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University of Wyoming Student Satisfaction  
Survey 1994 to 2018

Report Prepared by Oliver Walter

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# University of Wyoming Student Satisfaction: 1994 to 2018

## I. Preface

Beginning in 1994, the University of Wyoming has conducted student surveys with the objective of determining student satisfaction with university performance—from the quality of teaching to the availability of student parking. In 1994 the first survey to be administered university-wide was the ACT Student Opinion Survey. In 1998, Noel-Levitz (NL) Student Satisfaction Inventory was added. (Note that when the initial figures in a graph are listed as 1994, it is from an ACT survey. All Noel-Levitz surveys begin in 1998) Both have been administered biennially. In all, 2,437 responded to the two surveys. A third survey, the University of Wyoming Student Opinion Survey, composed of items developed primarily by Student Affairs and Academic Affairs was administered between 1994 and 2016 but was not continued in 2018. (For a more detailed description of the methods used to administer the two surveys, see the Appendix).

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

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

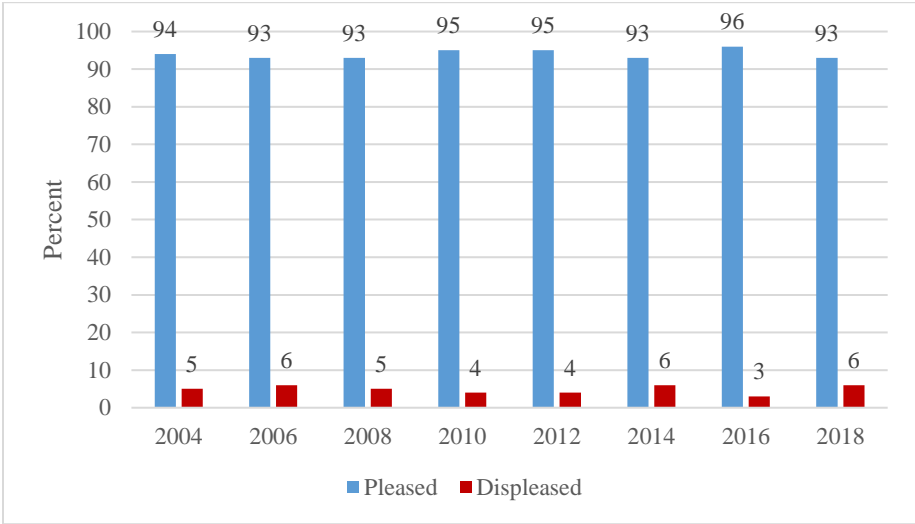
The Noel-Levitz questionnaire contains 73 satisfaction questions and ACT, 65. The vast majority of questions in both surveys present the student with a specified number of responses running from very satisfied to very dissatisfied. In addition to these questions, students were asked what pleased them most or disappointed the most about UW. The result is a very large number of responses. For the sake of presentation, similar responses have been categorized.

## II: An Overview of Likes and Dislikes

For the most part, students are quite satisfied with UW as is demonstrated in Graph 1. Here students were asked to respond to the following sentence: Overall, I am pleased with the education that I am receiving at UW

## Graph 1

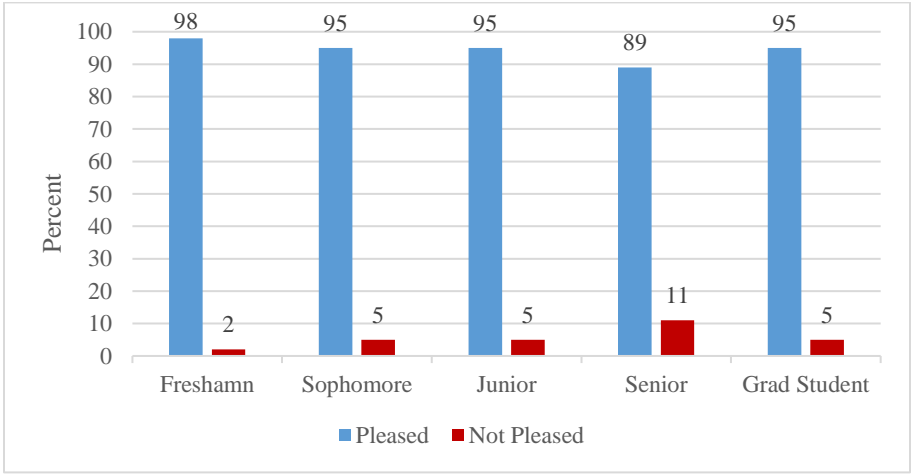
### Overall, I am pleased with the education that I am receiving at UW



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

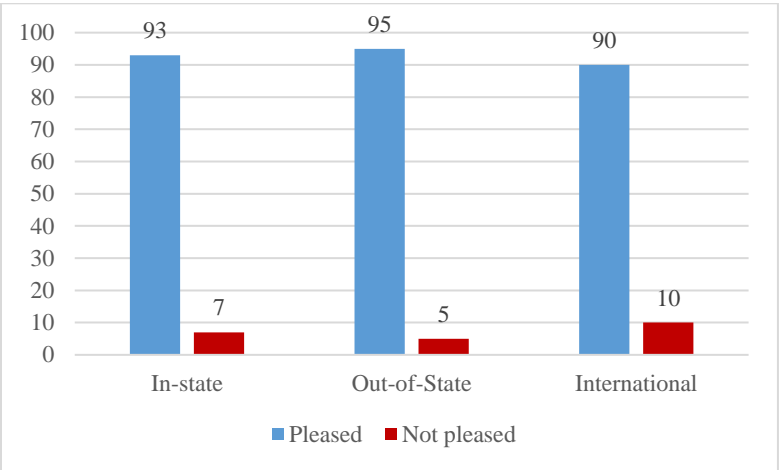
## Graph 2

### Overall, I am pleased with the education that I am receiving at UW by class



### Graph 3

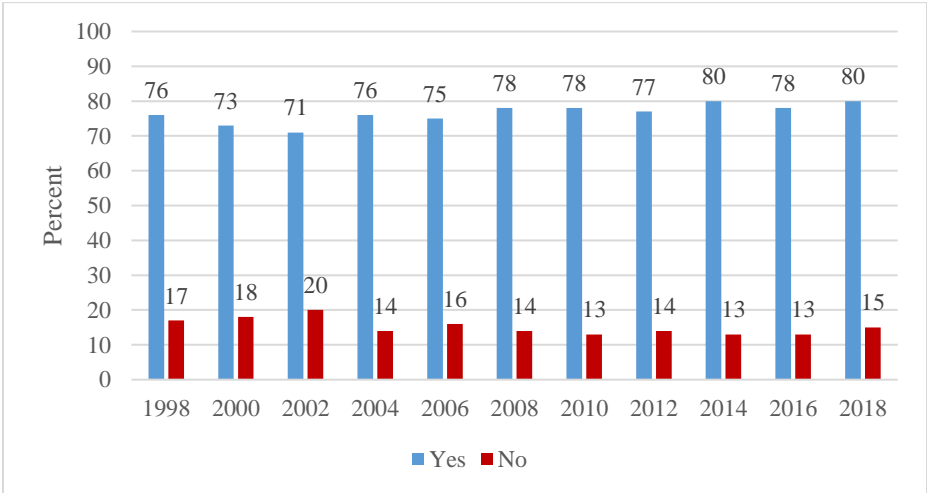
**Overall, I am pleased with the education that I am receiving at UW by residence**



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

### Graph 4

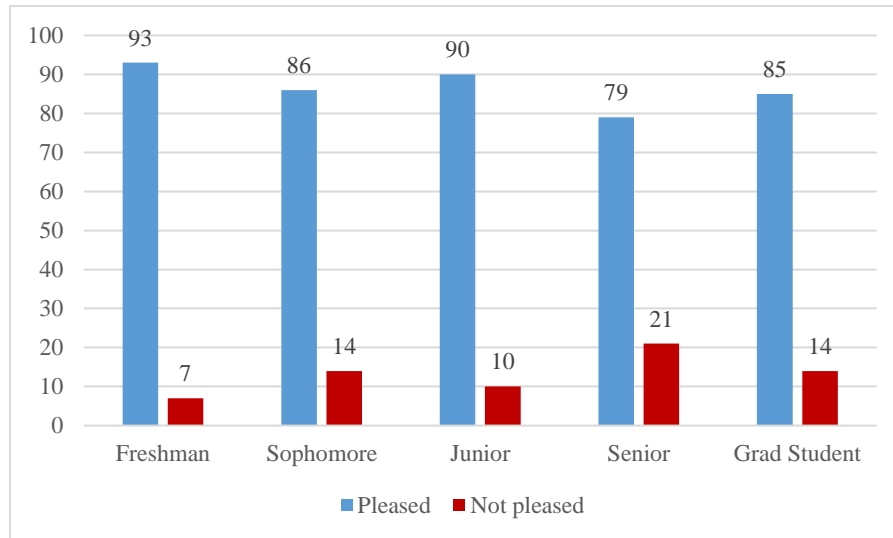
**All in all, if you had to do it over, would you enroll here again? \***



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

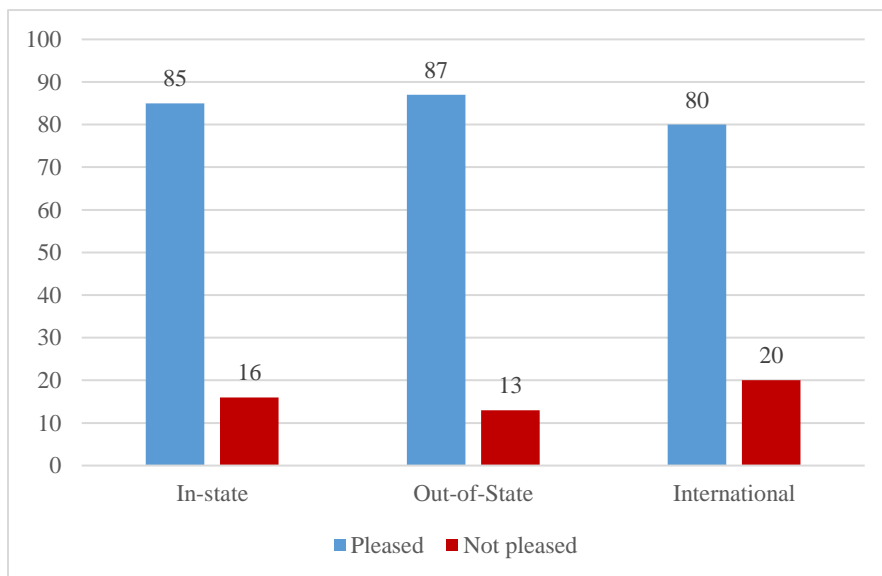
**Graph 5**

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



**Graph 6**

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



All three surveys contain a plethora of items which allow us to go beyond generalized levels of satisfaction. All students were asked what pleased them most about UW and what disappointed them most. Tables 1 and 2 provide a list of the most frequent responses to both

questions. In all there were 1543 positive responses and 1008 negative (note that students could provide more than one response).

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

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

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

The disappointments, although fewer in number, ranged over a broad set of items. Here, **lack of campus parking, complaints about uncaring professors, cost and class availability** were the leading complaints. Interestingly, in 2016 **Laramie’s weather** was the top complaint, In 2018 it dropped to fifth. The most notable difference between the 2016 and 2018 results is the marked increase in the number of students who find UW faculty and staff to be too liberal. Faculty and staff have certainly not undergone a major ideological shift since 2016. Thus, one suspects that UW students are attuned to these issues because of their prominence on the state and national levels.



**Table 2**  
**What disappoints you most about UW?**  
 Total comments 1008

<b>Comments</b>	<b>Number of comments</b>	<b>Percent of total</b>
Parking	100	10
Professors/poor quality teaching/teachers who do not care	89	9
Class availability/classes not at convenient times	76	8
Cost/out-of-state tuition/lack of scholarships	69	7
Weather/cold/wind/too much snow	56	6
Too liberal/limit on concealed carry	47	5
Too bureaucratic/not responsive/Admissions/financial aid/medical	47	5
Living in the dorms/dorm food/dorm rules	47	5
Advisors/quality of advising	47	5
UW/state spending priorities/under staffing faculty and staff	42	4
Particular department or program or class	40	4
Lack of racial and cultural diversity/racist/homophobic	37	4
Athletics/cost/lack of performance	32	3
Lack of things to do outside academics/lack of entertainment	26	3
UW unfriendly/people narrow minded/lack of community	24	2
Too many requirements/USP/major requirements	23	2
UW party school/lack of prestige/education dumbed down/quality of students	21	2
Location/Laramie/Wyoming	21	2
Facilities outmoded/need upgrades	19	2
Lack of or quality of out-reach classes	18	1
Various programs neglected or underfunded by UW	17	1
Too conservative	11	1
Miscellaneous	99	10

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

The satisfaction items in the Noel-Levitz and the ACT surveys were sorted by mean level of satisfaction. Tables 3 to 6 list the items for which there was most and least satisfaction. Please note that for Noel-Levitz responses run from 7, indicating most satisfied, to 1, indicating least satisfied while the ACT scale runs 5, most satisfied, to 1, least satisfied.

For the organizational purposes given the importance attributed to the various items in the above table, we will first present results related to **instruction and advising, followed by instructional support, student support and other university related features.**

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

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

<b>Most Positive</b>			<b>Average</b>
1	Instructional support	Library resources and services are adequate.	6.05***
2	Instructional support	Computer labs are adequate and accessible.	6.05***
3	Other University features	The institution has a good reputation within the community.	5.99***
4	Other University features	On the whole, the campus is well-maintained	5.99***
5	Instruction	Nearly all the faculty are knowledgeable in their field.	5.96***
6	Instruction	I am able to experience intellectual growth here.	5.95***
7	Instructional support	Library staff are helpful and approachable	5.92***
8	Instructional support	Tutoring services are readily available.	5.90***
9	Other University features	Males and females have equal opportunities to participate in intercollegiate athletics.	5.88***
10	Instruction	Faculty are usually available after class and during office hours.	5.86***

\*\*\*UW average significantly above the national average to .001.

**Table 4**  
**ACT ten most positive items (5 most positive—1 least)\***

<b>Most Positive</b>			<b>Average</b>
1	Instructional support	Library facilities and services	4.42
2	Instruction	Class size relative to the type of class	4.26
3	Other University features	Cultural programs	4.23
4	Other University features	Student Union	4.21
5	Other University features	Recreational and Intramural programs and services	4.20
6	Instructional support	Study areas	4.20
7	Other University features	Athletic facilities	4.17
8	Instruction	Attitude of faculty to students	4.15
9	Instruction	Out-of-class availability of instructors	4.10
10	Instructional support	Computer services	4.08

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

**Table 5**  
**Noel-Levitz ten least positive items (7 most positive—1 least)\***

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

\*\*\* UW average significantly above national average to .001.

\*UW average significantly below the national average to .05.

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

Least Positive			Average
1	Student support	Parking facilities and services	2.51
2	Student support	Student employment services	3.01
3	Student support	Purpose for which student activities fees are used	3.22
4	Student support	Student voice in college policies	3.30
5	Instruction	Availability of course at times you can take them	3.34
6	Student support	Residence hall services and programs	3.41
7	Student support	Job placement services	3.44
8	Student support	Student government	3.45
9	Student support	Residence hall rules and regulations	3.46
10	Student support	Student health insurance	3.48

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

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

**It is encouraging that for seven of the most important items, UW’s results were significantly above the national averages.**

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

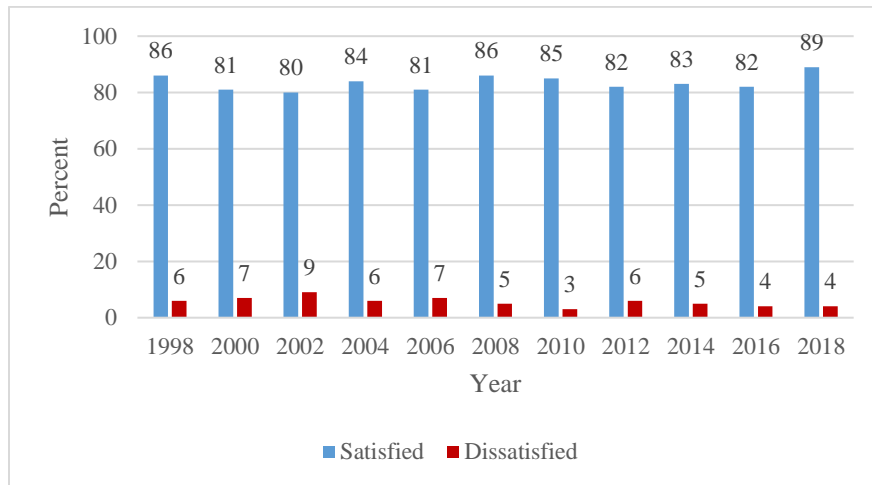
Area	Mean importance	Ten items most important to UW students	Percent satisfied	Percent dissatisfied	Comparison to other public universities
Instruction	6.60	The content of the courses within my major is valuable	82	9	No significant difference
Instruction	6.60	The instruction in my major field is excellent.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

\*\*Significantly more positive than national sample-.001.

### III. Instruction: Teaching and Advising

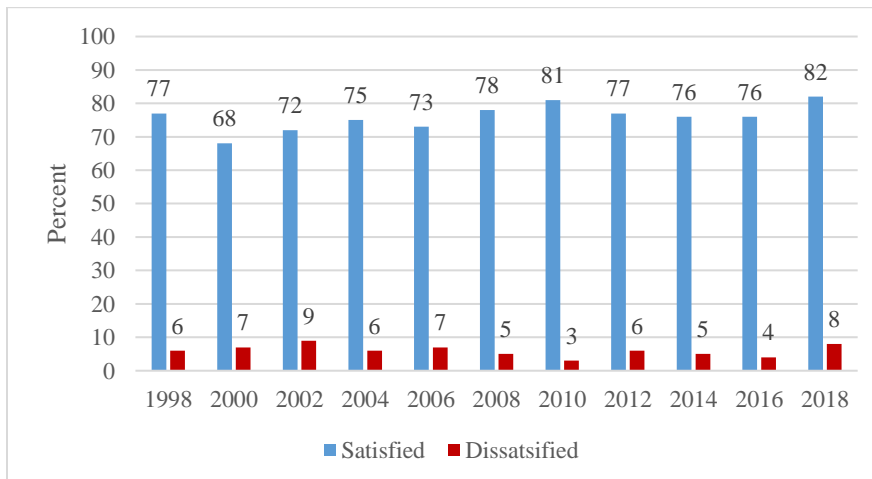
American universities comprise myriad activities from funded research to athletics to health services. But whatever else occurs on a campus, a university's primary reason to be is to **foster intellectual growth**. And it is here that teaching and advising are essential to UW's success. In this regard, as can be seen in Graph 7, UW students are **very positive (89%)** with only **four percent** indicating dissatisfaction.

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



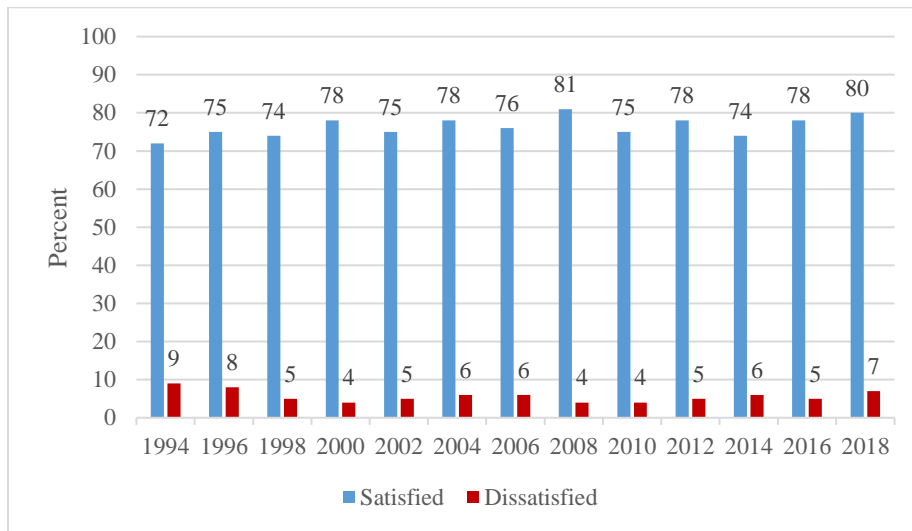
In a related question, Noel-Levitz asked students whether they perceived that UW had commitment to “academic excellence.” Here again, a large majority answered in the affirmative (Graph 8).

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

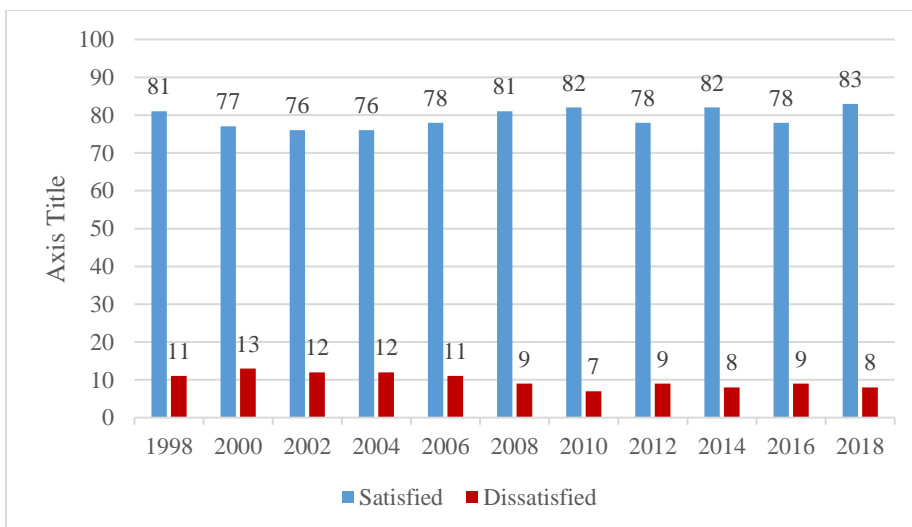


Let us examine the results over time for the survey items related directly to teaching. Graph 9 presents data from a question which asked students to evaluate the quality of instruction they received at UW. This graph is from the ACT survey and Graphs 10 and 11 are from Noel-Levitz. **All of these graphs demonstrate that the overwhelming percentage of UW students were satisfied with the quality of teaching they have received during the past two decades.** Throughout this period 70 to 80 percent expressed satisfaction, and for the three most recent surveys, **never did the percentage of dissatisfaction rise above nine percent.**

**Graph 9**  
**Instruction in your major field**



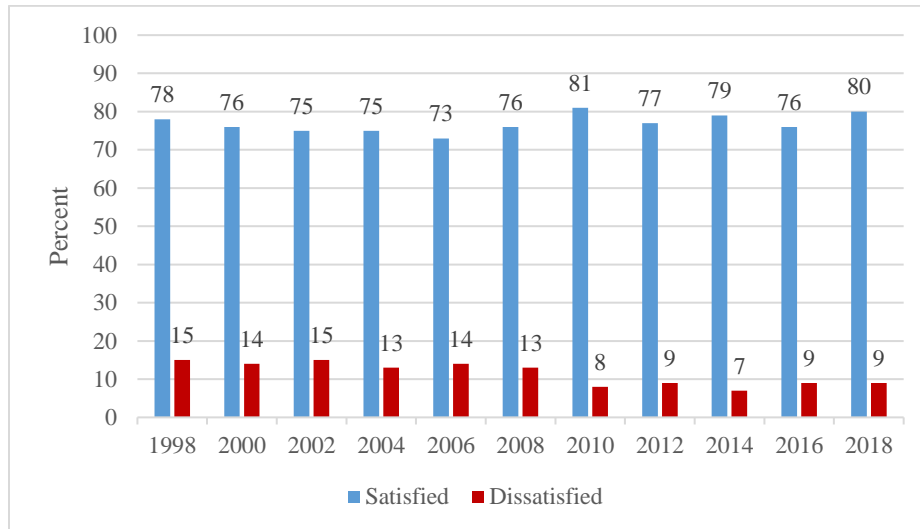
**Graph 10**  
**The instruction I received in my major field is excellent**





## Graph 11

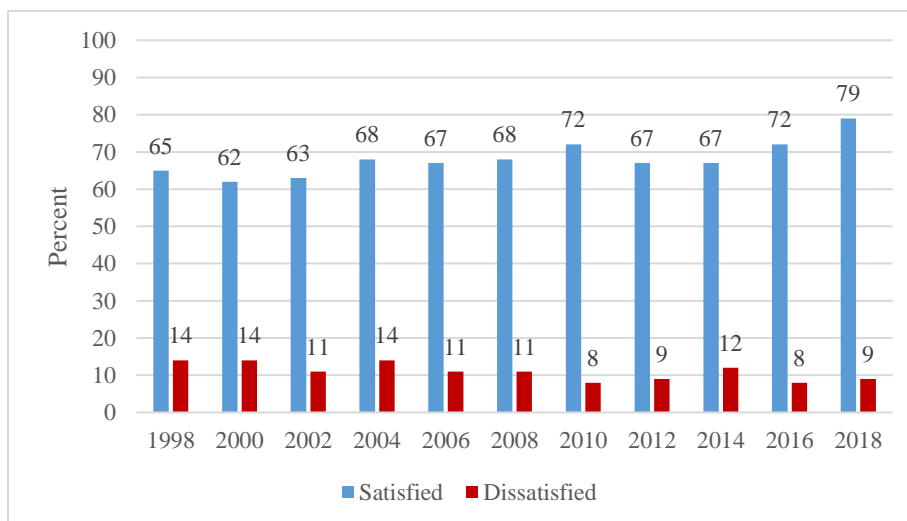
### The quality of instruction I receive in most of my classes is excellent



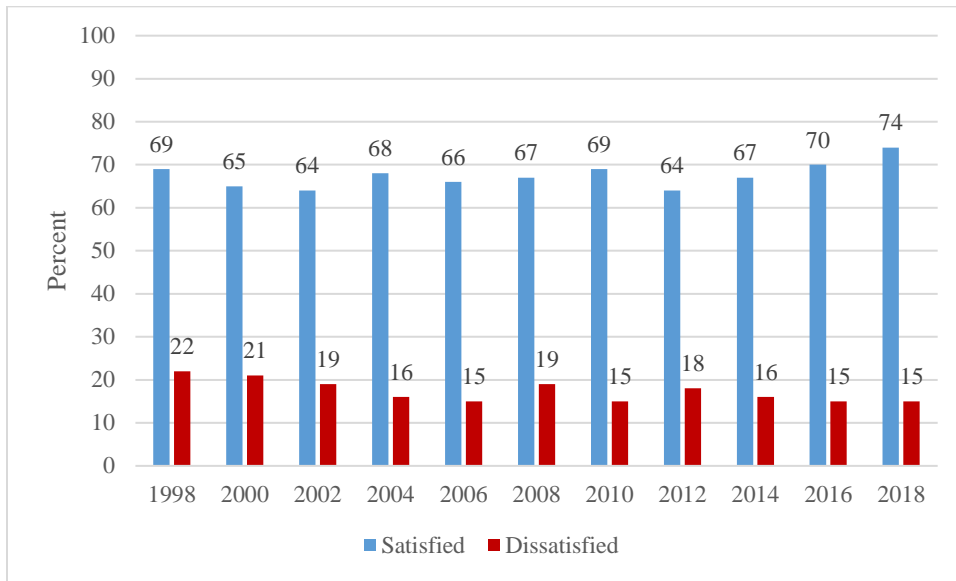
As with every state university, adjunct faculty (non-tenure track faculty) and graduate assistants are responsible for a significant amount of teaching. For instance, in academic year 2014-2015, adjunct faculty taught 33 percent of all classes at UW and graduate assistants seven percent. Satisfaction with adjunct faculty was a bit lower than the overall average, although it is questionable whether students can regularly discern which teachers are tenured/tenure track and those who are adjunct (Graph 12). On the other hand, graduate assistants are more identifiable and satisfaction with GAs is slightly less than it is for adjunct faculty (Graph 13).

## Graph 12

### Adjunct faculty are competent as classroom teachers

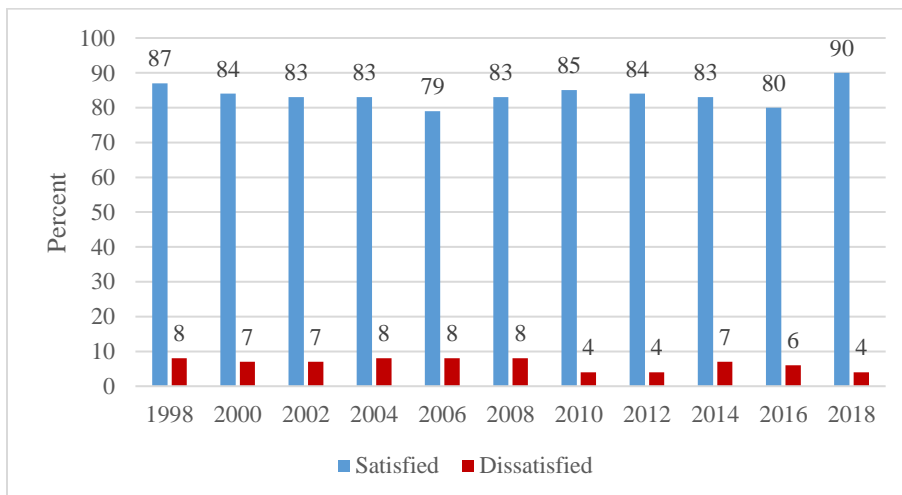


**Graph 13**  
**Graduate assistants are competent as classroom teachers**



A number of other survey questions pertain to the quality of teaching. Although one might question whether students could accurately assess whether faculty are knowledgeable in their fields of study, it is obviously far better for the students to evaluate their teachers positively in this regard. Graph 14 provides UW student assessment of faculty competence. **As can be seen in 2018, 90 percent of the sample rated faculty knowledgeable in their field while only 4 percent rated them negatively.**

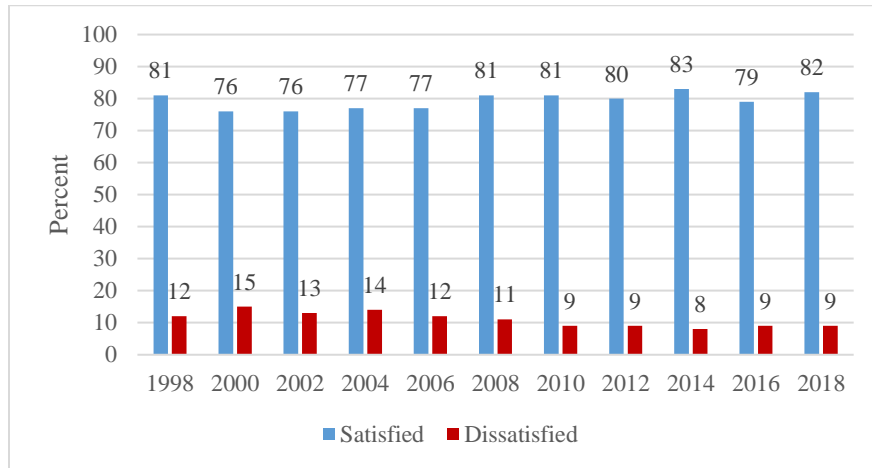
**Graph 14**  
**Nearly all of the faculty are knowledgeable in their field\***



\*Significantly more positive than the national average to .001.

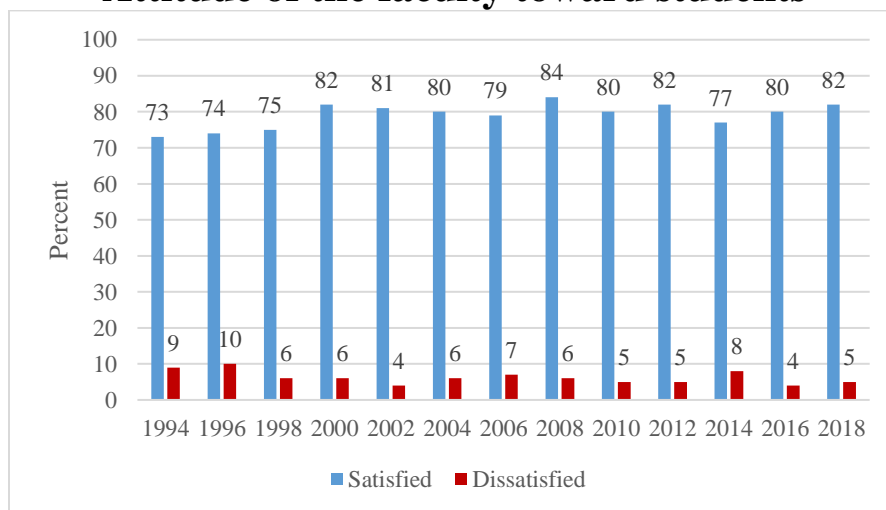
Similar to faculty knowledge, the value of a course is not always discernable to students, at least contemporaneously. But far better for students to provide a positive assessment. **Here again, eight of ten students provided positive ratings and in the past five surveys fewer than ten percent were negative (Graph 15).**

**Graph 15**  
**The content of the courses within my major is valuable**



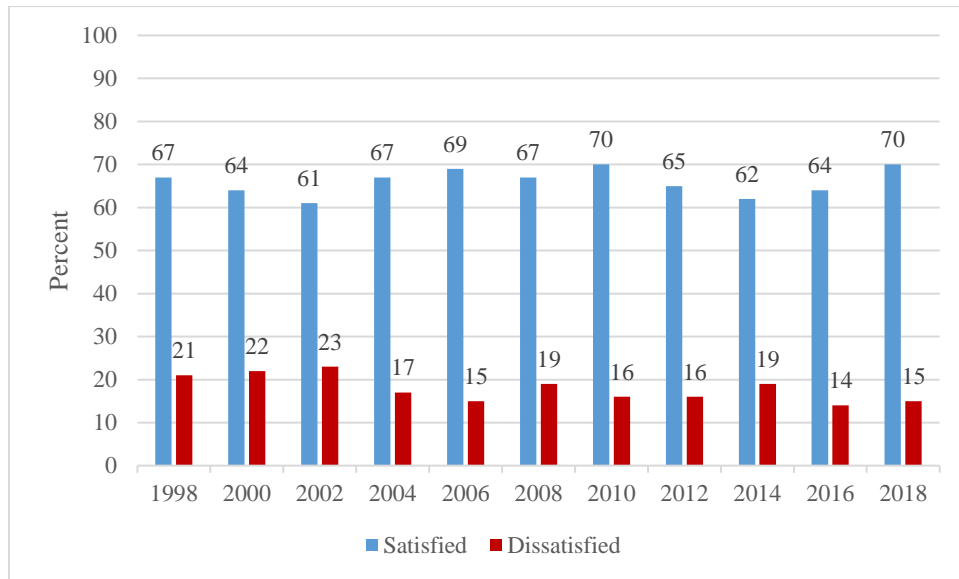
Another quality important to the assessment of teaching is student perception of faculty attitudes toward them. The data in Graph 16 are similar to those in the preceding graphs—on average, since 1994, **eight of ten students expressed satisfaction**, and only once did dissatisfaction rise to ten percent. **It should be noted that in 2018, only five percent expressed dissatisfaction.**

**Graph 16**  
**Attitude of the faculty toward students**

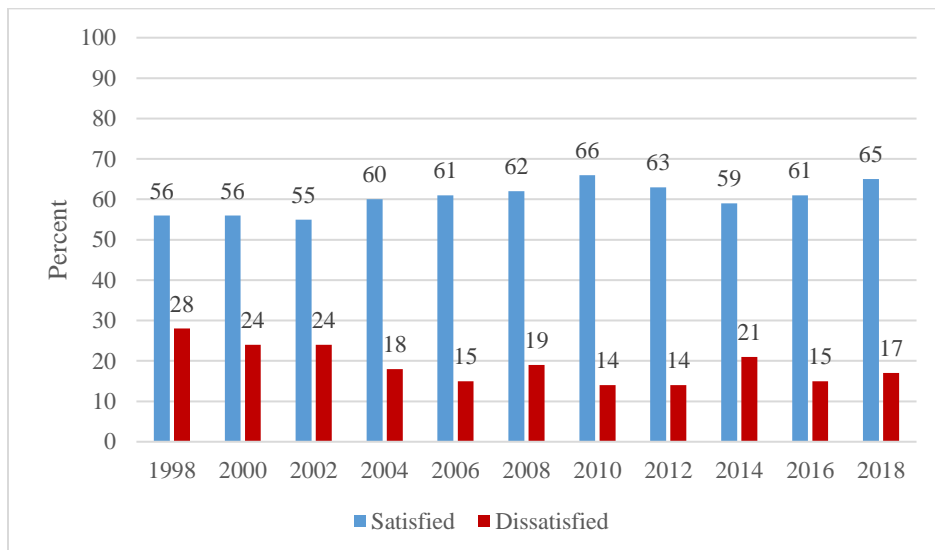


The Noel-Levitz survey posed two additional questions related to faculty teaching. The first of these asked students whether faculty provide timely feedback about student progress while another asked whether faculty took into account student differences. Satisfaction was lower but still positive assessment was substantially more positive than negative. (Graphs 17 and 18).

**Graph17**  
**Faculty provide timely feedback about student progress in a course**

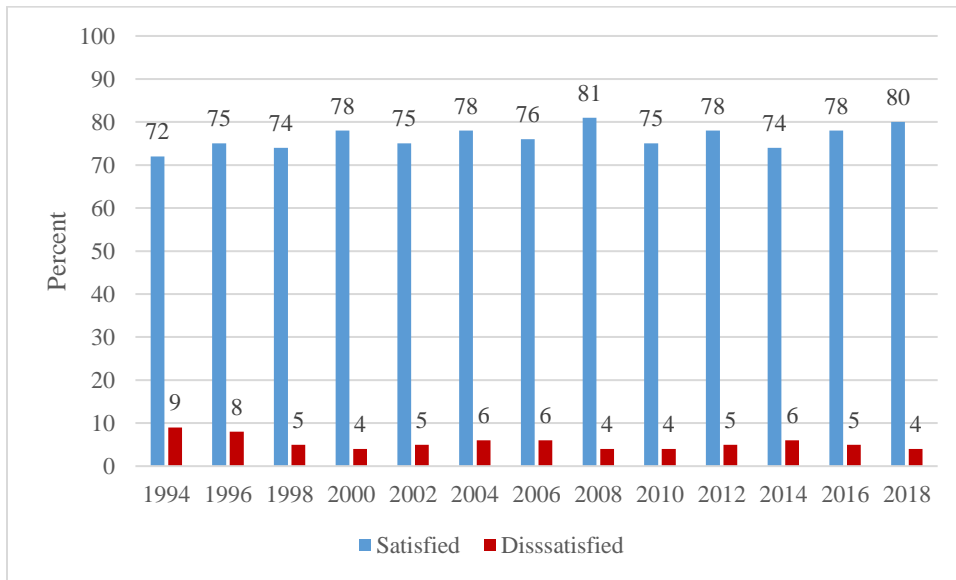


**Graph 18**  
**Faculty take into consideration student differences as they teach a course**

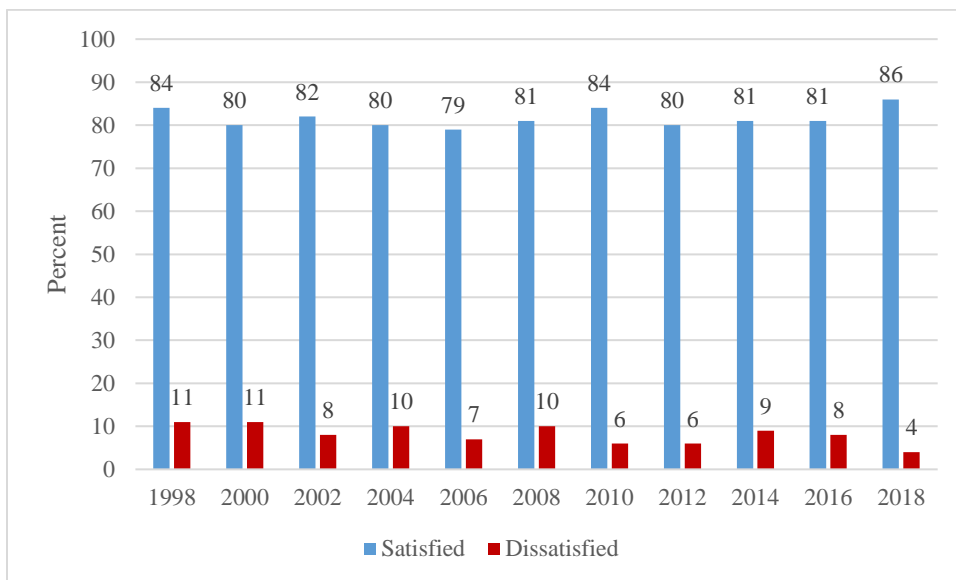


Tenured/tenure track faculty not only teach but also have research and service components in their job descriptions. These responsibilities are often little understood by students (and their parents), and, on occasion, these responsibilities undoubtedly render them unavailable to students. Graphs 19 and 20 provide data on how well faculty are perceived to meet their obligations to be available to students. **Judging by the student responses, overwhelmingly students (eight of ten) were satisfied. Dissatisfaction in recent years has not risen above four percent.**

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

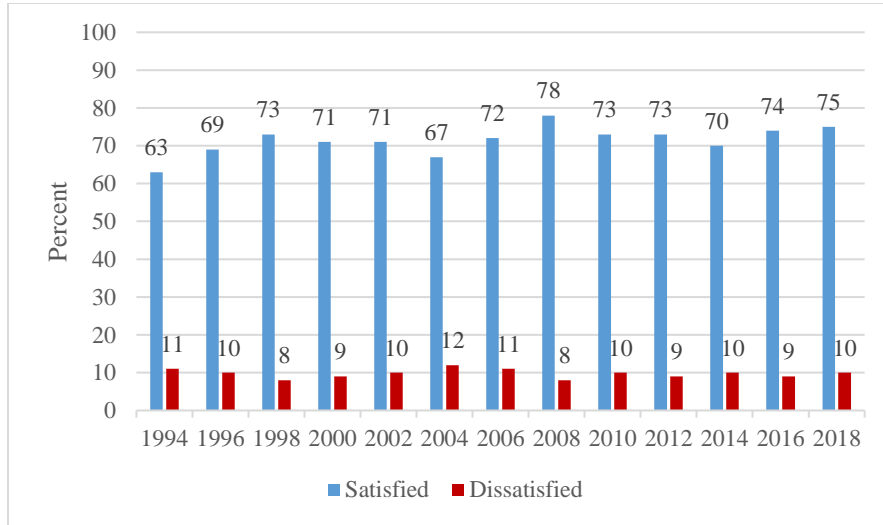


**Graph 20**  
**Faculty are usually available after class and during office hours**



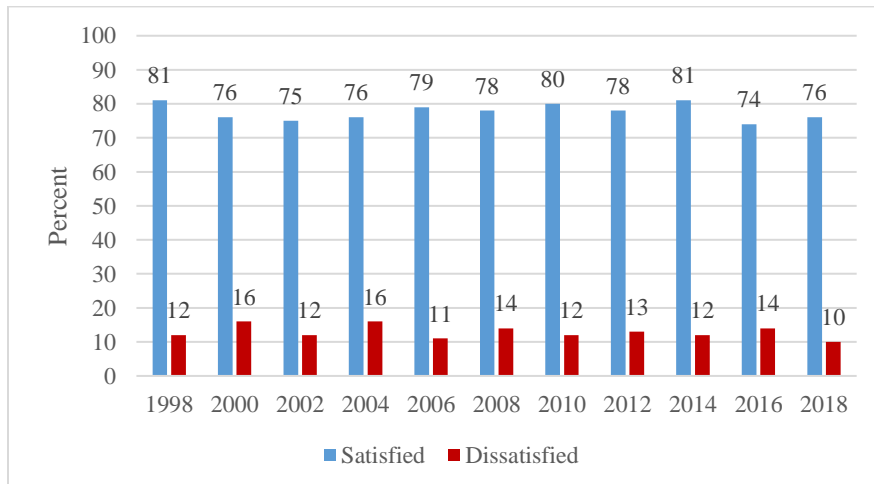
Data in Table 7 demonstrate that students considered academic advising to be of great importance. Therefore, when judging overall student satisfaction, student assessment of advising is a key component. Graph 21 contains ACT survey results derived from an item questioning students about the availability of their advisor. **The 2018 results vary little from the previous eleven surveys—seven in ten students were satisfied while one in ten was dissatisfied.**

**Graph 21**  
**Availability of your advisor**



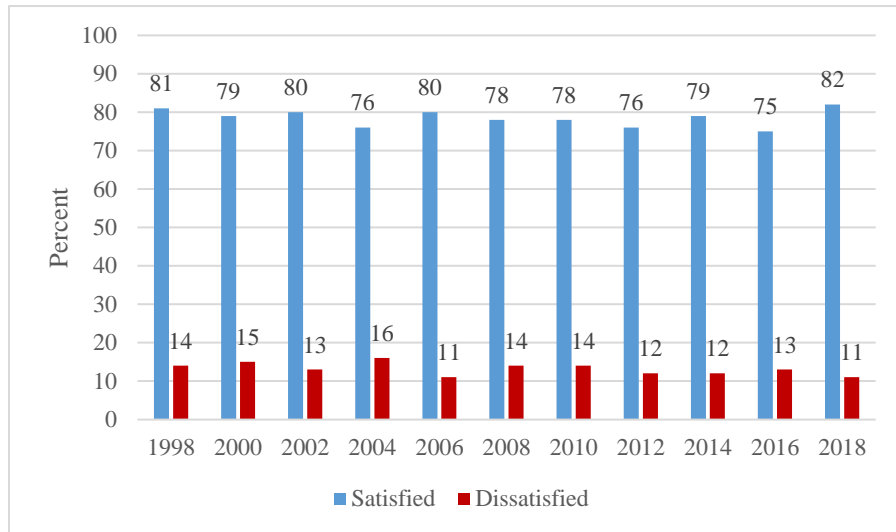
Advisor approachability is another important component of advising. Graph 22 indicates that in 2018, **76 percent were satisfied with their advisor in this regard although 10 percent were not.** Students were also questioned about how knowledgeable their advisors were concerning requirements. Here the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

**Graph 22**  
**My academic advisor is approachable**



### Graph 23

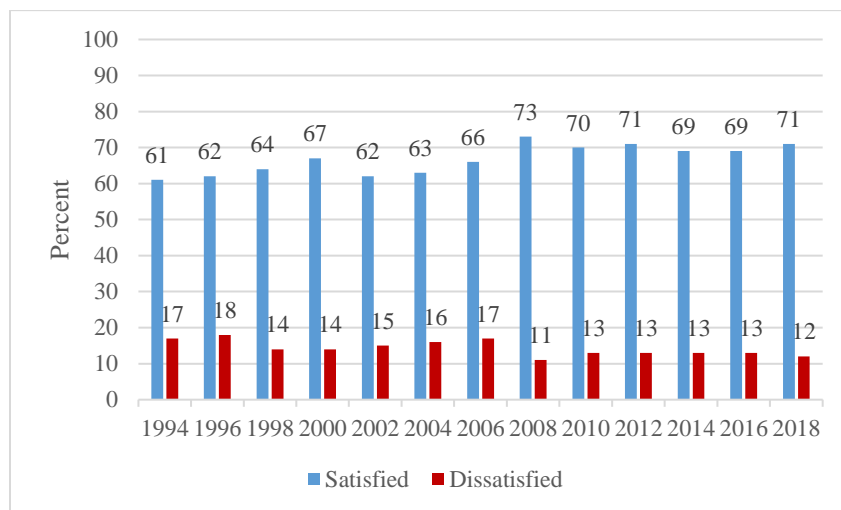
#### My academic advisor is knowledgeable about requirements in my major



An ACT item asked students about the value of the information they received from their advisor. Results here have varied somewhat since 1994 when satisfaction was at its lowest point—61 percent. **In 2018 satisfaction was 71 percent with only 12 percent expressing dissatisfaction (Graph24).**

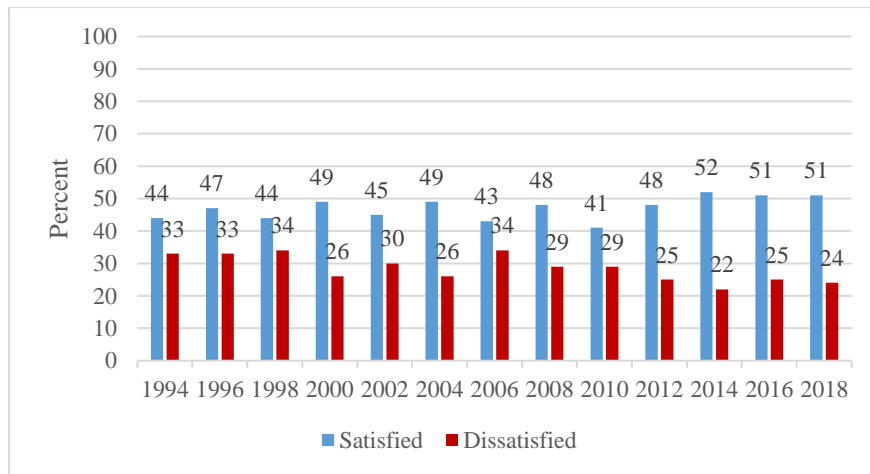
### Graph 24

#### Value of the information provided by your advisor



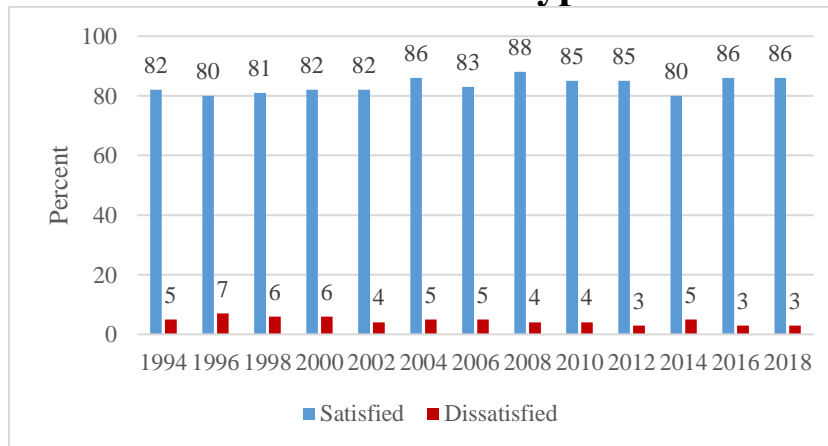
As state funding for public higher education has decreased in Wyoming, one might expect that it has become more difficult to enroll in the classes needed for timely graduation. Recall from Table 2 that inability to enroll in needed classes was the third most frequently cited complaint about UW. One question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

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



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

**Graph 26**  
**Class size relative to the type of course**

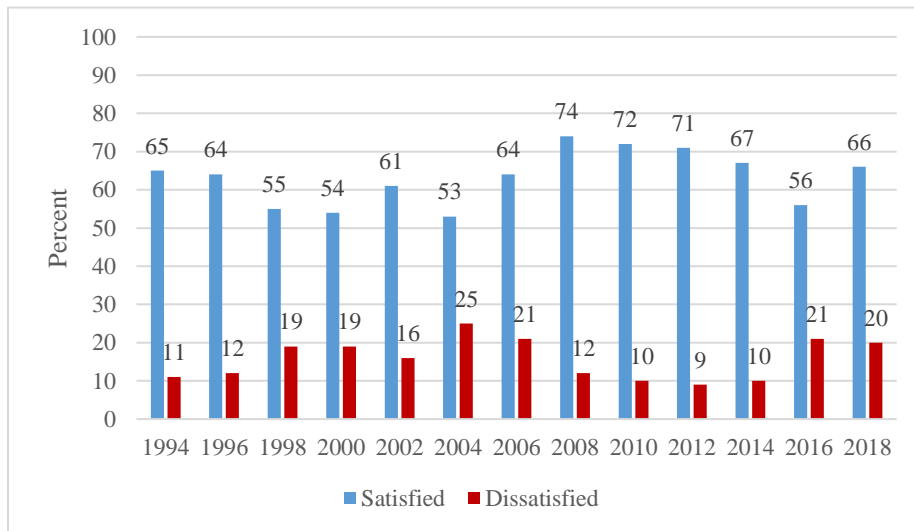




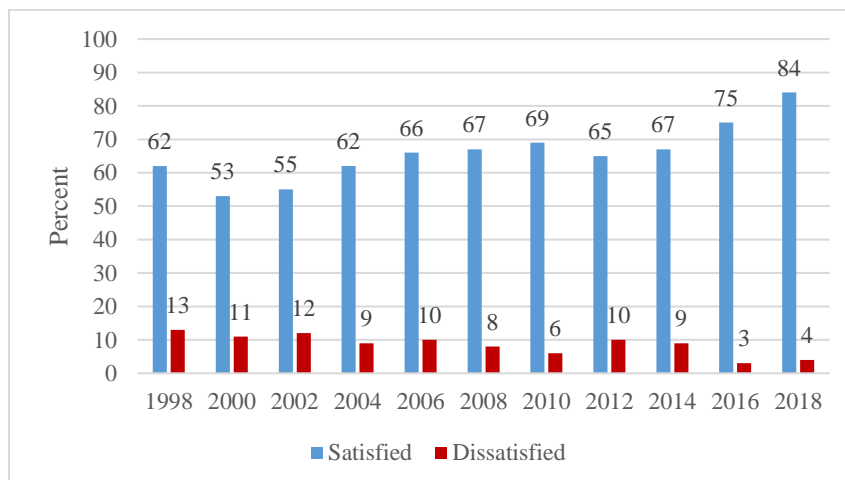
## IV. Instructional Support: Honors and Tutoring

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

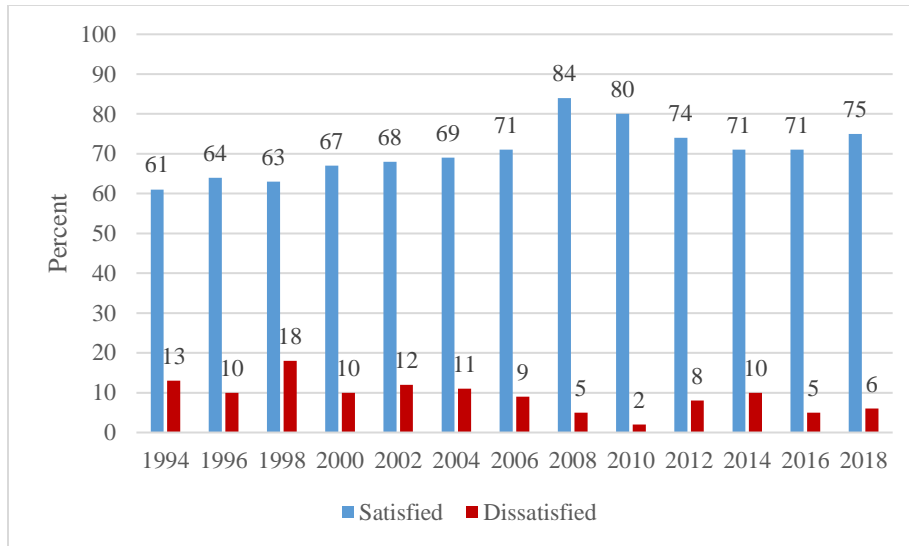
**Graph 27**  
**UW Honors Program**



**Graph 28**  
**Tutoring services are readily available**



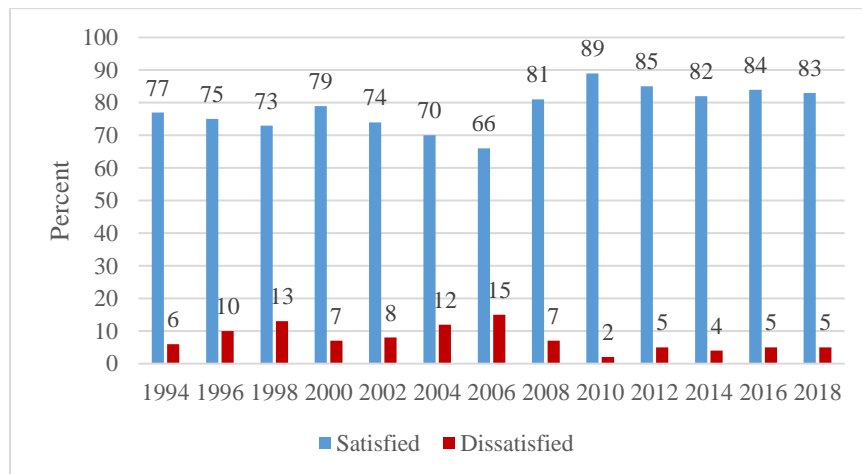
**Graph 29**  
**College sponsored tutorial services**



## V. Instructional Support: Teaching facilities

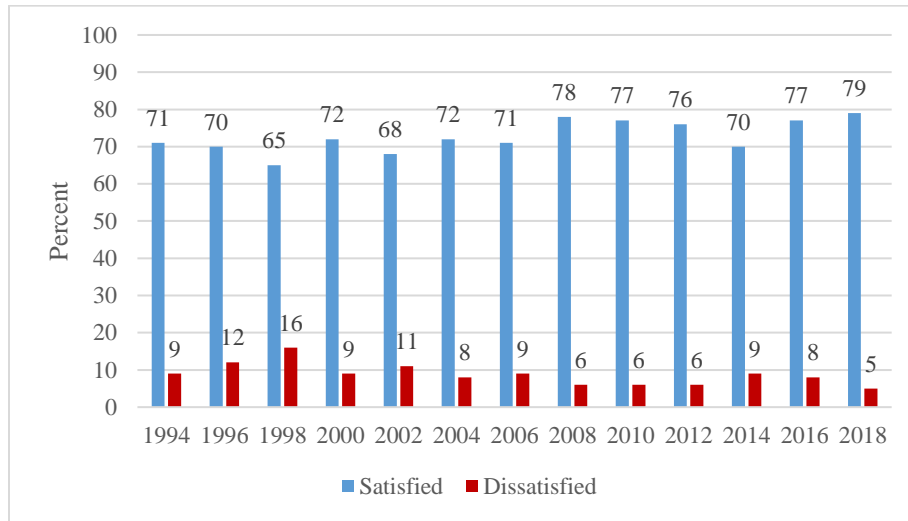
The University of Wyoming has benefited from major legislative appropriations designed to enhance UW’s facilities. And as one can see in the next several graphs, **student satisfaction in this area is very positive and for the Noel-Levitz items significantly higher than the national average. More than eight of ten UW students were satisfied with classroom facilities**—only 5 percent expressed dissatisfaction (Graph 30).

**Graph 30**  
**Classroom facilities**



Satisfaction with **laboratory facilities** is only slightly less than satisfaction with **classroom facilities** and in 2018 satisfaction was at an all-time high—significantly above the national average (Graph 31).

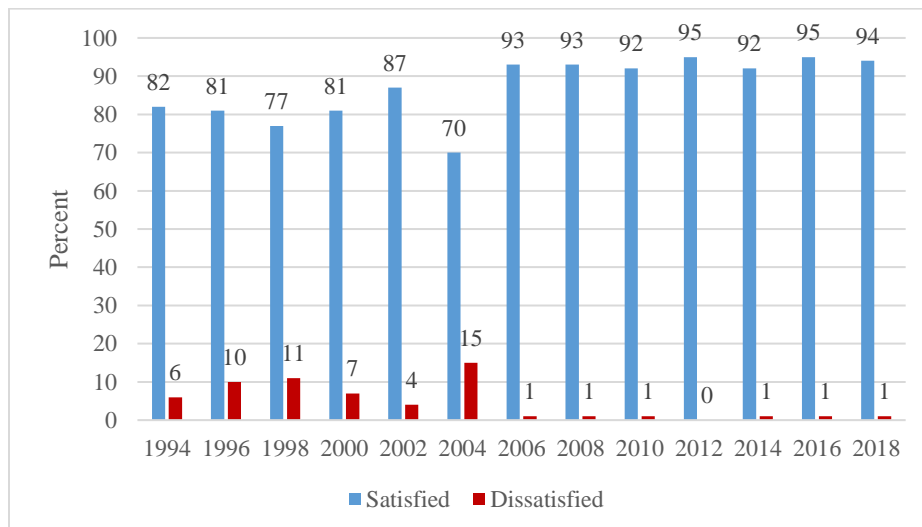
**Graph 31**  
**Laboratory facilities\***



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

**The Library is among the most positively evaluated units in our surveys (Tables 4 and 5).** Since the construction of the library addition, over **nine out of ten students** have expressed satisfaction and only one in one hundred students indicate dissatisfaction Graph 32).

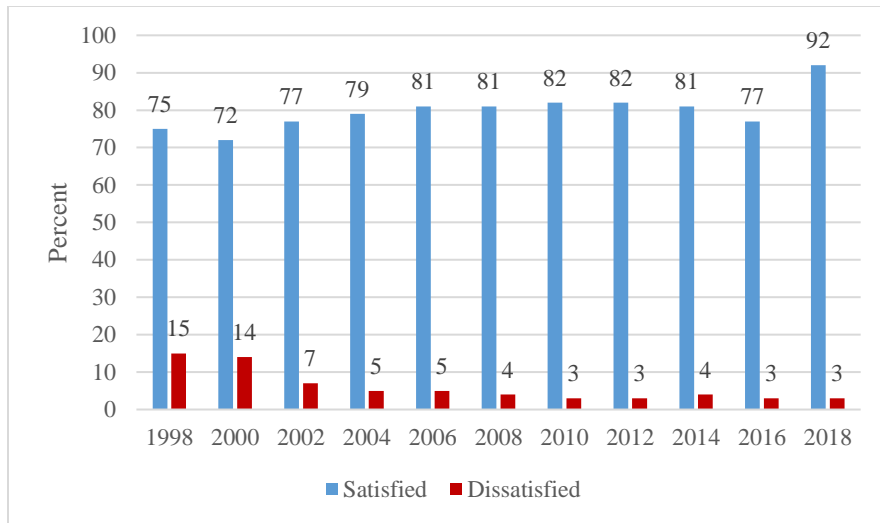
**Graph 32**  
**Library facilities and services**



Graphs 33 and 34 are from Noel-Levitz data and both indicate a very positive evaluation of the library, its staff and its offerings.

### Graph 33

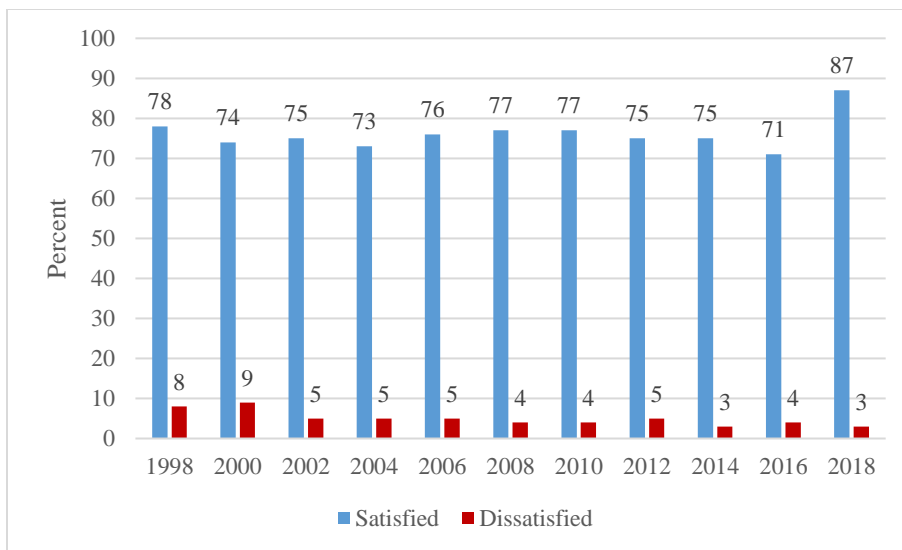
#### Library resources and services are adequate\*



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

### Graph 34

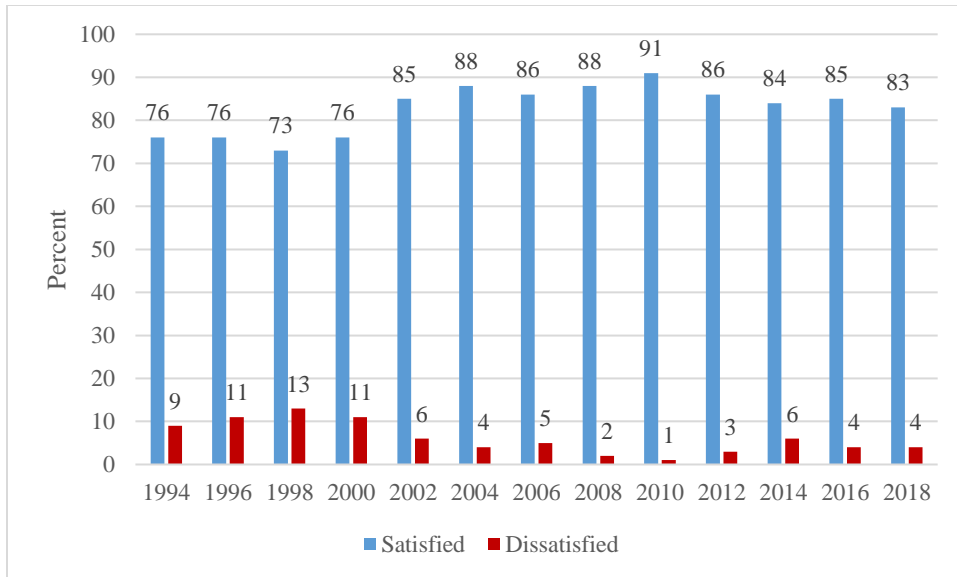
#### Library staff are helpful and approachable\*



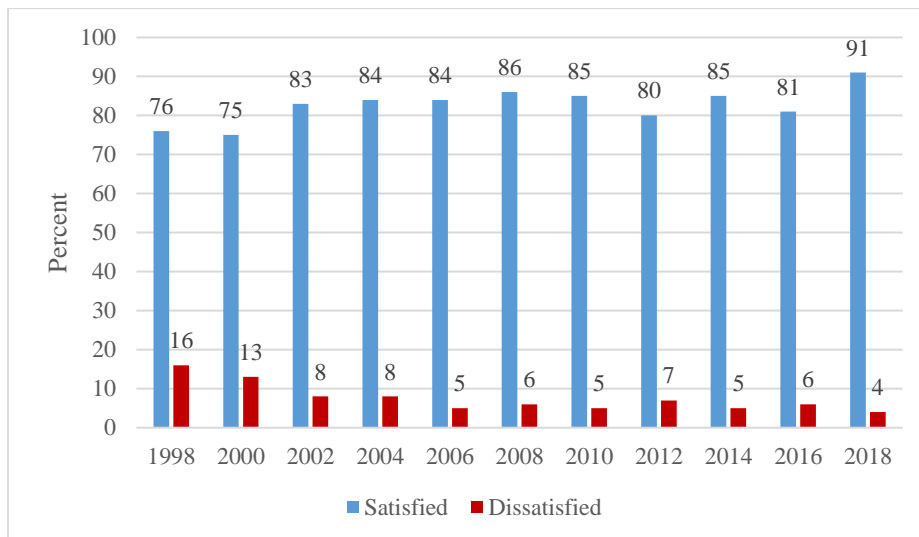
\*2018 significantly above national average .001.

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

**Graph 35  
Computer Services**



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

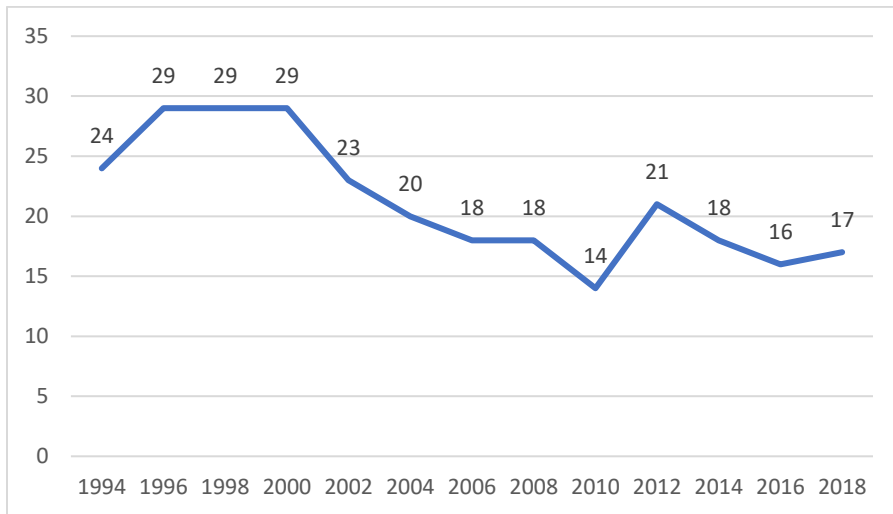


\*2018 significantly more positive than national average to .001

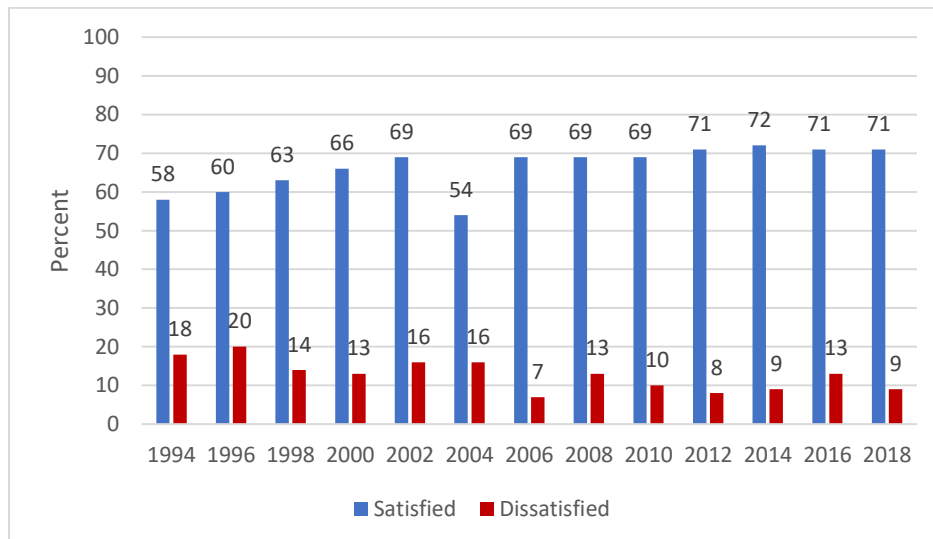
## VI. Student Support: Career Planning and Placement

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

**Graph 37**  
**Percent of students using career planning services**

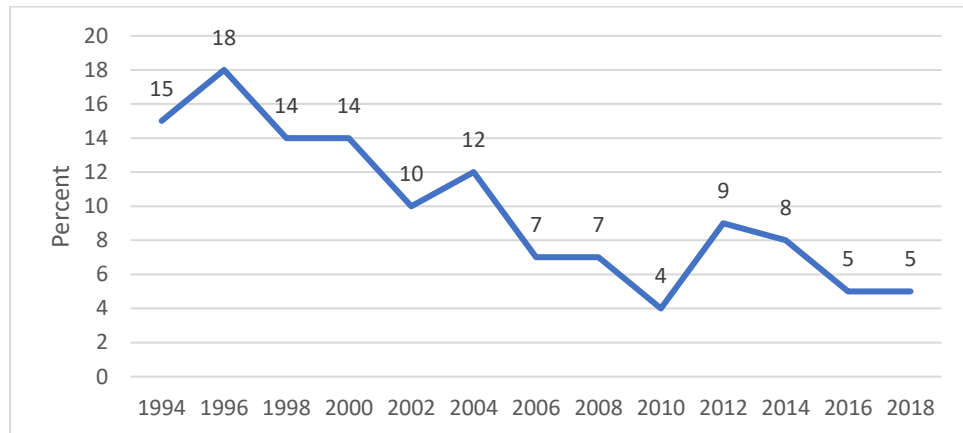


**Graph 38**  
**Satisfaction with Career planning services**

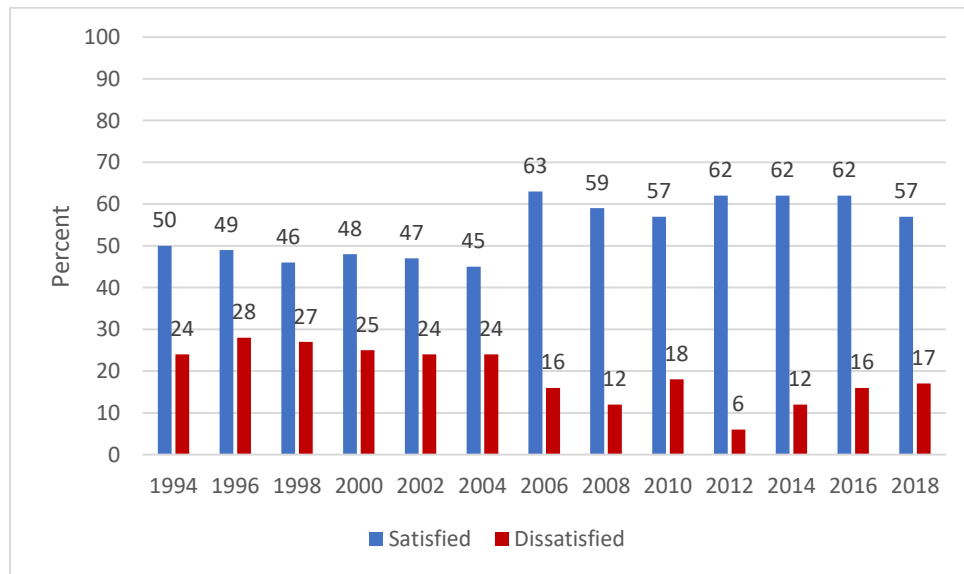


Use of job placement services has declined considerably also since the 1990s (Graph 39). Again, given the supposed concern with securing a job, this is puzzling. **The national average is 11 percent. Fifty seven percent of the UW students who have used the service rate it positively (Graph 40).**

**Graph 39**  
**Job placement percent using service**

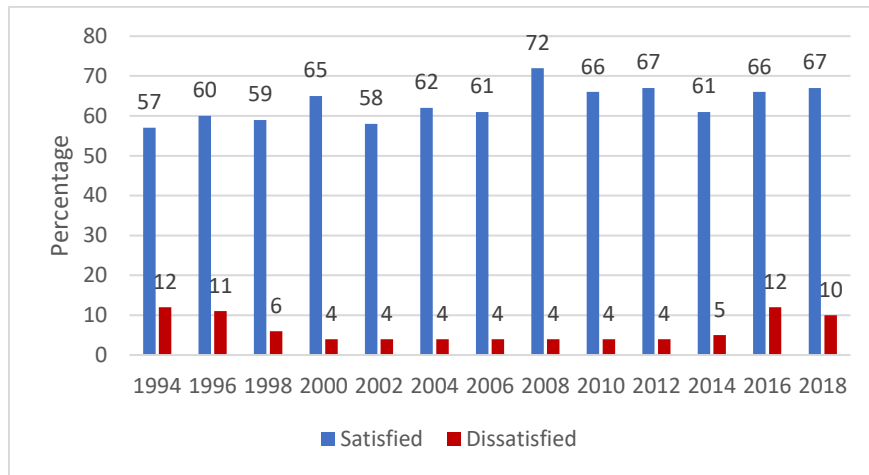


**Graph 40**  
**Satisfaction with job placement services**



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

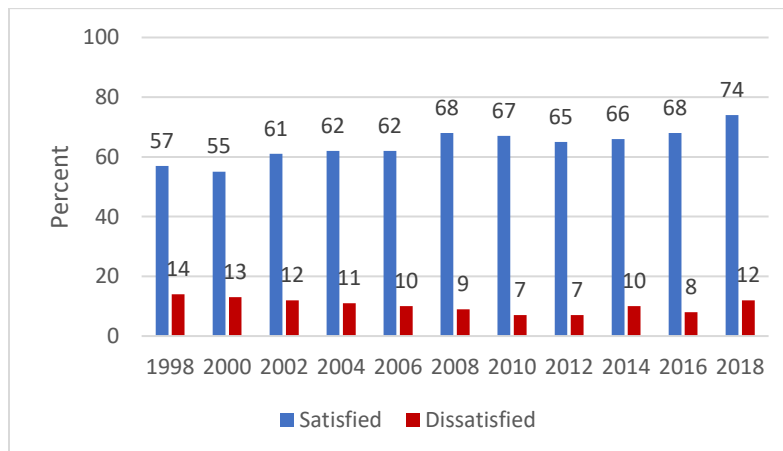
**Graph 41**  
**Preparation you are receiving for your future occupation**



## VII. Student Support: Ideology, Diversity, Race Relations

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

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



**\*2016 significantly less positive than national sample-.05.**



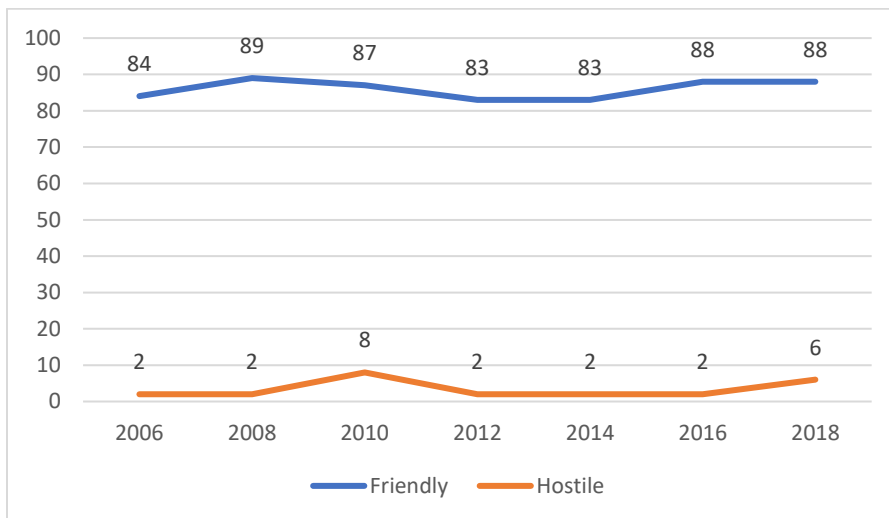
The 2016 UW Student Opinion Survey contained a set of items which asked students to respond to eleven descriptors of UW’s climate for diversity. Although this survey was discontinued in 2018, several items from it were added to the ACT questionnaire. Students were given polar opposites and requested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

**Table 8**  
**Climate descriptors of UW**

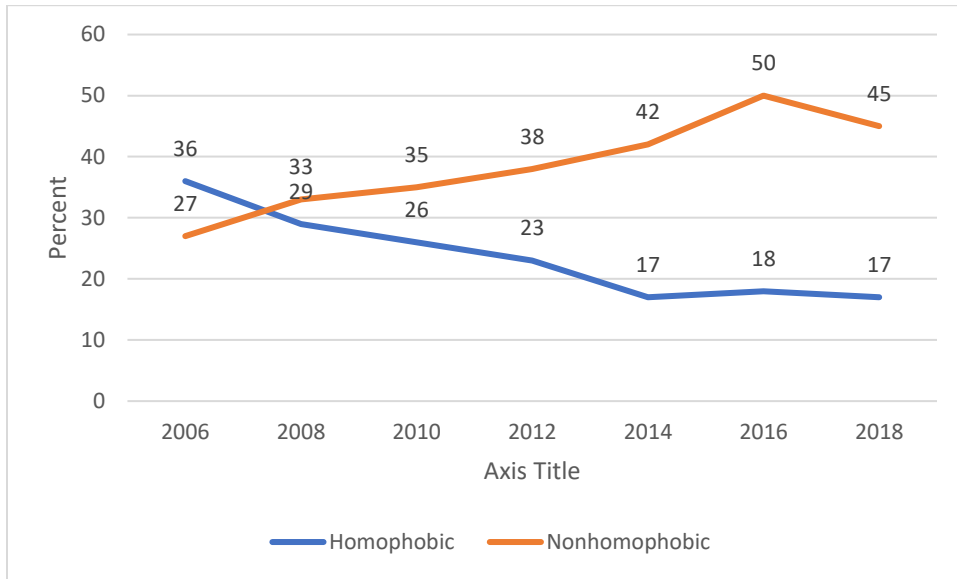
Friendly	88%	Hostile	6%
Conservative	46	Liberal	34
Homophobic	17	Non-homophobic	45

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

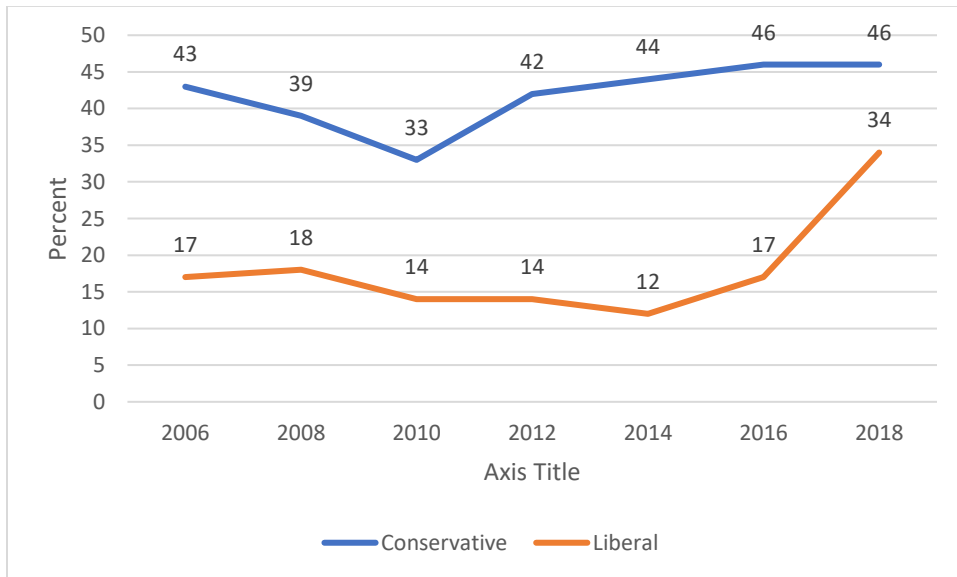
**Graph 43**  
**Is UW Friendly or Hostile**



**Graph 44**  
**Is UW non-homophobic or homophobic?**



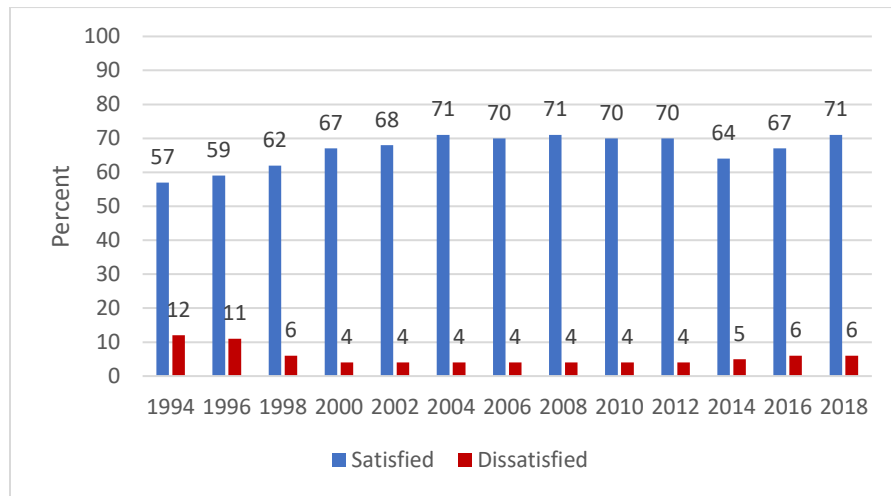
**Graph 45**  
**UW Liberal or Conservative**



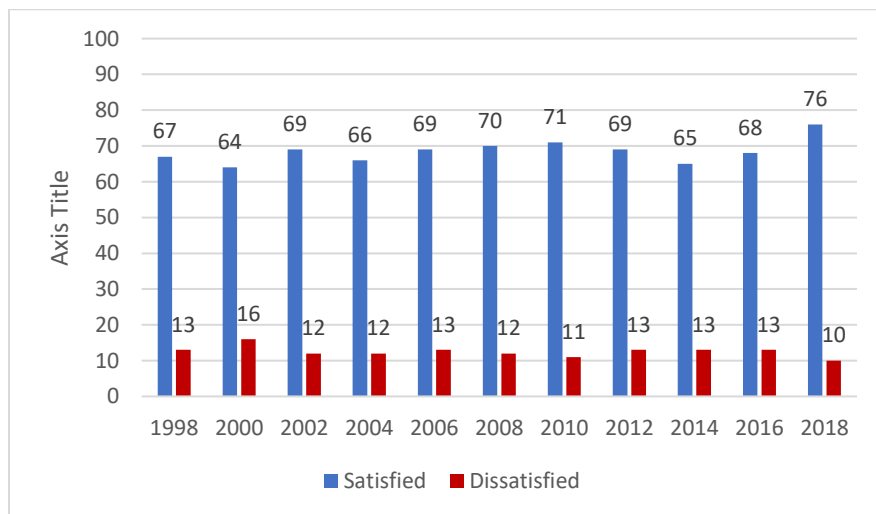
## VIII. Student Support: Admissions and the Decision to Enroll

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

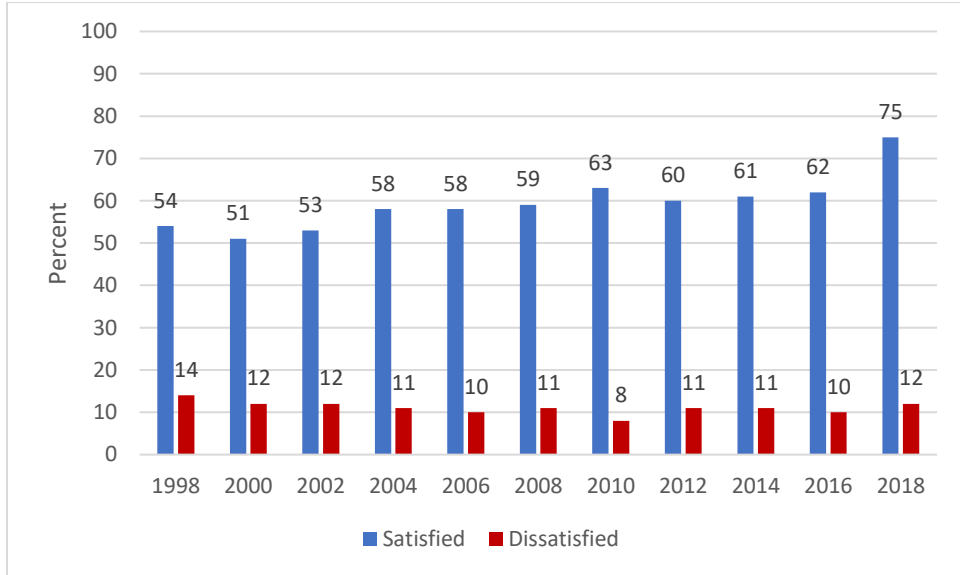
**Graph 46**  
**General admissions procedures**



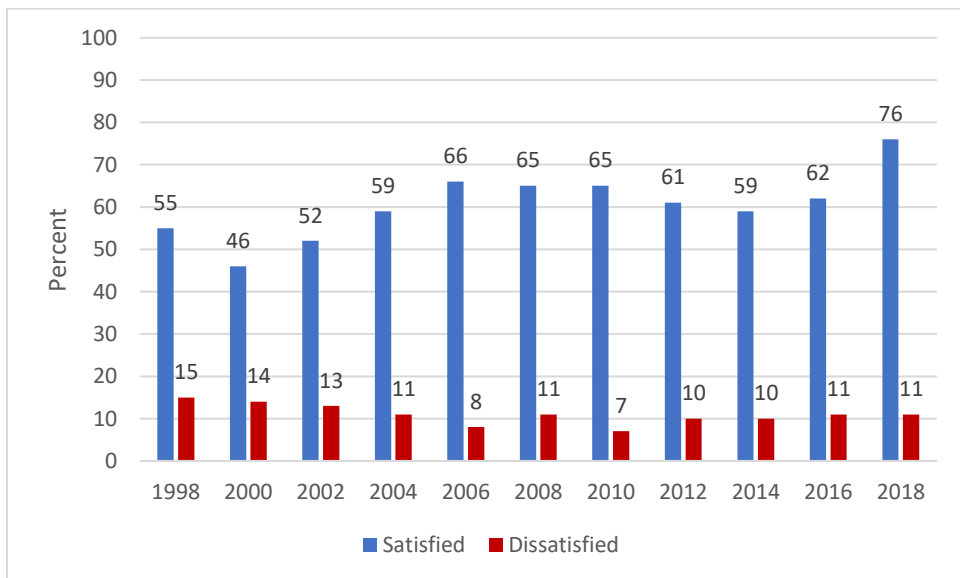
**Graph 47**  
**Admissions staff are knowledgeable**



**Graph 48**  
**Admissions counselors respond to prospective students’  
unique needs and requests**



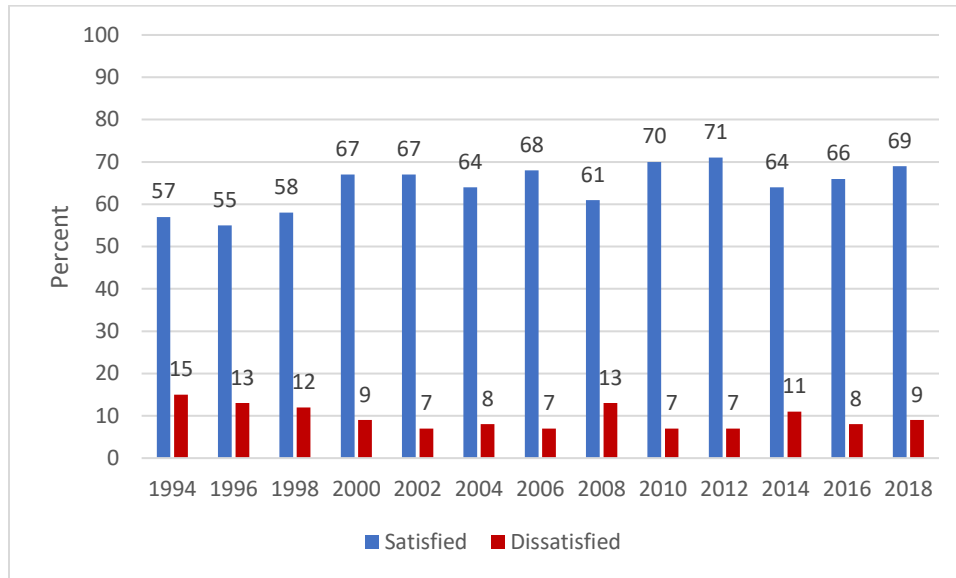
**Graph 49**  
**Admissions counselors accurately portray the campus  
in their recruiting practices\***



\*2018 significantly more positive than national average to .05

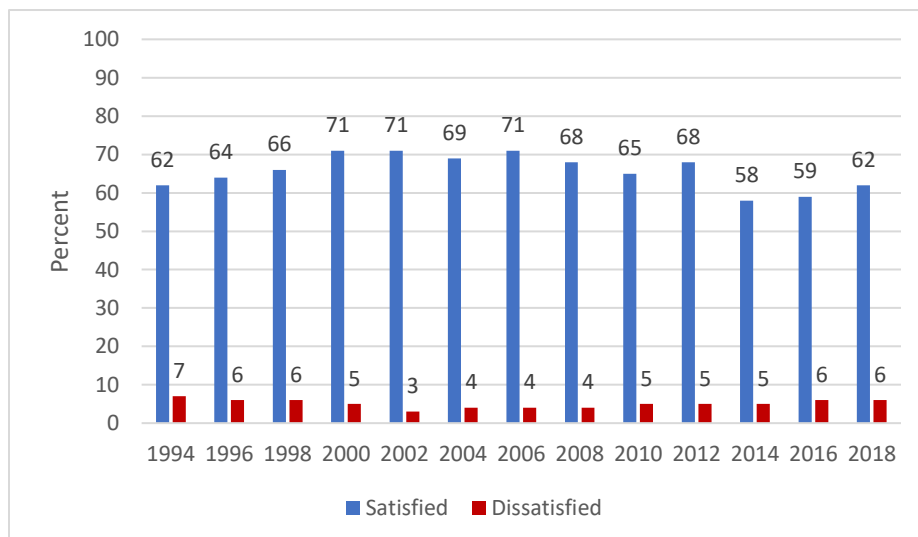
A similar satisfaction level can be seen in Graph 50— over two-thirds of the respondents expressed satisfaction—only slightly less than the high of 71 percent in 2012.

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



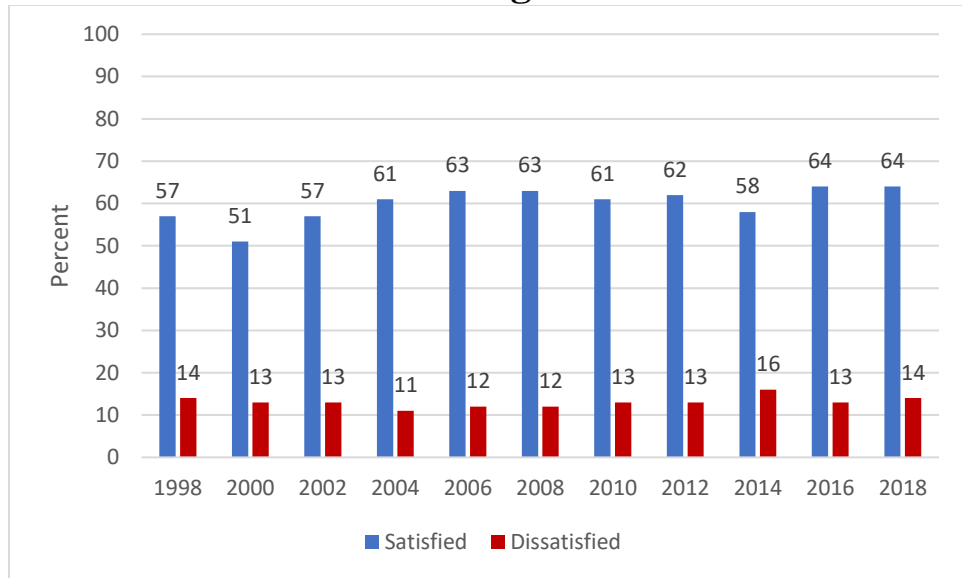
Satisfaction with the college catalog and admissions publications fell to its lowest point in 2014 and rose only slightly in 2018 (Graph 51). Probably, this decline is related to the discontinuation of a print copy of the catalog. It may be that the term catalog has little meaning to digitally-minded students.

**Graph 51**  
**College catalog/admissions publications**

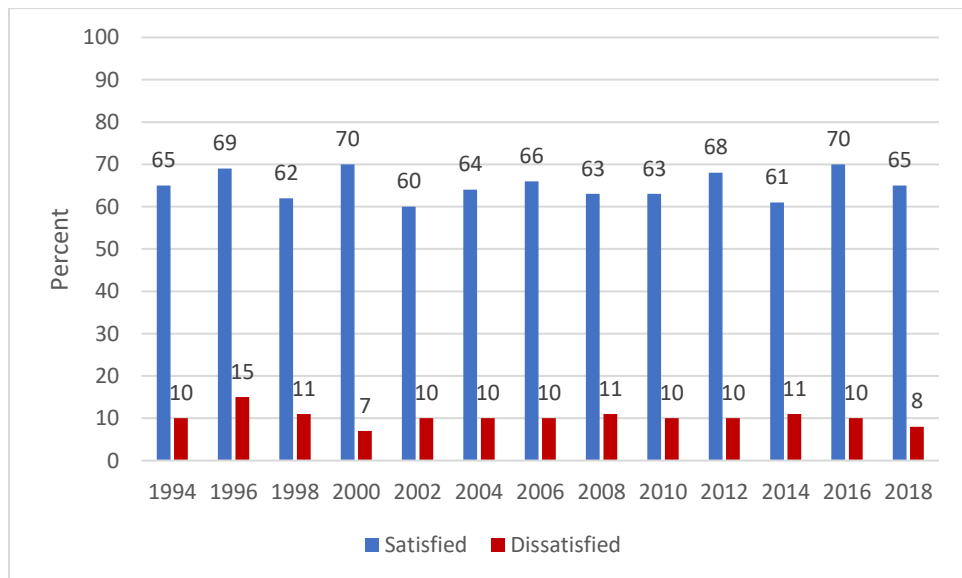


Noel-Levitz and ACT surveys each include a question on new student orientation (Graphs 52 and 53). **Again, about two-thirds of the students responded positively.**

**Graph 52**  
**New student orientation services help students adjust to college**



**Graph 53**  
**College orientation program**



The Noel-Levitz survey had a series of questions asking students to rate the importance of various factors in their decision to attend UW. **Not surprisingly, cost and financial aid were deemed by far the most important of the items presented to the respondents.** Tables 9, 10, and 11, give the percentage of students who ranked these factors as very important in their decision. Interestingly, although out-of-state tuition is significantly more expensive than in-state, the differences among the two groups is not substantial.

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

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

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

	<b>In-state</b>	<b>Out-of-state</b>
1998	50%	42
2000	50	44
2002	49	39
2004	52	47
2006	47	45
2008	51	52
2010	59	47
2012	56	47
2014	69	50
2016	64	55
2018	57	56

Less important to students was academic reputation. **However, its importance has increased substantially over the last two decades (Table 11).**

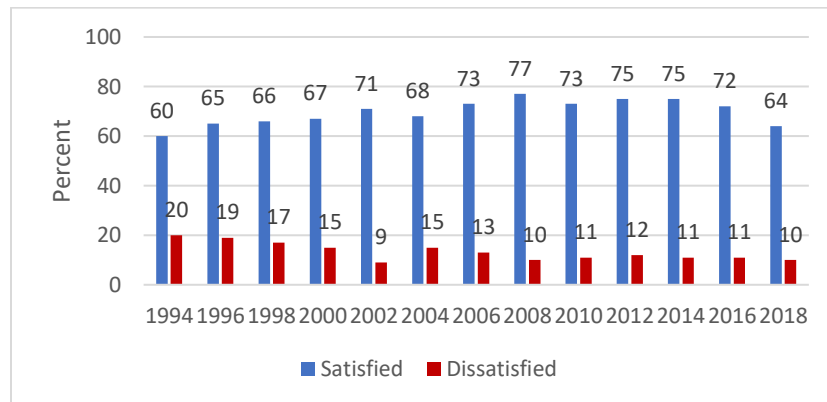
**Table 11**  
**Factors rated very important in decision to enroll at UW:**  
**Academic reputation**

	In-state	Out-of-state
1998	22%	27
2000	19	28
2002	20	25
2004	28	30
2006	27	37
2008	28	31
2010	25	38
2012	31	40
2014	32	34
2016	34	39
2018	40	39

## IX. Student Support: Financial Aid

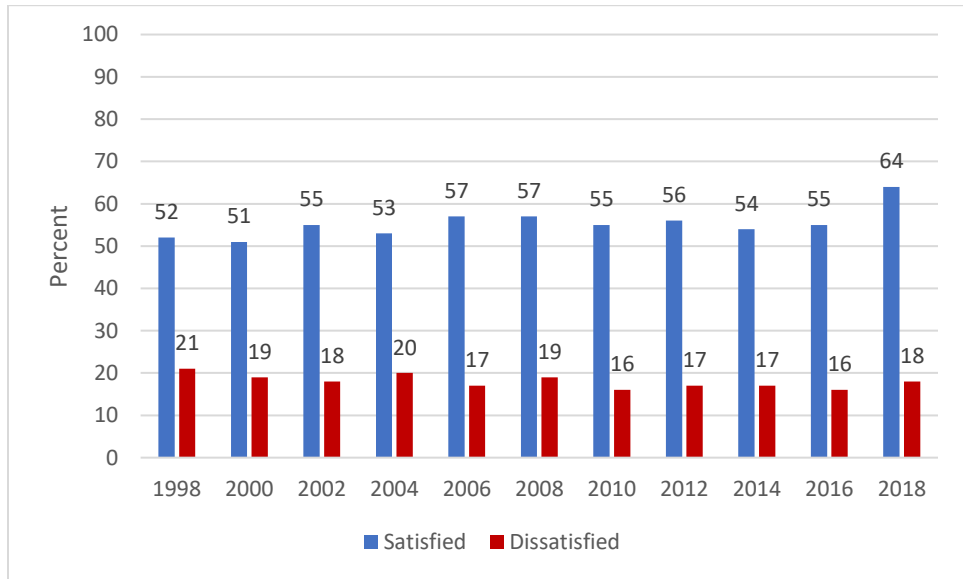
The survey results give a mixed message concerning financial aid. Overall, satisfaction with these services declined from 72 percent to 64 percent (Graph 54). On the other hand, the evaluation of financial aid counselors was more positive than in any previous surveys (Graphs 55). When asked whether financial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

**Graph 54**  
**Financial aid services**

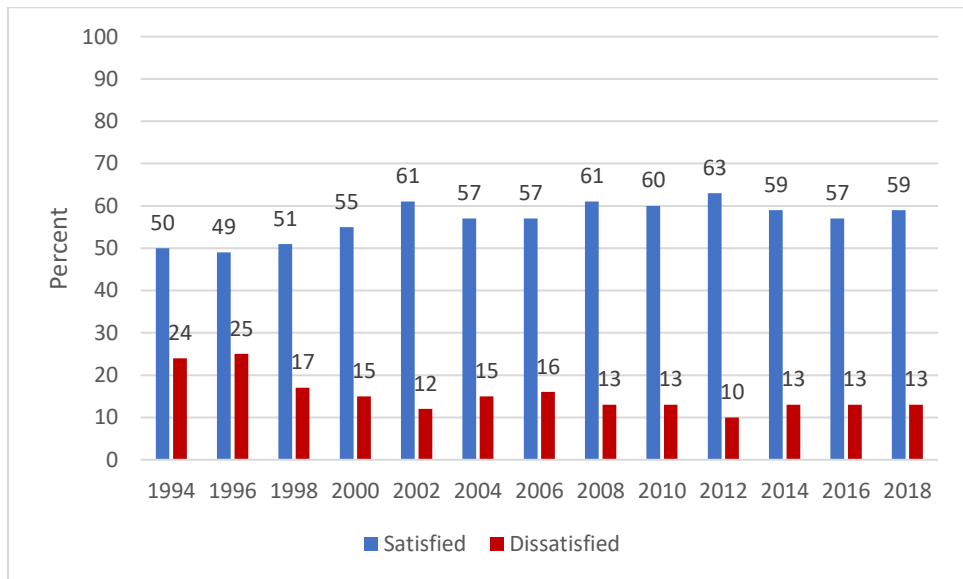




**Graph 55**  
**Financial aid counselors are helpful**



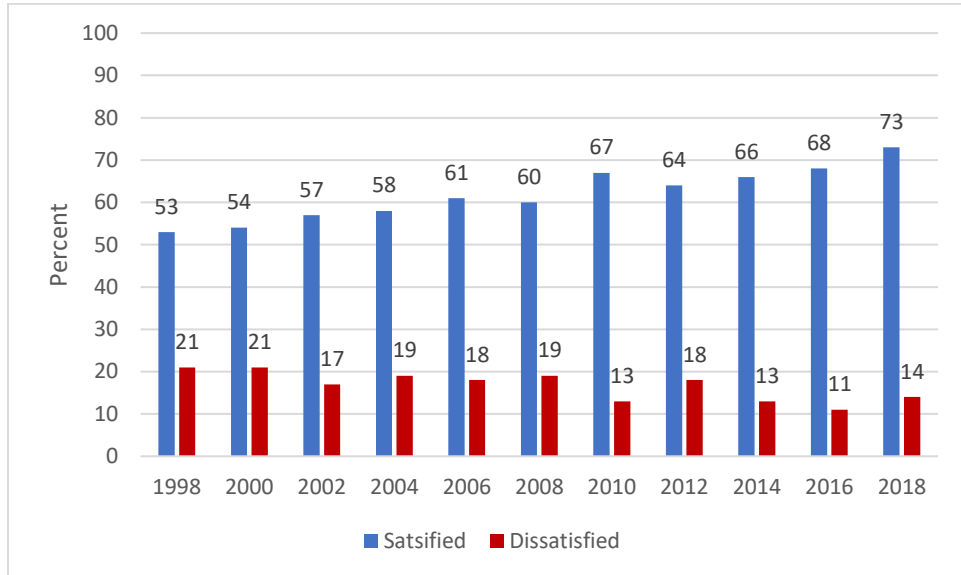
**Graph 56**  
**Availability of financial aid information prior to enrolling**



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

## Graph 57

### Financial aid awards are announced to students in time to be helpful in college planning\*

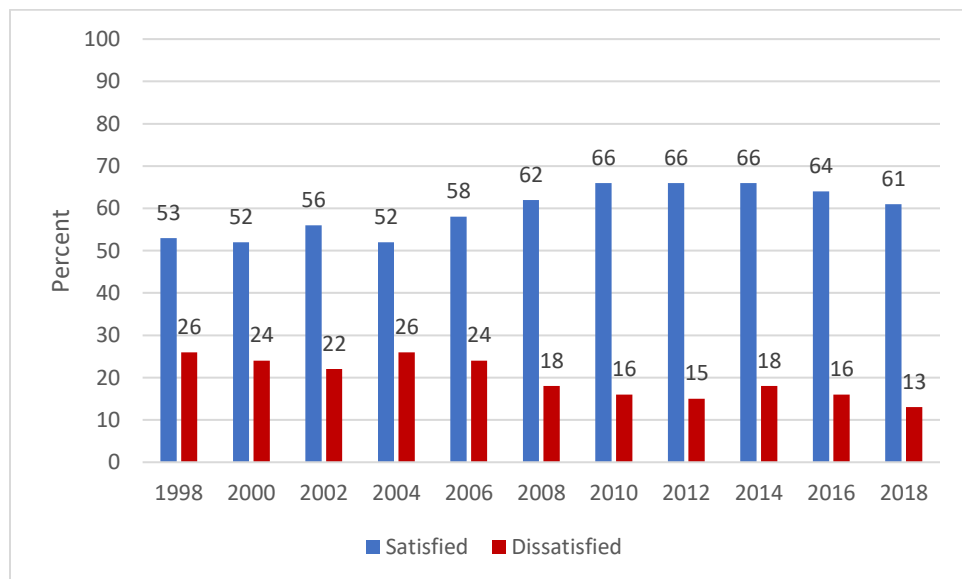


\*2018 significantly more positive than national average to .001.

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

## Graph 58

### Adequate financial aid is available for most students

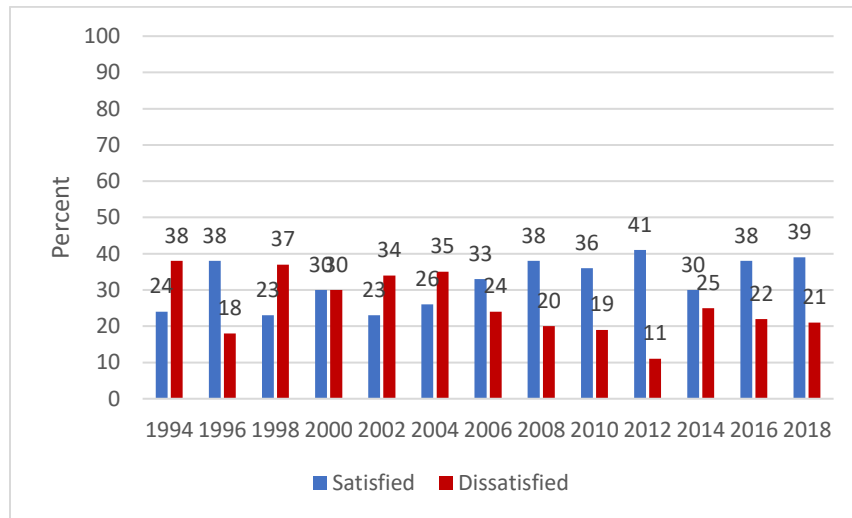


## X. Student Support: Tuition and Student Fees

Satisfaction with the way student fees have been used has varied considerably over the years. In four of eleven ACT surveys, those dissatisfied outnumbered those satisfied; however, beginning in 2006, the pattern was reversed. **Satisfaction declined significantly in 2014 but rebounded in 2016 and again in 2018.** (Graphs 59) The Noel-Levitz question elicited a more positive response (Graph 60), but both graphs show that a quarter of the students were dissatisfied with the use of student fees.

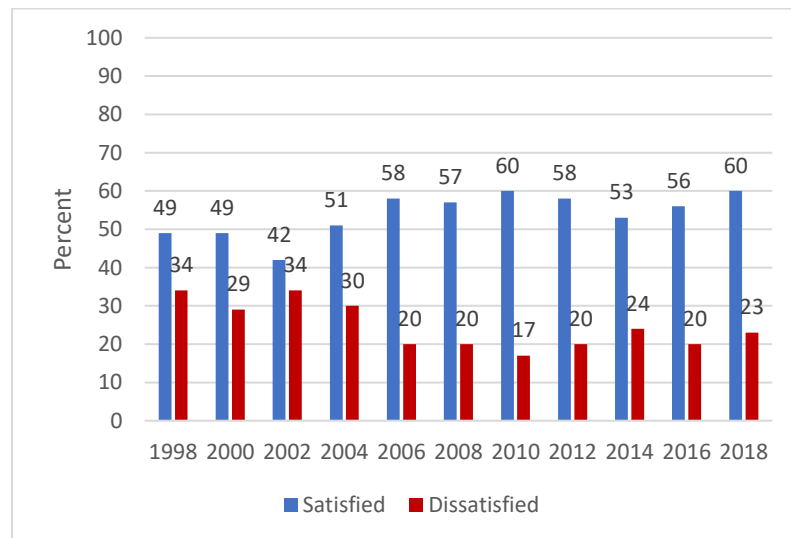
### Graph 59

#### Purpose for which student activity fees are used



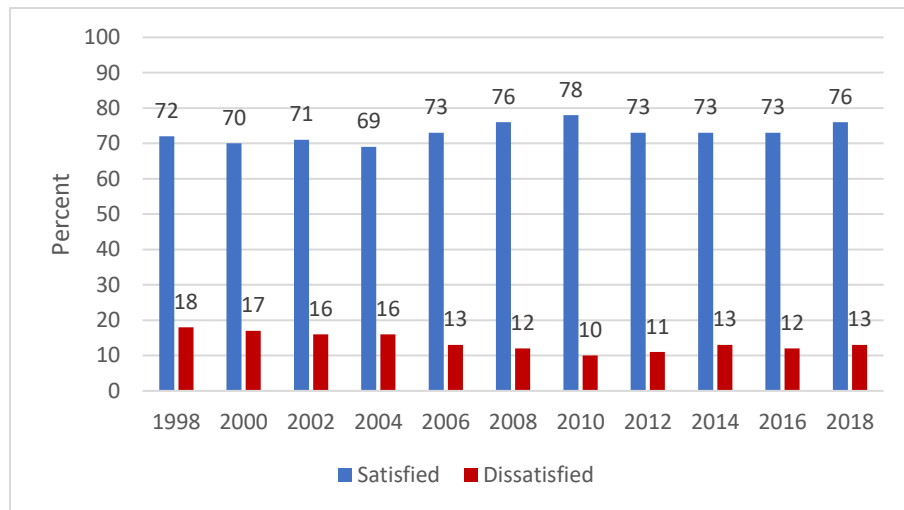
### Graph 60

#### Student activities fees are put to good use



As noted earlier, UW tuition, although it has increased substantially over the past couple of decades, is among the lowest in the United States for public flagship universities. Since 2006, on average, **nearly three-quarters of UW students have expressed satisfaction with tuition** (Graph 61). Interestingly, satisfaction has varied only slightly although tuition has increased significantly since 1998.

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

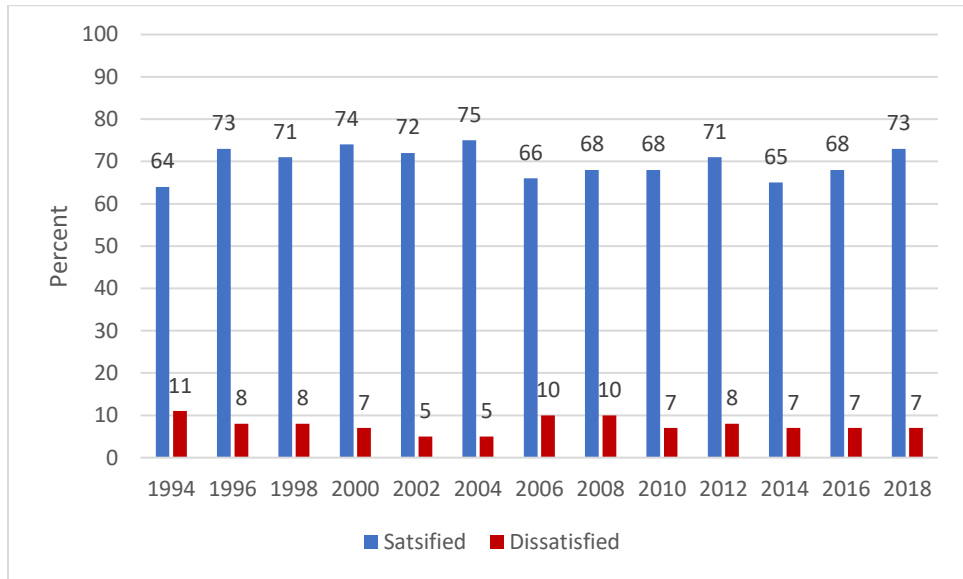


\*2018 significantly more positive than national average to .001.

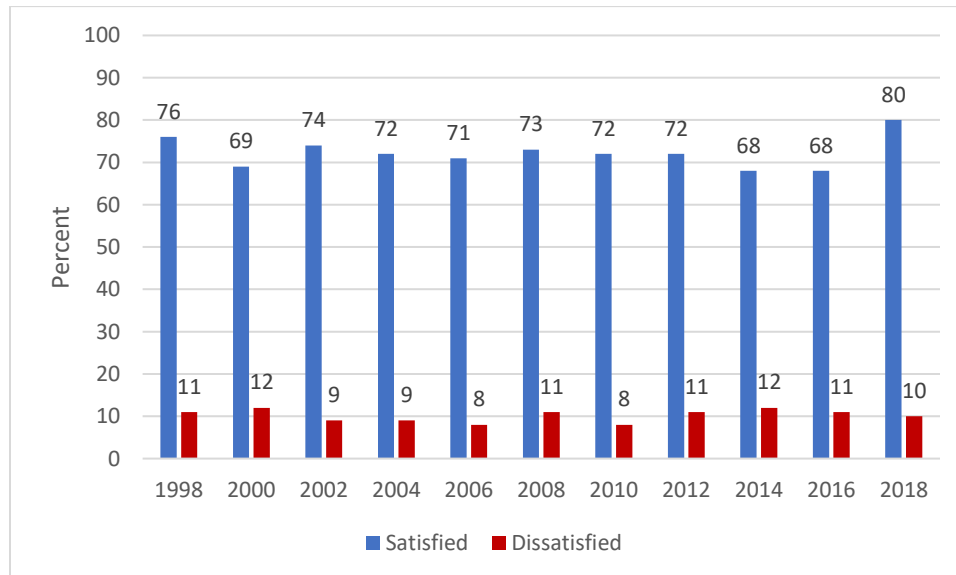
## **XI. Student Support: Registration**

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

**Graph 62**  
**General registration procedures**



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

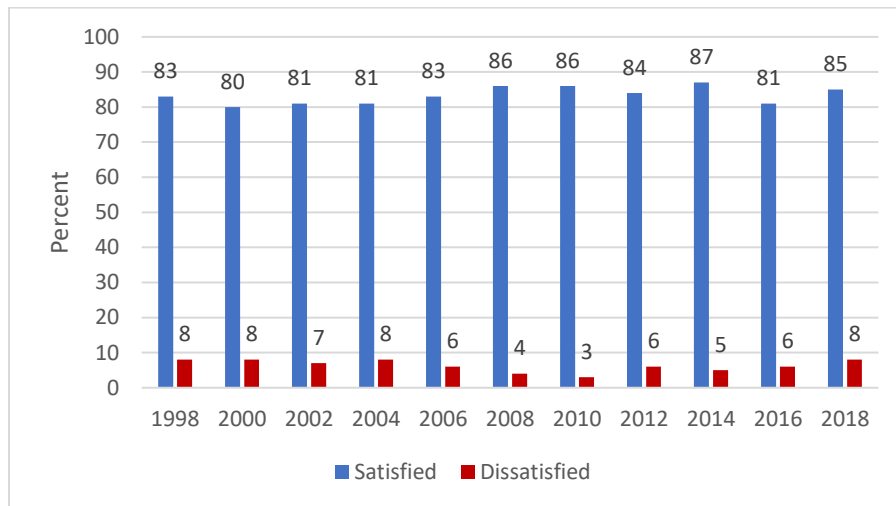


\*2018 significantly more positive than national average to .001.

## X. Student Support: Student Safety

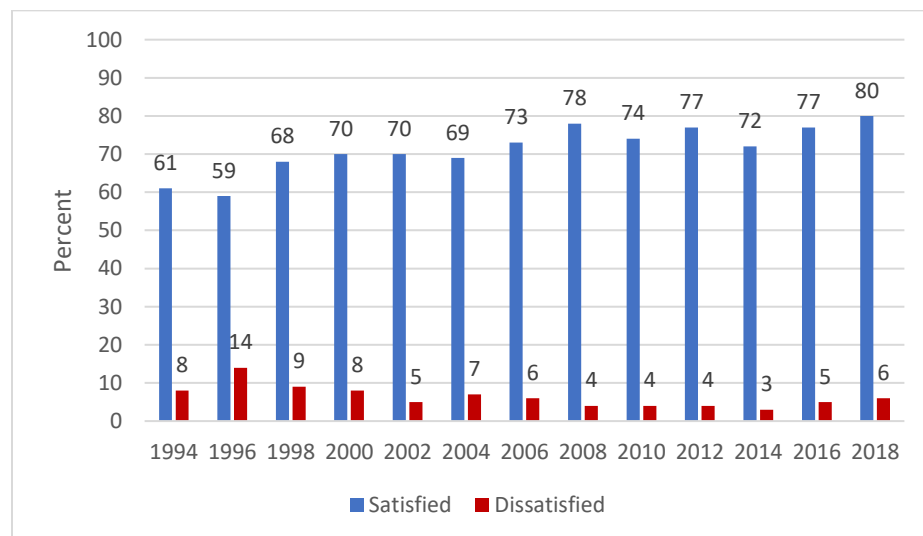
In 2018, the Noel-Levitz survey found that personal safety was deemed one of the most important items to students (Table 7) and when asked if they were satisfied with this aspect of UW, 85 percent indicated satisfaction with only six percent dissatisfied. The results from the ACT survey were nearly identical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

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



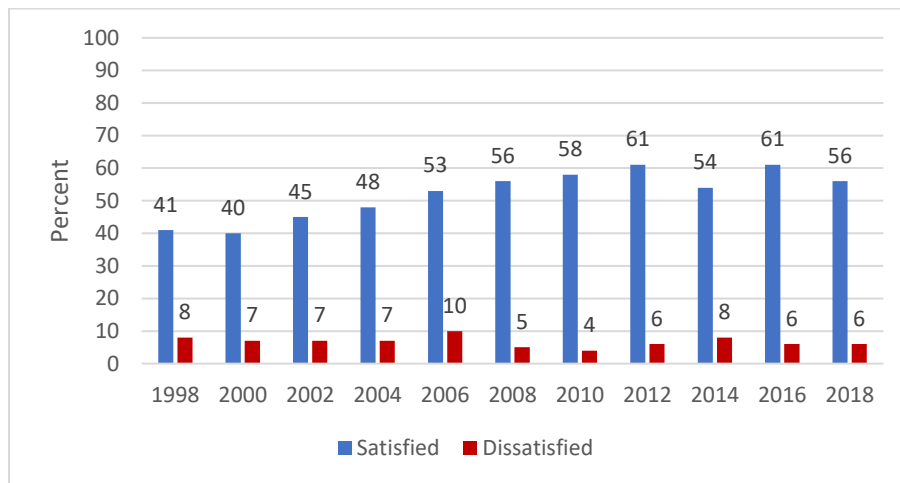
\*2018 significantly more positive than national sample-001.

**Graph 65**  
**Personal security/safety at UW**



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

**Graph 66**  
**Security staff respond quickly in emergencies\***

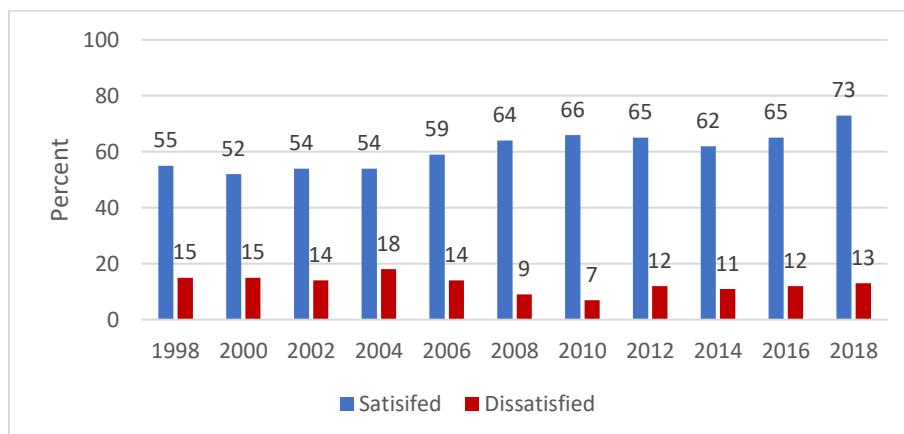


\*2018 significantly more positive than national sample-001.

## **XI. Student Support: Administration responsiveness**

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

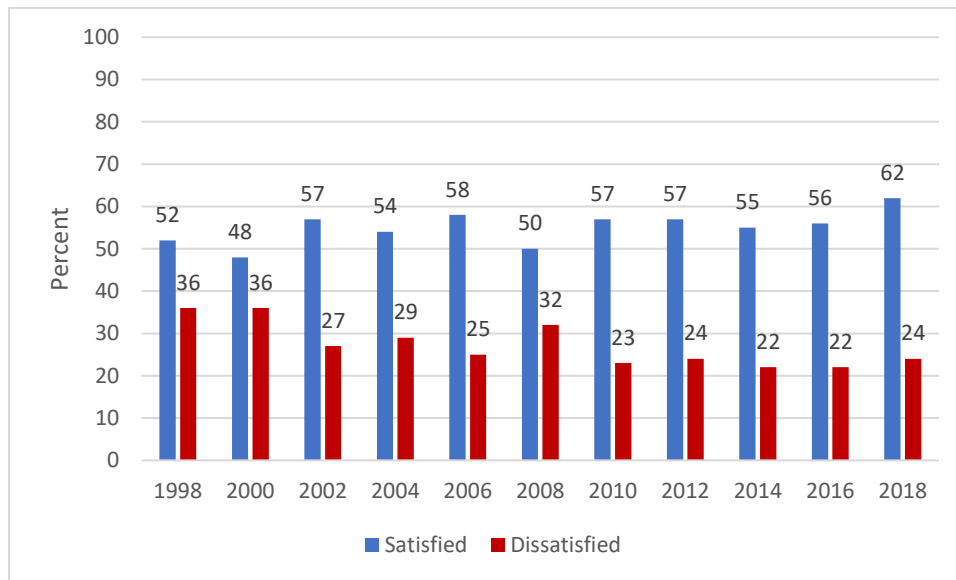
**Graph 67**  
**Administrators are approachable to students**



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

### Graph 68

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

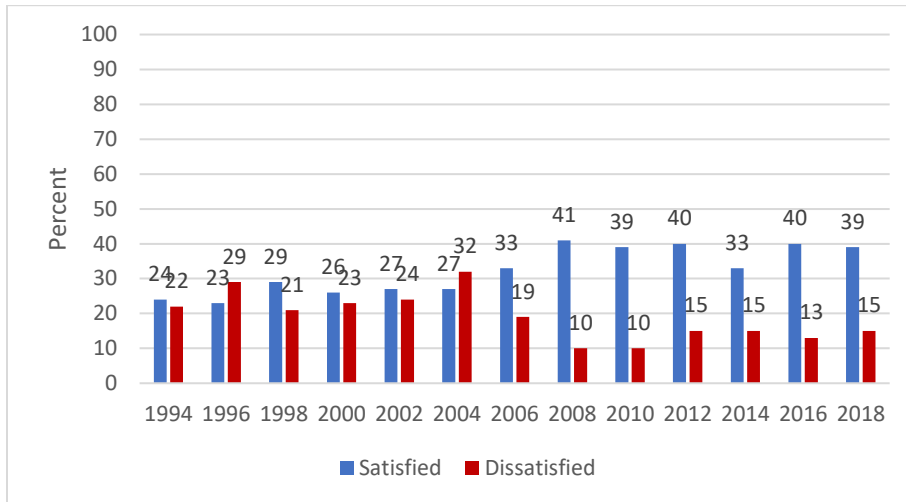


## XII. Student Support: Student Government/Voice in Policy

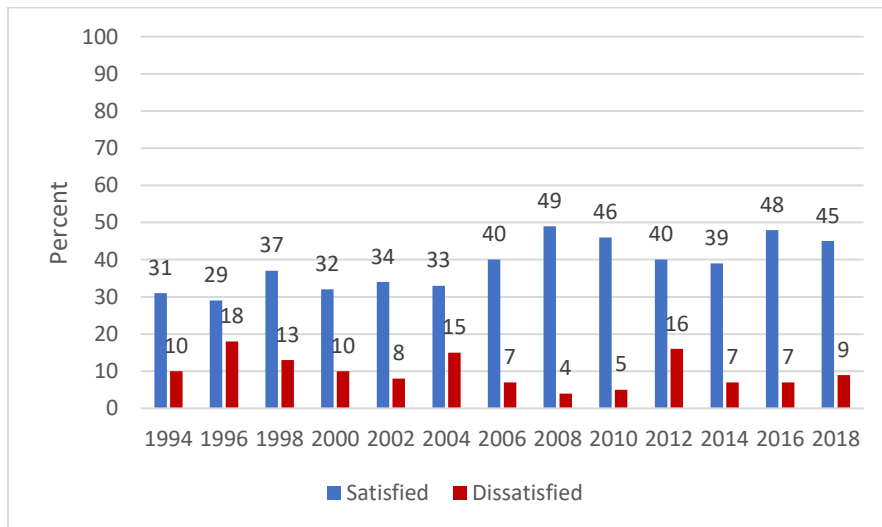
Less than a majority of students expressed satisfaction with student government or their voice in college policies. These are two of the few survey items for which student satisfaction is less than a majority opinion (Graph 69 and 70). Perhaps most noticeable about these two graphs is, as with Graph 66, the large number of students who simply did not express an opinion.



**Graph 69**  
**Student voice in college policies**



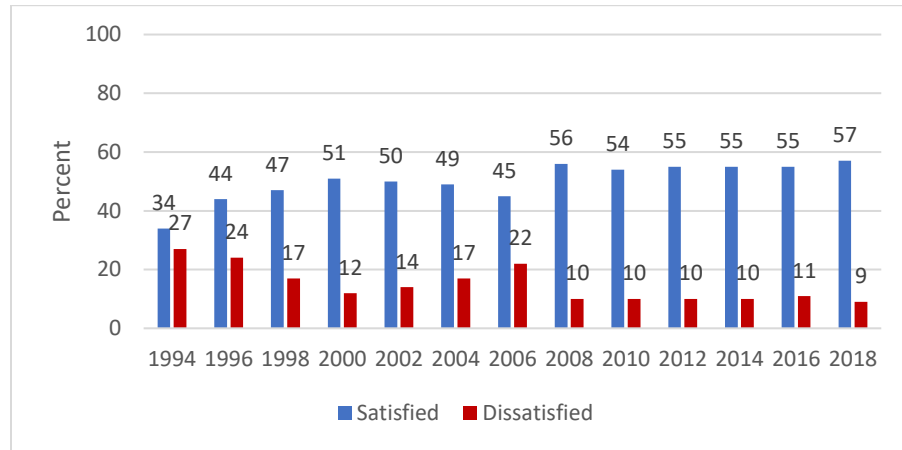
**Graph 70**  
**Student Government**



### **XIII. Student Support: Residence Halls and Food Services**

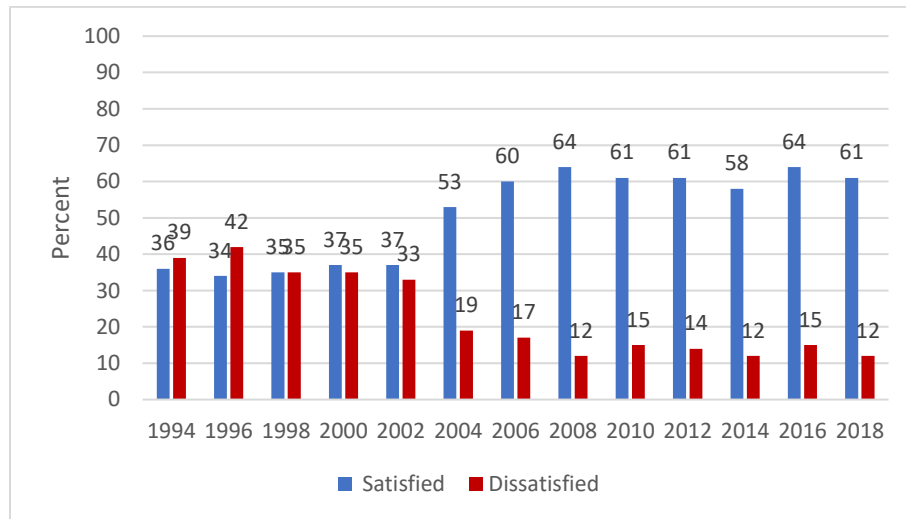
Both the Noel-Levitz and the ACT surveys revealed a mixed student evaluation of UW’s residence halls and food service. Current satisfaction with the availability of student housing has increased substantially from its low of 34 percent in 1994 and, as can be seen in **Graph 71**, now stands at **57 percent**.

## Graph 71 Availability of student housing



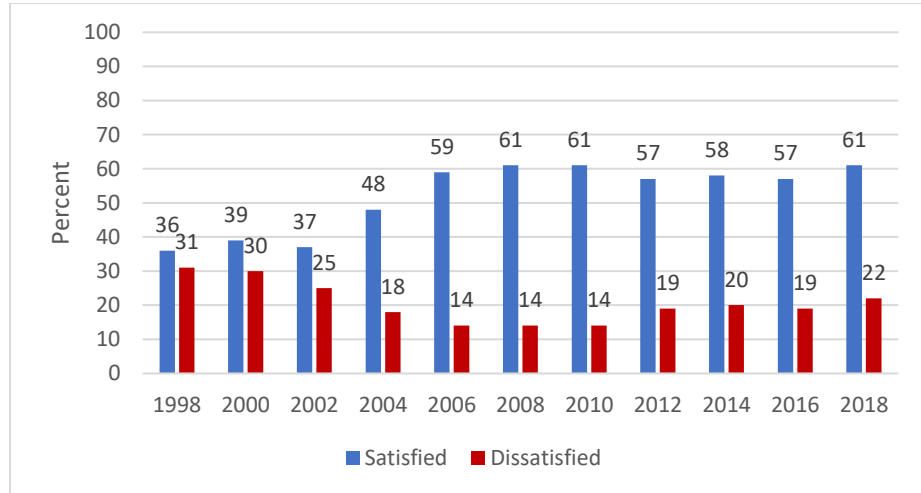
Both questions on food services reveal a similar pattern: a major increase in satisfaction beginning in 2004 coinciding with new facilities. About three-fifths of the students indicated satisfaction with food services in 2018. (Graphs 72 and 73).

## Graph 72 Food services in residence halls



### Graph 73

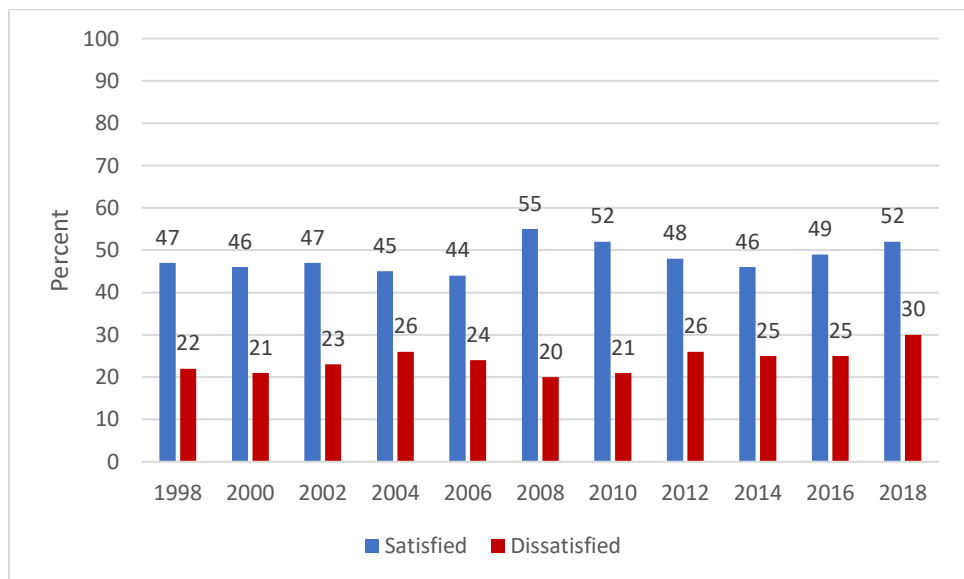
#### There is an adequate selection of food available in the cafeteria



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

### Graph 74

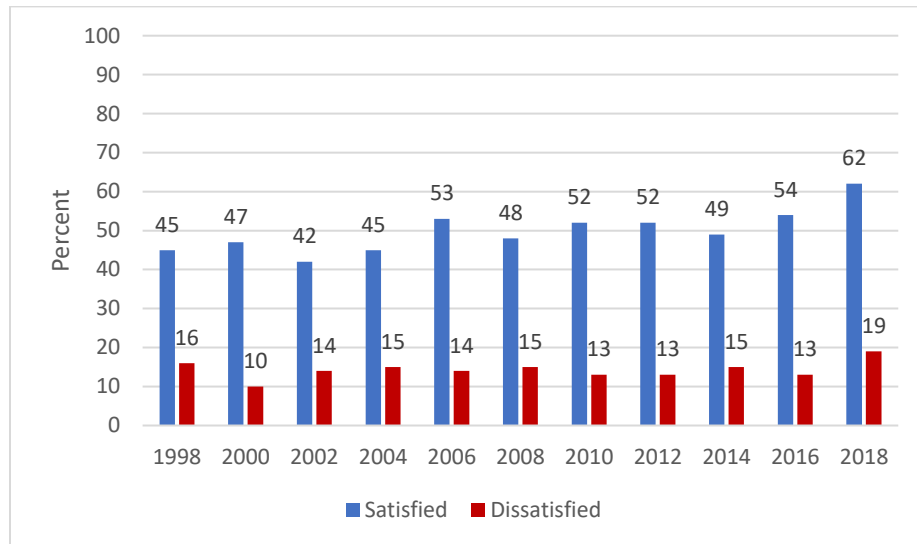
#### Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.)\*



\*\*\*2018 significantly less positive than national sample-001.

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

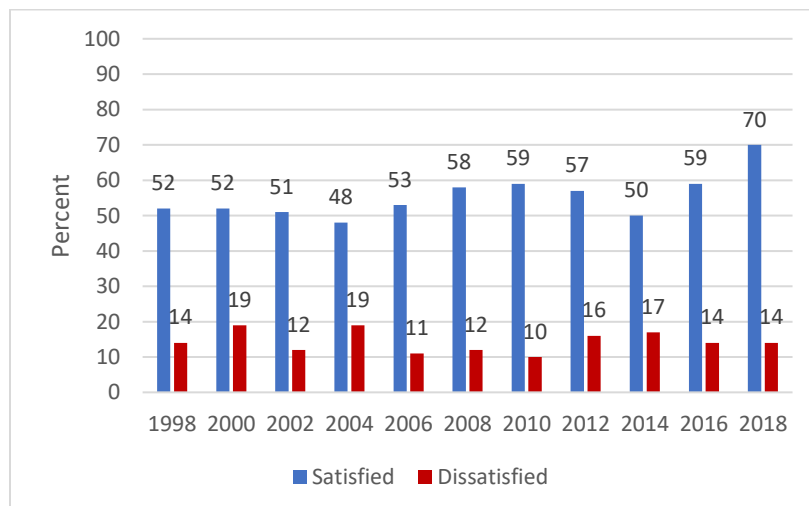
**Graph 75**  
**Residence hall staff are concerned about me as an individual\***



\*2018 significantly less positive than national sample-.05

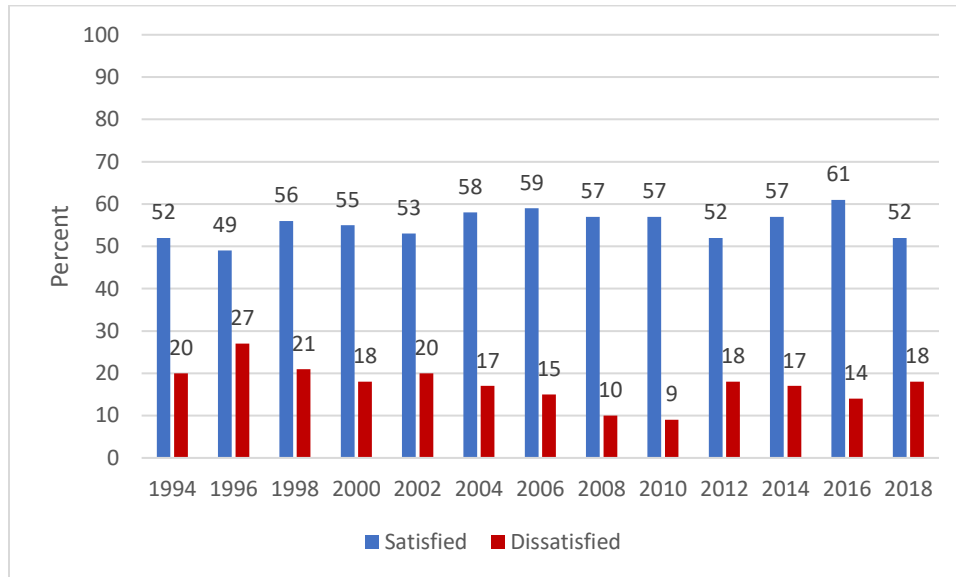
In terms of student satisfaction with residence hall rules and regulations, satisfaction levels increased by 11 percentage points—one of the largest increases in the survey (Graph 76).

**Graph 76**  
**Residence hall regulations are reasonable**



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

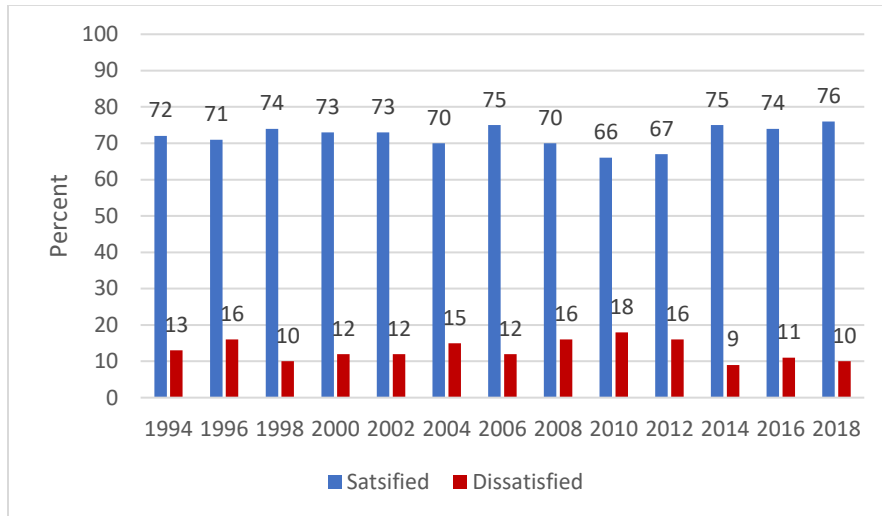
**Graph 77**  
**Residence hall services and programs**



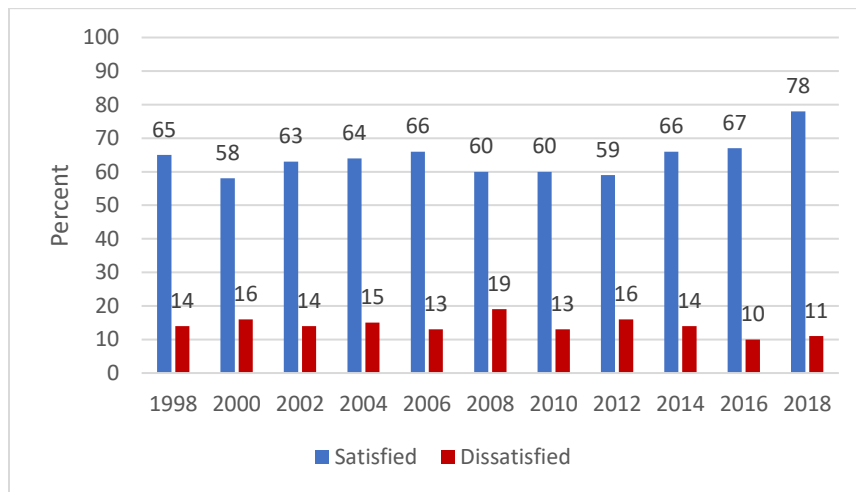
## **XVI. Student Support: Student Health Services and Health Insurance**

Slightly less than three-fifths of the students said they used the services provided by Student Health—a percentage that has remained stable over the past decade. When posed with the item “Student Health Services” 76 percent said they were satisfied (Graph 78). Graph 79 shows that 77 percent view the Student Health staff as competent, an increase of nine percent since 2016 and one that is significantly higher than that in other universities.

**Graph 78**  
**Student Health services**



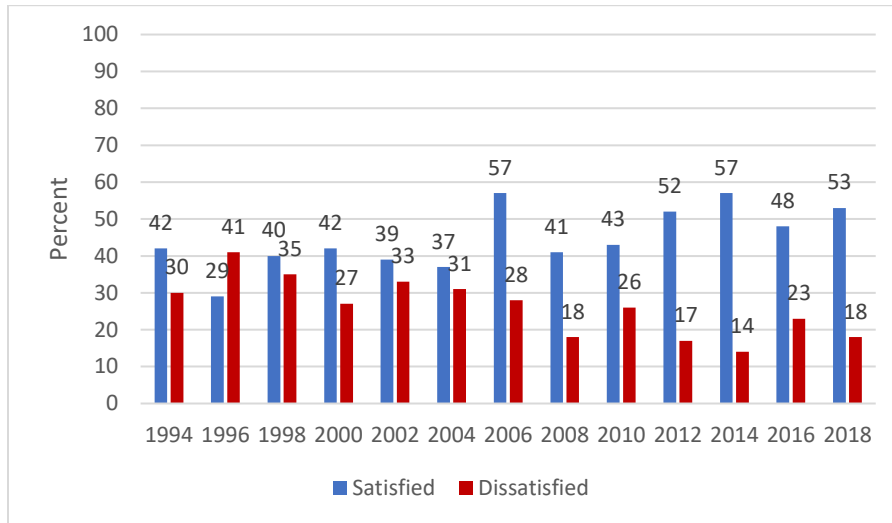
**Graph 79**  
**The staff in the health services area are competent\***



\*2018 significantly more positive than national sample-05.

In 2018, only 18 percent of students indicated that they used UW’s student health insurance, a percentage nearly identical to the national average. Satisfaction with the program increased slightly to 53 percent in 2018 (Graph 80).

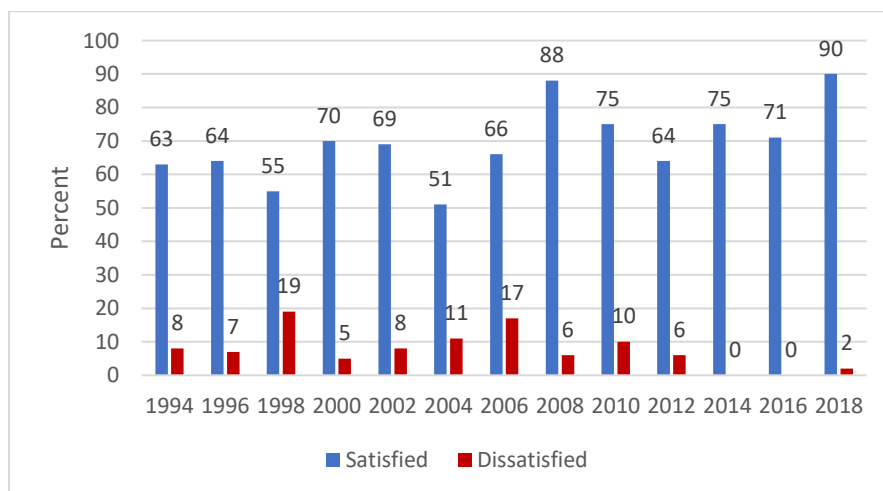
**Graph 80**  
**Student Health Insurance Program**



**XVII. Student Support: Veterans’ Services**

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

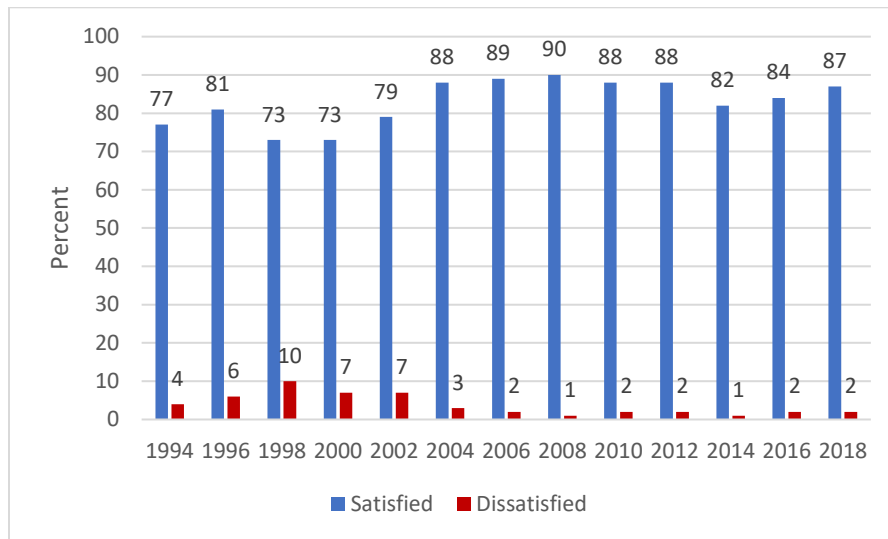
**Graph 81**  
**Veteran’s services**



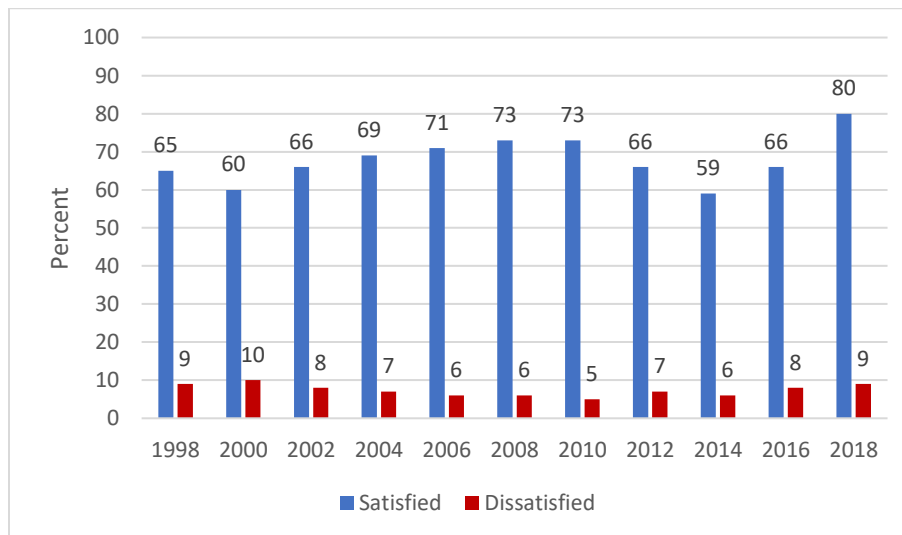
## XVIII. Other University Features: Student Union

Satisfaction with the Student Union has remained high—87 percent (Graph 82). Impressively only two percent of UW students expressed dissatisfaction with the Student Union. Eighty percent of the students also indicate that they found the student center a comfortable place to spend leisure time, a significant increase since 2014 (Graph 83).

**Graph 82**  
**Student Union satisfaction**



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



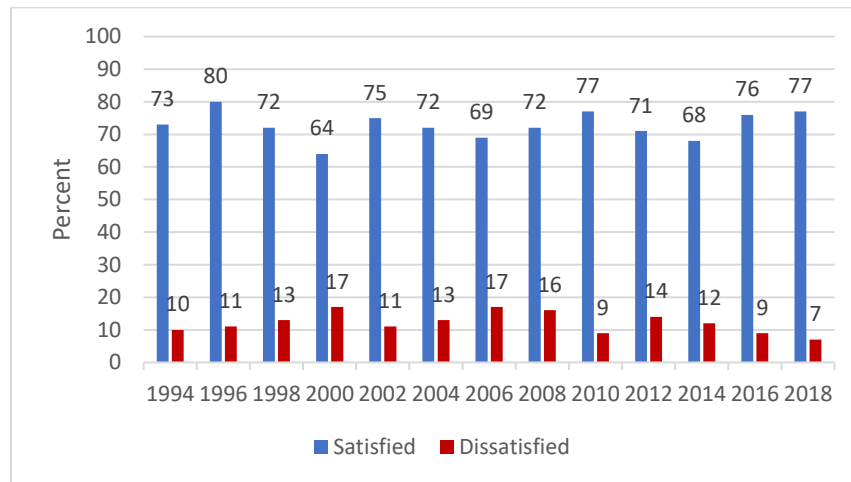
\*2018 significantly more positive than national sample-05.



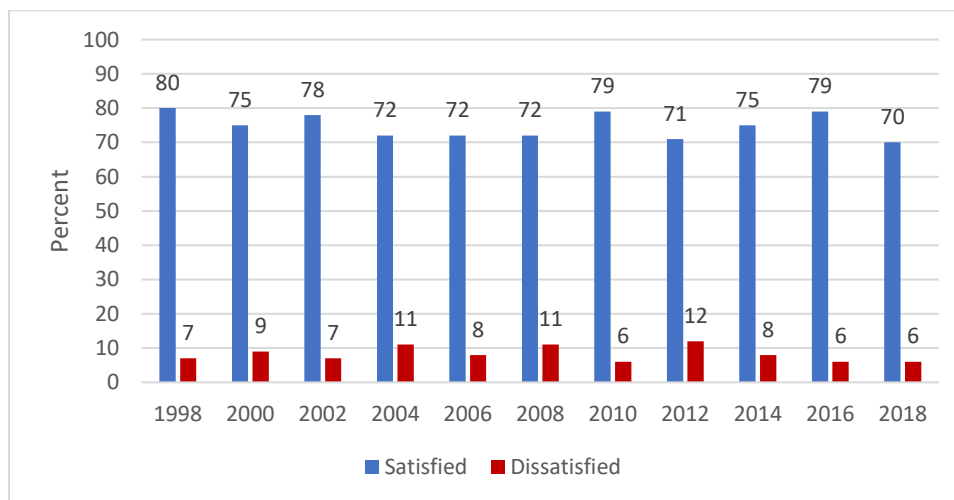
## XIX. Other University Features: Bookstore

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

**Graph 84**  
**Satisfaction with campus bookstore**



**Graph 85**  
**Bookstore staff are helpful\***

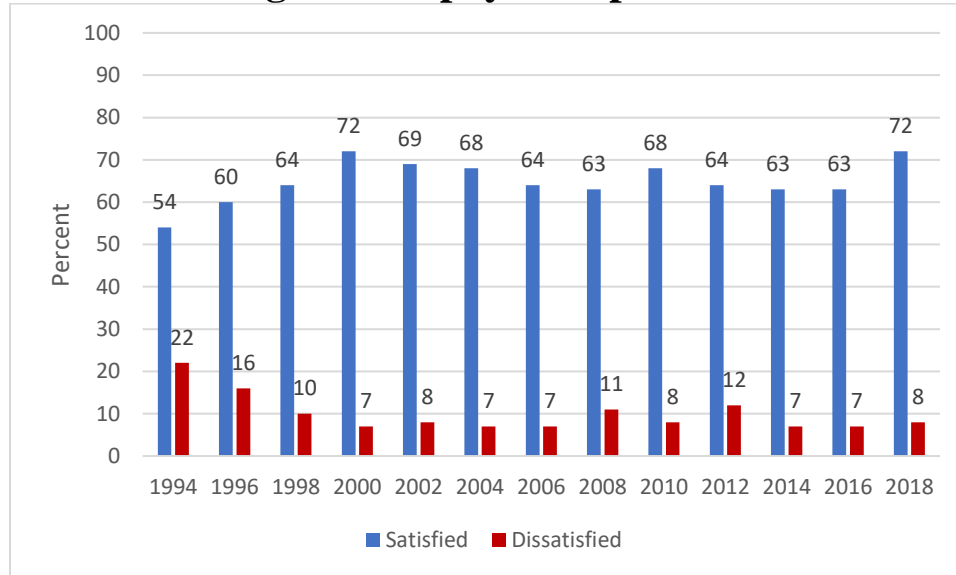


**\*2018 significantly more positive than national sample-05**

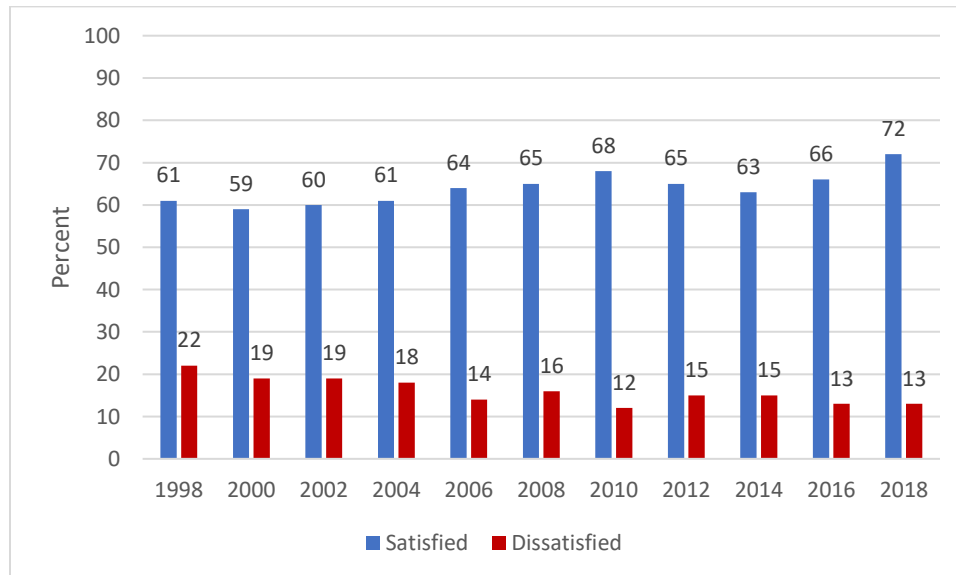
## XX. Other University Features: Bill and fee payment

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

**Graph 86**  
**Billing and fee payment procedures**



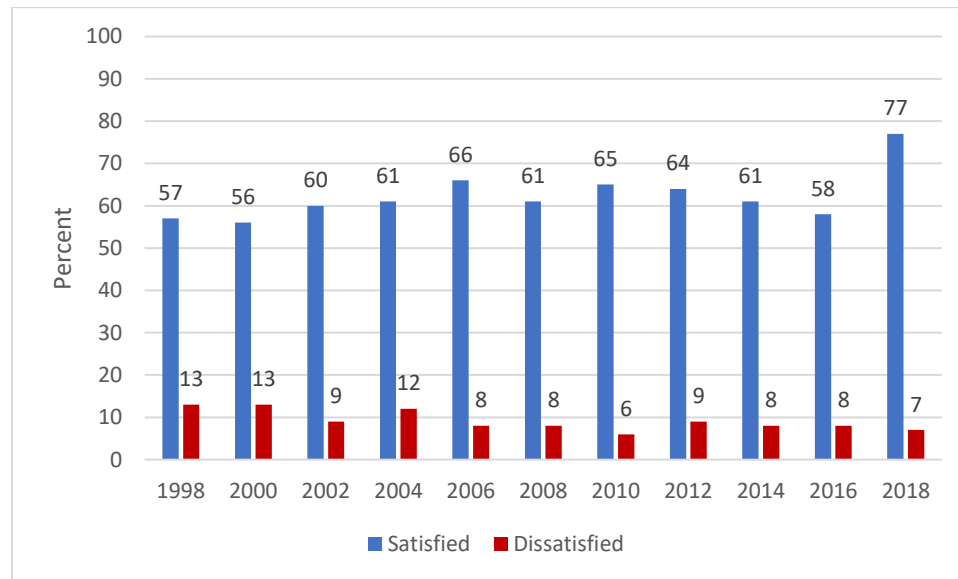
**Graph 87**  
**Billing policies are reasonable\***



\*2018 significantly more positive than national sample-001

## Graph 88

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

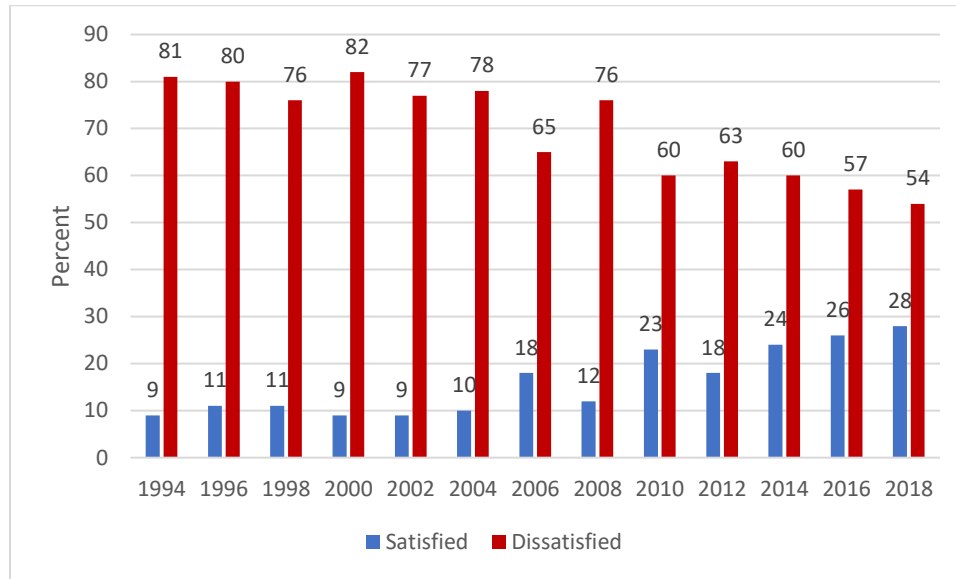


\*2018 significantly more positive than national sample-001

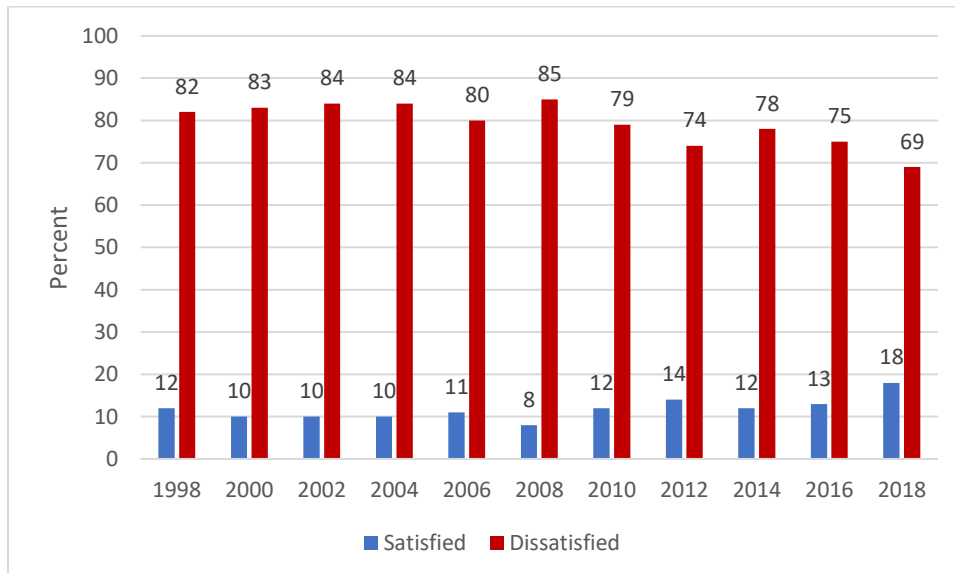
## XXI. Other University Features: Parking and Mass Transit

From the initial ACT student opinion survey in 1994 to the present, dissatisfaction with parking availability has been greater than for any other aspect of UW. However, the good news is that dissatisfaction fell to its lowest level (54 percent dissatisfaction) since 1994. Still, only 28 percent of students indicated satisfaction in 2018 (Graph 89) The Noel-Levitz question was somewhat different asking whether the amount of parking space was adequate. Here 69 percent of students answered negatively, a percent that is below the national average (Graph 90). On the other hand, students were much more satisfied when asked the question of whether parking lots were well lighted and secure –69 percent (Graph 91).

**Graph 89**  
**Parking facilities and services**

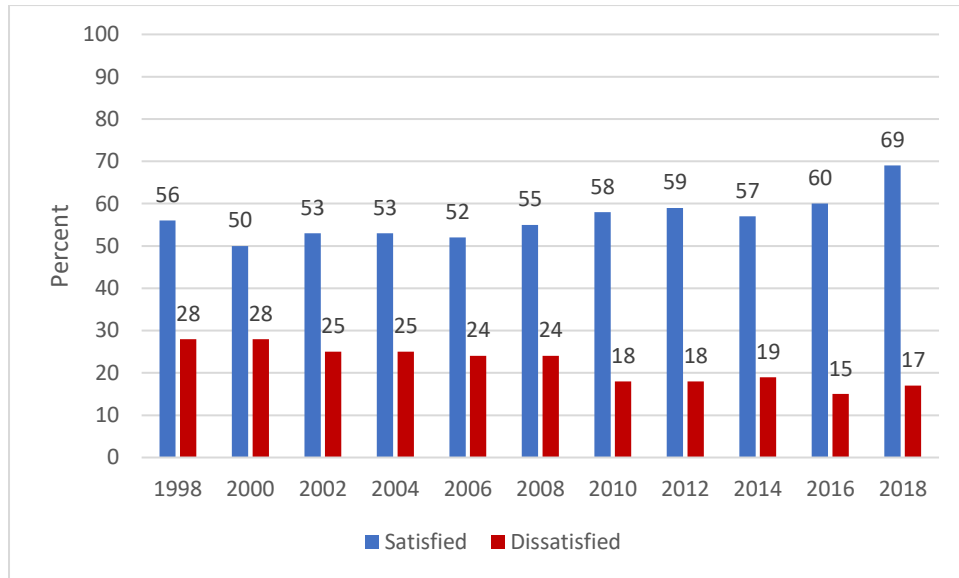


**Graph 90**  
**The amount of student parking space on campus is adequate\***



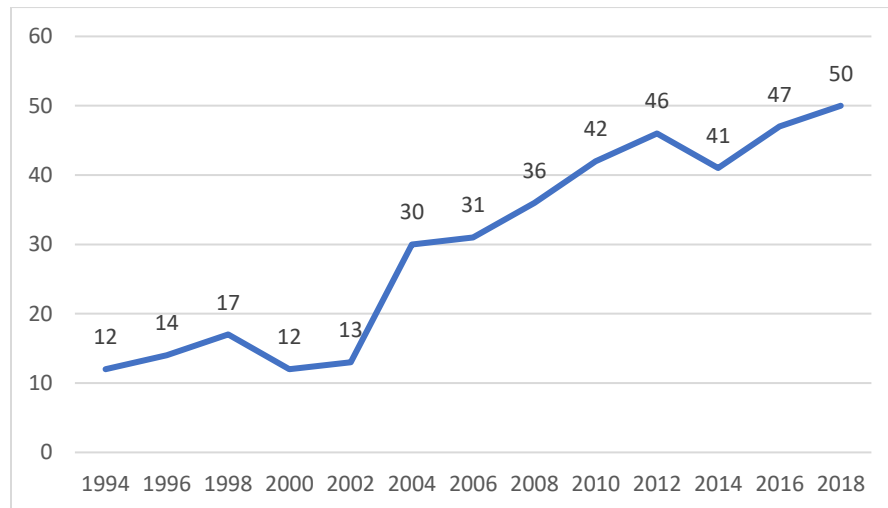
\*\*\*2016 significantly less positive than national sample-.001.

**Graph 91**  
**Parking lots are well-lighted and secure**

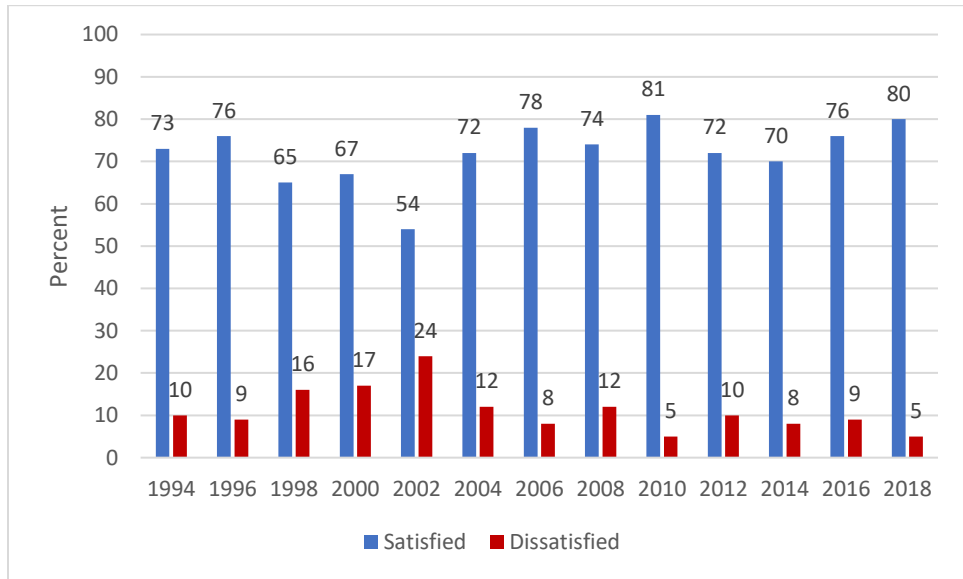


Close-in parking on campus has been reduced in the past couple of decades. To accommodate the reduction, the University established outlying parking lots with frequent bus transportation to campus. Graph 92 illustrates the impact of this policy on the number of students using “mass transit.” **Five in ten students indicate they have used it and, currently, eighty percent expressed satisfaction** (Graph 93)

**Graph 92**  
**Usage of UW mass transit**



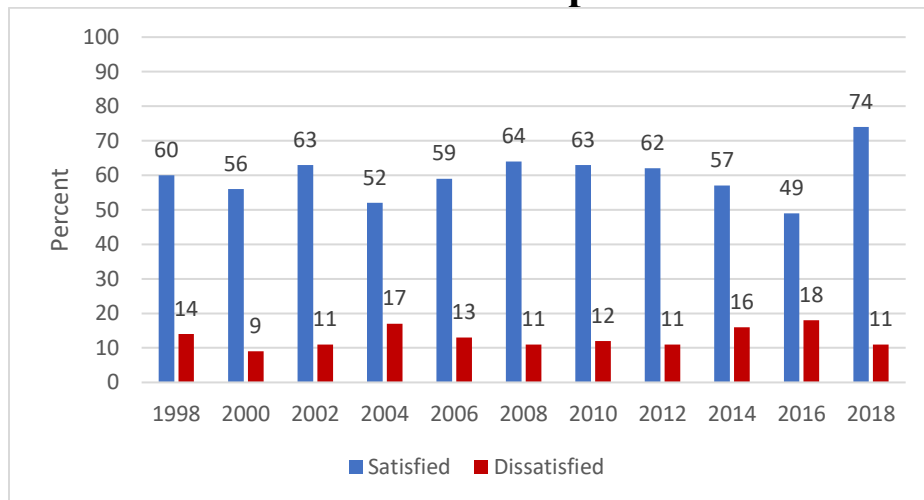
**Graph 93**  
**Satisfaction with UW mass transit**



**XXII. Other University Features: Athletics**

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

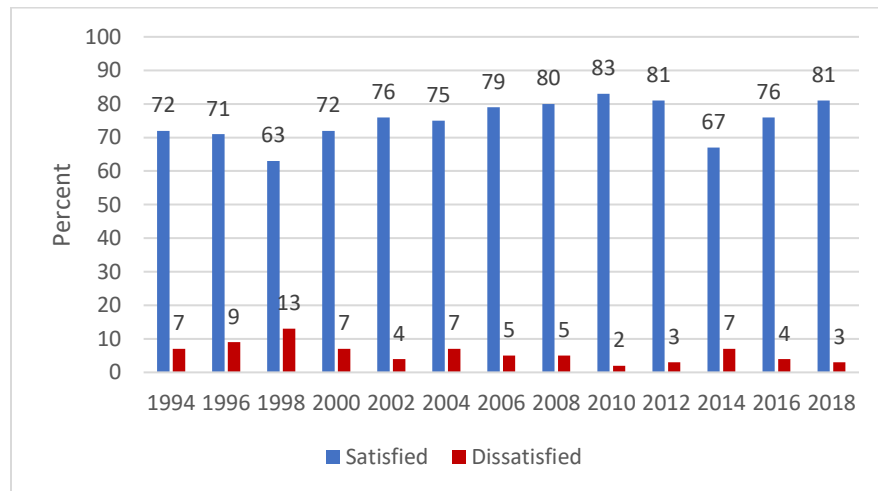
**Graph 94**  
**The intercollegiate athletic programs contribute to a strong sense of school spirit\***



**\*2018 significantly more positive than national sample-001**

From 2014 to the present, satisfaction with athletic facilities increased by 14 percentage points to 81 percent with only three percent indicating dissatisfaction (Graph 95).

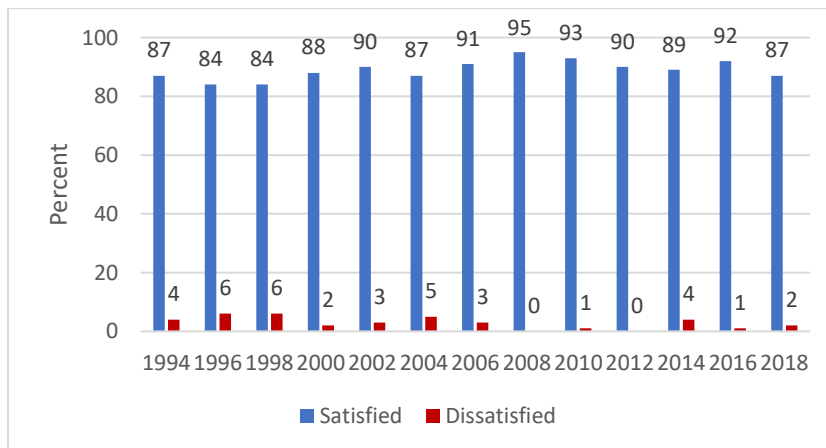
**Graph 95**  
**Satisfaction with athletic facilities**



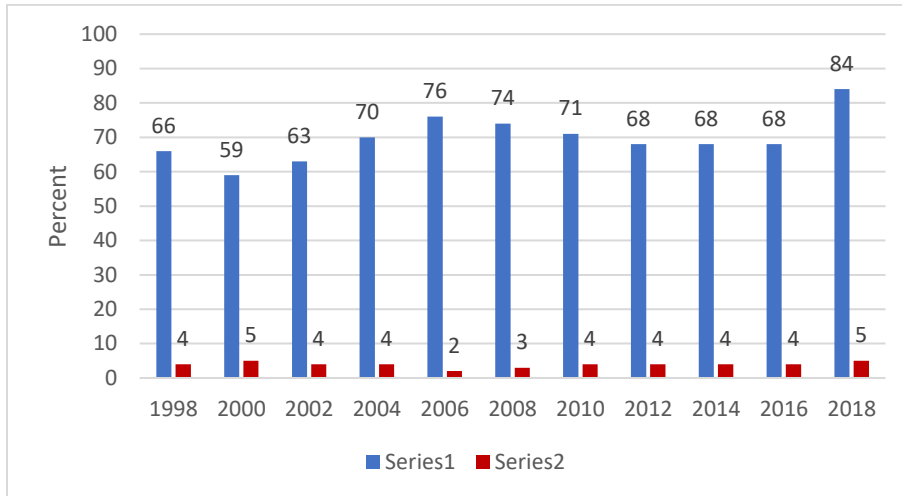
**XXIII. Other University Features: Recreational and Intramural Programs and Services**

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

**Graph 96**  
**Recreational and Intramural Programs and services**



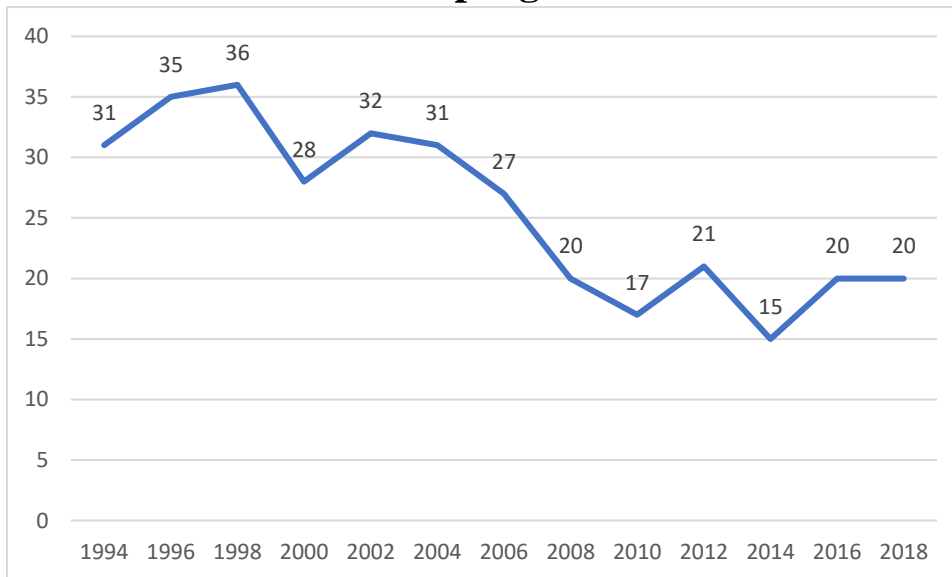
**Graph 97**  
**A variety of intramural activities are offered**



**XXIV. Other University Features: Cultural programs**

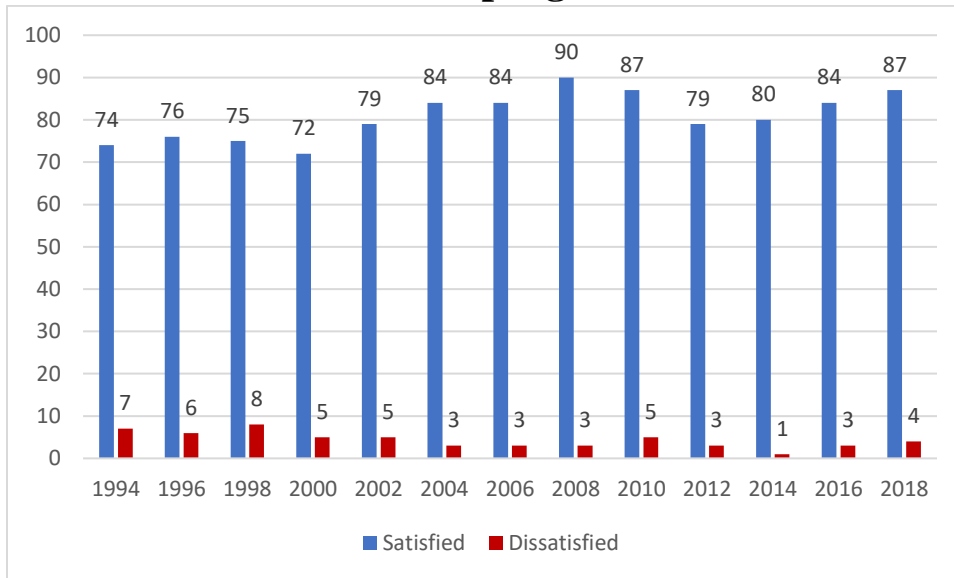
Attendance and participation in cultural programs have **declined quite dramatically during the last 20 years from a high of 36 percent in 1998 to 20 percent in the latest survey (Graph 98). However, for those who have taken advantage of these programs satisfaction remains high—87percent in 2018 (Graph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

**Graph 98**  
**Cultural program use**





**Graph 99**  
**Cultural programs**



## Appendix



**Wyoming Survey & Analysis Center**  
UNIVERSITY OF WYOMING

# **2018 University of Wyoming Student Satisfaction Surveys: Methods Report**

Bistra Anatchkova, Ph.D., Survey Research Manager Brian Harnisch, M.B.A., Senior Research Scientist

## **Introduction**

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

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

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

## Surv Facts

### Start and End Dates

March 22, 2018 – April 9, 2018

### Completed Surveys

2437 Total Surveys

932 completions Ruffalo Noel-Levitz

1505 completions UW A.C.T.

### Response Rate

30% - Ruffalo Noel-Levitz

37% - UW A.C.T.

## Methods

### *Sampling Frame, Sample Design and Sample Size*

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

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

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

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

## Questionnaire Content

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

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

These are:

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

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

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

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

**We’d like to know how you would describe the general climate for diversity on the UW campus, based on your own experience. Listed below are several pairs of opposite terms, such as**

**“friendly” and “hostile.” For each pair of listed below, please mark the circle that represents your view of how close the social climate at UW is to the term listed on the left versus the term on the right.**

		Very close to ←	Closer to ←	In between ← →	Closer to →	Very close to →	
a	Friendly						Hostile
e	Conservative						Liberal
g	Homophobic						Non-homophobic
k	Improving						Worsening

What pleases you most about UW?

---

What disappoints you most about UW?

---

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

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

## *Survey Administration*

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

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

The surveys went live on March 22<sup>nd</sup>, 2018. One survey invitation email and 3 reminder emails went out before the survey was closed on April 9<sup>th</sup>, 2018.

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

## *Response Rates*


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

## *Data Compilation*

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

## *Appendix A*

## PRENOTICE EMAIL



**Watch for Important Student Surveys**

March 21, 2018

Dear UW Student:

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

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

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

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

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

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

Sincerely,

Sean Blackburn, Vice President for Student Affairs

## INVITATION EMAIL – UW A.C.T.

Dear <Name>,

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

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

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

**Follow this link to the Survey:**

[Take the Survey](#)

## INVITATION EMAIL – RUFFALO NOEL-LEVITZ

Hello <Name>,

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

We know that this is a busy time of the semester. But, if you would like to help make positive changes at the University of Wyoming and be entered into a



drawing for a new iPad, please consider completing this survey.

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

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

Please click on or copy and paste this link:

[<Link>](#)

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