Passed with Unanimous Consent

ASUW PASSED Student Government

SENATE RESOLUTION #3077

TITLE: **Support for an Increase in the Graduate Assistantship Stipend**

DATE INTRODUCED: **11/21/2025**

AUTHOR: **Senators Smith and Wellikson; Graduate Student Council Represenative Obajinmi**

SPONSORS: **Senators Cooper, Kaiser, Keasling, Moore, Morales & Robinson; President Medina; Chief of Staff Hargett, Director of Internal Public Affairs and Advocacy Heard; Graduate Student-at-Large Adesina, Ajibade, Barnhart, Bell, Bugos, Gerstler, Magnuson, McGregor, Meyer, Preus, and Smith; Non-Traditional Student Council, Graduate Student Council**

1. WHEREAS, the purpose of the Associated Students of the University of Wyoming
2. (ASUW) Senate is to serve our fellow students in the best manner possible; and,
3. WHEREAS, graduate assistants play a vital role in the University's academic and
4. research mission, supporting undergraduate education, facilitating laboratories,
5. mentoring student researchers, advancing faculty projects, and sustaining overall
6. instructional and scholarly excellence; and,
7. WHEREAS, strategic investment in graduate education enhances Wyoming's
8. workforce, strengthens research capacity, and promotes economic growth, directly
9. addressing state needs, as reflected in the 2025 Wyoming Workforce Annual Report
10. (Addendum B); and,
11. WHEREAS, current graduate assistantship stipends at UW are no longer competitive
12. with peer institutions, as nearby universities such as Colorado State University,
13. University of Idaho, University of Colorado, and Oklahoma State University all
14. provide higher minimum stipends, as reflected in Addenda F, N, O, and P; and,
15. WHEREAS, UW pays graduate assistantships approximately 21.5% below the national

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average for master's-level students, potentially placing us as low as the 12th percentile, as shown in Addendum M; and

WHEREAS, inadequate compensation compromises UW's ability, as an R1 Institution, to attract and retain high-caliber students; and,

WHEREAS, approximately one-third of graduate assistants are non-traditional students with one or more children and often face additional challenges, such as visa restrictions and supporting multiple dependents, as reflected in Addenda K and L;

WHEREAS, Wyoming's inflation reached 4.6% in 2024, driven by 5.6% increases in food and housing costs respectively and 2.9% in medical expenses, as reflected in Addendum D; and,

WHEREAS, the MIT Living Wage estimates that a single adult in Albany County needs approximately $40,700 annually to meet basic needs, and with even just one dependent raising the minimum required income to $60,354, as reflected in Addendum G; and,

WHEREAS, the University recently enacted a greatly appreciated 20% increase to graduate stipends, the current minimum of $15,640, as reflected in Addendum A, translates to roughly 13% below the local living hourly wage threshold, as reflected in Addendum G; and,

WHEREAS, this leaves graduate assistants financially strained despite the prior improvements; and,

WHEREAS, nearly 71% of students nationwide report financial challenges during enrollment, as reflected in Addendum I; and,

WHEREAS, 71% of students experience housing or food insecurity, as reflected in Addendum I; and,

39. WHEREAS, this has been exacerbated in Albany County specifically, where apartment
40. rents have increased 30% in five years ($727 in 2019 to $945 in 2024) and house rents
41. by over 40% ($1,055 in 2019 to $1,488 in 2024), as reflected in Addenda C and D; and,
42. WHEREAS, 43% of students work multiple jobs or more than 40 hours per week, as
43. reflected in Addendum I, a commitment often unfeasible for graduate assistants; and,
44. WHEREAS, international students specifically face strict federal limitations, including
45. 20-hour per week employment caps and almost complete restrictions on off-campus
46. work, as reflected in Addendum H, making the graduate stipend a necessity to live off;
47. and,
48. WHEREAS, 56% of students report being unable to cover unexpected expenses of
49. $500, as reflected in Addendum I, highlighting the unique vulnerability of students that
50. leave little margin for emergencies; and,
51. WHEREAS, Colorado State University has implemented annual stipend increases
52. totaling 13.7% in the last five years ($1,690/month in 2020–2021 to $1,922/month in
53. 2025–2026) as reflected in Addendum F; and,
54. WHEREAS, instituting an annual cost-of-living adjustment (COLA) tied to CPI or state
55. COLA ensures stipends remain aligned with economic conditions, maintaining
56. competitiveness and fairness over time; and,
57. WHEREAS, investing in graduate assistants improves recruitment, retention, and
58. morale, making UW more appealing to talented scholars and researchers; and,
59. WHEREAS, a doctoral degree is worth $4 million and a master’s degree $3.2 million on
60. average over a lifetime, 100% more than a high school diploma and 14% more than a
61. bachelor’s degree, underscoring the substantial long-term financial return of supporting

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graduate education, as reflected in Addendum J; and,

WHEREAS, 70% of UW graduates leave the state after completing their degrees, as reflected in Addendum E, and stronger support for graduate education can help retain skilled professionals in Wyoming.

THEREFORE, be it resolved that this legislation be circulated to the Board of Trustees, the President's Office, and the Vice President for Budget and Finance; and,

THEREFORE, be it further resolved that, in coordination with the Vice President for Governmental and Community Affairs and in consultation with the College of Graduate Education and Graduate Student Council, this resolution be forwarded to the Wyoming State Legislature's Appropriations Committee for consideration of expanded funding for graduate education, in March of 2026, for preparation of FY2027; and,

THEREFORE, be it further resolved that the ASUW Senate requests that the University of Wyoming raises the minimum graduate assistant stipend to $18,000 by FY2027, ensuring competitive compensation to support recruitment, retention, and research productivity, and undergraduate teaching; and,

THEREFORE, be it further resolved that the University adopt an annual cost-of-living adjustment (COLA) for graduate assistant stipends, tied to CPI/state COLA typically ranging from 2–5% per year, maintaining competitiveness and sustainability; and,

THEREFORE, be it further resolved that Wyoming continues to invest in higher education to ensure graduate assistant, the backbone of UW's research and teaching, can afford to remain in the state and contribute meaningfully to Wyoming's future.

Referred to: SWAC

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Date of Passage: December 2, 2025 **Signed:** _____
(ASUW Chairperson)

"Being enacted on December 2, 2025 **, I do hereby sign my name hereto and approve this Senate action."** _____
ASUW President

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ADDENDUM A: UW Graduate Assistantship Payroll FY26

UW
Payroll

Pay Schedule for GA's for Academic Year 2025-2026 (Starting 8/19/2025)

New/Rehire/Extension	Fall Only	91	Days	
	(August 19, 2025 - December 23, 2025)			
Semester Amount	$7,821.00			
Month	August	September	October	November
Days	(9)	(22)	(23)	(20)
Pay Monthly	-	2,607.00	1,738.00	1,738.00
Accumulated Pay	-	2,607.00	4,345.00	6,083.00
Accumulated Earnings	773.51	2,664.30	4,641.03	6,359.93

New Hires	Spring Only	99	Days	
	(January 13, 2026 - May 29, 2026)			
Semester Amount	$7,821.00			
Month	January	February	March	April
Days	(14)	(20)	(22)	(22)
Pay Monthly	1,564.20	1,564.20	1,564.20	1,564.20
Accumulated Pay	1,564.20	3,128.40	4,692.60	6,256.80
Accumulated Earnings	1,106.00	2,686.00	4,424.00	6,162.00

Rehires/Extension	Spring Only	106	Days	
	(January 2, 2026 - May 29, 2026)			
Semester Amount	$7,821.00			
Month	January	February	March	April
Days	(21)	(20)	(22)	(22)
Pay Monthly	1,564.20	1,564.20	1,564.20	1,564.20
Accumulated Pay	1,564.20	3,128.40	4,692.60	6,256.80
Accumulated Earnings	1,549.44	3,025.10	4,648.33	6,271.56

Academic Year	AY	197	Days	
	(August 19, 2025 - December 23, 2025; January 2, 2026 - May 29, 2026)			
Academic Year Amount	$15,642.00			
Month	August	September	October	November
Days	(9)	(22)	(23)	(20)
Pay Monthly	-	2,607.00	1,738.00	1,738.00
Accumulated Pay	-	2,607.00	4,345.00	6,083.00
Accumulated Earnings	773.51	2,664.30	4,641.03	6,359.93
Month	January	February	March	April
Days	(21)	(20)	(22)	(22)
Pay Monthly	1,564.20	1,564.20	1,564.20	1,564.20
Accumulated Pay	9,385.20	10,949.40	12,513.60	14,077.80
Accumulated Earnings	9,370.44	10,846.10	12,469.33	14,092.56

Fall Only:	Fall Amount / 4.5 = 1.5 September; Full Oct thru Dec
Spring Only:	Spring Amount / 5 = Full Jan thru May

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ADDENDUM B: 2025 Wyoming Workforce Annual Report – Chapter 8 & 9 (pg 45-55)

Chapter 8: Long-Term Employment Projections

Wyoming Projected to Add 35,000 Jobs in the Next 10 Years

by: Laura Yetter, Senior Economist

Wyoming is projected to add approximately 33,000 new jobs over the next 10 years, according to the newest long-term industry and occupational employment projections from the Research & Planning (R&P) section of the Wyoming Department of Workforce Services. This marks an increase of approximately 12% from 2022 to 2032. On average, Wyoming is projected to add more than 3,000 jobs each year during that 10-year period.

Projections are based on historic trends of how employment levels respond to market conditions, such as oil & natural gas prices, building permits, mortgage rates, and coal production. Projections cannot account for certain factors, such as extreme weather patterns, large-scale government investments, and economic downturns. For example, projections run prior to 2020 could not have accounted for the COVID-19 pandemic.

The complete 2022-2032 long-term projections are available at https://doe.state.wy.us/LMI/projections.htm, along with prior projections, articles, and more.

Industry Projections

Industries are defined by the North American Industry Classification System (NAICS). The long-term industry projections for 2022-2032 were prepared at the NAICS three-digit subsector level, and the estimates were then rolled up to the two-digit sector level presented in Table 8.1 (see page 46).

Find it Online

Long-Term Industry and Occupational Projections, 2022-2032

https://doe.state.wy.us/LMI/projections.htm

As an example, projections for Wyoming's construction sector were developed for three subsectors: construction of buildings (NAICS 236), heavy & civil engineering construction (NAICS 237), and specialty trade contractors (NAICS 238). These estimates then were rolled up to produce projections for the construction sector (NAICS 23). As a result, construction is projected to grow from 21,237 in 2022 to 25,205 in 2032 (3,968 jobs, or 18.7%). Employment is projected to increase substantially for all three subsectors.

Overall, long-term industry projections show that Wyoming's employment is projected to grow from 274,118 in 2022 to 307,365 in 2032, an increase of 33,247 jobs, or 12.1%.

Projections are displayed at the two-digit sector level in Table 8.1 (see page 46). Accommodation & food services has the greatest projected job growth of 5,353 new jobs, or 16.0%. Other industries with substantial projected growth include health care & social assistance (4,621, or 13.7%), construction (3,968, or 18.7%), and transportation & warehousing (2,668, or 21.0%). Wyoming's mining sector is projected to add 317 jobs (1.9%), as employment growth in mining slowed in recent quarters. The only industries projected

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to lose jobs are information (-40, or -1.3%) and utilities (-8, or -0.3%).

Employment in government is projected to increase from 29,711 to 30,809 (1,098, or 3.7%). Local government (excluding education & hospitals) is projected to see the greatest growth of 828 new jobs, or 5.5%.

Occupational Projections

Staffing patterns from the Occupational Employment and Wage Statistics (OEWS) program were used for occupational projections. These staffing patterns are prepared in partnership with the Bureau of Labor Statistics (BLS) and are updated twice a year. This survey collects wage and salary information for all full- and part-time Wyoming workers in nonfarm industries, subsequently producing occupational employment estimates by metropolitan, non-metropolitan area, industry, and ownership (Hauf, 2022). These estimates are then combined with the industry projections in the Projections Suite software program to cross-reference

Table 8.1: Long-Term Industry Employment Projections for Wyoming by 2-Digit NAICS* Code, 2022-2032

NAICS* Code	Industry Name	Base 2022	Projected 2032	Change, 2022-2032 N	Change, 2022-2032 %
	Total	**274,118**	**307,365**	**33,247**	**12.1**
11	Agriculture	2,675	3,167	492	18.4
21	Mining	16,272	16,589	317	1.9
22	Utilities	2,305	2,297	-8	-0.3
23	Construction	21,237	25,205	3,968	18.7
31-33	Manufacturing	10,201	11,541	1,340	13.1
42	Wholesale Trade	7,736	8,767	1,031	13.3
44-45	Retail Trade	30,337	32,528	2,191	7.2
48-49	Transportation & Warehousing	12,710	15,378	2,668	21.0
51	Information	3,105	3,065	-40	-1.3
52	Finance & Insurance	7,404	7,926	522	7.1
53	Real Estate & Rental & Leasing	4,091	4,643	552	13.5
54	Professional, Scientific, & Technical Services	10,611	12,717	2,106	19.8
55	Management of Companies & Enterprises	950	1,263	313	32.9
56	Admin & Waste Mgmt & Remediation Services	9,054	11,498	2,444	27.0
61	Educational Services	27,629	30,421	2,792	10.1
62	Health Care & Social Assistance	33,617	38,238	4,621	13.7
71	Arts, Entertainment & Recreation	3,933	4,823	890	22.6
72	Accommodation & Food Services	33,479	38,832	5,353	16.0
81	Other Services (except Government)	7,061	7,658	597	8.5
	Government	29,711	30,809	1,098	3.7
	Federal Government, Excluding Post Office	6,548	6,766	218	3.3
	State Government, Excluding Education & Hospitals	8,188	8,240	52	0.6
	Local Government, Excluding Education & Hospitals	14,975	15,803	828	5.5

* North American Industry Classification System.
Source: Wyoming Long-Term Industry and Occupational Employment Projections, 2022-2032.
Prepared by L. Yetter, Research & Planning, WY DWS, 5/28/24.

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industry and occupational codes by the occupational job projection.

In addition to projected growth openings, occupational projections also include openings due to *transfers* (persons changing occupations) and *exits* (persons leaving the workforce; see Table 8.2, page 48). *Total openings* refers to the sum of growth, transfers, and exits. Annual growth openings were calculated by dividing the projected growth by 10. Occupational projections also include the typical requirements to enter the occupation: education, experience, and training.

Occupations are assigned using the Standard Occupational Classification (SOC) system. Occupational projections are prepared at the major group (two-digit), minor group (three-digit), and detailed occupation (six-digit) levels.

Table 8.2 shows the top 10 occupations with the greatest number of projected growth openings from 2022 to 2032. General & operations managers are projected to see the greatest growth, with 1,245 new jobs, or 17.2% growth. This is an occupation that typically requires a bachelor's degree and five years or more of experience. Other occupations with strong projected job growth include heavy & tractor-trailer truck drivers (1,175, or 17.9%), stockers & order fillers (1,135, or 22.7%), and cooks, restaurant (971, or 33.1%).

As shown in Figure 8.1 (see page 49), the majority of the state's 379,470 total openings are projected to be in occupations requiring a high school diploma or equivalent (39.0% of all openings) or no formal educational credential (34.4%). In other words, nearly three of every four (73.4%) total job openings will be in occupations that require no education beyond high school. Occupations requiring a bachelor's degree account for 13.4% of total projected openings, and occupations requiring a postsecondary non-degree award or some college, no degree make up 9.1%. The remaining education levels are associate's degree (1.8%), master's degree (1.2%), and doctoral or professional degree (1.1%).

Table 8.3 (see page 50) shows the top five occupations with the greatest number of total projected job openings for each educational requirement. Occupations with no formal educational requirement are projected to have 130,470 total openings from 2022 to 2032. The occupations with the greatest number of total openings in this group are fast food & counter workers (15,925), retail salespersons (14,152), and cashiers (12,307).

Occupations requiring a high school diploma or equivalent account for the largest proportion of total openings (39.0%, or more than one-third). The greatest projected openings can be seen in occupations such as stockers & order fillers (10,055); office clerks, general (8,773); and home health & personal care aides (6,432).

Occupations requiring a post-secondary non-degree award or some college, no degree, make up 9.1% of total projected openings. Of the 34,500 projected openings in this group, approximately one in four (8,615) are heavy & tractor-trailer truck drivers. Other occupations requiring a post-secondary certificate or some college that have relatively large numbers of total projected openings include bookkeeping, accounting, & auditing clerks (4,812); teaching assistants, except postsecondary (4,765); and nursing assistants (4,417).

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The occupations requiring an associate's degree account for 1.8% of total projected openings. The occupations with the greatest number of projected openings are preschool teachers, except special education (1,105); forest & conservation technicians (695); and paralegals & legal assistants (490).

Occupations requiring a bachelor's degree make up the greatest proportion of all occupations that require some post-secondary education, and account for 13.4% of all projected openings. General & operations managers show the greatest number of projected openings (7,411), followed by registered nurses (3,536), short-term substitute teachers (3,140), and elementary school teachers, except special education (2,107).

Occupations requiring a master's degree and those requiring a doctoral or professional degree represent the smallest proportion

Table 8.2: Long-Term Occupational Employment Projections for the Top 10 Occupations in Wyoming with the Greatest Number of Projected Growth Openings, 2022-2032

				Change (Growth)			Types of Openings			Requirements		
SOC[a] Code	SOC Title	Base Employment (2022)	Projected Employment (2032)	N	%	Annual N	Exits	Transfers	Total[c]	Education	Experience	Training
00-0000	**Total, All Occupations**	**292,580**	**328,313**	**35,733**	**12.2**	**3,573**	**152,531**	**191,206**	**379,470**			
11-1021	General & Operations Managers	7,221	8,466	1,245	17.2	125	1,953	4,213	7,411	Bachelor's degree	5 years or more	None
53-3032	Heavy & Tractor-Trailer Truck Drivers	6,577	7,752	1,175	17.9	118	3,243	4,197	8,615	Postsecondary non-degree award	None	Short-term OJT[b]
53-7065	Stockers & Order Fillers	5,004	6,139	1,135	22.7	114	3,466	5,454	10,055	High school diploma or equivalent	None	Short-term OJT[b]
35-2014	Cooks, Restaurant	2,932	3,903	971	33.1	97	2,331	2,786	6,088	No formal education	Less than 5 years	Moderate-term OJT[b]
31-1120	Home Health & Personal Care Aides	3,255	4,211	956	29.4	96	2,986	2,490	6,432	High school diploma or equivalent	None	Short-term OJT[b]
47-2061	Construction Laborers	3,976	4,788	812	20.4	81	1,514	2,211	4,537	No formal education	None	Short-term OJT[b]
41-2031	Retail Salespersons	8,844	9,624	780	8.8	78	6,061	7,311	14,152	No formal education	None	Short-term OJT[b]
53-3054	Taxi Drivers	1,126	1,877	751	66.7	75	762	710	2,223	No formal education	None	Short-term OJT[b]
35-3023	Fast Food & Counter Workers	6,331	7,018	687	10.9	69	7,371	7,867	15,925	No formal education	None	Short-term OJT[b]
37-2011	Janitors & Cleaners, Except Maids & Housekeeping Cleaners	4,509	5,179	670	14.9	67	3,373	3,368	7,411	No formal education	None	Short-term OJT[b]

[a]Standard Occupational Classification.
[b]On-the-job training.
[c]Total = Growth + Exits + Transfers.
Source: Wyoming Long-Term Industry and Occupational Employment Projections, 2022-2032.
Prepared by L. Yetter, Research & Planning, WY DWS, 5/28/24.

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of total openings for all educational groups (1.2% and 1.1%, respectively). For those jobs requiring a master's degree, the greatest total openings are projected for educational, guidance, school, & vocational counselors (586); nurse practitioners (496); librarians & media collections specialists (330); and education administrators, kindergarten through secondary (318).

Among occupations requiring a doctoral or professional degree, the greatest total projected openings are in lawyers (729); postsecondary teachers, all other (398); physical therapists (361), and pharmacists (290).

Current and historical industry and occupational projections for Wyoming are available online at https://doe.state.wy.us/LMI/projections.htm.

References

Hauf, D. (2022, March). Occupations with the highest and lowest wages for May 2020. *Wyoming Labor Force Trends, 59*(3). Research & Planning, WY DWS. Retrieved July 9, 2024, from https://doe.state.wy.us/LMI/trends/2022_03.pdf

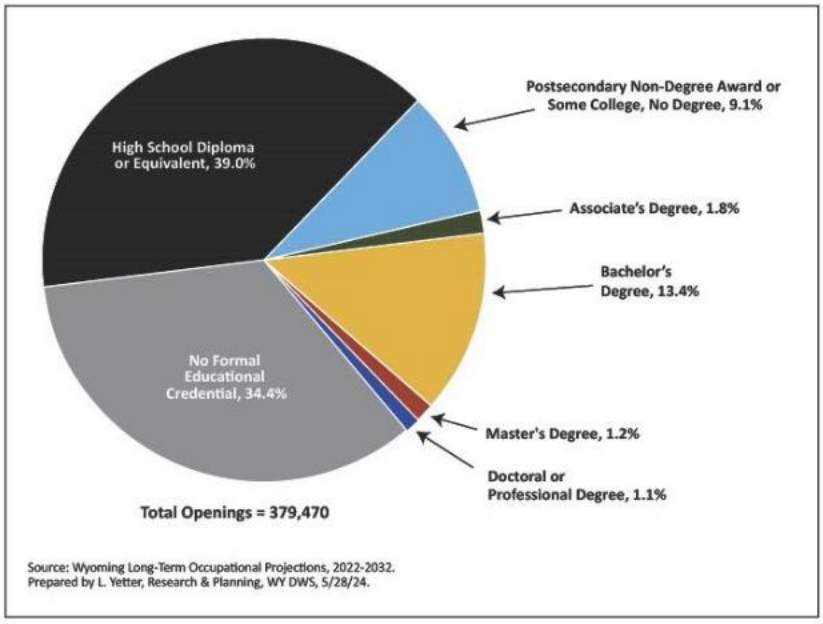

Figure 8.1: Total Projected Job Openings in Wyoming by Educational Requirement, 2022-2032

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Table 8.3: Top 5 Occupations by Total Projected Openings for Wyoming by Educational Requirement, 2022-2032

		Employment		Openings Due to:			
SOC* Code	Occupation	2022	2032	Growth	Exits	Transfers	Total
No Formal Educational Credential							
35-3023	Fast Food & Counter Workers	6,331	7,018	687	7,371	7,867	15,925
41-2031	Retail Salespersons	8,844	9,624	780	6,061	7,311	14,152
41-2011	Cashiers	6,346	6,373	27	6,117	6,163	12,307
35-3031	Waiters & Waitresses	3,952	4,250	298	3,528	4,956	8,782
37-2011	Janitors & Cleaners, Except Maids & Housekeeping Cleaners	4,509	5,179	670	3,373	3,368	7,411
	Total	**74,432**	**84,199**	**9,767**	**54,691**	**66,012**	**130,470**
High School Diploma or Equivalent							
53-7065	Stockers & Order Fillers	5,004	6,139	1,135	3,466	5,454	10,055
43-9061	Office Clerks, General	7,092	7,291	199	4,346	4,228	8,773
31-1120	Home Health & Personal Care Aides	3,255	4,211	956	2,986	2,490	6,432
49-9071	Maintenance & Repair Workers, General	4,026	4,616	590	1,903	1,972	4,465
35-1012	First-Line Super. of Food Prep. & Serving Workers	2,496	2,864	368	1,349	2,567	4,284
	Total	**118,488**	**131,142**	**12,654**	**59,226**	**76,019**	**147,899**
Postsecondary Non-Degree Award or Some College, No Degree							
53-3032	Heavy & Tractor-Trailer Truck Drivers	6,577	7,752	1,175	3,243	4,197	8,615
43-3031	Bookkeeping, Accounting, & Auditing Clerks	3,926	4,094	168	2,600	2,044	4,812
25-9045	Teaching Assistants, Except Postsecondary	3,662	3,986	324	2,180	2,261	4,765
31-1131	Nursing Assistants	2,698	3,048	350	1,818	2,249	4,417
31-9092	Medical Assistants	980	1,146	166	499	854	1,519
	Total	**27,287**	**30,505**	**3,218**	**14,387**	**16,895**	**34,500**
Associate's Degree							
25-2011	Preschool Teachers, Except Special Education	946	1,021	75	450	580	1,105
19-4071	Forest & Conservation Technicians	550	568	18	158	519	695
23-2011	Paralegals & Legal Assistants	408	460	52	163	275	490
29-1292	Dental Hygienists	571	617	46	255	130	431
29-2056	Veterinary Technologists & Technicians	276	375	99	112	182	393
	Total	**6,325**	**7,050**	**725**	**2,413**	**3,693**	**6,831**
Bachelor's Degree							
11-1021	General & Operations Managers	7,221	8,466	1,245	1,953	4,213	7,411
29-1141	Registered Nurses	5,128	5,742	614	1,804	1,118	3,536
25-3031	Substitute Teachers, Short-Term	2,209	2,527	318	1,478	1,344	3,140
25-2021	Elementary School Teachers, Except Special Education	2,630	2,900	270	928	909	2,107
13-2011	Accountants & Auditors	2,244	2,532	288	737	1,081	2,106
	Total	**54,549**	**62,044**	**7,495**	**18,058**	**25,399**	**50,952**
Master's Degree							
21-1012	Educational, Guidance, & Career Counselors & Advisors	642	741	99	208	279	586
29-1171	Nurse Practitioners	475	709	234	131	131	496
25-4022	Librarians & Media Collections Specialists	311	340	29	178	123	330
11-9032	Education Administrators, Kindergarten through Secondary	399	441	42	115	161	318
29-1071	Physician Assistants	359	466	107	91	113	311
	Total	**4,898**	**5,813**	**915**	**1,686**	**1,881**	**4,482**
Doctoral or Professional Degree							
23-1011	Lawyers	1,249	1,459	210	315	204	729
25-1199	Postsecondary Teachers, All Other	413	468	55	194	149	398
29-1123	Physical Therapists	578	694	116	146	99	361
29-1051	Pharmacists	513	598	85	128	77	290
25-1071	Health Specialties Teachers, Postsecondary	195	255	60	99	76	235
	Total	**6,601**	**7,560**	**959**	**2,070**	**1,307**	**4,336**
Total, All Occupations							
	Total, All Occupations	**292,580**	**328,313**	**35,733**	**152,531**	**191,206**	**379,470**

*Standard Occupational Classification.
Source: Wyoming Long-Term Occupational Projections, 2022-2032.
Prepared by L. Yetter, Research & Planning, WY DWS, 5/28/24.

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Wyoming Projected to Outpace the U.S. in STEM Job Growth

by: Michael Moore, Research Supervisor

Wyoming is projected to add more than 2,700 new jobs in science, technology, engineering, and mathematics (STEM) occupations over the next 10 years, according to the most recent long-term industry and occupational projections from the Research & Planning (R&P) section of the Wyoming Department of Workforce Services.

R&P recently published updated tables that include employment and wage information for STEM occupations in Wyoming and the U.S. In addition, these tables also show the education, experience, and training that are typically required to enter each occupation. Examples of this are seen in Table 9.3 (see page 54).

This chapter discusses selected findings for STEM occupations using the 2022-2032 long-term projections. This type of information helps students, jobseekers, educators, training providers, employers, policymakers, and others make educated decisions for Wyoming's future.

The full tables on which this chapter is based are available at https://doe.state.wy.us/LMI/STEM.htm.

Find it Online

Science, Technology, Engineering, and Mathematics Occupations in Wyoming

https://doe.state.wy.us/LMI/STEM.htm

STEM Jobs in Wyoming

The U.S. Bureau of Labor Statistics has identified more than 100 science, technology, engineering, and mathematics (STEM) occupations (BLS, 2022). STEM occupations consist of computer and mathematical, architecture & engineering, and life & physical science occupations. In addition, STEM occupations also include managerial and postsecondary teaching occupations related to these areas, and sales occupations requiring scientific or technical knowledge at the postsecondary level.

As noted by Hauf (2023), these four occupational groups "encourage advanced education in science, technology, engineering, and math, along with other skills such as problem-solving, critical thinking, and creativity."

In total, R&P was able to identify projections data for 96 STEM occupations in Wyoming. Data for 10 occupations were marked as non-discloseable, meaning that they did not meet R&P's disclosure guidelines. For some STEM occupations, such as biomedical engineers and nuclear engineers, data were not available. This does not necessarily mean these occupations don't exist in Wyoming; it could be that these jobs were not captured in the panel of the Occupational Employment and Wage Statistics (OEWS) program on which the projections were partially based.

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Wyoming had 18,156 jobs in STEM occupations in 2022 (see Table 9.1), which accounted for 6.2% of all jobs in the state. According to the 2022-2032 long-term occupational projections for Wyoming, employment in STEM jobs is projected to grow from 18,156 to 20,928 – an increase of 2,772 jobs, or 15.3%. In contrast, the projections show Wyoming's total employment increasing by 12.2%.

Table 9.1 shows the 10 STEM occupations with the greatest projected employment growth in Wyoming from 2022-2032. All of the occupations in Table 9.1 require a bachelor's degree, with the exception of computer user support specialists (some college, no degree). The occupation with the greatest projected growth is software developers, with 257 new openings, a 38.3% increase. Other jobs with high projected growth include civil engineers, computer user support specialists, mechanical engineers, and computer & information systems managers.

For most occupations, growth makes up a small portion of total projected openings (Yetter, 2025). Occupational projections also take into consideration anticipated openings due to workers exiting the workforce (*exits*) or changing occupations (*transfers*). *Total openings* refers to the sum of projected growth, exits, and transfers. For example, as shown in Table 9.1, computer user support specialists is projected to grow by 85 jobs,

Table 9.1: Top 10 Science, Technology, Engineering, and Mathematics (STEM) Occupations with the Greatest Projected Growth in Wyoming, 2022-2032

		Employment		Change (Growth)		Type of Opening		
SOC[a] Code	Occupation	2022 (Base)	2032 (Projected)	N	%	Exits	Transfers	Total[b]
00-0000	**Total, All Occupations**	**292,580**	**328,313**	**35,733**	**12.2**	**152,531**	**191,206**	**379,470**
00-0000	**Subtotal, STEM Occupations**	**18,156**	**20,928**	**2,772**	**15.3**	**4,679**	**8,582**	**16,033**
15-1252	Software Developers	671	928	257	38.3	137	286	680
17-2051	Civil Engineers	894	1,019	125	14.0	205	354	684
15-1232	Computer User Support Specialists	695	780	85	12.2	181	303	569
17-2141	Mechanical Engineers	281	362	81	28.8	71	103	255
11-3021	Computer & Information Systems Managers	331	406	75	22.7	72	163	310
19-2041	Environmental Scientists & Specialists, Including Health	457	512	55	12.0	78	298	431
17-2112	Industrial Engineers	208	254	46	22.1	56	70	172
15-1255	Web & Digital Interface Designers	138	183	45	32.6	45	68	158
15-1299	Computer Occupations, All Other	169	208	39	23.1	46	71	156
15-1211	Computer Systems Analysts	164	200	36	22.0	46	60	142

[a]Standard Occupational Classification.
[b]Total openings refers to the sum of growth, exits, and transfers.
Source: Wyoming Long-Term Industry and Occupational Projections, 2022-2032.
Prepared by M. Moore, Research & Planning, WY DWS, 3/11/25.

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with 181 openings due to exits and 303 openings due to transfers. In total, 569 openings are projected for this occupation.

Jobs and Wages in Wyoming and the U.S.

Projected job growth for STEM occupations is noticeably higher for Wyoming (15.3%) compared to the national average (9.8%). Table 9.2 includes the 10 STEM occupations with the greatest projected growth for Wyoming and compares them with projected growth in the U.S. In all 10 occupations, Wyoming is projected to see substantially greater job growth. For example, the number of jobs for software developers is projected to grow by 38.3% in Wyoming, compared to 25.7% nationally. The number of jobs for web & digital interface designers is projected to grow by 32.6% in Wyoming and 15.2% nationally.

Table 9.2: Long-Term Projected Growth of Selected Science, Technology, Engineering, and Mathematics (STEM) Occupations in Wyoming and the U.S., 2022-2032

		Wyoming[b]				U.S.[c] (in Thousands)			
				Change, 2022-2032				Change, 2022-2032	
SOC[a] Code	Occupation	2022 (Base)	2032 (Projected)	N	%	2022 (Base)	2032 (Projected)	N	%
00-0000	**Total, All Occupations**	**292,580**	**328,313**	**35,733**	**12.2**	**164,482.6**	**169,148.1**	**4,665.5**	**2.8**
00-0001	**Subtotal, STEM Occupations**	**18,156**	**20,928**	**2,772**	**15.3**	**10,183.1**	**11,295.5**	**1,112.4**	**9.8**
15-1252	Software Developers	671	928	257	38.3	1,594.5	2,004.9	410.4	25.7
17-2051	Civil Engineers	894	1,019	125	14.0	326.3	342.5	16.2	5.0
15-1232	Computer User Support Specialists	695	780	85	12.2	736.2	772.9	36.7	5.0
17-2141	Mechanical Engineers	281	362	81	28.8	286.1	314.7	28.6	10.0
11-3021	Computer & Information Systems Managers	331	406	75	22.7	557.4	643.3	85.9	15.4
19-2041	Environmental Scientists & Specialists, Including Health	457	512	55	12.0	80.5	85.3	4.8	6.0
17-2112	Industrial Engineers	208	254	46	22.1	327.3	365.7	38.4	11.7
15-1255	Web & Digital Interface Designers	138	183	45	32.6	117.9	135.8	17.9	15.2
15-1299	Computer Occupations, All Other	169	208	39	23.1	449.4	493.1	43.7	9.7
15-1211	Computer Systems Analysts	164	200	36	22.0	531.4	582.6	51.2	9.6

[a]Standard Occupational Classification.
[b]Source: Wyoming Long-Term Industry and Occupational Projections, 2022-2032.
[c]Source: U.S. Long-Term Industry and Occupational Projections, 2022-2032, Projections Central.
Prepared by M. Moore, Research & Planning, WY DWS, 3/11/25.

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Although greater growth is projected for Wyoming than the U.S., wages tended to be higher nationally for many of these jobs than in Wyoming. Overall, average hourly wage data were available for 53 STEM occupations for Wyoming and the U.S. Wyoming trailed the national average hourly wage in 39 of those, and led in just 14.

Table 9.3 shows the average hourly wage for Wyoming and the U.S. for the 10 occupations discussed in Tables 9.1 and 9.2. The average hourly wage for computer & information systems managers in Wyoming was $57.23, substantially lower than $86.88 for the U.S. In addition, the average hourly wage for computer occupations, all other in Wyoming was $40.24 compared to $54.05 nationally. Of the 10 occupations presented in Table 9.3, only industrial engineers had a noticeably higher wage in Wyoming ($56.81) than nationally ($49.59).

As an example, Wyoming had the 22nd highest average hourly wage for software developers among all 50 states. Wyoming's average hourly wage of $61.44 was lower than surrounding states like Colorado ($69.92), Idaho ($64.91), and Montana ($63.16), but higher than states like Utah ($58.30), Nebraska ($54.01), and South Dakota ($45.44).

Conclusion

Science, technology, engineering, and mathematics (STEM) occupations accounted for approximately 6% of all Wyoming jobs in 2022. In addition, many STEM occupations

Table 9.3: Average Hourly Wage of Selected Science, Technology, Engineering, and Mathematics (STEM) Occupations in Wyoming and the U.S., May 2023

				Typical Requirements		
SOC* Code	Occupation	WY	U.S.	Education	Experience	Training
00-0000	**Total, All Occupations**	**$27.85**	**$31.48**			
15-1252	Software Developers	$61.44	$66.40	Bachelor's degree	None	None
17-2051	Civil Engineers	$41.88	$48.64	Bachelor's degree	None	None
15-1232	Computer User Support Specialists	$28.91	$30.60	Some college, no degree	None	Moderate-term on-the-job training
17-2141	Mechanical Engineers	$50.17	$50.59	Bachelor's degree	None	None
11-3021	Computer & Information Systems Managers	$57.23	$86.88	Bachelor's degree	5 years or more	None
19-2041	Environmental Scientists & Specialists, Including Health	$34.70	$41.69	Bachelor's degree	None	None
17-2112	Industrial Engineers	$56.81	$49.59	Bachelor's degree	None	None
15-1255	Web & Digital Interface Designers	$47.07	$52.32	Bachelor's degree	None	None
15-1299	Computer Occupations, All Other	$40.24	$54.05	Bachelor's degree	None	None
15-1211	Computer Systems Analysts	$53.53	$53.27	Bachelor's degree	None	None

*Standard Occupational Classification.
Source: Occupational Employment and Wage Statistics program, May 2023.
Prepared by M. Moore, Research & Planning, WY DWS, 3/11/25.

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are projected to grow at a much greater rate than the overall average.

From 2022-2032, STEM occupations are projected to grow at a much greater rate in Wyoming (15.3%) than nationally (9.8%). However, the average hourly wage for most STEM occupations in 2023 was substantially lower in Wyoming than the national average. So while Wyoming is projected to provide plenty of job opportunities in STEM occupations in the next 10 years, employers may have a difficult time competing for labor with states that pay higher wages for these jobs.

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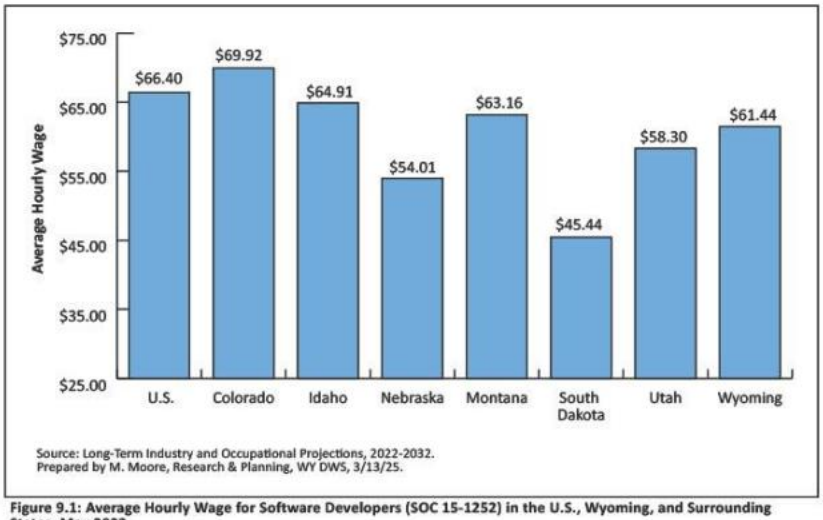

Figure 9.1: Average Hourly Wage for Software Developers (SOC 15-1252) in the U.S., Wyoming, and Surrounding States, May 2023

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ADDENDUM C: Average Rental Rates - 4Q19 & 4Q18

TABLE 4 - AVERAGE RENTAL RATES - 4Q19 & 4Q18

	APARTMENT (1)			MOBILE HOME LOT (2)			HOUSE (3)			MOBILE HOME (4)		
County	4Q19	4Q18	Percent Change	4Q19	4Q18	Percent Change	4Q19	4Q18	Percent Change	4Q19	4Q18	Percent Change
Albany	$727	$712	2.0%	$410	$359	14.5%	$1,055	$1,060	-0.4%	$806	$789	2.0%
Big Horn	$498	$514	-3.1%	$194	$189	2.9%	$685	$629	8.9%	$470	$446	5.3%
Campbell	$693	$676	2.5%	$466	$473	-1.4%	$1,142	$1,059	7.8%	$713	$772	-7.7%
Carbon	$694	$689	0.7%	$378	$369	2.5%	$996	$925	7.7%	$892	$863	3.3%
Converse	$794	$708	12.2%	$205	$205	0.0%	$1,207	$1,145	5.3%	$761	$726	4.9%
Crook	$628	$628	0.0%	NA	NA	NA	$734	$775	-5.3%	NA	NA	NA
Fremont	$707	$674	4.9%	$251	$198	26.6%	$938	$888	5.7%	$680	$659	3.2%
Goshen	$596	$554	7.6%	NA	NA	NA	$631	$633	-0.3%	$503	$500	0.6%
Hot Springs	$540	$512	5.5%	NA	$209	NA	$684	$723	-5.3%	$589	NA	NA
Johnson	$584	$607	-3.7%	$228	$235	-3.2%	$1,001	$1,021	-1.9%	$583	$513	13.6%
Laramie	$846	$803	5.3%	$454	$444	2.2%	$1,257	$1,227	2.5%	$951	$904	5.3%
Lincoln (Kemmerer)	$515	$506	1.8%	NA	NA	NA	$603	$608	-0.9%	$671	$667	0.6%
Lincoln (Afton)	$627	$563	11.4%	NA	NA	NA	$1,062	$1,005	5.6%	NA	NA	NA
Natrona	$719	$686	4.8%	$400	$377	6.1%	$1,058	$1,078	-1.9%	$711	$610	16.7%
Niobrara	$564	$556	1.6%	NA	NA	NA	$882	$680	29.7%	NA	NA	NA
Park	$648	$636	1.9%	$311	$295	5.3%	$965	$921	4.8%	$753	$693	8.7%
Platte	$575	$631	-8.9%	NA	NA	NA	$764	$699	9.3%	NA	$647	NA
Sheridan	$670	$684	-1.9%	$338	$346	-2.2%	$1,154	$1,105	4.4%	$651	$601	8.3%
Sublette	$733	$827	-11.5%	NA	NA	NA	$1,102	$1,104	-0.1%	NA	NA	NA
Sweetwater	$618	$601	2.9%	$441	$413	6.8%	$941	$969	-3.0%	$805	$844	-4.6%
Teton	$2,276	$2,138	6.5%	$660	$576	14.6%	$2,768	$2,696	2.7%	$1,310	$1,188	10.3%
Uinta	$601	$599	0.3%	$300	$296	1.4%	$881	$854	3.2%	$661	$649	2.0%
Washakie	$531	$509	4.3%	NA	NA	NA	$688	$708	-2.8%	NA	NA	NA
Weston	$575	$576	-0.2%	$172	$166	3.9%	$695	$711	-2.2%	$527	$522	0.9%
Southeast	$771	$743	3.8%	$407	$390	4.4%	$1,115	$1,087	2.6%	$860	$827	4.0%
Southwest	$615	$610	0.8%	$396	$378	4.7%	$915	$918	-0.3%	$711	$717	-0.9%
Central	$723	$685	5.6%	$336	$306	9.6%	$1,037	$1,028	0.9%	$707	$636	11.1%
Northeast	$664	$662	0.3%	$364	$369	-1.4%	$1,072	$1,024	4.6%	$655	$659	-0.7%
Northwest	$1,096	$1,048	4.6%	$387	$348	11.1%	$1,419	$1,376	3.1%	$839	$775	8.3%
Statewide Average	$760	$735	3.4%	$379	$360	5.3%	$1,098	$1,074	2.2%	$763	$730	4.5%

Regions:
Southeast: Albany, Carbon, Goshen, Laramie, Niobrara, Platte
Southwest: Lincoln (Afton), Lincoln (Kemmerer), Sublette, Sweetwater, Uinta
Central: Converse, Fremont, Natrona
Northeast: Campbell, Crook, Johnson, Sheridan, Weston
Northwest: Big Horn, Hot Springs, Park, Teton, Washakie

(1) - Two-bedroom, unfurnished, excluding gas and electric.
(2) - Single-wide, including water.
(3) - Two or three-bedroom, single family, excluding gas and electric.
(4) - Two or three-bedroom, including lot rent.
Note: The regional averages are weighted by population within the region.
(NA) - There were too few observations to report the data.

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ADDENDUM D: Wyoming Cost of Living Index for the Fourth Quarter of 2024

Wyoming
ADMINISTRATION & INFORMATION

ECONOMIC ANALYSIS DIVISION

Mark Gordon, **Governor** | *Patricia L. Bach*, **Director** | *Wenlin Liu*, **Administrator**

FOR IMMEDIATE RELEASE
Friday, April 18, 2025
Contact: Amy Bittner, Principal Economist

Wyoming Cost of Living Index for the Fourth Quarter of 2024

CHEYENNE - The fourth quarter of 2024 Wyoming Cost of Living Index (WCLI) is now available from the State of Wyoming, Economic Analysis Division. The WCLI consists of two parts, **Inflation**, which measures year-over-year change (annual) and the **Comparative Cost of Living Index** which compares each county's cost of living in one period (not over time) to the statewide average.

Inflation results:

- All Items Statewide inflation was 4.6%
- Statewide inflation by consumer category:
  - Food 5.6%
  - Housing 5.6%
  - Transportation 3.9%
  - Medical 2.9%
  - Apparel 2.8%
  - Recreation & Personal Care 1.0%
- Regional inflation rates:
  - Central 5.6%
  - Northeast 4.8%
  - Northwest 4.5%
  - Southwest 4.2%
  - Southeast 4.0%

U.S. inflation rate, CPI-U, from December 2024 to December 2024 was 2.9% (Source: U.S. Bureau of Labor Statistics, BLS - Consumer Price Index for all Urban Consumers).

WCLI inflation is reported for the State, by consumer category, and for five regions in the State. Inflation measures year-over-year price changes in six consumer categories. The inflation figures for the fourth quarter of 2024 represent the percent change in the price level of a standard basket

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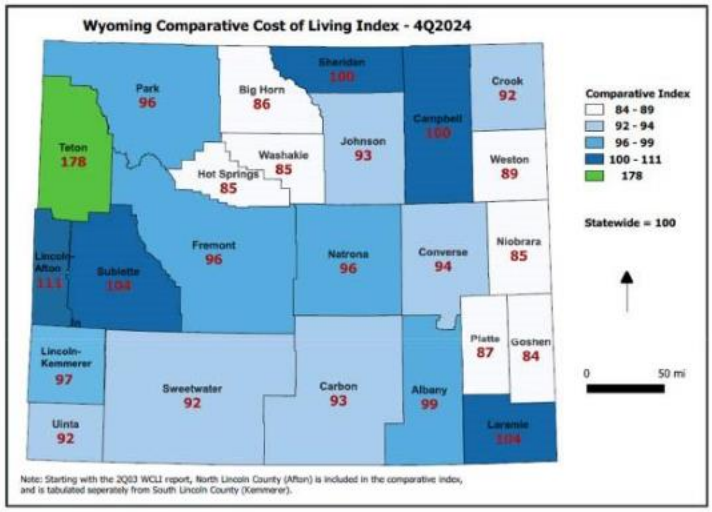
of selected consumer items priced in the fourth quarter of 2024, compared with the price level of the same goods and services recorded one year prior (fourth quarter of 2023).



The Comparative Cost of Living Index represents each county's price level compared to the statewide average (100) during a single period. For the fourth quarter of 2024, the Comparative Cost of Living Index ranked Teton (178) as the county with the highest **All Items** value, which indicates that the cost of living in Teton County was estimated 78 percent higher than the statewide average in the quarter.

Comparative Cost of Living Index values for all counties in Wyoming are listed in Table 1 on page 4. Movement in ranking from a previous survey does not indicate that the price level has increased or decreased in a particular county. Instead, these values reflect relative price levels in each county, *at the time of data collection*, compared with the statewide average of 100. Comparative Cost of Living Index data were also produced by consumer category for every county.

Survey Methodology

The WCLI is produced biannually, the second quarter and the fourth quarter. Price data are collected in twenty-eight cities and towns in Wyoming and the data are used to build a Comparative Cost of Living Index by county and to estimate overall inflation rates for Wyoming and the five designated regions of the State. A map of the twenty-eight cities and towns where price data were collected is displayed on page 5.

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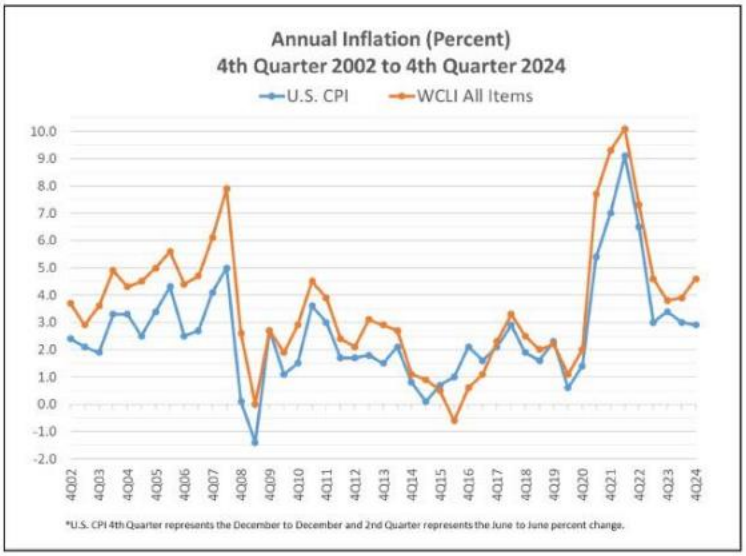
Communities across the State are included in the WCLI based on the following criteria: First, the largest city or town in each county is priced; additionally, prices are collected in any city or town with populations greater than 5,000 or in cases of a city or town having at least 80 percent of a county's largest community's population. In counties where only one community was priced, those prices were used to represent the entire county. In counties where two communities were surveyed, a population-weighted average of the prices for the two communities was used for the entire county. In addition, starting with the second quarter of 2003 WCLI report, Afton, in Lincoln County, was added as a sampling point through legislative action in 2003. Kemmerer is still priced. Comparative Cost of Living Index numbers are reported separately for Afton and Kemmerer. Beginning with the second quarter of 2004, Afton, has been included in the inflation calculations.

The 140 consumer items surveyed were aggregated into six categories, which were then weighted using item weights from the U.S. Bureau of Labor Statistics (BLS), Consumer Price Index (CPI-U), reflective of their overall importance in the average consumer's budget. These categories, and their respective weight components, include Housing (50.5%), Transportation (15.9%), Food (13.6%), Recreation & Personal Care (8.9%), Medical (8.0%), and Apparel (3.2%).

The data are weighted by population to more accurately represent the price changes experienced by the majority of consumers in Wyoming.



The Division wishes to extend its sincere appreciation to all of the businesses and individuals whose cooperation and assistance made this survey possible.

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Table 1 - Wyoming Comparative Cost of Living Index - 4Q24
(Statewide Average = 100)

COUNTY	Index Number by Category: All Items	Food	Housing	Apparel	Transportation	Medical	Recreation & Personal Care
Teton	178	123	242	127	106	105	112
Lincoln-Afton	111	100	114	112	104	134	100
Sublette	104	114	100	121	105	101	106
Laramie	104	98	110	90	98	94	99
Sheridan	100	101	98	109	103	97	103
Campbell	100	102	98	100	102	94	104
Albany	99	102	100	111	99	89	94
Lincoln-Kemmerer	97	105	88	107	102	117	105
Park	96	99	91	104	102	99	105
Natrona	96	100	93	94	97	97	102
Fremont	96	99	91	104	100	114	91
Converse	94	101	89	92	97	109	93
Carbon	93	99	86	102	98	117	91
Johnson	93	109	83	117	99	94	102
Sweetwater	92	90	87	88	101	106	97
Uinta	92	84	86	98	100	108	104
Crook	92	97	80	106	103	108	109
Weston	89	105	74	99	101	115	102
Platte	87	100	77	106	101	86	93
Big Horn	86	100	72	91	101	97	101
Hot Springs	85	95	72	98	101	92	104
Washakie	85	96	73	100	100	86	99
Niobrara	85	104	70	95	99	98	100
Goshen	84	104	71	96	96	92	93

Starting with the 2Q03 Comparative Index, Lincoln-Afton was included.

Table 2 - Annual Inflation Rates by Category

QUARTER:	Inflation Rate by Category (Statewide Average): All Items	Food	Housing	Apparel	Transportation	Medical	Recreation & Personal Care
WEIGHTS:	100.0	13.6	50.5	3.2	15.9	8.0	8.9
4Q18	2.5	2.6	2.0	4.7	2.8	4.8	1.2
2Q19	2.0	2.3	2.7	3.6	-0.8	5.0	-0.3
4Q19	2.2	0.9	2.7	7.1	1.4	4.0	-0.4
2Q20	1.1	4.9	2.6	2.7	-7.3	3.0	-1.0
4Q20	2.0	2.7	3.2	4.0	-3.1	1.9	2.0
2Q21	7.7	1.9	5.5	4.6	23.3	3.6	8.0
4Q21	9.3	8.3	7.4	3.3	22.1	4.3	6.7
2Q22	10.1	15.6	8.6	3.2	16.4	3.9	5.6
4Q22	7.3	15.1	8.3	3.1	1.3	5.1	5.9
2Q23	4.6	7.0	6.1	8.2	-1.5	3.8	4.2
4Q23	3.8	3.8	4.2	3.0	2.2	4.1	5.3
2Q24	3.9	5.8	4.4	1.3	1.2	4.3	3.2
4Q24	4.6	5.6	5.6	2.8	3.9	2.9	1.0

Note: Item weights may not add to 100 due to rounding.
Note: The 2Q99 inflation calculations mark the first time the WCLI used all 23 counties to calculate the inflation rates.
Previously, only 15 counties were used. Starting with the 2Q04 report, the inflation numbers include Lincoln-Afton.

Table 3 - Annual Inflation Rates by Region

QUARTER:	U.S. CPI*	Statewide All Items	Inflation Rate By Region (All Items): Southeast	Southwest	Central	Northeast	Northwest
4Q18	1.9	2.5	1.9	1.0	2.7	4.8	2.3
2Q19	1.6	2.0	1.7	2.2	2.3	2.3	1.9
4Q19	2.3	2.2	2.5	1.6	2.3	1.9	2.5
2Q20	0.6	1.1	1.8	0.2	1.7	-0.2	0.8
4Q20	1.4	2.0	1.9	1.9	2.7	0.9	2.1
2Q21	5.4	7.7	7.2	8.9	7.4	8.1	7.6
4Q21	7.0	9.3	10.2	9.2	7.4	10.4	9.1
2Q22	9.1	10.1	10.5	10.5	10.0	10.2	9.0
4Q22	6.5	7.3	7.2	8.2	7.4	6.7	7.0
2Q23	3.0	4.6	4.3	5.1	4.1	4.2	6.5
4Q23	3.4	3.8	3.3	5.0	2.7	4.1	5.1
2Q24	3.0	3.9	3.3	4.3	3.9	4.1	4.4
4Q24	2.9	4.6	4.0	4.2	5.6	4.8	4.5

Note: The 2Q99 inflation calculations mark the first time the WCLI used all 23 counties to calculate the inflation rates.
Previously, only 15 counties were used. Starting with the 2Q04 report, the inflation numbers include Lincoln-Afton.

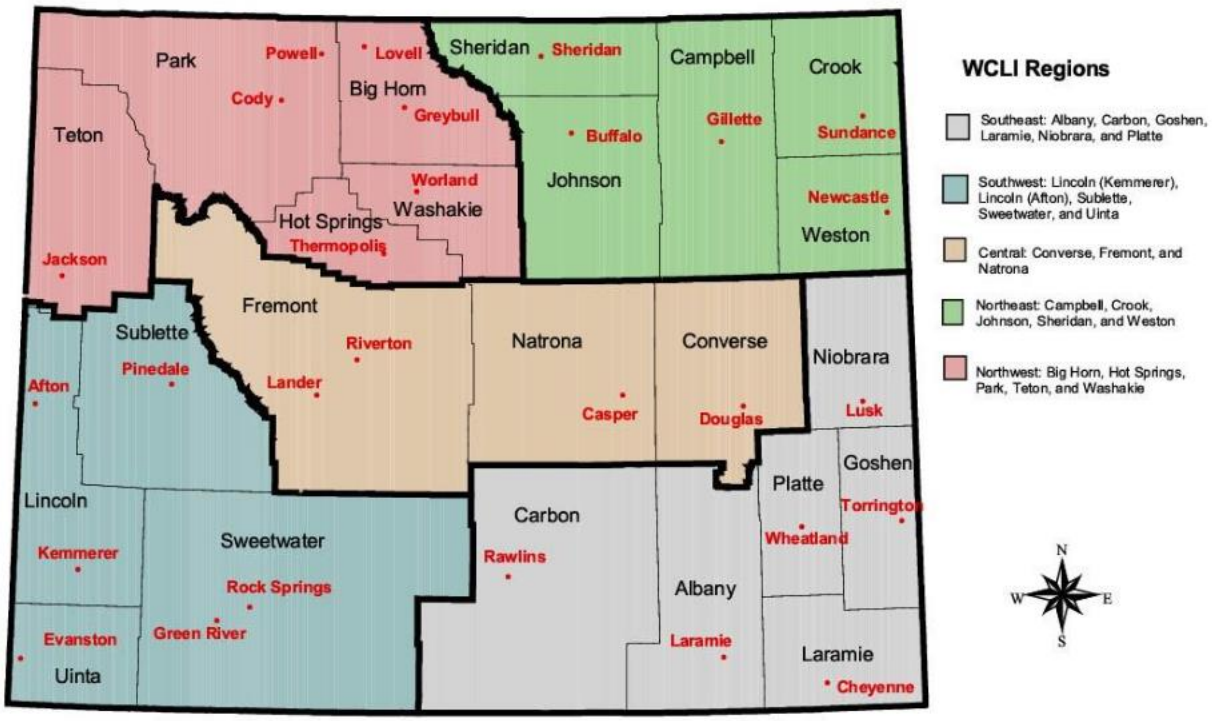
* 4th Quarter represents the December to December and 2nd Quarter represents the June to June percent change in the US CPI-U.

Regional Composition for Inflation Estimate:

Southeast:	Albany, Carbon, Goshen, Laramie, Niobrara, and Platte counties.
Southwest:	Lincoln-Kemmerer, Lincoln-Afton, Sublette, Sweetwater, and Uinta counties.
Central:	Converse, Fremont, and Natrona counties.
Northeast:	Campbell, Crook, Johnson, Sheridan, and Weston counties.
Northwest:	Big Horn, Hot Springs, Park, Teton, and Washakie counties.

Passed with Unanimous Consent

Surveyed Communities and WCLI Regions



Note: Starting with the 2Q03 WCLI report, North Lincoln County (Afton) is included in the comparative index, and is tabulated seperately from South Lincoln County (Kemmerer).

Passed with Unanimous Consent

TABLE 4 - AVERAGE RENTAL RATES - 4Q24 & 4Q23

	APARTMENT (1)			MOBILE HOME LOT (2)			HOUSE (3)			MOBILE HOME (4)		
County	4Q24	4Q23	Percent Change	4Q24	4Q23	Percent Change	4Q24	4Q23	Percent Change	4Q24	4Q23	Percent Change
Albany	$945	$893	5.8%	$566	$525	7.8%	$1,488	$1,375	8.2%	$941	$921	2.2%
Big Horn	$624	$611	2.2%	NA	NA	NA	$904	$864	4.6%	$643	$595	8.0%
Campbell	$912	$882	3.4%	$557	$523	6.5%	$1,574	$1,487	5.8%	$1,049	$962	9.0%
Carbon	$793	$762	4.1%	$428	$413	3.8%	$1,056	$1,057	-0.1%	$981	$972	0.9%
Converse	$824	$820	0.5%	$346	$313	10.6%	$1,229	$1,216	1.1%	$857	$903	-5.1%
Crook	$808	$750	7.7%	NA	NA	NA	$956	$942	1.5%	NA	NA	NA
Fremont	$894	$841	6.3%	$324	$323	0.2%	$1,176	$1,136	3.5%	$1,061	$1,005	5.6%
Goshen	$630	$617	2.0%	NA	NA	NA	$923	$839	9.9%	NA	NA	NA
Hot Springs	$681	$679	0.2%	$377	$369	2.2%	$873	$823	6.1%	NA	NA	NA
Johnson	$686	$652	5.2%	NA	$300	NA	$1,414	$1,325	6.7%	$675	$659	2.4%
Laramie	$1,199	$1,163	3.1%	$615	$583	5.4%	$1,676	$1,630	2.8%	$1,241	$1,136	9.2%
Lincoln (Kemmerer)	$778	$731	6.5%	NA	NA	NA	$1,054	$950	10.9%	$1,057	NA	NA
Lincoln (Afton)	$1,156	$1,172	-1.4%	NA	NA	NA	$1,623	$1,569	3.5%	NA	NA	NA
Natrona	$979	$911	7.5%	$527	$492	7.0%	$1,322	$1,260	5.0%	$763	$752	1.4%
Niobrara	$559	$506	10.5%	NA	NA	NA	$808	$845	-4.5%	NA	NA	NA
Park	$850	$800	6.3%	$411	$389	5.6%	$1,295	$1,269	2.0%	$961	$864	11.3%
Platte	$688	$674	2.1%	NA	NA	NA	$912	$947	-3.8%	NA	NA	NA
Sheridan	$862	$823	4.6%	$617	$557	10.8%	$1,546	$1,514	2.1%	$1,200	$916	31.1%
Sublette	$925	$953	-2.9%	NA	NA	NA	$1,515	$1,410	7.4%	NA	NA	NA
Sweetwater	$750	$749	0.2%	$523	$526	-0.5%	$1,157	$1,103	4.9%	$1,015	$1,009	0.6%
Teton	$3,366	$3,256	3.4%	$909	$880	3.3%	$4,286	$3,951	8.5%	$1,764	$1,676	5.2%
Uinta	$876	$842	4.0%	$369	$350	5.3%	$1,150	$1,160	-0.9%	$938	$991	-5.4%
Washakie	$665	$561	18.6%	NA	NA	NA	$961	$916	5.0%	NA	NA	NA
Weston	$738	$657	12.3%	NA	$225	NA	$825	$838	-1.5%	$677	$706	-4.2%
Southeast	$1,038	$1,001	3.7%	$557	$544	2.4%	$1,483	$1,429	3.8%	$1,086	$1,016	6.9%
Southwest	$844	$835	1.1%	$503	$451	11.6%	$1,230	$1,180	4.3%	$994	$1,034	-3.9%
Central	$937	$881	6.5%	$447	$423	5.7%	$1,269	$1,218	4.2%	$862	$843	2.2%
Northeast	$858	$819	4.7%	$506	$470	7.7%	$1,456	$1,399	4.1%	$1,017	$888	14.6%
Northwest	$1,533	$1,468	4.4%	$513	$496	3.5%	$2,064	$1,941	6.3%	$1,105	$1,034	6.9%
Statewide Average	$1,019	$978	4.2%	$506	$479	5.6%	$1,467	$1,405	4.5%	$1,011	$959	5.4%

Regions:
Southeast: Albany, Carbon, Goshen, Laramie, Niobrara, Platte
Southwest: Lincoln (Afton), Lincoln (Kemmerer), Sublette, Sweetwater, Uinta
Central: Converse, Fremont, Natrona
Northeast: Campbell, Crook, Johnson, Sheridan, Weston
Northwest: Big Horn, Hot Springs, Park, Teton, Washakie

(1) - Two-bedroom, unfurnished, excluding gas and electric.
(2) - Single-wide, including water.
(3) - Two or three-bedroom, single family, excluding gas and electric.
(4) - Two or three-bedroom, including lot rent.
Note: The regional averages are weighted by population within the region.
(NA) - There were too few observations to report the data.

Passed with Unanimous Consent

Summary of Wyoming Outlook for 2024 and Analysis of Barriers to Growth

Wyoming's challenges, including housing stock and affordability, lack of agglomeration economies due to low population numbers, challenges in connectivity (air, road, and internet), among others, will persist into 2024. There are, though, several important positive opportunities for Wyoming in 2024, especially in technology, R&D, and business formation. Wyoming is ranked #8 nationally in business-performed R&D as a percentage of private industry output, a significant improvement from 2018, when Wyoming ranked 50th. Wyoming also ranks highly in science and engineering degrees (biological and agricultural sciences, engineering, physical sciences, social sciences, computer sciences, mathematics and statistics, and psychology) as a percentage of higher education degrees conferred, at 39% compared to the U.S. average of 31.7%. Patents awarded, 15.15 per 1,000 individuals in science and engineering occupations, have significantly increased. Venture capital disbursed per $1 million in gross state product ($2,960.69) and millions of venture capital dollars disbursed per venture capital deal ($2.87) have also increased significantly since 2019. [1]

However, Wyoming also experiences around 70% outmigration of recent UW graduates[2] and only 45% of native Wyomingites still lived in Wyoming in 2021[3]. Wyoming also has an exceptionally large overall outmigration rate, with the number of people leaving per 1,000 residents at 60. This makes solving the issue of a critical mass of population to yield agglomeration economies more challenging. Coupled with a 50% college going rate, this barrier to growth will persist.

Annualized rental vacancy rates in Wyoming since 2020 have ranged from 7-9%[4]. Trends for 2023 indicate a vacancy rate closer to 4%, with forecasts for future years between 6-7%. The Housing Affordability Index[5] indicates that housing affordability in Wyoming turned negative in 2022 – that is, on average, housing became relatively unaffordable for the median-income household in Wyoming. Similarly, the Home Ownership Affordability Monitor[6] shows that starting in mid-2022 home ownership became more unaffordable in the Casper metropolitan area, while in the Cheyenne MSA the same occurred in mid-2021.

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[1] National Science Foundation Science and Engineering State Indicators
[2] Lightcast
[3] U.S. Census Bureau
[4] U.S. Bureau of Census, Moody's Analytics
[5] National Association of Realtors; U.S. Census Bureau; U.S. Bureau of Economic Analysis; Moody's Analytics
[6] Federal Reserve Bank of Atlanta

Passed with Unanimous Consent

ADDENDUM F: Colorado State University Graduate Assistant Minimum Stipend

Stipend Overview

The Graduate School strives to provide competitive compensation to its graduate assistants. In addition to stipend and tuition benefits, GA's receive the following additional compensation: student health insurance plan (SHIP) premium contribution, parental leave, Employee Assistance Program benefits (EAP), and more.

Prioritizing compensation packages for graduate student assistants, above and beyond the minimum stipend, is essential to the support of a thriving graduate community. Our graduate assistants foster innovation in research enterprises, drive creativity, and energize strong teaching initiatives.

The GA Compensation Proposal was prepared and presented by the Graduate School to benchmark CSU's compensation levels with those of our peers and aspirational peers, and to provide recommendations to enhance current compensation levels. The Graduate School encourages departments and programs to offer stipends to students at levels that are above the minimum stipends, published below, and competitive with peer institutions.

The Graduate School recommends that departments and programs implement an annual exercise led by their graduate admissions committee to review assistantship stipends and benefits at peer and aspirational institutions (e.g., Iowa State Assistantships; Iowa State Stipend; Kansas State Assistantships; Oregon State; Texas A&M Assistantships; University of California; Davis Assistantships; University of California; Davis Stipend; University of Illinois Urbana-Champaign Assistantships; University of Tennessee Assistantships; Virginia Polytechnic Institute and State University; Washington State University Assistantships; University of Colorado; University of Minnesota Assistantships; University of Minnesota Stipend; and University of Missouri).

Contact the associate dean of the Graduate School to schedule consultations on how to analyze the competitiveness of graduate stipends in your program.

2025-2026 Academic Year Stipend for Graduate Assistants

The 2025-2026 academic year minimum monthly stipend for graduate assistants will be $1,922 for a 0.5 FTE graduate assistant, which includes a 1% increase.

Payroll classification for 2025-2026:

- 0.5 FTE (20 hours per week) Graduate Assistant $1,922 per month
- 0.25 FTE (10 hours per week) Graduate Assistant $961 per month

It is strongly recommended that full-time graduate assistants be limited to a 0.5 FTE assistantship as noted in the Graduate & Professional Bulletin. Greater than 0.5 FTE appointments should be considered only for exceptional cases.

Passed with Unanimous Consent

ADDENDUM G: MIT Living Wage Calculator Albany County, Wyoming 2025

Living Wage Calculation for Albany County, Wyoming

The living wage shown is the hourly rate that an **individual** in a household must earn to support themselves and/or their family, working full-time, or 2080 hours per year. The tables below provide living wage estimates for individuals and households with one or two working adults and zero to three children. In households with two working adults, all hourly values reflect what one working adult requires to earn to meet their families' basic needs, assuming the other adult also earns the same.

The poverty wage and state minimum wage are for reference purposes. Poverty wage estimates come from the Department of Health and Human Services' Poverty Guidelines for 2025 and have been converted from an annual value to an hourly wage for ease of comparison. The state minimum wage data is sourced from the Labor Law Center and includes the minimum wage in a given state as of January of that year.

For further detail, please reference the Methodology page. The data on this page was last updated on February 10, 2025.

	1 ADULT				2 ADULTS (1 WORKING)				2 ADULTS (BOTH WORK		
	0 Children	1 Child	2 Children	3 Children	0 Children	1 Child	2 Children	3 Children	0 Children	1 Child	2 Childre
Living Wage	$19.57	$36.76	$47.90	$60.52	$29.02	$34.55	$38.52	$44.41	$14.51	$20.94	$26.59
Poverty Wage	$7.52	$10.17	$12.81	$15.46	$10.17	$12.81	$15.46	$18.10	$5.08	$6.41	$7.73
Minimum Wage	$7.25	$7.25	$7.25	$7.25	$7.25	$7.25	$7.25	$7.25	$7.25	$7.25	$7.25

Typical Expenses

The table below shows the costs of each basic need that go into estimating the living wage. Like with the living wage, their values vary by location and family size.

	1 ADULT				2 ADULTS (1 WORKING)				2 ADULTS (BOTH		
	0 Children	1 Child	2 Children	3 Children	0 Children	1 Child	2 Children	3 Children	0 Children	1 Child	2 C
Food	$4,370	$6,427	$9,627	$12,808	$8,013	$9,959	$12,811	$15,628	$8,013	$9,959	$
Child Care	$0	$13,192	$26,385	$33,976	$0	$0	$0	$0	$0	$13,192	$
Medical	$2,876	$8,385	$8,458	$8,535	$6,775	$9,352	$9,626	$9,929	$6,775	$9,352	$
Housing	$8,580	$11,930	$11,930	$16,714	$9,737	$11,930	$11,930	$16,714	$9,737	$11,930	$
Transportation	$9,673	$11,195	$14,102	$16,226	$11,195	$14,102	$16,226	$18,000	$11,195	$14,102	$
Civic	$3,587	$6,314	$6,971	$8,938	$6,314	$6,971	$8,938	$9,915	$6,314	$6,971	$
Internet & Mobile	$1,601	$1,601	$1,601	$1,601	$2,207	$2,207	$2,207	$2,207	$2,207	$2,207	$
Other	$4,749	$9,123	$9,558	$11,490	$9,123	$10,121	$11,490	$12,746	$9,123	$10,121	$
Required annual income after taxes	$35,437	$68,167	$88,631	$110,287	$53,362	$64,641	$73,226	$85,138	$53,362	$77,833	$
Annual taxes	$5,278	$8,292	$11,000	$15,588	$6,992	$7,216	$6,892	$7,245	$6,992	$9,280	$
Required annual income before taxes	$40,715	$76,459	$99,631	$125,875	$60,354	$71,857	$80,118	$92,383	$60,354	$87,113	$1

ADDENDUM H: UW International Students and Scholars – Employment Resources

Passed with Unanimous Consent

Employment Resources

Navigation ← Main Page

An overview on international student employment. Questions about employment eligibility should be directed to ISS staff, prior to the commencement of any employment opportunity.

EMPLOYMENT INFORMATION

The US has very strict rules regarding the ability of foreign nationals to work in the US. It is important to note that US Immigration and Customs Enforcement (ICE) will enforce civil and criminal penalties against those who work without the appropriate authorization and employers who fail to verify employment eligibility. Illegal employment is a deportable offense. Therefore, it is important that international students understand the regulations governing employment eligibility.

Work Authorization Requirements for Common Visa Types

F-1 students: May work on campus at the school which they are authorized to attend (issued their current form I-20) up to 20 hours per week during the academic year, and full time during official university vacation and breaks. Students in valid F-1 status cannot be employed off-campus without meeting eligibility requirements and obtaining prior authorization from International Students and Scholars and/or the US Citizenship and Immigration Services (USCIS). For information about paid internships, please read the section regarding Curricular Practical Training (CPT). For information about working after completion of a degree, please refer to the Optional Practical Training (OPT) Information page.

F-2 dependents: May not be employed under any circumstances while in the US.

J-1 students: May work on campus at the school which they are authorized to attend (issued their current form DS-2019) for up to 20 hours per week during the academic year, and full time during university vacation and holiday breaks. Students in J-1 status must request work authorization from ISS before beginning work on campus. Please read the J-1 work authorization information for details. Students in valid J-1 status cannot be employed off-campus without meeting eligibility requirements and obtaining prior authorization from International Students and Scholars, the US Citizenship and Immigration Services (USCIS) or the Department of State.

J-2 dependents: Must have a work authorization card issued by USCIS before they can work on or off campus. Those interested in applying for work authorization and download the Instructions for Requesting J-2 Employment Authorization and the J-2 form I-765 and contact ISS with questions or for more information.

Students in other statuses are generally prohibited from any kind of employment, either on or off-campus.

On-Campus Employment

On-campus employment for students in both J and F student visa statuses has very similar regulations. Generally, it:

- Does not require authorization from USCIS.
- Requires that the student must be in a full course of study and in good academic standing.
- Requires that on-campus employment primarily means work performed on UW's premises and not work for a different commercial firm on-campus that isn't providing services for students.
- Is limited to 20 hours/week while school is in session and full-time (40 hours/week) during vacation periods.
- Is not permitted after student has completed studies (graduated).
- Requires that students in J visa status must get written authorization to work from their sponsoring agency if not UW.
- Requires that students in J visa status receive approval from ISS before beginning work so that the SEVIS system can be updated appropriately.
- Does not require students in F visa status to receive approval from ISS or USCIS.

UW Human Resources allows a student to work until the program end date given on their I-20 or DS-2019 document. If an I-20 or DS-2019 documents is extended, the student must take the updated form to Human Resources to have their record updated. In order to comply with Federal regulations HR and ISS will monitor all international students and report any violation of the follow conditions to HR so that UW employment can be terminated:

- While classes are in session, the student cannot work more than 20 hours combined for all positions held with UW.
- The student must maintain full-time enrollment.
- The student cannot work past his/her actual graduation date unless he/she has obtained an extended status through ISS and has provided the documentation to HR, or has obtained a special work authorization document from USCIS such as OPT or hardship work authorization.

*Please note that violation of either of the first two conditions will result in termination of the student's SEVIS record/immigration status.

All international students employed on campus must complete an I-9 at the UW Human Resources department (Third Floor of Hill Hall) before beginning work. The student will need to have his/her passport, I-20/DS-2019, and I-94 documents. Students in J visa status must also bring written authorization for employment from the sponsoring agency.

Consult with ISS for more information if you have questions about on-campus employment for international students.

Passed with Unanimous Consent

ADDENDUM I: 2024 Student Financial Wellness Survey (Trellis Strategies, pg 8-16)

Student Wellbeing and Financial Security

The financial, mental, and emotional wellbeing of college students is a key concern in today's higher education landscape. Across the country, students face considerable challenges in maintaining adequate finances while paying for college and striving to meet their daily needs. Additionally, poor mental health has become increasingly common, impacting students' health, overall satisfaction, and academic success.

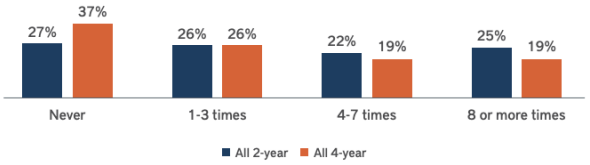
Financial Security

Many students in the United States experience financial insecurity while enrolled–a state of instability marked by difficulty meeting essential needs, frequent cash flow shortages, concerns about affording educational expenses, and unexpected levels of student loan debt. Despite approximately 71 percent of students receiving financial aid, it does not fully cover costs for many, leading to substantial financial stress.[1]

Only **5%** of students were able to "self-finance" their education using a combination of their current employment and savings.

In addition to financial aid, students must rely on multiple sources to pay for their education. According to the 2024 SFWS, students used an average of 2.9 different sources to fund their college education, such as scholarships, grants, loans, personal savings, income, and contributions from parents. Only five percent of students were able to "self-finance" their education using a combination of their current employment and savings, and 34 percent of respondents had taken out student loans to pay for college. Of those who had student loans, 55 percent had more student loan debt than they initially expected, and 70 percent expressed a low confidence in their ability to repay the debt acquired during their education.

Q40: Since January 1, 2024, approximately how many times did you run out of money?



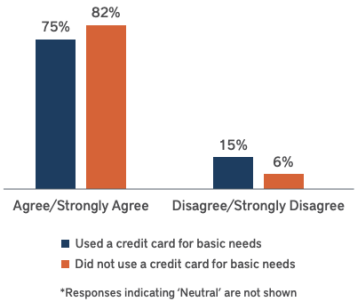
Even with cobbling together various sources of funding, reports of financial fragility were all too prevalent among respondents. Seventy-one percent of all respondents revealed they had faced financial challenges while in college. Students attending four-year universities indicated experiencing financial difficulties at slightly higher rates (74 percent) than their two-year counterparts (69 percent). Among all undergraduates who responded to the 2024 SFWS, 56 percent would have trouble obtaining $500 in cash or credit to meet an unexpected financial need in the next month. Students also reported running out of money at alarming rates, with 68 percent exhausting their available funds at least once since January 1, 2024, and 22 percent doing so eight or more times. These markers of insecurity are in line with nationally representative findings from the National Postsecondary Student Aid Study (NPSAS:20), where 47 percent of respondents indicated they might have trouble coming up with $500 in the next month.[2]

To help manage their financial burdens, some respondents to the 2024 SFWS turned to public assistance programs, including food assistance such as SNAP (15 percent) and medical assistance like Medicaid and CHIP (20 percent). Others turned to sources of credit to deal with their cash flow challenges. Fifty-seven percent of all students had used credit cards in 2024, and 24 percent had used Buy Now, Pay Later services. Expectations and confidence around debt were mixed. While 37 percent of all respondents agreed or strongly agreed that their levels of debt were manageable, nearly a quarter (24 percent) disagreed or strongly disagreed. Among those who used credit cards, the majority (89 percent) had used a credit card to pay for basic necessities such as food, transportation, or housing. Those who used credit to pay for basic needs were more likely to carry a balance month to month and less likely to pay their credit card bill on time.

Prior research from Trellis Strategies found that 41 percent of students who stopped out of college without completing their degree or credential cited their finances as a contributing factor. Among 2024 SFWS who had experienced financial challenges while in school, almost half (48 percent) reported difficulty concentrating on schoolwork as a result of their financial situation. Given the significant impact of financial hardship on student success and retention, it is crucial for colleges and universities to provide support services that address these issues, particularly in short-term or emergency situations that could immediately affect enrollment.

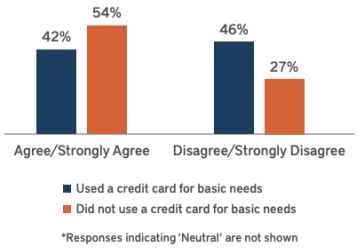
THOSE WHO USED CREDIT TO PAY FOR BASIC NEEDS WERE MORE LIKELY TO CARRY A BALANCE MONTH TO MONTH AND LESS LIKELY TO PAY THEIR CREDIT CARD BILL ON TIME.

Q62: I always pay my credit card bill on time.*
(of those who borrowed on a credit card)



*Responses indicating 'Neutral' are not shown

Q63: I fully pay off my credit card balance each month.*
(of those who borrowed on a credit card)



*Responses indicating 'Neutral' are not shown

Respondents to the 2024 SFWS were also asked about how their institution supported them as they navigated their finances. A majority of respondents–64 percent at two-year schools and 54 percent at four-year schools–felt their institution had the necessary resources to assist with their financial situation. However, only 38 percent felt that their institution was aware of their financial situation.

Basic Needs Security

44%
of undergraduate respondents faced LOW or VERY LOW FOOD SECURITY within the prior 30 days to taking the survey.

Despite efforts by higher education institutions to create more access to a college degree or credential, a large number of students grapple with basic needs insecurity–a persistent lack of access to essential resources necessary for maintaining health, wellbeing, and academic success. This includes, but is not limited to, nutritious food, stable housing, financial security, childcare, reliable transportation, and mental health services. Students who struggle to meet their basic needs may experience negative repercussions to their academic performance, mental health, and overall wellbeing.

Food insecurity is widespread in postsecondary settings, with nearly a quarter of students reporting the condition.[3] In voluntary surveys like the Student Financial Wellness Survey, the prevalence of food insecurity is often more pronounced. The timing of assessing food insecurity on campus is crucial. Previous research by Trellis Strategies has revealed how month-to-month changes in students' financial situations can lead to fluctuating patterns of food security–where a student may be food insecure one month but not the next.[4] In the 2024 SFWS, fielded from late October to mid-November, 44 percent of undergraduate respondents faced low (22 percent) or very low (22 percent) food security within the prior 30 days to taking the survey.

Passed with Unanimous Consent

BASIC NEEDS SECURITY FALL 2024 SFWS UNDERGRADUATE COHORT			
	All Students (n=43,371)	**Two-Year Students** (n=22,494)	**Four-Year Students** (n=20,877)
Food insecure	44%	43%	45%
Housing insecure	43%	46%	39%
Homeless	14%	16%	12%
Experiencing one or more forms of basic needs insecurity	58%	59%	57%

Housing insecurity, where one lacks stable, safe, and affordable housing, is a serious threat to academic success, persistence, and retention.[5] According to the 2024 SFWS, 43 percent of respondents were housing insecure during the prior 12 months. Furthermore, 14 percent reported experiences of homelessness, including sleeping in shelters not meant for habitation (such as a car or tent), couch surfing, and eviction.

In total, 58 percent of respondents had experienced food insecurity, housing insecurity, and/or homelessness. Certain groups, including students from low-income backgrounds, first-generation students, students who have experienced foster care, and students of color, are disproportionately impacted by basic needs insecurity. In the 2024 SFWS, students who have experienced foster care reported notably higher rates of food insecurity (66 percent), housing insecurity (69 percent), and homelessness (41 percent) compared to their peers who had not experienced foster care. Overall, 83 percent of former foster youth reported experiencing one or more forms of basic needs insecurity.

Black students also reported these conditions at slightly higher rates than non-Black students, with 71 percent of Black respondents experiencing at least one form of basic need insecurity, including 56 percent who were housing insecure and 22 percent who had been unhoused. Across all respondents, rates of food insecurity were similar at two year and four-year institutions (43 percent vs. 45 percent). However, students at two-year institutions were more likely to report experiencing housing insecurity (46 percent) and homelessness (16 percent) compared to their peers at four-year schools (39 percent and 12 percent, respectively).

EIGHTY-THREE PERCENT OF FORMER FOSTER YOUTH HAD EXPERIENCED FOOD INSECURITY, HOUSING INSECURITY, AND/OR HOMELESSNESS.

Mental Health

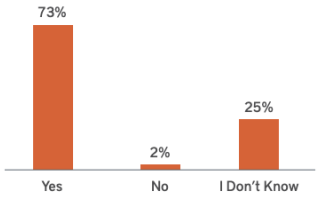
OVER HALF OF RESPONDENTS INDICATED FEELING LONELY SOMETIMES OR ALWAYS, AND ONLY 15 PERCENT RESPONDED THAT THEY NEVER FEEL LONELY.

Positive mental health is fundamental to the wellness, academic success, and overall satisfaction of college students. Despite its critical role in persistence, completion, and attainment of credentials of value, college students report poor mental health at alarming rates. To better understand the mental health landscape among college students, the SFWS employs validated scales to assess the prevalence of major depressive disorder (PHQ-2) and generalized anxiety disorder (GAD-2), in addition to questions about loneliness and awareness of available mental health counseling services. This analysis reveals that 33 percent of 2024 SFWS respondents experienced symptoms of major depressive disorder, while 44 percent exhibited signs of generalized anxiety disorder.

Loneliness among American adults has increased since the onset of the COVID-19 pandemic. Approximately 36 percent of all Americans, including 61 percent of young adults (aged 18-25), report feeling lonely frequently or almost all the time or all the time.[6] The 2024 SFWS demonstrates that the "loneliness epidemic" extends to students. Over half of respondents indicated feeling lonely sometimes (45 percent) or always (12 percent), and only 15 percent responded that they never feel lonely. Research suggests that elevated levels of loneliness are strongly associated with heightened psychological distress, with lonely individuals being more than four times as likely to experience suicidal thoughts.[7]

Colleges and universities can promote positive mental health and reduce loneliness among students by fostering social connection, developing or enhancing low-cost or no-charge counseling and mental health services, and creating supportive, inclusive environments. Nearly all (96 percent) of participating institutions in the 2024 SFWS offered mental health or counseling services to their students. However, 27 percent of respondents at these institutions were unaware of these resources, highlighting an opportunity for improved communication and outreach efforts to ensure all students know about available supports.

Q74: Does your school have mental health counseling services available for students?*



*Of those attending an institution with mental health services available

Passed with Unanimous Consent

Modern Learners and Return on Investment

College students often balance multiple competing priorities on their higher education journey.[8] As evidenced in the Student Financial Wellness Survey, the majority of today's students work while enrolled and many are supporting children or other dependents as well. Students can struggle to balance and prioritize these responsibilities alongside their academics.

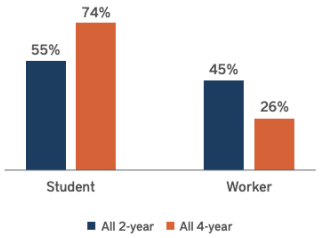
Working While Enrolled

About two-thirds of respondents to the 2024 SFWS (67 percent) reported working for pay while enrolled, with similar rates of student employment across both two- and four-year institutions. Many work long hours during the semester, potentially limiting their time available for school. Among all undergraduate respondents who worked, 43 percent said they worked 40 or more hours per week, and another 38 percent worked 20-39 hours per week. Part-time students work more on average than full-time students. However, 63 percent of full-time students reported working while enrolled and nearly three-quarters (74 percent) of these employed, full-time students worked at least 20 hours per week.

Twenty-five percent of those who worked said they had more than one job. While employed students at two-year institutions were more likely to work full-time (48 percent vs. 37 percent), those at four-year institutions were more likely to hold multiple jobs (30 percent vs. 21 percent). Almost half of working students (47 percent) agreed or strongly agreed that the main reason they work while enrolled is to pay for school, but again this was more common among four-year respondents (50 percent) than their two-year peers (43 percent).

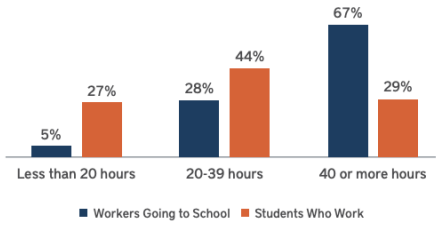
25% of those who worked said they had **MORE THAN ONE JOB.**

Q123: Do you consider yourself a student who works or a worker that goes to school?*



*Of respondents who reported they work for pay

Q128: During the school year, about how many hours do you spend in a typical 7-day week working for pay?*

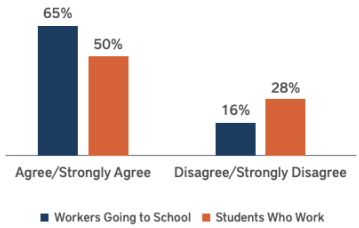


*Of respondents who reported they work for pay

Of those with employment, 64 percent considered themselves to be students who worked, while a little over a third (36 percent) thought of themselves as workers who go to school. However, this varied considerably based on sector. Among two-year respondents, nearly half of students with jobs considered themselves to be workers who go to school, compared to just over a quarter of four-year students. Almost all (95 percent) of those who self-identified as workers first worked at least 20 hours per week, with over two thirds working at least 40 hours per week. Compared to those who identified as students first, those who prioritized their identity as a worker were more likely to provide financial support their family, such as a child (35 percent vs. 11 percent) or spouse (25 percent vs. 8 percent) and slightly less likely to say that the main reason they worked was to pay for school (41 percent vs. 50 percent).

While work can affect class attendance and time allotted for studying, it can also impact other school-related activities. Nearly two-thirds of students who considered themselves to be workers first reported their job interferes with their ability to engage in extracurricular activities or social events at their institution.

Q127: My job(s) interfere with my ability to engage in extracurricular activities or social events at my school.*



*Of respondents who reported they work for pay

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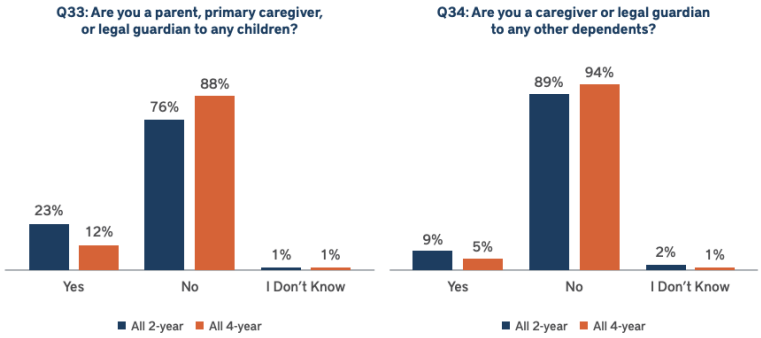
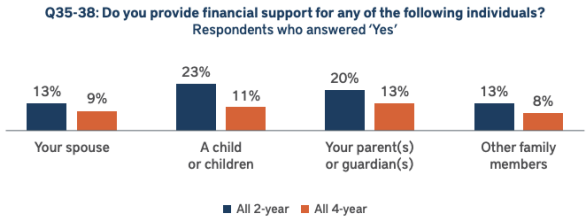


Supporting Children and Family

Beyond work commitments, many college students have financial and caretaking responsibilities within their families. Nearly one in five undergraduate respondents (19 percent) were caregivers or legal guardians to children or other dependents. This is more common among two-year students, 20 percent of whom financially support their parents and 13 percent of whom provide financial assistance to their spouse. Overall, 53 percent of two-year students and 34 percent of four-year students indicated it was important for them to support their family financially while in college.

Among all respondents to the 2024 SFWS, 18 percent identified as a parent, and seven percent said they were a caregiver or legal guardian to other dependent(s). Two-year respondents were more likely to report being a parent or caregiver to dependents compared to their peers at four-year institutions.



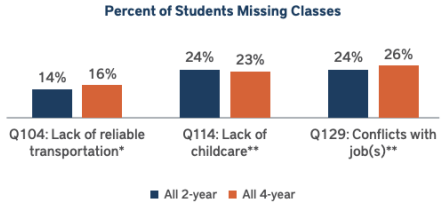
Childcare is essential for student parents, allowing them adequate time to devote to learning, work, and other responsibilities.[9] Not surprisingly, losing childcare would be disruptive for many student parents. When faced with a hypothetical loss of childcare, 41 percent of surveyed student parents said they would have less time to focus on their academics, 34 percent said they would have to drop classes or take fewer classes, and 31 percent said they would be likely to get worse grades. Over a quarter (27 percent) said they would be less likely to enroll in future semesters. Student parents who were younger than 25 reported even higher rates of stop-out risk, with 40 percent saying they would need to drop classes or take fewer classes if they lost childcare and 32 percent saying they would be less likely to enroll in future semesters. These self-reported predictions speak to the role of childcare access in student parents' persistence. Prior research has identified that 52 percent of first-time enrolled student parents leave school without a credential, compared to 29 percent of their non-parenting peers.[10]

FIFTEEN PERCENT OF RESPONDENTS REPORTED MISSING CLASS AT LEAST SOMETIMES DUE TO LACK OF RELIABLE TRANSPORTATION.

Academic Disruptions

Working and providing care for dependents can create significant time barriers that can impede students' academic progress.[11] For instance, 24 percent of respondents with children had missed at least one day of classes in the prior semester due to lack of childcare and 25 percent of respondents who worked for pay had missed at least one day of classes due to conflicts with their job.

Transportation can also present a hindrance to student success. Among students who had a car (75 percent), 19 percent indicated their car was only somewhat reliable (18 percent) or not at all reliable (2 percent). Regardless of how they commute to school, 15 percent of respondents reported missing class at least sometimes due to lack of reliable transportation. These reported rates of missing class due to transportation insecurity and time poverty did not vary significantly by sector. As previously discussed, a much higher proportion of students attending two-year institutions were parents compared to those attending four-year institutions, however parents experienced childcare challenges at similar rates regardless of sector.



*Missed classes sometimes, often, or always
**Missed at least one day of classes in the prior semester

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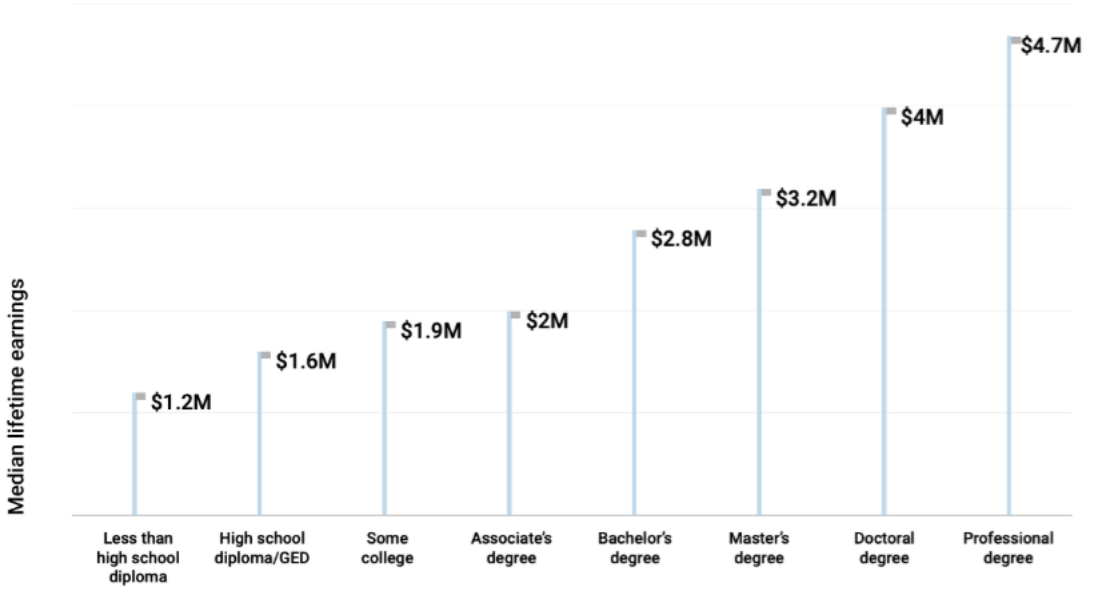
ADDENDUM J: Median Lifetime Earnings Across Education Levels (The College Payoff)

Figure 1. Median earnings rise with each additional level of education.



Source: Georgetown University Center on Education and the Workforce analysis of the US Census Bureau, American Community Survey (ACS), 2009–2019.

Note: The figure is based on data for 25- to 64-year-olds working full-time, full-year.

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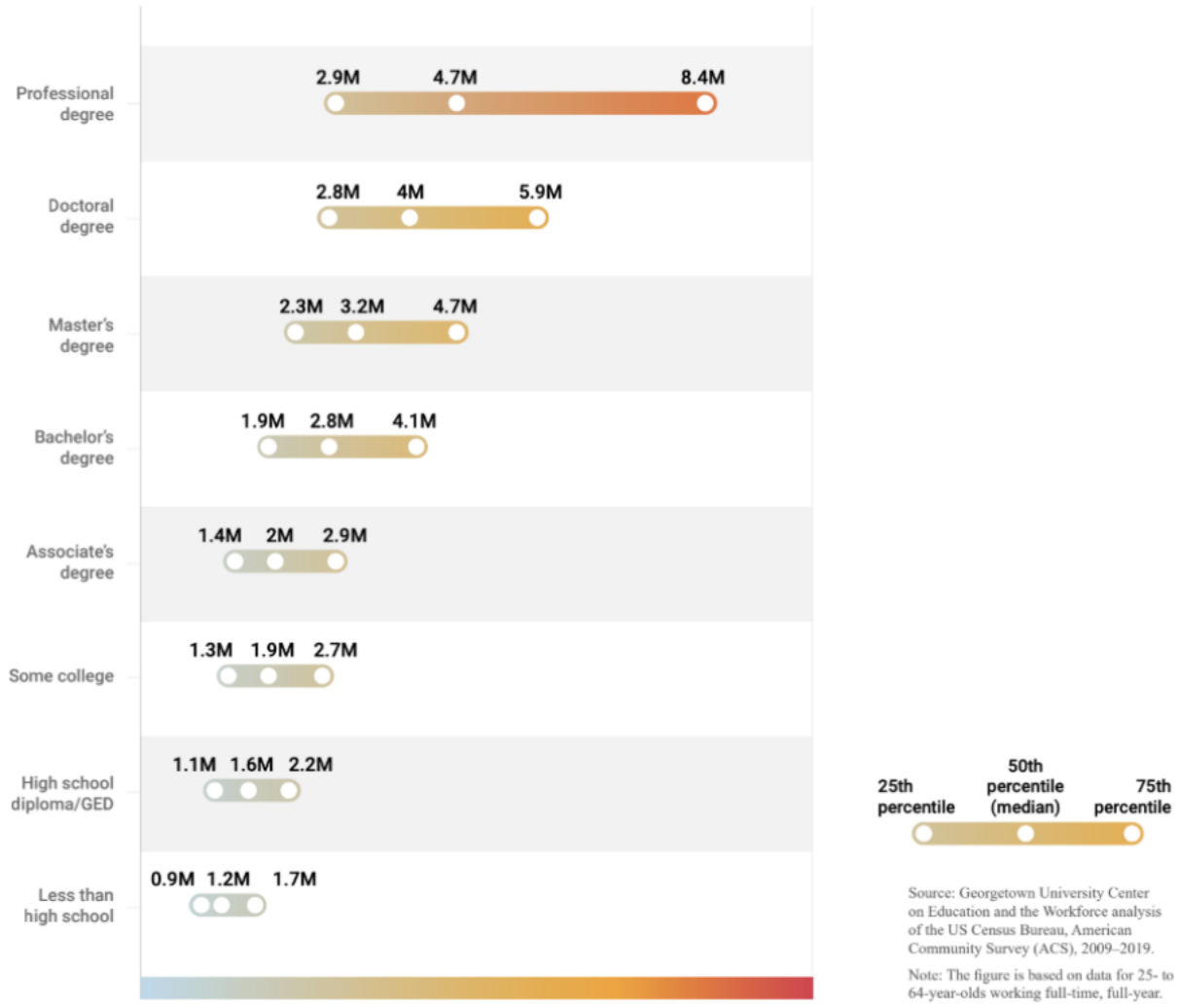
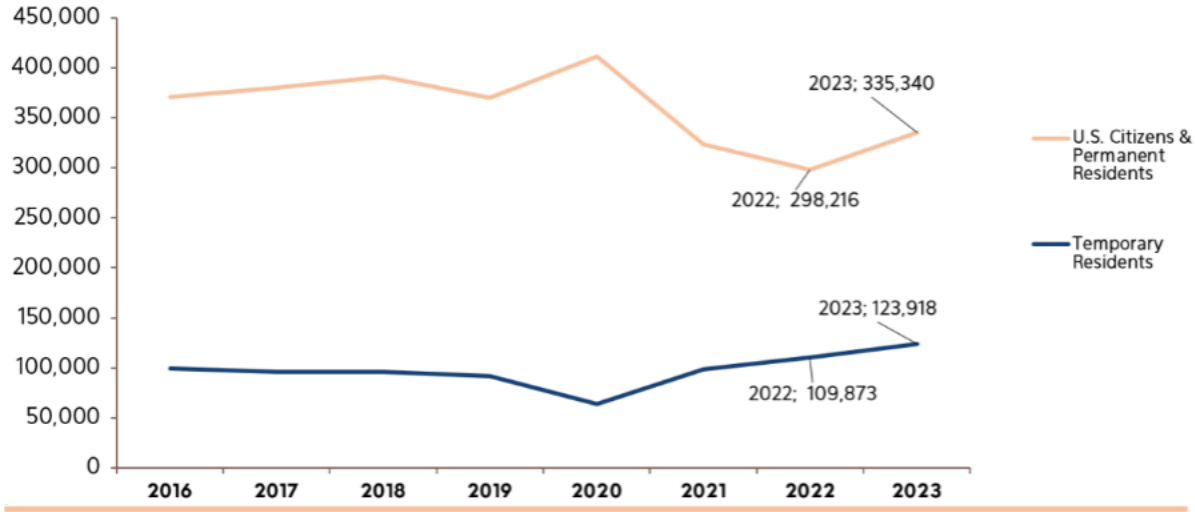


ADDENDUM K: Percentage of International Graduate Students (Graduate Enrollment and Degrees 2013 to 2023)

Passed with Unanimous Consent

Figure 2.1. Trends in First-time Enrollment by US Citizenship or Temporary Residents Status, Fall 2016 to Fall 2023



Note: Trends were developed based upon institutions that provided data for all years 2013 to 2023; therefore, the numbers of total degrees awarded do not match data in the tables.
Source: CGS/ETS Survey of Graduate Enrollment and Degrees

ADDENDUM L: Percentage of Students with Dependents (Urban Institute, 2022)

Passed with Unanimous Consent

Executive Summary

For postsecondary students with children, pursuing their education goals often requires navigating many different policy systems and supports. In fact, more than 5.4 million college students in the United States have children, representing nearly a quarter of undergraduate students and nearly a third of graduate students. These student parents must concurrently navigate up to 11 large policy systems, which we summarize in our Student-Parent Families at the Center Framework, whereas students who are not parenting and otherwise fit a "traditional" college profile primarily interact with one policy system, which we have termed "college access and success policies."

Each of these large system areas contain numerous programs, many of which we have described in detail in a fact sheet series on the Student-Parent Families at the Center webpage. And few, if any, of these systems or programs are designed with parenting students in mind. The complexity of the framework emphasizes the importance of coordinating and cohering practice and policy, which allows student parents the bandwidth and support to achieve their education and life goals.

Currently, national data show that parenting students complete college at a much lower rate than other students, even though they earn comparable course grades.[1] Supporting parents through all stages of their postsecondary education—gaining admission, succeeding in coursework, and ultimately completing their degree or credential goals—would not only yield benefits to the students, but also to their children, to colleges seeking to meet institutional goals, and to the local, state, and national economy. Practice and policy changes to support student parents would also benefit other new majority postsecondary students, even if they do not have children.

In collaboration with a cross-sectoral Leadership Council, we developed a roadmap of opportunities to improve practice, policy, research, and investment to support pregnant and parenting students and their families. We believe this expansive roadmap can provide a vision for stakeholders interested in supporting adults pursuing postsecondary pathways and their families.

ADDENDUM M: Graduate Assistant Stipend Survey OSU & UW Rates

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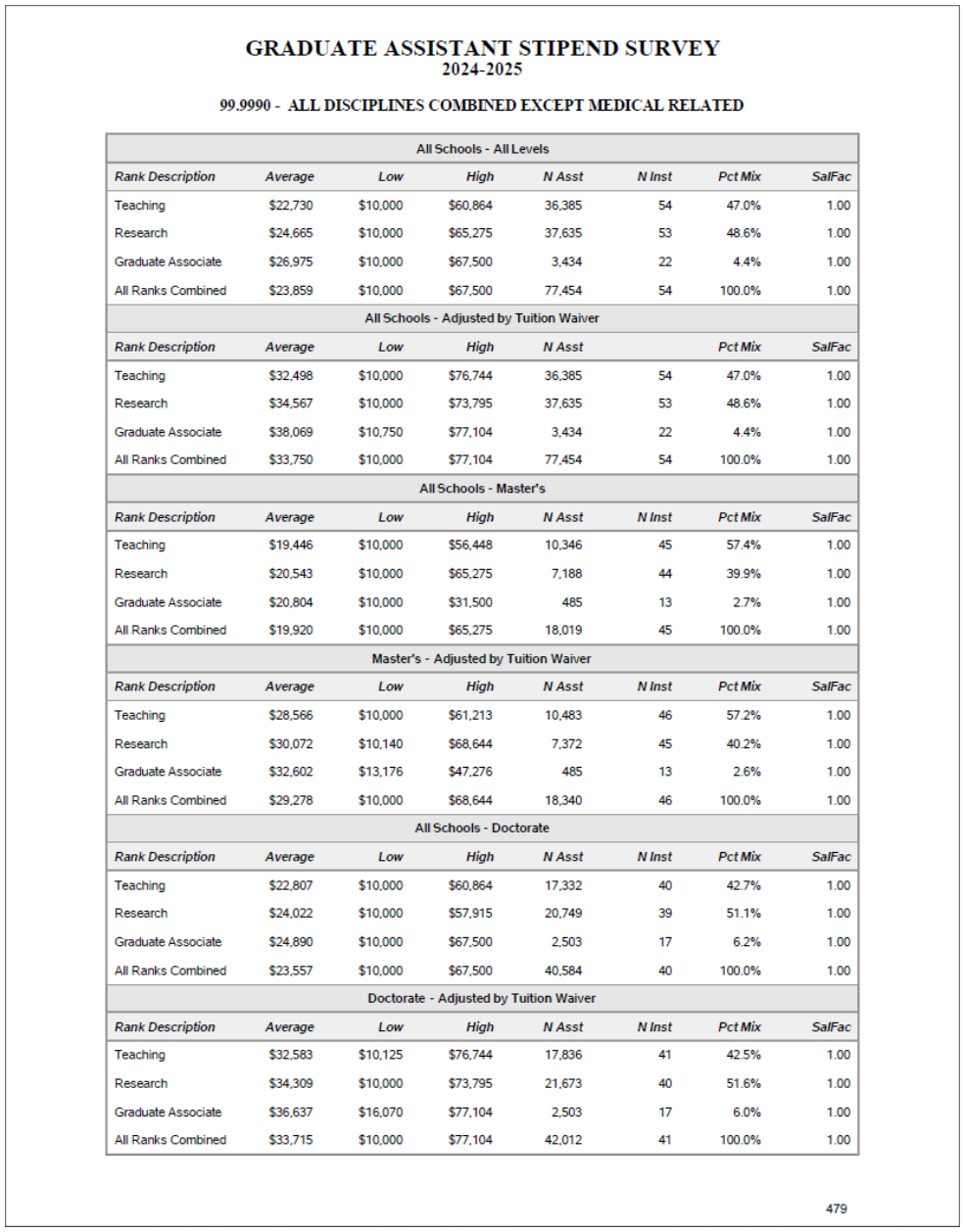


GRADUATE ASSISTANT STIPEND SURVEY
2024-2025

99.9990 - ALL DISCIPLINES COMBINED EXCEPT MEDICAL RELATED

All Schools - All Levels							
Rank Description	*Average*	*Low*	*High*	*N Asst*	*N Inst*	*Pct Mix*	*SalFac*
Teaching	$22,730	$10,000	$60,864	36,385	54	47.0%	1.00
Research	$24,665	$10,000	$65,275	37,635	53	48.6%	1.00
Graduate Associate	$26,975	$10,000	$67,500	3,434	22	4.4%	1.00
All Ranks Combined	$23,859	$10,000	$67,500	77,454	54	100.0%	1.00
All Schools - Adjusted by Tuition Waiver							
Rank Description	*Average*	*Low*	*High*	*N Asst*		*Pct Mix*	*SalFac*
Teaching	$32,498	$10,000	$76,744	36,385	54	47.0%	1.00
Research	$34,567	$10,000	$73,795	37,635	53	48.6%	1.00
Graduate Associate	$38,069	$10,750	$77,104	3,434	22	4.4%	1.00
All Ranks Combined	$33,750	$10,000	$77,104	77,454	54	100.0%	1.00
All Schools - Master's							
Rank Description	*Average*	*Low*	*High*	*N Asst*	*N Inst*	*Pct Mix*	*SalFac*
Teaching	$19,446	$10,000	$56,448	10,346	45	57.4%	1.00
Research	$20,543	$10,000	$65,275	7,188	44	39.9%	1.00
Graduate Associate	$20,804	$10,000	$31,500	485	13	2.7%	1.00
All Ranks Combined	$19,920	$10,000	$65,275	18,019	45	100.0%	1.00
Master's - Adjusted by Tuition Waiver							
Rank Description	*Average*	*Low*	*High*	*N Asst*	*N Inst*	*Pct Mix*	*SalFac*
Teaching	$28,566	$10,000	$61,213	10,483	46	57.2%	1.00
Research	$30,072	$10,140	$68,644	7,372	45	40.2%	1.00
Graduate Associate	$32,602	$13,176	$47,276	485	13	2.6%	1.00
All Ranks Combined	$29,278	$10,000	$68,644	18,340	46	100.0%	1.00
All Schools - Doctorate							
Rank Description	*Average*	*Low*	*High*	*N Asst*	*N Inst*	*Pct Mix*	*SalFac*
Teaching	$22,807	$10,000	$60,864	17,332	40	42.7%	1.00
Research	$24,022	$10,000	$57,915	20,749	39	51.1%	1.00
Graduate Associate	$24,890	$10,000	$67,500	2,503	17	6.2%	1.00
All Ranks Combined	$23,557	$10,000	$67,500	40,584	40	100.0%	1.00
Doctorate - Adjusted by Tuition Waiver							
Rank Description	*Average*	*Low*	*High*	*N Asst*	*N Inst*	*Pct Mix*	*SalFac*
Teaching	$32,583	$10,125	$76,744	17,836	41	42.5%	1.00
Research	$34,309	$10,000	$73,795	21,673	40	51.6%	1.00
Graduate Associate	$36,637	$16,070	$77,104	2,503	17	6.0%	1.00
All Ranks Combined	$33,715	$10,000	$77,104	42,012	41	100.0%	1.00

Passed with Unanimous Consent

Graduate Assistantship - base level stipend amounts

Fiscal Year	2010-2014	2015	2016-2019	2020-2022	2023-2024	2025-present
MS	$11,349	$11,700	$12,078	$12,330	$12,825	$15,642
PhD	$15,795	$16,263	$16,785	$17,145	$17,838	$21,762
% of Increase						
MS		3.09%	3.23%	2.09%	4.01%	21.96%
PhD		2.96%	3.21%	2.14%	4.04%	22.00%

Full Time Status

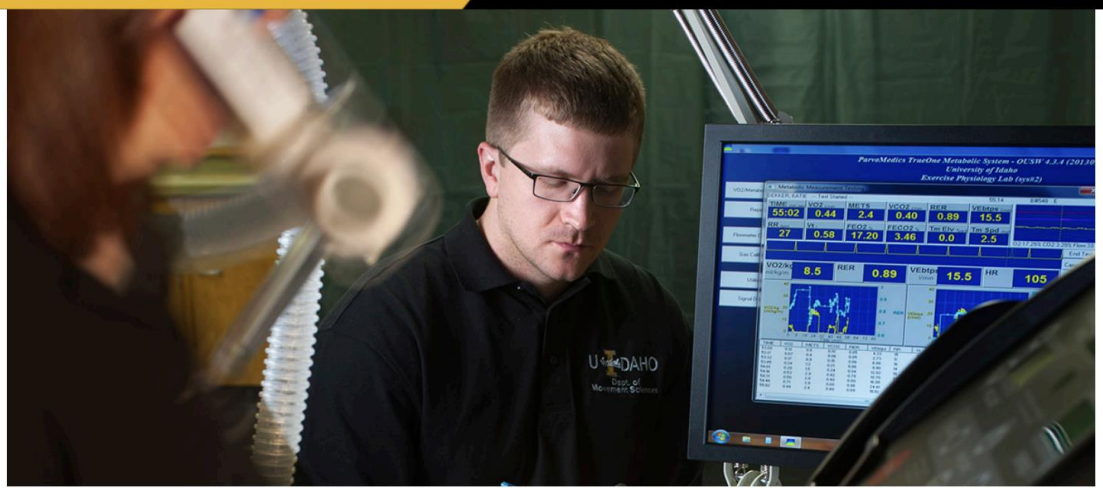
	FTE
9/1/2009 - 6/30/2016	0.45
7/1/2016 - 8/31/2018	0.475
9/1/2018 - Present	0.5

Passed with Unanimous Consent

ADDENDUM N: University of Idaho Graduate Teaching Assistant Stipend

GRADUATE TEACHING ASSISTANTSHIPS

University of Idaho
Department of
Movement Sciences



Graduate teaching assistantships are academic and professional awards that provide students with professional opportunities that closely relate to their chosen academic field of study. Students awarded a graduate assistantship will receive a stipend, in-state tuition, and an out of state tuition waiver. The stipend rate for 2024-25 was $16,295 (9-month academic year). Current in-state and out of state tuition rates are provided by Student Accounts and Cashier's Office.

*Note. Assistantship applications received prior to **December 1** (Fall Semester start) will be given priority.*

For a complete graduate assistantship application submit the following:

1) Information Sheet,
2) Preference and Content Sheets,
3) Current Vitae/Resume,

Passed with Unanimous Consent

ADDENDUM O: University of Colorado Boulder Graduate Assistant Stipends

CU Boulder has invested more than $8 million in the past four years to increase base stipend rates, eliminate the graduate student athletic fee and course and program fees, and cover the expense for summer RTD transit passes for graduate students on graduate student appointments.

The graduate student base stipend rate has increased substantially for three consecutive years.

- 6.5 percent increase in fall 2016
- 5.9 percent increase in fall 2017
- 6.2 percent increase in fall 2018
- 6.2 percent increase in fall 2019

Standard salaries for graduate students working at 50% time (20 hrs./week, 9-month appointment), by job category, for academic year 2018-2019, are as follows:

- Graduate Teaching Assistant, $21,451
- Graduate Part Time Instructor $24,793
- Graduate Research Assistant, $23,797

Note: As part of the compensation package offered to graduate students in the above categories, CU Boulder also pays for the cost of tuition and contributes 91% to the cost of the Student Gold insurance plan. Prior to fall 2012, CU Boulder paid for only 70 percent of the cost of health insurance.

Fall Payment Schedule Improved

Effective August 2017, a new payment schedule was initiated for graduate student teaching assistants and graduate part-time instructors to receive their first pay checks of the academic year at the end of August, instead of waiting until the end of September to get paid. That pay schedule was extended to include graduate research assistants in fall 2018.

Passed with Unanimous Consent

ADDENDUM P: Oklahoma State University Graduate Assistant Stipends

Graduate Funding

Financial assistance is available for teaching and research. This primarily comes in the form of a teaching assistantship, but some advanced students receive support from faculty grants.

Teaching Assistantships

A teaching assistantship includes a waiver of both resident and non-resident tuition for eligible credit hours during the academic year. The total of tuition waivers is limited to the number of hours in the degree program. (Students who held an assistantship in the immediate, preceding spring semester, who completed their entire assignments satisfactorily, and who are enrolled in at least 2 credit hours of eligible courses during the summer terms immediately following the qualifying spring appointment may receive a tuition waiver for those eligible credit hours even if they are not employed as graduate assistants during the summer terms.) Currently stipends for the academic year range from $18,810 to $21,861. Stipend enhancements are available for outstanding applicants. Stipends for summer support are available for some teaching assistants. A teaching assistantship also includes health insurance.
For full consideration, international students applying for a teaching assistantship should take the speaking section when they take the internet-based TOEFL (iBT).

Duties of teaching assistants vary. Students without teaching experience are not assigned direct teaching duties during the first semester. Instead, they receive training in being a teaching assistant. More advanced students may have reduced teaching loads.

Graduate Stipend Guidelines

Stipend support is limited and available on an annual competitive basis. Stipends are awarded for 12 months, from July 1 through June 30. Stipends may be awarded for full ($21,180) or partial amounts.

DOWNLOAD THE STIPEND APPLICATION