University of Wyoming Student Satisfaction: 1994 to 2018

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 surveys begin in 1998) Both have been administered biennially. In all, 2,437 responded to the two surveys. A third survey, the University of Wyoming Student Opinion Survey, composed of items developed primarily by Student Affairs and Academic Affairs was administered between 1994 and 2016 but was not continued in 2018. (For a more detailed description of the methods used to administer the two surveys, see the Appendix).

Noel-Levitz provided us with comparative results from national samples of public universities. Unfortunately, ACT terminated this practice in 2012. When the narrative states that UW’s satisfaction levels are significantly above or below the national average, it indicates that for the Noel-Levitz data the difference between UW’s level of satisfaction and the national level is statistically significant either positively or negatively.

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.

The Noel-Levitz questionnaire contains 73 satisfaction questions and ACT, 65. The vast majority of questions in both surveys present the student with a specified number of responses running from very satisfied to very dissatisfied. In addition to these questions, students were asked what pleased them most or disappointed the most about UW. The result is 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
Overall, I am pleased with the education that I am receiving at UW

General satisfaction is high across all academic classes although slightly lower among seniors. Nor does satisfaction vary substantially when different residence categories are compared (Graphs 2 and 3).

Graph 2
Overall, I am pleased with the education that I am receiving at UW by class
Graph 3
Overall, I am pleased with the education that I am receiving at UW by residence

![Bar chart showing satisfaction levels by residence]

A similar result can be found in a question that asked students if they would enroll in UW again. In 2018, nearly eight out of ten indicated that they would do so while only 15 percent declared they would not, a percentage significantly higher than at other universities. When comparing the results of this question by the student’s academic class and residence, the only notable difference again is among the seniors for whom 79 percent indicate they would enroll again, 14 percentage points below the corresponding figure for freshmen is (Graphs 4,5,6)

Graph 4
All in all, if you had to do it over, would you enroll here again? *

![Bar chart showing enrollment intentions over years]

*UW satisfaction level is significantly higher than national average--.05.
All in all, if you had to do it over, would you enroll here again by class?

![Graph 5](image)

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

![Graph 6](image)

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 1543 positive responses and 1008 negative (note that students could provide more than one response).

In terms of the positive, educational quality, cost, size and the friendliness were the most frequently cited comments.

Table 1
What pleases you most about UW?
Total comments 1543

<table>
<thead>
<tr>
<th>Comment</th>
<th>Number of comments</th>
<th>Percent of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of education/classes/professors</td>
<td>271</td>
<td>18</td>
</tr>
<tr>
<td>Reasonable cost/inexpensive/Hathaway scholarship/financial aid</td>
<td>209</td>
<td>14</td>
</tr>
<tr>
<td>Size/small/class size/personal</td>
<td>195</td>
<td>13</td>
</tr>
<tr>
<td>UW friendly/helpful</td>
<td>195</td>
<td>13</td>
</tr>
<tr>
<td>A particular department or program/availability of program and courses/resource availability</td>
<td>129</td>
<td>8</td>
</tr>
<tr>
<td>Location/Wyoming/Laramie/ close to home/close to the mountains</td>
<td>96</td>
<td>6</td>
</tr>
<tr>
<td>Campus beauty/buildings/grounds/ease of accessibility/quality of resources and facilities</td>
<td>87</td>
<td>6</td>
</tr>
<tr>
<td>Faculty, staff, students friendly/accessible</td>
<td>78</td>
<td>5</td>
</tr>
<tr>
<td>Many non-academic opportunities, intramurals, cultural programs, athletics etc.</td>
<td>67</td>
<td>4</td>
</tr>
<tr>
<td>Distance ED—Casper Center</td>
<td>48</td>
<td>3</td>
</tr>
<tr>
<td>Non-UW likes/weather/number of bars in Laramie, etc.</td>
<td>46</td>
<td>3</td>
</tr>
<tr>
<td>General/ atmosphere/culture/environment/</td>
<td>42</td>
<td>3</td>
</tr>
<tr>
<td>Politically neutral/ welcoming to all ideas</td>
<td>23</td>
<td>2</td>
</tr>
<tr>
<td>Advisor</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>Other-miscellaneous</td>
<td>24</td>
<td>2</td>
</tr>
</tbody>
</table>

The disappointments, although fewer in number, ranged over a broad set of items. Here, lack of campus parking, complaints about uncararing professors, cost and class availability were the leading complaints. Interestingly, in 2016 Laramie’s weather was the top complaint. In 2018 it dropped to fifth. The most notable difference between the 2016 and 2018 results is the marked increase in the number of students who find UW faculty and staff to be too liberal. Faculty and staff have certainly not undergone a major ideological shift since 2016. Thus, one suspects that UW students are attuned to these issues because of their prominence on the state and national levels.
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 more than the open-ended items, of course, and, not surprisingly, the lists of likes and dislikes diverge somewhat 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.
For the organizational purposes given the importance attributed to the various items in the above table, we will first present results related to instruction and advising, followed by instructional support, student support and other university related features.

Over the past decade the library and the computer center have received high marks and in 2018 they do so again. Given that the main purpose of the University is instruction, it is gratifying that seven of the Noel-Levitz items considered most positive by the students are instruction or instructional support (Table 3). Note that all of the ten most positive items are significantly above the national average. The items deemed most positive by the students in the ACT survey differ somewhat but six of the ten are instruction or instructional support (Table 4).

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

<table>
<thead>
<tr>
<th>Most Positive</th>
<th>Instructional support</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Instructional support</td>
<td>Library resources and services are adequate.</td>
</tr>
<tr>
<td>2</td>
<td>Instructional support</td>
<td>Computer labs are adequate and accessible.</td>
</tr>
<tr>
<td>3</td>
<td>Other University features</td>
<td>The institution has a good reputation within the community.</td>
</tr>
<tr>
<td>4</td>
<td>Other University features</td>
<td>On the whole, the campus is well-maintained</td>
</tr>
<tr>
<td>5</td>
<td>Instruction</td>
<td>Nearly all the faculty are knowledgeable in their field.</td>
</tr>
<tr>
<td>6</td>
<td>Instruction</td>
<td>I am able to experience intellectual growth here.</td>
</tr>
<tr>
<td>7</td>
<td>Instructional support</td>
<td>Library staff are helpful and approachable</td>
</tr>
<tr>
<td>8</td>
<td>Instructional support</td>
<td>Tutoring services are readily available.</td>
</tr>
<tr>
<td>9</td>
<td>Other University features</td>
<td>Males and females have equal opportunities to participate in intercollegiate athletics.</td>
</tr>
<tr>
<td>10</td>
<td>Instruction</td>
<td>Faculty are usually available after class and during office hours.</td>
</tr>
</tbody>
</table>

***UW average significantly above the national average to .001.
### Table 4
ACT ten most positive items (5 most positive—1 least)*

<table>
<thead>
<tr>
<th>Most Positive</th>
<th>Most Positive</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Instructional support</td>
<td>Library facilities and services</td>
</tr>
<tr>
<td>2</td>
<td>Instruction</td>
<td>Class size relative to the type of class</td>
</tr>
<tr>
<td>3</td>
<td>Other University features</td>
<td>Cultural programs</td>
</tr>
<tr>
<td>4</td>
<td>Other University features</td>
<td>Student Union</td>
</tr>
<tr>
<td>5</td>
<td>Other University features</td>
<td>Recreational and Intramural programs and services</td>
</tr>
<tr>
<td>6</td>
<td>Instructional support</td>
<td>Study areas</td>
</tr>
<tr>
<td>7</td>
<td>Other University features</td>
<td>Athletic facilities</td>
</tr>
<tr>
<td>8</td>
<td>Instruction</td>
<td>Attitude of faculty to students</td>
</tr>
<tr>
<td>9</td>
<td>Instruction</td>
<td>Out-of-class availability of instructors</td>
</tr>
<tr>
<td>10</td>
<td>Instructional support</td>
<td>Computer services</td>
</tr>
</tbody>
</table>

As has been the case since we began administering the satisfaction surveys, students are by far the most dissatisfied with the availability of campus parking. Both surveys reveal a rather negative view of student fees and the residence halls (Tables 5 and 6). Interestingly, for two of the least positive items—"There is an adequate selection of food available in the cafeteria" and “There are sufficient number of weekend activities for students”—UW’s percentages are more positive than the national averages.
### Table 5
Noel-Levitz ten least positive items (7 most positive—1 least)*

<table>
<thead>
<tr>
<th>Least Positive</th>
<th>Description</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student support The amount of student parking space on campus is adequate</td>
<td>2.72***</td>
</tr>
<tr>
<td>2</td>
<td>Student support Living conditions in the residence halls are comfortable.</td>
<td>4.42***</td>
</tr>
<tr>
<td>3</td>
<td>Student support Student activities fees are put to good use.</td>
<td>4.68</td>
</tr>
<tr>
<td>4</td>
<td>Student support I seldom get the “run-around” when seeking information on this campus.</td>
<td>4.77</td>
</tr>
<tr>
<td>5</td>
<td>Student support Channels for expressing student complaints are readily available.</td>
<td>4.78</td>
</tr>
<tr>
<td>6</td>
<td>Student support There is an adequate selection of food available in the cafeteria.</td>
<td>4.81***</td>
</tr>
<tr>
<td>7</td>
<td>Student support Residence hall staff are concerned about me as an individual.</td>
<td>4.81*</td>
</tr>
<tr>
<td>8</td>
<td>Student support Financial aid councilors are helpful</td>
<td>4.93</td>
</tr>
<tr>
<td>9</td>
<td>Instruction Faculty take into consideration student differences as they teach a course.</td>
<td>4.93</td>
</tr>
<tr>
<td>10</td>
<td>Student support There are sufficient number of weekend activities for students.</td>
<td>4.99***</td>
</tr>
</tbody>
</table>

*** UW average significantly above national average to .001.
*UW average significantly below the national average to .05.

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

<table>
<thead>
<tr>
<th>Least Positive</th>
<th>Description</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student support Parking facilities and services</td>
<td>2.51</td>
</tr>
<tr>
<td>2</td>
<td>Student support Student employment services</td>
<td>3.01</td>
</tr>
<tr>
<td>3</td>
<td>Student support Purpose for which student activities fees are used</td>
<td>3.22</td>
</tr>
<tr>
<td>4</td>
<td>Student support Student voice in college policies</td>
<td>3.30</td>
</tr>
<tr>
<td>5</td>
<td>Instruction Availability of course at times you can take them</td>
<td>3.34</td>
</tr>
<tr>
<td>6</td>
<td>Student support Residence hall services and programs</td>
<td>3.41</td>
</tr>
<tr>
<td>7</td>
<td>Student support Job placement services</td>
<td>3.44</td>
</tr>
<tr>
<td>8</td>
<td>Student support Student government</td>
<td>3.45</td>
</tr>
<tr>
<td>9</td>
<td>Student support Residence hall rules and regulations</td>
<td>3.46</td>
</tr>
<tr>
<td>10</td>
<td>Student support Student health insurance</td>
<td>3.48</td>
</tr>
</tbody>
</table>
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, one to advising, two to campus safety and one to the cost of tuition.**

Note that on only one of those items considered most important to students does the satisfaction level fall below 80 percent. But for that item—tuition—76 percent of the UW students express satisfaction. Unlike the 2016 results, the students ranked two safety items in the top ten. For these two, satisfaction was over 80 percent.

**It is encouraging that for seven of the most important items, UW’s results were significantly above the national averages.**
Table 7  
Ten items ranked most important to UW students and their level of satisfaction (7 most important 1 least important)*

<table>
<thead>
<tr>
<th>Area</th>
<th>Mean importance</th>
<th>Ten items most important to UW students</th>
<th>Percent satisfied</th>
<th>Percent dissatisfied</th>
<th>Comparison to other public universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>6.60</td>
<td>The content of the courses within my major is valuable</td>
<td>82</td>
<td>9</td>
<td>No significant difference</td>
</tr>
<tr>
<td>Instruction</td>
<td>6.60</td>
<td>The instruction in my major field is excellent.</td>
<td>83</td>
<td>8</td>
<td>No significant difference</td>
</tr>
<tr>
<td>Instruction</td>
<td>6.60</td>
<td>Nearly all of the faculty are knowledgeable in their field.</td>
<td>80</td>
<td>6</td>
<td>UW significantly more positive than national sample.</td>
</tr>
<tr>
<td>Safety—Student support</td>
<td>6.59</td>
<td>The campus is safe and secure for all students.</td>
<td>85</td>
<td>8</td>
<td>UW significantly more positive than national sample.</td>
</tr>
<tr>
<td>Instruction</td>
<td>6.58</td>
<td>The quality of instruction I receive in most of my classes is excellent.</td>
<td>80</td>
<td>9</td>
<td>No significant difference</td>
</tr>
<tr>
<td>Instruction—Advising</td>
<td>6.56</td>
<td>My academic advisor is knowledgeable about requirements in my major.</td>
<td>82</td>
<td>11</td>
<td>UW significantly more positive than national sample.</td>
</tr>
<tr>
<td>Safety—Student support</td>
<td>6.55</td>
<td>Security staff respond quickly in emergencies</td>
<td>81</td>
<td>6</td>
<td>UW significantly more positive than national sample.</td>
</tr>
<tr>
<td>Instruction</td>
<td>6.53</td>
<td>I am able to experience intellectual growth here</td>
<td>89</td>
<td>4</td>
<td>UW significantly more positive than national sample</td>
</tr>
<tr>
<td>Tuition—Student support</td>
<td>6.51</td>
<td>Tuition paid is a worthwhile investment.</td>
<td>76</td>
<td>13</td>
<td>UW significantly more positive than national sample.</td>
</tr>
<tr>
<td>Instruction</td>
<td>6.49</td>
<td>I am able to register for classes I need with few conflicts.</td>
<td>89</td>
<td>4</td>
<td>UW significantly more positive than national sample</td>
</tr>
</tbody>
</table>

*Significantly more positive than national sample-.001.
III. Instruction: 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 7, UW students are very positive (89%) with only four percent indicating dissatisfaction.

**Graph 7**
I am able to experience intellectual growth here

![Bar graph showing satisfaction with intellectual growth from 1998 to 2018.](image)

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 8).

**Graph 8**
There is a commitment to academic excellence on this campus

![Bar graph showing commitment to academic excellence from 1998 to 2018.](image)
Let us examine the results over time for the survey items related directly to teaching. Graph 9 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 10 and 11 are from Noel-Levitz. All 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 9**

*Instruction in your major field*

![Graph 9](image)

**Graph 10**

*The instruction I received in my major field is excellent*

![Graph 10](image)
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 (Graph 12). On the other hand, graduate assistants are more identifiable and satisfaction with GAs is slightly less than it is for adjunct faculty (Graph 13).

Adjunct faculty are competent as classroom teachers
A number of other survey questions pertain 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 14 provides UW student assessment of faculty competence. As can be seen in 2018, 90 percent of the sample rated faculty knowledgeable in their field while only 4 percent rated them negatively.

Graph 14
Nearly all of the faculty are knowledgeable in their field*

*Significantly more positive than the national average to .001.
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, eight of ten students provided positive ratings and in the past five surveys fewer than ten percent were negative (Graph 15).

Graph 15
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 16 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 2018, only five percent expressed dissatisfaction.

Graph 16
Attitude of the faculty toward students
The Noel-Levitz survey posed two additional questions related 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. Satisfaction was lower but still positive assessment was substantially more positive than negative. (Graphs 17 and 18).

**Graph 17**

**Faculty provide timely feedback about student progress in a course**

![Graph 17](image)

**Graph 18**

**Faculty take into consideration student differences as they teach a course**

![Graph 18](image)
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, these responsibilities undoubtedly render them unavailable to students. Graphs 19 and 20 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 four percent.

**Graph 19**
Out-of-class availability of your instructors

**Graph 20**
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 21 contains ACT survey results derived from an item questioning students about the availability of their advisor. The 2018 results vary little from the previous eleven surveys—seven in ten students were satisfied while one in ten was dissatisfied.

Graph 21
Availability of your advisor

Advisor approachability is another important component of advising. Graph 22 indicates that in 2018, 76 percent were satisfied with their advisor in this regard although 10 percent were not. Students were also questioned about how knowledgeable their advisors were concerning requirements. Here the results are very similar to those in Graph 22.

Graph 22
My academic advisor is approachable
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. In 2018 satisfaction was 71 percent with only 12 percent expressing dissatisfaction (Graph 24).
As state funding for public higher education has decreased in Wyoming, one might expect that it has become more difficult to enroll in the classes needed for timely graduation. Recall from Table 2 that inability to enroll in needed classes was the third most frequently cited complaint about UW. One question in the ACT survey is relevant to this problem. Do students perceive that UW provides a sufficient number of classes so that the student may enroll when the student has time to take the class? Graph 25 shows that 51 percent of UW students expressed satisfaction with 24 percent dissatisfied. This item reveals a level of dissatisfaction among the highest in the surveys— one quarter of the students expressed dissatisfaction. It should be noted, however, that for this item dissatisfaction has not varied significantly from past results.

Graph 25
Availability of the courses you want at times you can take them*

A final teaching related item asked students about satisfaction with class size. Overwhelmingly, students were satisfied—86 percent (Graph 26).

Graph 26
Class size relative to the type of course
IV. Instructional Support: Honors and Tutoring

UW provides students a number of units which are designed to provide assistance or to enhance their educational experience. One of these is the Honors program. Roughly 15 percent of the survey respondents indicated they had been enrolled in the Honors program. Satisfaction has varied over time but it did increase from 56 to 66 percent in 2018 (Graph 27). Tutoring is designed to provide students with assistance beyond the classroom. In all, 19 percent of the UW students indicated they used this service. As can be seen in Graph 28, satisfaction with the availability of these services has grown and in 2018 stands at 84 percent. In 2018, 75 percent indicated overall satisfaction with tutoring services while only six percent expressed dissatisfaction (Graph 29).

Graph 27
UW Honors Program

Graph 28
Tutoring services are readily available
V. Instructional Support: 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 very positive and for the Noel-Levitz items significantly higher than the national average. More than eight of ten UW students were satisfied with classroom facilities—only 5 percent expressed dissatisfaction (Graph 30).
Satisfaction with laboratory facilities is only slightly less than satisfaction with classroom facilities and in 2018 satisfaction was at an all-time high—significantly above the national average (Graph 31).

**Graph 31**
Laboratory facilities*

![Graph 31](image)

*2018 significantly more positive than national sample-.01.

The Library is among the most positively evaluated units in our surveys (Tables 4 and 5). 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 (Graph 32).

**Graph 32**
Library facilities and services

![Graph 32](image)
Graphs 33 and 34 are from Noel-Levitz data and both indicate a very positive evaluation of the library, its staff and its offerings.

Graph 33
Library resources and services are adequate*

*2018 significantly more positive than national sample-.01.

Graph 34
Library staff are helpful and approachable*

*2018 significantly above national average .001.
Like the library, UW’s computer services are among the most positively evaluated aspects of UW. Graphs 35 and 36 both show that over eight out of ten students were very satisfied, and the Noel-Levitz data indicate a satisfaction level significantly higher than the national average.

**Graph 35**  
**Computer Services**

**Graph 36**  
**Computer labs are adequate and accessible***

*2018 significantly more positive than national average to .001
VI. Student Support: Career Planning and Placement

Seventeen percent of 2018 respondents indicated they had used career planning services—somewhat less than the national average for students in other public universities—23 percent nationally (Graph 37). Why there should be such a substantial decrease is puzzling given the greater emphasis now placed upon securing employment following graduation. At UW 71 percent of the students rated these services positively (Graph 38).

Graph 37
Percent of students using career planning services

Graph 38
Satisfaction with Career planning services
Use of job placement services has declined considerably also since the 1990s (Graph 39). Again, given the supposed concern with securing a job, this is puzzling. The national average is 11 percent. Fifty seven percent of the UW students who have used the service rate it positively (Graph 40).

**Graph 39**

**Job placement percent using service**

![Graph 39](image)

**Graph 40**

**Satisfaction with job placement services**

![Graph 40](image)
When asked about preparation for future occupations, 67 percent of respondents expressed satisfaction with the preparation they were receiving (Graph 41).

Graph 41
Preparation you are receiving for your future occupation

VII. Student Support: Ideology, Diversity, Race Relations

Seventy-four percent of respondents indicated that they were satisfied with UW’s commitment to racial harmony, a substantial increase from earlier surveys (Graph 42). However, this level of satisfaction was significantly below the national average.

Graph 42
There is a strong commitment to racial harmony on this campus*

*2016 significantly less positive than national sample-.05.
The 2016 UW Student Opinion Survey contained a set of items which asked students to respond to eleven descriptors of UW’s climate for diversity. Although this survey was discontinued in 2018, several items from it were added to the ACT questionnaire. Students were given polar opposites and requested to mark one of five categories which ran from “Very Close” on one pole to “Very Close” on the opposite. For example, one item asked students to choose between “Friendly” to “Hostile”. A remarkable 88 percent of the students judged UW to be friendly (Table 8).

Table 8
Climate descriptors of UW

<table>
<thead>
<tr>
<th>Friendly</th>
<th>88%</th>
<th>Hostile</th>
<th>6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservative</td>
<td>46</td>
<td>Liberal</td>
<td>34</td>
</tr>
<tr>
<td>Homophobic</td>
<td>17</td>
<td>Non-homophobic</td>
<td>45</td>
</tr>
</tbody>
</table>

This set of three items was first asked in 2006. For one—friendly or hostile—there has been little change. Consistently, nearly nine out of ten students perceive the University is a friendly place (Graph 43). On the other hand, there have been substantial changes in the other two of these climate descriptors. Students perceiving the UW climate as homophobic has declined from 36 percent to 17 percent while the non-homophobic responses have risen from 27 percent to 45 percent although this percentage decreased from a high of 50 percent in 2016. This is one of the largest changes found in the three surveys and it matches similar changes found nation-wide (Graph 44). As noted in the open ended items (Table 2), the percentage of students viewing UW as liberal rather than conservative has risen from 17 percent in 2016 to 34 percent in 2018. The conservative response has remained stable at 46 percent (Graph 45).

Graph 43
Is UW Friendly or Hostile
Graph 44
Is UW non-homophobic or homophobic?

Graph 45
UW Liberal or Conservative
VIII. Student Support: Admissions and the Decision to Enroll

Both surveys contained questions pertaining to the Office of Admissions and the admission process. **Graphs 46 through 49 show consistent satisfaction levels with the Admissions staff and its procedures**—three-fifths to two thirds of UW students indicated satisfaction while around one in ten expressed dissatisfaction. Notable is the increase in satisfaction in 2018. Responses on Graphs 47 to 49 are consistent with those from other public universities.

**Graph 46**
General admissions procedures

**Graph 47**
Admissions staff are knowledgeable
Graph 48
Admissions counselors respond to prospective students’ unique needs and requests

Graph 49
Admissions counselors accurately portray the campus in their recruiting practices*

*2018 significantly more positive than national average to .05
A similar satisfaction level can be seen in Graph 50—over two-thirds of the respondents expressed satisfaction—only slightly less than the high of 71 percent in 2012.

**Graph 50**
Accuracy of college information received before enrolling

Satisfaction with the college catalog and admissions publications fell to its lowest point in 2014 and rose only slightly in 2018 (Graph 51). 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 51**
College catalog/admissions publications
Noel-Levitz and ACT surveys each include a question on new student orientation (Graphs 52 and 53). Again, about two-thirds of the students responded positively.

Graph 52
New student orientation services help students adjust to college

Graph 53
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. Tables 9, 10, and 11, give the percentage of students who ranked these factors as very important in their decision. Interestingly, although out-of-state tuition is significantly more expensive than in-state, the differences among the two groups is not substantial.

Table 9
Factors rated very important in decision to enroll at UW: Cost

<table>
<thead>
<tr>
<th></th>
<th>In-state</th>
<th>Out-of-state</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>65%</td>
<td>49</td>
</tr>
<tr>
<td>2000</td>
<td>66</td>
<td>59</td>
</tr>
<tr>
<td>2002</td>
<td>63</td>
<td>58</td>
</tr>
<tr>
<td>2004</td>
<td>70</td>
<td>65</td>
</tr>
<tr>
<td>2006</td>
<td>64</td>
<td>63</td>
</tr>
<tr>
<td>2008</td>
<td>68</td>
<td>66</td>
</tr>
<tr>
<td>2010</td>
<td>72</td>
<td>63</td>
</tr>
<tr>
<td>2012</td>
<td>70</td>
<td>66</td>
</tr>
<tr>
<td>2014</td>
<td>79</td>
<td>62</td>
</tr>
<tr>
<td>2016</td>
<td>73</td>
<td>71</td>
</tr>
<tr>
<td>2018</td>
<td>62</td>
<td>63</td>
</tr>
</tbody>
</table>

Table 10
Factors rated very important in decision to enroll at UW: Financial aid

<table>
<thead>
<tr>
<th></th>
<th>In-state</th>
<th>Out-of-state</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>50%</td>
<td>42</td>
</tr>
<tr>
<td>2000</td>
<td>50</td>
<td>44</td>
</tr>
<tr>
<td>2002</td>
<td>49</td>
<td>39</td>
</tr>
<tr>
<td>2004</td>
<td>52</td>
<td>47</td>
</tr>
<tr>
<td>2006</td>
<td>47</td>
<td>45</td>
</tr>
<tr>
<td>2008</td>
<td>51</td>
<td>52</td>
</tr>
<tr>
<td>2010</td>
<td>59</td>
<td>47</td>
</tr>
<tr>
<td>2012</td>
<td>56</td>
<td>47</td>
</tr>
<tr>
<td>2014</td>
<td>69</td>
<td>50</td>
</tr>
<tr>
<td>2016</td>
<td>64</td>
<td>55</td>
</tr>
<tr>
<td>2018</td>
<td>57</td>
<td>56</td>
</tr>
</tbody>
</table>
Less important to students was academic reputation. However, its importance has increased substantially over the last two decades (Table 11).

### Table 11
Factors rated very important in decision to enroll at UW: Academic reputation

<table>
<thead>
<tr>
<th>Year</th>
<th>In-state</th>
<th>Out-of-state</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>22%</td>
<td>27</td>
</tr>
<tr>
<td>2000</td>
<td>19</td>
<td>28</td>
</tr>
<tr>
<td>2002</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>2004</td>
<td>28</td>
<td>30</td>
</tr>
<tr>
<td>2006</td>
<td>27</td>
<td>37</td>
</tr>
<tr>
<td>2008</td>
<td>28</td>
<td>31</td>
</tr>
<tr>
<td>2010</td>
<td>25</td>
<td>38</td>
</tr>
<tr>
<td>2012</td>
<td>31</td>
<td>40</td>
</tr>
<tr>
<td>2014</td>
<td>32</td>
<td>34</td>
</tr>
<tr>
<td>2016</td>
<td>34</td>
<td>39</td>
</tr>
<tr>
<td>2018</td>
<td>40</td>
<td>39</td>
</tr>
</tbody>
</table>

IX. Student Support: Financial Aid

The survey results give a mixed message concerning financial aid. Overall, satisfaction with these services declined from 72 percent to 64 percent (Graph 54). On the other hand, the evaluation of financial aid counselors was more positive than in any previous surveys (Graphs 55). When asked whether financial aid information was available prior to enrollment, 59 percent responded positively—a result almost identical to other recent surveys (Graph 56).

**Graph 54**
Financial aid services
When questioned about whether financial aid awards were announced in time to be helpful in college planning, 73 percent of the students answered in the affirmative, the most positive overall response since 1998 (Graph 57).
Financial aid awards are announced to students in time to be helpful in college planning*

*2018 significantly more positive than national average to .001.

The state of Wyoming ranks near the top in terms of the availability of student financial aid. Most students express satisfaction, although in 2018 there was a slight decline (Graph 58). Interestingly, there was very little difference between in-state and out-of-state students on this item.

Adequate financial aid is available for most students
X. Student Support: 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 and again in 2018. (Graphs 59) The Noel-Levitz question elicited a
more positive response (Graph 60), but both graphs show that a quarter of the students
were dissatisfied with the use of student fees.

Graph 59
Purpose for which student activity fees are used

![Graph 59](image)

Graph 60
Student activities fees are put to good use

![Graph 60](image)
As noted earlier, UW tuition, although it has increased substantially over the past couple of decades, is among 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 61). Interestingly, satisfaction has varied only slightly although tuition has increased significantly since 1998.

**Graph 61**
Tuition paid is a worthwhile investment*

![Graph showing tuition satisfaction from 1998 to 2018](image)

*2018 significantly more positive than national average to .001.

**XI. Student Support: Registration**

In 2018, seven-three percent of students expressed satisfaction with the registration process and only seven percent were dissatisfied (Graph 62). A Noel-Levitz item asked students about Registration personnel (Graph 63). Here, between 2016 and 2018 we find one of the largest increases in satisfaction in the survey.
**Graph 62**
General registration procedures

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**Graph 63**
The personnel involved in registration are helpful*

---

*2018 significantly more positive than national average to .001.
X. Student Support: Student Safety

In 2018, the Noel-Levitz survey found that personal safety was deemed one of the most important items to students (Table 7) and when asked if they were satisfied with this aspect of UW, 85 percent indicated satisfaction with only six percent dissatisfied. The results from the ACT survey were nearly identical (Graphs 64 and 65).

Graph 64
The campus is safe and secure for all students*

*2018 significantly more positive than national sample-001.

Graph 65
Personal security/safety at UW
On a related item which questioned students whether security staff responded quickly in emergencies, UW students were not nearly as satisfied (56 percent) although satisfaction was considerably higher than at the turn of the century and once again UW satisfaction level was significantly higher than the national average (Graph 66). The difference between Graphs 65 and 66 can be explained by the fact that a much higher percentage of students indicated they were simply unaware of the speed at which police responded.

Graph 66
Security staff respond quickly in emergencies*

*2018 significantly more positive than national sample-001.

XI. Student Support: Administration responsiveness

Satisfaction with the approachability of UW administrators rose eight points in 2018 and reached its highest level since we began administering the Noel-Levitz survey (Graph 67).

Graph 67
Administrators are approachable to students
No student wishes to be directed from one office to another when attempting to solve an administrative problem, i.e., given the run-around. **Comparatively, this is one of the lower levels of satisfaction in this study although UW’s level is not significantly different from other universities (Graph 68).** It is concerning, however, that one-quarter of the students indicated dissatisfaction.

**Graph 68**

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

---

XII. **Student Support: Student Government/Voice in Policy**

Less than a majority of students expressed satisfaction with student government or their voice in college policies. These are two of the few survey items for which student satisfaction is less than a majority opinion (Graph 69 and 70). Perhaps most noticeable about these two graphs is, as with Graph 66, the large number of students who simply did not express an opinion.
XIII. Student Support: 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 substantially from its low of 34 percent in 1994 and, as can be seen in Graph 71, now stands at 57 percent.
Both questions on food services reveal a similar pattern: a major increase in satisfaction beginning in 2004 coinciding with new facilities. About three-fifths of the students indicated satisfaction with food services in 2018. (Graphs 72 and 73).
There is an adequate selection of food available in the cafeteria

Satisfaction with “living conditions” in the residence halls was 52 percent in 2018. This figure is significantly below the national average (Graph 74). From 1998 to the present, on average one-quarter of UW students expressed dissatisfaction.

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

***2018 significantly less positive than national sample-001.
Satisfaction with residence hall staff (Graph 75) increased markedly in 2018 (62 percent) and is at its highest point since 1998. Still, UW’s figures were significantly below the national average.

**Graph 75**
Residence hall staff are concerned about me as an individual*

*2018 significantly less positive than national sample-.05

In terms of student satisfaction with residence hall rules and regulations, satisfaction levels increased by 11 percentage points—one of the largest increases in the survey (Graph 76).

**Graph 76**
Residence hall regulations are reasonable
The data shown in Graph 77 are basically a summation of the above questions concerning the residence halls and their programs. In 2018, satisfaction reached its highest point since the initial survey in 1994—61 percent—but fell in 2018 to 52 percent.

Graph 77
Residence hall services and programs

![Graph 77](image)

XVI. Student Support: Student Health Services and Health Insurance

Slightly less than three-fifths of the students said they used the services provided by Student Health—a percentage that has remained stable over the past decade. When posed with the item “Student Health Services” 76 percent said they were satisfied (Graph 78). Graph 79 shows that 77 percent view the Student Health staff as competent, an increase of nine percent since 2016 and one that is significantly higher than that in other universities.
In 2018, only 18 percent of students indicated that they used UW’s student health insurance, a percentage nearly identical to the national average. Satisfaction with the program increased slightly to 53 percent in 2018 (Graph 80).
XVII. Student Support: Veterans’ Services

Satisfaction with Veterans services has varied considerably over the years—from a low of 51 percent to a high of 90 percent. Part of the reason for this variance is the relatively low number of students who are eligible for these services. In recent years the university has devoted greater resources to the program. In 2018 only two percent of the veterans surveyed expressed dissatisfaction while 90 percent gave these services a positive evaluation (Graph 81).

Graph 81
Veteran’s services
XVIII. Other University Features: Student Union

Satisfaction with the Student Union has remained high—87 percent (Graph 82). Impressively only two percent of UW students expressed dissatisfaction with the Student Union. Eighty 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 83).

**Graph 82**
Student Union satisfaction

**Graph 83**
The Student Center is a Comfortable Place for Students to spend their leisure time *

*2018 significantly more positive than national sample-05.*
XIX. Other University Features: Bookstore

At UW, 77 percent of the students indicated satisfaction with the bookstore (Graph 84). Agreement that “bookstore staff are helpful” saw a drop in 2018 from 79 to 70 percent, still a level of satisfaction that is significantly above the national average (Graph 85).

Graph 84
Satisfaction with campus bookstore

Graph 85
Bookstore staff are helpful*

*2018 significantly more positive than national sample-05
XX. Other University Features: Bill and fee payment

Both ACT and Noel-Levitz surveys asked questions about bill payment and both found the same results: slightly over seven in ten of the students were satisfied (Graphs 86 and 87). Satisfaction with the convenience of the business office increased sharply from 58 percent to 77 percent! (Graph 88).

Graph 86
Billing and fee payment procedures

Graph 87
Billing policies are reasonable*

*2018 significantly more positive than national sample-001
The business office is open during hours which are convenient for most students

XXI. Other University Features: 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 (54 percent dissatisfaction) since 1994. Still, only 28 percent of students indicated satisfaction in 2018 (Graph 89) The Noel-Levitz question was somewhat different asking whether the amount of parking space was adequate. Here 69 percent of students answered negatively, a percent that is below the national average (Graph 90). On the other hand, students were much more satisfied when asked the question of whether parking lots were well lighted and secure –69 percent (Graph 91).
Graph 89
Parking facilities and services

Graph 90
The amount of student parking space on campus is adequate*

***2016 significantly less positive than national sample-.001.
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 92 illustrates the impact of this policy on the number of students using “mass transit.” **Five in ten students indicate they have used it and, currently, eighty percent expressed satisfaction** (Graph 93)
Graph 93
Satisfaction with UW mass transit

XXII. Other University Features: Athletics

The Noel-Levitz survey asked students whether athletics contributed to a strong sense of school spirit. In 2018 the UW level of satisfaction increased by 35 percentage points! (Graph 94). This level of satisfaction is significantly above the national average.

Graph 94
The intercollegiate athletic programs contribute to a strong sense of school spirit*

*2018 significantly more positive than national sample-001
From 2014 to the present, satisfaction with athletic facilities increased by 14 percentage points to 81 percent with only three percent indicating dissatisfaction (Graph 95).

Graph 95
Satisfaction with athletic facilities

XXIII. Other University Features: Recreational and Intramural Programs and Services

Satisfaction with recreational and intramural programs remained high in 2018 as it has throughout the period of survey administration—87 percent (Graph 96). And 84 percent of UW students were satisfied with the variety of intramural offerings a major increase since 2016 (Graph 97).

Graph 96
Recreational and Intramural Programs and services
XXIV. Other University Features: Cultural programs

Attendance and participation in cultural programs have declined quite dramatically during the last 20 years from a high of 36 percent in 1998 to 20 percent in the latest survey (Graph 98). However, for those who have taken advantage of these programs satisfaction remains high—87 percent in 2018 (Graph 99).
Graph 99
Cultural programs

![Cultural programs graph](image-url)
Introduction

In the spring of 2018 the University of Wyoming administered its biennial Student Satisfaction survey using two survey forms: The Ruffalo Noel-Levitz form, and a UW form based on a form once known as the A.C.T. form.

For the first time both were administered using exclusively online survey administration.

Both were administered the week following UW spring break. The surveys went live on March 22nd, and closed on April 9th, 2018. For both surveys students received 1 invitation email, and 3 reminder emails. In addition, students received an email from the Vice President for Student affairs on March 21st informing them that they may be selected for one of the surveys and asking that they participate (See Appendix A).
Surv Facts

Start and End Dates
March 22, 2018 – April 9, 2018

Completed Surveys
2437 Total Surveys
932 completions Ruffalo Noel-Levitz
1505 completions UW A.C.T.

Response Rate
30% - Ruffalo Noel-Levitz
37% - UW A.C.T.

Methods

Sampling Frame, Sample Design and Sample Size

The pool of respondents for the survey included all UW students registered for the spring 2018 semester. The contact list was obtained from the UW Office of the Registrar.

The total number of records on that list was 12100. A total of 309 records did not have an email address associated with the name. Those were excluded from the list which the sample of potential respondents was drawn.

A probability sample of 7200 records was randomly drawn from that list. These were further randomly split into two subsamples to be used for the administration of the two survey forms.

A total of 3100 records were drawn for the Ruffalo Noel-Levitz form. The remaining 4100 were prepared for use in the UW A.C.T. adapted form.
Questionnaire Content

The Ruffalo Noel-Levitz forms are proprietary and are made available for use by colleges with very little options of adding college specific questions. As in previous years, the “Student Satisfaction Inventory 4-Year Form A” form was used.

The UW A.C.T. adapted from provided more flexibility. In addition to all questions belonging to the original A.C.T. survey instrument, a few questions from what used to be a UW third form used in previous years were added.

These are:

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

Please tell us how much you agree or disagree with each one

a) Overall, I am pleased with the education that I am receiving at UW

b) Overall, I would recommend that a friend or relative attend UW

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 listed below, 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></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>a</td>
<td>Friendly</td>
<td></td>
<td></td>
<td></td>
<td>Hostile</td>
</tr>
<tr>
<td>e</td>
<td>Conservative</td>
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<td></td>
<td></td>
<td>Liberal</td>
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<tr>
<td>g</td>
<td>Homophobic</td>
<td></td>
<td></td>
<td></td>
<td>Non-homophobic</td>
</tr>
<tr>
<td>k</td>
<td>Improving</td>
<td></td>
<td></td>
<td></td>
<td>Worsening</td>
</tr>
</tbody>
</table>
What pleases you most about UW?

What disappoints you most about UW?

**Mode of Contact and Mode of Data Collection**

For the first time, the only mode data collection for the UW Student Opinion Survey was a web survey. The only mode of contact was email.

**Survey Administration**

Both survey forms were administered using the online mode of data collection. Students received an email from the Vice President for Student affairs on March 21\textsuperscript{st} informing them that they may be selected for one of the surveys and asking that they participate.

Students were invited to complete the survey to which they were randomly assigned via email. An electronic link to the survey was provided as was a unique access code (See Appendix A for invitation email examples). Students were offered an entry into a raffle for a new iPad if they completed their survey.

The surveys went live on March 22\textsuperscript{nd}, 2018. One survey invitation email and 3 reminder emails went out before the survey was closed on April 9\textsuperscript{th}, 2018.

By close of data collection a total of 1505 completed UW A.C.T. and a total of 932 completed Noel-Levitz surveys were obtained.

**Response Rates**

A total of 7200 students were included in the survey sample. For the Ruffalo Noel-Levitz survey, 3100 students were included. Of the 3100, two email addresses returned as invalid. With 932 survey completions, the valid response rate for the Ruffalo Noel-Levitz survey is 30.1%. For the UW A.C.T survey, a total of 4100 students were included. Of the 4100, five email addresses returned as invalid. With 1505 survey completions, the valid response rate for the UW A.C.T is 36.8%.
Data Compilation

At close of data collection the data from UW A.C.T were exported in the SPSS software and checked for consistency, missing data, etc. This data set was delivered to the University of Wyoming for further analysis.

Appendix A
Watch for Important Student Surveys

March 21, 2018

Dear UW Student:

We know that this is a busy time of the semester and that, for many of you, the last thing you need is to be asked to complete another survey. But, if you would like to help make positive changes at the University of Wyoming and be entered into a drawing for a new iPad, please consider this upcoming survey opportunity.

Every two years, the UW administration sponsors a student opinion survey. This year, for the first time, the survey will be conducted entirely online.

In a couple of days, some of you (we draw a probability sample from all UW students) will receive an official invitation via email to complete one of two questionnaire forms. The University of Wyoming has partnered with Ruffalo Noel Levitz to gather student feedback using the Student Satisfaction Inventory. Alternatively, you may be selected to complete the University of Wyoming Student Opinion Survey form, administered by the Wyoming Survey & Analysis Center.

Be sure to check your email on Thursday, March 22. Please also double-check your spam and/or clutter folders. If you have been selected, please complete the survey right away. The survey will be only available for a short time.

Every student who completes the Student Satisfaction Inventory or the Student Opinion Survey will be entered into a drawing for a new iPad.

Thank you in advance for your participation. Your input helps to make positive changes at the University of Wyoming.

Sincerely,

Sean Blackburn, Vice President for Student Affairs
INVITATION EMAIL – UW A.C.T.

Dear <Name>,

You have been selected to participate in this year’s University of Wyoming Student Opinion Survey. Every two years, the UW administration sponsors a student opinion survey. This year, for the first time, the survey will be conducted entirely online.

We know that this is a busy time of the semester. But, if you would like to help make positive changes at the University of Wyoming and be entered into a drawing for a new iPad, please consider completing this survey.

The survey will take roughly 10 minutes to complete. You don’t have to answer any questions you don’t want to, and you can end the survey at any time. Your responses will be kept completely confidential; results will be provided to the administration with ALL personally identifying information removed. Every student who completes the survey will be entered into a drawing for a new iPad. Your unique survey link is provided below. This link is unique to your email address; please do not share it with any other students.

Follow this link to the Survey:
Take the Survey

INVITATION EMAIL – RUFFALO NOEL-LEVITZ

Hello <Name>,

You have been selected to participate in this year’s University of Wyoming Student Satisfaction Priorities Survey. Every two years, the UW administration sponsors a student opinion survey. This year, for the first time, the survey will be conducted entirely online.

We know that this is a busy time of the semester. But, if you would like to help make positive changes at the University of Wyoming and be entered into a
drawing for a new iPad, please consider completing this survey.

The survey will take roughly 10 minutes to complete. You don't have to answer any questions you don't want to, and you can end the survey at any time. Your responses will be kept completely confidential; results will be provided to the administration with ALL personally identifying information removed. Every student who completes the survey will be entered into a drawing for a new iPad. Your unique survey link is provided below. This link is unique to your email address; please do not share it with any other students.

This survey is available for online completion and via your mobile device.

Please click on or copy and paste this link:
<Link>

Thank you in advance for taking the time to complete this very important survey. If you have any issues accessing the survey, please email us directly at wysac.src@uwyo.edu.