



## **ASUW Fall Student Issues Survey Summarized Report**

The ASUW Fall Student Issues Survey was distributed for a month from September-October 2022 and received responses from 1,136 students. The compiled data in this report highlights quantitative data with a select number of qualitative responses. Alongside this data, ASUW also presents summaries highlighting our findings from the data as well as presenting suggestions or statements.

In addition to the following sections, ASUW also issued questions for President Seidel's evaluation on request from the Board of Trustees and will develop an internal report for the review of the Office of President Seidel and the Board of Trustees. ASUW also surveyed students about their knowledge and suggestions for ASUW, that report is available at our website linked below.

In addition to this summarized report, there is a full report on each of these individual survey sections with all open comments and summaries available upon request via email and on the ASUW Website at <https://www.uwyo.edu/asuw/student-resources-and-services/asuw-student-surveys/>

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## Survey Demographics

<i><b>What is your class standing?</b></i>		
Freshman	24.32%	315
Sophomore	16.83%	218
Junior	20.31%	263
Senior	22.93%	297
Graduate Student	15.60%	202

<i><b>Do you identify as a non-traditional student?</b></i>		
Yes	15.02%	194
No	72.52%	937
Unsure	12.46%	161

<i><b>Are you an international student?</b></i>		
Yes	3.56%	46
No	96.44%	1,247

<i><b>What gender do you identify as?</b></i>		
Female	63.03%	815
Male	33.95%	439
Non-Binary <small>*(For the purposes of this survey, non-binary is used as an umbrella term for gender expansive communities)</small>	2.86%	37
Other	0.15%	2

<i><b>What Race(s) and/or Ethnicity(s) do you identify as?</b></i>		
American Indian or Alaskan Native	1.79%	25
Asian	4.36%	61
Black or African American	1.50%	21
Native Hawaiian or Other Pacific Islander	0.50%	7
Hispanic or Latinx or of Spanish Origin	8.36%	117
White	83.49%	1,168

## **Saddle Up Results & Recommendations**

### **Summary**

The Saddle-up portion of the ASUW Fall Issues Survey received feedback from over 1,300 students thus far. Feedback on the Saddle Up portion of the survey was limited to students and staff only and the following report is comprised of 362 individual responses. We acknowledge this feedback is limited, but are confident it is a representation of student concerns.

On the whole, survey results provide productive feedback on areas of concern from both students and staff who participated in the program. Overarchingly, students who participated in Saddle Up were in support of the mission of the program but had substantial issues with how that mission translated into programming and scheduling.

### **Students/Participants**

For students, we surveyed their opinions on the four Student Learning Objectives (SLOs). The responses to those questions varied in student responses for the completion of these learning objectives. Across all four SLOs, **70.78% of students responded that Saddle Up “did not meet the objective”, only “somewhat met objective”, or “no opinion”.**

Through qualitative data, students reported not having enough time to eat, feeling overwhelmed by the daily expectation, and not gaining any helpful skills from the required course. Students also mentioned that the information covered was repetitive and often did not reflect what they wanted from the program in terms of preparing for their first college semester. Additionally, through anecdotal reports, students' wellness suffered from stress and burnout, as well as students dropping out due to the demands of the program. Overall, it is evident the majority of students were frustrated with the logistics of the program and would be in favor of substantive changes to the program.

### **Saddle Up Staff**

When asked “Did you notice a change in student confidence/engagement over the course of the program?” 55% of student staff surveyed said yes.

Similar to student responses, Pokes Pack Leaders and Trailbosses voiced concerns regarding the demands of the programs on students and the overwhelming expectations it set for new college students. The most common trend from these comments regards the demanding schedule set for students with long days that were unrealistic. Overall, it is evident that staff noted an increase in community engagement for students with the “Pokes Pack” set up and organic conversations that occurred during the program.

ASUW looks forward to using this data as a way to support campus partners in bettering Saddle Up for students next year and in the years to come. Similar to other UW processes, ASUW would welcome an opportunity to help facilitate further conversation through a planning committee (or any other form of review) to include student opinions for future programming.

## **ASUW Recommendations for the 2023 Saddle Up Program**

*Using feedback from the 2022 ASUW Fall Issues Survey and the input of ASUW members who were either Resident Assistants or Pokes Pack Leaders, we have formulated the following recommendations on how to improve the student experience of Saddle-Up.*

- 1. Reduce the daily and overall time commitment for student participants.**
  - a. Move-in day should not include any additional required programming besides getting moved in. Minimally-structured or optional fun events are fine, but students should have ample time to say goodbye to their family and become acclimated to their new environment.
  - b. The daily programming schedule should not exceed 8 hours. Students across the board reported feeling exhausted and not having enough time to adequately prepare for the beginning of the semester or eat meals.
  - c. Minimize programming on the weekend before the beginning of the semester. This allows students to rest and prepare for classes. Minimally-structured or optional events are fine, but Saturday and Sunday should not be as fully programmed as the weekdays. This shift also allows for students to attend religious services on Sunday if they so choose.
  
- 2. Intentionally and purposefully execute programming and workshops that students find engaging and relevant to their student experience.**
  - a. Programming should not repeat content that students were required to learn about during the summer. If necessary, Resident Assistants and Pokes Pack Leaders can facilitate reviews of the content during floor meetings or other small group check-ins.
  - b. Programming should be student-driven and relevant to student success. Involve students at every step of planning to ensure that the student participants are truly receiving the best experience possible.
  - c. Allow for more independent time periods for students to explore campus and interact with their peers
  
- 3. Restructure the class portion of the program so that it is relevant and helpful to every single student, regardless of major.**
  - a. Consider having students attend a first week of their class so that they can start meeting their real classmates and professors, and engage with a class that is already structured to provide tools and advice for first-year students.
  - b. Ensure that all classes are going over similar content. Students are interested in learning about study skills, time management, and tips that will help them succeed in college life. The content of the class should be comprehensive while also promoting engagement and being a realistic experience for students in terms of content and study loads.
  - c. Ensure that instruction of courses is fair and equitable. There were numerous complaints of unequitable workloads between different courses.
  - d. Expectations about what constitutes a “Pass” grade versus a “Fail” grade should be clearly communicated from the beginning of the week.

## Feedback from Students/Participants

***Saddle Up was structured around four learning objectives to gauge student engagement and participation. The following questions gauge your experience with the program.***

***On a scale of 1 to 5, how did Saddle Up programming meet the following learning objective in your experience: "Students are developing a sense of community at UW"?***

1	1 – did not meet objective	13.91%	37
2	2 – somewhat met objective	34.59%	92
3	3 – met objective	39.47%	105
4	4 – exceeded objective	10.53%	28
5	5 – no opinion	1.50%	4

***On a scale of 1 to 5, how did Saddle Up programming meet the following learning objective in your experience: "Students demonstrate the ability to navigate coursework"?***

#	Field	Choice Count	
1	1 – did not meet objective	27.44%	73
2	2 – somewhat met objective	41.73%	111
3	3 – met objective	25.19%	67
4	4 – exceeded objective	3.01%	8

***On a scale of 1 to 5, how did Saddle Up programming meet the following learning objective in your experience: "Students are able to establish study skills"?***

1	1 – did not meet objective	45.86%	122
2	2 – somewhat met objective	36.47%	97
3	3 – met objective	13.16%	35
4	4 – exceeded objective	3.01%	8
5	5 – no opinion	1.50%	4

***On a scale of 1 to 5, how did Saddle Up programming meet the following learning objective in your experience: "Students are able to identify and access UW resources."?***

#	Field	Choice Count	
1	1 – did not meet objective	46.62%	124
2	2 – somewhat met objective	34.21%	91
3	3 – met objective	14.29%	38

4	4 – exceeded objective	3.01%	8
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*Do you have any feedback as a participant to improve the program in the following areas?*

***Housing & Dining:***

“Make sure you make more time for kids to eat and that they are prepared for us to come, they ran out of food lots of times and there were days I only had like 10 minutes to eat dinner or lunch. Also making sure there is time in between lunch and dinner.”

***Academic components (class, college sessions, PASS study sessions):***

“PASS did not accomplish anything- my session did nothing relevant to college or success. The PASS session was supposed to help with study tips, but it just showed us apps we can download, not something useful for our success. The class itself was a waste of my time. As an Exploratory Studies student, my class did not help me at all when it came to discovering different UW programs like it should. The College Session through ACES was somewhat helpful, but it used more personality-based tests instead of discovering and exploring the various programs UW has to offer. The "Final Exam" also added unnecessary stress for a program that is supposed to make the transition to college smoother. You don't learn enough information in a week to test on, especially in Saddle Up.”

“I do feel that the college session, class, and PASS were all very helpful, however, I feel like during these times they talked more about how to take notes and what study skills would be helpful. The stuff that will really make or break how we do well in our classes or not.”

“Having actual homework and lectures before school starts wears students down. Especially when students are excited, having the stress of going to saddle up 8 am through the night makes it hard to move in and adapt to Laramie.”

***Engagement Components (Poke Pack times, Residence Life floor meetings, etc.)***

“Poke Pack time was good but usually for too long. Not everyone showed up anyway. Residence meetings were good, create and explore was also good. Wellness pillar groups were not great. Many complaints that it was dumb and a waste of time.”

“If you are planning on giving us work to do outside of the classroom to be due in a week, then make all of these activities that are just time fillers optional so students can go back to their dorms and actually get that work done. The majority of students don't have that full of a schedule in their regular classes, and we should have the option of opting out of these activities.”

“Keep things more organized and set up different workshops that students can choose to go to if they find them interesting rather than set up a whole packed schedule to create immense stress for new students. Plan out the activities rather than where students should go and learn about.”

*Please provide any additional comments on Saddle-Up*

“Saddle Up was truly the worst week of my life. Having an overwhelming amount of Information thrown at you all at once is an awful system. The system itself may have worked, but not in the fashion they carried it out with. Saddle Up has given me anxiety, fear, and a harder time adjusting. I learned nothing useful or anything that pertains to my college success. Poke Pack was such a waste of time. Why were students forced to hang around their Poke Leader as if they were kindergarteners? We walked around and played games. This is nothing like college life, nobody is holding your hand the whole time. Having so many activities stacked upon each other set us up for failure as we were exhausted even after day one as we went from 7am-9pm every day. Residence Life, at least for me, did nothing. It made me feel more castaway from the people on my floor. Plus, the last thing people want to do on the weekends is attend mandatory events after doing it all week. Create and explore should have actually taken up part of the day so that people would actually want to attend. Wellness sessions helped some, but not a ton. After Saddle Up, I considered dropping out in full because of how bad the week was. I know I can handle the academic rigor as I have taken many AP classes and college classes throughout high school. Saddle Up did great if its goal was to make students question if UW is the place for them. This program needs to be cut or revamped in a way that students actually have free time and some built in time for relaxation. The Saddle Up leaders said we have so much free time, then where was it in this week? This experience was truly like being back in elementary school. Lastly, the QR code system was awful. Often times, we didn't even know they existed, or they were inaccessible for us. Who cares if you skip? That is a part of college too. QR codes put fears of failing Saddle Up in students minds. Looking back, 90% of the information could have been in an email or an hour long zoom call. Why put students through this? Saddle Up put me through unnecessary sessions, gave me stress and anxiety that I still deal with today, and has made me question my future at UW and its sense of community.”

“I didn’t feel like any of the important parts of becoming a college student were touched on. It was a poorly planned and even more poorly executed event. I wish I would have had a class on time management and study skills, or a tour of the campus, all things that weren’t touch on during the saddle up program. The entire week was an expensive waste of time and I didn’t learn any useful information or skills. If the program were done right it could be condensed into one day.”

“The entire purpose of Saddle Up was to try and teach us how to be independent adults capable of managing our own time, yet our entire schedule during Saddle Up was micromanaged. I think the program was very successful in a variety of ways, but future iterations ought to provide more opportunity for independent growth.”

## Feedback from Pokes Pack Leaders/Trailbosses

<i>Did you notice a change in student confidence/engagement over the course of the program?</i>			
1	Yes	55.17%	34
2	No	34.48%	14
3	Unsure	10.34%	5

### *From your perspective, how did Saddle Up enrich student experiences at UW?*

“It didn't. Many students dropped out, and put them under the same amount of stress regular students receive during finals week as a STEM student. It taught them that the University actually doesn't give a about its students, and that they only want their money.”

“I think all Saddle Up did was put unnecessary stress on freshman and did not prepare them for college.”

“It was oversaturated with things that the students didn't want to do. There was very little autonomy granted as well.”

### *How did Saddle Up impact students you worked with?*

“It stressed them out, they barely got to know their roommates, they didn't get to cope with the fact they were away from home for the first time, they didn't really get to explore campus, they felt like children or cattle that needed to be herded, they had too long of days, and little to no off time.”

“My students loved getting to meet others in their field and participate in the College of Engineering car challenge. However, the long days and "babysitting" soured the experience. They felt that since they are adults they could find their own way to class especially after being shown where it is on the first day.”

“Negatively. Most of my students did not want to be there and were exhausted by day 2 or 3. The idea behind Saddle Up is good, but it needs to be dialed back so that it is more enjoyable for the students.”

### *Please provide any additional comments on Saddle Up you may have.*

“Saddle Up could be good. However, the program they put on this year might look good on paper, but in reality, all it did was make students hate college before it even started.”

“Should have more support for students who are anxious already, less activities and events because it's too much and sends a message that we value working yourself to death (does not encourage healthy life/school/work balance habits), and the approach should be less punitive and more supportive, not focusing on what will happen if they fail or struggle, but in what support we can provide as an institution when they face challenges.”

“Saddle up SHOULD NOT BE A WEEK OF MANDATORY EVENTS.”



## Student Parking and Transportation

### Summary

The parking and transportation portion of the ASUW Fall Issues Survey opened on Wednesday, September 7<sup>th</sup> and has received feedback from over 1,315 students. We acknowledge this feedback is limited, but are confident it is a representation of student concerns across campus.

Beginning at Question 39 of the student issues survey, 51.69% of students at UW knew that the Union Parking lot would be removed in December of this year to be turned into a green space. 48.31% of students were not aware of this plan.

The results of the union parking lot being removed will have a severe impact on 326 (29.85%) students that attend UW. Students have shared their own comments about this parking lot being removed and ASUW recognizes student comments regarding the removal of the union parking lot.

Students were asked what mode of transportation they used most often to travel to campus. A majority of students (32.35%) responded that they use their vehicles to get to campus on the s on a daily. Followed by 31.43% of students walking, 17.10% using campus buses, 11.67% riding their bike, 4.96% using alternate means of transportation, and 2.48% utilizing carpooling.

Students were asked what modes of transportation they use to travel to campus for extracurricular activities. 64.60% of individuals responded that they use their personal vehicles to travel to campus for extracurricular activities.

Students were asked if they utilized parking permits on campus, 57.61% of students utilize parking permits that are provided from the City of Laramie and UW—these range from different colored parking permits and vehicle parking areas. Students provided additional information on why they do not have or need a parking permit on campus.

Concerning transportation via safe ride, most students (31.94%) know what Safe Ride is but have not utilized it. Students then had the opportunity to share their particular concerns and comments on different matters and comments including transportation and parking at UW.

<b><i>Starting in December of this year, the main Union parking lot will be taken offline in order to begin construction of a new green space. Were you aware of this plan before the release of this survey?</i></b>			
#	Field	Choice Count	
1	Yes	51.69%	565
2	No	48.31%	528

<b><i>To what degree will the removal of this parking lot (union parking) impact your ability to travel to campus?</i></b>			
#	Field	Choice Count	
1	No impact at all	22.07%	241
2	Minimal Impact	23.17%	253
3	Moderate Impact	24.91%	272
4	Severe Impact	29.85%	326

<i><b>What mode of transportation do you use most often to travel to campus?</b></i>			
#	Field	Choice Count	
1	UW Busses	17.10%	186
2	Personal Vehicle	32.35%	352
3	Bicycle	11.67%	127
4	Walking	31.43%	342
5	Carpooling	2.48%	27
6	Other:	4.96%	54

<i><b>What mode of transportation do you use most often to travel to campus for extracurricular activities that occur outside of business hours? (e.g. Club meetings, campus events like Trivia Night, etc.)</b></i>			
#	Field	Choice Count	
1	UW Busses	1.02%	11
2	Personal Vehicle	64.60%	697
3	Bicycle	7.69%	83
4	Walking	20.57%	222
5	Carpooling	3.71%	40
6	SafeRide	0.93%	10
7	Other	1.48%	16

<i><b>Do you currently have a parking pass for the 2022-2023 Academic Year? If so, which type of permit do you have?</b></i>			
#	Field	Choice Count	
1	Green Permit	28.73%	183
2	Electric Plug-in Permit	0.31%	2
3	Purple Permit	6.28%	40
4	Motorcycle Permit	0.47%	3
5	Orange Zone 202 Permit	11.93%	76
6	Red Permit	2.67%	17
7	CITY OF LARAMIE parking permit	7.22%	46
8	Other	42.39%	270

<i><b>Are you aware of a transportation service called SafeRide? Have you ever utilized their services?</b></i>			
#	Field	Choice Count	
1	Yes, I have heard of SafeRide and I have utilized their services before	31.94%	345
2	Yes, I have heard of SafeRide but I have NOT utilized their services before	65.19%	704
3	No, I have not heard of SafeRide and I have NOT utilized their services before	2.87%	31

***What ideas do you have to improve transportation and parking issues on campus?***

“Parking is already terrible as it is. Taking out the only parking that is available to us after 5:00, it’s the worst idea I’ve ever heard. We do not need a new green space as much as we need more parking. Do union parking lot is the only way I am able to get to the library what I need to study after school hours. This will upset me greatly if this is taken away from the students. Not only does this affect people's access to campus for afterschool activities, but it will also affect people's education if kids cannot find a way to get to the library due to the fact that there is no parking at the bus system is no longer running at later times of the day. I don’t know how to express this enough. But the union parking is extremely important and multiple people utilize this area every single day especially what is made available to people after five. This is when I’m able to finally get to campus and get homework done in the library. If I am not able to get to the library due to no parking this could affect my education greatly as well as multiple students on this campus. We should be focusing on students' education rather than giving them more greenery.”

“UW should invest in making more parking garages, and ones that students can use. They need to find ways to utilize the shrinking amount of car space for the most amount of cars, so a parking garage for on-campus residential student would be smart in my opinion”

“Run more buses. During peak class hours these buses are not very frequent. Also extend hours that buses run, if you take away parking by the library how are many off campus students going to get to the library to use the resources that our provided for us. Green space seems like a waste of money and a waste of prime parking for not only your faculty, but the students. Day lots are very convenient and I’m assuming make the university some money, so why would you take those away for green space?”

***Please provide any additional comments on campus parking and transportation you may have.***

“I seriously don’t know how to express this enough, but taking away this only parking option to most students at the university is a very bad idea. I park in the lot almost every day whether it’s to go to the gym, the union or the library. If his parking is taken away, I do not know how I will be able to get to these areas on campus and I will need to find other places off of campus to go to instead so that I am able to park my car. When the weather here in Wyoming changes, it is very important to have a vehicle to drive especially when it is later in the day and I need a mode of transportation from my home to campus and back. The weather here in Laramie can become very severe in the winter time and having the ability to drive to the library what I need is very important to me as well as multiple students at this university. Please put this into consideration and allow the students to have a vote in this. Based off of the amount of students I have talked to, everyone would prefer to have an area to park rather than an extra greenery area. We have enough grassy areas on campus, but we do not have enough parking to even get to campus to enjoy The grassy areas we already have. Please keep in mind that once the bus system closes for the day, students will not be able to get to campus if they are not able to park their car anywhere. Not only will this affect peoples accessibility to campus for after campus activities, but this could greatly affect the students education if they are not able to simply get to the library to complete the work they need or even print off papers that they may need for the next day. The library is extremely important for the students at the university and if this access is taken away this could greatly affect multiple students in many ways.”

“Please, Please, Please, advocate for those with disabilities that have a hard time walking so far from bus stops or far off parking spaces. It is hard to get placards, but I have a debilitating disability (a couple actually). Parking is a nightmare! Also, in the residential areas, people are constantly parking here without permits, causing me to not have a parking space frequently.”

“The University of Wyoming should expand efficient, affordable, and sustainable public transportation options around campus and in Laramie. This will improve the overall experience for students, employees, as well as the Laramie community. Ensuring the busses are more punctual and expanding routes, as well as providing incentives for those who do take public transportation or walk, would be an efficient and cost-effective way to solve the parking problem.”

“The University has not been very transparent about this change...let alone their reasoning behind their logic. I fortunately live on Sorority Row and I do not have to worry about parking; however, there are people who this is going to severely affect. How do you plan on aiding those folks?”

## UW Campus Chick-Fil-A

### Summary

The Chick-Fil-A portion of the ASUW Fall Issues Survey opened on Wednesday, September 7<sup>th</sup> and has received feedback from over 1,136 students. We acknowledge this feedback is limited, but are confident it is a representation of student concerns across campus.

On the whole, the majority of students (85.66%) “support” Chick-Fil-A coming to campus in the Student Union with nearly one-fifth of students either not supporting (11.02%) or “unsure” (3.32%). In addition to this quantitative data, there were numerous student comments regarding the impressions of Chick-Fil-A coming to the student union in terms of lessening a welcoming campus environment.

At this time, ASUW acknowledges the overwhelming support of Chick-Fil-A on campus, but urges the Board of Trustees and the UW Administration to consider the impact bringing this business could pose to our campus community and values as well as our student LGBTQIA+ population.

On our campus in recent past months, there have been a number of situations in which UW’s support of the LGBTQIA+ community was brought into question and bringing Chick-Fil-A onto campus would only cause further harm in efforts made to build an inclusive environment.

Additionally, there have not been any known efforts to survey or outreach specifically to LGBTQIA+ community members about the prospect of Chick-Fil-A on campus. Avenues such as Multicultural Affairs, Student Organizations (Queer Community Coalition), and connections within the Office of Diversity and Inclusion (ODEI) could be lines of communication to further engage with these populations.

ASUW is open to additional conversation on this item or to connect Trustees or UW Administrators to students who may be impacted by this decision.

<i>Would you support Chick-Fil-A coming to campus?</i>			
#	Yes	85.66%	956
1	No	11.02%	123
2	Unsure	3.32%	37

### Open Comments

“Bringing Chick-Fil-A onto our campus but be a wildly irresponsible decision. Considering Laramie's (and Wyoming as a whole) history with bigotry towards the LGBTQ+ community, it would seem like a slap in the face to the queer community. Matthew Shepard was not murdered in this town, and Shepard's Symposium does not host events every single year in his memory, for our campus to bring a known anti-LGBTQ business here. The football catering is simply enough.”

“Not sure that bringing Chick-Fil-A to campus sends the best message to our LGBTQ+ community about supporting them and their rights, since chick-fil-a owners have made some anti LGBTQ+ statements and donations to anti LGBTQ+ organizations. Culvers has a similar range and quality of food choices, and has good values, so I would recommend looking into bringing in a Culver's or other restaurant that does not have these uninclusive implications.”

“I think having a Chick-Fil-A on campus would send a wrong message to LGBTQ+ students that the university "cares" about LGBT people but doesn't care enough to have a known business that actively donates to anti-LGBT organizations and politicians.”

## USP and FYS

### Summary

The University Studies portion of the ASUW Fall Issue Survey opened on Wednesday, September 7<sup>th</sup> from 1,136 students. Questions surrounding the University studies program (USP) were prefaced with the context of “do you feel the USP curriculum is beneficial to your degree path in its current form”, students were first provided with the context of “the UW University studies program, sometimes known as ‘general studies’ or ‘USP Classes’, are courses that all undergraduate students must complete in order to earn a degree. More information about the program is included below: ‘The University Studies Program requires students to develop skills necessary for full participation in a technologically complicated world. These skills are developed through six categories that focus on Communication, Human Culture, the Physical & Natural World, Quantitative Reasoning, the U.S. & Wyoming government, and a First-Year Seminar... The University Studies Program ensures that each student’s program includes the elements essential to a lifetime of personal and professional growth; habits of mind, practices of active citizenship, and development of intellectual skills.’”.

The first question specifically relating to the University studies program revolved around the first-year seminar course required at the University. For quantitative data, there was a wide distribution of responses. When asked if students felt that the first-year seminar course prepared them for future classes, the response chosen most was “No” with 45.29% of students. However, 31.25% of students responded “Yes” while 23.46% of students responded that they were “Unsure”. The variation amongst responses indicates that no answer in particular stands out more than another in regards to first-year seminar course preparation. For more specific interest in the first-year seminar courses, follow up survey questions should be asked with specifics to if their first-year seminar course related to their major, did first-year seminar help build necessary success skills, etc.

When asked “do you feel the USP curriculum is beneficial to your degree path in its current form”, the most common response was “No” with 39.10% of students selecting this option. The option of “unsure” was second most common with 31.36% of students selecting this. Finally, 29.55% of students selected “Yes”.

From these results, ASUW acknowledges that more information should be collected, including open ended responses relating to the university studies programs. More specifics into classes and curriculums should be evaluated based on majors.

<i><b>If applicable, do you feel the First Year Seminar course you took prepared you for future classes?</b></i>			
#	Field	Choice Count	
1	Yes	31.25%	305
2	No	45.29%	442
3	Unsure	23.46%	229

<i><b>Do you feel the USP curriculum is beneficial to your degree path in its current form?</b></i>			
#	Field	Choice Count	
1	Yes	29.55%	294
2	No	39.10%	389
3	Unsure	31.36%	312

## Student Disability Support

### Summary

The disability portion of the ASUW Fall Issues Survey opened on Wednesday, September 7<sup>th</sup> and received feedback from over 1,136 students. We acknowledge this feedback is limited, but are confident it is a representation of student concerns across campus.

There were multiple questions throughout the survey that acknowledged disability on the University of Wyoming's campus. In question 35 students were asked "Do you manage a diagnosis or disability that impacts your experience as a student?". Results showed that 20.50% (260) students have a disability that impact their experience on campus. On the other hand, 79.50% (1286) said they do not have a disability or diagnosis that impacts their experience on campus. Although these numbers are very different in numbers it is very important to acknowledge that there are still gaps on campus for those who have a certain diagnosis or disability. Results are also shown in Section 1 below.

On question 36 students were asked to fill out an open-ended question asking how they feel supported by faculty and staff. These answers are provided below and give a good example of how students in general feel about support on campus. Answers to this question are provided in Section 2 below.

Another portion of this survey asked students how accepting they find the campus climate in regards to disability. The survey was split into five different categories. One being very non-accepting and five being very accepting. In this portion of the survey, we received 238 responses. Of these responses 1.68% (4) said that campus was very non-accepting, 10.08% (24) said that campus was non-accepting, 33.19% (79) said they were unsure, 39.92% (95) said that campus was accepting, and finally 15.13% (36) of students said campus was very accepting. All though these data points are limited it gives a good example of how students feel their disabilities are accepted on campus. Results are also shown in Section 3 below.

Finally, the last question asked in this survey in regards to disability was an open-ended question on what students feel the campus needs to do to increase disability awareness. These answers are provided below in Section 4.

### Survey Results

<i>Do you manage a diagnosis or disability that impacts your experience as a student?</i>			
#	Field	Choice Count	
1	Yes	20.50%	260
2	No	79.50%	1008



***How well do you feel supported by faculty and staff?***

“Depends on the staff. I feel my staff for my college and major are very supportive but outside of that I don’t get much support or even interaction with any other staff.”

“Most staff and faculty have been supportive, but I’ve had issues with professors changing test formats and time last minute not realizing that doing so makes it difficult and sometimes even impossible for me and other students to test with accommodation when they do this.”

“I feel supported by some faculty, but typically it’s outreach faculty teaching from other states. Even the staff working with WIND or the Disabilities Studies dept. have a difficult time being flexible and making accommodations for struggling students. In general, professors have been truly lacking this aspect, for disabled and nondisabled students.”

<b><i>How accepting do you find the campus climate regarding disability?</i></b>			
#	Field	Choice Count	
1	Very non-accepting	1.68%	4
2	Non-accepting	10.08%	24
3	Unsure	33.19%	79
4	Accepting	39.92%	95
5	Very Accepting	15.13%	36

***What do you feel the campus needs to do to increase Disability Awareness?***

“We definitely need to review policies to ensure they accommodate our entire student/staff body. EDI training for every department. Awareness/education on what qualifies as a disability, because many are not taken seriously.”

“I feel the campus could increase outreach to students with "invisible" disabilities. There are requirements for accessibility for visible disabilities, but not as much support (outside of DSS academic accommodations) for the intellectual or social disabilities.”

“There needs to be more education for instructors, so they realize that things like last-minute changes to test formats and times and unannounced timed in-class assignments make things more difficult and stressful for students with disabilities, especially when it comes to organizing accommodations.”

# LGBTQIA2S+ Student Support

## Summary

The LGBTQIA2S+ Student Support portion of the ASUW Fall Issues Survey received feedback from almost 1,300 students. Feedback on this portion of the survey was limited to students and was not available to staff or faculty. We acknowledge this feedback is limited, but are confident it is a representation of student concerns.

On the whole, the survey results provided productive feedback regarding campus climate and safety, access to counseling, name change processes, staff and faculty trainings, reporting structures, support for Trans students, and legislative concerns. The overarching theme of the open-ended feedback was that the existing resources on campus like Multicultural Affairs, Queer Community Coalition, and United Multicultural Council are doing great work, but there needs to be increased support in other areas of campus, as well as increased awareness of said resources.

## Students/Participants

Out of the 1,290 students who participated in this section of the survey, 20.50% of students reported that they identify within the LGBTQIA2S+ community. Of the students who identify with that community, 39.13% of them expressed that they believe the University of Wyoming is doing enough to support LGBTQIA2S+ students, with the other 60.87% of participants choosing the “No” or “Unsure” options. Fortunately, 87.02% of LGBTQIA2S+ students said that they were aware of on-campus resources like Multicultural Affairs, Rainbow Resource Center, and Queer Community Coalition. 11.54% of respondents identified as transgender, with 45.83% expressing awareness of resources like the ASUW Name Change Fund.

<i>Do you identify within the LGBTQIA2S+ community?</i>			
#	Field	Choice Count	
1	Yes	20.50%	<b>219</b>
2	No	80.16%	1,034
3	Prefer not to say	2.87%	37

*Follow through questions with the 219 who selected “yes” for the previous question.*

<i>Do you believe the University of Wyoming is doing enough to support LGBTQIA2S+ Students?</i>		
Field	Choice Count	
Yes	39.13%	18
No	27.05%	56
Unsure	33.82%	70

<i>Are you aware of on-campus student interest groups for queer students? (Queer Community Coalition, Multicultural Affairs student circles, Rainbow resource center etc.)</i>		
Field	Choice Count	
Yes	87.02%	181
No	12.98%	27

<b><i>Do you identify as transgender?</i></b>		
Field	Choice Count	
Yes	11.54%	<b>24</b>
No	86.96%	179
Prefer not to say	2.40%	5

*Follow through question with the 24 who selected “yes” for the previous question.*

<b><i>Are you aware of resources that are provided to students, like the ASUW name-change fund that completely pays for the costs of changing your name and also provides legal assistance?</i></b>		
Field	Choice Count	
Yes	45.83%	11
No	54.17%	13

### ***Select Open Comments***

“The university has an image problem, particularly with DEI issues. Students are working so hard to pick up the slack of staff and upper admin. If UW truly cared about students, they would do more to prove that LGBTQIA+ students are welcome here.”

“Actual acknowledgment from the University particularly about upcoming legislative issues that impact students and the Gender Studies department. More of an effort to have professors use inclusive language and include pronouns in introductions would also be nice.”

“Stop deadnaming students through all official communications. Allow me to actually use my real name, update my email, not be called on by my deadname, etc.”

“Not invite transphobic commencement speakers, provide better training for faculty and staff in regards to asking for pronouns and respecting identities and maintaining safe places for discussion in classrooms, have higher admin attend some LGBTQIA+ events to get to know students and their issues”

## Student Mental Health

### Summary

The mental health portion of the ASUW Fall Issues Survey opened on Wednesday, September 7<sup>th</sup> and has had feedback from over 1,136 students. We acknowledge this feedback is limited, but are confident that results are a clear presentation of student concerns across campus.

There were multiple questions throughout the survey that asked students about their mental health. In question 55 of the student survey students were asked to select which of the following mental or emotional health challenges they have experienced in the past month. 10.41% (684) students selected that anxiety was a challenge that they faced in the past month. 16.45% (479) students selected that one of the problems they faced in the past month is trouble concentrating. Students were also asked to put down any there any other problems, they faced in the past month that were not represented in the selection boxes. Some problems that were provided were uncertainty based on living situations, feeling stressed and overwhelmed, relationship issues, autism spectrum disorder, financial concerns, and time management. Results from this survey can be found in section 1 below.

On question 56 students were then asked to describe their mental health today as compared to during pandemic. 3.64% (37) students said they are far worse than before the pandemic, 13.29% (135) said that they are somewhat worse than before, 33.66% (342) students said about the same, 28.84% (293) somewhat better than before, and finally 20.57% (209) students said they are far better than before the pandemic. Results from this survey can be found in section 2 below.

Finally, on question 57 students were asked as to which of the following contributed to a decline in their mental health. 25% (611) students said that one of the major problems that contributed to the decline in their mental health was too much to do or being overwhelmed. Another high result for these questions was academics being a contributing factor to the decline in mental health. 22.95% (561) chose this answer. Students were also asked to provide any other contributing factors they felt were in relation to the decline in their mental health. These are provided below. Results in this survey can be found in section 3 below.

<i>Which of the following mental or emotional health challenges have you experienced in the past month?</i>			
#	Field	Choice Count	
1	Anxiety	10.41%	303
2	Social Isolation or Loneliness	8.31%	242
3	Depression	8.14%	237
4	Trouble Concentrating	3.44%	100
5	Difficulty Coping with Stress in a Healthy Way	1.79%	52
6	Difficulty Handling Emotions	0.79%	242
7	Unhealthy Social Media Use	8.14%	237
8	Lack of Family Stability or Support at Home	3.44%	100
9	Suicidal Thoughts	1.79%	52
10	Self-Harm	0.79%	23
11	Substance use Issues	1.27%	37
12	Harassment or Bullying	0.96%	28

13	Other	1.03%	30
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<i>How would you describe your mental health today compared to during the pandemic?</i>			
#	Field	Choice Count	
1	Far Worse Than Before	3.64%	37
2	Somewhat Worse Than Before	13.29%	135
3	About The Same	33.66%	342
4	Somewhat Better Than Before	28.84%	293
5	Far Better Than Before	20.57%	209

<i>Which of the following has contributed to a decline in your mental health?</i>			
#	Field	Choice Count	
1	Food Insecurity	5.97%	146
2	Too much to do/Overwhelmed	25.00%	611
3	Academics	22.95%	561
4	Relationships	14.61%	357
5	Personal Health	11.05%	270
6	Financial Wellbeing	17.10%	418
7	Drug and Alcohol Use	1.23%	30
8	Other	2.09%	51

## Campus Resources

### Summary

The campus resource portion of the ASUW Fall Issues Survey opened on Wednesday, September 7<sup>th</sup> and has received feedback from over 1,315 students. ASUW acknowledges this feedback is limited, but are confident that the results are definite representation of student concerns.

Question 58 of the student survey asked students to check all of the resources on campus that they were aware of. 8.85% of students were aware that Student Health Services was a resource available on campus. 8.49% of students were aware that the University Counseling Center was a resource on campus. Another resource that was highlighted on this survey the Wellness Center. 8.12% of students were aware that the Wellness Center was a resource on campus.

Students were also asked to provide any other resources that they were aware of on campus. Resources that were provided were Green Dot, Center for Assistance with Statistics and Mathematics, Interantional Students and Scholars, and Campus Ventures.

*Which of the following student support resources are you aware of? Check all that you are aware of.*

Student Support Resources			
#	Resource	Choice Count	
1	The Rainbow Resource Center	3.54%	276
2	Multicultural Affairs	5.62%	438
3	Student Legal Services	3.30%	257
4	The UW Food Share Pantry	6.74%	525
5	The Meal Swipe Sharing Pilot Program	2.35%	183
6	SAFE Project	4.99%	389
7	Disability Support Services	6.20%	483
8	The University Counseling Center	8.49%	662
9	Wellspring Counseling Center	3.05%	238
10	The Psychology Center	3.21%	250
11	Student Health Services	8.85%	690
12	The Wellness Center	8.12%	633
13	ACES Advising	4.52%	352
14	Online Tutoring	6.74%	525
15	Writing Center	8.02%	625
16	STOP Violence Program	1.44%	112
17	Library Services	7.07%	551
18	Veterans Service Center	2.03%	158
19	Student Success Services	5.64%	440
20	Other	0.10%	8

## Campus Harassment & Discrimination

### Summary

Questions 59 and 60 surveyed students on campus harassment and discrimination in and outside of the classroom. Feedback from these two questions focused on experiences of discrimination and harassment, both on and off campus. We acknowledge this feedback is limited, but are confident it is a representation of student concerns.

On the whole, survey results provided productive feedback on the frequency and type of harassment that was experienced by students, as well as perspectives on reporting these types of events. Out of the 1,010 students who responded to these questions, 19.01% of them said that they had been a victim of harassment or discrimination based on the identities that they hold, with 74.85% of respondents selecting “No” and 6.14% of respondents selecting “Prefer not to share.”

Through an open-ended comment box asking about these lived experiences, students reported harassment by faculty and staff, supervisors at their places of employment, by other students, by outside campus groups, and other more subtle types of harassment. The overarching theme of these comments was that they did not report them because they felt as if nothing could or would be done in response. Some respondents also reported not knowing how to report what they experienced, or that the harassment occurred outside of campus.

<i><b>Have you ever been the victim of harassment or discrimination based on the identities you hold? This could include, but is not limited to, race, gender, religion, color, national origin, disability, age, protected veteran status, sexual orientation, gender identity, genetic information, creed, ancestry, or political belief.</b></i>			
#	Field	Choice Count	
1	Yes	19.01%	192
2	No	74.85%	756
3	Prefer not to share	6.14%	62

***If applicable, can you elaborate on a situation in which you have been discriminated, and why/why not you decided to report these situations?***

“Most of the situations are subtle but recurring; for example, not being offered the same resources and assistance in my program as my counterparts, directly being tokenized or minimized, being verbally abused. Didn't originally report due to fear of retaliation, but later dropped the report because no accountability was taken by the individual and the individual received no negative feedback from it. Forcing me to relive my trauma for nothing to happen was a waste of time.”

“I've been discriminated against for my gender identity in multiple ways. From being deadnamed often by faculty and staff, being infantilized in meetings and discredited, and even just feeling unsafe around students who are being openly transphobic”

“I have been discriminated against based on both gender and religion. In all cases I chose to not report the situation because I felt reporting would be overwhelming. In one case of harassment multiple women had been victims and others reported their situations so I felt I didn't have to.”

“When I was an undergraduate at UW I was told by a geology professor that the reason I wasn't successful in his class was because of my gender. I did report this to the head of the department at the time. Nothing could be done because the prof. was a month away from retirement.”