

University of Wyoming Student Satisfaction: 1994 to 2016

Report Prepared by

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University of Wyoming Student Satisfaction

Report Summary

Section I: The University of Wyoming Student Satisfaction Survey is composed of three instruments, ACT, Noel-Levitz and Student Service questionnaire. The results of all three provide representative information on the entire student body.

Section II: Overall, University of Wyoming students are pleased with the education they are receiving.

- When asked if they agreed or disagreed with a question asking whether they were pleased with the education they were receiving 53 percent strongly agreed and 42 percent somewhat agreed, a total of 95 percent (Graph 1).
- Seventy-seven percent of the students indicated that they were satisfied with their college experience thus far while only 10 percent disagreed—a percentage significantly greater than the national average of American public universities (Graph 2). Another 78 percent indicated they would enroll again “if they had to do it over again.” A percentage also significantly greater than the national average.

What pleases and displeases students (volunteered responses)?

- In terms of volunteered answers, the most frequently mentioned positive items were cost and the quality of education. Location of UW and the friendliness of people at the University and Laramie were also frequently mentioned (Table 1).
- The most frequently volunteered negative items were the winter weather, faculty who were poor teachers or did not care, cost and the availability of classes. (Table 2).

Likes and dislikes about the University (Responses provided by questionnaires):

- Most frequently cited likes included campus safety, computer facilities, the library and recreational and intramural programs. (Tables 3 and 5).
- Frequently mentioned dislikes included campus parking, various aspects of the residence halls student activity fees and the intercollegiate athletic programs (Tables 4 and 6).

Section III: Teaching and Advising

- Eighty-two percent of UW students indicated they were able to experience intellectual growth at UW—only four percent indicated dissatisfaction (Graph 4). Seventy-three percent indicated satisfaction with UW’s commitment to academic excellence—six percent indicated dissatisfaction (Graph 5).
- In terms of the ten most important features of UW, students ranked teaching as the most important aspect of the University. Advising, safety and cost of tuition were also cited. Satisfaction with cost of tuition was significantly above the national average while ability to register for needed class was significantly below the national average (Table 7).
- Seventy to eighty percent of UW students said they were satisfied with the quality of teaching and, since 2010, less than ten percent indicated dissatisfaction (Graphs 6 to 8).

- Students were a bit less satisfied with adjunct faculty and graduate assistant teaching although satisfaction reached 70 percent. The satisfaction level for adjuncts was significantly below the national average. (Graphs 9 and 10).
- Eight of ten students were satisfied with faculty knowledge in their fields of expertise and nearly the same number were content with the content of courses within the major (Graphs 11 and 12).
- Eight of ten students expressed satisfaction with the attitude of faculty toward students—only four percent expressed dissatisfaction (Graph 13).
- About three-fifths of the students were satisfied that faculty provided timely feedback on course progress and that faculty took into account student differences (Graphs 14 and 15).
- From 1994 to 2016, seventy to eighty percent of students were satisfied with the out-of-class availability of faculty and the student’s advisor and, there is a similar pattern for an item asking about advisor approachability although for this item there was a seven percentage point decrease in satisfaction from 2014 (Graphs 16 to 19).
- Three-quarters of the students indicated their advisor was knowledgeable about major requirements and 69 percent were satisfied with the value of the information provided by the advisors. However, for both questions 13 percent were dissatisfied, dissatisfaction which has remained constant from our initial surveys (Graphs 20 and 21).
- UW students expressed a significantly higher satisfaction level with the variety of courses offered by the University than the national average (Graph 22).
- Satisfaction with availability of classes is one of the lowest in the surveys although slightly more than half the students expressed satisfaction. One-quarter indicated dissatisfaction. Interestingly, course availability is a national problem and Wyoming’s average level of satisfaction is significantly above the national average (Graph 23).
- Ease of registering by type of class (major, University Studies, college requirements and elective courses) varies only slightly (Table 8).
- Eighty-six percent of students were satisfied with class size—only three percent dissatisfaction (Graph 24).

Section IV: Teaching Support

- Since 1994, students have become increasingly aware of University tutorial services (Graphs 25 and 26).
- Awareness of the five tutoring or help centers on campus varies from 91 percent for the Writing Center to 50 percent for the Oral Communication Center. The Mathematics Laboratory is the most used of the Centers (46 percent). If students use these units, they tend to be very satisfied with 80 to 90 percent indicating they received the help they sought (Graphs 27 to 31).
- In 2016, 56 percent of the students in the Honors Program expressed satisfaction while 21 percent indicated they were dissatisfied. This was one of the largest decreases from 2014 in satisfaction in the 2016 surveys. (Graph 32).

Section V: Teaching facilities

- Satisfaction with classroom, laboratory and library facilities and computer services is among the highest in the three surveys. With the exception of the library all were evaluated significantly more positively than at other state universities (Graphs 33 to 39).

Section VI: Career Planning and Placement

- The use of career planning and job placement services has declined over the past decade (Graphs 40 and 42). However, seven out of ten students were satisfied with career planning and six in ten were satisfied with job placement services (Graphs 41 and 43).
- Two-thirds of UW students were satisfied with preparation for a future occupation—12 percent were not (Graph 44).
- Ninety percent of in-state Wyoming students would prefer or consider a job in Wyoming. Seventy-seven percent of out-of-state students and seventy percent of international student expressed a similar preference. Interestingly, sixty-one percent of in-state students would prefer or would consider a job in another country (Table 10).

Section VII: Diversity, Race Relations

- Slightly over two-thirds of UW students in 2016 were satisfied with the University's commitment to racial harmony on campus, a percent significantly below the national average (Graph 45).
- Eighty-eight percent of UW students rated the atmosphere at UW as friendly while only two percent deemed it hostile (Table 11).
- Forty-four percent perceived UW as conservative while twelve percent evaluated it as liberal (Table 11).
- In 2016, 50 percent of UW students perceived the campus to be non-homophobic compared to 27 percent in 2006, one of the largest changes in opinion identified in this report (Graph 47).
- UW supports a number of entities designed to aid various groups of students: Multi-Cultural Resource Center, Veterans Services Center, International Resource Center, Non-traditional Student Center, the Women's Center and the Rainbow Resource Center. Usage ranges from 14 percent for the Non-traditional Student Center to 5 percent for the Women's Center (perhaps because it has been in existence the least amount of time). For each center, 80 to 90 percent of those using the center indicate they had received the help they desired (Graphs 48 to 53).

Section VIII: Admissions

- Over 60 percent expressed satisfaction with the Office of Admissions and its procedures (Graphs 54 to 59).
- Over 60 percent of students said they were satisfied with the new student orientation (Graphs 60 and 61).
- When asked about factors important in their decision to enroll at UW, cost and the presence of financial aid were deemed most important and since 1998 both have become increasingly

important to students. Both factors were more significant for in-state students than for out-of-state students (Tables 12 and 13).

- The academic reputation of UW is ranked substantially less important than cost but it too has increased in importance markedly since 1998 (Table 14).
- When asked why students choose to attend out-of-state schools, students most frequently mention the desire to leave home or Wyoming or simply to gain new experiences. Students also perceive that their contemporaries leave because UW does not offer certain majors or that UW lacks the prestige found in out-of-state schools (Table 15).
- Students were also asked why their colleagues would leave school prior to graduation. Academic and financial difficulties along with perception that those who leave simply lack the motivation to complete their degree programs made up the majority of responses (Table 16).

Section IX: Financial Aid

- Students are more positive about Financial Aid Services than the national average (Graph 62), but significantly less positive than the national average about financial aid counselors (Graph 63).
- Over the past decade there has been steady improvement in the perception of the helpfulness of when financial aid awards are announced (Graph 64).
- Satisfaction with the adequacy of financial aid has steadily increased since 2004 (Graph 65).

Section X: Tuition and Student fees

- Perhaps not surprisingly, student fees are not particularly popular. The ACT survey found only 38 percent expressed satisfaction while the Noel-Levitz survey found 56 percent satisfied (Graphs 67 and 68).
- In 2016, 73 percent of students thought tuition was a worthwhile investment, a percentage that has varied only slightly since 1998 (Graph 69).

Section XI: Registration

- Sixty-eight percent expressed satisfaction with general registration procedures and likewise 68 percent saw Registration personnel as helpful, percentages that have varied little since the surveys were first administered. (Graphs 70 and 71).

Section XII: Student safety

- Seventy-seven percent of students were satisfied with personal security and safety at UW on the ACT survey—only five percent were dissatisfied (Graph 72). The Noel-Levitz survey found that 81 percent of UW students believed that campus was safe and secure—only six percent were dissatisfied. (Graphs 73). For both surveys, UW's responses were significantly more positive than the national averages.
- In 1998, only 41 percent of students were satisfied with how quickly security staff responded to emergencies—this percentage has risen in 2016 to 61 percent (Graph 74).

Section XIII: Administration responsiveness

- Sixty-five percent of UW students were satisfied with administrative responsiveness in 2016, a percentage that has remained at the same level since 2008 (Graph 75).
- Fifty-six percent of students agreed that they seldom got the “run-around” when seeking information on campus. However, a not insignificant 22 percent disagreed. These percentages were very similar to those at other state universities (Graph 76).

Section XIV: Student Government/Voice in Policy

- In 2016, only forty percent of UW students expressed satisfaction with their voice in college policies—13 percent indicated they were dissatisfied (Graph 77).
- Forty-eight percent said they were satisfied with student government yet only seven percent indicated dissatisfaction (Graph 78).

Section XV: Residence Halls and Food Services

- Fifty-five percent of students indicated they were satisfied with the availability of student housing, a percentage significantly above the national average (Graph 79).
- Satisfaction with food services increased markedly in 2006 with the opening of new facilities. It now stands at 64 percent satisfaction, equaling the 2008 high point. Satisfaction with the adequacy of food selection follows a similar pattern (Graphs 80 and 81).
- In general, satisfaction with UW’s residence halls, its rules and personnel somewhat lower than satisfaction with most other items. Residence hall comfort was rated below the national average. (Graphs 82 to 86).

Section XVI: Student Health Services

- Two-thirds of those surveyed indicated that the staff in UW health services were competent, a percent significantly lower than the national average (Graph 87). On the other hand, 74 percent said they were satisfied with Health Services (Graph 88).

Section XVII: Student Health Insurance

- Forty-eight percent of students said they were satisfied with student health insurance, a substantial decrease from 2014 (Graph 89).

Section XVIII: The Student Union

- Satisfaction with the Student Union peaked at 90 percent in 2008 and is currently at 84 percent—only two percent indicated dissatisfaction. UW students are significantly more satisfied than the national average (Graph 90). Satisfaction with the Union as a comfortable place to spend leisure time increased by 12 percentage point in 2016 (Graph 91).

Section XIX: Bookstore

- Seventy-six percent said they were satisfied with the bookstore and 76 percent found the bookstore staff helpful in 2016 (Graphs 92 and 93).

Section XX: Bill and fee payment

- Slightly over three-fifths of students were satisfied with bill paying procedures and policies, percentages that have varied very little over time (Graphs 94 to 95).
- Satisfaction with business office hours has dipped slightly from a high of 66 percent in 2006 to 58 percent currently (Graph 96).

Section XXI: Parking and mass transit

- Parking facilities and services attract the most dissatisfaction in the Noel-Levitz and ACT surveys although the ACT survey found that dissatisfaction had declined from 81 percent in 1994 to 57 percent currently. In the 2016, ACT survey a record high of 26 percent said they were satisfied with parking (Graphs 97 and 98).
- As on-campus parking has been reduced, use of the university's off-campus parking sites and the bus service to these sites has increased substantially. Satisfaction with these services is currently 76 percent (Graphs 100 and 101).

Section XXII: Non-teaching staff

- In 1994 student satisfaction with nonteaching staff attitudes toward students was 44 percent—it now stands 27 points higher at 67 percent (Graph 102).

Section XXIII: Athletics

- Attendance at UW athletic events varies considerably among students. About one-fifth indicated they attended no events while another one-fifth said they were present at 11 or more events (Table 17).
- Forty-nine percent said they believed that athletics contributed to a strong sense of school spirit while 18 percent disagreed, a satisfaction level below the national average (Graph 103).
- In 2016, satisfaction with athletic facilities increased by nine points to 76 percent—only one percent indicated dissatisfaction (Graph 104).

Section XXIV: Recreational and Intramural Programs and Services

- Students were very satisfied with recreational and intramural programs—a high of 95 percent in 2008 and presently 92 percent (Graph 105). This level of satisfaction is significantly above the national average. Sixty-eight percent were satisfied with the variety of intramural activities, a percentage that has not changed over the last three surveys (Graph 106).

Section XXV: Veterans services

- Nearly, three quarters of the veterans using UW services said they were satisfied. Not one of those surveyed indicated dissatisfaction (Graph 107).

Section XXVI: Cultural programs

- Attendance and participation in cultural programs has declined precipitously over the past couple of decades but for those who took advantage of these programs satisfaction remains very high (Graphs 108 and 109).

University of Wyoming Student Satisfaction: 1994 to 2016

I. Preface

Beginning in 1994, the University of Wyoming has conducted student surveys with the objective of determining student satisfaction with university performance—from the quality of teaching to the availability of student parking. In 1994 the first survey to be administered university-wide was the ACT Student Opinion Survey. In 1998, Noel-Levitz (NL) Student Satisfaction Inventory was added. (Note that when the initial figures in a graph are listed as 1994, it is from an ACT survey. All Noel-Levitz begins in 1998) Both have been administered biennially to roughly one-half of the student sample. A third survey, the University of Wyoming Student Opinion Survey (UWSOS), composed of items developed primarily by Student Affairs and Academic Affairs, has been administered to the entire student sample (on average about 1,200 respondents per survey year). As noted, Noel-Levitz and ACT are designed primarily to determine student satisfaction. The University of Wyoming Student Opinion Survey contains satisfaction questions as well as items meant to determine various student behaviors and perceptions about the University. This report, for the most part, contains information on student satisfaction but, where appropriate, we also include other responses from the UWSOS.

Both Noel-Levitz and the ACT have provided us with comparative results from national samples of public universities. Unfortunately, ACT terminated this practice in 2012. Therefore, ACT comparisons to national results are dated, although it should be noted that national results varied little from 1994 to 2012. Therefore, we use the national ACT 2012 national averages to compare UW results as well as the current Noel-Levitz national results.

Many questions in these surveys contain a “neutral” or “don’t know” response. Thus, the percentages reported in tables and graphs seldom add up to 100 percent because we are reporting the results from students who give a positive or negative response to questions. The “Don’t know” or “No answer” responses have been excluded from results reported here. All percentages cited in this report have been rounded to the nearest whole number.

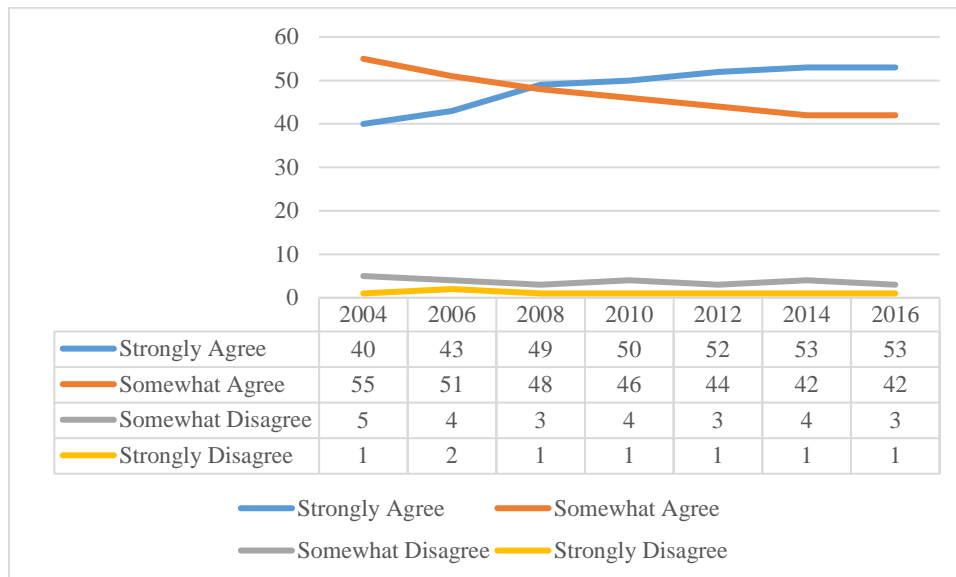
When the narrative states that UW’s satisfaction levels are significantly above or below the national average, it indicates that the difference between UW’s level of satisfaction and the national level is statistically significant.

The Noel-Levitz questionnaire contains 73 satisfaction questions and ACT, 65. All questions in both surveys present the student with a specified number of responses running from very satisfied to very dissatisfied. Unlike Noel-Levitz and ACT, the University of Wyoming Student Opinion Survey does not have a consistent set of questions although many are identical from year to year. In addition, the UW-generated survey contains questions with set responses as well as open-ended responses in which students provide their own answers. The result for several items are a very large number of responses. For the sake of presentation, similar responses have been categorized.

II: An Overview of Likes and Dislikes

For the most part, students are quite satisfied with UW as is demonstrated in Graph 1. Here students were asked to respond to the following sentence: Overall, I am pleased with the education that I am receiving at UW. This graph is from data derived from the UWSOS survey and was first asked in 2004. **Note that the number of those who strongly agreed increased from 40 percent in 2004 to 53 percent in the 2016 survey. Note also that if the two agree categories are combined, the percent of UW students pleased with their education is 95 percent. Therefore, only one in twenty-five students indicated they were not pleased.**

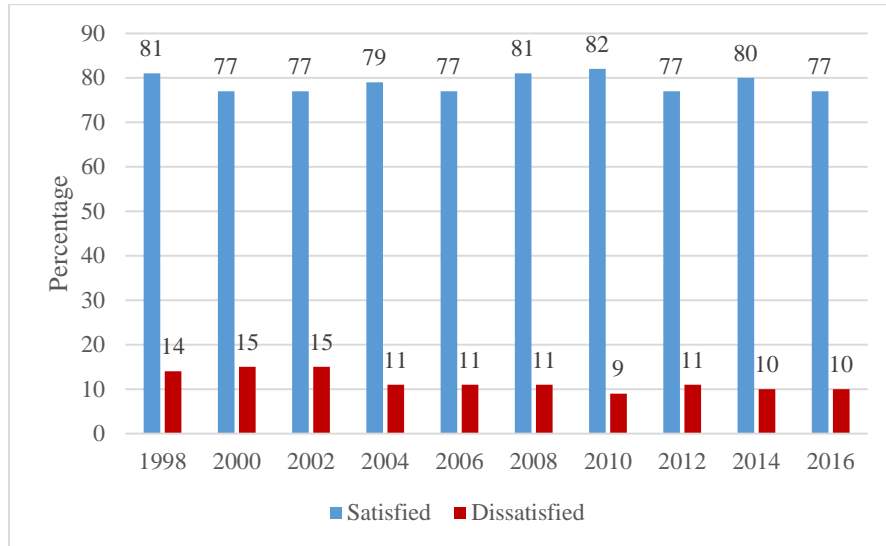
Graph 1
Overall, I am pleased with the education that I am receiving at UW



A second item that pertains to overall satisfaction can be seen in Graph 2. From 1998 to 2016, **eight out of ten students** have indicated their overall satisfaction with their educational experience. In 2016, the UW percentage was **significantly** higher than the national Noel-Levitz average.

Graph 2

Rate your overall satisfaction with your experience here thus far*

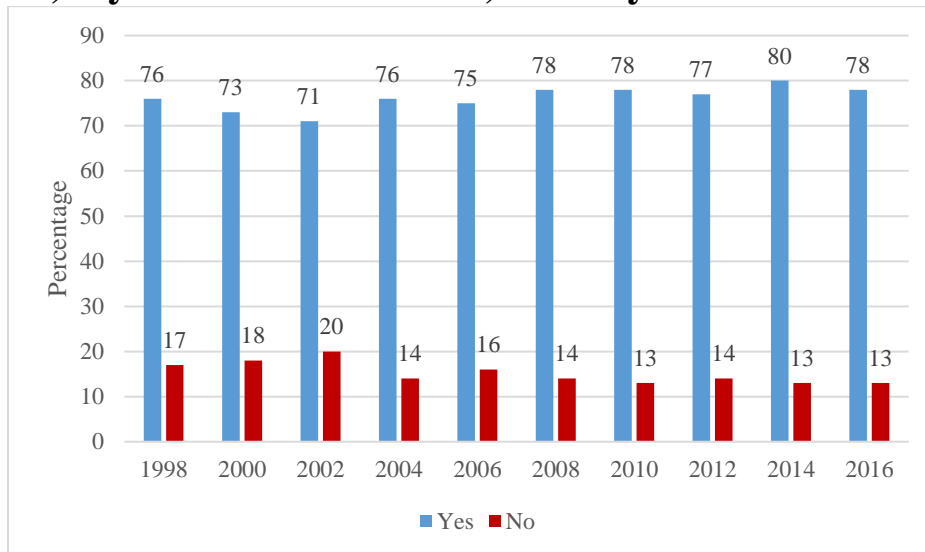


*UW satisfaction level is significantly higher than national average--.05.

A similar result can be found in a question that asked students if they would enroll in UW again. **In 2016, nearly eight out of ten indicated that they would do so while only ten percent declared they would not.** Again, the 2016 percentage is significantly higher than the national average.

Graph 3

All in all, if you had to do it over, would you enroll here again?*



*UW satisfaction level is significantly higher than national average--.05.

All three surveys contain a plethora of items which allow us to go beyond generalized levels of satisfaction. All students were asked what pleased them most about UW and what disappointed them most. Tables 1 and 2 provide a list of the most frequent responses to both questions. In all there were 1649 positive responses and 1188 negative (note that students could provide more than one response).

In terms of the positive, **cost and the availability of financial aid and the quality of UW's education** out-distanced other responses. UW's location and the friendliness of UW staff and Laramie residents were also frequently mentioned.

Table 1
What pleases you most about UW?
Total comments 1649

| Rank | | Percent of total comments |
|------|---|---------------------------|
| 1 | Reasonable cost/inexpensive/Hathaway scholarship/financial aid | 16 |
| 2 | Quality of education/classes/professors | 16 |
| 3 | Location/Wyoming/Laramie/ close to home/close to the mountains | 12 |
| 4 | UW friendly/made friends/helpful/sense of community/people | 11 |
| 5 | Faculty, staff, students friendly/accessible/helpful/sense of community | 10 |
| 6 | Size/small/class size/personal | 10 |
| 7 | General/ atmosphere/culture/environment/ supportive/positive | 7 |
| 8 | A particular department or program/availability of program/resources | 7 |
| 9 | Campus beauty/buildings/grounds/ease of accessibility/facilities | 5 |
| 10 | Many non-academic opportunities, intramurals, cultural programs, athletics etc. | 3 |
| 11 | Non-UW likes/weather/number of bars in Laramie, etc. | 1 |
| 12 | Other-miscellaneous | 1 |

The disappointments, although fewer in number, ranged over a broad set of items. **Laramie's weather** was the top complaint (14 percent) but as can be seen in Table 2, a diverse number of discontents were mentioned. **Complaints about UW professors and the cost of tuition and fees followed the weather.** New to the 2016 list is the disappointment with athletics. Judging by past surveys, team success, particularly football, seems to be related to this response.

Table 2
What disappoints you most about UW?
Total comments 1188

| Rank | | Percent of total columns |
|-------------|--|---------------------------------|
| 1 | Weather/wind/cold/ice | 14 |
| 2 | Professors/poor teaching/faculty who do not care | 8 |
| 3 | Cost increasing/tuition/fees /lack of scholarships/ | 7 |
| 4 | Class availability/lack of convenient times/class size | 6 |
| 5 | Athletics/performance/cost/Athletes | 6 |
| 6 | Location/Laramie/Wyoming/isolation/too small | 6 |
| 7 | UW party school | 6 |
| 8 | Lack of parking/bus system | 5 |
| 9 | Lack of assistance from various university support units/ too bureaucratic/too slow//administration not responsive | 5 |
| 10 | Lack of things to do outside class/lack of entertainment | 4 |
| 11 | UW unfriendly/narrow minded people/too conservative | 4 |
| 12 | Lack of diversity/racism | 3 |
| 13 | Particular program/ department/course | 3 |
| 14 | Advisors/quality of advising/uncaring | 3 |
| 15 | Dislike of students/unfriendly/not studious | 3 |
| 16 | Programs/degrees not available/poor-outmoded facilities | 3 |
| 17 | Major or USP requirements/too many/dislike | 3 |
| 18 | Living in dorms/dorm food | 3 |
| 19 | Campus/too large/too small/architecture/too much construction going on | 2 |
| 20 | Budget cutting/faculty underpaid/some department/program underfunded | 1 |
| 21 | Teachers/staff too liberal | 1 |
| 22 | Certain classes too hard—weed out classes | 1 |
| 23 | Courses not challenging/too easy/poor quality | 1 |
| 24 | Transfer process | 1 |
| 25 | Other miscellaneous | 1 |

Another approach to determining student satisfaction is to rank the closed-ended responses (those with answers supplied to the student on the questionnaires) from most satisfied to least satisfied. We can do so with both the Noel-Levitz and ACT survey results. This approach focuses student attention much more than the open-ended items, of course, and, not surprisingly, the lists of likes and dislikes diverge to a considerable extent from the open-ended items.

The satisfaction items in the Noel-Levitz and the ACT surveys were sorted by mean level of satisfaction. Tables 3 to 6 list the items for which there was most and least satisfaction.

Please note that for Noel-Levitz responses run from 7, indicating most satisfied, to 1, indicating least satisfied while the ACT scale runs 5, most satisfied, to 1, least satisfied.

Table 3
Noel-Levitz ten most positive items (7 most positive—1 least)*

| Rank Most Positive | | Average |
|--------------------|--|---------|
| 1 | The campus is safe and secure for all students. | 5.71** |
| 2 | Computer labs are adequate and accessible. | 5.71** |
| 3 | On the whole, the campus is well-maintained. | 5.7 |
| 4 | I am able to experience intellectual growth here. | 5.68 |
| 5 | This institution has a good reputation within the community. | 5.64 |
| 6 | Nearly all of the faculty are knowledgeable in their field. | 5.64 |
| 7 | Faculty are usually available after class and during office hours. | 5.56 |
| 8 | There is a good variety of courses provided on this campus. | 5.56 |
| 9 | Library resources and services are adequate. | 5.55 |
| 10 | My academic advisor is knowledgeable about requirements in my major. | 5.54 |

**2016 UW average significantly above national average .01.

Table 4
Noel-Levitz ten least positive items (7 most positive—1 least)*

| Rank Least Positive | | Average |
|---------------------|--|---------|
| 1 | The amount of student parking space on campus is adequate. | 2.47*** |
| 2 | Living conditions in the residence halls are comfortable. | 4.38*** |
| 3 | The intercollegiate athletic programs contribute to a strong sense of school spirit. | 4.6** |
| 4 | I seldom get the “run-around” when seeking information on this campus. | 4.64 |
| 5 | Institution’s commitment to evening students? | 4.69*** |
| 6 | Student activities fees are put to good use. | 4.69 |
| 7 | Financial aid counselors are helpful. | 4.72** |
| 8 | There is an adequate selection of food available in the cafeteria. | 4.73 |
| 9 | Residence hall regulations are reasonable. | 4.8** |
| 10 | Residence hall staff are concerned about me as an individual. | 4.81 |

Those averages marked in red are below the national average.

** 2016 UW average significantly below the national average .01.

***Significantly below national average .001.

Table 5
ACT ten most positive items (5 most positive—1 least)*

| Rank Most Positive | | Average |
|--------------------|---|---------|
| 1 | Library facilities and services | 4.46*** |
| 2 | Recreational and Intramural programs and services | 4.36** |
| 3 | Class size relative to type of course | 4.21 |
| 4 | Cultural programs | 4.19* |
| 5 | Computer Services | 4.18* |
| 6 | Veterans services | 4.15 |
| 7 | Study areas | 4.12** |
| 8 | Student union | 4.12*** |
| 9 | This college in general | 4.10* |
| 10 | Attitude of faculty toward students | 4.09* |

*2016 UW average significantly above national average .05. **Significantly above national average .01. ***Significantly above national average .001.

Table 6
ACT ten least positive items (5 most positive—1 least)*

| Rank Least Positive | | Average |
|---------------------|--|----------------|
| 1 | Parking facilities and services | 2.49 |
| 2 | Purpose for which student activity fees are used | 3.17 |
| 3 | Residence hall rules and regulations | 3.26 |
| 4 | Student voices in college policies | 3.30 |
| 5 | Availability of courses at times you can take them | 3.32* |
| 6 | Student health insurances | 3.40 |
| 7 | Student government | 3.48 |
| 8 | Campus media (student newspaper, radio) | 3.52 |
| 9 | Honors program | 3.54*** |
| 10 | Academic probation and suspension | 3.55 |

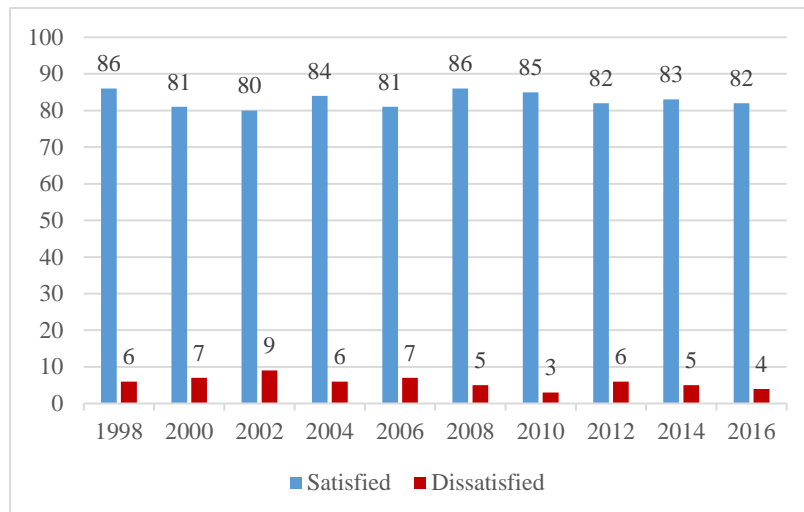
*2016 UW average significantly above the national average to 05.

***Significantly below the national average.001.

III. Teaching and Advising

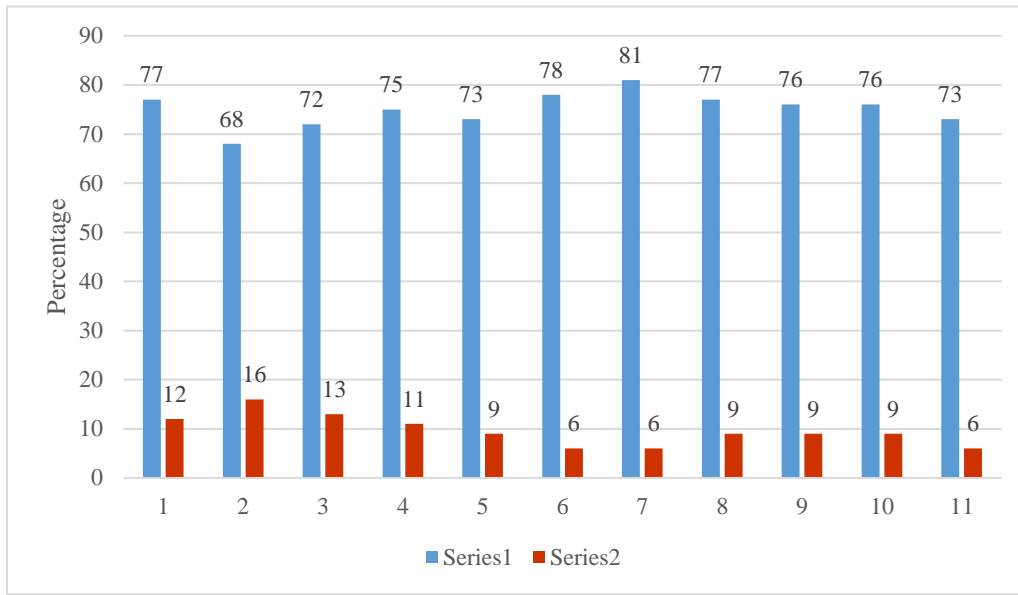
American universities comprise myriad activities from funded research to athletics to health services. But whatever else occurs on a campus, a university’s primary reason to be is to **foster intellectual growth**. And it is here that teaching and advising are essential to UW’s success. In this regard, as can be seen in Graph 4, UW students are **very positive (82%)** with only **four percent** indicating dissatisfaction.

Graph 4
I am able to experience intellectual growth here



In a related question, Noel-Levitz asked students whether they perceived that **UW had commitment to “academic excellence.”** Here again, **a large majority answered in the affirmative** (Graph 5).

Graph 5
There is a commitment to academic excellence on this campus



One of the strengths of the Noel-Levitz survey is that for each of the items pertaining to student satisfaction, the survey asked **how important** the item was to the student. Table 7 lists the ten Noel-Levitz questions with the highest averages—those ranked most important to UW students. **Six pertain to instruction, two to advising and one each to campus safety and cost of tuition.**

In terms of the instructional items, on only one, ability to register in a class, do fewer than three-quarters of the students express satisfaction. One in five students indicated they were dissatisfied with their ability to register for a particular class. Note that this is the only item in the ten most important to students where UW’s average is significantly below the national average.

Table 7
Ten items ranked most important to UW students
and their level of satisfaction (2016) (7 most important 1 least
important)*

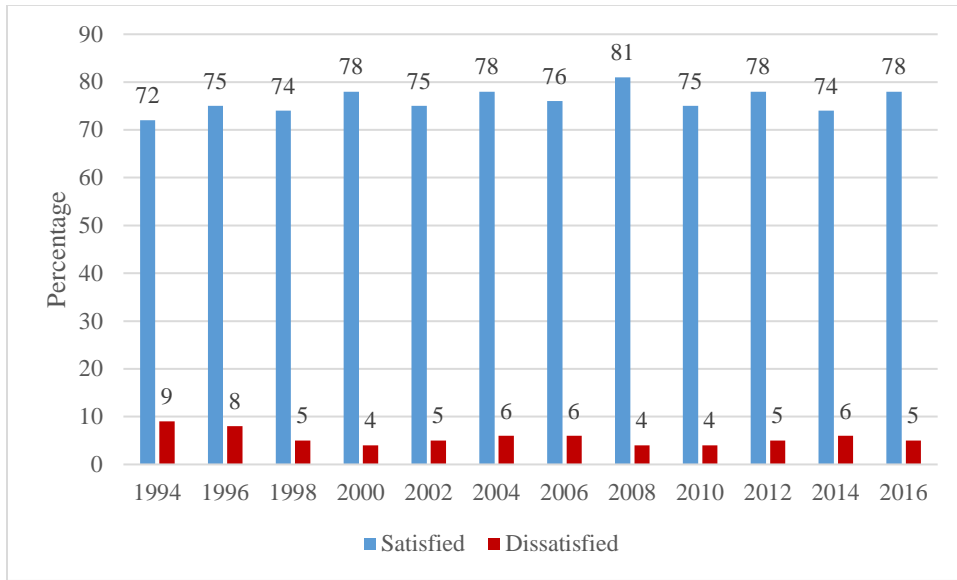
| Area | Mean importance | Ten items most important to UW students | Percent satisfied | Percent dissatisfied | Comparison to other public universities |
|-------------|-----------------|--|-------------------|----------------------|---|
| Instruction | 6.54 | The content of the courses within my major is valuable | 79 | 9 | No significant difference |
| Instruction | 6.48 | The instruction in my major field is excellent. | 78 | 9 | No significant difference |
| Advising | 6.37 | My academic advisor is knowledgeable about requirements in my major. | 75 | 13 | No significant difference |
| Instruction | 6.3 | Nearly all of the faculty are knowledgeable in their field. | 80 | 6 | No significant difference |
| Safety | 6.29 | The campus is safe and secure for all students. | 81 | 6 | No significant difference |
| Advising | 6.29 | My academic advisor is approachable. | 74 | 14 | No significant difference |
| Instruction | 6.28 | The quality of instruction I receive in most of my classes is excellent. | 76 | 9 | No significant difference |
| Instruction | 6.28 | I am able to register for classes I need with few conflicts. | 65 | 21 | UW significantly less positive than national sample |
| Tuition | 6.25 | Tuition paid is a worthwhile investment. | 73 | 12 | UW significantly more positive than national sample. |
| Instruction | 6.22 | I am able to experience intellectual growth here. | 82 | 4 | No significant difference |

**Significantly more positive than national sample-.01.

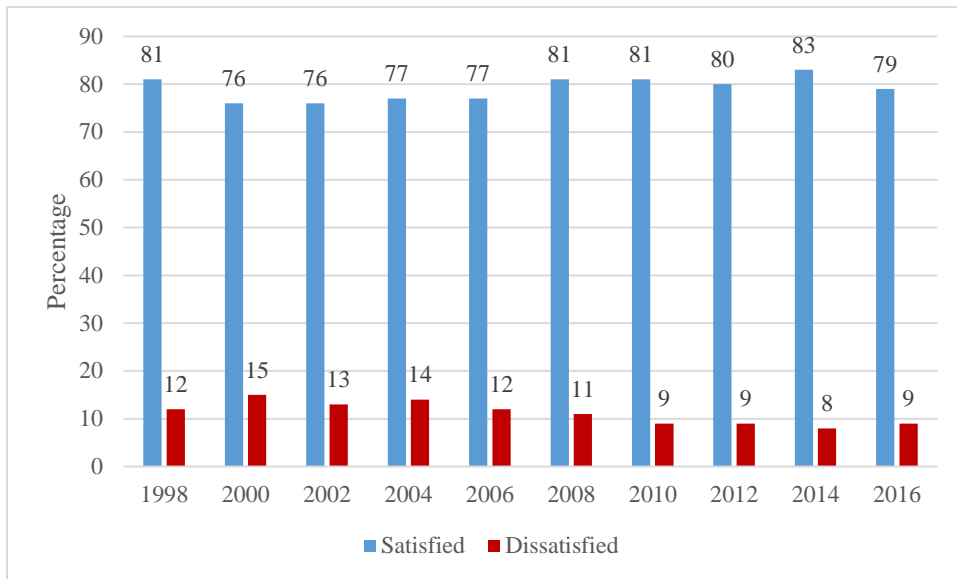
****2016 UW average significantly less positive than national sample-.01.**

Let us examine the results over time for the survey items related directly to teaching. Graph 6 presents data from a question which asked students to evaluate the quality of instruction they received at UW. This graph is from the ACT survey and Graphs 7 and 8 are from Noel-Levitz. **All three of these graphs demonstrate that the overwhelming percentage of UW students were satisfied with the quality of teaching they have received during the past two decades.** Throughout this period 70 to 80 percent expressed satisfaction, and, for the three most recent surveys, **never did the percentage of dissatisfaction rise above nine percent.**

Graph 6
Instruction in your major field

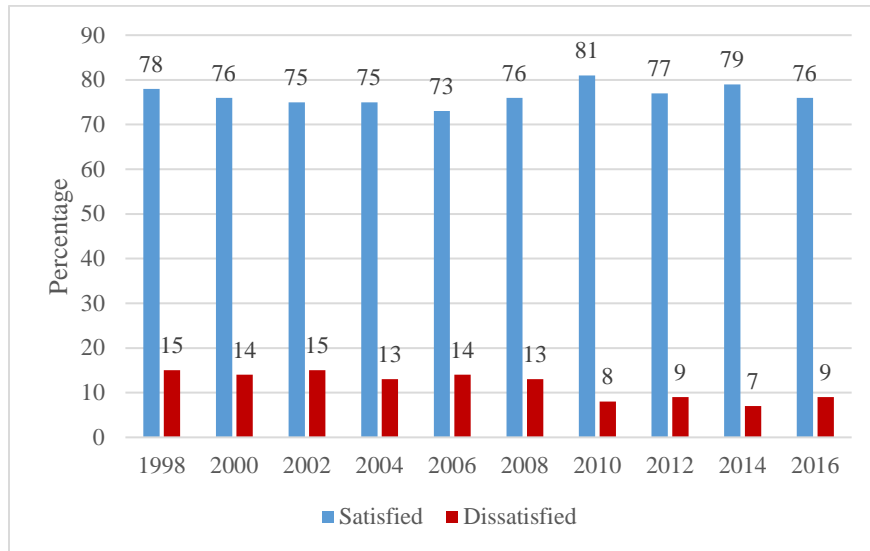


Graph 7
The instruction I received in my major field is excellent



Graph 8

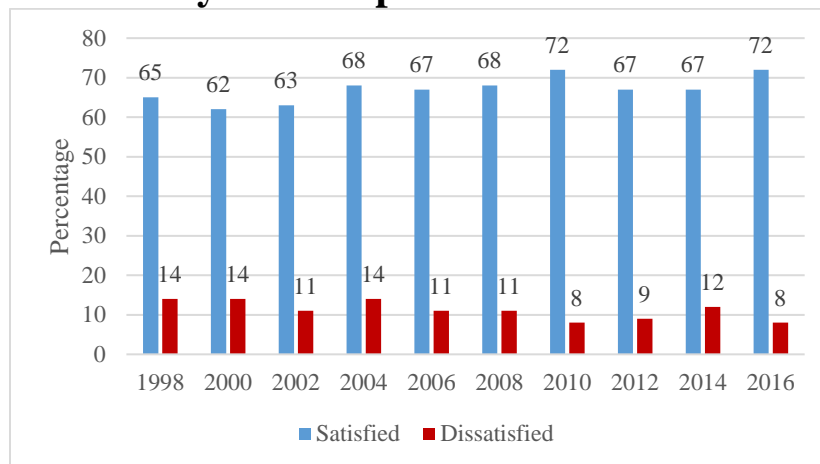
The quality of instruction I receive in most of my classes is excellent



As with every state university, adjunct faculty (non-tenure track faculty) and graduate assistants are responsible for a significant amount of teaching. For instance, in academic year 2014-2015, adjunct faculty taught 33 percent of all classes at UW and graduate assistants seven percent. Satisfaction with adjunct faculty was a bit lower than the overall average, although it is questionable whether students can regularly discern which teachers are tenured/tenure track and those who are adjunct. **It should be noted, however, that for adjuncts, UW's satisfaction level was statistically below the national average. (Graphs 9).** On the other hand, graduate assistants are more identifiable and satisfaction with GAs is slightly less than it is for adjunct faculty.

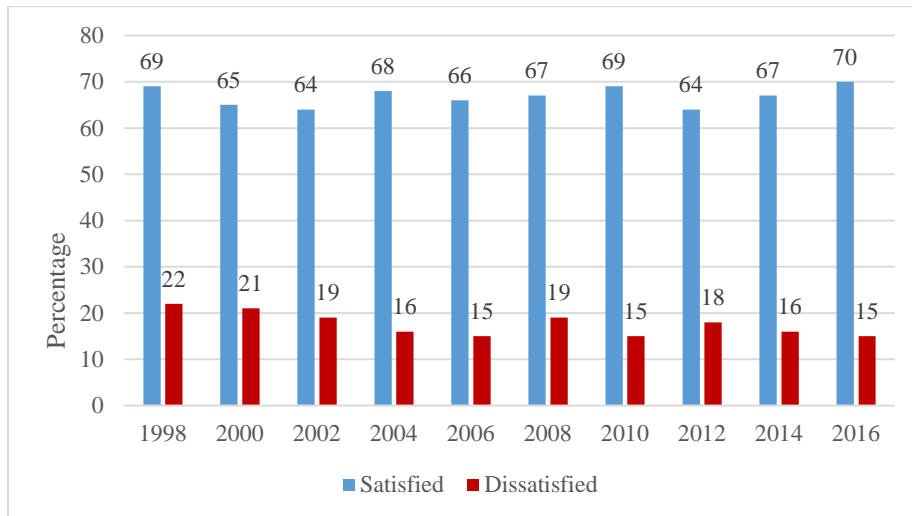
Graph 9

Adjunct faculty are competent as classroom teachers*



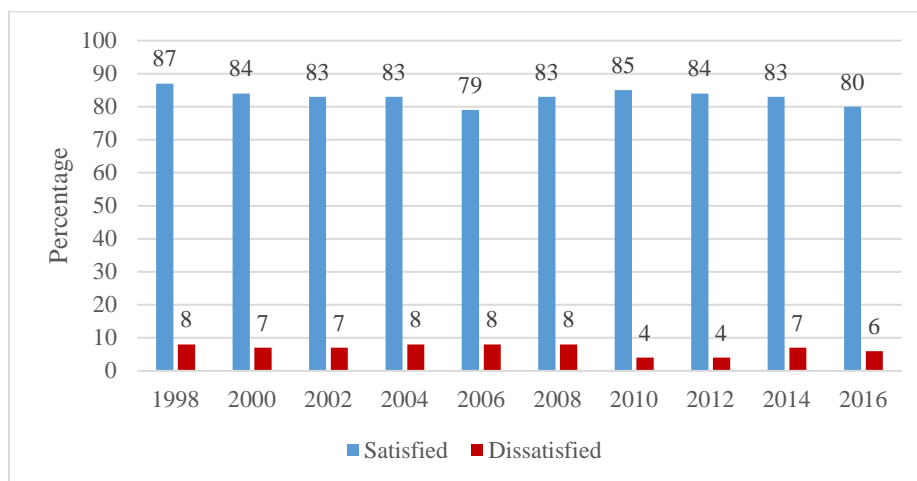
*2016 UW average significantly less positive than national sample-.05.

Graph 10
Graduate assistants are competent as classroom teachers



A number of other survey questions pertained to the quality of teaching. Although one might question whether students could accurately assess whether faculty are knowledgeable in their fields of study, it is obviously far better for the students to evaluate their teachers positively in this regard. Graph 11 provides UW student assessment of faculty competence. **As can be seen in 2016, 80 percent of the sample rated faculty knowledgeable in their field while only 6 percent rated them negatively.**

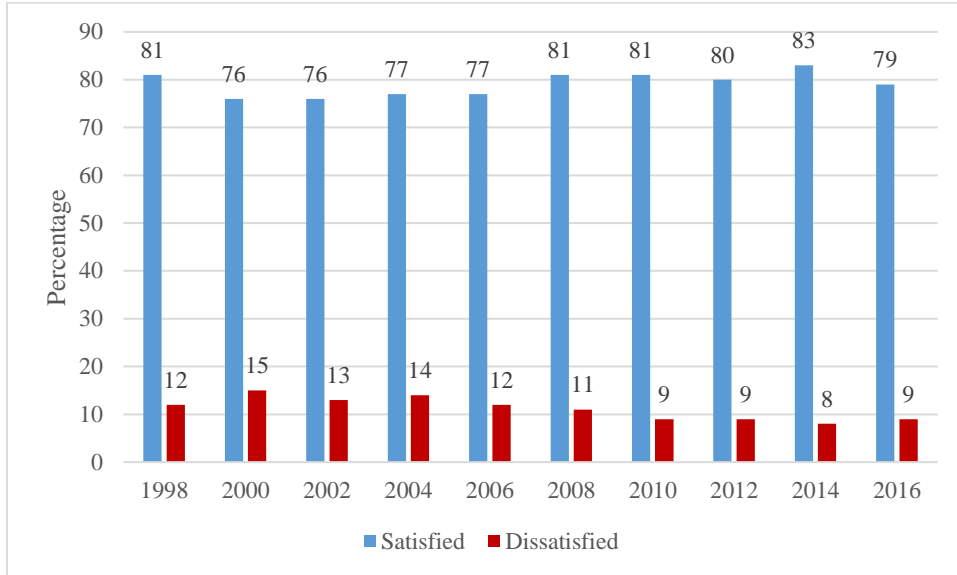
Graph 11
Nearly all of the faculty are knowledgeable in their field



Similar to faculty knowledge, the value of a course is not always discernable to students, at least contemporaneously. But far better for students to provide a positive assessment. **Here**

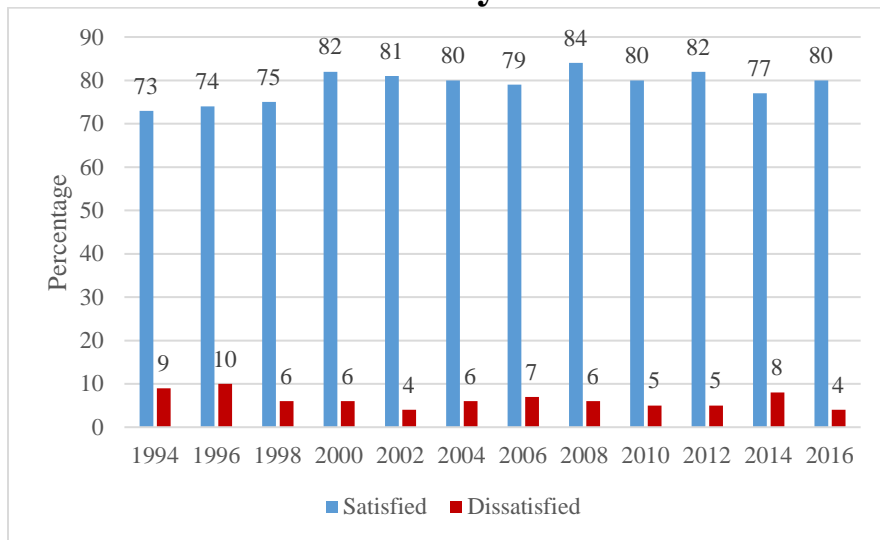
again, nearly eight of ten students provided positive ratings and in the past four surveys fewer than ten percent were negative (Graph 12).

Graph 12
The content of the courses within my major is valuable



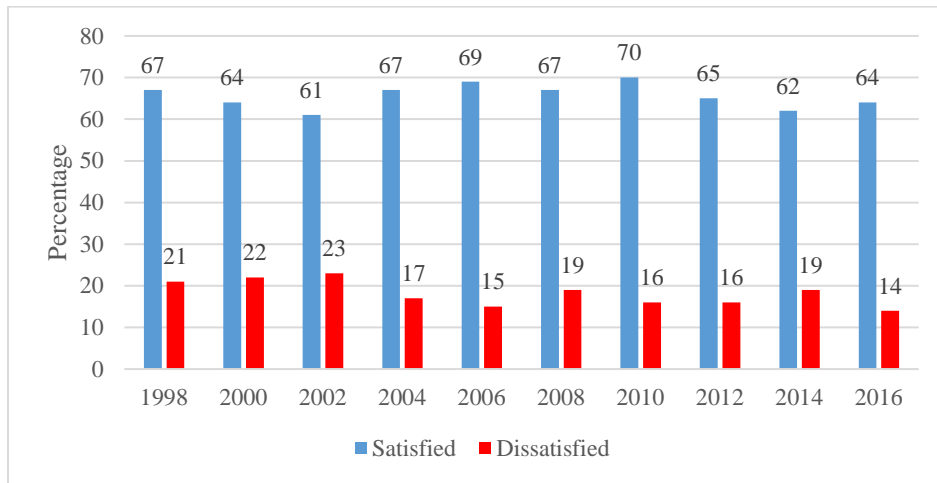
Another quality important to the assessment of teaching is student perception of faculty attitudes toward them. The data in Graph 13 are similar to those in the preceding graphs—on average, since 1994, **eight of ten students expressed satisfaction** and only once did dissatisfaction rise to ten percent. **It should be noted that in 2016, only four percent expressed dissatisfaction.**

Graph 13
Attitude of the faculty toward students

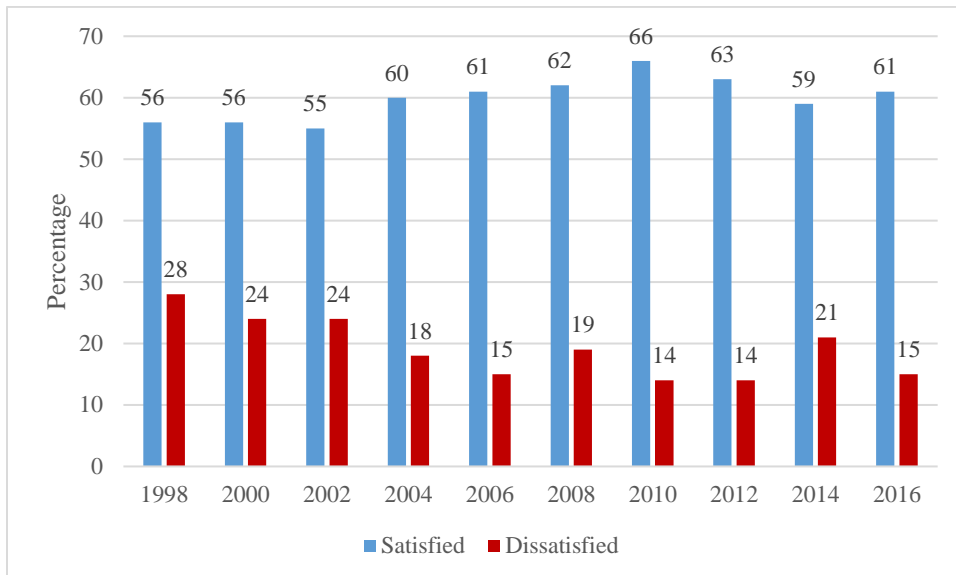


The Noel-Levitz survey asked two additional questions pertaining to faculty teaching. The first of these asked students whether faculty provide timely feedback about student progress while another asked whether faculty took into account student differences. For both questions, satisfaction was, comparatively, lower in the 60 percent range (Graphs 14 and 15).

Graph 14
Faculty provide timely feedback about student progress in a course

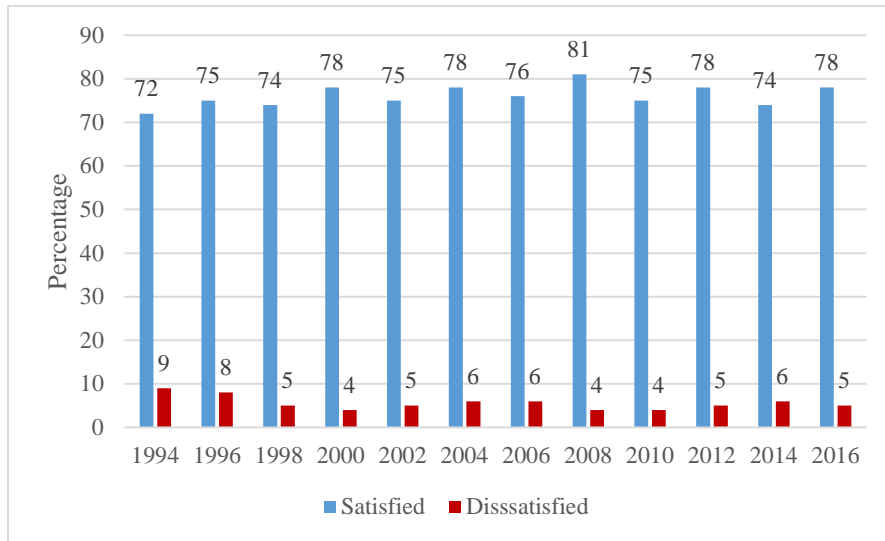


Graph 15
Faculty take into consideration student differences as they teach a course

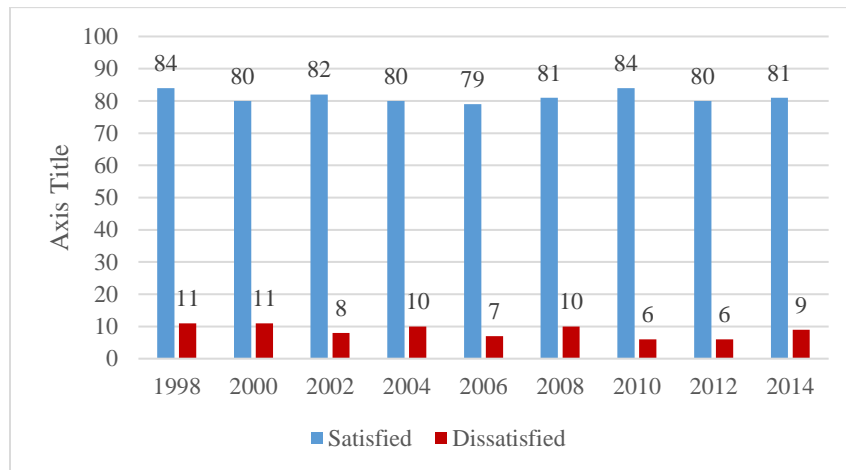


Tenured/tenure track faculty not only teach but also have research and service components in their job descriptions. These responsibilities are often little understood by students (and their parents), and, on occasion, render them unavailable to students. Graphs 16 and 17 provide data on how well faculty are perceived to meet their obligations to be available to students. **Judging by the student responses, overwhelmingly students (eight of ten) were satisfied--dissatisfaction in recent years has not risen above nine percent.**

Graph 16
Out-of-class availability of your instructors

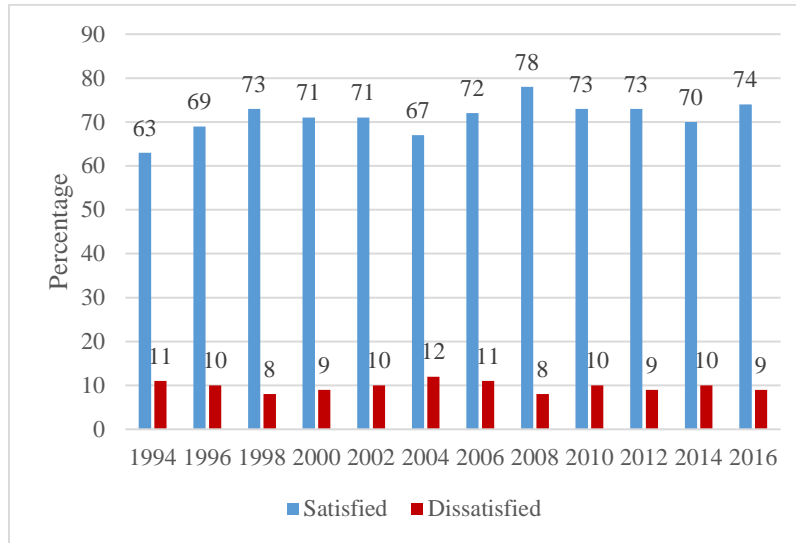


Graph 17
Faculty are usually available after class and during office hours



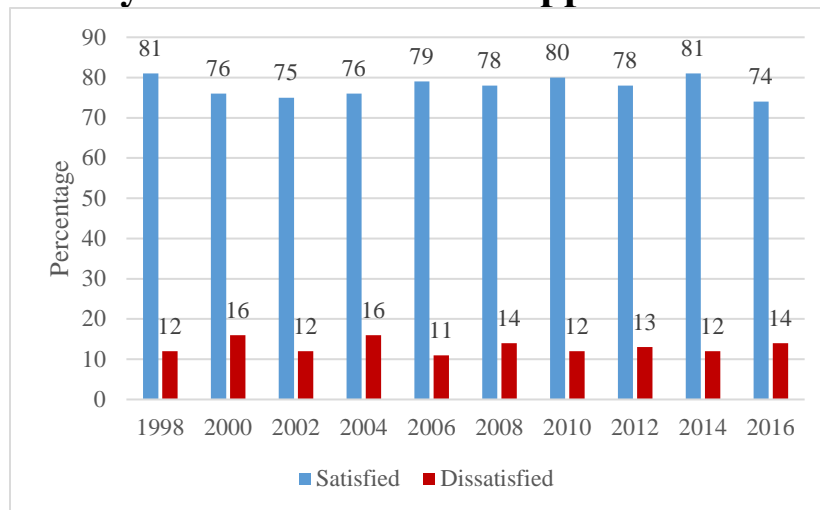
Data in Table 7 demonstrate that students considered academic advising to be of great importance. Therefore, when judging overall student satisfaction, student assessment of advising is a key component. Graph 18 contains ACT survey results derived from an item questioning students about the availability of their advisor. **The 2016 results vary little from the previous ten surveys—seven in ten students were satisfied while one in ten was dissatisfied.**

Graph 18
Availability of your advisor

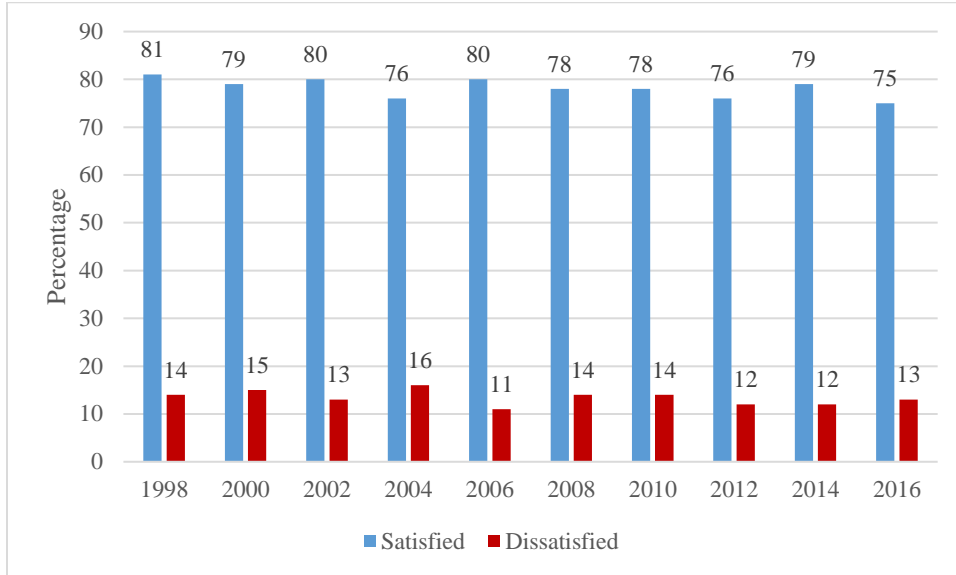


Advisor approachability is another important component of advising. Graph 19 indicates that in 2016, **74 percent were satisfied with their advisor in this regard although 14 percent were not. Note that this is a seven percent decrease in satisfaction from 2014.** Students were also questioned about how knowledgeable their advisors were concerning requirements. Here the results are very similar to those in Graph 19.

Graph 19
My academic advisor is approachable

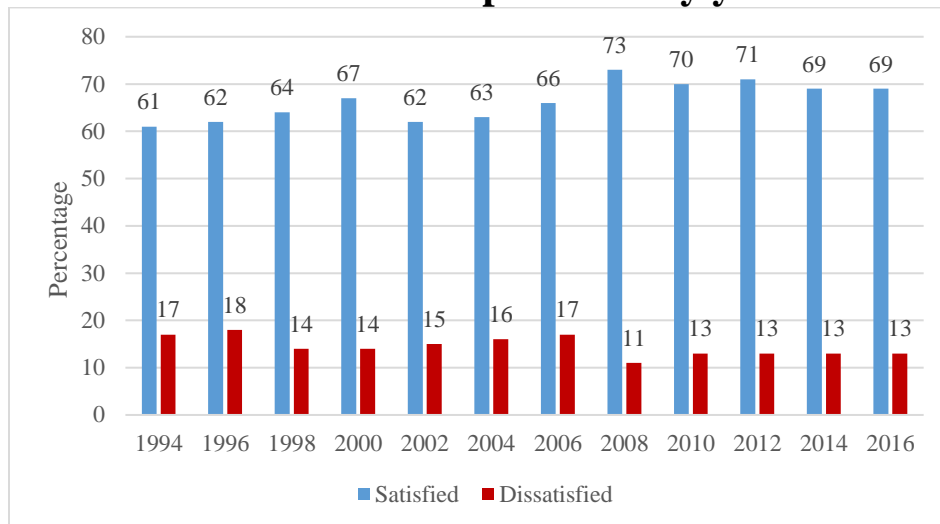


Graph 20
My academic advisor is knowledgeable about requirements in my major



An ACT item asked students about the value of the information they received from their advisor. Results here have varied somewhat since 1994 when satisfaction was at its lowest point—61 percent. **Satisfaction rose to 73 percent in 2008 but in the last two surveys (2014 and 2016) satisfaction was 69 percent and dissatisfaction 13 percent.**

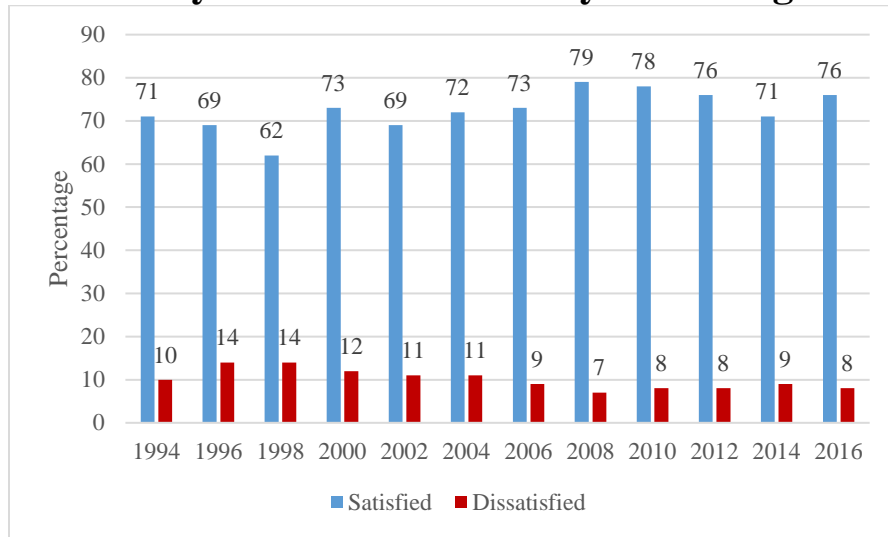
Graph 21
Value of the information provided by your advisor



As state funding for public higher education has decreased in the United States, a common student complaint is that it has become very difficult to enroll in the classes needed for timely graduation. One question in the ACT survey is relevant to this problem. Do students perceive that UW offers a sufficient variety of courses? **Graph 22 shows that 76 percent of UW students expressed satisfaction with only eight percent dissatisfied. Here the UW results were significantly more positive than the national average.** A more important question is whether or not students can enroll in a class needed for graduation. **Graph 23 reveals a level of dissatisfaction among the highest in the surveys— one quarter of the students expressed dissatisfaction.** Still, UW's average was above the national figure.

Graph 22

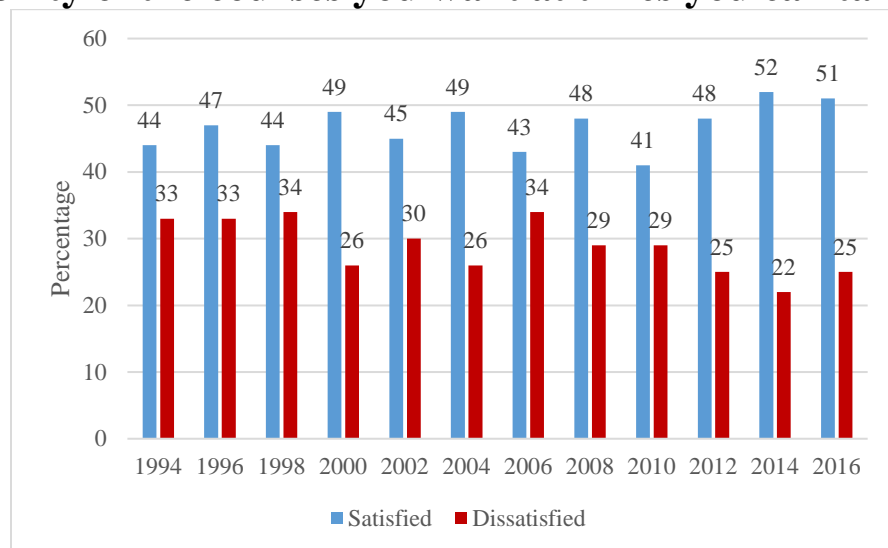
Variety of courses offered by this college*



*In 2016 UW's average was significantly more positive than national sample-.05.

Graph 23

Availability of the courses you want at times you can take them*



**2016 UW's average is significantly more positive than national sample-.05.

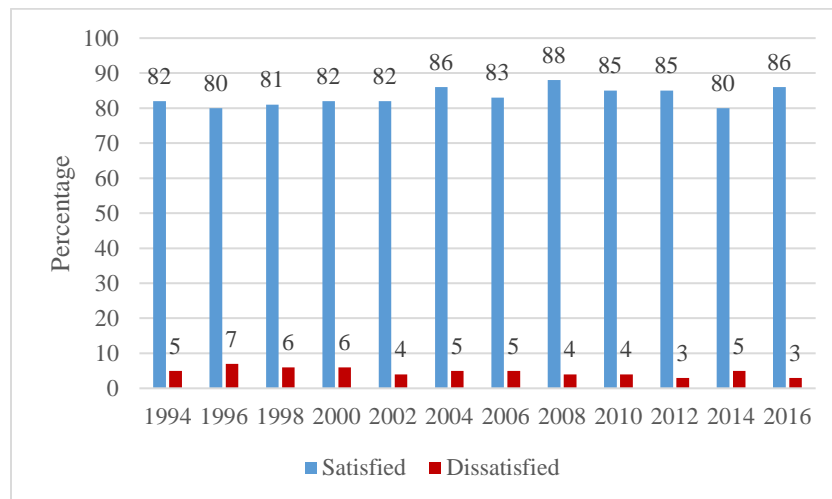
Given this fairly significant level of dissatisfaction with course availability, where might the bottlenecks occur? In other words, when registering, where did students experience the greatest difficulty? Table 8 presents pertinent results. Perhaps surprisingly, difficulty did not vary substantially by the type of course. Most difficulty was encountered when registering for University Studies courses, but this was only two percentage points higher than registering for major academic courses. **In all, the inability to register for major requirements may create the most frustration but, still, only one in five students indicated they had difficulty doing so.**

Table 8
Ease or difficulty registering for courses

| | Easy | Neither easy or difficult | Difficult |
|--|------|---------------------------|-----------|
| Courses that meet the requirement of my intended major | 51% | 30 | 19 |
| Courses that meet University Studies requirements. | 53 | 34 | 13 |
| Courses that meet my academic college requirements. | 50 | 37 | 13 |
| Elective courses that were of interest to me. | 44 | 38 | 19 |

A final teaching related item asked students about satisfaction with class size. **Overwhelmingly, students were satisfied—86 percent (Graph 24).**

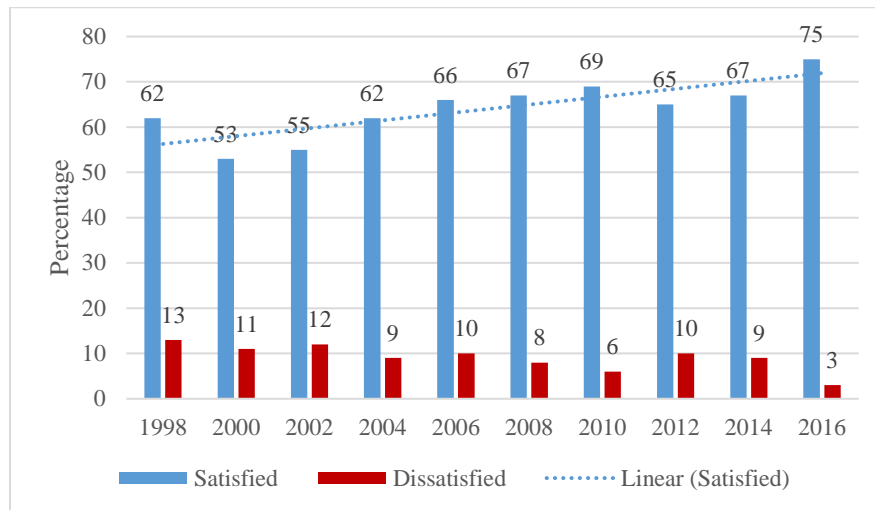
Graph 24
Class size relative to the type of course



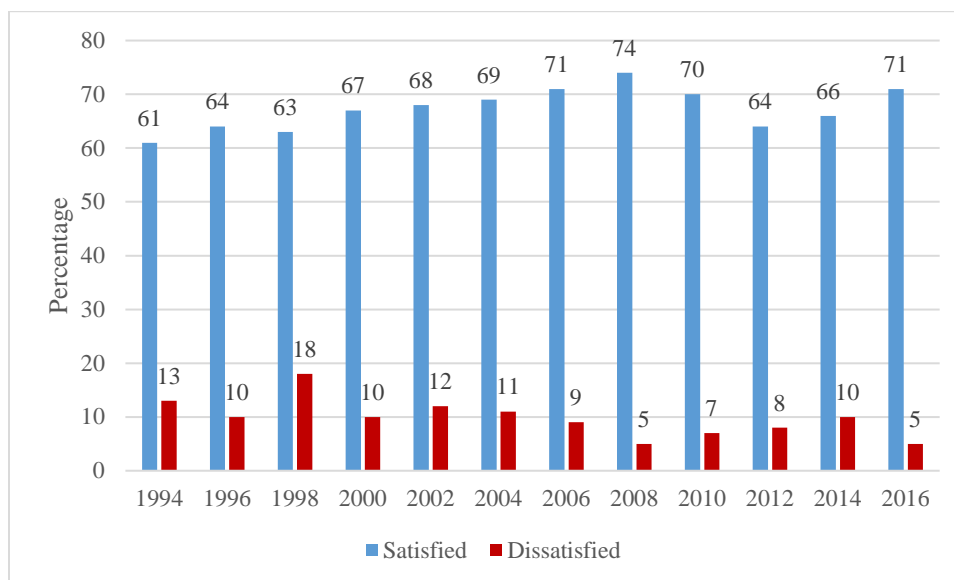
IV. Teaching Support

UW offers students a number of units which are designed to provide academic assistance. As can be seen in Graph 25, **satisfaction with the availability of these services has grown and in 2016 stands at 75 percent. In 2016, 71 percent indicated overall satisfaction with tutoring services while only five percent expressed dissatisfaction.**

Graph 25
Tutoring services are readily available



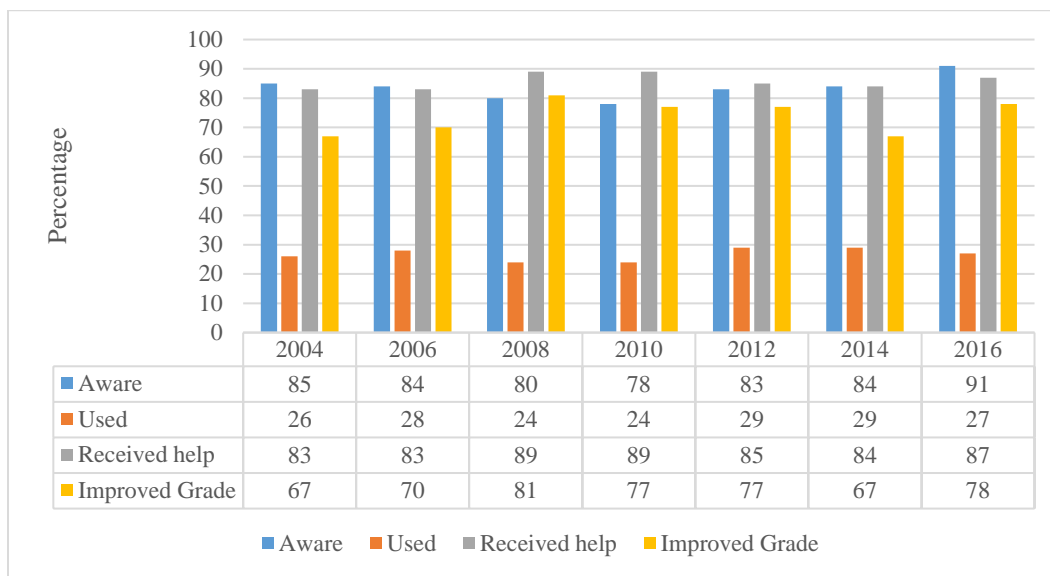
Graph 26
College sponsored tutorial services



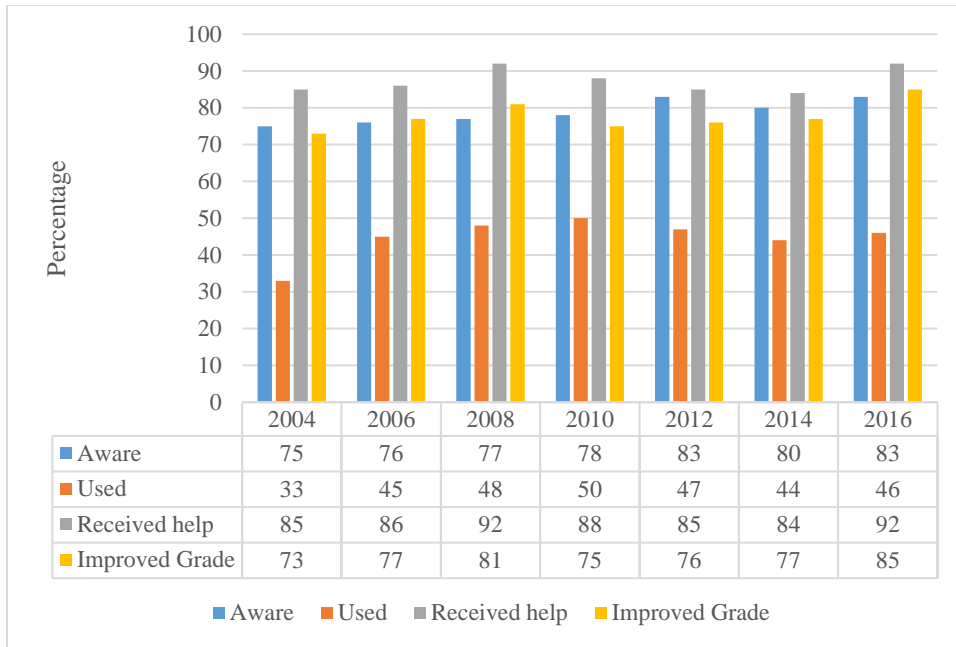
UW offers five tutoring centers for students who want extra assistance with mathematics (Math Lab), writing (Writing Center), public speaking (Oral Communication Lab), or general coursework (Washakie Student Learning Center—WSLC) and STEP which, like the Washakie Center, provides tutoring on the large lower division courses such as biology and chemistry.

Graphs 27 to 31 show the extent of student awareness for each of these units and the percentage of the aware students who used these services. **Nine out of ten** students indicated awareness of the Writing Center and **eight of ten** the Math Lab; **half** were aware of the Oral Communication Lab, **two-thirds** were aware of the Washakie help center and **three-quarters** the STEP Success Center. Use of the centers varied considerably from a high of 45 percent for the Math Lab to 22 percent for the Washakie and STEP centers. **With few exceptions, eight out of ten students indicated they received the help requested from the centers and nearly as many indicated the tutoring they received improved their grades.**

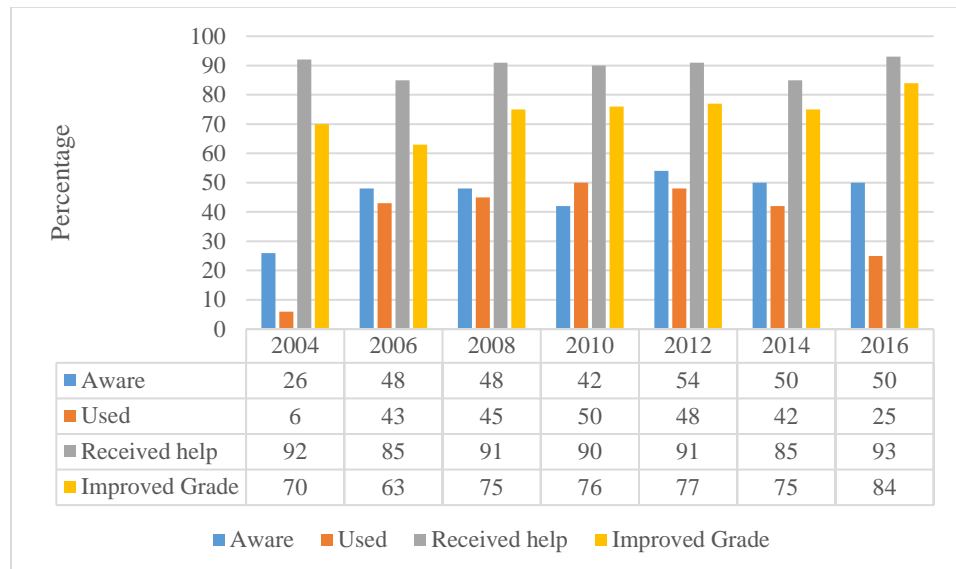
Graph 27
UW Writing Center



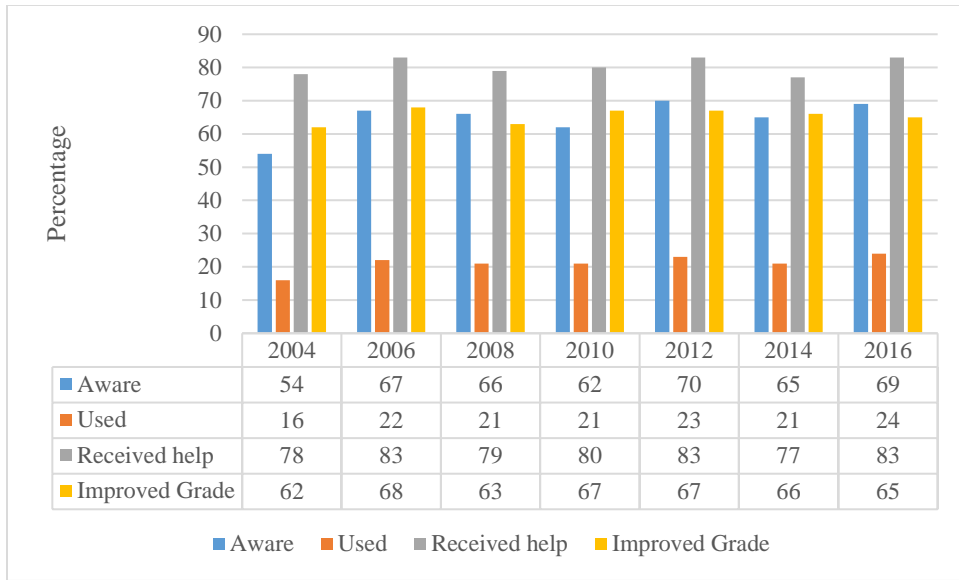
Graph 28 UW Mathematics Laboratory



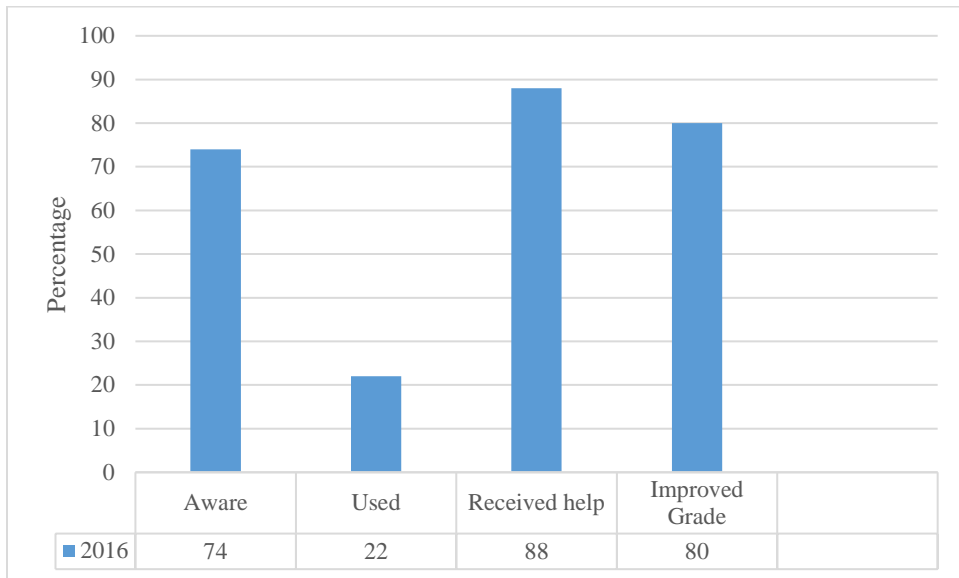
Graph 29 UW Oral Communication Laboratory



Graph 30
Washakie Student Learning Center



Graph 31
STEP Success Center (2016)



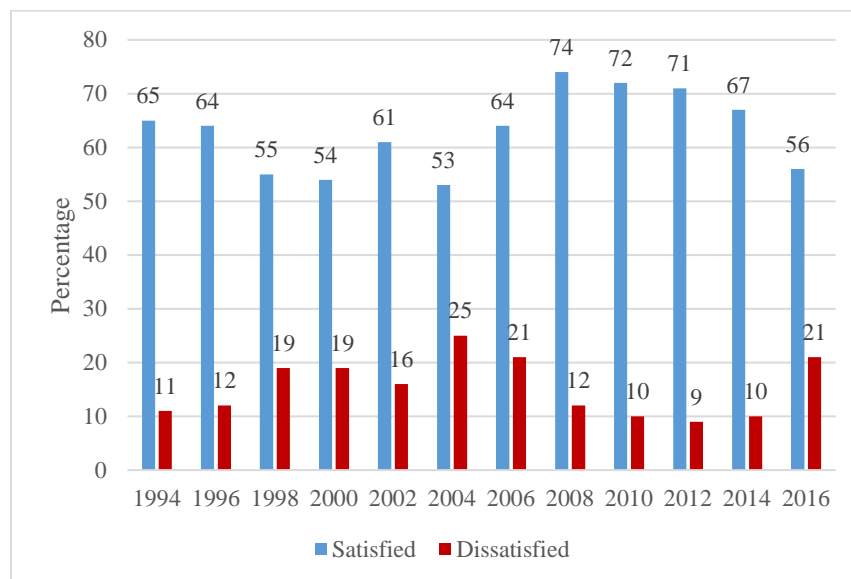
The University of Wyoming Survey asked those students who indicated that they did not use University tutoring services, why they did not. **As can be seen in Table 9, most simply felt they did not need the help. Lack of time to make a tutoring connection or the availability of tutoring elsewhere comprised the bulk of other reasons.**

Table 9
Why students do not use tutoring services

| | |
|---|------|
| Don't need | 62 % |
| Lack of time to find/difficult to make time for appointments | 15 |
| Get sufficient help from teacher or GA | 6 |
| Get tutoring elsewhere | 4 |
| Not applicable for my degree— Engineering/Science/Upper division/Graduate | 4 |
| Used but did not find useful | 3 |
| Off-campus/not available | 2 |
| Too much effort to find/Sign up too complicated | 2 |
| Not aware of its existence | 2 |

The University Honors Program has grown considerably over the past two decades and now over 800 students participate in this Program. **Satisfaction with the Honors Program has been decreasing since 2008 and is now 18 percentage points lower than the 2008 percentage (Graph 32).**

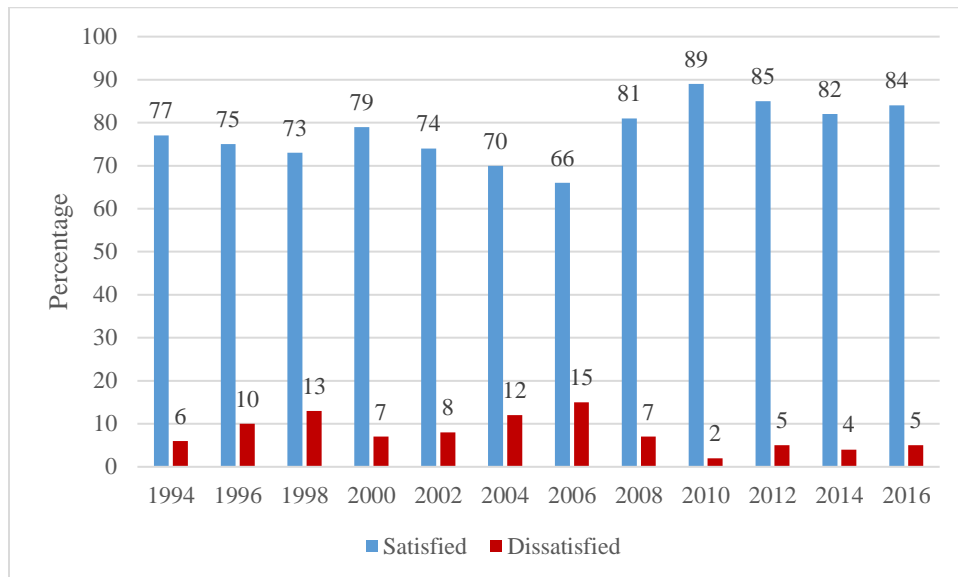
Graph 32
UW Honors Program



V. Teaching facilities

The University of Wyoming has benefited from major legislative appropriations designed to enhance UW's facilities. And as one can see in the next several graphs, **student satisfaction in this area is significantly higher than the national average. More than eight of ten UW students were satisfied with classroom facilities**—only 5 percent expressed dissatisfaction (Graph 33).

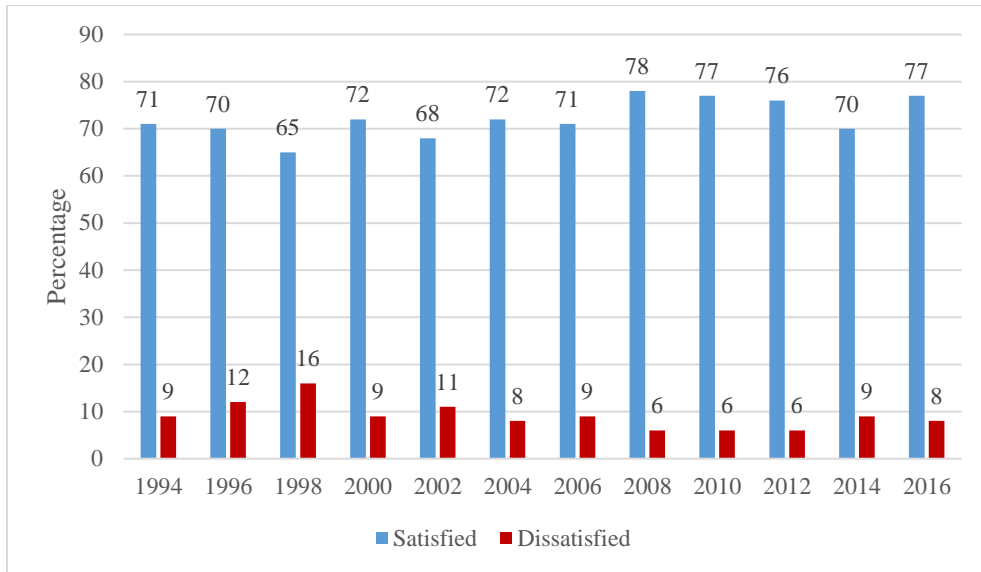
Graph 33
Classroom facilities*



*2016 significantly more positive than national sample-.01.

Satisfaction with **laboratory facilities is only slightly less than satisfaction with classroom facilities** and in 2016 satisfaction was near an all-time high—significantly above the national average (Graph 34).

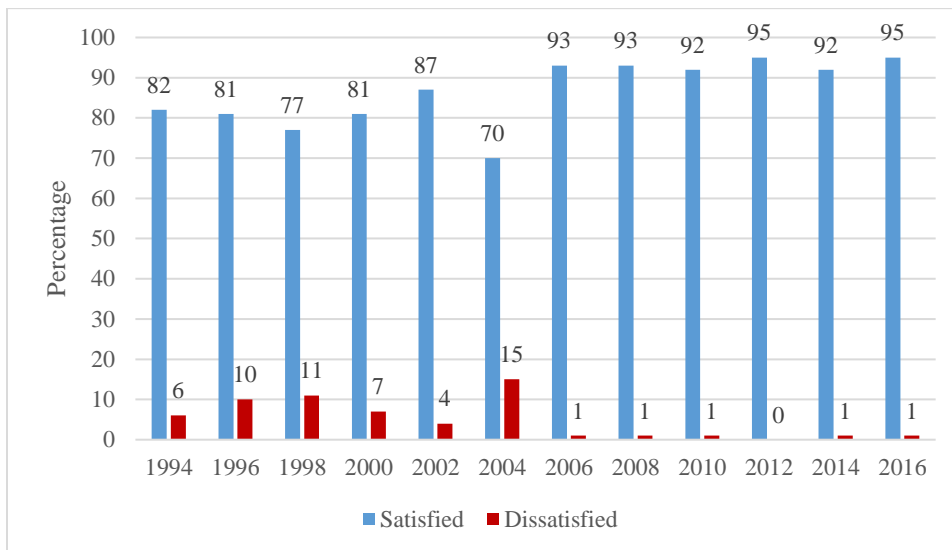
**Graph 34
Laboratory facilities***



*2016 significantly more positive than national sample-.01.

The Library is among the most positively evaluated units in our surveys. Since the construction of the library addition, over nine out of ten students have expressed satisfaction and only one in one hundred students indicate dissatisfaction—an approval rating again significantly above the national average (Graph 35).

**Graph 35
Library facilities and services***

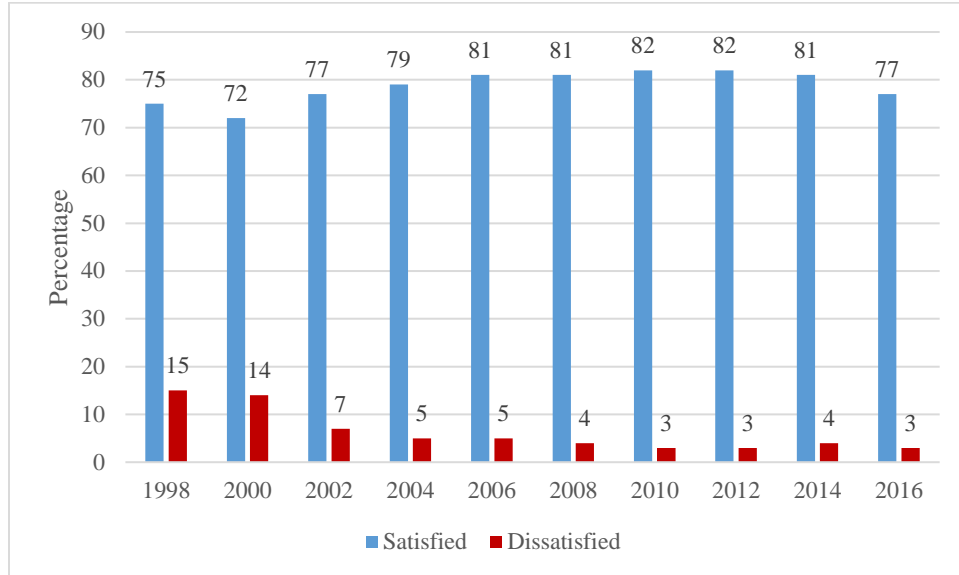


*2016 significantly more positive than national sample-.01.

Graphs 36 and 37 are from Noel-Levitz data and while not indicating as high a level of satisfaction as the ACT survey (Graph 35), they both indicate a positive evaluation of the library, its staff and its offerings. However, while the staff are viewed quite positively, this evaluation is below the national average.

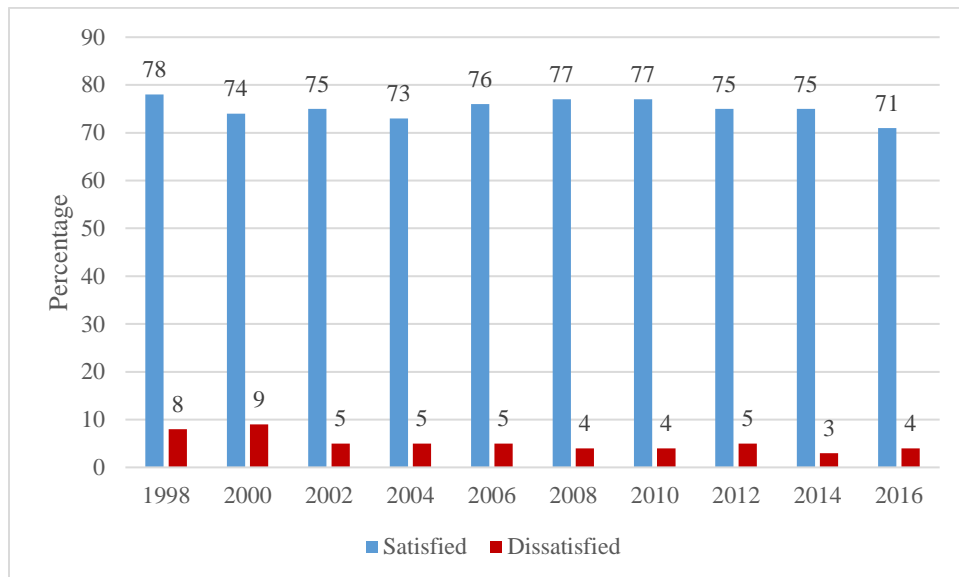
Graph 36

Library resources and services are adequate



Graph 37

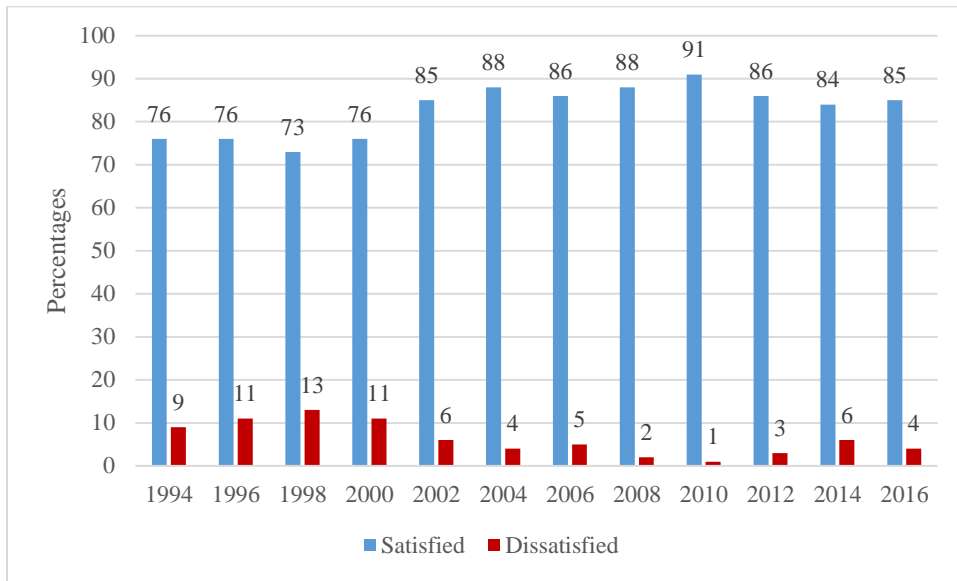
Library staff are helpful and approachable*



**Significantly below national average .01.

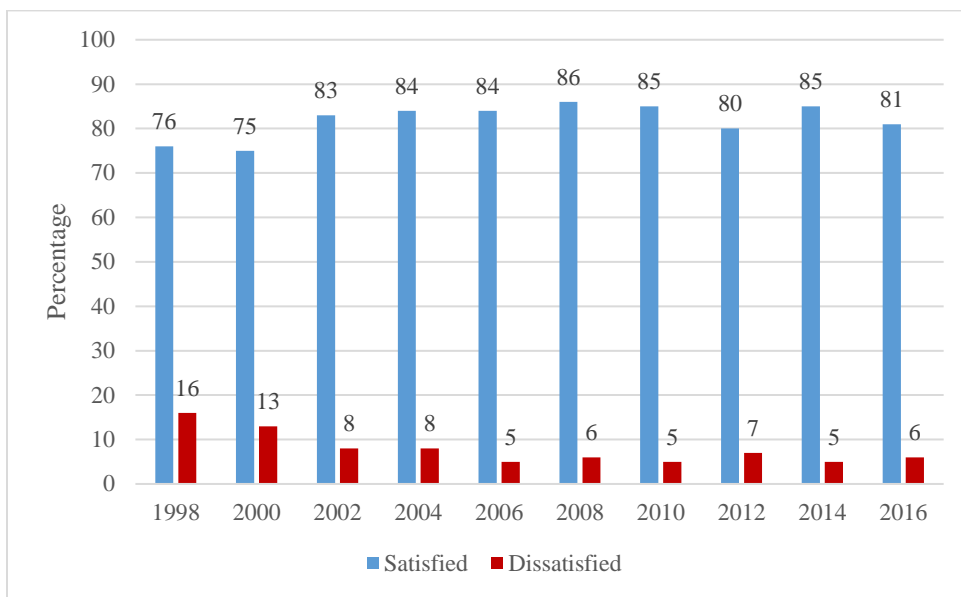
Like the library, UW's computer services are among the most positively evaluated aspects of UW. Graphs 38 and 39 both show that over eight out of ten students were satisfied. Both graphs show a satisfaction level significantly higher than the national average.

**Graph 38
Computer Services***



**2016 significantly more positive than national sample-.01.

**Graph 39
Computer labs are adequate and accessible***

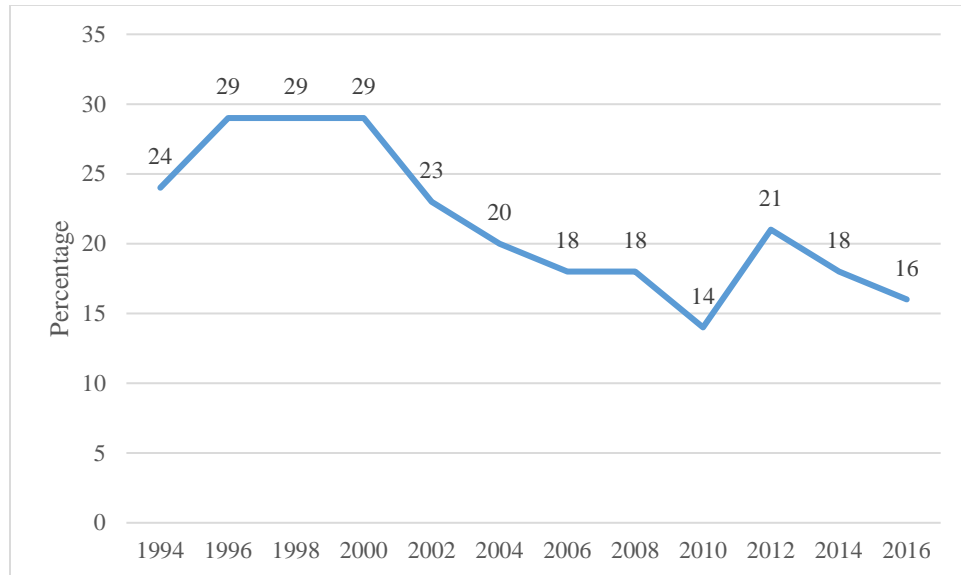


*2016 significantly more positive than national average to .01

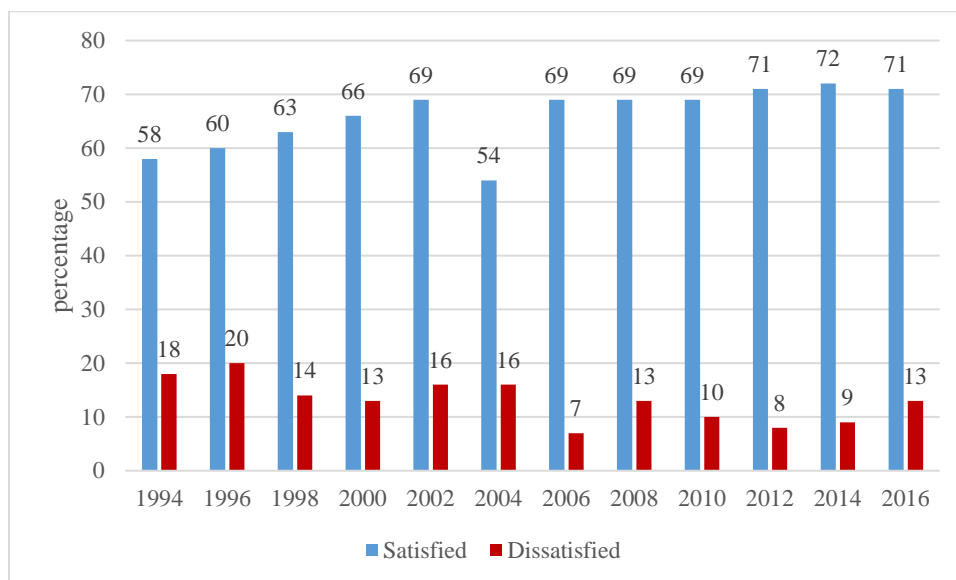
VI. Career Planning and Placement

Sixteen percent of 2016 respondents indicated they had used career planning services—somewhat less than the national average for students in other public universities—23 percent nationally (Graph 40). At UW 71 percent of the students rated these services positively (Graph 41).

Graph 40
Percent of students using career planning services

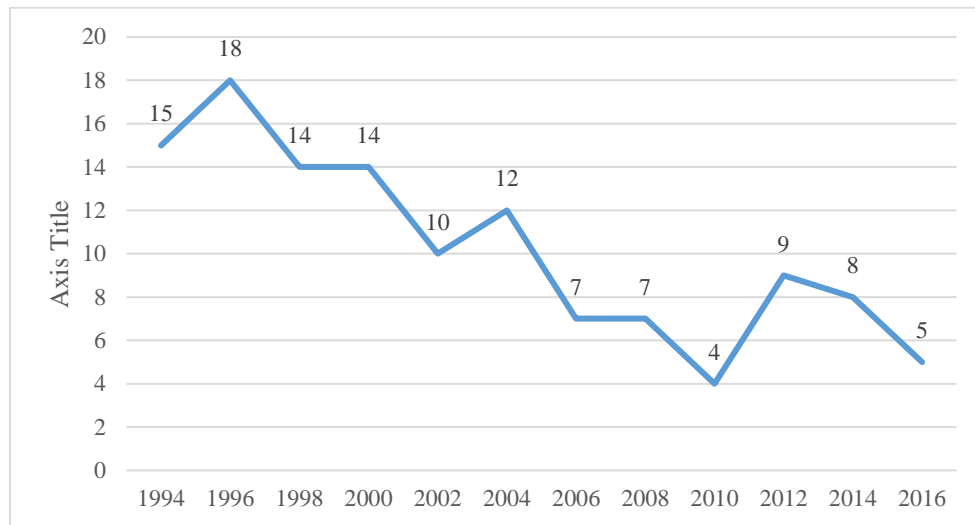


Graph 41
Career planning services

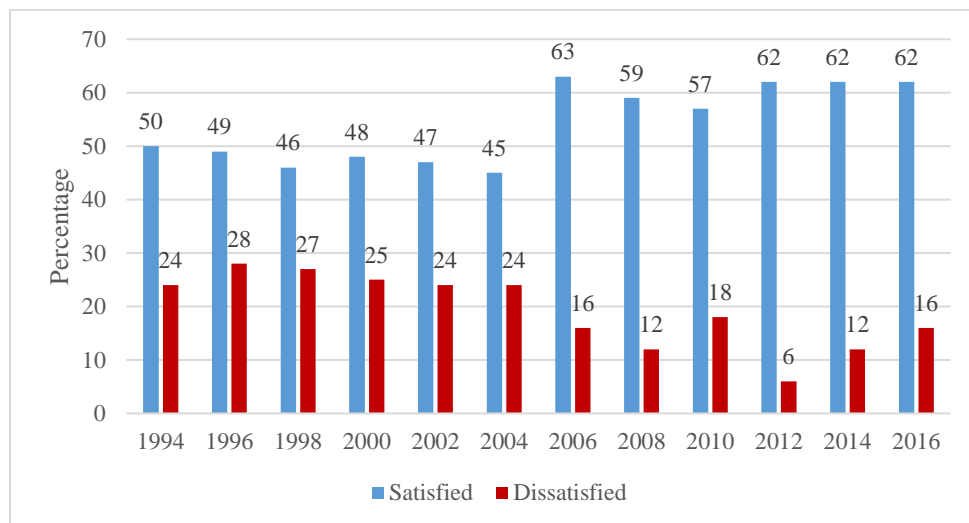


Use of job placement services has declined considerably since the 1990s (Graph 42). The national average is 11 percent. UW's satisfaction has remained stable at 62 percent over the past three surveys (Graph 43).

Graph 42
Job placement percent using service

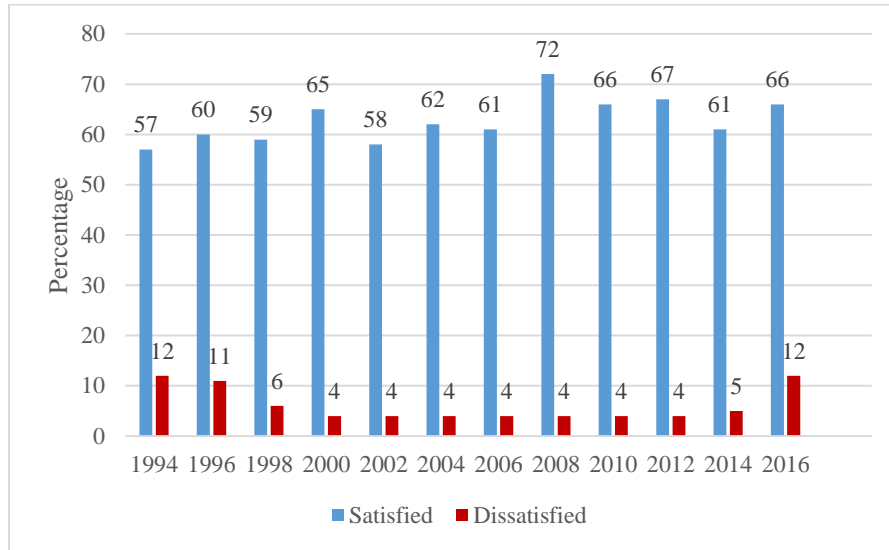


Graph 43
Satisfaction with job placement services



When asked about preparation for future occupations, **66 percent of respondents expressed satisfaction with the preparation they were receiving, a slight increase from 2014 (Graph 44).**

Graph 44
Preparation you are receiving for your future occupation



The University of Wyoming Student Opinion Survey asked students where they would prefer to get a job upon graduation. Table 10 divides the responses to this question into three categories: Wyoming residents, out-of-state students and international students. Overwhelmingly, as one might expect, Wyoming students preferred to remain in Wyoming. Out-of-state students, reflecting the large number of Colorado students, preferred Colorado while international students would prefer another country, undoubtedly the one from which they came. **Interestingly, 61 percent of Wyoming students and 63 percent of out-of-state students would either prefer or consider a job in another country (Table 10).**

Table 10
Upon graduation where you prefer to get a job:
Wyoming residents2

| | Wyoming | Colorado | Other nearby state | Other location in U.S. | In another country |
|------------------------------------|---------|----------|--------------------|------------------------|--------------------|
| Strongly Prefer or Somewhat Prefer | 61 | 45 | 34 | 45 | 23 |
| Would Consider | 29 | 43 | 54 | 39 | 38 |
| Would not Consider | 10 | 13 | 12 | 15 | 38 |

Out-of-state students

| | Wyoming | Colorado | Other nearby state | Other location in U.S. | In another country |
|---------------------------|---------|----------|--------------------|------------------------|--------------------|
| Strongly Prefer or Prefer | 31 | 57 | 30 | 54 | 24 |
| Would Consider | 46 | 32 | 50 | 36 | 39 |
| Would not Consider | 23 | 10 | 21 | 9 | 38 |

International students

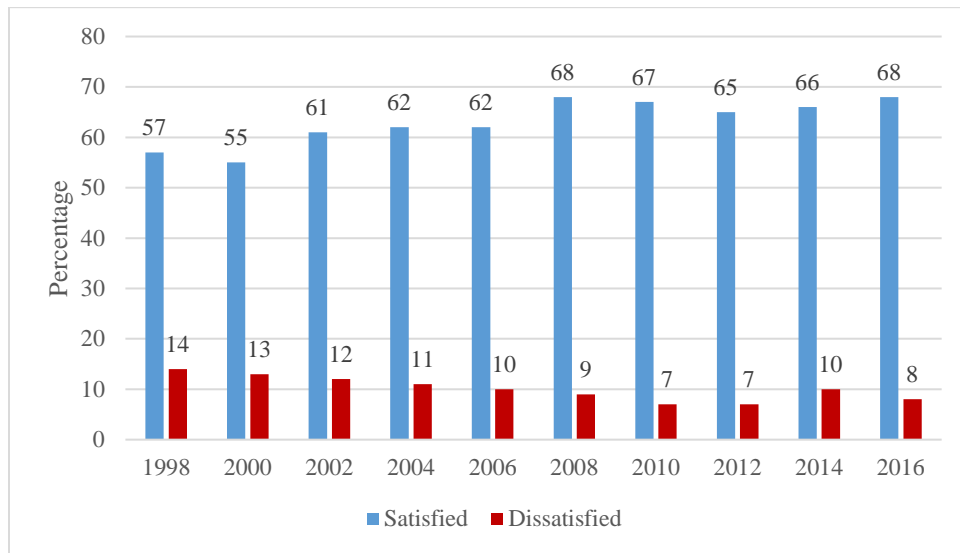
| | Wyoming | Colorado | Other nearby state | Other location in U.S. | In another country |
|---------------------------|---------|----------|--------------------|------------------------|--------------------|
| Strongly Prefer or Prefer | 29 | 48 | 25 | 63 | 65 |
| Would Consider | 41 | 36 | 46 | 32 | 23 |
| Would not Consider | 30 | 16 | 29 | 4 | 7 |

VII. Diversity, Race Relations

Sixty-eight percent of respondents indicated that they were satisfied with UW's commitment to racial harmony, a percentage that has remained nearly stable since 2008 (Graph 49). **This level of satisfaction was significantly below the national average.**

Graph 45

There is a strong commitment to racial harmony on this campus*

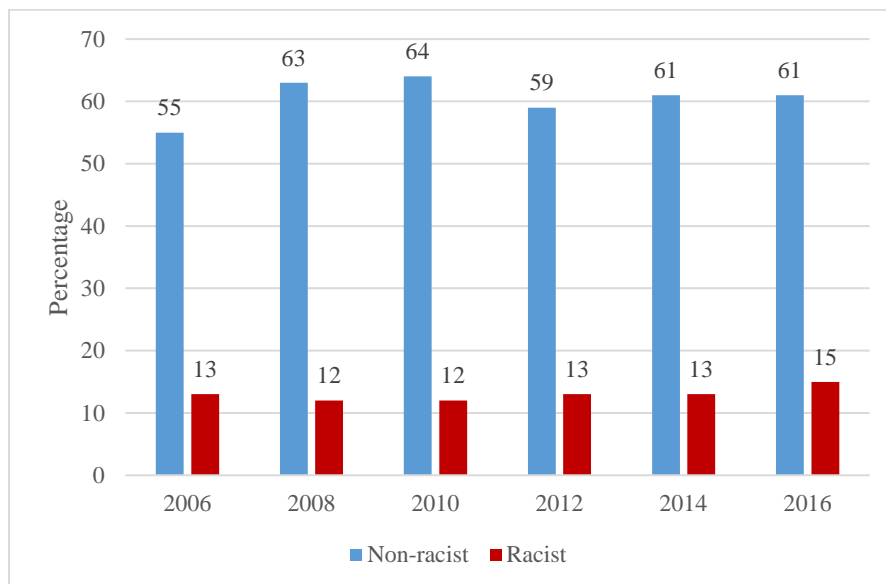


*2016 significantly less positive than national sample-.001.

The UW Student Opinion Survey contained a set of items which asked students to respond to eleven descriptors of UW’s climate for diversity. Students were given polar opposites and requested to mark one of five categories which ran from “Very Close” on one pole to “Very Close” to the opposite. For example, one item asked students to choose between “Non-racist” to “Racist”. Sixty-one percent indicated that “non-racist” matched UW’s climate (Graph 46).

Graph 46

Is UW’s climate closer to racist or non-racist?



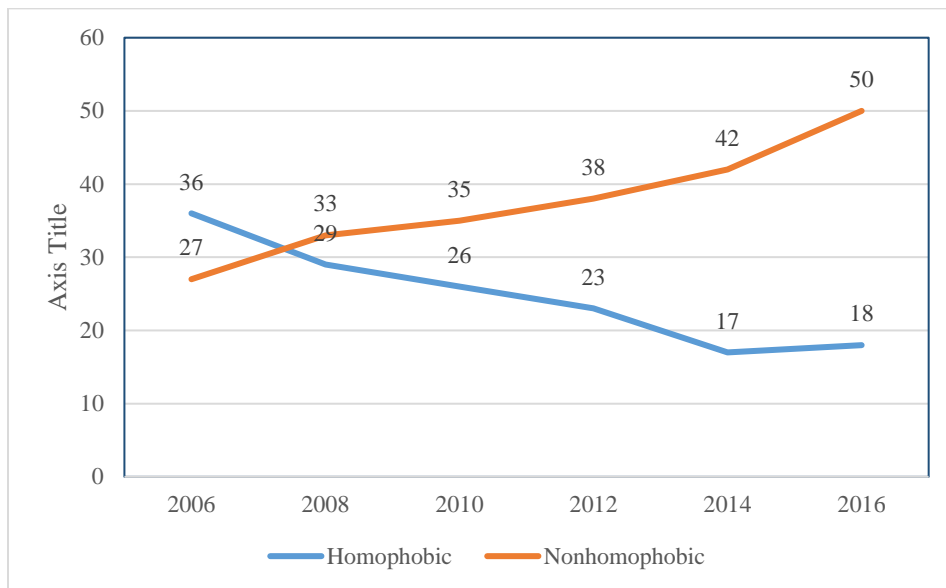
Students were questioned about their perception of other aspects of UW’s social climate. Their responses are set forth in Table 11. One of the most prominent characteristics of UW is its perceived **friendly climate (88 percent)**. And in spite of the not too infrequent criticism, **far more students viewed the campus climate as conservative rather the liberal (46 percent vs 17 percent)**.

Table 11
Climate descriptors of UW

| | | | |
|--------------------|-----|---------------------|----|
| Friendly | 88% | Hostile | 2% |
| Socially inclusive | 61 | Socially exclusive | 9 |
| Respectful | 82 | Disrespectful | 5 |
| Conservative | 46 | Liberal | 17 |
| Concerned | 39 | Indifferent | 16 |
| Non-sexist | 58 | Sexist | 15 |
| Religion-tolerant | 59 | Religion-intolerant | 13 |
| Improving | 69 | Worsening | 6 |

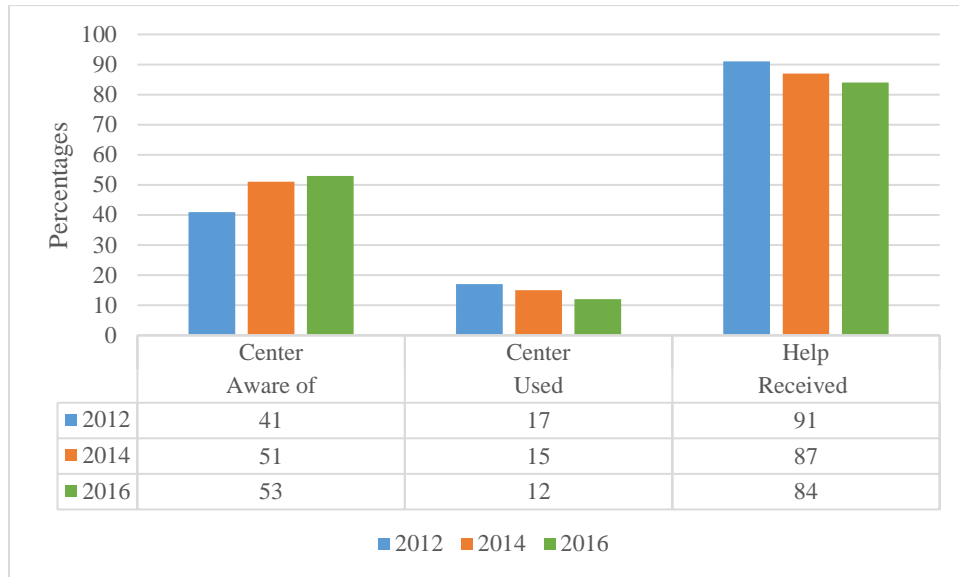
This set of items was first asked in 2006 and, by in large, there has been little change since then. The exception is on the item which asked students to choose between homophobic and non-homophobic. **Graph 47 traces the substantial change in student perceptions. As can be seen students perceiving the UW climate as homophobic has declined from 36 percent to 18 percent while the non-homophobic responses have risen from 27 percent to 50 percent. This is one of the largest changes found in the three surveys and it matches similar changes found nation-wide.**

Graph 47
Is UW non-homophobic or homophobic?

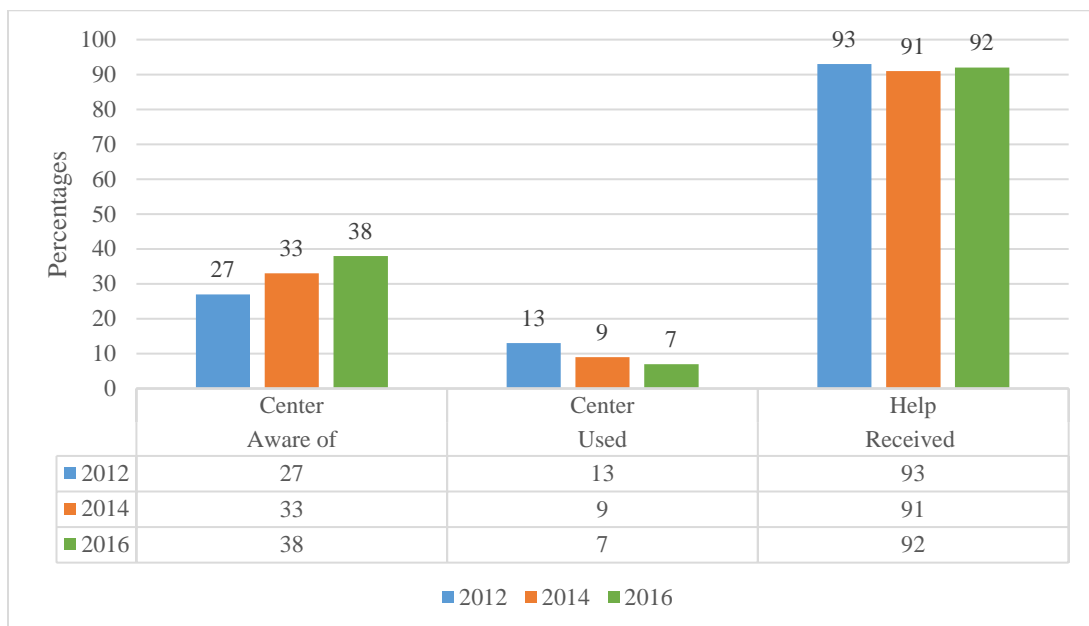


UW offers six centers with services targeted to special student populations: multicultural, veteran, international, non-traditional, women, and LGBTQ students. **Data for all but one of the six centers showed an increase in awareness by students in 2016 versus 2012 (Non-traditional center was the exception). Use has not increased but satisfaction of those who used the units remains very high (A minimum of 4 out of 5 users of each of the six centers found the center and its services helpful (Graphs 48 to 53).**

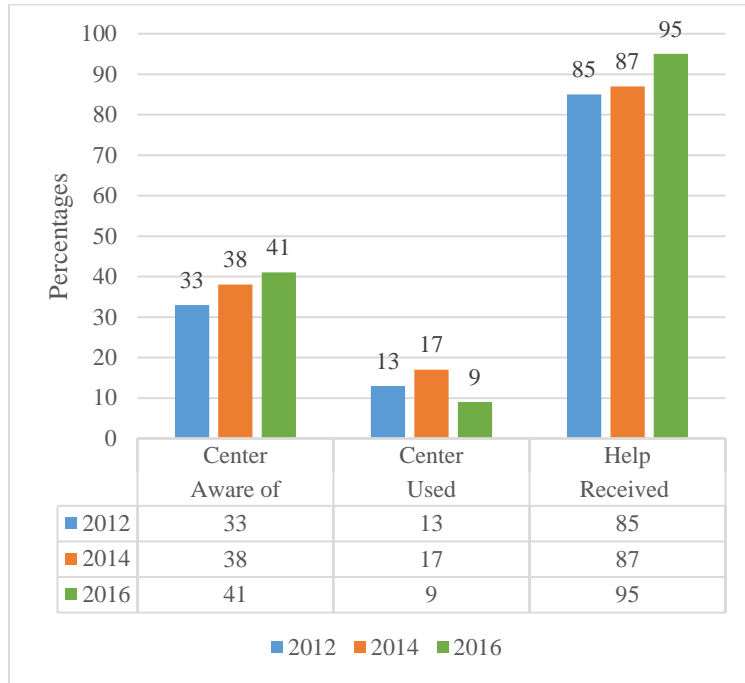
Graph 48
Multicultural Resource Center



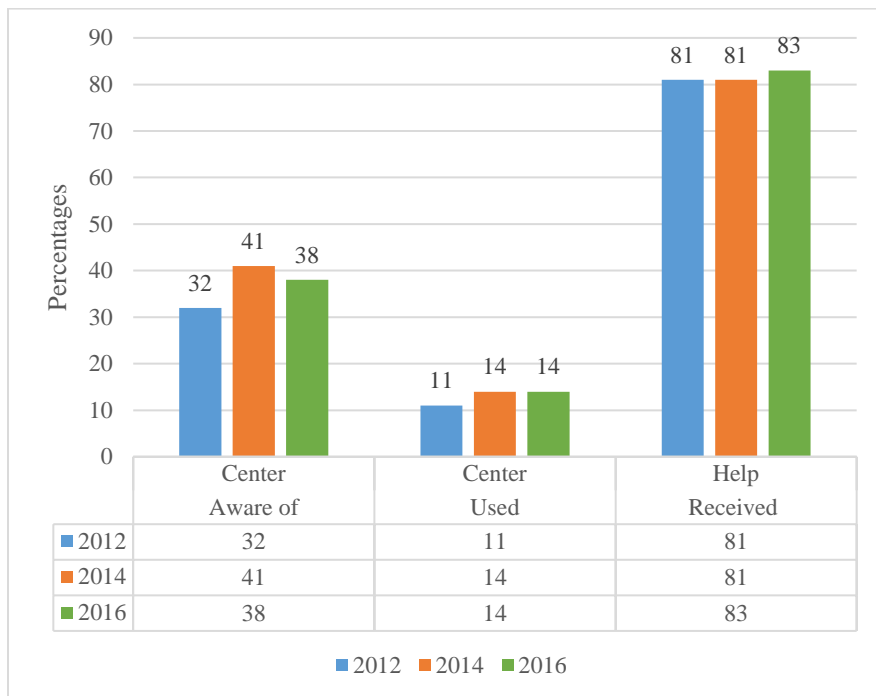
Graph 49
Veterans Services Center



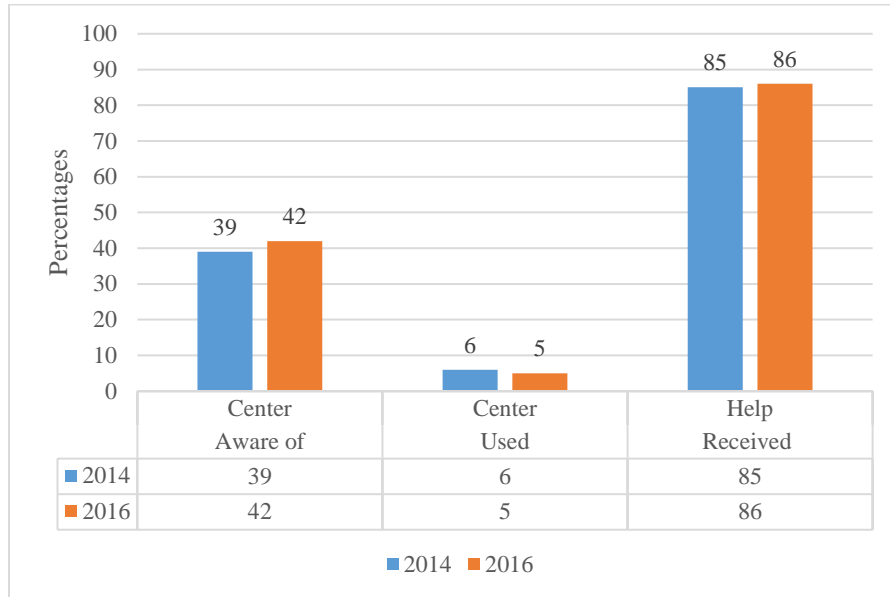
Graph 50
International Resource Center



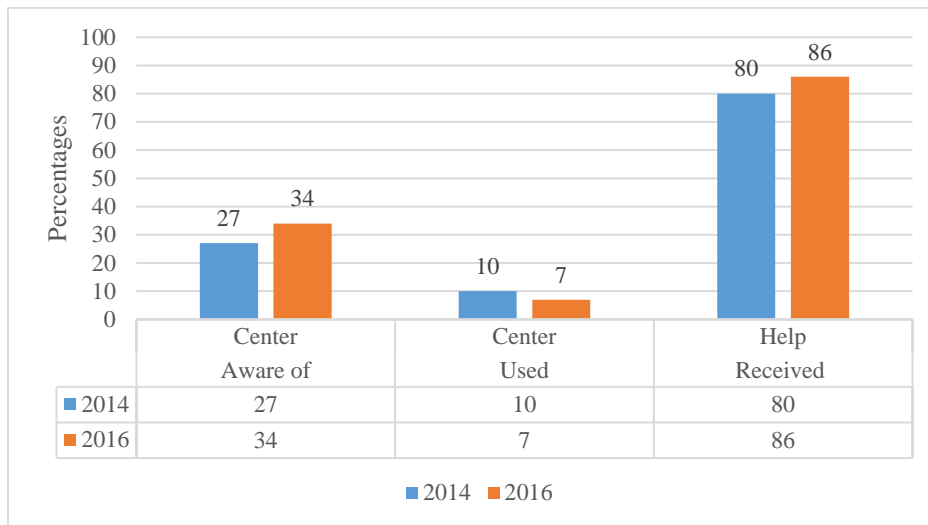
Graph 51
Non-traditional Student Center



**Graph 52
Women's Center**



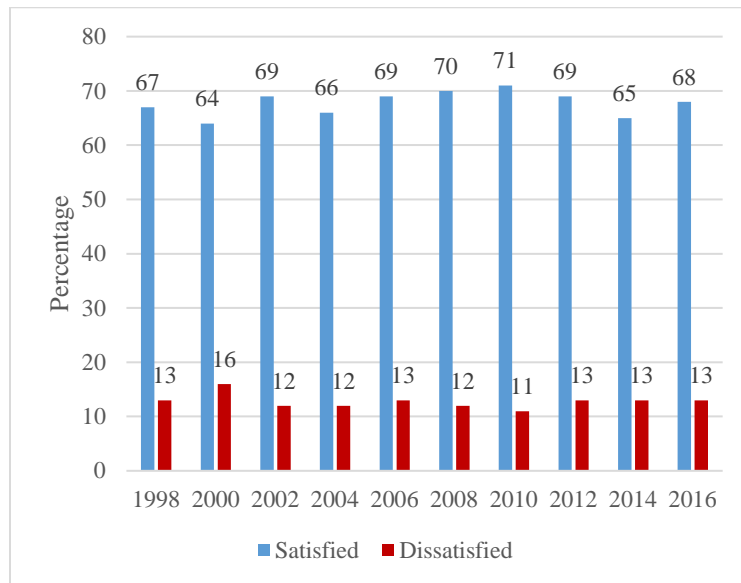
**Graph 53
Rainbow Resource Center**



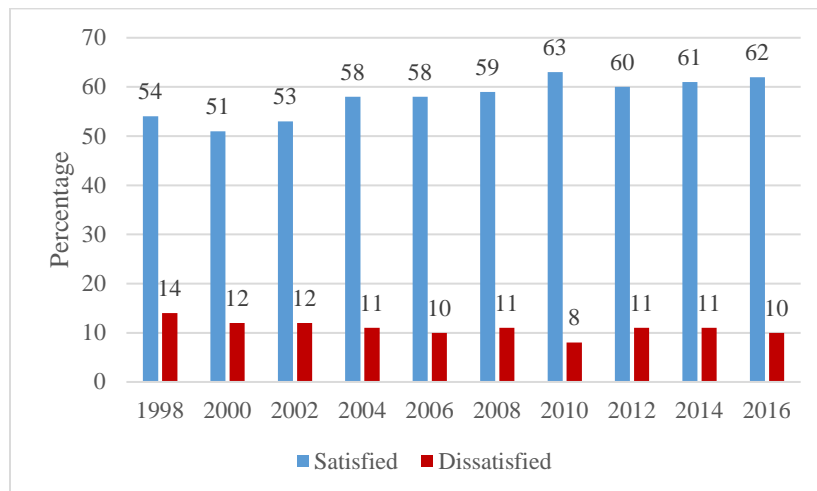
VIII. Admissions

All three surveys contained questions pertaining to the Office of Admissions and the admission process. **Graphs 54 through 56 show consistent satisfaction levels with the Admissions staff—three-fifths to two thirds of UW students indicated satisfaction while around one in ten expressed dissatisfaction.** Responses on all three graphs are consistent with those from other public universities.

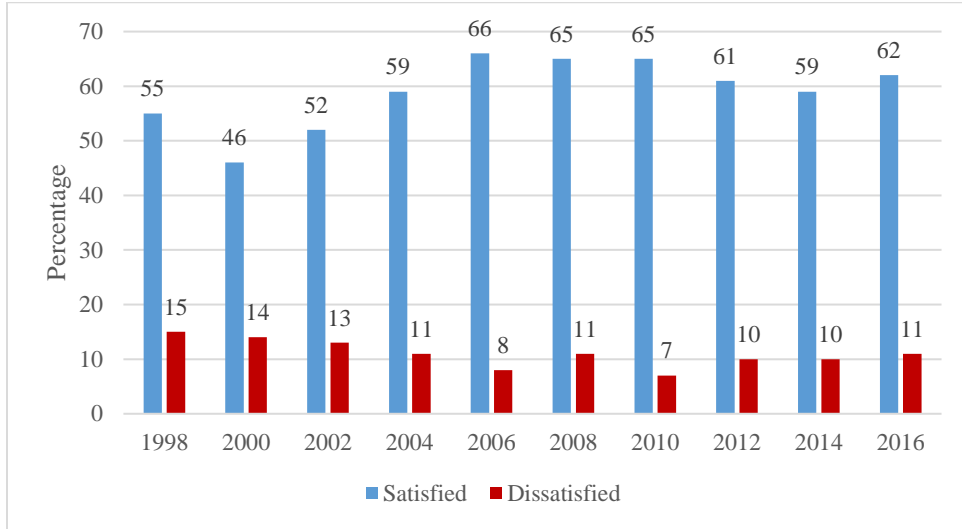
Graph 54
Admissions staff are knowledgeable



Graph 55
Admissions counselors respond to prospective students' unique needs and requests

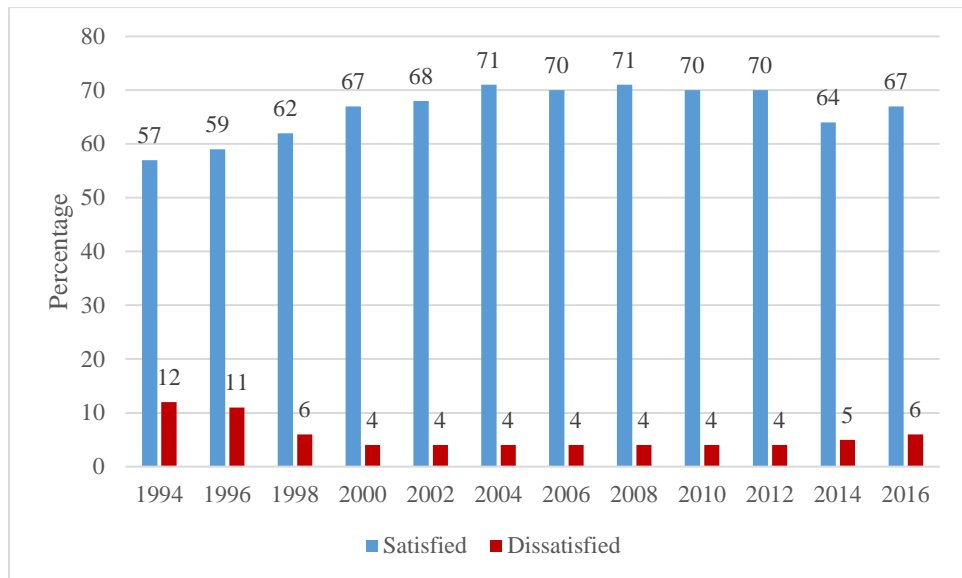


Graph 56
Admissions counselors accurately portray the campus
in their recruiting practices



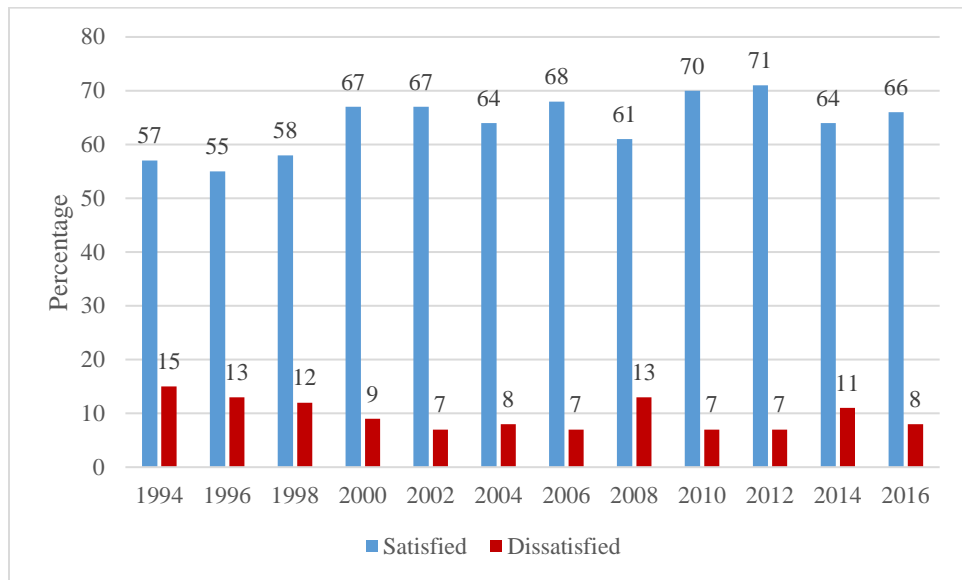
Satisfaction with admissions procedures increased substantially between 1994 and 2004, and remained close to this level (Graph 57).

Graph 57
General admissions procedures



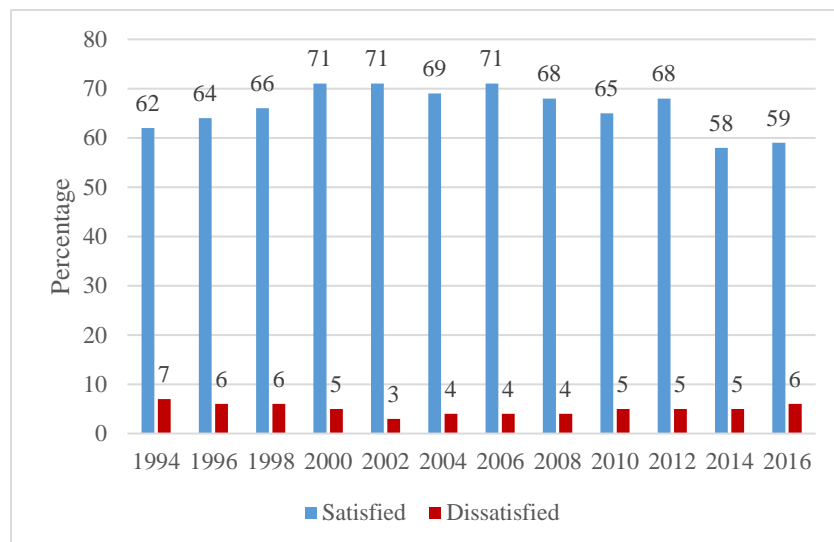
A similar satisfaction level can be seen in Graph 58—two-thirds of the respondents expressed satisfaction—only slightly less than the high of 71 percent in 2012.

Graph 58
Accuracy of college information received before enrolling



Satisfaction with the college catalog and admissions publications fell to its lowest point in 2014 and remained at that level in 2016 (Graph 59). Probably, this decline is related to the discontinuation of a print copy of the catalog. It may be that the term catalog has little meaning to digitally minded students.

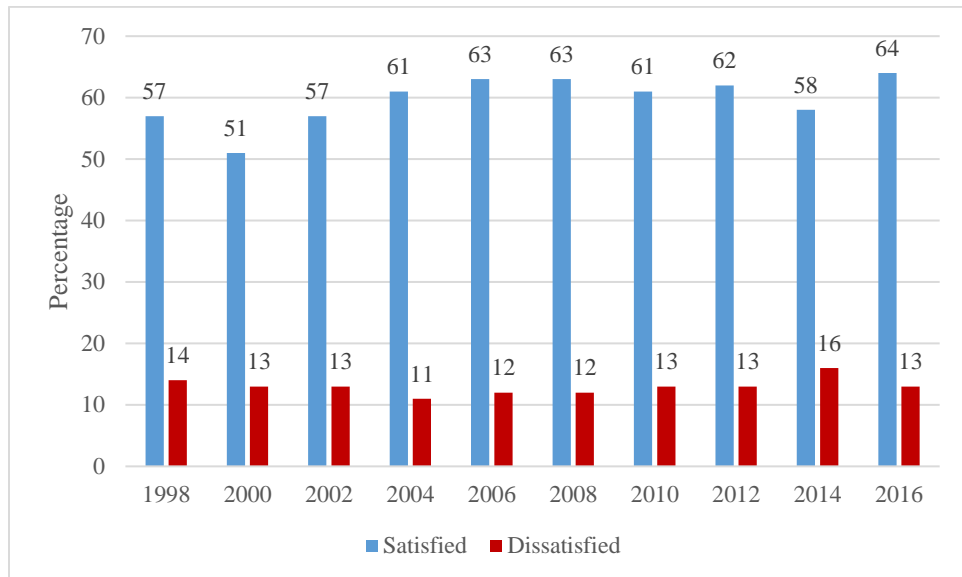
Graph 59
College catalog/admissions publications



Noel-Levitz and ACT surveys each include a question on new student orientation (Graphs 60 and 61). **The Noel-Levitz results were significantly below the national average.**

Graph 60

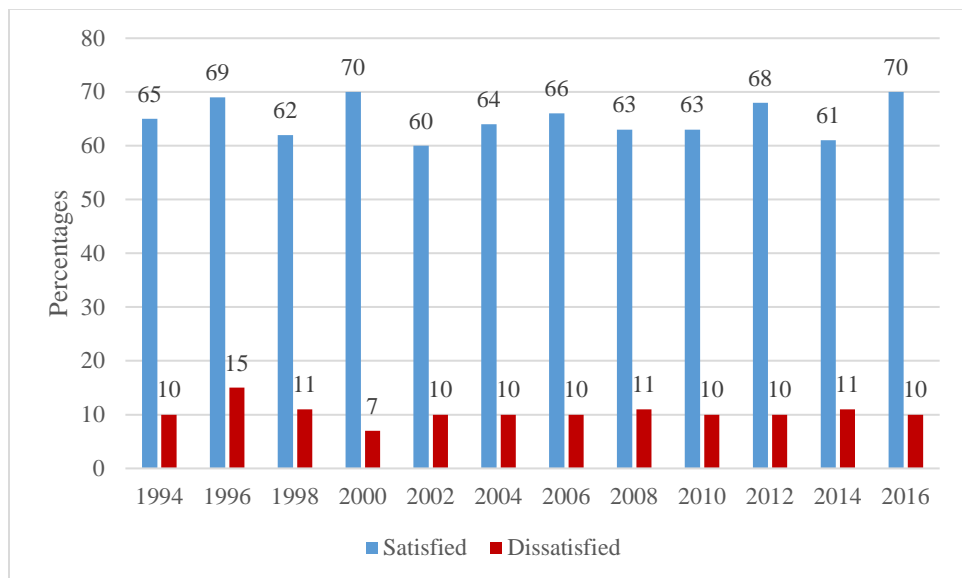
New student orientation services help students adjust to college*



*Significantly less positive than national sample-.05.

Graph 61

College orientation program



The Noel-Levitz survey had a series of questions asking students to rate the importance of various factors in their decision to attend UW. **Not surprisingly cost and financial aid were deemed by far the most important of the items presented to the respondents.** Table 12 and 13, give the percentage of students who ranked these factors as very important in their decision. Even though they paid significantly less than out-of-state students, **cost and financial aid were more important for in-state students than for out-of-state.**

Table 12
Factors rated very important in decision to enroll at UW:
Cost

| | In-state | Out-of-state |
|------|-----------------|---------------------|
| 1998 | 65% | 49 |
| 2000 | 66 | 59 |
| 2002 | 63 | 58 |
| 2004 | 70 | 65 |
| 2006 | 64 | 63 |
| 2008 | 68 | 66 |
| 2010 | 72 | 63 |
| 2012 | 70 | 66 |
| 2014 | 79 | 62 |
| 2016 | 73 | 71 |

Table 13
Factors rated very important in decision to enroll at UW:
Financial aid

| | In-state | Out-of-state |
|------|-----------------|---------------------|
| 1998 | 50% | 42 |
| 2000 | 50 | 44 |
| 2002 | 49 | 39 |
| 2004 | 52 | 47 |
| 2006 | 47 | 45 |
| 2008 | 51 | 52 |
| 2010 | 59 | 47 |
| 2012 | 56 | 47 |
| 2014 | 69 | 50 |
| 2016 | 64 | 55 |

Far less important to students was academic reputation. **However, here, too, there has been an increase in its importance. In most cases, reputation was a bit more important for out-of-state students than for in-state students (Table 14).**

Table 14
Factors rated very important in decision to enroll at UW:
Academic reputation

| | In-state | Out-of-state |
|------|-----------------|---------------------|
| 1998 | 22% | 27 |
| 2000 | 19 | 28 |
| 2002 | 20 | 25 |
| 2004 | 28 | 30 |
| 2006 | 27 | 37 |
| 2008 | 28 | 31 |
| 2010 | 25 | 38 |
| 2012 | 31 | 40 |
| 2014 | 32 | 34 |
| 2016 | 34 | 39 |

The UW survey asked students their perception of why students would chose to attend an out-of-state school and why they would leave prior to graduation. **Leaving home and desire to gain new experiences were the most frequent responses (Table 15).**

Reading the 1245 comments one is struck by how often UW students perceive that going out-of-state is a preferred alternative to UW. For instance, parents with sufficient resources send their children out-of-state; or to attend a school of greater prestige or one that offers a better scholarship package. A not too infrequent comment was that the only thing that UW had to offer was cheap tuition!

Table 15
Why do Wyoming students attend out-of-state schools?
 Total comments 1245

| | Percent of total comments |
|--|---------------------------|
| To leave Wyoming, Laramie, home | 23 |
| To gain new experiences | 14 |
| Wyoming parents have resources to send their children out-of-state | 9 |
| To study a major not offered by UW | 9 |
| To experience a change of scene | 7 |
| To attend a college of greater prestige | 6 |
| Better scholarship received elsewhere | 5 |
| Better weather | 4 |
| To experience greater diversity than in Wyoming | 4 |
| To attend a bigger school and/or in a bigger city | 3 |
| To play intercollegiate sports | 3 |
| To escape a small town, small university | 3 |
| To be closer to home-family | 2 |
| To avoid high school classmates | 2 |
| To be independent | 1 |
| UW's party school image | 1 |
| Miscellaneous reasons | 4 |

By in large, UW students perceive that students leave UW prior to graduation because of academic failure or financial problems. A fairly large number (11 percent) cite lack of student motivation (Table 16).

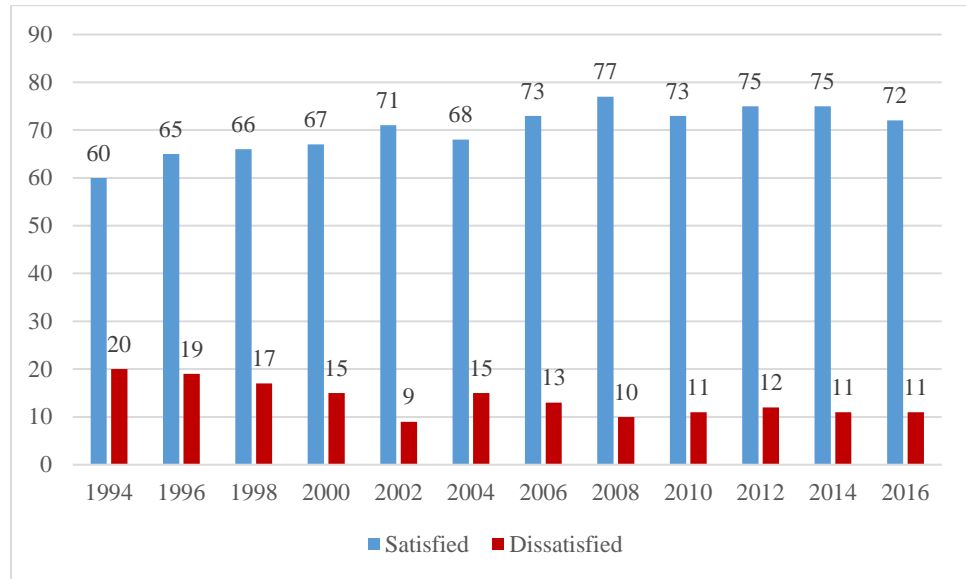
Table 16
Why do students leave UW before graduation?
 Total comments 1340

| | Percent of total comments |
|--|---------------------------|
| Academic problems-grades, class choices | 26 |
| Financial problems | 20 |
| Lack of motivation/commitment to a college education | 11 |
| Dislike Laramie/small town environment | 7 |
| Employment opportunities | 5 |
| General unhappiness with UW | 5 |
| Personal reasons-sick, marriage, pregnancy etc. | 4 |
| College is not for everyone | 4 |
| Family issues | 3 |
| Homesick | 3 |
| Weather | 2 |
| Too much alcohol, drugs and partying | 2 |
| Insufficient help from UW personnel | 2 |
| Poor academic preparation | 1 |
| Not integrated into UW | 1 |
| Miscellaneous | 3 |
| Don't know | 2 |

IX. Financial Aid

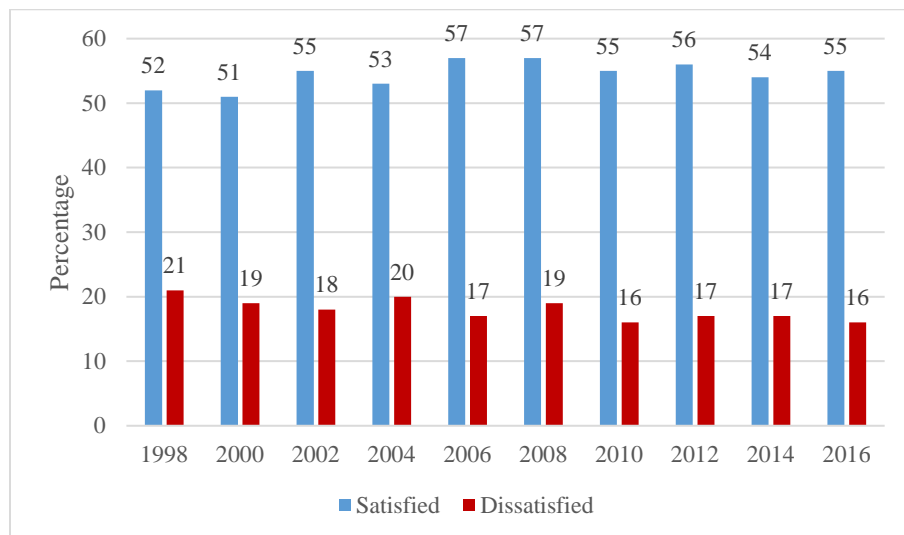
In general, satisfaction with the Financial Aid office and its processes has improved over the past decade. UW students rank Financial Aid services higher than the national average (Graph 62). However, students give financial aid counselors a significantly lower score than the national average (Graph 63). Most encouraging are the results of the question about satisfaction with the timing of financial aid announcements. As can be seen, there has been a rather steady increase in satisfaction (Graph 65).

Graph 62
Financial aid services*



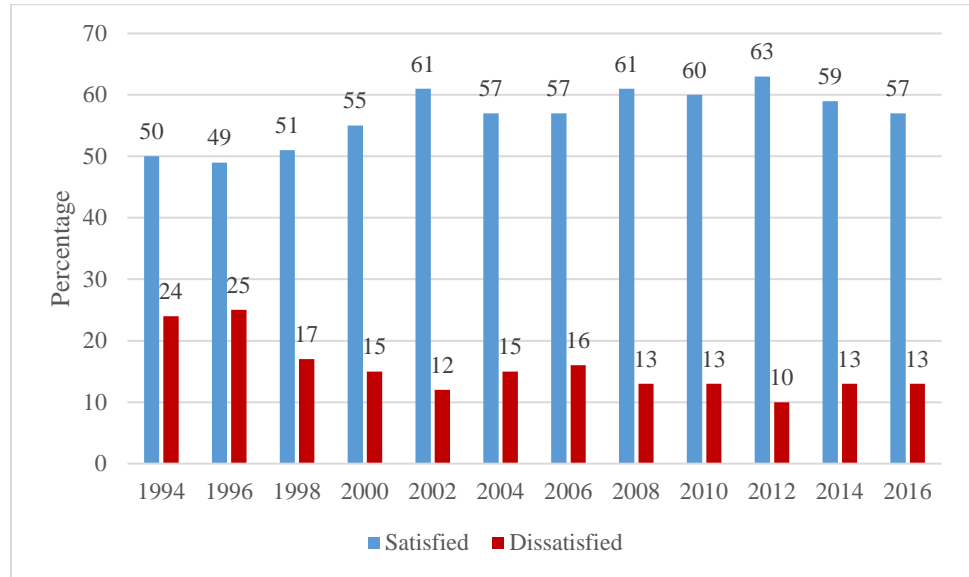
*2016 significantly more positive than national sample-.05.

Graph 63
Financial aid counselors are helpful*

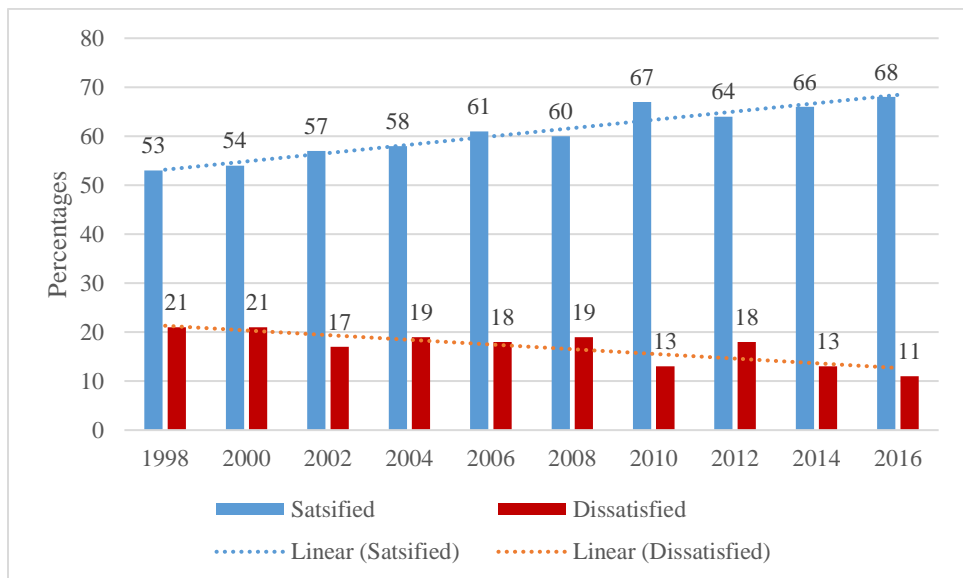


*2016 significantly less positive than national sample-.001.

Graph 64
Availability of financial aid information prior to enrolling

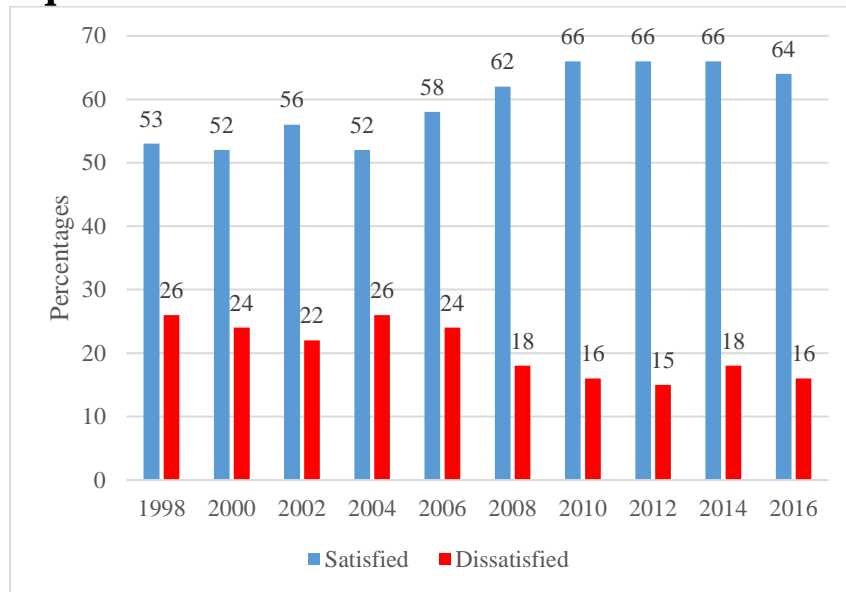


Graph 65
Financial aid awards are announced to students in time to be helpful in college planning



As one would have hoped, **satisfaction concerning the availability of financial aid has steadily improved.** In this case perception has certainly matched reality. (Graph 66).

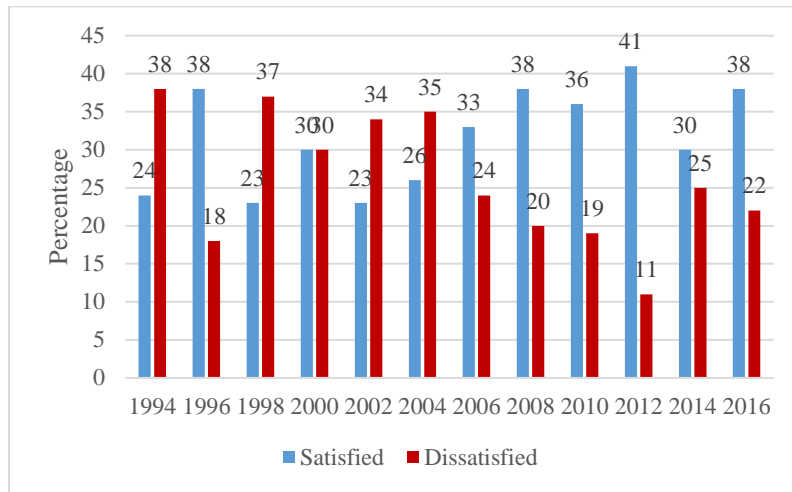
Graph 66
Adequate financial aid is available for most students



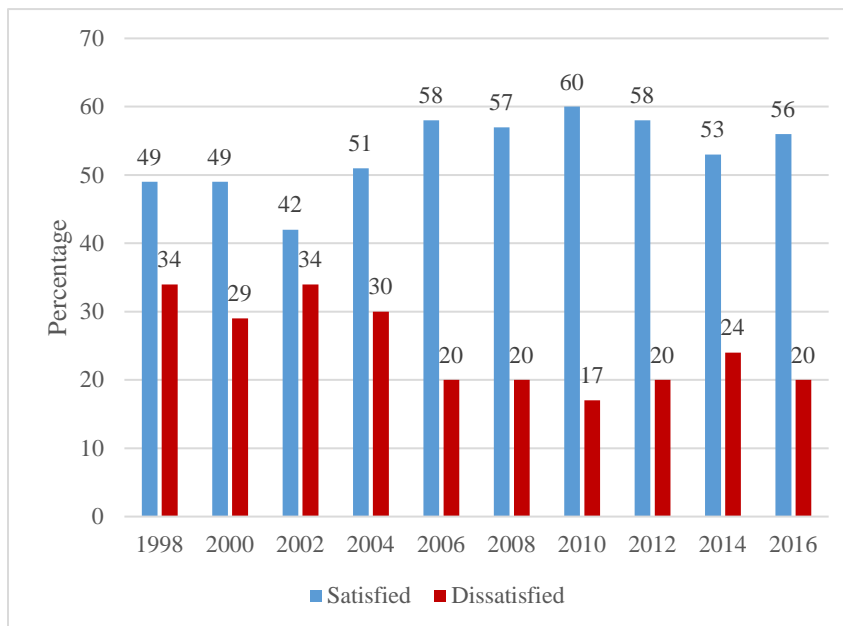
X. Tuition and Student Fees

Satisfaction with the way student fees have been used has varied considerably over the years. In four of eleven ACT surveys, those dissatisfied outnumbered those satisfied; however, beginning in 2006, the pattern was reversed. **Satisfaction declined significantly in 2014 but rebounded in 2016 (Graphs 67 and 68)** The Noel-Levitz question elicited a more positive response (Graph 68), but both graphs show that a quarter of the students were dissatisfied with the use of student fees.

Graph 67
Purpose for which student activity fees are used



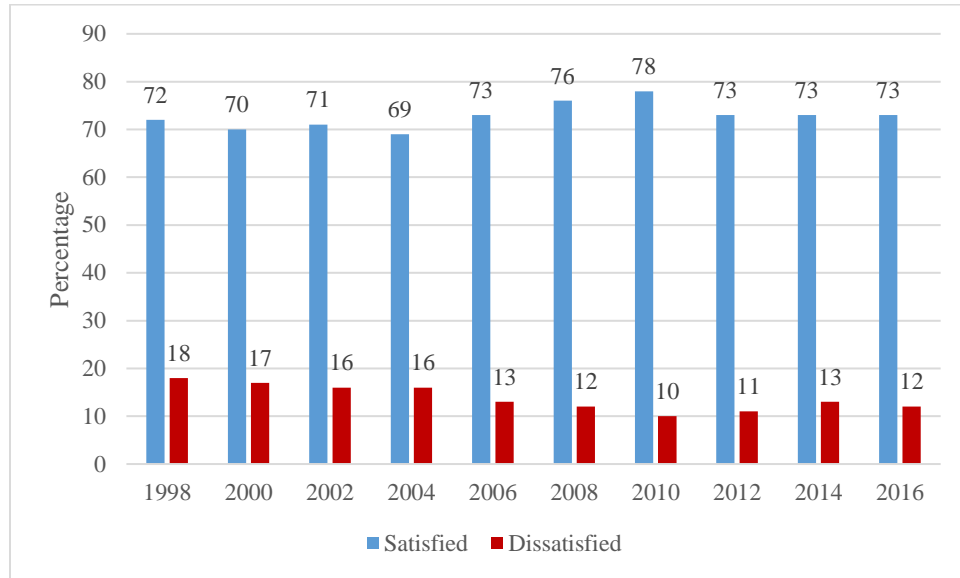
Graph 68
Student activities fees are put to good use



As noted earlier, UW tuition, although it has increased substantially over the past couple of decades, is among, if not, the lowest in the United States for public flagship universities. Since 2006, on average, **nearly three-quarters of UW students have expressed satisfaction**

with tuition (Graph 69). Interestingly, satisfaction has varied only slightly although tuition has increased significantly since 1998.

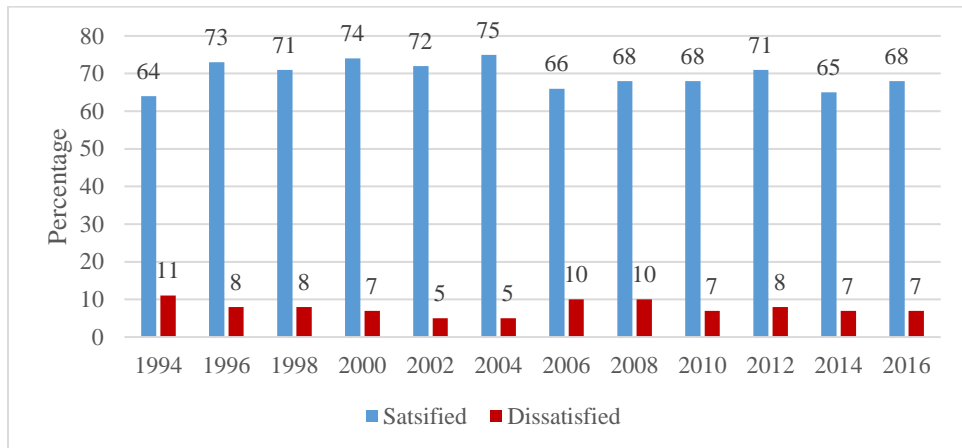
Graph 69
Tuition paid is a worthwhile investment



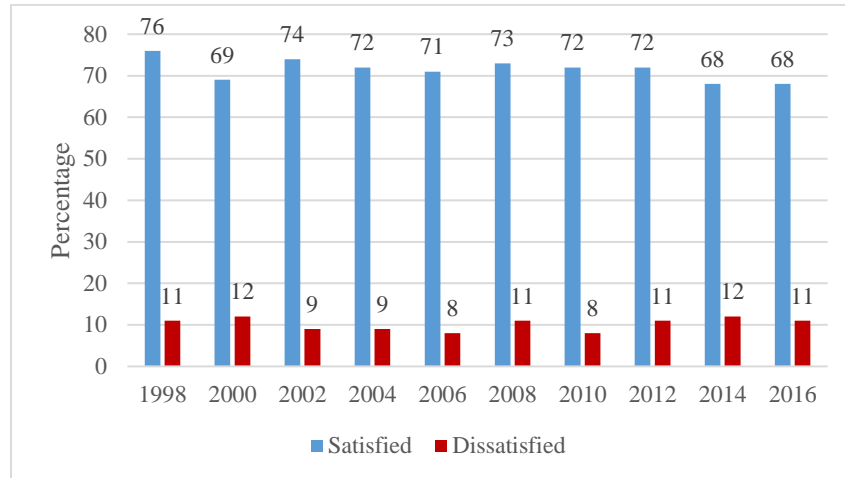
XI. Registration

In 2016, sixty-eight percent of students expressed satisfaction with the registration process and only seven percent were dissatisfied (Graph 70). A Noel-Levitz item asked students about Registration personnel (Graph 71). Here, there has been very little change since 1998.

Graph 70
General registration procedures



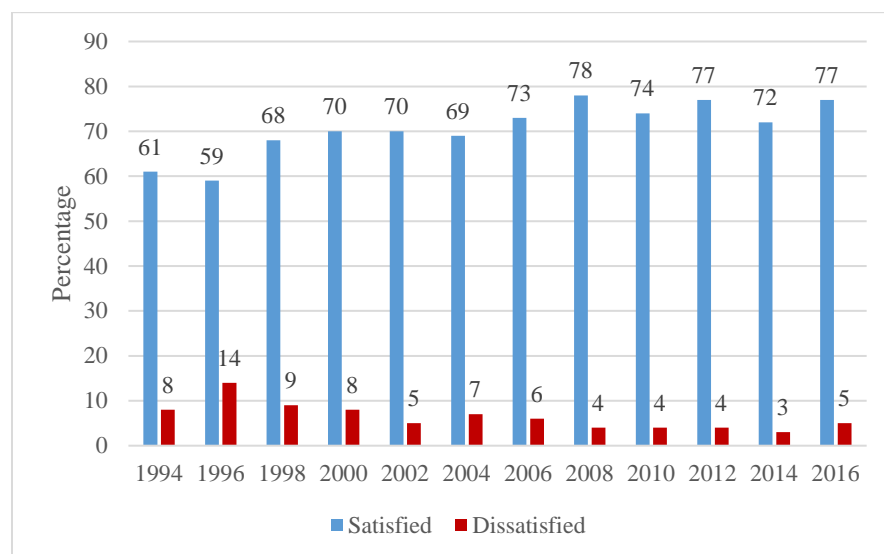
Graph 71
The personnel involved in registration are helpful



XII. Student Safety

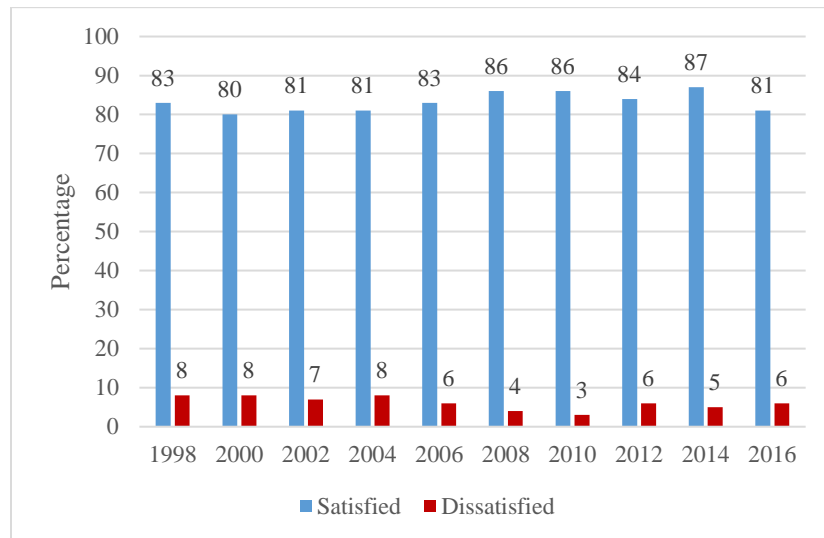
In 2016, the Noel-Levitz survey found that personal safety was one of the most highly rated features of UW. Although not as highly rated in the ACT survey, overwhelmingly students were satisfied and both surveys show that UW students were significantly more satisfied than students at other public universities (Graphs 72 and 73).

Graph 72
Personal security/safety at UW*



***2016 significantly more positive than national sample-001.

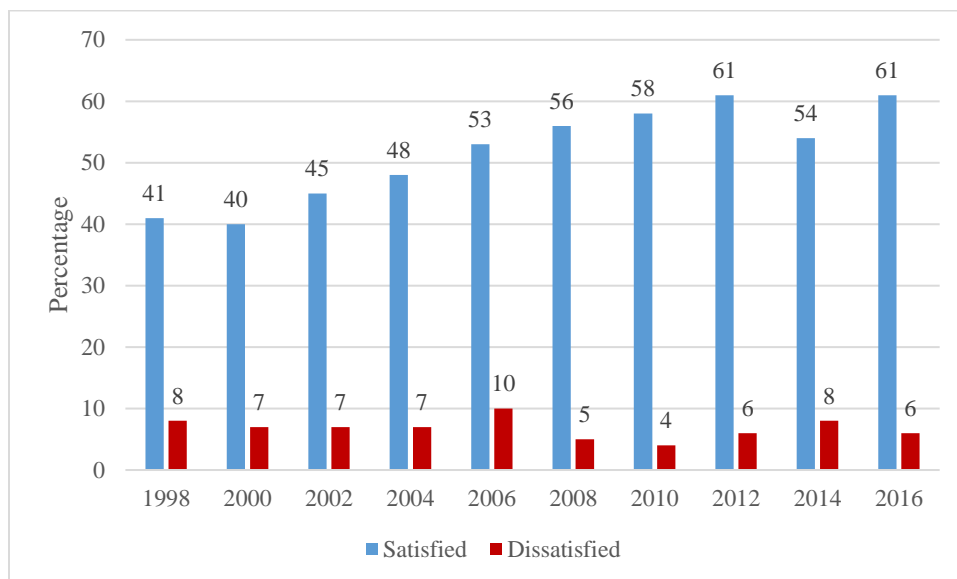
Graph 73
The campus is safe and secure for all students*



****2016 significantly more positive than national sample-01.**

On a related item asking whether security staff responded quickly in emergencies, **UW students were not nearly as satisfied (61 percent) although satisfaction was considerably higher than at the turn of the century (Graph 74).**

Graph 74
Security staff respond quickly in emergencies

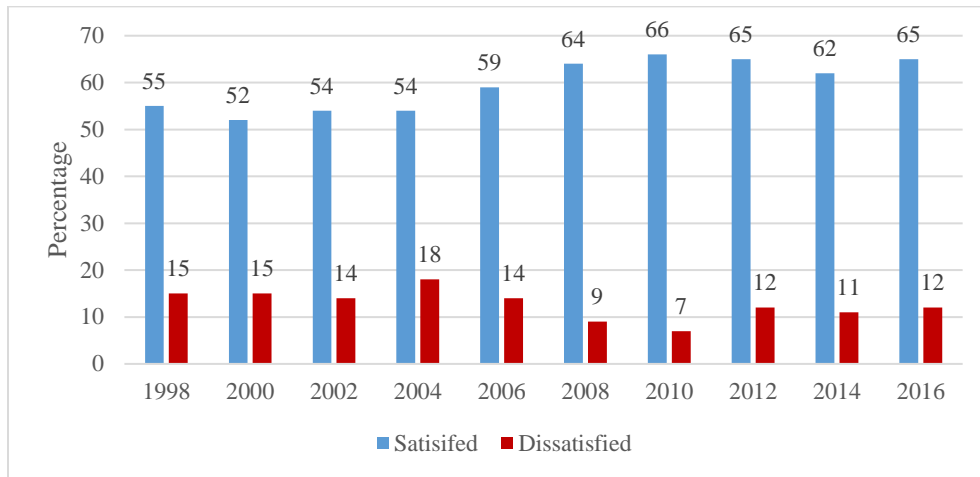


XIII. Administration responsiveness

Satisfaction with the approachability of UW administrators rose by twelve percentage points between 2004 and 2010 and has remained close to the 2010 since (Graph 75).

Graph 75

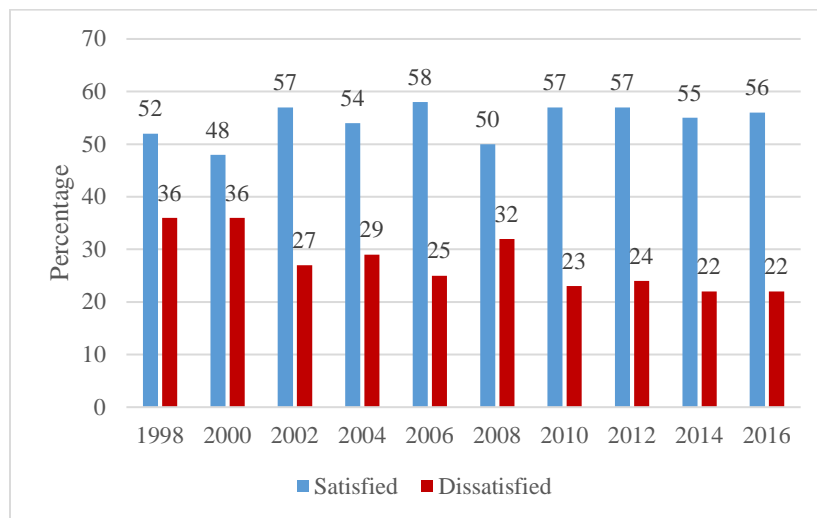
Administrators are approachable to students



No student wishes to be directed from one office to another when attempting to solve an administrative problem. **Comparatively, this is one of the lower levels of satisfaction in this study although UW level is not significantly different from other universities (Graph 76).**

Graph 76

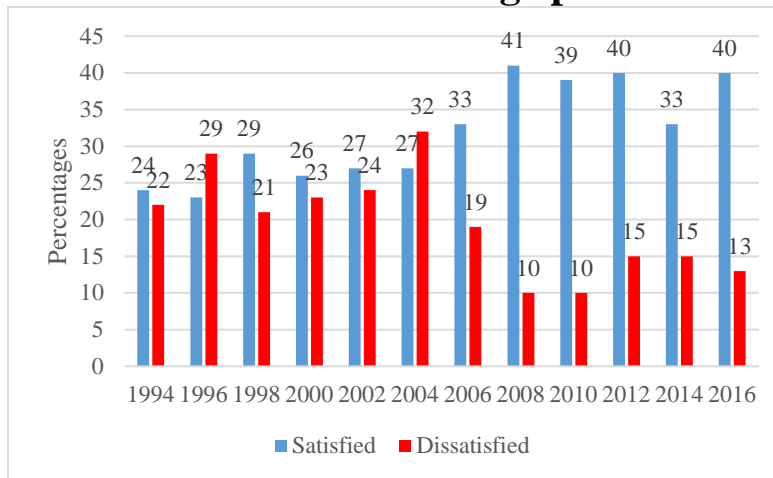
I seldom get the “run-around” when seeking information on this campus



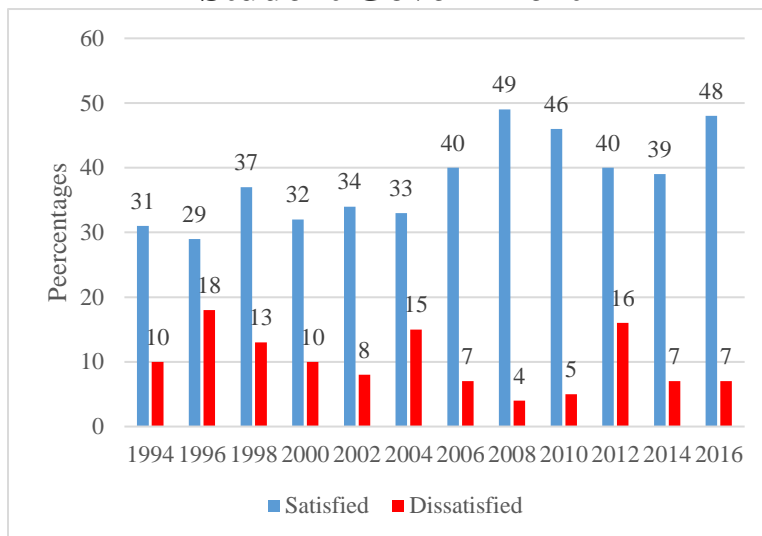
XIV. Student Government/Voice in Policy

Satisfaction with the student voice in college policy improved markedly in 2008—40 percent satisfaction. It is, however, one of the few survey items for which student satisfaction is less than a majority opinion (Graph 77). Satisfaction with student government increased by nine percent from 2016 but, here too, slightly less than a majority of student express satisfaction with student government (Graph 78). Perhaps most noticeable about these two graphs is the large number of students who simply did not express an opinion.

Graph 77
Student voice in college policies



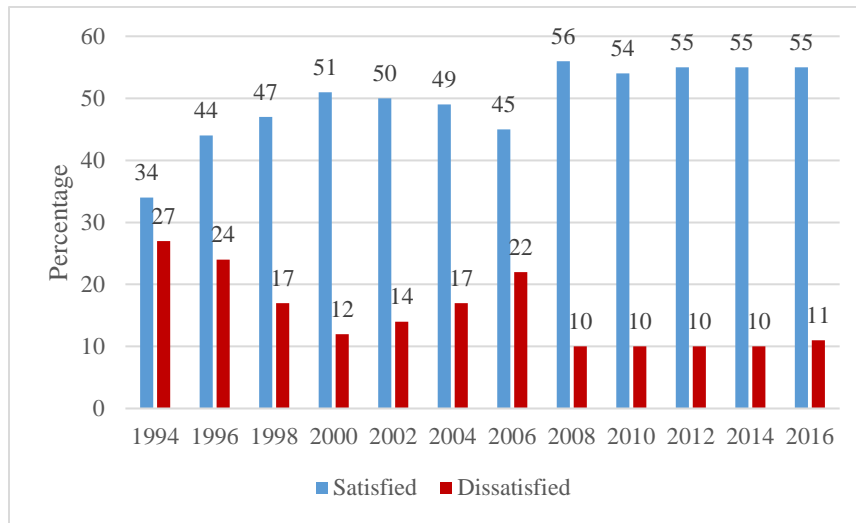
Graph 78
Student Government



XV. Residence Halls and Food Services

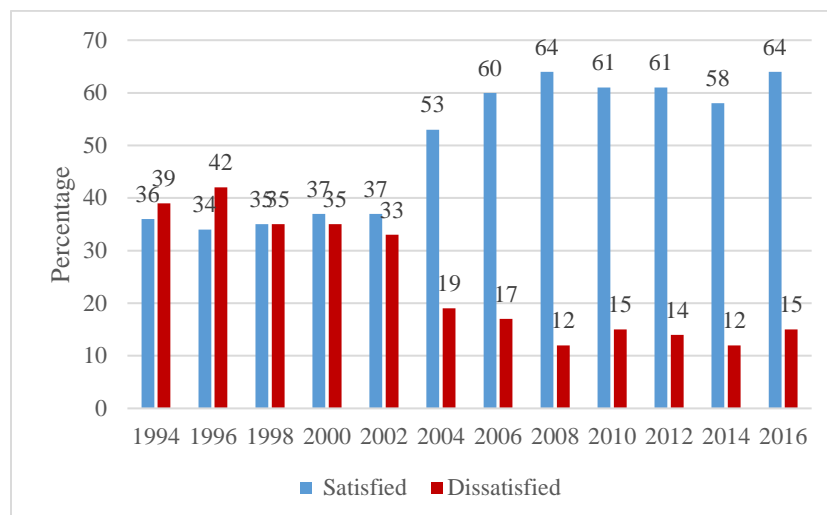
Both the Noel-Levitz and the ACT surveys revealed a mixed student evaluation of UW's residence halls and food service. Current satisfaction with the availability of student housing has increased noticeably from its low of 34 percent in 1994 and, as can be seen in **Graph 79, now stands at 55 percent which is significantly higher than at other state universities. Both questions on food services reveal a similar pattern: a major increase in satisfaction beginning in 2004.** (Graphs 80 and 81).

Graph 79
Availability of student housing*

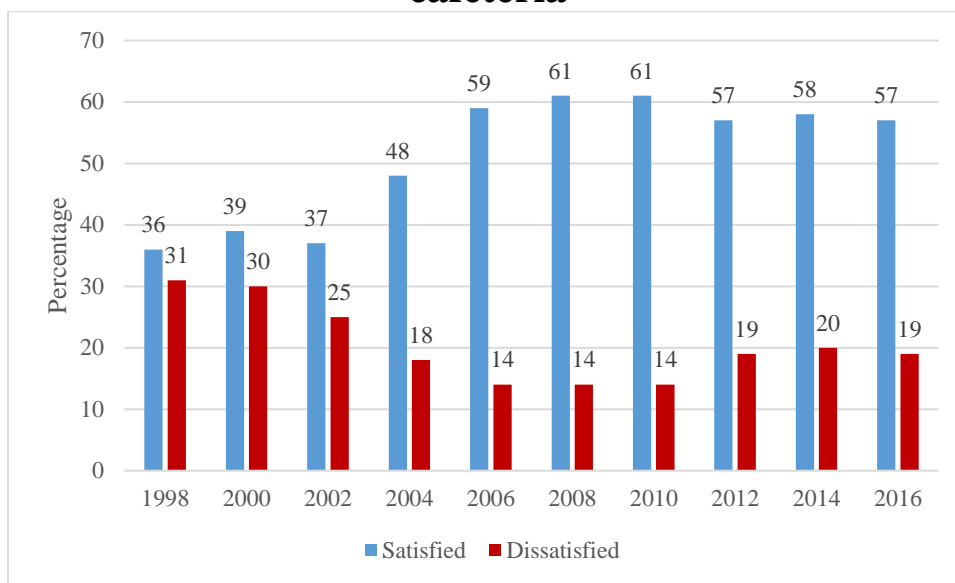


**2016 significantly more positive than national sample-01

Graph 80
Food services in residence halls

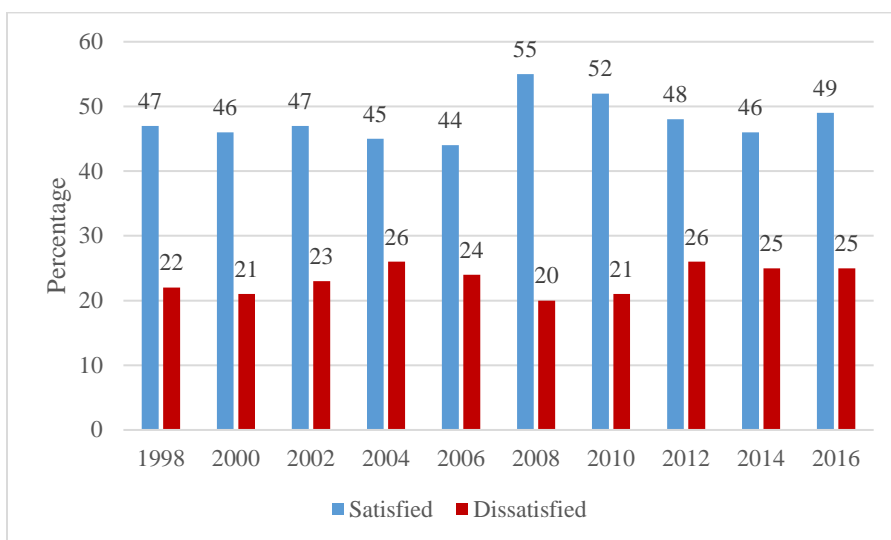


Graph 81
There is an adequate selection of food available in the cafeteria



Satisfaction with “living conditions” in the residence halls has declined slightly from a high in 2008 (55 percent) to 49 percent in 2016—significantly below the national average (Graph 82). From 1998 to the present, on average one-quarter of UW students expressed dissatisfaction.

Graph 82
Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.*



***20146 significantly less positive than national sample-001.

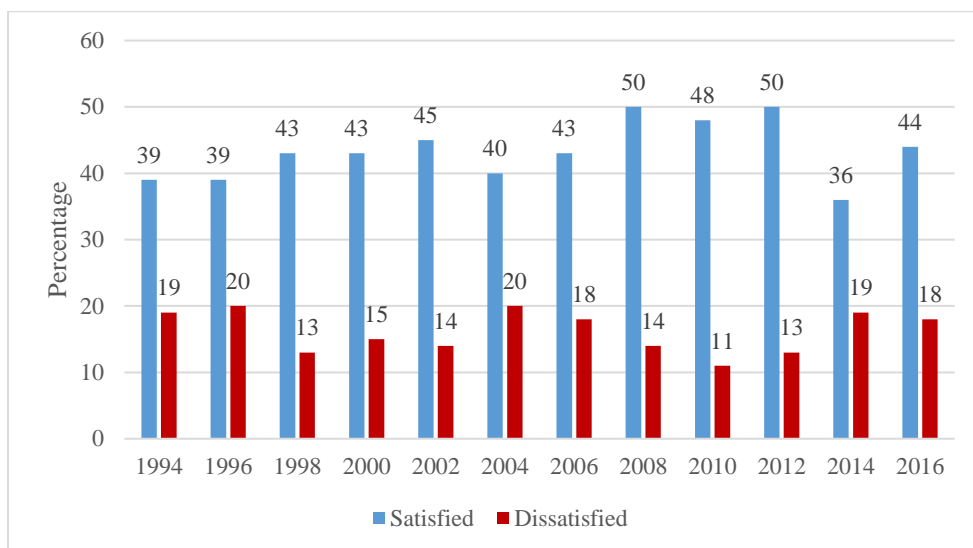
Satisfaction with residence hall staff (Graph 83) has remained relatively stable over the years—on average over the years about half of the students indicate they are satisfied.

Graph 83
Residence hall staff are concerned about me as an individual

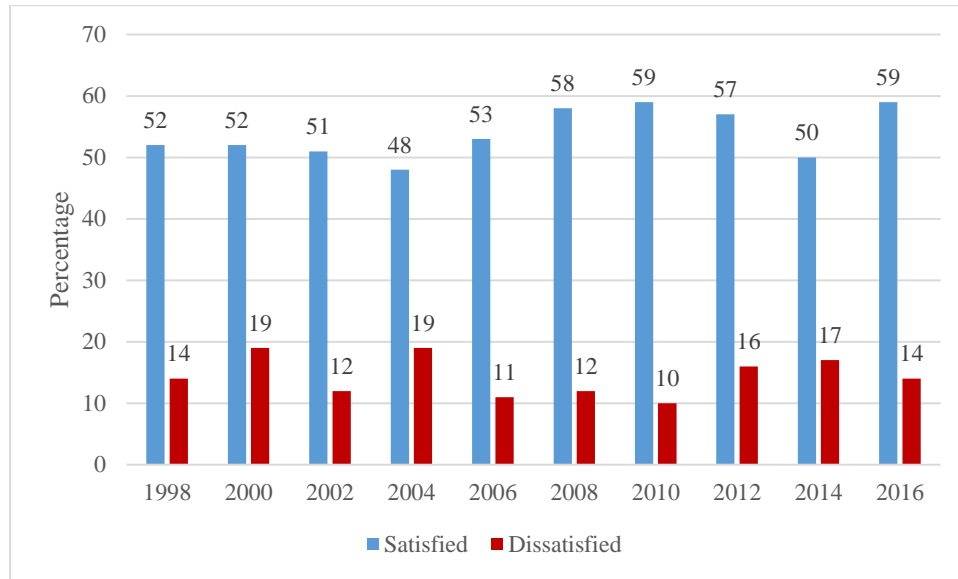


In terms of student satisfaction with residence hall rules and regulations, there was a substantial drop in satisfaction between 2012 and 2014 although satisfaction rebounded somewhat in 2016 (Graph 84). The decline shown in Graph 84 between 2012 and 2014 was one of the largest in the 2014 survey—50 percent to 36 percent. The equivalent data in Graph 85 shows a similar rebound.

Graph 84
Residence hall rules and regulations

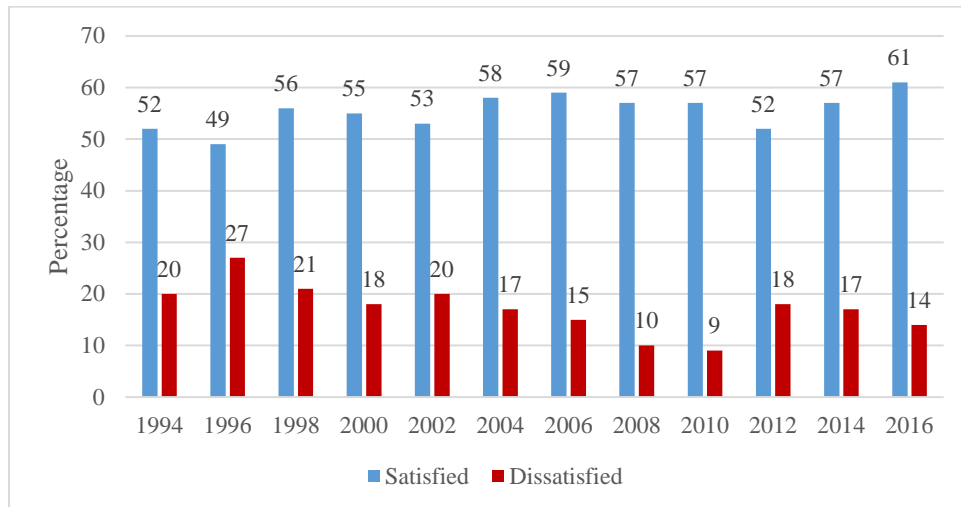


Graph 85
Residence hall regulations are reasonable



The data shown in Graph 86 are basically a summation of the above questions concerning the residence halls and their programs. **In 2016, satisfaction reached its highest point since the initial survey in 1994—61 percent (Graph 86).**

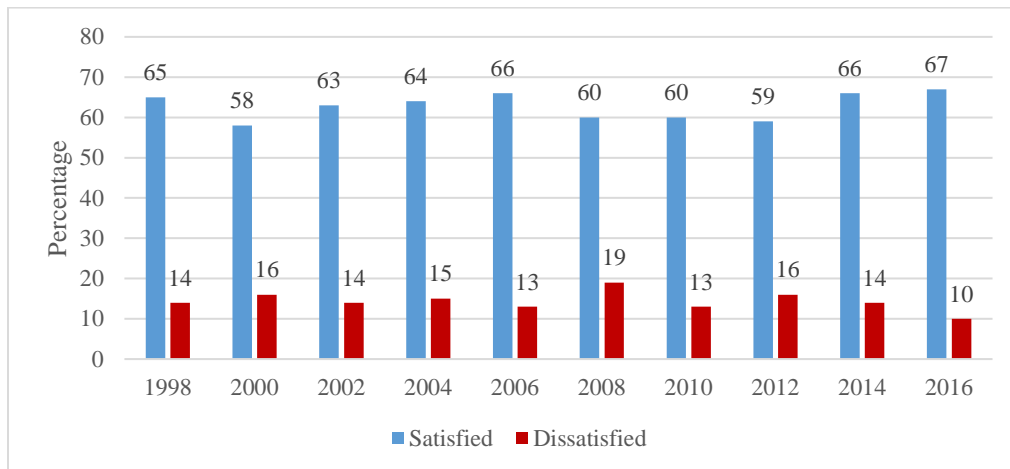
Graph 86
Residence hall services and programs



XVI. Student Health Services

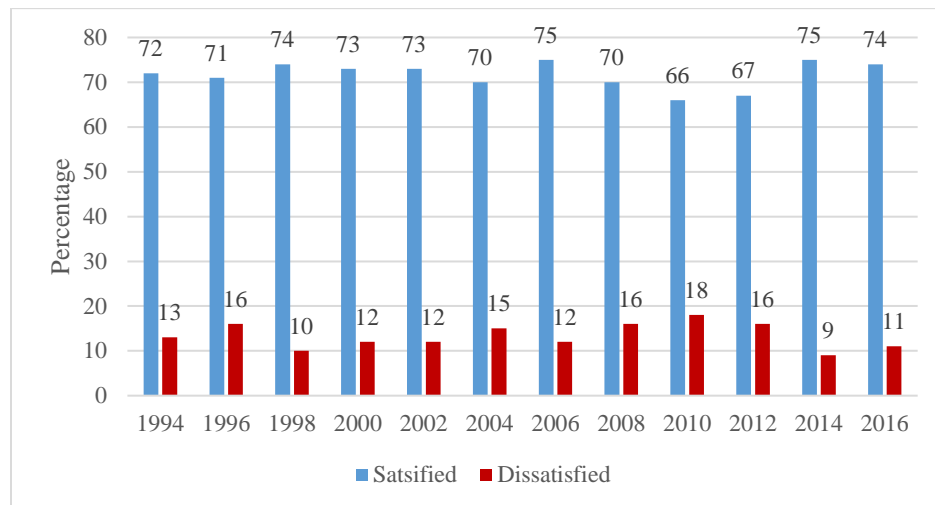
More UW students indicated they used the university's student health services than students at other public universities by a substantial amount--58 percent versus 43 percent. Graph 87 shows that from three-fifths to two-thirds of the students expressed satisfaction with the competence of the health services staff. Even though 67 percent indicated they were satisfied in 2016—matching the highest level of satisfaction since 1998—the level of satisfaction is below the national average. On the other hand, when posed with the item “Student Health Services” 74 percent said they were satisfied (Graph 88).

Graph 87
The staff in the health services area are competent*



*2016 significantly less positive than national sample-05.

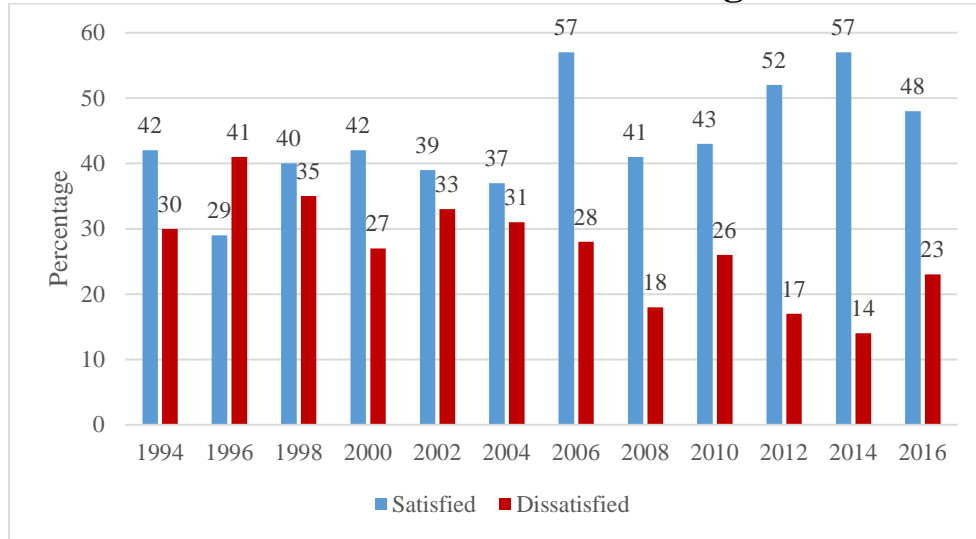
Graph 88
Student Health services



XVII. Student Health Insurance

In 2016, only 16 percent of students indicated that they used UW’s student health insurance, a percentage nearly identical to the national average. **Compared to 2014, satisfaction decreased by nine percentage points to 48 percent (Graph 89).**

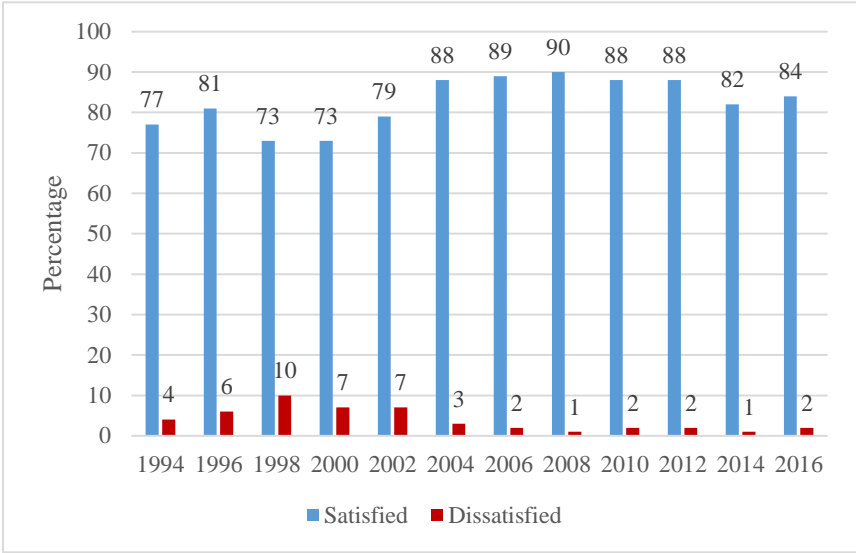
Graph 89
Student Health Insurance Program



XVIII. Student Union

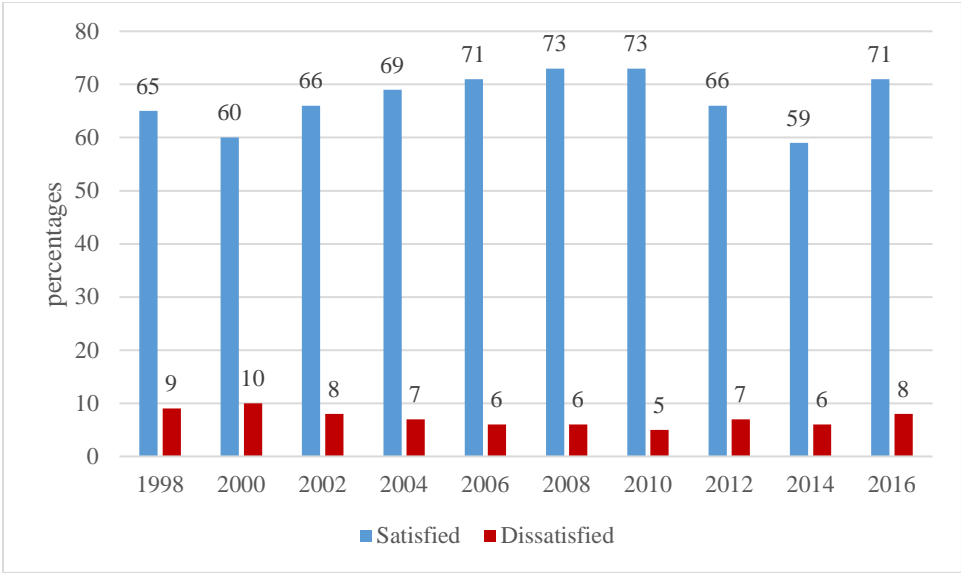
Satisfaction with the Student Union has remained high since 2002 and presently stands significantly higher than the national average--84 percent versus 63 percent nationally (Graph 90). Impressively only two percent of UW students expressed dissatisfaction with the Student Union. Seventy-one percent of the students also indicate that they found the student center a comfortable place to spend leisure time a significant increase since 2014 (Graph 91).

Graph 90 Student Union satisfaction*



***2016 significantly more positive than national sample-001.

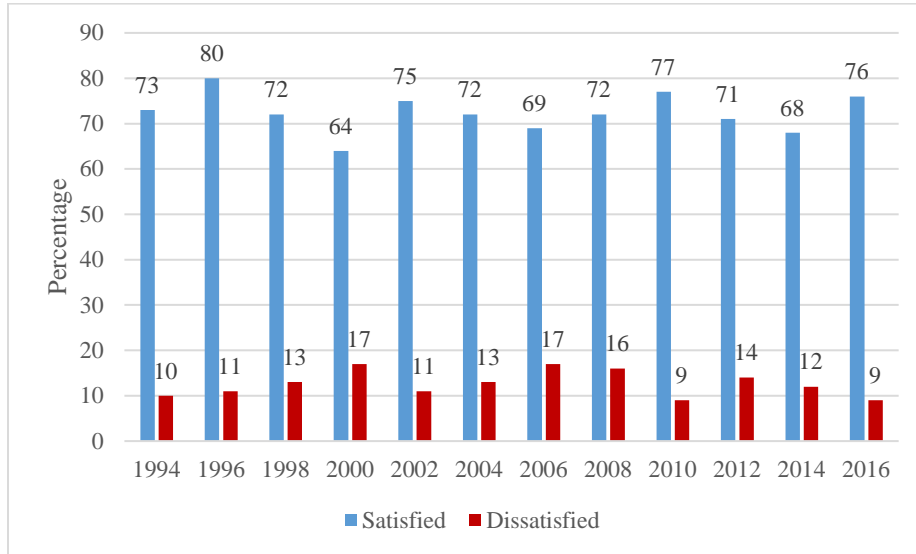
Graph 91 The Student Center is a Comfortable Place for Student to spend their leisure time



XIX. Bookstore

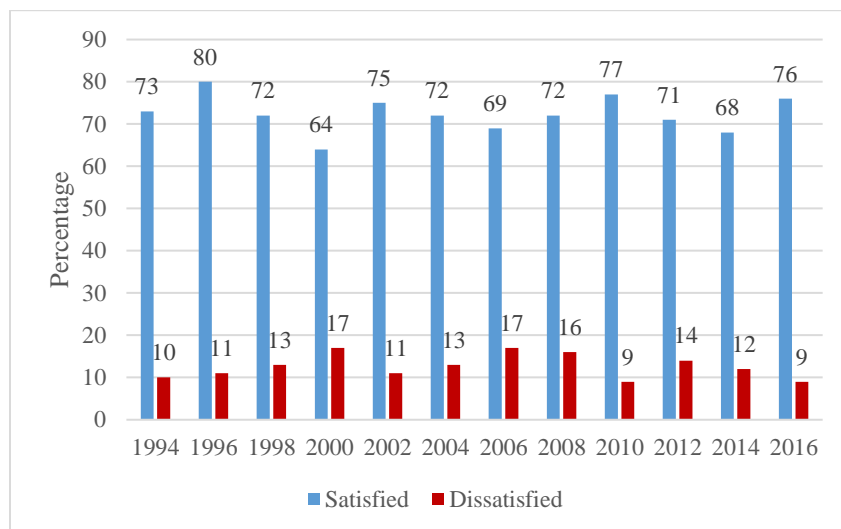
At UW, **76 percent of the students indicated satisfaction with the bookstore**, a percentage only slightly higher than the national average (Graph 92). Agreement that “bookstore staff are helpful” rose slightly in 2014 to 76 percent (Graph 93).

Graph 92
Satisfaction with campus bookstore*



***2016 significantly more positive than national sample-001.

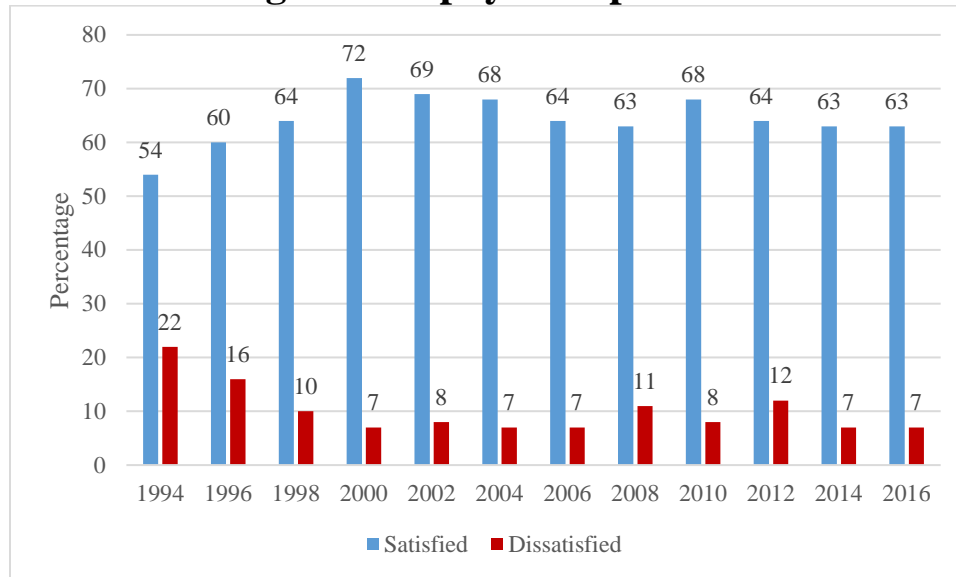
Graph 93
Bookstore staff are helpful



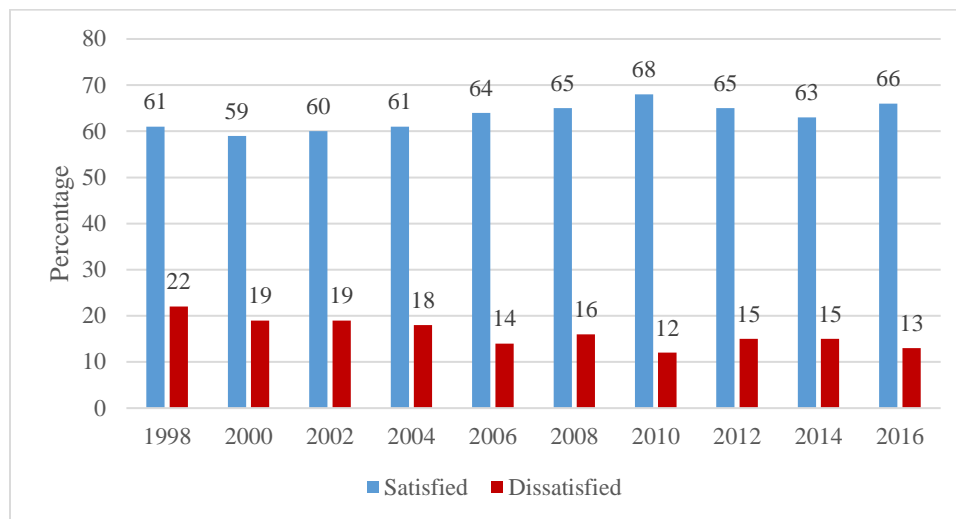
XX. Bill and fee payment

Both ACT and Noel-Levitz surveys asked questions about bill payment and both found the same results: **slightly over three-fifths of the students were satisfied**, percentages that have remained quite stable from the beginning of the student satisfaction surveys (Graphs 94 and 95). Satisfaction with the convenience of the business office fell slightly. (Graph 96).

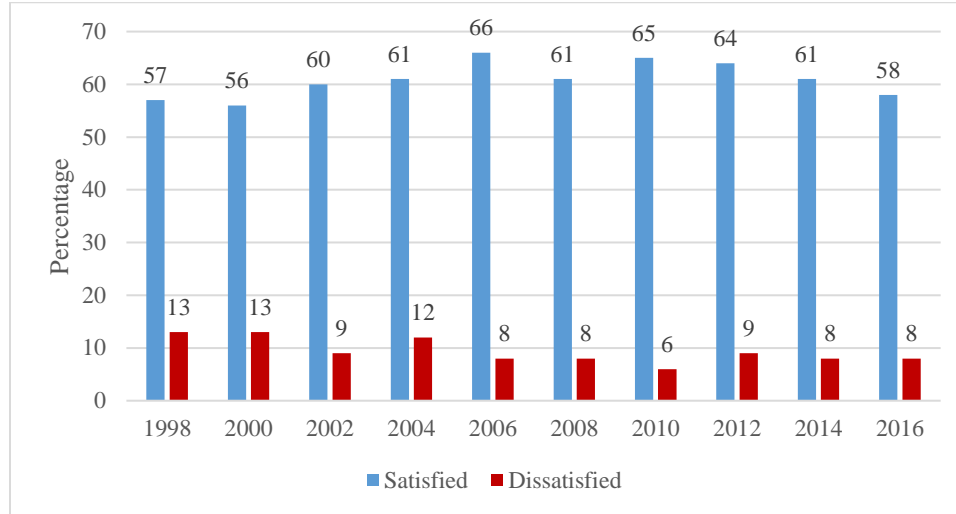
Graph 94
Billing and fee payment procedures



Graph 95
Billing policies are reasonable



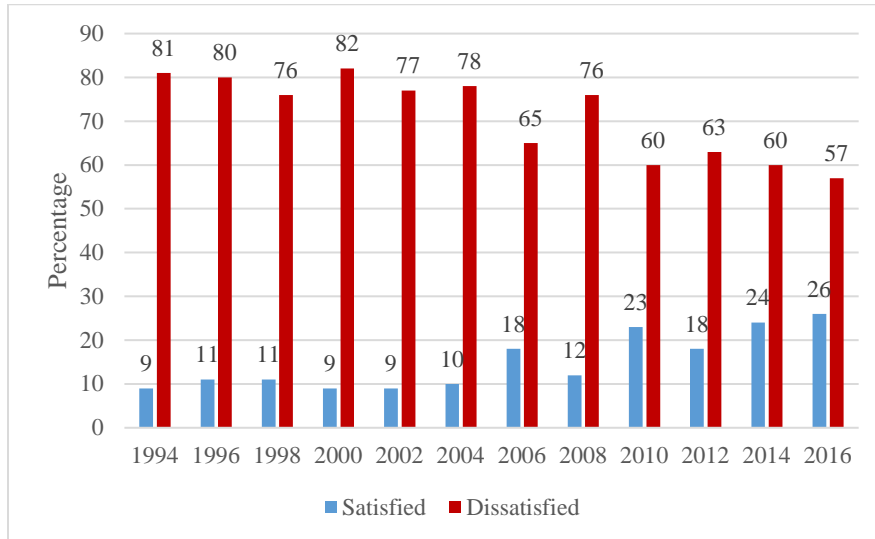
Graph 96
The business office is open during hours which are convenient for most students



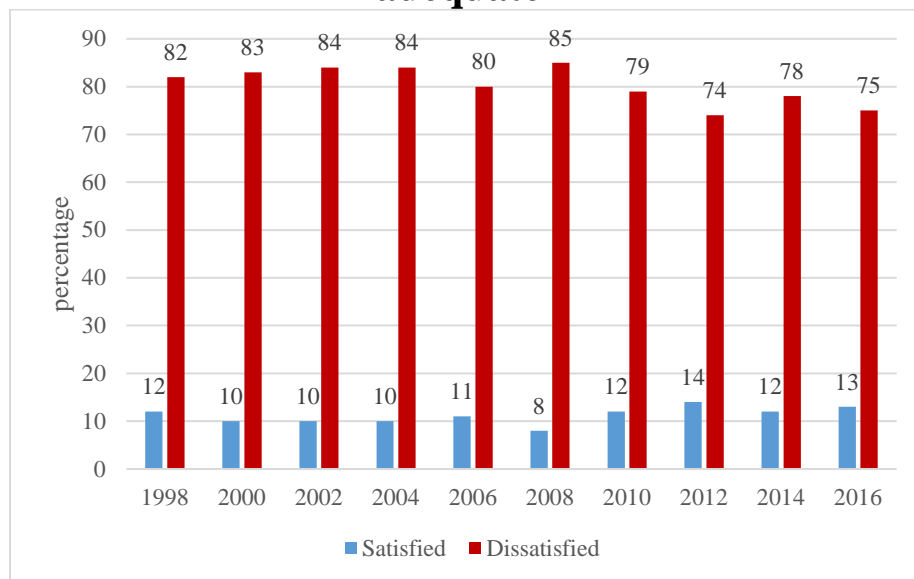
XXI. Parking and Mass Transit

From the initial ACT student opinion survey in 1994 to the present, dissatisfaction with parking availability has been greater than for any other aspect of UW. However, the good news is that dissatisfaction fell to its lowest level (57 percent dissatisfaction) since 1994. However, only 26 percent of students indicated satisfaction in 2016 (Graph 97) The Noel-Levitz question was somewhat different asking whether the amount of parking space was adequate. Here 75 percent of students answer negatively, a percent that is below the national average (Graph 98). On the other hand, students were much more satisfied when asked the question of whether parking lots were well lighted and secure –60 percent (Graph 99).

Graph 97
Parking facilities and services

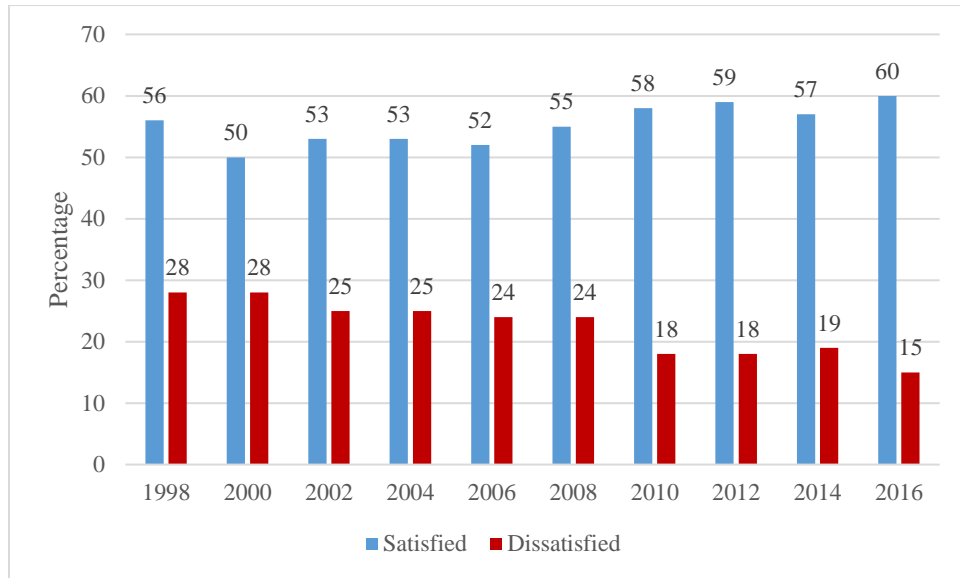


Graph 98
The amount of student parking space on campus is adequate*



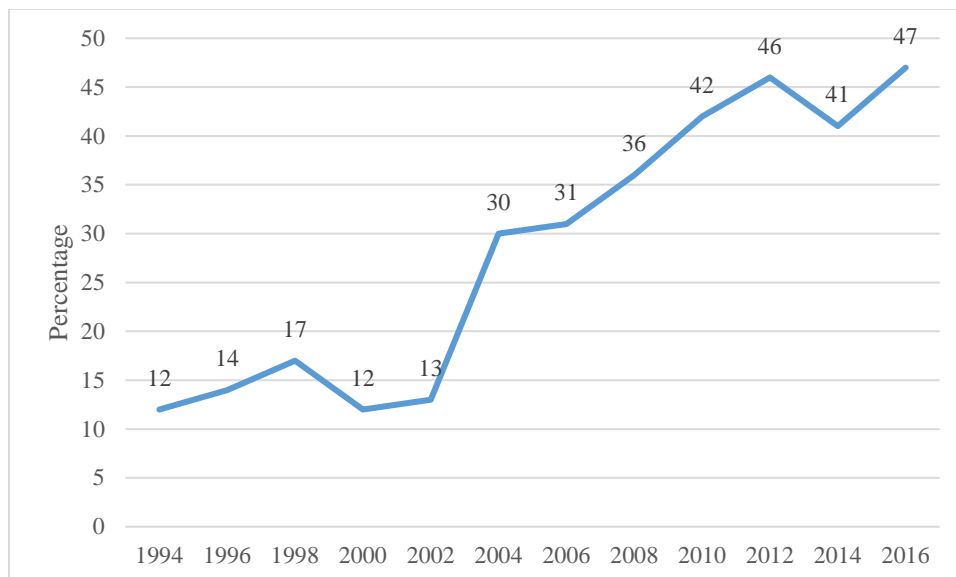
***2016 significantly less positive than national sample-.001.

Graph 99
Parking lots are well-lighted and secure

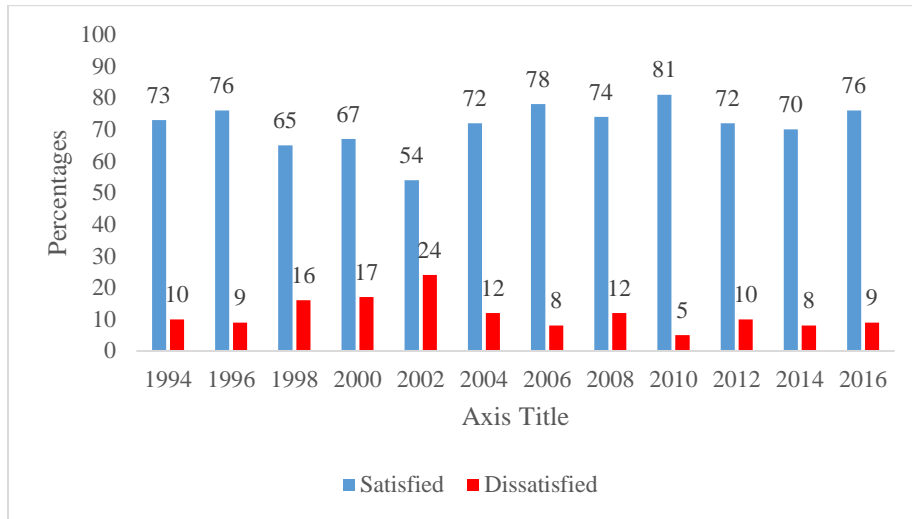


Close-in parking on campus has been reduced in the past couple of decades. To accommodate the reduction, the University established outlying parking lots with frequent bus transportation to campus. Graph 100 illustrates the impact of this policy on the number of students using “mass transit.” **Nearly five in ten students indicate they have used it and, currently, three-quarters expressed satisfaction (Graph 101)**

Graph 100
Usage of UW mass transit



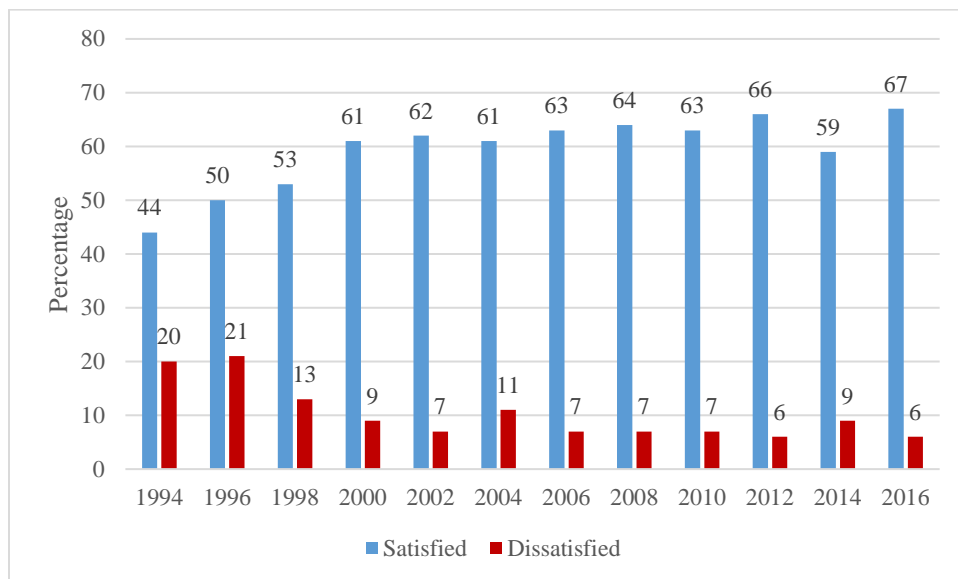
Graph 101
Satisfaction with UW mass transit



XXII. Non-teaching staff

Satisfaction with the nonteaching staff’s attitude toward students increased markedly from the first administration of the student satisfaction survey in 1994 and is currently at an all-time high in 2016—67 percent. (Graph 102).

Graph 102
Attitude of nonteaching staff toward students



XXIII. Athletics

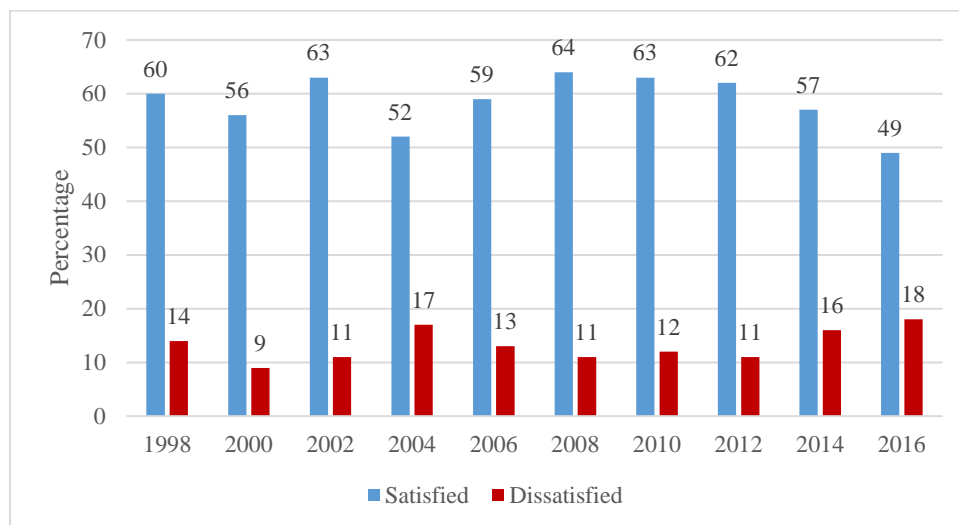
Although all full-time students pay fees to support intercollegiate athletics, there is considerable variance in how many athletic events students attended. The UW Survey finds just over one in five said they did not attend a single event while another 21 percent say they have attended one or two. On the other hand, nearly one in five students said they attended eleven or more (Table 17).

Table 17
How many UW athletic events did you attend?

| | |
|------------|----|
| None | 21 |
| 1-2 | 21 |
| 3-5 | 22 |
| 6-10 | 17 |
| 11 or more | 19 |

The Noel-Levitz survey asked students whether athletics contributed to a strong sense of school spirit. In 2016 the UW level of satisfaction fell to 49 percent with 18 percent expressing dissatisfaction. (Graph 103). This level of satisfaction is significantly below the national average.

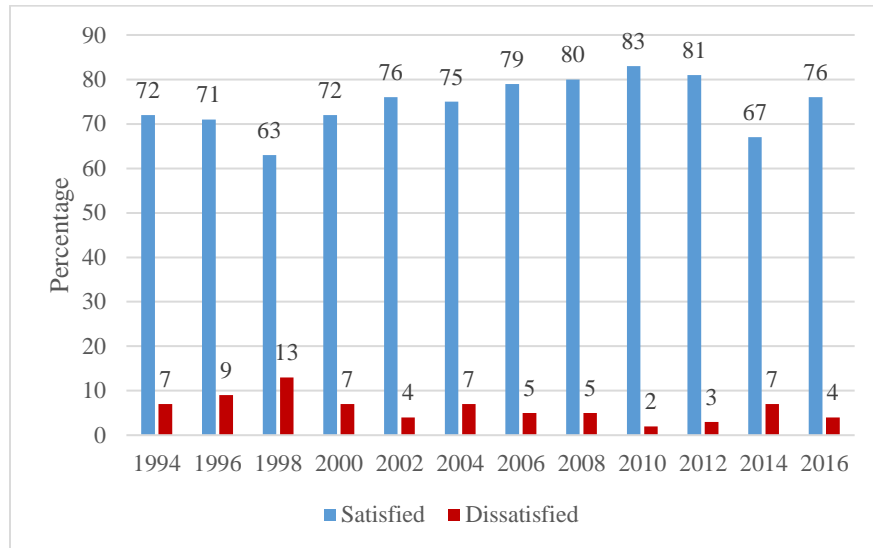
Graph 103
The intercollegiate athletic programs contribute to a strong sense of school spirit*



*2016 significantly less positive than national sample-.01.

Interestingly, student satisfaction with athletic facilities fell by 14 points between 2012 and 2014 but rebounded by nine percentage points in 2016 (Graph 104).

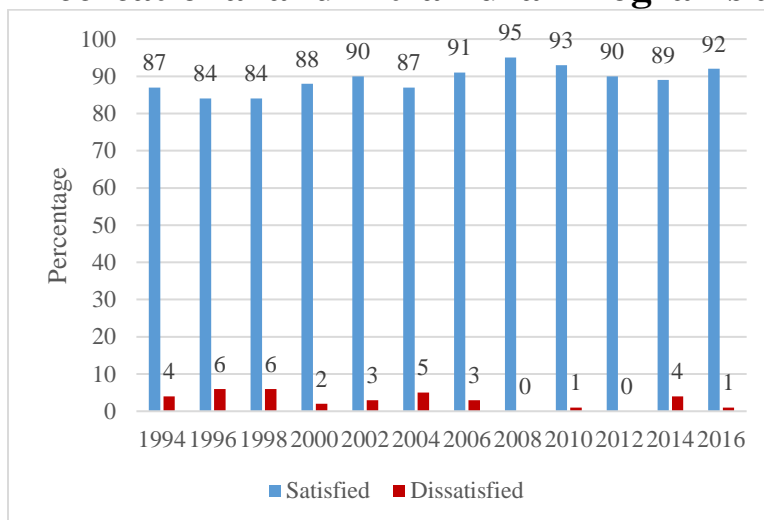
Graph 104
Satisfaction with athletic facilities



XXIV. Recreational and Intramural Programs and Services

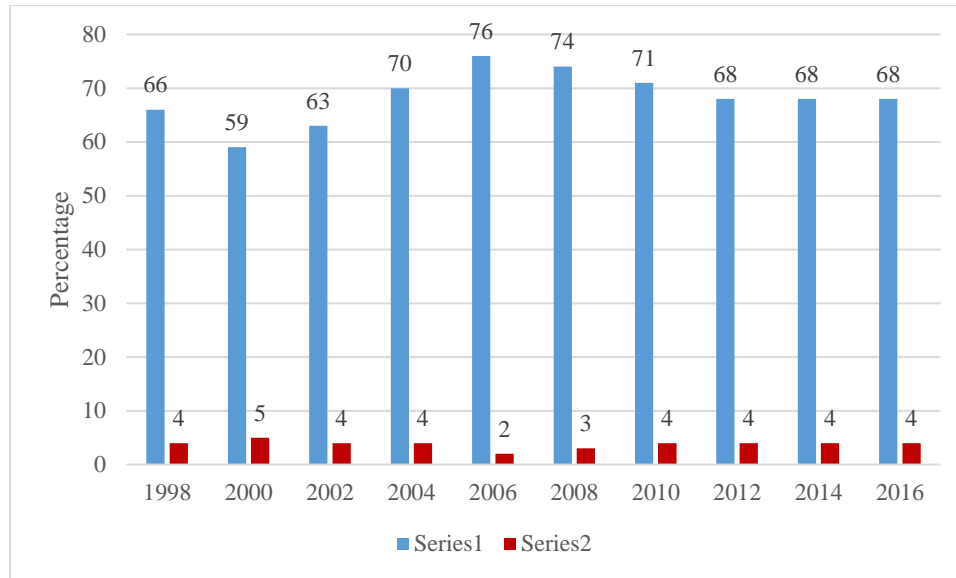
Satisfaction with recreational and intramural programs remained high in 2016 as it has throughout the period of survey administration—92 percent (Graph 105). And over two-thirds of UW students were satisfied with the variety of intramural offerings (Graph 106).

Graph 105
Recreational and Intramural Programs and services*



**Significantly above national average .001

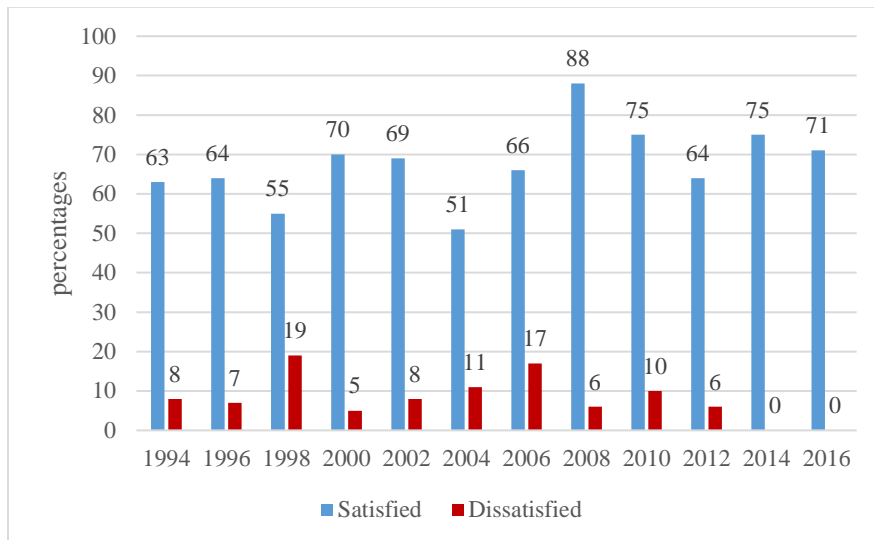
Graph 106
A variety of intramural activities are offered



XXV. Veterans services

Satisfaction with Veterans services has varied considerably over the years—from a low of 51 percent to a high of 88 percent. Part of the reason for this variance is the relatively low number of students who are eligible for these services. In recent years this number has been increasing and the university has devoted greater resources to the program. In 2016 none of the veterans surveyed expressed dissatisfaction while 71 percent gave these services a positive evaluation (Graph 107).

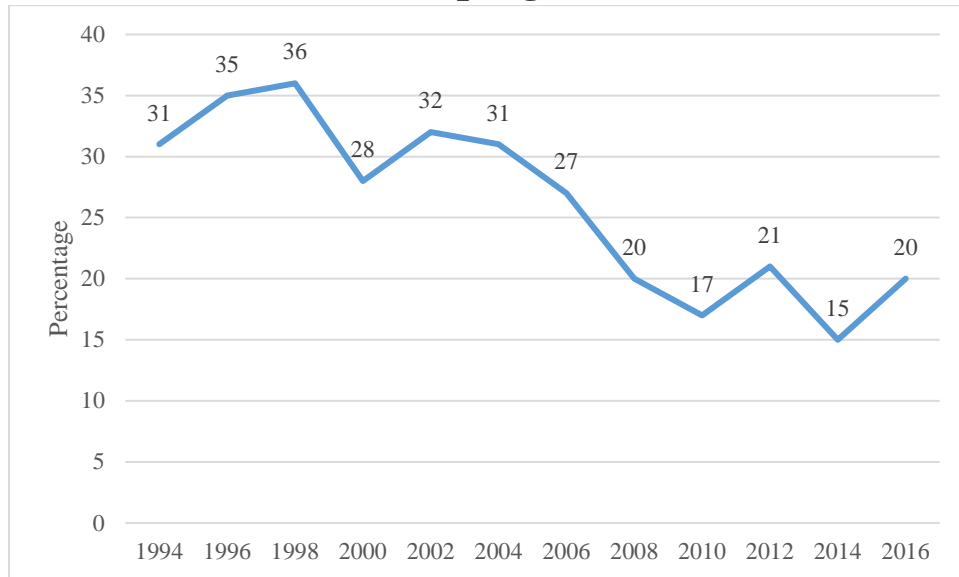
Graph 107
Veteran’s services



XXVI. Cultural programs

Attendance and participation in cultural programs has **declined quite dramatically during the last 20 years from a high of 36 percent in 1998 to 20 percent in the latest survey (Graph 108). For those who have taken advantage of these programs satisfaction remains high—84 percent in 2016 (Graph 109).**

Graph 108
Cultural program use



Graph 109
Cultural programs

