities. (8)
- Better university.
- Bored.
- Burned out. (3)
- Can’t adjust to college life. (4)
- Can’t deal with college, Wyoming public schools not able to prepare them for college.
- Can’t get into programs/classes. (7)
- Can’t graduate. (4)
- Can’t handle it. (23)
- Cannot accept the transition from high school to college.
- Change of career focus.
- College is not a necessity for all people.
- College isn’t for them. (62)
- College isn’t what they expected. (4)
- Couldn’t handle it. (3)
- Course load. (3)
- Decide to pursue a different path.
- Degree doesn’t guarantee a job.
- Degrees aren’t worth what they used to be. (3)
- Depression/suicide/anxiety. (7)
- Didn’t find personal identity and purpose so they went somewhere else hoping to find it.
- Different from what they wanted.
- Different life goals.
- Do not want to put in the work.
- Doesn’t work out for them.
- Don’t care about school. (3)
- Don’t do well in college environment.
- Don’t feel comfortable or just need a stepping stone to other places.
- Don’t go to classes.
- Don’t have the drive to graduate. (2)
- Don’t know what they want to do with their lives. (7)
- Don’t like it. (5)
- Don’t like Laramie/Wyoming. (42)
- Don’t like school/college. (10)
• Don’t like their major/program. (5)
• Don’t need degree for job. (4)
• Don’t put in the necessary time.
• Don’t receive enough support on campus.
• Don’t think they are cut out for college.
• Don’t understand how easy college is compared to life.
• Don’t understand how hard college really is.
• Don’t want it anymore. (3)
• Don’t want to put in the work. (3)
• Drop out. (7)
• Drugs/drinking/alcohol. (9)
• Education does not prepare us for life outside home and persistence with responsibility is not emphasized in academic community.
• Exhausted from school work efforts.
• Faculty is great but the organization as a whole does not care about the individual student. We are cash-cows, a means to an end.
• Faculty. (5)
• Failure to maintain positive study habits, events or lack of things to do aside from drinking, desire to attend East coast schools.
• Fall through the cracks most professors stink because they are only in it for the paycheck of funding.
• Family issues/reasons. (46)
• Figure out they cannot handle the course load because they don’t actually want to be there.
• Figuring out what they want to do.
• Financial aid. (2)
• Financial issues/reasons. (301)
  • Lack of scholarships. (2)
  • Lose scholarships. (3)
• Find work. (50)
• Following careers.
• Get pregnant / have babies. (5)
• Getting married. (3)
• Give up on the major they were in.
• Give up. (5)
• Go to trade school.
• Grades. (25)
• Graduation taking longer than expected and large amounts of debt associated with each delay.
• Hard to work and go to school at the same time.
• Have trouble integrating into college life. I know a lot of students feel like high school didn’t prepare them.
• Health reasons. (6)
• Homesick. (13)
• I think that college is the first time a lot of people experience personal failure and don’t know that they can come back.
• In STEM programs, I’ve seen the “weed out” classes approach completely demoralize students and cause them to quit school entirely.
• Intensity of classes.
• Job opportunities. (21)
• Lack commitment level.
• Lack of administrations’ willingness to work with students.
• Lack of ambition. (3)
• Lack of dedication. (2)
• Lack of discipline. (4)
• Lack of getting involved on campus.
• Lack of interest.
• Lack of motivation. (20)
• Lack of plan.
• Lack of support. (4)
• Lack of variety in classes.
• Lack of work ethic. (2)
• Lack of work/financial opportunity in the community.
• Laramie is too small. (8)
• Leaving this town.
• Life challenges.
• Life circumstances. (4)
• Living in Wyoming takes a certain person; and not all people can take living here.
• Loss of interest or see opportunities outside of university.
• Lost direction.
• Major indecision. (3)
• Many classes do not have proper educators or help from educators to make classes better.
• Marriage, lifestyle choices.
• Maturity levels and new opportunities.
• Mental health issues. (4)
• Military/armed forces. (7)
• Need change. (2)
• Non-competitive programs that devalue the degree.
• Not committed to school.
• Not happy with education. (4)
• Not happy with the environment. (8)
• Not happy with UW and/or Laramie. (27)
• Not happy. (11)
• Not putting in the effort.
• Not ready/prepared for college. (14)
• Not smart enough. (11)
• Nothing to do here. (5)
• Oil field. (3)
• Other opportunities. (20)
• Party too much. (18)
• Personal issues/reasons. (64)
• Preference.
• Quality of education. (4)
• Realize what they want to do and college isn’t it.
• Relationships.
• Return home. (7)
• Social issues/reasons. (6)
• Stress. (12)
• Struggle with school. (4)
• Taking courses that aren’t practical/applicable to their field and would rather make money.
• Teachers. (6)
• The academic performance required from universities isn’t for everyone and they go off to different places of higher education to fit their skills.
• The academic programs change, they cannot make it through weed-out classes, should not have been admitted in the first place (only at UW to be social).
• The education is a joke, we learn to plug and chug. Little knowledge about subjects important to individuals is learned.
• The programs are made to keep students here longer, to get more money.
• The school is a bureaucratic mess.
• The weather. (16)
• They are done with college, job opportunities they may not get again.
• They are fed up with school and ready to start their lives outside of school.
• They are wasting their time trying to fill university requirements instead of being able to focus on their degree.
• They aren’t getting the college experience they were looking for and want to try new elsewhere.
• They become overwhelmed and think that going to work is their best option.
• They have a hard time dealing with classes when they can go work instead.
• They keep adding requirements prolonging graduation.
• They were not taught how to balance their social and academic lives.
• They’d rather go somewhere else.
• They’re lazy. (20)
• Things happen, circumstances that are better or worse change people’s paths.
• This school is not very helpful to some people.
• Time-management issues.
• Tired of being broke.
• Tired of professors who don’t care and tuition that rises to pay for the bad football team.
• Tired of school. (10)
• Tired of the politics in their major.
• Too far from home. (6)
• Too hard. (58)
• Too many electives they have to take that don’t interest them.
• Too many hoops to jump through to get a degree.
• Too many politics in getting an education, such as classes required that have nothing to do with your degree, just so you can treat students as profit centers.
• Too much work. (2)
• Transferring. (26)
• Unable to do well in college-level courses.
• Unable to fulfill requirements.
• Unable to handle their school work, aren’t taking it seriously, are offered better options.
• UW degrees aren’t as good as other degrees like Colorado University, Denver University or Ivy leagues.
• UW is brutal and does not take care of its students. Also, Laramie’s party culture is detrimental to all academic pursuits.
• UW keeps cutting A&S class options (especially foreign languages).
• UW makes students take meaningless classes so they can’t graduate in 4 years.
• Want a larger school. (2)
• Want major not offered. (3)
• Want to do something else. (3)
• Want to go somewhere else. (5)
• You guys keep changing the curriculum, no one here is set to graduate in 4 years. There’s always some hidden thing you have to do.
Appendix F. Q29b – Reasons for choosing any UW distance courses.

Q29. While enrolled at UW, have you taken any UW distance courses - online/web courses?

Q29b. If yes, why did you choose these courses?

• Allowed me to have a more relaxed schedule.
• Availability. (5)
• Cheap and don’t want to waste time going to class for some of the useless USP classes.
• Convenience. (49)
• Convenient way to finish my required courses.
• Convenient with my schedule. I have a child that I care for.
• Could work full time/more while taking classes. (3)
• Didn’t like professor who taught on campus.
• Don’t have to attend lectures. (3)
• Easier to fit school into my life on my own time. Classes in the middle of the day make having a job difficult, and even more difficult when required classes are at 8am and then 7pm. No time to work.
• Easier to manage. (4)
• Easy/easier. (23)
• Elective credits. (7)
• Enables me to receive credit while working for other classes.
• Filled a requirement while I was deployed.
• Fit schedule better. (91)
• Fits with work schedule better. (4)
• Flexibility. (10)
• GPA boost. (3)
• Had to. (8)
• Have to miss class for sports frequently. (5)
• Heard it was fun and easy.
• Heard they were easier online. (7)
• I am a parent and it’s hard to get to campus.
• I can do the work in my own time. (4)
• I can go home every weekend.
• I could work at my own house while I had a job.
• I could work on the course more efficiently around my study time and it was an easier class.
• I didn’t have to go in to class every day so I could still work full time.
• I do better by myself than in a class.
• I don’t have to miss class when I travel.
• I felt they would work with my UW rodeo schedule.
• I like doing things at my own pace. (7)
• I like online courses. (7)
• I liked the professor.
• I needed to fulfill a USP requirement and wanted to take something to fit into my busy schedule.
• I prefer to work at a faster pace to eliminate courses from my schedule.
• I switched to the online business admin degree so that I could actually get into the classes I need.
• I thought it would be an easy way to get USP requirements out of the way.
• I thought they would make my course load easier.
• It was a touchy/divisive subject, allowed me to be anonymous.
• It was the most efficient way to complete the required course.
• Less time in classes, more time working.
• Needed for my major. (13)
• Needed it/them. (7)
• Nice to do from home.
• No lab. (5)
• No other choice. (2)
• On campus classes were full. (5)
• Only offered online. (81)
• Only one credit hour. (2)
• Only time available. (11)
• Only way it fit into my schedule. (15)
• Outreach student / don’t live in Laramie. (29)
• Part of major and interest.
• Part of ROTC curriculum.
• PE credit. (10)
• Required/requirement. (33)
• Scheduling conflicts. (11)
• Summer class(es). (38)
• Takes up less time. (12)
• They are typically fewer credit hours for USPs meaning I can take more courses.
• They fit my degree requirement and were subjects I have interest in.
• They helped boost my number of credits and I thought they would be interesting.
• They were cheaper than in class courses. Not anymore.
• They were in my major and counted toward graduation.
• They were interesting. (6)
• They were offered a lot within my major.
• To earn credits. (5)
• To get them out of the way.
• To graduate early/faster. (7)
• Wasn’t ready to be on campus for personal reasons.
• Were easy to add to my schedule and easy way to get rid of a USP.
• Winter break/J-term course. (8)
Appendix G. Q31 – What pleases you most about UW?

Q31. What pleases you most about UW?

- Ability to get to know professors on a more personal level.
- Academic coursework is very challenging and stimulated my mind.
- Academic program(s). (4)
- Academics. (8)
- Accessibility to professors. (6)
- Accessibility. (2)
- Active interaction between professor and students, easy to contact when I need some help.
- Activities/clubs/events. (32)
- Advisors. (10)
- Affordability. (18)
- Agriculture department.
- All of my classes here have greatly benefited me. I am receiving a good education.
- Amenities are great and the education is great.
- Amenities of larger institution, with closeness and connections of a small institutions.
- Anthropology program is excellent. I also love the campus.
- Approachability of faculty and their expertise.
- Art department.
- Athletics. (18)
- Atmosphere. I love how the entire town is painted in brown and gold.
- Atmosphere/environment. (119)
- Bars. (3)
- Buildings/aesthetic.
- Bus transit system. (3)
- Business building. (2)
- Business program. (7)
- Campus is pretty/beautiful. (30)
- Campus life. (2)
- Campus ministries. (2)
- Campus size. (4)
- Campus. (29)
- Challenging courses. (3)
- Challenging. (2)
- Cheap. (59)
- Class size(s). (13)
- Classes. (22)
- Close to home/family. (40)
- Close to the mountains. (7)
- Closeness of people here.
- Closeness of the community and its support of the university.
- Closeness to stores/restaurants.
- College town.
- Community and great staff and faculty.
- Community of my department.
• Community of Wyoming as a whole.
• Community. (27)
• Competitive education for the future.
• Connection with people who go here.
• Convenience. (2)
• Cost of living.
• Cost. (116)
• Culture. (9)
• Dean of agriculture school.
• Degree offered.
• Different life-style than I’m used to. Had to adapt and learn to find best in any place I go.
• Distance from home. (4)
• Diverse class availability.
• Diverse of a climate it is compared to high school.
• Diversity in learning, financial obligations are less.
• Diversity in majors provided.
• Diversity. (8)
• Easy to find what I need.
• Easy to get around town.
• Education department. (3)
• Education. (10)
• Engineering department. (8)
• Everyone is helpful. (5)
• Everyone’s willingness to help you. I just feel welcome.
• Everything is walking distance or a short bus ride.
• Everything. (4)
• Facilities. (14)
• Faculty in the Math Department.
• Faculty. (40)
• Fairly mid-ground politically.
• Feels like home. (6)
• Financial aid. (2)
• Fraternity and sorority life. (3)
• Friday Night fever.
• Friendliness and closeness invests a lot in its students.
• Friendliness because it’s nice to be able to create relationships with professors.
• Friendliness from everyone. Solid programs. Honors program.
• Friendliness of everyone and the support that the staff provides for students.
• Friendliness of faculties and the people in the university.
• Friendliness of teachers.
• Friendliness, campus, people.
• Friendly atmosphere/environment. (26)
• Friendly campus that is not too big or too small.
• Friendly campus, the help from faculty, the diversity of people, the location.
• Friendly everybody is. I feel the classes are very well taught and if you need help, everybody that can help will.
• Friendly general climate, classmates, professors and the natural environment around us.
• Friendly people. (9)
- Friendly programs.
- Friendly. (6)
- Friends and family are near.
- Friends. (16)
- Funding, the faculty in my departments are amazing.
- Geology classes/department. (4)
- Good army ROTC program.
- Good programs, good town.
- Good quality school that cares about student success.
- Graduate school course offerings.
- Graduate/faculty community available to me in the zoology and physiology department.
- Great reputation in my field.
- Greek life. (3)
- Half acre. (14)
- Hands-on learning in the ANSC department.
- Hathaway scholarship. (7)
- Help on campus, animal science department.
- Help received.
- Honors program.
- How friendly the staff are, the quality of the classes.
- How friendly the staff is.
- How involved people are, there is a lot of friendliness and teamwork.
- How much help the school offers students and how great the community is around UW.
- How personal and friendly every aspect of the college life is here.
- How social it is and how easy it is to make a schedule that works well with your life.
- How the town is about the school.
- How well I fit in.
- I can go skiing at Happy Jack.
- I enjoy how most faculty are willing to work with you and I enjoy the many places to help students succeed.
- I feel safe on campus, the faculty is mostly great, and there are many opportunities to get involved.
- I get to choose my class times.
- I have made great friends and I’m more excited to learn.
- I have made lasting friendships.
- I have received a very fine education and feel prepared to be a pharmacist.
- I honestly like it all, mostly the number of friends I have made. I love the campus, too.
- I like how I have gone to school almost for free and I like the people I have met.
- I like that if I need help from anyone, they are there to help. It was hard to get in contact and actual help from the larger university I went to you can tell they care here.
- I like that there are things for all types of students to do and be a part of.
- I love being able to walk around campus, and the openness of the campus.
- If I need help there is someone there.
- Incorporates my values and the state I love.
- Intellectuals in the higher tiers, graduates.
- Interesting programs.
- Involvement of the college community.
- It has a strong community feel but still is competitive.
• It is financially reasonable with great educators and staff and smaller program sizes.
• It lets me graduate with a 4 year degree, unlike community college.
• It offers more than I ever could have guessed, and the Chinese program is amazing. #1 reason for staying is the Chinese program.
• It provides the services I want while not trying to change how I think.
• It seems to have close relationships between teacher and student.
• It’s not a huge school, they have an excellent math program.
• Its reputation.
• Job placement and that there are people who want to see the students succeed.
• Just that the campus is located in a good part of town.
• Kinesiology staff is wonderful. The people at and around UW make all the difference.
• Laid back outlook and friendly people.
• Laramie is a beautiful. (3)
• Laramie. (32)
• Leadership programs.
• Library. (4)
• Location. (43)
• Lots of major options.
• Lots of places for help with class stuff.
• Lots of ways to get involved.
• Low pressure, easy to find time for school work or socializing.
• Major options that are available.
• Major selection.
• Marching band program.
• Meeting new people, having help when I need it and the experience.
• Multicultural events.
• Music program(s). (5)
• My degree is well represented and the program is well-known.
• My education, challenging classes and my friends.
• My program/department. (8)
• Networking.
• Not a large university, can get where I need to by walking and can get help without waiting in line.
• Not completely liberal such as many other universities.
• Not in big city.
• Not too many people.
• Nothing. (5)
• Online classes. (4)
• Online computer system.
• Opportunities they have to get you involved.
• Opportunities to excel.
• Opportunities to get involved. (2)
• Opportunities to teach in my department.
• Opportunities. (27)
• Opportunity to live a lot of life with others attending college.
• Options.
• Outdoor activities. (13)
Outdoor program and the outdoor life around Laramie. I like it isn’t strongly liberal. I like a conservative school.

Outdoors. (9)

Outreach program. (12)

People are nice/friendly. (50)

People. (88)

Personal relations, geographical region.

Pharmacy program. (6)

Professor interaction, small tight-knit community.

Professors generally seem passionate, enjoy working at IT.

Professors. (86)

Programs. (11)

Proximity of housing to campus. Faculty, staff, and students are generally friendly and helpful.

Proximity to Vedauwoo, the Snowy’s and Estes Park.

Quality of classes. (4)

Quality of education for the cost. (18)

Quality of education. (37)

Quality. (3)

Quiet. (5)

Range of classes and majors offered.

Range of majors/educational opportunities, employment opportunities, location.

Recognition of small campus groups’ accomplishments, number of opportunities.

Relationship that professors form with students are more in depth.

Relationships you can build with professors.

Relationships you gain with professors, and the campus.

Research environment. (2)

Resources/services available. (34)

Rigorous courses.

Rodeo.

RSOs.

Safe and friendly place.

Scenery. (3)

Scholarships. (18)

School/state pride. (14)

Sense of community. (4)

Services I need in town are easily available, I don’t need a car to go everywhere.

Simplicity of campus layout and services.

Size of the campus/classes. (76)

Size. (8)

Small and how close knit the community is.

Small campus that feels comfortable to be at. Mostly friendly atmosphere.

Small community. (7)

Small condensed campus.

Small enough classes that you are able to get help.

Small enough so that I can interact with my professors efficiently.

Small feel and friendly staff.

Small majority of people are western lifestyle my type of people and good department.
• Small school setting, outdoor opportunities, non-competitive graduate environment.
• Small setting of feeling more personal with your professors.
• Small size making it easier to connect with professors and faculty.
• Small size. (6)
• Small student to teacher ratios.
• Small town environment and great professors.
• Small town environment and that some of my professors genuinely care about me and want to help me succeed.
• Small town feel/atmosphere. (16)
• Small town. (15)
• Small. (7)
• Smaller campus, it feels like a big family and very relaxed. It has great education and staff actually care about our success.
• Smaller university and I think that makes us more of a tight-niched group.
• Smaller university it is easier to build relationships with faculty and staff.
• Snowy range.
• Social and volunteer opportunities.
• Space and climate, topography is good too.
• Staff. (20)
• Student involvement / ASUW.
• Student to professor ratio. (3)
• Students. (10)
• Study abroad program/opportunities. (4)
• Studying environment. (2)
• Supportive environment in my department.
• Surrounding. (2)
• The amount of things to do outside of school.
• The courses I am taking are teaching me so much.
• The courses offered that I want to take I can get a second bachelor degree.
• The cowboy culture and the social environment that accepts things because it doesn’t affect anyone else.
• The case with course registration.
• The easy commute.
• The experience. (2)
• The fact that it isn’t that big. Also that everyone is welcoming, friendly and helpful. I also have made lots of friends.
• The feeling of family. Everyone is a cowboy fan and being from a small town. We all need to stick together.
• The layout.
• The pace is easy to keep up with.
• The rural area with access to larger cities.
• Theatre department. (3)
• There are many different organizations to join and small classes.
• There are obviously smart people here trying to make a difference.
• They give me so much money.
• They offer a lot of possibilities for you to participate in.
• To fulfill my degree requirements it was the best way to fit it into my schedule.
• Travel opportunities.
• Tuition waiver for college employees. (4)
• Tuition. (32)
• Variety of opportunities for academic courses and availability/options for hands on experience (like working in a lab).
• Variety of programs, classes, the great archeology program.
• Very easy to get connected to faculty and staff.
• Veteran friendly.
• Weather. (12)
• Wildlife society.
• Work opportunities.
• Wyoming. (10)
Appendix H. Q32 – What disappoints you most about UW?

Q32. What disappoints you most about UW?

- 8am classes. (2)
- A lot of classes are just test-oriented rather than interesting and thought-provoking; they’re about memorizing random facts.
- A lot of teachers just don’t care.
- A lot of the student body can be intolerant/irresponsible.
- A lot of the times not very progressive and open minded.
- A small, though growing performance arts location.
- Academic advising is not so helpful.
- Academic standards could be higher.
- Adding extra classes extending my graduation date.
- Administration could be more helpful and concerned.
- Administration is back bite-y and doesn’t work together.
- Advisors/advising. (13)
- All of your classes are 3 hours long it seems. No contingency for medical school students except for biology. I do not want to be a biologist.
- All the money/funding that goes to football/athletics while neglecting academic/art/other programs. (45)
- Although having good improvements, some things of UW still seem outdated.
- Animal Science department, class conflicts constantly.
- Animal science program, budget cut.
- Application to the nursing program.
- Applying for residency status had been a horrible experience. Very upset.
- Appropriation of funds, high fees.
- Athletes and regular students are never found together.
- Athletics are more important than education.
- Athletics seem to take the most importance.
- Athletics. (18)
- Attempting to deal with the business part of attending school here is stressful. Financial aid could be more informative and provide awareness for opportunity.
- Attitude of students/faculty, lack of helpful people in clerical positions, lack of classes need to take.
- Bad professors who can’t teach.
- Barely any people here, not a lot of mixed culture.
- Being far from home, lack of scholarships for out of state students (I have a 4.0 and friends in state with 3.4 receive more scholarships than me.)
- Being forced to live in the residence halls.
- Being in Casper, courses were limited.
- Being treated as a statistic/dollar sign.
- Bookstore is ungodly expensive, RA rules are too strict.
- Bureaucracy, a disinterest in the arts.
- Bus system.
- Campus can be rather racist/insensitive of alternative viewpoints.
- Campus climate and semi-rural setting.
• Campus is so spread out.
• Campus layout and focus on sports.
• Campus police, Laramie’s “small town” personality.
• Can never get into the classes I need to. Don’t get any help from professors or advisors.
• Can’t find a job with my degree. Feels like a waste of time.
• Career office.
• Cares more about everything but education and funding departments.
• Certain colleges not being taken as seriously because of belief that courses are easier.
• Certain course structures.
• Certain policies single out people.
• Chemistry tutoring, no SI for my chemistry class.
• Class availability, educator politics (stop playing the popular game and teach1) financial reciprocation.
• Class selection is kind of bad sometimes, I wish I could take more online classes.
• Class sizes. (3)
• Class/diversified lack of opportunities.
• Classes are boring, honestly won’t remember 90% of this.
• Classes are not offered at times I want them.
• Classes are not so good. Especially in chemical engineering. We need more kinds of courses.
• Classes are only offered at one time/semester makes scheduling hard.
• Classes aren’t challenging.
• Classes most are grad students not professors.
• Classes where teachers are totally out of touch with their students.
• Climate. (2)
• Closed-minded atmosphere and having religion pushed on me at every turn.
• Club sports / intramurals you had to know people. So if you didn’t know people it was hard to play.
• College standing, limited resources, employment outlook after graduation.
• Community.
• Competition and limitation in some majors.
• Cost and lack of coordination.
• Cost of living. (6)
• Cost. (8)
• Courses are hard to get into, some professors need to be removed when students bring up issues (multiple times), told would be cheaper.
• Courses needed for graduation are hard to get into since they are only offered in one semester a year.
• Credit transfer tool need updating.
• Culture very unfriendly to non-Wyoming natives. Has a collection of professors who don’t want to teach, which makes for miserable class experiences.
• Cuts in funding to the engineering college which reduced the number of lab assistants available for select courses.
• Cuts on important programs and lack of fiscal common sense.
• Degree program availability, poor bus system, poor walkway maintenance in winter, difficulty learning about RSOs, lack of recognition of mental disability.
• Degree requirements not pertaining to a particular field. I’m coming to school to specialize, not to learn a little of everything.
• Degrees offered.
• Difference in learning experiences depending on the professor for the same course.
• Difficult to find activities on the weekend or just not interested.
• Difficult to make new friends.
• Difficult to register at times.
• Difficulties graduating with the right amount of credits for post grad tests (CPA).
• Difficulty enrolling in certain classes.
• Difficulty in scheduling, upper level courses only offer 1 section sometimes once a year, and if you miss it or can’t get in that sets you back.
• Difficulty of electrical engineering.
• Difficulty of transferring credits and the ever-changing degree requirements. All Wyoming colleges should be compatible.
• Difficulty of transferring in.
• Difficulty to find off campus housing.
• Difficulty to get into nursing program.
• Difficulty to reapply to a major and difficulty in transferring credits.
• Difficulty transferring credits.
• Difficulty with getting information for taxes, terrible difficulty with transferring and difficulty taking required classes on time due to conflicts and limited availability.
• Disability advocate services do not do anything to amend the university policies that affect a disable person. They are not personalized at all and seem more a begrudging formality at best.
• Disassociation between UW and UW at CC.
• Disorganization in major requirements.
• Dispersion of scholarships.
• Distance education communication.
• Distance from home.
• Distance from old friends.
• Distribution of where money goes in the school.
• Diversity. (7)
• Doesn’t offer enough scholarships or academic probation for scholarships.
• Don’t have my degree in a bachelor’s (geographic information science).
• Don’t have public transportation where I live.
• Dorm life. (2)
• Dorms are way overpriced, but forced us to live in them for 1 year.
• Dorms price.
• Education, instructors.
• Environment (Mother Nature).
• Every class so far has done nothing to prepare me for my career.
• Everyone already has “cliques,” hard to meet new people when they already have their friends.
• Everything is always under construction. Little bit of an eye sore.
• Everything. (2)
• Faculty doesn’t care.
• Faculty that are more into research versus teaching.
• Far away from cultured activities.
• Far away from good ski resorts.
• Feeling bored and hard to travel other places.
- Feels lonely here. Not to mention that the athletes steal bikes
- Few people care about developing students. Lack of motivation. Lack of creativity. The priorities of the higher ups do not match my priorities.
- Fewer opportunities.
- Financial aid. (2)
- First year seminar classes, they are not helpful.
- Focus on athletics over education, high student fees, increasing the size of campus while neglecting older buildings.
- Food.
- Football team. (6)
- Freshman physics labs.
- Funding to thing that do not need as much funding as academics.
- GPA requirements for learning disability students.
- Hard for transfer students to build a relationship with staff/students.
- Hard to get classes for my major/minor.
- Hard to get in-state tuition. (10)
- Hard to get the classes you want when registering.
- Hard to get to classes from opposite sides of campus.
- Hard to make friends, lack of community.
- Having to arrange advising meetings during semester when advisor is a full-time instructor is difficult.
- Having to take all the USP classes that have nothing to do with your major.
- Health services are not helpful (when sick, I don't receive meds I need).
- How challenging it is to enjoy what I am learning when I am trying to learn so many things at once.
- How difficult they make it for me to transfer here
- How disorganized it is, and how hard it is to get into classes.
- How hard it is to get in classes.
- How hard it is to meet people.
- How hard some classes are.
- How isolated music majors are.
- How it's run.
- How little poor income student get to go to college.
- How often classes exceedingly important to my major concentration are offered once a year. It has severely set me behind.
- How required classes are offered only once a year.
- How small and isolated Laramie is.
- How some classes have extremely difficult test that don't coincide with class material.
- How some professors are worried more about their research than teaching.
- How students are not required to take diversity credits like women’s studies, LGBTQ, ethnic, religious classes. It makes us more closeminded.
- How teachers sometimes don’t put grades up.
- How the advisors have been absolutely no help.
- How un-disability friendly they are with buildings and UDSS help.
- I am disappointed by the few sections some courses have and the limited availability in these courses.
- I can’t get my special education degree as an undergraduate.
- I do not like how a lot of organizations are against each other.
• I don’t care for the TAs in my larger classes.
• I don’t feel a sense of community here.
• I don’t feel much of a “connection” with faculty in my department, whether I’m here or not doesn’t seem to matter.
• I don’t have time to be crazy and wild in college or even to take care of myself.
• I don’t like having to take classes outside of my intended major.
• I don’t like how you conduct scheduling, wish the students were made more aware of available resources.
• I feel lost and don’t really know who to talk to when I’m struggling. Rough semester.
• I feel that not all of the professors are quality instructors, even though they are very knowledgeable about the subject.
• I feel that the classes are poorly structured and that there is little guidance or support academically for people that need it.
• I felt like I received a better education at community college than here.
• I find it disappointing how some professors are paid and the cuts happening within humanities.
• I have a 4.0 and my peers with 3.0-3.5 GPAs receive much more in scholarships for academic performance from UW.
• I have no disappointments at this time.
• I have so many required classes I have no time to take courses that interest me.
• I have to take many classes not applicable to my future career.
• I just wish there was more for older people (21 and up). I don’t feel like there are too many activities for that age group at UW.
• I may wish there was more to do in the town itself, but other than that, not much.
• I think the students should learn to work more on their own (making their schedule etc. during labs) it is good a lot of support, but student should at least have to try to do everything on their own at first.
• I thought about it twice and nothing disappointed me yet.
• I want more study abroad opportunities or the ones available to be advertised more.
• I want to learn academics not be force fed diversity, other social issues. You are charging me credit hours for this instead of teaching math, physics, and chemistry. You are financially burdening all with these classes. College is expensive why are you charging us for these classes?
• I wish classes transferred up more easily
• I wish there was an emergency management program.
• I wish there were more activities in the residence halls.
• I wish there was more to do with friends.
• I wish there were more activities on campus, concerts, shows, etc.
• I wish UW-Casper students had the same opportunities as Laramie students. That the main campus is located in Laramie. The hours available for testing (proctored) need extended hours. If students attend classes all day, hard to fit in a test outside of class time. Have professors be proactive, if a student is struggling asking a student what they can do to help.
• I wish we had more live music and something more like an art sale, farmers market, etc.
• I would have to attend on campus classes for the degree I really want.
• I would prefer to be emailed more often as If I matter to the school.
• I’d like to see a counseling vis outreach master’s. The lack of an overall plan program where I can set out all of the semesters ahead based on when specific courses are likely to
be taught, to get a broad view of what needs and changes must be met for each new semester.

- I'm frustrated with not having more options for class times.
- I'm not a huge fan of Laramie in general.
- I'm not an engineer but know that we have a great program. But one of our best programs has the worst building in the engineering building.
- I've found it hard to find out information about scholarships.
- I've had some really bad teachers and I can't do anything about it if I want to graduate on time.
- Icy sidewalks. (2)
- If I were to go back to college after I graduate probably will go out of state.
- If you don’t get involved immediately at the start, it’s extremely difficult to feel included.
- In a very small town.
- In animal science a lot of the pre-requirements are not enforced. Some classes that are required for my degree are not offered and I have to take irrelevant classes just to check off a box.
- In efforts to clear snow/ice it is often just polished making it more dangerous.
- Inability to find decent housing anywhere near campus.
- Inconvenience of on-campus housing locations.
- Incredibly disappointed by the lack of technical elective options offered to petroleum engineers. Try employing someone who has industry experience.
- Indifferent behavior of people.
- Intramurals don’t last long enough!
- It can be hard to network with people.
- It is rare to find a professor that is passionate about teaching.
- It is stressful and some students are closed-minded about things.
- It offers a very rigorous science degree that sometimes doesn’t leave students time to be healthy or close to balanced.
- It was a 7th choice school.
- It’s not always clear where I need to go for certain problems to get help.
- Job opportunities.
- Kinesiology program.
- Labs are outdated (chemistry lab is in the PS building).
- Lack of academic support in my department.
- Lack of big time college feel, small college feel.
- Lack of care by administrative staff and how residence life does not actually help students.
- Lack of care for students, we are just a number.
- Lack of care for students.
- Lack of care to students from faculty, they are here to get their paycheck and that’s it, couldn’t care less to fail the whole class.
- Lack of certain curriculum.
- Lack of certain stores / amenities in Laramie.
- Lack of change and implementation of student suggestions for improvement in courses through evaluations.
- Lack of class options, new USP requirements.
- Lack of classes in department.
- Lack of communication for volunteer work.
• Lack of communication from offices (registrar, financial aid, etc.) when it comes to very important, mandatory matters.
• Lack of communication. If someone doesn’t know the answer they just point to who else to go to. Doesn’t help.
• Lack of competition.
• Lack of competitiveness between students and an overall sense of indifference.
• Lack of courses offered for communication majors.
• Lack of degree programs.
• Lack of development in some departments, mainly English.
• Lack of diversity. (20)
• Lack of electives, cowboy/oil field culture.
• Lack of exciting activities.
• Lack of financial aid.
• Lack of good electives.
• Lack of good neighbor status (I live two hours away in Nebraska). Inconsistent grading scale.
• Lack of good public transportation.
• Lack of groups not involving sports.
• Lack of help to make sure you really are on the right track and the smoothness (or lack thereof) transferring credits and courses.
• Lack of interesting things.
• Lack of more available courses.
• Lack of opportunity. Only 7 engineering curriculums so very general within those just such small departments outside of mechanical. Laramie as well.
• Lack of organization or uselessness of certain curriculum requirements. PETE 3060 should not be a required course for petroleum/chemical engineers.
• Lack of organization/communication between offices like registrar, financial aid, etc. lack of motivation to help students in general science courses (general chemistry/biology).
• Lack of prestige that is present at most colleges.
• Lack of proximity to larger cities.
• Lack of qualification to be accepted (all of the idiots on campus).
• Lack of religious tolerance toward Judio-Christian students and faculty.
• Lack of resource for out-of-state students.
• Lack of respect among students.
• Lack of response from distance learning staff, too small.
• Lack of scholarship opportunities if you aren’t a freshman or graduate student.
• Lack of some degrees.
• Lack of student jobs available.
• Lack of support and leadership opportunities for transfer students.
• Lack of support for people with severe social disabilities (i.e. Asperger’s).
• Lack of support for the swim team.
• Lack of support from advisor.
• Lack of support given to science departments to develop better curriculums.
• Lack of support systems.
• Lack of the number of women in science programs.
• Lack of things to do in Laramie. (5)
• Lack of things to do. (3)
• Lack of transport facilities.
• Lack of transportation for students living in West Laramie.
• Lack of understanding about weather delays.
• Lack of UW scholarships for out of state students.
• Laramie / Wyoming. (18)
• Large lecture classes with really hard tests.
• Larger colleges seem to have more opportunities.
• Leaving stadium lights on all night.
• Less class time options as you get closer to finishing degree.
• Less known outside.
• Liberals. (9)
• Limitations of being from such an unpopulated state, and how people here have the “big fish, small pond” attitude/lifestyle.
• Limited availability for class options and times. And some sciences require lecture, lab, AND discussion classes. That’s 3 class meetings for one single class! Hard to make a schedule with those classes.
• Limited class offerings / silly prerequisites.
• Limited classes I can take because of how they are scheduled during the same time.
• Limited classes/teachers, not always the best professors, bad advisors, bad labs, lack of support for professional societies.
• Limited hours tutoring (walk-in) available.
• Limited options for outreach courses.
• Literally everything else.
• Location. (15)
• Losing staff/faculty and therefore classes.
• Low number of faculty/professors in the civil and architectural engineering department causing classes to be offered less often.
• Low standards and not very good classes sometimes.
• Many of the teachers/professors are lacking in being helpful.
• Many offices do not bother too much students if there is a need of assistance. Scholarships are limited.
• Many people have tried to get me to change my beliefs by saying I am closed minded.
• Many upper-division courses except students to have skills that aren’t being taught in class.
• Maybe job seeking.
• Meal plans are too expensive.
• Money that goes towards things I’ll never use.
• Money. (2)
• Monoculture and isolation atmosphere.
• Mother Nature is moody.
• My advisor.
• My classes a pretty pointless for most part.
• My classes are a joke.
• My department seems to be divided.
• My experience in the residence halls was the worst experience I have ever had! I will never recommend anyone to live in the residence halls.
• My graduate program.
• My own personal struggles with schedule.
• My undeclared advisor does not care if I succeed or fail. She is useless for giving me relevant information to majors I want to pursue.
• NADA.
• Nature and financial amounts.
• Need more direction planning my semester classes.
• Need to offer more classes / hire additional faculty.
• Needs more programs.
• No AutoCAD course for engineers. Lack of selection in some courses.
• No dental program.
• No food on campus that is convenient to classes.
• No indoor football stadium.
• No longer accepting WUE from Nebraska.
• No major in ASL interpreting.
• No place to hang out with my friends, also no public transportation.
• Non-competitive programs, lack of course offerings in my major.
• Non-English speaking professors. Advising is almost non-existent. Amount of non-degree related classes required to graduate.
• Not a bigger town bad at athletics.
• Not a fan of small towns.
• Not a lot of off campus activities / places to go. These decrease even more in the winter.
• Not a lot of out-of-class experience opportunities.
• Not a safe place for a lot of people.
• Not about UW, but some of the students are just so close-minded.
• Not all professors have at least a master’s.
• Not all the faculty seem helpful.
• Not being able to take courses that pertain to my major. I need a job and taking women studies, theater, music, etc. is a waste of 4 years and a waste of money.
• Not enough hands on learning. When at another school, labs were available for physiology and anatomy. It’s all PowerPoint learning here.
• Not enough money for fine art at times and scheduling classes.
• Not enough online classes, some of my classes were not available.
• Not enough opportunities to join volunteer work.
• Not enough printing allocation.
• Not enough scholarships available for out-of-state third and fourth year students. Also foreign teachers who do not speak good English.
• Not enough to do.
• Not getting funds from department.
• Not getting into classes I want/need.
• Not having a lot to do.
• Not having an architecture program.
• Not having enough variety in class options, particularly senior level classes for double majors.
• Not knowing what’s going on on-campus.
• Not many elective courses.
• Not many off-campus activities.
• Not many options for class times, and often have to settle for classes spaced out over the day.
• Not much academic help. You can really be left in the dust if you need extra help.
• Not much diversity in things to do.
• Not much flexibility in class schedules.
• Not much more than they do already.
• Not much to do, Laramie is very unappealing.
• Not much, food is expensive though (dining hall).
• Not so much help finding a job when you graduate.
• Not very diverse.
• Not very many people that I go to for help have a positive outlook on my future here.
• Nothing happens on the weekends.
• Nothing to do. (2)
• Nothing. (43)
• Offering most scholarships to only Wyoming residents.
• Often I feel that because we aren’t a big budget school that the quality of things here are lower, like the buildings that need updating, the dorms, our programs. Also that UW isn’t as respected as the school of mines for instance.
• Old buildings and old labs and lab equipment.
• Old facilities, want cooler engineering toys.
• Other faculties teaching this as a money pit, not to educate (main campus, not animal science).
• Other students can be very rude.
• Outdated facilities, outdated teachers.
• Out-of-state tuition cost. (3)
• Overall, there is not a lot to do in the city of Laramie as whole.
• Parking. (59)
• People who are so into football, status, and videogames.
• People. (6)
• Petroleum engineering department.
• Plus/minus grading system. (8)
• Pointless classes that take your money.
• Politics still reach me. Other students pushing their values and beliefs on everyone.
• Poor class selection, favoritism and socially exclusive attitude.
• Poor job market.
• Poor quality of teachers.
• Probably the education – some classes have been mediocre and have been harder than they should have been.
• Professors are hired for their research rather than their teaching ability.
• Professors could be paid better, lack of professors, wasting money.
• Professors have not got a raise in several years.
• Professors teach in ways that are not meant for different kinds of learning.
• Professors that can’t teach and are only hired for their research. Too much focus on graduates and not on undergraduates which is the economic base for UW.
• Professors. (2)
• Proximity.
• Quality of education, nothing to do, and many students are reliving high school.
• Quality of education. (3)
• Quality of foreign language classes.
• Quality of professors. (2)
• Quality of social life.
• Quiet.
• Racial comments, loss of some diversity requirements.
Racism. (3)
Really bad teachers in some departments.
Really nothing. Very pleased with my experience.
Recent budget cuts and funding.
Registration site is horrible, too many emails!
Registration system is awful, freshman shouldn’t register before juniors.
Reliance on fossil fuels in terms of money.
Reputation outside of Wyoming is not as good as neighboring state school (CU or CSU).
Residence halls (low quality, too expensive).
Residence halls. (4)
Resistance to change.
Restrictions, rules, the dean of students, Greek life.
Ridiculous requirements outside of the degree field.
Rude faculty, poor class availability, not closing in hazardous conditions.
Rude students and staff.
Same class credits not transferring simply because they aren’t considered “higher level” here.
School never shuts down for bad weather. (8)
School spirit, politics.
Seems insignificant for a college and has lots of racial and political issues.
Seems like they waste money a lot
Since I’m graduating I felt I haven’t received much assistance with finding a job.
Since it is small, it is difficult to find other people with my obscure interests.
Size. (3)
Slippery walkways.
Small and not much to do.
Small campus.
Small college, education is not as challenging from other schools, people are too exclusive and not open-minded.
Small graphic design program. Foreign language requirements too much.
Small town atmosphere, some locals don’t like out-of-state students, more hostile.
Small town mentality.
Small town, financial problems with some departments mainly music department.
Small town, no public art classes, lack of restaurants.
Small.
Small.
Small-town geographic location.
So many times I have been given false direction from the Registrar and financial aid.
Social aspects of Laramie. There are a lot of cliques because a lot of people come from small towns, but other than that it’s cool.
Social atmosphere is too isolated – it’s way too easy to not have friends, isolate and die off.
Social groups can be a bit exclusive, the same people are in every class.
Social life.
Some classes are very challenging. I am not a fan of classes that have a fail rate of more than 50%. Sometimes athletics centered, not academic centered.
Some classes only offer once a year, which can delay students’ graduation date.
Some courses are only fall or spring and the prereqs for required courses are a pain.
Some courses in my major don’t seem to make sense. I feel like COJO could be two separate departments.
• Some employees aren’t helpful and better student activities should be put on.
• Some engineering courses have been a disappointment.
• Some faculty and the limited help for applying to professional school.
• Some faculty just want to do research rather than teach.
• Some faculty members.
• Some groups and activities.
• Some groups/organizations, financial plans, political views.
• Some lack of commitment from students, testing conflicts with classes or other tests.
• Some of the academic programs could be more organized and really have a grip on most situations.
• Some of the administrative stuff can be confusing.
• Some of the classes are not needed, or not actually worth my time because they aren’t challenging.
• Some of the classes are not worth the money.
• Some of the classes I want to take are not offered here.
• Some of the classes/professors and how little I actually learn.
• Some of the courses I have taken.
• Some of the faculty’s inability to use computers, or post on WyoWeb.
• Some of the goals of classes and the way professors go about teaching from a graduate perspective.
• Some of the instructors have great resumes but it is hard to learn from them.
• Some of the people.
• Some of the professor run their class in ways I do not agree with.
• Some of the professors have not been the most student friendly.
• Some of the professors I have had did not know what they were doing.
• Some of the professors teaching styles.
• Some of the professors. Not being prepared and doing their job is frustrating.
• Some of the seminar teachers.
• Some of the social atmospheres.
• Some of the teachers.
• Some of the USP requirements aren’t necessary for some degrees and people.
• Some of the USP.
• Some people have closed minds about religion, sexuality.
• Some peoples’ views.
• Some professor’s timeline on grading can take a while.
• Some professors are not helpful and make courses harder than it should be. Also oftentimes the racist, sexist, and homophobic comments made by students.
• Some professors have a lack of interest in their students.
• Some professors I have had do not deserve to teach, I’ve wasted lots of money on crappy teachers who have taught me nothing.
• Some required courses are way too difficult (i.e. women’s studies).
• Some social atmospheres.
• Some students’ night life.
• Some teachers are frustrating because they don’t help students like they should.
• Some teachers are hard to understand, makes it hard to learn.
• Some teachers are not the best at teaching.
• Some teachers are really rude and don’t help students.
• Some teachers didn’t care for the students.
• Some teachers for the students’ needs.
• Some teachers I feel aren’t very good at their jobs.
• Some teachers just don’t care.
• Some teachers really don’t deserve tenure.
• Some teachers, especially for underclassmen don’t seem to really care.
• Some teachers/teaching styles.
• Some teaching styles of online instructors.
• Some terrible professors.
• Some trackers do not quite meet expectations/needs.
• Sometimes a subsection of the population can tend to be aggressive to beliefs other than their own.
• Sometimes I am sticky and upset.
• Sometimes I don’t know how to get involved or in contact with people I want to contact.
• Sometimes I think it’s hard to get involved fully in things because we’re less informed about our options.
• Sometimes the professors.
• Sometimes there is not a ton to do here in Laramie.
• Sometimes they don’t care about the students and just want the money. Lack of suicide prevention programs.
• Spending so much on new buildings while tuition goes up.
• Structure of classes “needed” for degree, extremely difficult and unneeded math and science courses required for irrelevant majors!
• Student health is rude. Advisors don’t care to help you find out what classes you need.
• Student health, financial aid office, lower quality of some professors and courses.
• Student/teacher biases. Just because I look like a bum doesn’t mean I am one.
• Students tend to become commuters from apartments after freshman year.
• Students.
• Suicide, some courses are below par.
• Systemic encouragement of drinking, fan interaction at popular sports games, trustee decision making.
• Teachers not posting grades, on campus apartments being expensive. Not that nice and only Bison Run truly caters to traditional students.
• Teachers seem to be “attending a job” not “teaching.” The classes could be more rigorous.
• Teachers who don’t teach the material.
• Teachers. (2)
• Teachers’ attitudes students don’t come first actually last compared to their research. Treated like we know nothing every day. It tries to keep you here by not accepting the same classes one has already had. Big business.
• Temperature.
• Tenured faculty obviously not doing their job teaching, still get to continue on campus.
• That “dead week” is not dead at all.
• That a lot of the classes I need I cannot get into because they are only offered in the fall when I have heavy competition classes do not work with my athletic schedule.
• That campus is not a non-smoking campus.
• That I am rarely able to take classes I truly want to be in and instead have to take things like insect biology which will not help me.
• That I pay more for outreach classes and get less college benefit by far.
• That not very many students attend sporting events or just how not as many people support sports.
• That people view it as not as prestigious as other colleges.
• That some of the professors do not care the way they should.
• That there are classes that are the same in 2 different majors that you must take again because they are not cross listed.
• That there aren’t more services or opportunities post-graduation to help find degree-related work.
• That there is no film studies degree.
• That they don’t inform you about the financial aid you can apply to and career options when you’re in your last semester.
• That UW doesn’t get their name out more! UW has so much to offer but everyone thinks it’s just a cowboy school.
• The “graduate” level course in education I’m taking is a joke, I had harder classes as a freshman at my bachelor’s institution.
• The ability to get academic help in the form of tutoring on a regular basis if you are not an athlete.
• The academic advisors.
• The academic process is painful and stretched out.
• The academics are too much.
• The advising system, my first two advisors simply didn’t care when I would come in.
• The advisors and financial aid offices.
• The advisors and most of the staff members have not been helpful with my education experiences – some are very rude!
• The advisors in the business college offer little to no help.
• The amount of essays in non-English type classes.
• The amount of foreign professors that are hard to understand.
• The amount of hidden fees.
• The amount of ice on sidewalks with no ice.
• The amount of ignorant, racist groups. I understand diversity is a big thing in UW but some just don’t get it.
• The amount of judgmental people that attend here.
• The amount of non-major requirements you must take to graduate.
• The amount of on campus activities.
• The amount of people who are fans of a dumbass like Bernie Sanders.
• The amount of required (general education) courses not applicable to my area of study.
• The availability of courses for nontraditional outreach students in majors such as history and not available.
• The bus system is inefficient
• The campus is not as compact as it could be. Or not as well-connected.
• The campus is small. The location is bad (roads are closed in winter sometimes so that we have to cancel some classes (instructors do not live in Laramie)).
• The change in the nursing program.
• The changes in the ECE department. Holding required courses only once a year is the stupidest thing ever.
• The class offerings and times.
• The class requirements we have to take that have nothing to do with my degree.
• The closemindedness.
• The culture change that took place where a lot of students were asked to leave school after drinking infractions and the math department needs assistance.
• The culture of studying and competition is non-existent, basically a place that anyone can get into. Fire Ed Koncel as a professor, he could care less about his job.
• The disappointing factors tend to be balanced by positive factors.
• The disinterested and exclusive attitude of students.
• The disorganization of administrative things – financial aid, registering etc. I have had many issues.
• The distance learning and off campus sites are not well managed, there are many issues with concurrent credits and financial aid.
• The dorms. (6)
• The environment can be difficult to handle at UW.
• The facilities.
• The fact that 4000 level courses are offered every other or every third semester. As an international student it is difficult and heavy on us financially.
• The fact that different professors completely affect your grade or possibility of graduating university.
• The fact that I’m paying to specify in a field and still have to take irrelevant general courses. I believe humans should be well-rounded but I should not still be stressing out over science and math tests.
• The fact that it is in Wyoming often leads to negative stereotyping.
• The fact that not a lot of graduate courses are presented in ME, not a lot of cultural activities, such as movies or theaters.
• The fact that professors don’t offer retake exams. Especially to students with registered with UDSS. It is frustrating only getting one shot to get a good score.
• The fact that some classes are only offered one semester out of the year.
• The fact that teachers have harassed and threatened me, and after I reported them they were promoted!
• The fact that the engineering initiative is forcing the electrical engineering classes to be offered once per year extending my graduation.
• The fact that there are “safe zones.”
• The fact that they still invest in the antiquated/outdated method of standardized testing.
• The faculty has been nothing but rude to me this school year, and the location.
• The faculty/advisor do not really help with transfer students.
• The feeling that because I go to Wyoming, I wasn’t good enough to go anywhere else.
• The financial problems for you continue in education.
• The fluctuation of financial aid/scholarship levels from year to year.
• The focus on STEM and also the size (sometimes).
• The foreign professors that are hard to understand.
• The general education classes and other major classes either are hard to pass or can’t get into the easy 1000s classes.
• The general lack of community-at-large interest in issues or unmotivated students.
• The graduate program for counseling has to be done on campus.
• The graduate student program in the animal science department is small.
• The growing population of students that want to be coddled because their feelings got hurt.
• The high volume of daily emails.
• The horrible internet service during test weeks.
• The ice on the sidewalks.
• The internet is very slow or always kicks me off.
• The issues involving bias towards former Colorado residents who are trying to prove to the school that they are now independent Wyoming residents (aka trying to get residency is from Colorado).
• The issues that people blow out of proportion.
• The issues with certain programs being underfunded but I know this is because of state financial issues.
• The issues with transferring from WWCC to UW and having financial aid monies unavailable for classes that needed to be taken elsewhere that started before UW classes.
• The judgement conveyed by students and some hostility in student groups.
• The meaningless classes that are required when they don’t involve my major.
• The number of classes offered at the graduate level and lack of classes offered during summer.
• The only thing I don’t like is that I wish it was a little closer to home.
• The poor choices that people make with their lives and no one can say anything without being ridiculed.
• The pre-requisites are often boring and seem unhelpful.
• The professors (especially tenured) really don’t care and don’t really put themselves out there to help the students.
• The professors only care about research.
• The professors, they are always rude.
• The program doesn’t have everything together. We’re not “up-to-date” with the other universities in what needs to be happening.
• The programs and the confusion they cause by not being more transfer-friendly.
• The psychology department.
• The push for leftist ideas that have ruined other colleges.
• The quality of education / national ratings. The part atmosphere / reputation.
• The racism. The sexist people. The homophobia. The ignorance of the small minded people that grow up in Wyoming.
• The rampant transphobia, homophobia, racism and general anti-activist sentiments.
• The random protestors outside the union.
• The Registrar’s office repeatedly losing forms, misprocessing transfer work, etc.
• The residence halls. Vulgar, loud, little enforcement of courtesy rules (such as quiet hours).
• The Resident Halls, and internet access.
• The residents have to pay five dollars to borrow a temp key. That is completely stupid.
• The scholarship opportunities for students who are not “need-based” and the student-teaching options through the college of education.
• The school work.
• The seminar classes in the education department are irrelevant!
• The severe lack of physical education class choices, especially during the summer (is there even a program?)
• The size and the activities.
• The size.
• The small mindedness and ignorance for marginalized groups.
• The social environment and hostility towards change.
• The social environment is intimidating, and seems hard to live in, and there are not enough weekend activities.
• The social life in Laramie.
• The somewhat intolerant political religious climate from students, not from staff.
• The staff in some areas seem to not know what’s going on. There are some horrible
  teachers, politics is taken into the classroom.
• The state of the school of pharmacy, changes need to be made, but those in charge refuse
  to listen to the students or faculty.
• The struggle to fulfill major requirements and take fun/interesting classes due to class
  availability.
• The TAs don’t help as much as they should.
• The teaching staff in quantity and sometimes in quality leaves a lot to be desired. How it
  spends money.
• The thing that disappoints me about UW is not so much on the school but on the town. As
  a student from very far away it is a difficult transition but that is just my opinion and not a
  reflection on UW.
• The times of classes.
• The transfer process was very annoying for the reasons stated previously.
• The unhelpfulness of the staff.
• The university cares more about athletes than students.
• The university does not reach out and help transfer students. The process was difficult and
  many times I needed to talk to friends because they provided more information than the
  university did on transferring.
• The university has too much power and they brainwash you, Greek life sucks because of the
  University.
• The university’s inability to get it together so I can take classes on time and graduate on
  time.
• The unreliability in people.
• The upkeep of daily maintenance on campus. Ice is more risky than finishing a building on
  time, guys.
• The USP. I waste so much money and time on classes I don’t care about.
• The UW shuffle, nobody will answer a question, they send you somewhere else.
• The UWPD or the nasty residence halls.
• The way Greek Life is run.
• The way RAs are treated. Feels like no one has your back.
• The way the “full-time” student works. If you have an online class it doesn’t consider you a
  fulltime student so you can’t use student wealth. Half acre. Check out library books. But still
  pay those fees.
• The work ethic of some of the students.
• Their disbelief in attention, the acceptance rate, the lack of accountability.
• There are a lot of bad teachers who do a poor job of teaching students.
• There are not more social activities to do. Only have bowling and movie theater.
• There are too many vehicles driving around campus! Course descriptions for classes are
  very unhelpful. Have required lab software on accessible computers.
• There aren’t a whole lot of programs to choose from.
• There could be more deco. Also sidewalks are always icy.
• There is not very much for entertainment within the city limits of Laramie.
• There isn’t much help from the marketing or communications department in finding full-
  time employment after graduation.
• There isn’t much to do. (5)
There seems to be a lot of disconnect between colleges. My department is extremely familiar to me but I could almost get away with never seeing or contacting important places around campus.

There’s not much to do for relaxing fun.

They are in Laramie which is where I’m from and Laramie/parts of UW are run ineffectively.

They do not have grad school for some important majors.

They don’t have Ag classes online.

They don’t salt the sidewalks. I’m trying to get to class safely.

They have no job networking/contact at all for economic geology, except oil. Find someone, anyone, who wants to hire geologists.

They make freshman stay in the dorms their first year.

They put teachers in charge of classes they don’t know enough about to teach and the changing deans all the time.

Time management.

Times classes are offered and not offered every semester.

Times classes are offered.

Too little variety in classes, and the classes focus more on research approaches than actual application.

Too many hoops to jump through to get a degree.

Too much partying. (4)

Too politically correct. ASUW / student government should not decide their own pay.

Transfer process for associate students.

Transfer process, some students.

Transfer students get ripped off. No one is willing to go the extra distance to help from registrar/academic office.

Transportation around campus and around Laramie

Trying to work with the online course scheduling/registering.

Tuition increases. (11)

Tuition. (5)

Unavailability of some courses.

Under paid staff and faculty.

Unfair/lying campus PD, not enough Greek Life involvement.

University schedule can be hard to follow.

Upper level class in my major is not enough.

UW police is way too strict, the atmosphere isn’t the best.

UW regulations on certain RSOs, tickets, that for all this at UW we are unwilling to discuss difficult issues like CC the coal sink artwork being removed.

UW-PD. I have no personal run-ins, but have witnessed multiple occasions where they seem to care more about a “bust” than safety and well-being of students.

Washakie. (10)

We aren’t allowed to concealed-carry on campus.

Weather. (131)

Weed out classes. (5)

Wi-Fi. (6)

Wind. (16)

WyoWeb/Wyocourses. (3)
Appendix I. Q33 – What can UW do to help struggling students succeed?

Q33. What can UW do to help struggling students succeed?

- A student needs to find their own direction. UW needs to be there for them when they are ready.
- Academic help.
- Academic probation for scholarships.
- Accommodate the students as much as possible and be sensitive to their personal situations.
- Actively seeking help because it is readily available.
- Actually care. (4)
- Actually change things instead of just taking surveys and leaving the stuff alone except non-educational activities.
- Actually understand what is going on on a student level rather than setting rules and assuming that’s what is needed.
- Additional tutoring times.
- Administration help.
- Advertise tutoring/resources more. (19)
- Advisors with a mindset of advising. Mine didn’t know my name, and tried to talk me out of double majoring.
- Afford more job affairs.
- Allow them to answer questions as needed.
- Anything. (2)
- Ask why they’re struggling and fix that problem.
- Assign free tutors to them.
- Assist them but if they don’t succeed give them the boot.
- Assist/offer assistance before it’s a lost cause.
- Be aware of the situations.
- Be better at reaching out and being more personable.
- Be in contact and send real people to try to help.
- Be more active in its motivation of students and in helping its students find and receive financial aid.
- Be more concerned about student welfare other than studies.
- Be more helpful with resources and not make it so intimidating to go get help.
- Be more inclusive.
- Be more proactive, go to those students in need. Don’t simply tell them about the programs you offer.
- Be more proactive.
- Be more prompt with their contact when students are in need.
- Be more understanding with absences.
- Be more willing to help when we need it.
- Be open and not too pushy.
- Be understanding.
- Become personal actually get to know your students.
- Better access to counseling services, better access to learning disability services.
- Better advising. (5)
• Better aid students in their transfer from high school to college.
• Better contact with academic advisors.
• Better counseling, increase hours for educational services.
• Better faculty understanding.
• Better feedback from professors.
• Better math department.
• Better math tutoring.
• Better professors. (3)
• Better programs and faculty, very restrictive school.
• Better scholarship information.
• Build better community to those because friends in those fields will help them.
• Build their confidence and continue to offer help.
• By always trying to help them, emails work best.
• Care about each student more. More advisors.
• Care for other students besides athletes.
• Care more about the majority and less about athletics.
• Care. (3)
• Change the environment students don’t want to be in crappy classes with crappy teachers.
  If they wanted to be there, we would. Teachers really change the atmosphere.
• Change the weather.
• Cheaper tuition.
• Check on students more.
• Check on teachers.
• Classes need to increase in difficulty and scope more gradually.
• Close interaction between faculty and students.
• Close school when it snows.
• Close the school when it snows.
• Communication improvement. Teach advisors how to advise.
• Communication.
• Connect them with proper resources.
• Consider the amount of homework time into your grades. Home should be worth more in certain classes.
• Contact more frequently to determine satisfaction with classes, advisors, etc.
• Contact them and ask why they are having problems.
• Contact them personally.
• Continue having programs and resources for students who need them.
• Continue offering as many resources as you do.
• Continue offering resources.
• Continue offering support.
• Continue offering tutoring programs and other activities.
• Continue programs focused on assisting students.
• Continue the great work it is currently performing.
• Continue to advertise programs/resources. (4)
• Continue to keep the resources they have that help struggling students.
• Continue to offer academic services.
• Continue to offer help and encouragement.
• Continue to offer resources. I believe it’s up to the student to go and seek help.
• Continue to offer tutoring and student-to-student assistance opportunities.
• Continue to offer tutoring services. STEP is a great program we need more just like it.
• Continue to provide aid.
• Counseling. (4)
• Create awareness through social media and notify people of the awareness.
• Create community of support and understanding and answering students’ anxiety-levels.
• Cut cost of tuition. Cut fees that do not apply to me for I don’t use them.
• Cut funding from athletics and put it towards competitive scholarships.
• Different on individual basis.
• Dissolve underperforming sports organizations and use that money to incentivize teaching methods that students understand.
• Do not employ graduate students as professors. They give inconsistent education between classes.
• Don’t just listen and be politically correct. Do something.
• Don’t make classes and homework so stressful and time consuming.
• Early intervention and resources are the key.
• Educate students on the importance of success and financial management.
• Eliminate stigma of getting help.
• Eliminate superfluous graduation requirements.
• Encourage attending tutoring or make more class-specific tutor groups.
• Encourage good study habits.
• Encourage high achievement, create a sense of pride.
• Encourage involvement in activities, make clear that asking for help is not dementing.
• Encourage professors to meet with struggling students.
• Encourage students to take part in assistance center.
• Encourage them to be involved early on and get help as soon as they need it.
• Encourage them to get help.
• Encourage them to take advantages of student services.
• Encourage them to use campus resources.
• Encourage them to use the resources available to them.
• Encourage them. (2)
• Encourage them. Put on more events to show them that it is possible to do it and get through it.
• Encourage tutoring more. (2)
• Encourage first year undeclared to reduce stress of changing majors.
• Encouraging and helping them.
• Enforce professor involvement / campus tutoring. Enforce attendance.
• Ensure students know about all resources.
• Expand the tutoring program.
• Express the opportunities available.
• Figure out exactly why they’re struggling and seek change.
• Find a way to make science degrees less consuming while still quality.
• Find more activities that help students focus on importance of early academic success and keep from “partying.”
• Find more industry contacts outside oil/gas.
• Find out what they are struggling with and directing them towards a program to help.
• Find their interests.
• Find them a class/major they actually enjoy.
• Fire bad teachers.
• Fire the people in charge of accepting/rejecting residency petitions.
• First thing sit down and just talk with them, figure out the issue!
• Fix math program more activities.
• Focus on our needs not the money.
• Focus on raising funds to support faculty chairs and keep good teachers.
• Focused classes. Reach out to those students, let them know they can come get help.
• Force them to attend tutoring. (3)
• Force them to get help or give them more of an incentive.
• Free online tutoring.
• Free parking.
• Fund academics more.
• Genuinely listen.
• Get involved. (2)
• Get more involved with students that are struggling.
• Get more majors and help students get to where they need to be.
• Get more psychology professors. Offer more free tutoring.
• Get more students involved.
• Get one-on-one action with them. Don’t make students have to come to you when they probably won’t.
• Get rid of freshman seminar classes or make them better.
• Get rid of the plus/minus system. (5)
• Get rid of the teachers union and fire problem professors after they have been properly evaluated.
• Get the word out about the already great help programs.
• Get the word out more about the programs that are offered.
• Get them involved. Have a lower acceptance rate. Some kids aren’t ready for college.
• Get them more involved.
• Get them some kind of degree and send them on their way.
• Get them to admit they need help and make larger classes have mandatory attendance.
• Get them to be more involved.
• Getting rid of unnecessary required courses such as Wyoming history class.
• Give better scholarships, lower tuition.
• Give more one-on-one time with advisors, faculty.
• Give more opportunities for grants and work on the advisors, they need help.
• Give more options and times to help them learn/study.
• Give more options for them to socialize and form study groups.
• Give more scholarships to out of state because tuition actually affects us.
• Give more scholarships to poor students and let the rich pay for the schooling!
• Give more study options, one-on-one student-teacher help.
• Give raises to faculty and staff to help retain good instructors and encourage good instructors to come to Wyoming.
• Give relevant and factual advising.
• Give student source of the responsibility. They need to grow up sometime.
• Give students (freshman) resources throughout their first year.
• Give them a direction to work on.
• Give them a place to park. For free. The lots are almost never full.
• Give them a snow shovel.
• Give them a support system.
• Give them advice and find solution together.
• Give them more help on advising career.
• Give them more incentive to get tutored.
• Give them more info about where and when things are.
• Give them more one-on-one time to help understand the material.
• Guide them to the awesome programs (like SSS).
• Have a positive relationship with the other community colleges in the state so everyone is on the same page as far as transferring credits.
• Have advisors reach out to them and get them connected to a resource that helps them.
• Have all teachers use the same grading scale.
• Have better advisor.
• Have buildings stay open later.
• Have classes offered more than once every other semester.
• Have courses that deal with how to study well, how to be successful, and time management.
• Have distance advisor available. Teacher is great.
• Have financial aid more readily available to keep stress down.
• Have higher standards with the professors that they employ.
• Have intervention type meetings to have personal face to face interaction.
• Have less stringent transferring.
• Have mandatory follow-up.
• Have more “how to” go about administrative and various registration task instructions.
• Have more advising activities for students.
• Have more instructors that are helpful.
• Have more knowledgeable advisors.
• Have more one-on-one help, they should meet with students at their last semester to see employment options.
• Have more opportunities for tutors.
• Have more students advocate for student services that are offered.
• Have more than one teacher teach the same course.
• Have more time slots open for different class.
• Have motivational speakers more often.
• Have nice and helpful advisors and faculty.
• Have people reach out to them instead of waiting for them to do so.
• Have professors be more helpful and work with them.
• Have professors who actually care if their students succeed.
• Have professors who actually care.
• Have set curriculum in each class, no deviation due to professor.
• Have smaller class sizes with more open options for classes.
• Have someone tell you failing happens and to retake classes with more experienced professors.
• Have support option for all people.
• Have teacher inform students of the services outside of class.
• Have the teachers talk to them and try to help.
• Have them attend tutoring.
• Have them focus more on major and less on meaningless classes.
• Have tutors for classes that aren’t covered at STEP.
• Have tutors in the library.
• Have your advisors inform students of problems before they happen. Stop advising to take classes that don’t fulfill requirements.
• Help centers.
• Help counsel them on things they want to do.
• Help funding.
• Help in any way possible at the high school level to prepare students for college.
• Help more with financial issues.
• Help more with learning study habits. Offer more things that will get students to a good start.
• Help motivate them.
• Help new professors understand student levels better. Often new teachers expect way too much from students in low level classes.
• Help professors understand how mental health affects school.
• Help show them what they can do with a major.
• Help student get ready for the outside world.
• Help students out financially and focus more on the university instead of just the sports department.
• Help students who consider more than 4 years without using loans.
• Help the student become aware of the struggles and to let them know that it’s okay to ask for help.
• Help the teachers be better, offer better tutoring.
• Help them be realistic in their goals.
• Help them change their major. Anyone can succeed if they are in the right major for them.
• Help them find other opportunities, college may not be for everyone.
• Help them get good grades.
• Help them make a plan to stay on track.
• Help them sooner than later.
• Help them to work harder in their classes. If you do that you’ll be just fine.
• Help them work harder.
• Help when they ask for it.
• Help with school work, professors be more concerned with students.
• Help/tutoring in the morning. Not everyone wants to be at STEP doing homework at 9:30pm.
• Hire a more diverse faculty and staff. Also provide trainings and make resources more visible. Maybe have a help center?
• Hire advisors for each department that are there specifically to advise, and not also be teachers/professors.
• Hire more professors who care about teaching and not just research.
• Hire quality tutors (rather than people who took the class once) and have them come introduce themselves in first year classes.
• I struggle financially more than academically and spend more time earning money for school than studying. Financial scholarship help.
• I think a big part is having a mentor/advisor to help and support students.
• I think resources are present, students need to help themselves and utilize the resources.
• I think that problem is fundamental from a younger age. Perhaps giving advisors an incentive to be more involved with incoming freshman.
• I think they should make a grad student or someone in the same major tutor the struggling students to keep them on track.
• I think we need more guidance on help selecting a major. Kids get into something too hard then fail.
• I would like more fare time with advisors.
• I've struggled a lot with my advisor, but other than him it’s been great here.
• Identify them and actively seek to help them.
• Identify them early. Mentorship. However, only the students who want to succeed can be helped.
• Impress upon them the value of their education and include interesting engaging content.
• Improve academic standing.
• Improve the early alert system. (6)
• Include them.
• Increase tutoring services availability and awareness.
• Inform about services available. (2)
• Inform all students of help resources, ways to improve grades.
• Invest in professors that can actually teach.
• It boils down to the student and if they choose to take advantage of the available resources.
• It depends per person and the problem. Offer more classes that give experience.
• It does a good job now.
• It’s in the students mind whether they will succeed or not.
• It’s mostly up to the students to make sure they succeed.
• Just be nice. (2)
• Just emphasize and remind students that there are many ways to seek help.
• Just keep up with all of the tutoring. But keep in mind that not everyone really needs to go to college.
• Just provide help with whatever they need.
• Keep classes constant, meaning don’t let some teachers make classes more difficult than others teaching the same class.
• Keep doing all the tutoring programs that are currently going on.
• Keep doing what you’re doing. (2)
• Keep encouraging involvement in fun activities and place importance on stress relief.
• Keep moving forward to a bigger, better school.
• Keep offering resources and making students aware of them.
• Keep offering resources. (2)
• Keep offering tutoring and other support systems.
• Keep offering tutoring services.
• Keep pushing student help activities.
• Keep STEP and other programs going.
• Keep telling about tutor programs etc.
• Keep their tutor programs running, they help most of my friends out.
• Keep up the tutoring.
• Keep up with outreach and student help programs.
• Kick them out.
• Kindness and physical conversation.
• Launch more job fair.
• Let students not living in the residence halls know of events, opportunities, and services more.
• Let them about all the programs they have to help students.
• Let them drop a class from transcript. Boost GPA. Especially after switching majors.
• Let them know about the tutoring offered, and where it’s offered.
• Let them know how UW can help.
• Let them know that failure is ok, encourage them to try again, and they are not along in their struggles, as long as they attempt to improve.
• Let them know they can get help.
• Let them leave until they find motivation to do better.
• Let them use notes on tests.
• Listen to student suggestions more.
• Listen to the students and get their point of view, much like doing this, hope it helps.
• Look at student’s transfer credits more often and actually help them before they give up like me.
• Look at the professor is the whole class is struggling. Provide more outside activities and de-stressors.
• Lots of reminders for assignments.
• Low tuition costs and tutoring.
• Lower class size, better professor/student relationships.
• Lower the acceptance rates.
• Lower the number of USP credits so students can actually focus on their major. In my opinion, many of the USP credits required are useless.
• Lower their economic stress.
• Lower tuition.
• Make advising be more frequent or assign tutors.
• Make advisors actually help and advise us.
• Make advisors do their job instead of them making a student to it.
• Make help available. (2)
• Make is easier to get instate tuition.
• Make it easier for students to voice their complaints against faculty.
• Make it easier to get disability resources.
• Make it fun.
• Make it more inclusive.
• Make it more known about programs.
• Make known more of support groups.
• Make lectures better suited for a passing test score.
• Make more efforts towards increasing student’s employability and opportunities.
• Make more required classes available to them.
• Make more student jobs.
• Make parking and getting to class easier.
• Make personal relationships with students.
• Make programs offered well known.
• Make regular tutoring more readily available.
• Make review sessions for most large exams to help them study.
• Make some of the general educations easier because most are ridiculous “week out” classes when we pay for college to get a degree.
• Make some online classes.
• Make student success services more aware of its help! Show students!
• Make students more aware of tutoring centers.
• Make students take a how to study course.
• Make sure that enough courses are being offered each semester and actually having advisors and staff members work well with the students!
• Make sure they are aware of resources that can help them.
• Make sure they know of all the resources that are provided to them.
• Make sure they know of resources and help them understand it’s okay to need help.
• Make the classes easier.
• Make the FYS class easier.
• Make the resources known to them. Resources are out there, people just need to be shown them.
• Make them aware that help is available on campus.
• Make them change majors.
• Make them more accountable for their classes.
• Make them more aware of places they can go to get help.
• Make them study.
• Make them take a course if they fall below 2.5 GPA.
• Make tutoring mandatory.
• Make tutoring more integral and more involvement with advisors.
• Make tutoring opportunities more public.
• Make tutoring programs more known around campus.
• Make tutors more appealing.
• Make yourself more available to them.
• Making sure they are aware of all the assistance offered on campus.
• Market more of the resources offered.
• Math and writing labs.
• Meet more with them.
• Meet with them more. Educate them about the services especially transfer students.
• Mentorships.
• More “how to study” resources (more frequently offered).
• More accessible tutoring. (5)
• More advising availability.
• More assignments to boost grades.
• More caring faculty.
• More class options for general requirements.
• More connection and school pride.
• More encouragement to use available resources.
• More encouragement.
• More English speaking professors willing to help students. Less worry about diversity and other non-education related topics. More focus on education.
• More events which provides chances to communicate with others.
• More exposure and not being conservative.
• More facilities open 24 hours like the area outside the library annex.
• More financial aid/assistance. (5)
• More focus on mental health/depression help.
• More free tutoring. (3)
• More help from advisors.
• More help.
• More helpful staff at main campus. Outreach center staff is fantastic.
• More involved.
• More mentor set-up. Some advisors don’t have time to mentor a bunch of students.
• More multicultural activities. More assistants in different fields.
• More one on one help from professors.
• More operating hours for counseling/tutoring.
• More personal interaction between teacher and student.
• More personalized support.
• More points available to receive in classes.
• More public tutoring centers.
• More qualified tutors.
• More scholarship opportunities.
• More scholarships, decrease tuition.
• More SI programs. (2)
• More operating hours for counseling/tutoring.
• More specific class-tutor options.
• More student/teacher interaction. Less classes based on TA completing everything and the professor only lecturing.
• More study help and easier accessibility to scholarships.
• More study sessions.
• More teacher to student contact about the subject.
• More time with an advisor – once a semester for a signature is not enough.
• Motivational speakers. Better advising. More places to print things.
• Not accept everybody.
• Not baby them so they can figure it out.
• Not be so hard on students.
• Not have a high acceptance rate so they don’t come to college in the first place.
• Not make them take pointless classes.
• Not mandate unnecessary courses.
• Not mix general education courses with major courses.
• Not much more. Evaluate professors a bit more possibly.
• Not much, they will succeed here if they want to.
• Not raise UW fees.
• Not tack on financial burdens through adolescent mistakes.
• Not take our class time to fill out surveys. We’re in class to learn and get ready to graduate.
• Not their job to help. Offer tutoring but students should be independent.
• Nothing if they don’t seek help.
• Nothing they aren’t already doing / they do enough already. (53)
• Nothing, people need to be responsible for their own success.
• Nothing, students need to reach out.
• Nothing, there are multiple resources one can use if they are struggling.
• Nothing, they have to want to succeed. (2)
• Nothing, (8)
• Offer a few more programs.
• Offer a knowledgeable tutor for each major that can help with upper division work.
• Offer a one on one tutor program for classes or even test studying.
• Offer a way to find out more about potential scholarships.
• Offer aid they need.
• Offer alternative courses that move at a slower pace, so two semesters cover one semester of average work?
• Offer and promote better transfer student programs.
• Offer as many resources as possible so they can succeed.
• Offer as much help as possible.
• Offer better services.
• Offer better support services.
• Offer classes at more times, offer classes more than every other semester.
• Offer classes every semester to make scheduling easier.
• Offer classes that students will enjoy attending. Motivation to do well in something you enjoy usually comes first hand.
• Offer counseling – older students to freshman, mentors.
• Offer counseling options and more tutor centers that aren’t run by students themselves.
• Offer counseling services for a longer period of time.
• Offer different (more) class subjects at tutoring.
• Offer diversity programs, require more humanities classes.
• Offer easier financial aid options.
• Offer extended deadlines. That has been my only issues, not enough time to do everything I need to do.
• Offer grace period without discipline.
• Offer help / tutoring through the classes, more accessible.
• Offer help programs.
• Offer help services in a single location.
• Offer help with making them feel singled out.
• Offer important classes every semester e.g.: structural systems design, concrete.
• Offer individual tutoring for long periods of time instead of 30 minutes.
• Offer mentor programs.
• Offer more academic advising assistance.
• Offer more activities.
• Offer more advising and one on one sessions.
• Offer more assistance. (2)
• Offer more course sections of classes that many students are trying to set into.
• Offer more courses at more times for students who have to work for a living.
• Offer more education on financial aid and management.
• Offer more financial aid.
• Offer more help and academic support coupled with advisors who care about their students.
• Offer more help. (3)
• Offer more info about support options.
• Offer more job affairs.
• Offer more job information to students.
• Offer more majors, degrees. More study abroad.
• Offer more one-on-one services with professors but students have to choose to be successful.
• Offer more one-on-one time and get the word out about tutoring.
• Offer more opportunity and make sure we all know of them.
• Offer more outreach options.
• Offer more outside of class events.
• Offer more post 5pm opportunities for study help.
• Offer more programs like step.
• Offer more SI/tutoring general sessions for courses.
• Offer more specific resources to fit each student’s needs.
• Offer more specific tutoring.
• Offer more support earlier.
• Offer more support from UDSS.
• Offer more things to help with major and experience for your major.
• Offer more time spots for help sessions / make help sessions better known.
• Offer more tutoring during the day.
• Offer more tutoring for a larger variety of classes.
• Offer more tutoring for upper level classes not just freshmen-sophomore.
• Offer more tutoring in buildings closer to where the actual classrooms are.
• Offer more tutoring options for engineering students.
• Offer more tutoring. (19)
• Offer more welcoming one on one opportunities.
• Offer online version for all on-campus classes.
• Offer programs to help with academics.
• Offer programs to help.
• Offer programs to motivate students.
• Offer retake exams.
• Offer services, but it comes down to the person struggling to reach out for help.
• Offer SI sessions for upper level classes.
• Offer support in any way.
• Offer support.
• Offer support. UW does a good job with this.
• Offer the help, provide alternative and become more aware of why students are struggling.
• Offer them what athletes get.
• Offer tutoring in any class, free and available anywhere.
• Offering more student success opportunities.
• Offering tutoring programs directly to struggling students.
• Offerings like math lab, etc.
• Office hours are usually great.
• Office hours or tutoring center.
• One on one mentoring/tutoring.
• One thing I greatly struggle with is the cost for out-of-state students, it would be beneficial to bring the costs closer together.
• Parking garage.
• Pass them regardless.
• Pay attention and help those individual students instead of ignoring them.
• Pay more attention to the existence of struggling students.
• Pay professors better!
• Pay the professors more.
• Pay your (non-professor staff) enough to make it worth their while instead of funneling unnecessary funds into an already failing athletic program or reupholstering the furniture in administrative offices.
• People come, people go, that’s just the way it is.
• Personal attention, early detection.
• Pick a major that isn’t too hard for them.
• Prepare them for college life, help them make good habits from the start.
• Professional tutors.
• Professors work closer with students.
• Programs develop pets, overall awareness could help.
• Promote and retain higher quality faculty through raises and other measures of retention – this will ensure student success!
• Promote on-campus resources more.
• Promote the study resources such as STEP more often and have teachers emphasize on office hours.
• Promote tutoring opportunities better.
• Provide a better transition.
• Provide a central location for tutoring.
• Provide a place that will listen to people’s problems. People like to talk more than listen these days and sometimes we just people to listen to us.
• Provide academic support.
• Provide affordable student loans through the university.
• Provide alcohol/addiction recovery sources and publicize them.
• Provide as much guidance and information as possible.
• Provide copious amounts of assistance.
• Provide easier access to help with advising and asking students what classes they want.
• Provide mentorship programs. Graduate students would be a great resource.
• Provide more activities between American students and international students. Sometimes, students only chat with the students from the same country.
• Provide more assistance. Catch them early and help them along the way.
• Provide more available info on counseling/wellness service.
• Provide more available resources. Provide student with the tools to succeed.
• Provide more classes and more one on one help.
• Provide more courses in present day research interest.
• Provide more financial aid and keep all resources in one spot.
• Provide more information regarding help centers that UW provides for online students.
• Provide more one-on-one help for student at more convenience.
• Provide more opportunities for help.
• Provide more options for students that are parents to become involved.
• Provide more program for students to join.
• Provide more scholarships.
• Provide more support through tutoring.
• Provide more support.
• Provide more time/opportunities for students with their professors.
• Provide positive reinforcement and boost confidence.
• Provide resources to help and make them more well-known.
• Provide them with resources they need. Speak to them!
• Providing programs more easily and become reachable for anyone and aware students of the options they have.
• Push for them to use school services.
• Push them harder.
• Put less of the students’ money towards athletics, but towards their own departments.
• Put more emphasis on learning for a future job rather than learning for a grade.
• Put more hours in at the library.
• Put more into academic programs rather than millions into a failing football team.
• Put their tutoring resources out there more. More publicity.
• Quit changing WyoWeb and the registration.
• Quit giving all the money to the football team.
• Reach out more.
• Reach out programs.
• Reach out to resources, get help.
• Reach out to students who are struggling rather than wait for them to come to you.
• Reach out to students, tutoring.
• Reach out to them and create more resources.
• Reach out to them and tell them about campus resources.
• Reach out to them for tutoring.
• Reach out to them. Provide better advisors.
• Reach out. (9)
• Really just explain the services that provide a little better so students have a complete understanding what is there to help.
• Recommend they drop out and get a job.
• Refer them to a counselor or advisor and/or tutor.
• Replace teachers who don’t care with ones who do.
• Require degree check and full 4 year class planning with advisors, accept credits from other colleges.
• Require one-on-one office meetings with the student.
• Required tutoring.
• Resources.
• Respond when they seek help.
• Restructure grading. If a student gets a B on every exam but doesn’t do the homework they shouldn’t fail the class.
• Roadmaps, written out plans to degree conclusion. Paid advisors!
• Same old thing.
• Scholarships! Help provide funding for education!
• See that when struggling and help them, reach out to them and help them wherever they need it.
• Send the emails that offer tutoring personal emails not just student wide emails.
• Services are available kids who want help can get it.
• Show different ways of learning.
• Show them what they can achieve if they try.
• Showing freshman how to employ good study habits / work ethic.
• Sign them up for a life success class or mentor, make it required for those who are struggling.
• Sit down with them and have a conversation.
• Slow down with test and give more extra credit opportunities.
• Smaller class sizes. (3)
• Some forewarnings on weather conditions.
• Some instructors are not very good and I believe that who the instructor is plays a big role in student success.
• Some orientation about planning and job seeking will be helpful.
• Some professors are more than willing to help. Some only teach on the side of their research. Put teaching first.
• Spend less money on athletics more on retaining good faculty members.
• Spend less on athletics and more on the above issues.
• Spend more money on students.
• Spend more one-on-one time with them.
• Stand up for minorities more.
• Stay connected.
• Stop acting like everyone should go to college.
• Stop bullying them, find the cause not the symptoms.
• Stop changing web!
• Stop making everything so complicated.
• Stop making it all about tests and only test, offer different ways to pass a class.
• Stop making them take courses that do not matter to them or their major.
• Stop pushing athletics as a primary part of student life.
• Stop pushing kids to do so much all of the time. I have classes that require online homework and written homework and weekly discussions. It’s too much. At least for someone who has to work to pay for school.
• Stop spending money on athletics and spend it on academics.
• Stop trying to be like every other college. Develop other programs other than the major ones (outside of education).
• Stop with department-wide tests, like in calculus or physics. The professors don’t all teach what is on the test.
• Stop writing parking tickets.
• Streamline transfer credits.
• Stress classes more and athletics less.
• Stress the fact that there are many resources that can help tremendously with a variety of problems.
• Stronger advisor-advisee relationships, so students can learn one-on-one what resources are available.
• Stronger mental health help training for professors.
• Study habits.
• Support teachers that students like rather than supporting teachers with higher education.
• Switch to seasonal semesters.
• Tackle issues of inclusion and safety.
• Take care of their mental health.
• Take money from sports and put it to hiring more staff and better teaching equipment.
• Take the time to listen to their problems.
• Take time to do the work.
• Talk to students individually and help them get on a routine.
• Talk to them about their options within UW (major change, class withdrawal).
• Talk to them. (2)
• Talk to your students and have competent advisors.
• Teach them to learn for themselves not for the grade.
• Tell them about opportunities.
• Tell them to find a way.
• Tell them to go to class.
• Tell them to pony up.
• Tell them to reach out, thoroughly read through all rules that apply.
• Tell them where places to get help are.
• That is your job not mine. Probably not take surveys during class.
That's on the student.
The STEPs tutoring is awesome and sometimes it helps to change majors to find your passion.
The student has to seek help on their own, but the university could be sure students know where to go.
The synergy program using peer mentors is really helpful.
The tutors for specific things.
The University of Wyoming is doing more to help students than any of the colleges my friends are attending.
They can emphasize if you need help take it because I always just thought if I needed help I was not the smartest person, but that’s not true.
They can find some more teachers who care about us.
They do a good job. (4)
They have the tools, they just need more people to know that they exist. Becoming more approachable would help.
They help out a lot, it is all on the student to go get the help.
They need to figure it out, we all struggle.
They need to reach out to the UW.
They’re doing a great job.
Time management.
To keeping talking with them and be there for them.
To point students in right degree selection.
Transfer if you can.
Transition from junior college/high school to a university.
Treat equally and advise them on a career path, possible back-up plans.
Try to get more personal with them.
Try to have scholarships for people trying to bounce back from previous failures. GPA stops people.
Try to reach out to each individual.
Tutoring. (19)
Update websites, be here for students.
Upgrade the math lab. I was extremely disappointed with the help I received there.
Use the campus programs.
UW can be nicer to struggling students and not make them feel worse about their time here.
UW can continue offering tutoring options and make them more aware of them.
UW can do an effective counseling services for such students.
UW can help the struggling students by offering various forms of tutoring.
UW can make classes more rewarding to do well in. have teachers that care for the success of students.
UW can offer programs to help struggling students.
UW can really push all of the programs they have to offer.
UW does a lot. Students don’t always take time to use services. Maybe more information more often.
UW has a lot of resources for struggling students and mandatory study sessions, so I am not sure. They have to want to succeed.
UW has an abundant amount of resources. The struggling student needs to use them.
UW offers extensive options for those struggling. Making those options well-known might increase participation.
• UW won’t do a thing to help students! UW only looks after faculty.
• Well if I knew the answer to that I wouldn’t be struggling.
• Well thought out and helpful advice and services to students.
• With more booths, reach out more with current problems.
• Work with them more with scheduling.
• Work with those students, let them know that everything will work out. Give them the opportunity to grow.
• Worry about academic assistance and less about “culture.”
Appendix J. Q35 Other Responses

Q35. Which ONE of the following options most accurately reflects your immediate plans after graduation from your current program?

If other, what?

- Already employed full-time.
- Currently employed.
- D1 Coach.
- Not sure if I’m in pharm program yet, so that I guess.
- Peace Corps.
- Post-doc.
- Residency (PGY1).
- Residency, then employment.
- Residency. (2)
Appendix K. Q37 – Gender, Other Responses

Q37. Which of the following best describes your gender?

If other, what?

- Fluid.
- Agender.
Appendix L. - Survey Instrument

UNIVERSITY OF WYOMING
Student Opinion Survey, 2016

Thanks for your help with these surveys! Your answers are anonymous. Please do NOT put your name or identification numbers on either form.

Please use blue or black ink or a #2 pencil, but not a felt-tip marker.

Mark Answers Like This

NOT Like This

1. Here are two statements. For each one, please mark the circle that comes closest to your opinion.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Overall, I am pleased with the education that I am receiving at UW.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Overall, I would recommend that a friend or relative attend UW.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. UW provides services and programs to help students in various ways. For each of the following items, please mark the oval in the first column if you WANT help from UW in this area. Whether you’ve marked the first column or not, please mark the oval in the second column if you are AWARE of any UW services to provide such help. Then, for the services that you are aware of, please mark the third column if you have USED this service. If you have used a service, mark the last column if you found the service HELPFUL.

<table>
<thead>
<tr>
<th>Services</th>
<th>I want help with this from UW</th>
<th>I am aware of a UW service for this</th>
<th>I have used this UW service</th>
<th>I found this UW service helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Participation in campus activities/programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Student organization participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Leadership programming opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Residence hall activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Developing good study habits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Managing your time effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Choosing a major</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Applying to graduate or professional school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Work experience within your major</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Job search assistance after college</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Interactions with people from other American racial and ethnic cultures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Interactions with people from other international or global cultures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. Opportunities to study abroad</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n. Student exchange opportunities within the U.S.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o. Personal or family issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p. Child care</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q. Health and wellness improvement opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r. Recreational or fitness opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s. Financial advising</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>t. Success mentors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. UW offers 'help centers' for students who want extra assistance with mathematics, writing, public speaking, or general coursework. For each of the four centers identified below, please mark your answers to the questions that are shown on the left.

<table>
<thead>
<tr>
<th>Washakie Student Learning Center</th>
<th>Math Lab</th>
<th>Writing Center</th>
<th>Oral Communications Lab</th>
<th>STEP Success Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

a. Were you aware that this center exists at UW?

b. (If aware) Have you ever used this center?

c. (If used) Did you receive the help you sought there?

d. (If used) Do you think the help improved your course grades?

e. If you do not use tutoring, why not?

f. If you do not use tutoring, would you be more likely to do so if services were located in a single building?

4. Recently, the University implemented Early Alert designed to notify students early in the semester of how well they are doing in their classes. In fall and/or spring semester, did you check your Early Alert progress report on WyoWeb?

   Yes  No

5. How much do you agree or disagree with each of the following statements regarding Early Alert?

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. The Early Alert progress report was helpful to me.

b. The Early Alert progress report came at a helpful time for me to make changes or connect with resources.

c. The contact I received from my resident assistant (RA) and/or advisor was valuable for me.

6. For each of the centers identified below, please mark your answers to the questions that are shown on the left.

<table>
<thead>
<tr>
<th>Multicultural Resource Center</th>
<th>Veterans Services Center</th>
<th>International Resource Center</th>
<th>Non-Traditional Student Center</th>
<th>Women's Center</th>
<th>Rainbow Resource Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

a. Were you aware that this center exists at UW?

b. (If aware) Have you ever used this center?

c. (If used) Did you receive the help you sought there?

7. How often do you perform volunteer service at each of the following during the course of the semester?

<table>
<thead>
<tr>
<th>1 to 2 times</th>
<th>3 to 4 times</th>
<th>5 or more times</th>
<th>Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. On campus

b. Within the Laramie community

c. Outside the Laramie community

7a. If you perform volunteer service, on average, how many HOURS do you volunteer each time?

<table>
<thead>
<tr>
<th>Less than one</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four or more</th>
<th>Does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 2
8. About how many hours do you spend in a typical 7-day week doing each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>0</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>26-30</th>
<th>31+</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities).</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b. Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.).</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c. Relaxing and socializing (watching TV, partying, Internet surfing, computer games, exercising, etc.).</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d. Attending UW programs and functions (Friday Night Fever, concerts, plays, lectures, and other entertainment events, but not athletic events).</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>e. Working at a job or jobs (usually for pay, but also for volunteer internships, etc.).</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

9. We'd like to know how you would describe the general climate for diversity on the UW campus, based on your own experience. Listed below are several pairs of opposite terms, such as "friendly" and "hostile." For each pair of terms, please mark the circle that represents your view of how close the social climate at UW is to the term listed on the left versus the term on the right.

<table>
<thead>
<tr>
<th>Somatic</th>
<th>Very close to</th>
<th>Closer to</th>
<th>In between</th>
<th>Closer to</th>
<th>Very close to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendly</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Socially inclusive</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>Socially exclusive ○</td>
</tr>
<tr>
<td>Disrespectful</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>Respectful ○</td>
</tr>
<tr>
<td>Non-racist</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>Racist ○</td>
</tr>
<tr>
<td>Conservative</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>Liberal ○</td>
</tr>
<tr>
<td>Concerned</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>Indifferent ○</td>
</tr>
<tr>
<td>Homophobic</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>Non-homophobic ○</td>
</tr>
<tr>
<td>Sexist</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>Non-sexist ○</td>
</tr>
<tr>
<td>Competitive</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>Non-competitive ○</td>
</tr>
<tr>
<td>Religion-intolerant</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>Religion-tolerant ○</td>
</tr>
<tr>
<td>Improving</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>Worsening ○</td>
</tr>
</tbody>
</table>
10. When you complete your education, where would you prefer to get a job?

<table>
<thead>
<tr>
<th></th>
<th>Strongly Prefer</th>
<th>Somewhat Prefer</th>
<th>Would Consider</th>
<th>Would Not Consider</th>
<th>Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In Wyoming</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b. In Colorado</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c. In another nearby state (Idaho, Montana, Nebraska, South Dakota, or Utah)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d. In another part of the U.S.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>e. In another country</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

11. Have you transferred any courses to the University of Wyoming?

☐ Yes   ☐ No  🔄 If No, please skip to Question 17 on page 5.

TRANSFER STUDENTS: Please answer questions 12a through 16.

12a. Did you transfer courses from a Wyoming community college to UW in any of the following types of coursework? (Mark all that apply.)

☐ Taken on your high school campus
☐ Taken while in high school at a college location
☐ Taken while in high school by distance education (Internet, audio conference, etc.)
☐ Taken as a college student at a college location
☐ Taken as a college student by distance education (Internet, audio conference, etc.)
☐ None of the above

12b. Did you transfer courses from a non-Wyoming two-year college in any of the following types of coursework? (Mark all that apply.)

☐ Taken on your high school campus
☐ Taken while in high school at a college location
☐ Taken while in high school by distance education (Internet, audio conference, etc.)
☐ Taken as a college student at a college location
☐ Taken as a college student by distance education (Internet, audio conference, etc.)
☐ None of the above

12c. Did you transfer courses from another four-year college or university in any of the following types of coursework? (Mark all that apply.)

☐ Taken on your high school campus
☐ Taken while in high school at a college location
☐ Taken while in high school by distance education (Internet, audio conference, etc.)
☐ Taken as a college student at a college location
☐ Taken as a college student by distance education (Internet, audio conference, etc.)
☐ None of the above

12d. Did you earn an Associate degree at a community college before transferring to UW?

☐ Yes   ☐ No

12e. Finally, thinking about the institution or institutions from which you transferred credit to UW, how well did they prepare you academically for UW. Would you say you were...

☐ Very well prepared ☐ Somewhat well prepared ☐ Not prepared at all

13. (If you participated in a transfer orientation program at UW) How would you rate the quality of the transfer orientation program?

<table>
<thead>
<tr>
<th>Extremely Helpful</th>
<th>Somewhat Helpful</th>
<th>Not Too Helpful</th>
<th>Not At All Helpful</th>
<th>Did not participate</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
14. (If you transferred credits to UW) How would you rate the quality of help you received from each of the following in transferring to UW?

<table>
<thead>
<tr>
<th>Help Source</th>
<th>Extremely Helpful</th>
<th>Somewhat Helpful</th>
<th>Not Too Helpful</th>
<th>Not at All Helpful</th>
<th>Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. UW Office of the Registrar</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b. UW Financial Aid Office</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c. UW Admissions Office</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d. Advisor in a UW academic department</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>e. UW faculty (not your official advisor)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>f. UW clerical staff in an academic department</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>(not your official advisor)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. UW Outreach School staff</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

15. (If you transferred credits to UW) Please rate the ease or difficulty of transferring from your previous school to UW, in each of the following areas:

<table>
<thead>
<tr>
<th>Task</th>
<th>Very Easy</th>
<th>Somewhat Easy</th>
<th>Somewhat Difficult</th>
<th>Very Difficult</th>
<th>Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Transferring credit hours</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b. Transferring courses that count toward</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>your major</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. University Studies Program (USP)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. (If you transferred credits to UW) Please describe any problem(s) you encountered when transferring to UW.

UW wants to make sure that courses are available in order for students to meet their educational goals and to graduate in a timely manner. Please tell us how easy or difficult it has been for you to register for the classes you need.

17. Please indicate the level of ease or difficulty when you register for the types of courses listed below.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Easy</th>
<th>Neither Easy nor Difficult</th>
<th>Difficult</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Courses that meet the requirements of my intended major.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b. Courses that meet University Studies Requirements.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c. Courses that meet my academic college requirements.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d. Electives courses that were of interest to me.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

We want to know about your overall perceptions of course availability at UW.

18. How often are classes offered at a time you wish to take them?
   ○ Very frequently ○ Frequently ○ Sometimes ○ Seldom

19. When you register for classes, how often are classes offered at a time you wish to take them?
   ○ Very frequently ○ Frequently ○ Sometimes ○ Seldom
20. Have you ever sought assistance after encountering difficulty registering for a class?
   - O Yes  O No  O Not applicable, have never encountered difficulty

20a. If yes, from whom did you seek assistance?

21. How many UW athletic events do you attend per semester?
   - O None  O 1 - 2  O 3 - 5  O 6 - 10  O 11 or more

22. While at UW, how much did you learn about each of the following issues?

<table>
<thead>
<tr>
<th></th>
<th>Learned little or nothing</th>
<th>Learned some</th>
<th>Learned a great deal</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Socio-economic condition/class</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b. Sexual orientation</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>c. Religion/spirituality</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>d. Political views</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>e. Race/ethnicity/culture</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>f. Disability</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>g. Age</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>h. Social justice/oppression and privilege</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>i. Geographic origin (where person grew up)</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

22a. While at UW, how much did you learn about the above diversity issues from each of the following sources?

<table>
<thead>
<tr>
<th></th>
<th>Learned little or nothing</th>
<th>Learned some</th>
<th>Learned a great deal</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Campus involvement (speakers, movies, other campus events)</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b. Community service or volunteer work</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>c. Living in the residence halls</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>d. Talking with friends</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>e. Dialogue groups</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>f. In workshops</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>g. Traveling outside of the United States</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>h. Study abroad</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>i. My family</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>j. College friends</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>k. At work</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>l. In UW classes</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

23. Which of the following best describes your residence status prior to enrolling at UW?
   - O An in-state Wyoming student
   - O An out-of-state student—from another U.S. state
   - O An international student If you are an international student, please skip to Question 29 on Page 7.
24. Not all Wyoming high school graduates chose to attend UW. From your experience, what are the main reasons some students attend out-of-state schools?

25. Think back to when you were deciding which college to attend. How important or not important were each of the following reasons in your decision?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Very important</th>
<th>Somewhat important</th>
<th>Not important at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Cost of tuition and fees</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>b. Close to home</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>c. Friends were coming to UW</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>d. Quality of academic programs</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>e. Parents influence on me</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>f. High school counselor influenced me to come</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>g. Scholarship or other financial aid</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>h. Personal contact with a faculty member</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

26. Which of the following describe how sure you are about graduating from UW with a degree? (Mark all that apply.)

- Very sure
- Not very sure due to academic issues
- Not very sure due to financial issues
- Not very sure due to personal issues
- I am planning on dropping out
- I am planning on transferring to another school

27. If you leave UW before you graduate, which of the following reasons do you believe may play a big part? (Mark all that apply.)

- Financial issues
- Returning home
- Joining armed forces
- Academic challenges
- Just not happy with UW or Laramie
- Transferring to another college
- Offered full-time work

28. Why do you think other students at UW leave without graduating?

29. While enrolled at UW, have you taken any UW distance courses - online/web courses?
- Yes ☐ No ☐
  If no, skip to Question 30 on page 8.

29a. If yes, how many?

29b. If yes, why did you choose these courses?
30. If you have taken online courses from UW, please tell us how much you agree or disagree with each of the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I learned as much in the distance/online courses as I have in in-person courses.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b. I enjoyed the distance/online courses as much as I did in-person.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. I found the distance/online courses fit better with my schedule than in-person courses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

31. What pleases you most about UW?

32. What disappoints you most about UW?

33. What can UW do to help struggling students succeed?

34. Which ONE of the following BEST describes your class standing?

- Freshman
- Sophomore
- Junior
- Senior
- Second bachelor program
- Graduate or Professional student

35. Which ONE of the following options most accurately reflects your immediate plans after graduation from your current program?

- Employment
- Graduate or professional school
- Further undergraduate work or other educational program
- Military service
- Personal travel
- Volunteer work
- Start or raise a family
- Not sure
- Other, specify ____________

36. Which of the following BEST describes your parent’s highest level of educational attainment? Mark one answer per parent.

- Mother
  - Less than high school
  - High school
  - Community college
  - Some college
  - College degrees
  - Graduate degrees (MA, MS, MD, DDS, PhD, etc.)
  - Not sure

- Father
  - Less than high school
  - High school
  - Community college
  - Some college
  - College degrees
  - Graduate degrees (MA, MS, MD, DDS, PhD, etc.)
  - Not sure

37. Which of the following best describes you gender?

- Male
- Female
- Transgender
- Other, ____________

Thank you for sharing your opinions.

The combined responses to these questionnaires will be used by various offices of the university to improve their services to you and future students. Your answers are completely anonymous. We use an arbitrary code number so we won’t have to repeat questions on the two surveys. The code number cannot be used to identify you in anyway.