6-1-2004

UW Student Opinion Survey 2004

Survey Research Center

University of Wyoming

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University of Wyoming
Student Opinion
Survey 2004

JUNE 2004

Survey Research Center
University of Wyoming
Department 3925
Laramie, Wyoming 82071
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</tbody>
</table>
Overall I...

- Am pleased with education at UW
- Would recommend UW

Missing values not graphed (always less than 2%)

Difficulty in transferring to UW

- Easy
- Difficult

Missing values not graphed (always less than 5%)
Preferred way to receive information and help about services offered by UW

<table>
<thead>
<tr>
<th>Best way</th>
<th>Percent</th>
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<tr>
<td>Information on the Web</td>
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<tr>
<td>One-on-one assistance</td>
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<tr>
<td>Presentation by a speaker</td>
<td>5</td>
</tr>
<tr>
<td>Workshop or short-course</td>
<td>5</td>
</tr>
<tr>
<td>Brochure or booklet</td>
<td>5</td>
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</tbody>
</table>
PART ONE:
LARAMIE CAMPUS
University of Wyoming
Student Opinion Survey 2004

LARAMIE CAMPUS

2004 Respondents = 1490
(2002 Respondents = 1782)

(Where relevant, 2002 results are shown in parentheses.)

1. Please enter your Social Security Number: ___ - ___ - ____ (SSN)
   (For confidentiality purposes these numbers have been omitted.)

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

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
<th>Don't know</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Overall, I am pleased with the education that I am receiving at UW.</td>
<td>38.9%</td>
<td>55.0%</td>
<td>4.7%</td>
<td>0.7%</td>
<td>0.4%</td>
<td>0.2%</td>
</tr>
<tr>
<td>b) Overall, I would recommend that a friend or relative attend UW.</td>
<td>43.9%</td>
<td>47.4%</td>
<td>5.0%</td>
<td>1.7%</td>
<td>1.2%</td>
<td>0.8%</td>
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</table>
3. Various UW processes or policies are listed below. Please mark the box that indicates how clear and understandable each of them is for you.

<table>
<thead>
<tr>
<th>Process</th>
<th>Very clear</th>
<th>Somewhat clear</th>
<th>Not clear at all</th>
<th>Does not apply</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Class registration process</td>
<td>65.6%</td>
<td>32.7%</td>
<td>1.3%</td>
<td>0.3%</td>
<td>0.1%</td>
</tr>
<tr>
<td>b) Academic advising process</td>
<td>44.8%</td>
<td>47.0%</td>
<td>7.5%</td>
<td>0.5%</td>
<td>0.1%</td>
</tr>
<tr>
<td>c) Career advising process</td>
<td>13.5%</td>
<td>51.7%</td>
<td>26.7%</td>
<td>7.7%</td>
<td>0.3%</td>
</tr>
<tr>
<td>d) Reasonable Academic Progress (RAP) evaluation process</td>
<td>14.8%</td>
<td>41.1%</td>
<td>30.4%</td>
<td>12.9%</td>
<td>0.8%</td>
</tr>
<tr>
<td>e) Degree requirements in your major</td>
<td>52.1%</td>
<td>41.1%</td>
<td>5.5%</td>
<td>1.0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>f) University Studies requirements</td>
<td>44.8%</td>
<td>44.8%</td>
<td>7.2%</td>
<td>2.9%</td>
<td>0.3%</td>
</tr>
<tr>
<td>g) Other graduation requirements (University-wide or for your college)</td>
<td>32.4%</td>
<td>55.0%</td>
<td>9.1%</td>
<td>3.3%</td>
<td>0.2%</td>
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<tr>
<td>h) Financial aid process</td>
<td>22.6%</td>
<td>51.2%</td>
<td>16.4%</td>
<td>9.6%</td>
<td>0.2%</td>
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<tr>
<td>i) Tuition payment process</td>
<td>56.1%</td>
<td>35.4%</td>
<td>3.8%</td>
<td>4.4%</td>
<td>0.3%</td>
</tr>
<tr>
<td>j) Residence hall contract policies</td>
<td>27.0%</td>
<td>26.0%</td>
<td>5.4%</td>
<td>41.1%</td>
<td>0.5%</td>
</tr>
<tr>
<td>k) Course drop &amp; add process</td>
<td>56.0%</td>
<td>36.5%</td>
<td>4.4%</td>
<td>2.6%</td>
<td>0.5%</td>
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<tr>
<td>l) Withdrawal process</td>
<td>44.8%</td>
<td>40.5%</td>
<td>6.8%</td>
<td>7.4%</td>
<td>0.3%</td>
</tr>
<tr>
<td>m) Linking your UW email account to your personal email account</td>
<td>18.4%</td>
<td>27.9%</td>
<td>41.3%</td>
<td>12.3%</td>
<td>0.1%</td>
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<td>n) Hole-in-the-Wall web interface</td>
<td>66.8%</td>
<td>31.0%</td>
<td>1.7%</td>
<td>0.5%</td>
<td>0.0%</td>
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4. As a college student, how important is each of the following to you?

<table>
<thead>
<tr>
<th>Category</th>
<th>Very important</th>
<th>Somewhat important</th>
<th>Not important</th>
<th>Does not apply</th>
<th>No answer</th>
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</thead>
<tbody>
<tr>
<td>a) Involvement in student activities or organizations</td>
<td>27.2% (21.5%)</td>
<td>46.4% (53.8%)</td>
<td>19.9% (23.2%)</td>
<td>2.3% (0.6%)</td>
<td>4.0% (0.8%)</td>
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<tr>
<td>b) Residence hall activities</td>
<td>5.2% (21.5%)</td>
<td>20.3% (53.8%)</td>
<td>34.0% (23.2%)</td>
<td>36.5% (0.6%)</td>
<td>4.0% (0.8%)</td>
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<tr>
<td>c) Maintaining good grades</td>
<td>83.0% (81.0%)</td>
<td>12.9% (16.8%)</td>
<td>0.1% (1.0%)</td>
<td>0.1% (0.3%)</td>
<td>3.8% (0.8%)</td>
</tr>
<tr>
<td>d) Developing good study habits</td>
<td>72.3% (65.1%)</td>
<td>22.3% (29.4%)</td>
<td>1.3% (4.1%)</td>
<td>0.3% (0.5%)</td>
<td>3.7% (0.9%)</td>
</tr>
<tr>
<td>e) Managing your time effectively</td>
<td>80.2% (68.2%)</td>
<td>15.4% (27.7%)</td>
<td>0.5% (2.9%)</td>
<td>0.1% (0.3%)</td>
<td>3.8% (0.8%)</td>
</tr>
<tr>
<td>f) Choosing a major or career</td>
<td>77.5% (81.2%)</td>
<td>15.8% (15.5%)</td>
<td>1.4% (1.9%)</td>
<td>1.5% (0.6%)</td>
<td>3.7% (0.8%)</td>
</tr>
<tr>
<td>g) Attending graduate or professional school</td>
<td>39.2% (42.9%)</td>
<td>39.3% (33.8%)</td>
<td>14.8% (17.0%)</td>
<td>2.9% (5.15)</td>
<td>3.9% (1.1%)</td>
</tr>
<tr>
<td>h) Work experience within your major</td>
<td>70.8% (73.5%)</td>
<td>22.8% (22.2%)</td>
<td>1.9% (2.6%)</td>
<td>0.8% (0.8%)</td>
<td>3.8% (0.9%)</td>
</tr>
<tr>
<td>i) Summer jobs or internships</td>
<td>59.6% (58.0%)</td>
<td>28.9% (31.8%)</td>
<td>5.5% (8.1%)</td>
<td>2.1% (1.3%)</td>
<td>3.8% (0.8%)</td>
</tr>
<tr>
<td>j) Career placement after college</td>
<td>78.1% (76.9%)</td>
<td>15.1% (16.6%)</td>
<td>2.3% (4.6%)</td>
<td>0.7% (1.0%)</td>
<td>3.8% (1.0%)</td>
</tr>
<tr>
<td>k) Preparing for work in a global economy</td>
<td>47.6% (41.5%)</td>
<td>39.3% (33.8%)</td>
<td>7.2% (17.0%)</td>
<td>2.0% (5.15)</td>
<td>3.9% (1.1%)</td>
</tr>
<tr>
<td>l) Developing friendships with other students</td>
<td>61.9% (57.6%)</td>
<td>29.8% (34.1%)</td>
<td>4.0% (6.8%)</td>
<td>0.2% (6.8%)</td>
<td>4.0% (0.9%)</td>
</tr>
<tr>
<td>m) Interactions with people from other cultures</td>
<td>36.7% (39.6%)</td>
<td>47.0% (33.8%)</td>
<td>12.2% (17.0%)</td>
<td>0.2% (0.8%)</td>
<td>3.8% (0.9%)</td>
</tr>
<tr>
<td>n) Opportunities to study abroad</td>
<td>24.3% (24.3%)</td>
<td>39.1% (34.1%)</td>
<td>29.3% (17.0%)</td>
<td>3.7% (0.8%)</td>
<td>3.7% (0.9%)</td>
</tr>
<tr>
<td>o) Student exchange programs</td>
<td>18.4% (18.4%)</td>
<td>38.4% (34.1%)</td>
<td>34.2% (17.0%)</td>
<td>5.3% (0.8%)</td>
<td>3.7% (0.9%)</td>
</tr>
<tr>
<td>p) Managing your personal finances</td>
<td>74.2% (67.7%)</td>
<td>18.9% (28.1%)</td>
<td>2.6% (6.3%)</td>
<td>0.5% (0.7%)</td>
<td>3.8% (0.8%)</td>
</tr>
<tr>
<td>q) Personal or family issues</td>
<td>69.7% (63.5%)</td>
<td>21.0% (28.7%)</td>
<td>4.5% (6.3%)</td>
<td>0.9% (0.7%)</td>
<td>3.9% (0.8%)</td>
</tr>
<tr>
<td>r) Child care</td>
<td>12.9% (6.7%)</td>
<td>10.9% (6.6%)</td>
<td>17.8% (64.1%)</td>
<td>54.3% (20.8%)</td>
<td>4.2% (1.8%)</td>
</tr>
<tr>
<td>s) Health and wellness</td>
<td>64.8% (67.2%)</td>
<td>27.3% (28.0%)</td>
<td>3.3% (3.7%)</td>
<td>0.8% (0.4%)</td>
<td>3.8% (0.8%)</td>
</tr>
<tr>
<td>t) Recreational or fitness opportunities</td>
<td>57.4% (54.1%)</td>
<td>34.9% (33.8%)</td>
<td>3.6% (17.0%)</td>
<td>0.3% (0.8%)</td>
<td>3.8% (0.9%)</td>
</tr>
<tr>
<td>u) Other</td>
<td>4.2% (3.5%)</td>
<td>1.5% (0.2%)</td>
<td>1.1% (3.7%)</td>
<td>20.5% (4.0%)</td>
<td>72.8% (88.6%)</td>
</tr>
</tbody>
</table>

*If “Other” please see Appendix I for complete text listings.*
5. How frequently do you use the Internet (World Wide Web) for ... 

<table>
<thead>
<tr>
<th>Activity</th>
<th>Several times per DAY</th>
<th>Several times per WEEK</th>
<th>Several times per MONTH</th>
<th>Rarely</th>
<th>Never</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Academic research?</td>
<td>13.2% (11.5%)</td>
<td>45.9% (40.8%)</td>
<td>30.1% (35.4%)</td>
<td>7.0%</td>
<td>0.1%</td>
<td>3.8% (1.0%)</td>
</tr>
<tr>
<td>b) Course assignments</td>
<td>15.4% (11.5%)</td>
<td>47.2% (42.2%)</td>
<td>23.8% (29.4%)</td>
<td>8.9%</td>
<td>0.6%</td>
<td>4.0% (1.2%)</td>
</tr>
<tr>
<td>c) Information on student organizations?</td>
<td>2.8% (3.3%)</td>
<td>14.3% (8.5%)</td>
<td>24.6% (18.5%)</td>
<td>41.9%</td>
<td>12.2%</td>
<td>4.2% (1.7%)</td>
</tr>
<tr>
<td>d) Looking for summer jobs?</td>
<td>2.9%</td>
<td>14.7%</td>
<td>21.9%</td>
<td>38.1%</td>
<td>18.4%</td>
<td>4.1%</td>
</tr>
<tr>
<td>e)looking for part-time jobs (during the year)</td>
<td>2.1% (2.6%)</td>
<td>8.1% (5.8%)</td>
<td>15.5% (12.7%)</td>
<td>40.1%</td>
<td>29.8%</td>
<td>4.4% (1.2%)</td>
</tr>
<tr>
<td>f) Information from a UW department or office?</td>
<td>5.0% (2.7%)</td>
<td>27.9% (13.8%)</td>
<td>37.9% (32.7%)</td>
<td>21.4%</td>
<td>3.8%</td>
<td>4.0% (1.1%)</td>
</tr>
<tr>
<td>g) Information about UW in general?</td>
<td>6.0% (3.1%)</td>
<td>24.6% (14.4%)</td>
<td>36.0% (33.9%)</td>
<td>25.8%</td>
<td>3.7%</td>
<td>3.9% (1.1%)</td>
</tr>
<tr>
<td>h) Information about campus activities and events?</td>
<td>3.4%</td>
<td>22.1%</td>
<td>30.8%</td>
<td>31.2%</td>
<td>8.8%</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

6. How often do you use Hole-in-the-Wall (the Web interface with UW student records) for ... 

<table>
<thead>
<tr>
<th>Activity</th>
<th>Several times per MONTH</th>
<th>Several times per SEMESTER</th>
<th>About once a semester</th>
<th>Rarely</th>
<th>Never</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Course registration activities?</td>
<td>8.3%</td>
<td>47.8%</td>
<td>36.8%</td>
<td>2.4%</td>
<td>0.9%</td>
<td>3.7%</td>
</tr>
<tr>
<td>b) Requesting an academic transcript?</td>
<td>3.0%</td>
<td>18.3%</td>
<td>32.3%</td>
<td>32.6%</td>
<td>10.1%</td>
<td>3.8%</td>
</tr>
<tr>
<td>c) Checking grades?</td>
<td>10.5%</td>
<td>47.4%</td>
<td>30.5%</td>
<td>6.6%</td>
<td>1.1%</td>
<td>3.8%</td>
</tr>
<tr>
<td>d) Checking UW account status?</td>
<td>10.0%</td>
<td>34.9%</td>
<td>28.5%</td>
<td>17.2%</td>
<td>5.6%</td>
<td>3.9%</td>
</tr>
<tr>
<td>e) Paying UW bills?</td>
<td>4.2%</td>
<td>15.8%</td>
<td>21.5%</td>
<td>20.3%</td>
<td>34.2%</td>
<td>4.0%</td>
</tr>
<tr>
<td>f) Finding financial aid information?</td>
<td>4.9%</td>
<td>23.8%</td>
<td>19.7%</td>
<td>25.0%</td>
<td>22.3%</td>
<td>4.3%</td>
</tr>
<tr>
<td>g) Checking Reasonable Academic Progress (RAP) status?</td>
<td>3.6%</td>
<td>17.7%</td>
<td>19.5%</td>
<td>21.1%</td>
<td>34.0%</td>
<td>4.1%</td>
</tr>
<tr>
<td>h) “On Course” degree checks?</td>
<td>5.4%</td>
<td>24.5%</td>
<td>25.8%</td>
<td>20.8%</td>
<td>19.7%</td>
<td>3.7%</td>
</tr>
<tr>
<td>i) Updating your address?</td>
<td>1.3%</td>
<td>4.3%</td>
<td>23.9%</td>
<td>40.1%</td>
<td>26.7%</td>
<td>3.8%</td>
</tr>
</tbody>
</table>
7. UW provides services and programs to help students in various ways. For each of the following areas, please indicate whether you would like to have more help from UW, you find that UW currently provides enough help, or you don’t need any help in that area.

<table>
<thead>
<tr>
<th>Area</th>
<th>More help desired</th>
<th>Enough help provided</th>
<th>No help needed</th>
<th>Does not apply</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Involvement in student activities or organizations</td>
<td>15.7%</td>
<td>51.3%</td>
<td>23.3%</td>
<td>5.6%</td>
<td>4.2%</td>
</tr>
<tr>
<td>b) Residence hall activities</td>
<td>4.8%</td>
<td>28.1%</td>
<td>19.3%</td>
<td>44.0%</td>
<td>3.8%</td>
</tr>
<tr>
<td>c) Maintaining good grades</td>
<td>25.0%</td>
<td>53.6%</td>
<td>16.8%</td>
<td>0.6%</td>
<td>4.0%</td>
</tr>
<tr>
<td>d) Developing good study habits</td>
<td>28.5%</td>
<td>47.7%</td>
<td>19.1%</td>
<td>0.7%</td>
<td>4.0%</td>
</tr>
<tr>
<td>e) Managing your time effectively</td>
<td>25.7%</td>
<td>46.7%</td>
<td>22.8%</td>
<td>0.9%</td>
<td>4.0%</td>
</tr>
<tr>
<td>f) Choosing a major or career</td>
<td>35.9%</td>
<td>38.5%</td>
<td>19.3%</td>
<td>2.3%</td>
<td>4.0%</td>
</tr>
<tr>
<td>g) Attending graduate or professional school</td>
<td>33.1%</td>
<td>35.2%</td>
<td>16.9%</td>
<td>10.6%</td>
<td>4.2%</td>
</tr>
<tr>
<td>h) Work experience within your major</td>
<td>51.7%</td>
<td>31.6%</td>
<td>9.5%</td>
<td>3.1%</td>
<td>4.1%</td>
</tr>
<tr>
<td>i) Summer jobs or internships</td>
<td>43.9%</td>
<td>32.4%</td>
<td>13.9%</td>
<td>5.8%</td>
<td>4.0%</td>
</tr>
<tr>
<td>j) Career placement after college</td>
<td>55.0%</td>
<td>26.5%</td>
<td>9.5%</td>
<td>5.1%</td>
<td>4.0%</td>
</tr>
<tr>
<td>k) Preparing for work in a global economy</td>
<td>30.2%</td>
<td>41.1%</td>
<td>16.8%</td>
<td>7.5%</td>
<td>4.3%</td>
</tr>
<tr>
<td>l) Developing friendships with other students</td>
<td>6.8%</td>
<td>43.5%</td>
<td>43.2%</td>
<td>2.6%</td>
<td>4.0%</td>
</tr>
<tr>
<td>m) Interactions with people from other cultures</td>
<td>12.9%</td>
<td>42.4%</td>
<td>37.7%</td>
<td>3.2%</td>
<td>3.8%</td>
</tr>
<tr>
<td>n) Opportunities to study abroad</td>
<td>14.6%</td>
<td>44.2%</td>
<td>25.3%</td>
<td>11.7%</td>
<td>4.2%</td>
</tr>
<tr>
<td>o) Student exchange opportunities within the U.S.</td>
<td>12.5%</td>
<td>43.0%</td>
<td>27.0%</td>
<td>13.8%</td>
<td>3.8%</td>
</tr>
<tr>
<td>p) Managing your personal finances</td>
<td>16.4%</td>
<td>36.2%</td>
<td>40.1%</td>
<td>3.3%</td>
<td>3.9%</td>
</tr>
<tr>
<td>q) Personal or family issues</td>
<td>6.7%</td>
<td>34.7%</td>
<td>49.5%</td>
<td>5.3%</td>
<td>3.8%</td>
</tr>
<tr>
<td>r) Child care</td>
<td>5.8%</td>
<td>14.7%</td>
<td>24.4%</td>
<td>50.9%</td>
<td>4.2%</td>
</tr>
<tr>
<td>s) Heath and wellness</td>
<td>12.1%</td>
<td>53.2%</td>
<td>28.3%</td>
<td>2.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>t) Recreational or fitness opportunities</td>
<td>14.6%</td>
<td>58.1%</td>
<td>21.5%</td>
<td>1.7%</td>
<td>4.2%</td>
</tr>
<tr>
<td>u) Other</td>
<td>2.0%</td>
<td>2.8%</td>
<td>2.5%</td>
<td>18.5%</td>
<td>74.2%</td>
</tr>
</tbody>
</table>

*If “Other” please see Appendix II for complete text listings.*

8. We need to know how you would prefer to receive help and information about services in the areas listed in the previous question. Please RANK your preferences below, using 1 for the best way to deliver this information to you, 2 for the second-best way, etc.

<table>
<thead>
<tr>
<th>Rank (1-6)</th>
<th>Brochure or booklet</th>
<th>Information on the Web</th>
<th>Workshop or short-course</th>
<th>Presentation by a speaker</th>
<th>One-on-one assistance</th>
<th>Other (If other, what?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11.4%</td>
<td>29.3%</td>
<td>18.6%</td>
<td>14.4%</td>
<td>20.9%</td>
<td>0.3%</td>
</tr>
<tr>
<td>2</td>
<td>40.1%</td>
<td>25.2%</td>
<td>14.4%</td>
<td>11.3%</td>
<td>5.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>3</td>
<td>5.3%</td>
<td>16.9%</td>
<td>17.2%</td>
<td>25.6%</td>
<td>28.7%</td>
<td>0.4%</td>
</tr>
<tr>
<td>4</td>
<td>4.9%</td>
<td>12.5%</td>
<td>23.3%</td>
<td>30.3%</td>
<td>23.2%</td>
<td>0.3%</td>
</tr>
<tr>
<td>5</td>
<td>14.1%</td>
<td>16.1%</td>
<td>17.4%</td>
<td>9.0%</td>
<td>12.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td>6</td>
<td>1.1%</td>
<td>0.3%</td>
<td>0.4%</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

*If “Other” please see Appendix III for complete text listings.*
9. UW offers some “help centers” for students who want assistance with general coursework, mathematics, writing, or public speaking. Four of these centers are identified in the column headings below. Please answer the questions shown on the left about each center.

<table>
<thead>
<tr>
<th>Washakie Student Learning Center</th>
<th>Math Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td>53.6%</td>
<td>45.7%</td>
</tr>
<tr>
<td>0.7%</td>
<td>74.5%</td>
</tr>
<tr>
<td>24.8%</td>
<td>0.7%</td>
</tr>
<tr>
<td><strong>Writing Center</strong></td>
<td><strong>Oral Communications Lab</strong></td>
</tr>
<tr>
<td><strong>Yes</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td>84.5%</td>
<td>14.9%</td>
</tr>
<tr>
<td>0.6%</td>
<td>26.2%</td>
</tr>
<tr>
<td>73.0%</td>
<td>0.8%</td>
</tr>
<tr>
<td><strong>Cardio equipment</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Very interested</strong></td>
<td></td>
</tr>
<tr>
<td>42.2%</td>
<td></td>
</tr>
<tr>
<td>33.4%</td>
<td></td>
</tr>
<tr>
<td>18.9%</td>
<td></td>
</tr>
<tr>
<td>5.2%</td>
<td></td>
</tr>
<tr>
<td><strong>Somewhat interested</strong></td>
<td></td>
</tr>
<tr>
<td>39.9%</td>
<td></td>
</tr>
<tr>
<td>35.6%</td>
<td></td>
</tr>
<tr>
<td>19.1%</td>
<td></td>
</tr>
<tr>
<td>4.6%</td>
<td></td>
</tr>
<tr>
<td><strong>Not interested</strong></td>
<td></td>
</tr>
<tr>
<td>27.0%</td>
<td></td>
</tr>
<tr>
<td>31.5%</td>
<td></td>
</tr>
<tr>
<td>35.6%</td>
<td></td>
</tr>
<tr>
<td>5.4%</td>
<td></td>
</tr>
<tr>
<td><strong>Don’t know</strong></td>
<td></td>
</tr>
<tr>
<td>8.0%</td>
<td></td>
</tr>
<tr>
<td>1.3%</td>
<td></td>
</tr>
<tr>
<td>3.6%</td>
<td></td>
</tr>
<tr>
<td>9.9%</td>
<td></td>
</tr>
</tbody>
</table>

10. How interested would you be in expanding the opportunities available through Campus Recreation in each of the following areas?

<table>
<thead>
<tr>
<th>Very interested</th>
<th>Somewhat interested</th>
<th>Not interested</th>
<th>Don’t know</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cardio equipment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42.2%</td>
<td>33.4%</td>
<td>18.9%</td>
<td>5.2%</td>
<td>0.3%</td>
</tr>
<tr>
<td><strong>Weight equipment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39.9%</td>
<td>35.6%</td>
<td>19.1%</td>
<td>4.6%</td>
<td>0.9%</td>
</tr>
<tr>
<td><strong>Swimming programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.0%</td>
<td>31.5%</td>
<td>35.6%</td>
<td>5.4%</td>
<td>0.5%</td>
</tr>
<tr>
<td><strong>Group exercise programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.8%</td>
<td>25.5%</td>
<td>43.3%</td>
<td>5.0%</td>
<td>0.5%</td>
</tr>
<tr>
<td><strong>Indoor sports opportunities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38.4%</td>
<td>32.7%</td>
<td>23.6%</td>
<td>4.8%</td>
<td>0.5%</td>
</tr>
<tr>
<td><strong>Other (If other, what?)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.0%</td>
<td>1.3%</td>
<td>3.6%</td>
<td>9.9%</td>
<td>77.2%</td>
</tr>
</tbody>
</table>

If "Other" please see Appendix IV for complete text listings.
11. Based on your experience, how would you describe the general social climate on the UW campus? Below are listed several opposite terms, such as “friendly” versus “hostile.” For each pair of terms, please mark the box that represents your view of whether the social climate at UW is closer to term #1 (listed on the left) or term #2 (on the right).

<table>
<thead>
<tr>
<th>Term #1</th>
<th>Very much #1</th>
<th>Somewhat #1</th>
<th>Don’t know</th>
<th>Somewhat #2</th>
<th>Very much #2</th>
<th>Term #2</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Friendly</td>
<td>39.6%</td>
<td>50.6%</td>
<td>1.6%</td>
<td>19.7%</td>
<td>0.1%</td>
<td>Hostile</td>
<td>5.6%</td>
</tr>
<tr>
<td>b) Disrespectful</td>
<td>1.2%</td>
<td>11.2%</td>
<td>13.7%</td>
<td>19.7%</td>
<td>13.3%</td>
<td>Respectful</td>
<td>5.8%</td>
</tr>
<tr>
<td>c) Excluding</td>
<td>1.6%</td>
<td>15.0%</td>
<td>21.5%</td>
<td>13.8%</td>
<td>13.8%</td>
<td>Including</td>
<td>5.2%</td>
</tr>
<tr>
<td>d) Racially tolerant</td>
<td>26.8%</td>
<td>37.5%</td>
<td>18.2%</td>
<td>19.2%</td>
<td>20.9%</td>
<td>Racist</td>
<td>5.0%</td>
</tr>
<tr>
<td>e) Prejudiced on religion</td>
<td>3.8%</td>
<td>15.6%</td>
<td>26.2%</td>
<td>29.1%</td>
<td>20.9%</td>
<td>Tolerant on religion</td>
<td>4.8%</td>
</tr>
<tr>
<td>f) Conservative</td>
<td>13.2%</td>
<td>30.8%</td>
<td>29.2%</td>
<td>17.0%</td>
<td>13.3%</td>
<td>Liberal</td>
<td>5.3%</td>
</tr>
<tr>
<td>g) Supportive</td>
<td>19.3%</td>
<td>56.2%</td>
<td>11.7%</td>
<td>7.4%</td>
<td>0.5%</td>
<td>Unsupportive</td>
<td>4.9%</td>
</tr>
<tr>
<td>h) Homophobic</td>
<td>7.0%</td>
<td>23.4%</td>
<td>34.2%</td>
<td>24.0%</td>
<td>7.0%</td>
<td>Accepting of gays</td>
<td>4.4%</td>
</tr>
<tr>
<td>i) Open</td>
<td>14.9%</td>
<td>48.9%</td>
<td>21.6%</td>
<td>8.9%</td>
<td>1.1%</td>
<td>Closed</td>
<td>4.6%</td>
</tr>
<tr>
<td>j) Gender biased</td>
<td>23.4%</td>
<td>36.6%</td>
<td>23.8%</td>
<td>10.6%</td>
<td>1.3%</td>
<td>Sexist</td>
<td>4.2%</td>
</tr>
<tr>
<td>k) Cohesive</td>
<td>9.5%</td>
<td>36.6%</td>
<td>31.6%</td>
<td>16.8%</td>
<td>1.7%</td>
<td>Divided</td>
<td>4.2%</td>
</tr>
<tr>
<td>l) Getting less tolerant</td>
<td>1.5%</td>
<td>8.3%</td>
<td>33.7%</td>
<td>42.9%</td>
<td>9.9%</td>
<td>Getting more tolerant</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

12a. Have you ever traveled or lived outside of the U.S?

57.7% Yes
41.5% No
0.9% (No answer)

(Skip to question 13.)

(If Yes to 12a)

12b. Did you participate in any study abroad program before starting at UW? (N=872)

7.3% Yes
90.6% No
2.1% (No answer)

12c. Have you participated in any study abroad or work abroad programs as a UW undergraduate? (N=872)

4.8% Yes
90.3% No
4.9% (No answer)

(Skip to question 14.)
13. Which one of the following is the main reason you have not participated in a study abroad or work abroad program as a UW undergraduate? (N=1448)

- 10.4% Have not gone yet, but I plan to go before I graduate
- 14.8% No interest in going to another country
- 3.5% Do not speak a foreign language
- 0.4% Parents do not want me to go
- 6.8% Family obligations prevent me from going
- 4.8% Work commitments prevent me from going
- 1.9% Faculty or advisors have not encouraged me to go
- 3.7% There are no opportunities abroad in my major
- 9.3% It would delay my graduation
- 21.5% It is too expensive
- 14.0% Other (If other, what?): Please see Appendix V for complete text listings.
- 9.0% (No answer)

14. Did you study any foreign language in high school?

- 86.2% Yes
- 11.6% No
- 2.1% (No answer)

15. While at UW, have you studied (or are you now studying) a foreign language?

- 31.3% Yes
- 66.8% No
- 1.9% (No answer)

16. Were you raised in a bi-lingual (two language) home?

- 4.4% Yes
- 93.6% No
- 1.9% (No answer)

17. Are you a native speaker of a language other than English?

- 5.6% Yes (Skip to question 20.)
- 92.3% No
- 2.1% (No answer)
18. Can you read a language other than English (well enough to make sense of a newspaper in that language)? (N=1406)

30.4% Yes
61.9% No
7.7% (No answer)

19. Can you speak a language other than English (well enough to reserve a hotel room by telephone in that language)? (N=1406)

31.8% Yes
60.7% No
7.5% (No answer)

20. For each of the following statements, please mark the box that comes closest to your opinion.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
<th>Don't know</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) The more time spent in class learning about other countries, other cultures, or global issues, the less time is available for the basics.</td>
<td>9.8%</td>
<td>30.9%</td>
<td>30.7%</td>
<td>17.1%</td>
<td>8.7%</td>
<td>2.8%</td>
</tr>
<tr>
<td>b) The presence of students from other countries at UW enriches the learning experience of American studies.</td>
<td>37.0%</td>
<td>39.7%</td>
<td>9.5%</td>
<td>3.8%</td>
<td>7.2%</td>
<td>2.7%</td>
</tr>
<tr>
<td>c) Learning about other countries, other cultures, and global issues is useful, but not a necessary component of my education.</td>
<td>14.4%</td>
<td>32.3%</td>
<td>27.1%</td>
<td>20.8%</td>
<td>3.0%</td>
<td>2.3%</td>
</tr>
<tr>
<td>d) All UW undergraduates should be required to take courses covering international topics.</td>
<td>17.0%</td>
<td>34.7%</td>
<td>25.4%</td>
<td>15.4%</td>
<td>5.0%</td>
<td>2.3%</td>
</tr>
<tr>
<td>e) All UW undergraduates should be required to study a foreign language if they don't already know one.</td>
<td>13.2%</td>
<td>24.6%</td>
<td>26.0%</td>
<td>29.6%</td>
<td>4.2%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

21. The next few items concern the job market. How many paying jobs do you currently have?

38.8% No job
44.3% One job
12.5% Two jobs
2.1% Three jobs
0.2% Four or more jobs
2.1% (No answer)
22. Upon completing your education, how would you rate each of the following possible locations for a job?

<table>
<thead>
<tr>
<th></th>
<th>Strongly prefer</th>
<th>Somewhat prefer</th>
<th>Would consider</th>
<th>Would not consider</th>
<th>Don’t know</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) In Wyoming</td>
<td>26.3% (22.2%)</td>
<td>16.2% (10.7%)</td>
<td>35.0% (36.8%)</td>
<td>19.3% (23.1%)</td>
<td>0.8%</td>
<td>2.3% (4.8%)</td>
</tr>
<tr>
<td>b) In Colorado</td>
<td>17.1% (15.2%)</td>
<td>28.1% (17.8%)</td>
<td>41.3% (49.1%)</td>
<td>9.6% (10.3%)</td>
<td>1.3%</td>
<td>2.5% (5.3%)</td>
</tr>
<tr>
<td>c) In another nearby state (Idaho, Montana, Nebraska, South Dakota, or Utah)</td>
<td>12.1% (10.5%)</td>
<td>23.4% (22.1%)</td>
<td>43.2% (49.8%)</td>
<td>16.2% (8.3%)</td>
<td>2.3%</td>
<td>2.8% (6.7%)</td>
</tr>
<tr>
<td>d) In another part of the U.S.</td>
<td>25.0% (23.3%)</td>
<td>21.5% (16.4%)</td>
<td>40.2% (40.9%)</td>
<td>7.7% (10.6%)</td>
<td>3.0%</td>
<td>2.5% (5.2%)</td>
</tr>
<tr>
<td>e) In another country</td>
<td>8.3% (7.0%)</td>
<td>10.4% (6.6%)</td>
<td>34.8% (37.9%)</td>
<td>35.4% (34.1%)</td>
<td>8.1%</td>
<td>3.1% (6.9%)</td>
</tr>
</tbody>
</table>

23. To compete successfully in the job market after graduation, how important do you think it will be for you to ...

<table>
<thead>
<tr>
<th></th>
<th>Very important</th>
<th>Somewhat important</th>
<th>Not important</th>
<th>Don’t know</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Understand other cultures and customs?</td>
<td>36.3%</td>
<td>49.5%</td>
<td>11.3%</td>
<td>0.9%</td>
<td>1.9%</td>
</tr>
<tr>
<td>b) Know about international issues and events?</td>
<td>38.4%</td>
<td>47.5%</td>
<td>11.3%</td>
<td>0.9%</td>
<td>1.9%</td>
</tr>
<tr>
<td>c) Speak another language, besides English?</td>
<td>26.2%</td>
<td>46.8%</td>
<td>22.3%</td>
<td>2.7%</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

24. Did you transfer credits to the University of Wyoming, either from a two-year college or from another four-year school?

53.6% Yes
44.6% No (Skip to question 28.)
1.9% (No answer)

25. How would you rate the quality of help you received from each of the following in transferring to UW? (N=826)

<table>
<thead>
<tr>
<th></th>
<th>Extremely helpful</th>
<th>Somewhat helpful</th>
<th>Not too helpful</th>
<th>Not at all helpful</th>
<th>Does not apply</th>
<th>Does not apply</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) UW Office of the Registrar</td>
<td>23.8% (22.3%)</td>
<td>45.5% (49.6%)</td>
<td>18.5% (15.7%)</td>
<td>5.1% (6.3%)</td>
<td>3.8%</td>
<td>3.3%</td>
<td>(0.1%)</td>
</tr>
<tr>
<td>b) UW Office of Admissions</td>
<td>24.9% (22.9%)</td>
<td>46.1% (45.4%)</td>
<td>16.2% (14.6%)</td>
<td>4.7% (6.9%)</td>
<td>4.6%</td>
<td>3.4%</td>
<td>(0.4%)</td>
</tr>
<tr>
<td>c) UW Financial Aid Office</td>
<td>19.2% (18.6%)</td>
<td>36.2% (34.6%)</td>
<td>16.5% (14.4%)</td>
<td>8.0% (8.3%)</td>
<td>16.6%</td>
<td>3.5%</td>
<td>(0.2%)</td>
</tr>
<tr>
<td>d) UW orientation for transfer students</td>
<td>11.3% (9.4%)</td>
<td>20.9% (21.0%)</td>
<td>13.7% (16.4%)</td>
<td>11.0% (12.2%)</td>
<td>39.5%</td>
<td>3.6%</td>
<td>(0.5%)</td>
</tr>
<tr>
<td>e) Advisor in a UW academic department</td>
<td>32.4% (25.5%)</td>
<td>31.8% (38.15)</td>
<td>15.1% (16.6%)</td>
<td>10.5% (8.6%)</td>
<td>6.2%</td>
<td>3.9%</td>
<td>(0.2%)</td>
</tr>
<tr>
<td>f) UW faculty (not your official advisor)</td>
<td>21.3% (18.4%)</td>
<td>38.7% (41.6)</td>
<td>12.6% (16.2)</td>
<td>6.1% (6.7%)</td>
<td>17.9%</td>
<td>4.3%</td>
<td>(0.4%)</td>
</tr>
<tr>
<td>g) UW clerical staff in an academic department (not your official advisor)</td>
<td>20.0% (13.0%)</td>
<td>33.3% (38.0%)</td>
<td>14.6% (18.5%)</td>
<td>6.8% (6.7%)</td>
<td>21.5%</td>
<td>3.8% (23.3%)</td>
<td>(0.6%)</td>
</tr>
</tbody>
</table>
26. Please rate the ease or difficulty of transferring from your previous school to UW, in each of these areas: (N = 826)

<table>
<thead>
<tr>
<th></th>
<th>Very easy</th>
<th>Somewhat easy</th>
<th>Somewhat difficult</th>
<th>Very difficult</th>
<th>Does not apply</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Transferring credit hours</td>
<td>43.2% (22.4%)</td>
<td>29.8% (34.2%)</td>
<td>14.9% (28.5%)</td>
<td>7.7% (11.2%)</td>
<td>0.4% (N/A)</td>
<td>4.0% (3.7%)</td>
</tr>
<tr>
<td>b) Transferring courses that count toward your major</td>
<td>29.1%</td>
<td>28.2%</td>
<td>18.4%</td>
<td>10.4%</td>
<td>10.0%</td>
<td>3.9%</td>
</tr>
<tr>
<td>c) Transferring courses to meet University Studies requirements</td>
<td>30.5%</td>
<td>28.2%</td>
<td>19.2%</td>
<td>10.2%</td>
<td>8.0%</td>
<td>3.9%</td>
</tr>
<tr>
<td>d) In general, the overall process of transferring to UW</td>
<td>33.4% (22.5%)</td>
<td>36.0% (50.1%)</td>
<td>16.8% (17.7%)</td>
<td>7.9% (3.5%)</td>
<td>1.9% (N/A)</td>
<td>4.0% (6.1%)</td>
</tr>
</tbody>
</table>

27. Please describe any problem(s) you may have encountered when transferring to UW.

Please see Appendix VI for complete text listings.

28. What pleases you most about UW?

Please see Appendix VII for complete text listings.

29. Finally, what disappoints or frustrates you the most about UW?

Please see Appendix VIII for complete text listings.
PART TWO:
OUTREACH STUDENTS
University of Wyoming
Student Opinion Survey 2004

OUTREACH STUDENTS

2004 Outreach Respondents = 93
(2004 Laramie Campus Respondents = 1490)

(2004 Laramie campus results are shown in parentheses.)

1. Please enter your Social Security Number: ___ - ___ - ____ (SSN)
   (For confidentially purposes these numbers have been omitted.)

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

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Overall, I am pleased with the education that I am receiving at UW.</td>
<td>48.4% (38.9%)</td>
<td>49.5% (55.0%)</td>
<td>2.2% (4.7%)</td>
<td>0.0% (0.7%)</td>
<td>0.0% (0.4%)</td>
<td>0.0% (0.2%)</td>
</tr>
<tr>
<td>b) Overall, I would recommend that a friend or relative attend UW.</td>
<td>51.6% (43.9%)</td>
<td>44.1% (47.4%)</td>
<td>2.2% (5.0%)</td>
<td>0.0% (1.7%)</td>
<td>2.2% (1.2%)</td>
<td>0.0% (0.8%)</td>
</tr>
</tbody>
</table>
3. Various UW processes or policies are listed below. Please mark the box that indicates how clear and understandable each of them is for you.

<table>
<thead>
<tr>
<th>Process</th>
<th>Very Clear</th>
<th>Somewhat Clear</th>
<th>Not Clear at All</th>
<th>Does not Apply</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Class registration process</td>
<td>51.6% (65.6%)</td>
<td>43.0% (32.7%)</td>
<td>5.4% (1.3%)</td>
<td>0.0% (0.3%)</td>
<td>0.0% (0.1%)</td>
</tr>
<tr>
<td>b) Academic advising process</td>
<td>32.3% (44.8%)</td>
<td>45.2% (47.0%)</td>
<td>19.4% (7.5%)</td>
<td>3.2% (0.5%)</td>
<td>0.0% (0.1%)</td>
</tr>
<tr>
<td>c) Career advising process</td>
<td>15.1% (13.5%)</td>
<td>37.6% (51.7%)</td>
<td>24.7% (26.7%)</td>
<td>22.6% (7.7%)</td>
<td>0.0% (0.3%)</td>
</tr>
<tr>
<td>d) Reasonable Academic Progress (RAP) evaluation process</td>
<td>19.4% (14.8%)</td>
<td>36.6% (41.1%)</td>
<td>25.8% (30.4%)</td>
<td>16.1% (12.9%)</td>
<td>2.2% (0.8%)</td>
</tr>
<tr>
<td>e) Degree requirements in your major</td>
<td>44.1% (52.1%)</td>
<td>46.2% (41.1%)</td>
<td>7.5% (5.5%)</td>
<td>2.2% (1.0%)</td>
<td>0.0% (0.3%)</td>
</tr>
<tr>
<td>f) University Studies requirements</td>
<td>30.1% (44.8%)</td>
<td>53.8% (44.8%)</td>
<td>5.4% (7.2%)</td>
<td>9.7% (2.9%)</td>
<td>1.1% (0.3%)</td>
</tr>
<tr>
<td>g) Other graduation requirements (University-wide or for your college)</td>
<td>26.9% (32.4%)</td>
<td>49.5% (55.0%)</td>
<td>12.9% (9.1%)</td>
<td>7.5% (3.3%)</td>
<td>3.2% (0.2%)</td>
</tr>
<tr>
<td>h) Financial aid process</td>
<td>32.3% (22.6%)</td>
<td>45.2% (51.2%)</td>
<td>7.5% (16.4%)</td>
<td>14.0% (9.6%)</td>
<td>1.1% (0.2%)</td>
</tr>
<tr>
<td>i) Tuition payment process</td>
<td>55.9% (56.1%)</td>
<td>38.7% (35.4%)</td>
<td>2.2% (3.8%)</td>
<td>3.2% (4.4%)</td>
<td>0.0% (0.3%)</td>
</tr>
<tr>
<td>j) Residence hall contract policies</td>
<td>4.3% (27.0%)</td>
<td>5.4% (26.0%)</td>
<td>1.1% (5.4%)</td>
<td>86.0% (41.1%)</td>
<td>3.2% (0.5%)</td>
</tr>
<tr>
<td>k) Course drop &amp; add process</td>
<td>51.6% (56.0%)</td>
<td>32.3% (36.5%)</td>
<td>4.3% (4.4%)</td>
<td>11.8% (2.6%)</td>
<td>0.0% (0.5%)</td>
</tr>
<tr>
<td>l) Withdrawal process</td>
<td>43.0% (44.8%)</td>
<td>31.2% (40.5%)</td>
<td>7.5% (6.8%)</td>
<td>18.3% (7.4%)</td>
<td>0.0% (0.3%)</td>
</tr>
<tr>
<td>m) Linking your UW email account to your personal email account</td>
<td>20.4% (18.4%)</td>
<td>17.2% (27.9%)</td>
<td>41.9% (41.3%)</td>
<td>20.4% (12.3%)</td>
<td>0.0% (0.1%)</td>
</tr>
<tr>
<td>n) Hole-in-the-Wall web interface</td>
<td>32.3% (66.8%)</td>
<td>47.3% (31.0%)</td>
<td>15.1% (1.7%)</td>
<td>5.4% (0.5%)</td>
<td>0.0% (0.0%)</td>
</tr>
</tbody>
</table>
4. As a college student, how important is each of the following to you?

<table>
<thead>
<tr>
<th></th>
<th>Very important</th>
<th>Somewhat important</th>
<th>Not important</th>
<th>Does not apply</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Involvement in student activities or organizations</td>
<td>2.2% (27.2%)</td>
<td>23.7% (46.4%)</td>
<td>22.6% (19.9%)</td>
<td>45.2% (2.3%)</td>
<td>6.5% (4.0%)</td>
</tr>
<tr>
<td>b) Residence hall activities</td>
<td>1.1% (5.2%)</td>
<td>4.3% (20.3%)</td>
<td>16.1% (34.0%)</td>
<td>72.0% (36.5%)</td>
<td>6.5% (4.0%)</td>
</tr>
<tr>
<td>c) Maintaining good grades</td>
<td>80.6% (83.0%)</td>
<td>12.9% (12.9%)</td>
<td>1.1% (0.1%)</td>
<td>5.4% (0.1%)</td>
<td>0.0% (3.8%)</td>
</tr>
<tr>
<td>d) Developing good study habits</td>
<td>67.7% (72.3%)</td>
<td>21.5% (22.3%)</td>
<td>3.2% (1.3%)</td>
<td>1.1% (0.3%)</td>
<td>6.5% (3.7%)</td>
</tr>
<tr>
<td>e) Managing your time effectively</td>
<td>76.3% (80.2%)</td>
<td>14.0% (15.4%)</td>
<td>3.2% (0.5%)</td>
<td>1.1% (0.1%)</td>
<td>5.4% (3.8%)</td>
</tr>
<tr>
<td>f) Choosing a major or career</td>
<td>66.7% (77.5%)</td>
<td>19.4% (15.8%)</td>
<td>5.4% (1.4%)</td>
<td>3.2% (1.5%)</td>
<td>5.4% (3.7%)</td>
</tr>
<tr>
<td>g) Attending graduate or professional school</td>
<td>57.0% (39.2%)</td>
<td>26.9% (39.3%)</td>
<td>5.4% (14.8%)</td>
<td>5.4% (2.9%)</td>
<td>5.4% (3.9%)</td>
</tr>
<tr>
<td>h) Work experience within your major</td>
<td>62.4% (70.8%)</td>
<td>22.6% (22.8%)</td>
<td>4.3% (1.9%)</td>
<td>5.4% (0.8%)</td>
<td>5.4% (3.8%)</td>
</tr>
<tr>
<td>i) Summer jobs or internships</td>
<td>32.3% (59.6%)</td>
<td>25.8% (28.9%)</td>
<td>16.1% (5.5%)</td>
<td>19.4% (2.1%)</td>
<td>6.5% (3.8%)</td>
</tr>
<tr>
<td>j) Career placement after college</td>
<td>51.6% (78.1%)</td>
<td>22.6% (15.1%)</td>
<td>5.4% (2.3%)</td>
<td>15.1% (0.7%)</td>
<td>5.4% (3.8%)</td>
</tr>
<tr>
<td>k) Preparing for work in a global economy</td>
<td>36.6% (47.6%)</td>
<td>38.7% (39.3%)</td>
<td>9.7% (7.2%)</td>
<td>9.7% (2.0%)</td>
<td>5.4% (3.9%)</td>
</tr>
<tr>
<td>l) Developing friendships with other students</td>
<td>24.7% (61.9%)</td>
<td>40.9% (29.8%)</td>
<td>19.4% (4.0%)</td>
<td>9.7% (0.2%)</td>
<td>5.4% (4.0%)</td>
</tr>
<tr>
<td>m) Interactions with people from other cultures</td>
<td>31.2% (36.7%)</td>
<td>39.8% (47.0%)</td>
<td>12.9% (12.2%)</td>
<td>10.8% (0.2%)</td>
<td>5.4% (3.8%)</td>
</tr>
<tr>
<td>n) Opportunities to study abroad</td>
<td>14.0% (24.3%)</td>
<td>26.9% (39.1%)</td>
<td>31.2% (29.3%)</td>
<td>21.5% (3.7%)</td>
<td>6.5% (3.7%)</td>
</tr>
<tr>
<td>o) Student exchange programs</td>
<td>12.9% (18.4%)</td>
<td>28.0% (38.4%)</td>
<td>31.2% (34.2%)</td>
<td>22.6% (5.3%)</td>
<td>5.4% (3.7%)</td>
</tr>
<tr>
<td>p) Managing your personal finances</td>
<td>55.9% (74.2%)</td>
<td>20.4% (18.9%)</td>
<td>9.7% (2.6%)</td>
<td>8.6% (0.5%)</td>
<td>5.4% (3.8%)</td>
</tr>
<tr>
<td>q) Personal or family issues</td>
<td>69.9% (69.7%)</td>
<td>14.0% (21.0%)</td>
<td>4.3% (4.5%)</td>
<td>5.4% (0.9%)</td>
<td>6.5% (3.9%)</td>
</tr>
<tr>
<td>r) Child care</td>
<td>28.0% (12.9%)</td>
<td>9.7% (10.9%)</td>
<td>14.0% (17.8%)</td>
<td>43.0% (54.3%)</td>
<td>5.4% (4.2%)</td>
</tr>
<tr>
<td>s) Health and wellness</td>
<td>52.7% (64.8%)</td>
<td>28.0% (27.3%)</td>
<td>7.5% (3.3%)</td>
<td>6.5% (0.8%)</td>
<td>5.4% (3.8%)</td>
</tr>
<tr>
<td>t) Recreational or fitness opportunities</td>
<td>40.9% (57.4%)</td>
<td>25.8% (34.9%)</td>
<td>10.8% (3.6%)</td>
<td>17.2% (0.3%)</td>
<td>5.4% (3.8%)</td>
</tr>
<tr>
<td>u) Other</td>
<td>0.0% (4.2%)</td>
<td>1.1% (1.5%)</td>
<td>1.1% (1.1%)</td>
<td>25.8% (20.5%)</td>
<td>72.0% (72.8%)</td>
</tr>
</tbody>
</table>

*If “Other” please see Appendix I for complete text listings.*
5. How frequently do you use the Internet (World Wide Web) for ...

<table>
<thead>
<tr>
<th></th>
<th>Several times per DAY</th>
<th>Several times per WEEK</th>
<th>Several times per MONTH</th>
<th>Rarely</th>
<th>Never</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Academic research?</td>
<td>15.1% (13.2%)</td>
<td>50.5% (45.9%)</td>
<td>20.4% (30.1%)</td>
<td>8.6%</td>
<td>0.0%</td>
<td>5.4% (3.8%)</td>
</tr>
<tr>
<td>b) Course assignments</td>
<td>22.6% (15.4%)</td>
<td>43.0% (47.2%)</td>
<td>17.2% (23.8%)</td>
<td>9.7%</td>
<td>0.0%</td>
<td>7.5% (4.0%)</td>
</tr>
<tr>
<td>c) Information on student organizations?</td>
<td>2.2% (2.8%)</td>
<td>6.5% (14.3%)</td>
<td>5.4% (24.6%)</td>
<td>40.9%</td>
<td>38.7%</td>
<td>6.5% (4.2%)</td>
</tr>
<tr>
<td>d) Looking for summer jobs?</td>
<td>3.2% (2.9%)</td>
<td>6.5% (14.7%)</td>
<td>4.3% (21.9%)</td>
<td>25.8%</td>
<td>53.8%</td>
<td>6.5% (4.1%)</td>
</tr>
<tr>
<td>e) Looking for part-time jobs (during the school year)?</td>
<td>2.2% (2.1%)</td>
<td>7.5% (8.1%)</td>
<td>7.5% (15.5%)</td>
<td>23.7%</td>
<td>52.7%</td>
<td>6.5% (4.4%)</td>
</tr>
<tr>
<td>f) Information from a UW department or office?</td>
<td>4.3% (5.0%)</td>
<td>19.4% (27.9%)</td>
<td>26.9% (37.9%)</td>
<td>36.6%</td>
<td>7.5%</td>
<td>5.4% (4.0%)</td>
</tr>
<tr>
<td>g) Information about UW in general?</td>
<td>2.2% (6.0%)</td>
<td>16.1% (24.6%)</td>
<td>30.1% (36.0%)</td>
<td>39.8%</td>
<td>6.4%</td>
<td>5.4% (3.9%)</td>
</tr>
<tr>
<td>h) Information about campus activities and events?</td>
<td>1.1% (3.4%)</td>
<td>7.5% (22.1%)</td>
<td>8.6% (30.8%)</td>
<td>33.3%</td>
<td>44.1%</td>
<td>5.4% (3.8%)</td>
</tr>
</tbody>
</table>

6. How often do you use Hole-in-the-Wall (the Web interface with UW student records) for ...

<table>
<thead>
<tr>
<th></th>
<th>Several times per MONTH</th>
<th>Several times per SEMESTER</th>
<th>About once a semester</th>
<th>Rarely</th>
<th>Never</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Course registration activities?</td>
<td>7.5% (8.3%)</td>
<td>25.8% (47.8%)</td>
<td>34.4% (36.8%)</td>
<td>7.5%</td>
<td>19.4%</td>
<td>5.4% (3.7%)</td>
</tr>
<tr>
<td>b) Requesting and academic transcript?</td>
<td>2.2% (3.0%)</td>
<td>8.6% (18.3%)</td>
<td>28.0% (32.3%)</td>
<td>29.0%</td>
<td>26.9%</td>
<td>5.4% (3.8%)</td>
</tr>
<tr>
<td>c) Checking grades?</td>
<td>14.0% (10.5%)</td>
<td>24.7% (47.4%)</td>
<td>29.0% (30.5%)</td>
<td>8.6%</td>
<td>17.2%</td>
<td>6.5% (3.8%)</td>
</tr>
<tr>
<td>d) Checking UW account status?</td>
<td>2.2% (10.0%)</td>
<td>21.5% (34.9%)</td>
<td>33.3% (28.5%)</td>
<td>14.0%</td>
<td>23.7%</td>
<td>5.4% (3.9%)</td>
</tr>
<tr>
<td>e) Paying UW bills?</td>
<td>0.0% (4.2%)</td>
<td>10.8% (15.8%)</td>
<td>19.4% (21.5%)</td>
<td>16.1%</td>
<td>48.4%</td>
<td>5.4% (4.0%)</td>
</tr>
<tr>
<td>f) Finding financial aid information?</td>
<td>6.5% (4.9%)</td>
<td>14.0% (23.8%)</td>
<td>20.4% (19.7%)</td>
<td>18.3%</td>
<td>35.5%</td>
<td>5.4% (4.3%)</td>
</tr>
<tr>
<td>g) Checking Reasonable Academic Progress (RAP) status?</td>
<td>4.3% (3.6%)</td>
<td>11.8% (17.7%)</td>
<td>21.5% (19.5%)</td>
<td>11.8%</td>
<td>45.2%</td>
<td>5.4% (4.1%)</td>
</tr>
<tr>
<td>h) “On Course” degree checks?</td>
<td>5.4% (5.4%)</td>
<td>11.8% (24.5%)</td>
<td>30.1% (25.8%)</td>
<td>16.1%</td>
<td>31.2%</td>
<td>5.4% (3.7%)</td>
</tr>
<tr>
<td>i) Updating your address?</td>
<td>0.0% (1.3%)</td>
<td>3.2% (4.3%)</td>
<td>7.5% (23.9%)</td>
<td>34.4%</td>
<td>49.5%</td>
<td>5.4% (3.8%)</td>
</tr>
</tbody>
</table>
7. UW provides services and programs to help students in various ways. For each of the following areas, please indicate whether you would like to have more help from UW, you find that UW currently provides enough help, or you don’t need any help in that area.

<table>
<thead>
<tr>
<th>Area</th>
<th>More help desired</th>
<th>Enough help provided</th>
<th>No help needed</th>
<th>Does not apply</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Involvement in student activities or organizations</td>
<td>6.5% (15.7%)</td>
<td>10.8% (51.3%)</td>
<td>28.0% (23.3%)</td>
<td>49.5% (5.6%)</td>
<td>5.4% (4.2%)</td>
</tr>
<tr>
<td>b) Residence hall activities</td>
<td>1.1% (4.8%)</td>
<td>2.2% (28.1%)</td>
<td>18.3% (19.3%)</td>
<td>73.1% (44.0%)</td>
<td>5.4% (3.8%)</td>
</tr>
<tr>
<td>c) Maintaining good grades</td>
<td>12.9% (25.0%)</td>
<td>38.7% (53.6%)</td>
<td>29.0% (16.8%)</td>
<td>14.0% (0.6%)</td>
<td>5.4% (4.0%)</td>
</tr>
<tr>
<td>d) Developing good study habits</td>
<td>11.8% (28.5%)</td>
<td>36.6% (47.7%)</td>
<td>32.2% (19.1%)</td>
<td>14.0% (0.7%)</td>
<td>5.4% (4.0%)</td>
</tr>
<tr>
<td>e) Managing your time effectively</td>
<td>12.9% (25.7%)</td>
<td>34.4% (46.7%)</td>
<td>34.4% (22.8%)</td>
<td>12.9% (0.9%)</td>
<td>5.4% (4.0%)</td>
</tr>
<tr>
<td>f) Choosing a major or career</td>
<td>26.9% (35.9%)</td>
<td>31.2% (38.5%)</td>
<td>24.7% (19.3%)</td>
<td>11.8% (2.3%)</td>
<td>5.4% (4.0%)</td>
</tr>
<tr>
<td>g) Attending graduate or professional school</td>
<td>31.2% (33.1%)</td>
<td>20.4% (35.2%)</td>
<td>25.8% (16.9%)</td>
<td>17.2% (10.6%)</td>
<td>5.4% (4.2%)</td>
</tr>
<tr>
<td>h) Work experience within your major</td>
<td>32.3% (51.7%)</td>
<td>21.5% (31.6%)</td>
<td>22.6% (9.5%)</td>
<td>18.3% (3.1%)</td>
<td>5.4% (4.1%)</td>
</tr>
<tr>
<td>i) Summer jobs or internships</td>
<td>14.0% (43.9%)</td>
<td>15.1% (32.4%)</td>
<td>32.3% (13.9%)</td>
<td>33.3% (5.8%)</td>
<td>5.4% (4.0%)</td>
</tr>
<tr>
<td>j) Career placement after college</td>
<td>35.5% (55.0%)</td>
<td>12.9% (26.5%)</td>
<td>18.3% (9.5%)</td>
<td>28.0% (5.1%)</td>
<td>5.4% (4.0%)</td>
</tr>
<tr>
<td>k) Preparing for work in a global economy</td>
<td>18.3% (30.2%)</td>
<td>22.6% (41.1%)</td>
<td>30.1% (16.8%)</td>
<td>23.7% (7.5%)</td>
<td>5.4% (4.3%)</td>
</tr>
<tr>
<td>l) Developing friendships with other students</td>
<td>3.2% (6.8%)</td>
<td>28.0% (43.5%)</td>
<td>43.0% (43.2%)</td>
<td>20.4% (2.6%)</td>
<td>5.4% (4.0%)</td>
</tr>
<tr>
<td>m) Interactions with people from other cultures</td>
<td>5.4% (12.9%)</td>
<td>21.5% (42.4%)</td>
<td>45.2% (37.7%)</td>
<td>22.6% (3.2%)</td>
<td>5.4% (3.8%)</td>
</tr>
<tr>
<td>n) Opportunities to study abroad</td>
<td>5.4% (14.6%)</td>
<td>15.1% (44.2%)</td>
<td>36.6% (25.3%)</td>
<td>37.6% (11.7%)</td>
<td>5.4% (4.2%)</td>
</tr>
<tr>
<td>o) Student exchange opportunities within the U.S.</td>
<td>5.4% (12.5%)</td>
<td>14.0% (43.0%)</td>
<td>38.7% (27.0%)</td>
<td>36.6% (13.8%)</td>
<td>5.4% (3.8%)</td>
</tr>
<tr>
<td>p) Managing your personal finances</td>
<td>2.2% (16.4%)</td>
<td>24.7% (36.2%)</td>
<td>43.0% (40.1%)</td>
<td>24.7% (3.3%)</td>
<td>5.4% (3.9%)</td>
</tr>
<tr>
<td>q) Personal or family issues</td>
<td>7.5% (6.7%)</td>
<td>23.7% (34.7%)</td>
<td>38.7% (49.5%)</td>
<td>24.7% (5.3%)</td>
<td>5.4% (3.8%)</td>
</tr>
<tr>
<td>r) Child care</td>
<td>7.5% (5.8%)</td>
<td>11.8% (14.7%)</td>
<td>32.3% (24.4%)</td>
<td>43.0% (50.9%)</td>
<td>5.4% (4.2%)</td>
</tr>
<tr>
<td>s) Health and wellness</td>
<td>8.6% (12.1%)</td>
<td>22.6% (53.2%)</td>
<td>39.8% (28.3%)</td>
<td>23.7% (2.5%)</td>
<td>5.4% (4.0%)</td>
</tr>
<tr>
<td>t) Recreational or fitness opportunities</td>
<td>8.6% (14.6%)</td>
<td>20.4% (58.1%)</td>
<td>37.6% (21.5%)</td>
<td>28.0% (1.7%)</td>
<td>5.4% (4.2%)</td>
</tr>
<tr>
<td>u) Other</td>
<td>1.1% (2.0%)</td>
<td>2.2% (2.8%)</td>
<td>9.7% (2.5%)</td>
<td>24.7% (18.5%)</td>
<td>62.4% (74.2%)</td>
</tr>
</tbody>
</table>

If “Other” please see Appendix II for complete text listings.
8. We need to know how you would prefer to receive help and information about services in the areas listed in the previous question. Please RANK your preferences below, using 1 for the best way to deliver this information to you, 2 for the second-best way, etc.

<table>
<thead>
<tr>
<th>Service Type</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brochure or booklet</td>
<td>22.6% (11.4%)</td>
<td>28.0% (29.3%)</td>
<td>19.4% (18.6%)</td>
<td>11.8% (14.4%)</td>
<td>14.0% (20.9%)</td>
<td>1.1% (0.3%)</td>
<td>3.2% (5.2%)</td>
</tr>
<tr>
<td>Information on the Web</td>
<td>30.1% (40.1%)</td>
<td>24.7% (25.2%)</td>
<td>12.9% (14.4%)</td>
<td>14.0% (11.3%)</td>
<td>12.9% (5.0%)</td>
<td>0.0% (0.1%)</td>
<td>5.4% (3.9%)</td>
</tr>
<tr>
<td>Workshop or short-course</td>
<td>3.2% (5.3%)</td>
<td>9.7% (16.9%)</td>
<td>19.4% (17.2%)</td>
<td>30.1% (25.6%)</td>
<td>26.9% (28.7%)</td>
<td>0.0% (0.4%)</td>
<td>10.8% (5.8%)</td>
</tr>
<tr>
<td>Presentation by a speaker</td>
<td>4.3% (4.9%)</td>
<td>20.4% (12.5%)</td>
<td>15.1% (23.3%)</td>
<td>25.8% (30.3%)</td>
<td>23.7% (23.2%)</td>
<td>0.0% (0.3%)</td>
<td>10.8% (5.6%)</td>
</tr>
<tr>
<td>One-on-one assistance</td>
<td>43.0% (40.1%)</td>
<td>19.4% (16.1%)</td>
<td>19.4% (17.4%)</td>
<td>3.2% (9.0%)</td>
<td>7.5% (12.5%)</td>
<td>0.0% (0.5%)</td>
<td>7.5% (4.4%)</td>
</tr>
<tr>
<td>Other (If other, what?)</td>
<td>2.2% (1.1%)</td>
<td>0.0% (0.3%)</td>
<td>0.0% (0.4%)</td>
<td>0.0% (0.1%)</td>
<td>0.0% (0.1%)</td>
<td>1.1% (0.9%)</td>
<td>96.8% (97.0%)</td>
</tr>
</tbody>
</table>

If "Other" please see Appendix III for complete text listings.

9. UW offers some "help centers" for students who want assistance with general coursework, mathematics, writing, or public speaking. Four of these centers are identified in the column headings below. Please answer the questions shown on the left about each center.

<table>
<thead>
<tr>
<th>Washakie Student Math Lab Learning Center</th>
<th>Math Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>a) Were you aware that this center exists at UW?</td>
<td>15.1% (53.6%)</td>
</tr>
<tr>
<td>b) Have you ever used this center?</td>
<td>4.3% (15.5%)</td>
</tr>
<tr>
<td>c) (If used) Did you receive the help you sought there?</td>
<td>100.0% (77.9%)</td>
</tr>
<tr>
<td>d) (If used) Do you think the help improved your course grades?</td>
<td>100.0% (61.5%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Center</th>
<th>Oral Communications Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>a) Were you aware that this center exists at UW?</td>
<td>33.3% (84.5%)</td>
</tr>
<tr>
<td>b) Have you ever used this center?</td>
<td>10.8% (26.2%)</td>
</tr>
<tr>
<td>c) (If used) Did you receive the help you sought there?</td>
<td>80.0% (83.1%)</td>
</tr>
<tr>
<td>d) (If used) Do you think the help improved your course grades?</td>
<td>90.0% (67.3%)</td>
</tr>
</tbody>
</table>

10. How interested would you be in expanding the opportunities available through Campus
Recreation in each of the following areas?

<table>
<thead>
<tr>
<th>Recreation Area</th>
<th>Very interested</th>
<th>Somewhat interested</th>
<th>Not interested</th>
<th>Don’t know</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Cardio equipment</td>
<td>24.7% (42.2%)</td>
<td>15.1% (33.4%)</td>
<td>19.4% (18.9%)</td>
<td>31.2% (5.2%)</td>
<td>9.7% (0.3%)</td>
</tr>
<tr>
<td>b) Weight equipment</td>
<td>22.6% (39.9%)</td>
<td>15.1% (35.6%)</td>
<td>20.4% (19.1%)</td>
<td>31.2% (4.6%)</td>
<td>10.8% (0.9%)</td>
</tr>
<tr>
<td>c) Swimming programs</td>
<td>15.1% (27.0%)</td>
<td>12.9% (31.5%)</td>
<td>29.0% (35.6%)</td>
<td>32.3% (5.4%)</td>
<td>10.8% (0.5%)</td>
</tr>
<tr>
<td>d) Group exercise programs</td>
<td>15.1% (25.8%)</td>
<td>16.1% (25.5%)</td>
<td>26.9% (43.3%)</td>
<td>31.2% (5.0%)</td>
<td>10.8% (0.5%)</td>
</tr>
<tr>
<td>e) Indoor sports opportunities</td>
<td>14.0% (38.4%)</td>
<td>15.1% (32.7%)</td>
<td>26.9% (23.6%)</td>
<td>32.3% (4.8%)</td>
<td>11.8% (0.5%)</td>
</tr>
<tr>
<td>f) Other (If other, what?)</td>
<td>1.1% (8.0%)</td>
<td>0.0% (1.3%)</td>
<td>8.6% (3.6%)</td>
<td>30.1% (9.9%)</td>
<td>60.2% (77.2%)</td>
</tr>
<tr>
<td>g) Other (If other, please see Appendix IV for complete text listings.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Based on your experience, how would you describe the general social climate on the UW campus? Below are listed several opposite terms, such as “friendly” versus “hostile.” For each pair of terms, please mark the box that represents your view of whether the social climate at UW is closer to term #1 (listed on the left) or term #2 (on the right).

<table>
<thead>
<tr>
<th>Term #1</th>
<th>Very much #1</th>
<th>Somewhat #1</th>
<th>Don’t know</th>
<th>Somewhat #2</th>
<th>Very much #2</th>
<th>Term #2</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Friendly</td>
<td>25.8% (39.6%)</td>
<td>19.4% (50.6%)</td>
<td>34.4% (1.6%)</td>
<td>1.1% (2.5%)</td>
<td>0.0% (0.1%)</td>
<td>Hostile</td>
<td>19.4% (5.6%)</td>
</tr>
<tr>
<td>b) Disrespectful</td>
<td>0.0% (1.2%)</td>
<td>3.2% (11.2%)</td>
<td>37.6% (11.3%)</td>
<td>20.4% (50.7%)</td>
<td>19.4% (19.7%)</td>
<td>Respectful</td>
<td>19.4% (5.8%)</td>
</tr>
<tr>
<td>c) Excluding</td>
<td>0.0% (1.6%)</td>
<td>6.5% (15.0%)</td>
<td>46.2% (20.8%)</td>
<td>16.1% (43.6%)</td>
<td>12.9% (13.8%)</td>
<td>Including</td>
<td>18.3% (5.2%)</td>
</tr>
<tr>
<td>d) Racially tolerant</td>
<td>22.6% (26.8%)</td>
<td>5.4% (37.5%)</td>
<td>50.5% (18.2%)</td>
<td>3.2% (10.7%)</td>
<td>1.1% (1.8%)</td>
<td>Racist</td>
<td>17.2% (5.0%)</td>
</tr>
<tr>
<td>e) Prejudiced on religion</td>
<td>1.1% (3.8%)</td>
<td>5.4% (15.6%)</td>
<td>54.8% (26.2%)</td>
<td>7.5% (29.2%)</td>
<td>14.0% (20.9%)</td>
<td>Tolerant on religion</td>
<td>17.2% (4.4%)</td>
</tr>
<tr>
<td>f) Conservative</td>
<td>6.5% (13.2%)</td>
<td>9.7% (30.8%)</td>
<td>53.8% (29.2%)</td>
<td>9.7% (17.0%)</td>
<td>1.1% (4.5%)</td>
<td>Liberal</td>
<td>19.4% (5.3%)</td>
</tr>
<tr>
<td>g) Supportive</td>
<td>18.3% (19.3%)</td>
<td>20.4% (56.2%)</td>
<td>39.8% (11.7%)</td>
<td>4.3% (7.4%)</td>
<td>0.0% (0.5%)</td>
<td>Unsupportive</td>
<td>17.2% (4.9%)</td>
</tr>
<tr>
<td>h) Homophobic</td>
<td>0.0% (7.0%)</td>
<td>7.5% (23.4%)</td>
<td>60.2% (34.2%)</td>
<td>8.6% (24.0%)</td>
<td>6.5% (7.0%)</td>
<td>Accepting of gays</td>
<td>17.2% (4.4%)</td>
</tr>
<tr>
<td>i) Open</td>
<td>16.1% (14.9%)</td>
<td>19.4% (48.9%)</td>
<td>45.2% (21.6%)</td>
<td>2.2% (8.9%)</td>
<td>0.0% (1.1%)</td>
<td>Closed</td>
<td>17.2% (4.6%)</td>
</tr>
<tr>
<td>j) Gender biased</td>
<td>16.1% (23.4%)</td>
<td>10.8% (36.6%)</td>
<td>50.5% (23.8%)</td>
<td>5.4% (10.6%)</td>
<td>0.0% (1.3%)</td>
<td>Sexist</td>
<td>17.2% (4.2%)</td>
</tr>
<tr>
<td>k) Cohesive</td>
<td>10.8% (9.5%)</td>
<td>14.0% (36.2%)</td>
<td>53.8% (31.6%)</td>
<td>2.2% (16.8%)</td>
<td>1.1% (1.7%)</td>
<td>Divided</td>
<td>18.3% (4.2%)</td>
</tr>
<tr>
<td>l) Getting less tolerant</td>
<td>1.1% (1.5%)</td>
<td>2.2% (8.3%)</td>
<td>58.1% (33.7%)</td>
<td>15.1% (42.9%)</td>
<td>7.5% (9.9%)</td>
<td>Getting more tolerant</td>
<td>16.1% (3.7%)</td>
</tr>
</tbody>
</table>
12a. Have you ever traveled or lived outside of the U.S?

50.5% (57.7%) Yes
49.5% (41.5%) No (Skip to question 13.)
0.0% (0.9%) (No answer)

(If Yes to 12a)

12b. Did you participate in any study abroad program before starting at UW?

4.3% (7.3%) Yes
91.5% (90.6%) No
4.3% (2.1%) (No answer)

12c. Have you participated in any study abroad or work abroad programs as a UW undergraduate?

2.1% (4.8%) Yes (Skip to question 14.)
91.5% (90.3%) No
6.4% (4.9%) (No answer)

(If No to question 12a or 12c)

13. Which one of the following is the main reason you have not participated in a study abroad or work abroad program as a UW undergraduate?

1.1% (10.4%) Have not gone yet, but I plan to go before I graduate
10.9% (14.8%) No interest in going to another country
2.2% (3.5%) Do not speak a foreign language
0.0% (0.4%) Parents do not want me to go
26.1% (6.8%) Family obligations prevent me from going
9.8% (4.8%) Work commitments prevent me from going
0.0% (1.9%) Faculty or advisors have not encouraged me to go
4.3% (3.7%) There are no opportunities abroad in my major
9.8% (9.3%) It would delay my graduation
22.8% (21.5%) It is too expensive
13.0% (14.0%) Other: Please see Appendix V for complete text listings.
0.0% (9.0%) (No answer)

14. Did you study any foreign language in high school?

78.5% (86.2%) Yes
18.3% (11.6%) No
3.2% (2.1%) (No answer)
15. While at UW, have you studies (or are you now studying) a foreign language?

33.3% (31.3%) Yes  
62.4% (66.8%) No  
4.3% (1.9%) (No answer)

16. Were you raised in a bi-lingual (two language) home?

4.3% (4.4%) Yes  
93.5% (93.6%) No  
2.2% (1.9%) (No answer)

17. Are you a native speaker of a language other than English?

3.2% (5.6%) Yes (Skip to question 20.)  
93.5% (92.3%) No  
3.2% (2.1%) (No answer)

18. Can you read a language other than English (well enough to make sense of a newspaper in that language)?

35.6% (30.4%) Yes  
60.0% (61.9%) No  
4.4% (7.7%) (No answer)

19. Can you speak a language other than English (well enough to reserve a hotel room by telephone in that language)?

30.0% (31.8%) Yes  
64.4% (60.7%) No  
5.6% (7.5%) (No answer)
20. For each of the following statements, please mark the box that comes closest to your opinion.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) The more time spent in class learning about other countries, other cultures, or global issues, the less time is available for the basics.</td>
<td>4.3% (9.8%)</td>
<td>23.7% (30.9%)</td>
<td>31.2% (30.7%)</td>
<td>22.6% (17.1%)</td>
<td>16.1% (8.7%)</td>
<td>2.2% (2.8%)</td>
</tr>
<tr>
<td>b) The presence of students from other countries at UW enriches the learning experience of American studies.</td>
<td>43.0% (37.0%)</td>
<td>35.5% (39.7%)</td>
<td>3.2% (9.5%)</td>
<td>1.1% (3.8%)</td>
<td>14.0% (7.2%)</td>
<td>3.2% (2.7%)</td>
</tr>
<tr>
<td>c) Learning about other countries, other cultures, and global issues is useful, but not a necessary component of my education.</td>
<td>9.7% (14.4%)</td>
<td>26.9% (32.3%)</td>
<td>32.3% (27.1%)</td>
<td>23.7% (20.8%)</td>
<td>5.4% (3.0%)</td>
<td>2.2% (2.3%)</td>
</tr>
<tr>
<td>d) All UW undergraduates should be required to take courses covering international topics.</td>
<td>25.8% (17.0%)</td>
<td>37.6% (34.7%)</td>
<td>18.3% (25.4%)</td>
<td>7.5% (15.4%)</td>
<td>8.6% (5.0%)</td>
<td>2.2% (2.3%)</td>
</tr>
<tr>
<td>e) All UW undergraduates should be required to study a foreign language if they don’t already know one.</td>
<td>21.5% (13.2%)</td>
<td>29.0% (24.6%)</td>
<td>19.4% (26.0%)</td>
<td>18.3% (29.6%)</td>
<td>9.7% (4.2%)</td>
<td>2.2% (2.4%)</td>
</tr>
</tbody>
</table>

21. The next few items concern the job market. How many paying jobs do you currently have?

- 19.4% (38.8%) No job
- 59.1% (44.3%) One job
- 16.1% (12.5%) Two jobs
- 2.2% (2.1%) Three jobs
- 0.0% (0.2%) Four or more jobs
- 3.2% (2.1%) (No answer)

22. Upon completing your education, now would you rate each of the following possible locations for a job?

<table>
<thead>
<tr>
<th>Location</th>
<th>Strongly prefer</th>
<th>Somewhat prefer</th>
<th>Would consider</th>
<th>Would not consider</th>
<th>Don’t know</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) In Wyoming</td>
<td>52.7% (26.3%)</td>
<td>19.4% (16.2%)</td>
<td>22.6% (35.0%)</td>
<td>3.2% (19.3%)</td>
<td>1.1% (0.8%)</td>
<td>1.1% (2.3%)</td>
</tr>
<tr>
<td>b) In Colorado</td>
<td>9.7% (17.1%)</td>
<td>28.0% (28.1%)</td>
<td>31.2% (41.3%)</td>
<td>22.6% (9.6%)</td>
<td>1.1% (1.3%)</td>
<td>7.5% (2.5%)</td>
</tr>
<tr>
<td>c) In another nearby state (Idaho, Montana, Nebraska, South Dakota, or Utah)</td>
<td>5.4% (12.1%)</td>
<td>17.2% (23.4%)</td>
<td>47.3% (43.2%)</td>
<td>22.6% (16.2%)</td>
<td>2.2% (2.3%)</td>
<td>5.4% (2.8%)</td>
</tr>
<tr>
<td>d) In another part of the U.S.</td>
<td>8.6% (25.0%)</td>
<td>18.3% (21.5%)</td>
<td>45.2% (40.2%)</td>
<td>14.0% (7.7%)</td>
<td>7.5% (3.0%)</td>
<td>6.5% (2.5%)</td>
</tr>
<tr>
<td>e) In another country</td>
<td>5.4% (8.3%)</td>
<td>7.5% (10.4%)</td>
<td>23.7% (34.8%)</td>
<td>45.2% (34.1%)</td>
<td>11.8% (8.1%)</td>
<td>6.5% (6.9%)</td>
</tr>
</tbody>
</table>
23. To compete successfully in the job market after graduation, how important do you think it will be for you to ...

<table>
<thead>
<tr>
<th></th>
<th>Very important</th>
<th>Somewhat important</th>
<th>Not important</th>
<th>Don’t know</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Understand other cultures and customs?</td>
<td>40.9% (36.3%)</td>
<td>48.4% (49.5%)</td>
<td>7.5% (11.3%)</td>
<td>2.2% (0.9%)</td>
<td>1.1% (1.9%)</td>
</tr>
<tr>
<td>b) Know about international issues and events?</td>
<td>36.6% (38.4%)</td>
<td>52.7% (47.5%)</td>
<td>6.5% (11.3%)</td>
<td>3.2% (0.9%)</td>
<td>1.1% (1.9%)</td>
</tr>
<tr>
<td>c) Speak another language, besides English?</td>
<td>30.1% (26.2%)</td>
<td>49.5% (46.8%)</td>
<td>12.9% (22.3%)</td>
<td>6.5% (2.7%)</td>
<td>1.1% (2.1%)</td>
</tr>
</tbody>
</table>

24. Did you transfer credits to the University of Wyoming, either from a two-year college or from another four-year school?

84.9% (53.6%) Yes
14.0% (44.6%) No (Skip to question 28.)
1.1% (1.9%) (No answer)

25. How would you rate the quality of help you received from each of the following in transferring to UW?

<table>
<thead>
<tr>
<th></th>
<th>Extremely helpful</th>
<th>Somewhat helpful</th>
<th>Not too helpful</th>
<th>Not at all helpful</th>
<th>Does not apply</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) UW Office of the Registrar</td>
<td>23.8% (23.8%)</td>
<td>46.3% (45.5%)</td>
<td>16.3% (18.5%)</td>
<td>3.8% (5.1%)</td>
<td>6.3% (3.8%)</td>
<td>3.8% (3.3%)</td>
</tr>
<tr>
<td>b) UW Office of Admissions</td>
<td>25.0% (24.9%)</td>
<td>46.3% (46.1%)</td>
<td>16.3% (16.2%)</td>
<td>5.0% (4.7%)</td>
<td>6.3% (4.6%)</td>
<td>1.3% (3.4%)</td>
</tr>
<tr>
<td>c) UW Financial Aid Office</td>
<td>26.3% (19.2%)</td>
<td>32.5% (36.2%)</td>
<td>16.3% (16.5%)</td>
<td>5.0% (8.0%)</td>
<td>17.5% (16.6%)</td>
<td>2.5% (3.5%)</td>
</tr>
<tr>
<td>d) UW orientation for transfer students</td>
<td>11.3% (11.3%)</td>
<td>21.3% (20.9%)</td>
<td>12.5% (13.7%)</td>
<td>11.3% (11.0%)</td>
<td>40.0% (39.5%)</td>
<td>3.8% (3.6%)</td>
</tr>
<tr>
<td>e) Advisor in a UW academic department</td>
<td>30.0% (32.4%)</td>
<td>25.0% (31.8%)</td>
<td>16.3% (15.1%)</td>
<td>8.8% (10.5%)</td>
<td>16.3% (6.2%)</td>
<td>3.8% (3.9%)</td>
</tr>
<tr>
<td>f) UW faculty (not your official advisor)</td>
<td>30.0% (21.3%)</td>
<td>28.8% (38.7%)</td>
<td>17.5% (12.6%)</td>
<td>0.0% (6.1%)</td>
<td>21.3% (17.9%)</td>
<td>2.5% (3.4%)</td>
</tr>
<tr>
<td>g) UW clerical staff in an academic department (not your official advisor)</td>
<td>28.8% (20.0%)</td>
<td>32.5% (33.3%)</td>
<td>12.5% (14.6%)</td>
<td>1.3% (6.8%)</td>
<td>22.5% (21.5%)</td>
<td>2.5% (3.8%)</td>
</tr>
</tbody>
</table>
26. Please rate the ease or difficulty of transferring from your previous school to UW, in each of these areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Very easy</th>
<th>Somewhat easy</th>
<th>Somewhat difficult</th>
<th>Very difficult</th>
<th>Does not apply</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Transferring credit hours</td>
<td>45.0% (43.2%)</td>
<td>33.8% (29.8%)</td>
<td>12.5% (14.9%)</td>
<td>6.3% (7.7%)</td>
<td>1.3% (0.4%)</td>
<td>1.3% (4.0%)</td>
</tr>
<tr>
<td>b) Transferring courses that count toward your major</td>
<td>36.3% (29.1%)</td>
<td>36.3% (28.2%)</td>
<td>15.0% (18.4%)</td>
<td>6.3% (10.4%)</td>
<td>5.0% (10.0%)</td>
<td>1.3% (3.9%)</td>
</tr>
<tr>
<td>c) Transferring courses to meet University Studies requirements</td>
<td>33.8% (30.5%)</td>
<td>30.0% (28.2%)</td>
<td>23.8% (19.2%)</td>
<td>6.3% (10.2%)</td>
<td>5.0% (8.0%)</td>
<td>1.3% (3.9%)</td>
</tr>
<tr>
<td>d) In general, the overall process of transferring to UW</td>
<td>36.3% (33.4%)</td>
<td>35.0% (36.0%)</td>
<td>17.5% (16.8%)</td>
<td>6.3% (7.9%)</td>
<td>3.8% (1.9%)</td>
<td>1.3% (4.0%)</td>
</tr>
</tbody>
</table>

27. Please describe any problem(s) you may have encountered when transferring to UW.

Please see Appendix VI for complete text listings.

28. What pleases you most about UW?

Please see Appendix VII for complete text listings.

29. Finally, what disappoints or frustrates you the most about UW?

Please see Appendix VIII for complete text listings.
APPENDICES

(LARAMIE CAMPUS AND OUTREACH STUDENTS)
APPENDIX I

(Laramie Campus Students)

Question 4. As a college student, how important is each of the following to you? If other, what?:

- Athletics (2)
- Being hillbillies
- Better management and food choices in Washakie
- Binge drinking
- Chi Alpha
- Church (3)
- Church functions
- Club sports - equal funding and treatment
- Computer skills
- Degree opportunities
- Entertainment opportunities, concerts
- Exams
- Faculty quality
- Filling out surveys
- For UW to listen
- Fraternities
- Fun (2)
- Girls
- Good professors who like their jobs
- Health care and pharmacy
- Hockey team
- Increasing awareness of small clubs
- Intensive interaction with the opposite sex
- Intercollegiate athletics
- Internet speed
- Intramurals
- Money
- More programs for international students
- More scholarship information
- Not raising tuition
- Off-campus activities
- Overall responsibilities
- Parking (3)
- Parking on campus
- Parking, sports
- Part-time job opportunities
- President not leaving his mark via dumb beauty
• Professor’s willingness to teach
• Religion and diversity
• Scholarship programs
• Skateboarding
• Social activities
• Technology
• Time for own interests
• Transfer student flexibility
• Where my student fees are getting spent
• Wrestling events
APPENDIX II

(Laramie Campus Students)

Question 7. UW provides services and programs to help students in various ways. For each of the following areas, please indicate whether you would like to have more help from UW, you find that UW currently provides enough help, or you don’t need any help in that area. If other, what?:

- Back pain
- Better meals in Washakie
- Better medical insurance for students
- Computer and engineering help
- Degree opportunities
- Everything
- Filling out surveys
- Forming a militia
- Fraternity
- Friends
- Fun
- Get rid of bad professors
- Girls
- Locating more scholarship information
- Make Half Acre larger because it's always crowded
- More basketball courts (2)
- More guidance on specific jobs or resources
- More ultimate Frisbee intramurals
- New facilities
- Parking (2)
- Parking, sports
- Pool to just swim in (ie diving board)
- Spending money on academics and not beautification
- Student Health is horrible

(Outreach Students)

- Help with regulating, ensuring technology, and on-line classes
APPENDIX III

(Laramie Campus Students)

Question 8. We need to know how you would prefer to receive help and information about services in the areas listed in the previous question. Please RANK your preferences below, using 1 for the best way to deliver this information to you, 2 for the second-best way, etc. If other, what?:

- All of the above, depends.
- Better job fairs - more
- Branding Iron
- Bulletin boards - baby
- Childcare on campus
- Club Day on Prexy’s
- Courtesy from administration
- Email (15)
- Flyers
- In-class presentation
- Independent research
- Just don’t
- Letters
- Mail (2)
- Mandatory workshop/SPE
- More publication
- Newspaper
- Posted information
- Posters
- Signs, posters, information
- Small group assistance
- Surveys
- Telephone
APPENDIX IV
(Laramie Campus Students)

Question 10. How interested would you be in expanding the opportunities available through Campus Recreation in each of the following areas? If other, what?:

- A place to play soccer inside
- A track to walk or run on
- Additional PE credits
- Air conditioning in Half Acre
- Area for box training and yoga
- Baseball (club)
- Basketball courts
- Better and more knowledgeable staff
- Bigger gym
- Camping, kayaking, mountain biking
- Care for children while parents attend classes
- Classes
- Climbing
- Climbing wall (3)
- Club sports (3)
- Club tennis
- Curling
- Dance classes like Latin or swing
- Dance classes not for a major
- Diet program
- Equestrian opportunities
- Expand gym hours when school’s not in session
- Expanded climbing wall hours
- Expansion of club sports
- Expansion of Half Acre infield
- Fasting
- Fishing trips
- Fitness classes
- Free classes for students to take
- Free weights equipment
- Golf
- Golf simulator
- Hockey
- Ice hockey intramurals
- Intramural club swim team for UW
- Intramural hockey
- Intramural soccer is not long enough
- Intramural ultimate Frisbee
• Intramurals need more sports
• Kickboxing
• Kickboxing class
• Lacrosse
• Larger climbing wall
• Low cost outdoor trips
• Men’s soccer
• More basketball courts
• More coed (ie indoor soccer)
• More intramural
• More Outdoor Adventure Programs
• More outdoor equipment rentals
• More outdoor maps and equipment
• More outdoor recreation
• More rock climbing
• Motor sports
• Offer more swimming opportunities
• Organized mountain biking events
• Outdoor activities (8)
• Outdoor Adventure Program
• Outdoor adventures
• Outdoor programs
• Outdoor recreation (3)
• Outdoor recreations - kayaking, rafting
• Outdoor sports - basketball
• Outdoor sports - softball, baseball
• Outdoor sports (11)
• Outdoor sports (ie rock climbing)
• Outdoor sports opportunities (4)
• Outdoor sports, tennis, etc
• Outdoor sports; leave climbing
• Paintball
• Personal health and fitness programs
• Personal trainers even if it costs money
• Personal training
• Pilates equipment
• Ping-Pong bowl
• Refereeing programs
• Rifle
• Rock climbing
• Skateboarding
• Soccer intramurals
• Stuff for sedentary and older students, not just jocks
• Summer programs, baseball, climbing
• Survey taking
• Tennis opportunities
• Too much money is already spent here
• Underwater basket weaving
• Yoga (3)
• Yoga and Pilates classes (2)
• Yoga, etc
• Yoga, Pilates, ballet

(Outreach Students)

• Availability for outreach student
APPENDIX V

(Laramie Campus Students)

Question 13. Which one of the following is the main reason you have not participated in a study abroad or work abroad program as a UW undergraduate? If other, what?”

- All times while I was in the military
- Already traveled abroad through family
- Already went at another university
- Athletic commitments to a UW sports team (15)
- Cannot find the right combination of major and country
- Can't go once in pharmacy school
- Children
- Could care less
- Did the national student exchange instead
- Do not care (2)
- Do not know about opportunities or I would
- Do not want to leave
- Don't feel like it
- Don't know much about it
- Don't know
- Don’t see the reason to
- Don’t think I’m qualified
- Don't want to be in large population
- Don't want to have to study while abroad
- Don't want to leave here
- Don't want to leave yet
- Don't want to miss out on life here
- Don't want to study abroad
- Don't want to (6)
- Don't worry about it
- Faculty has discouraged me to go
- Financial aid check divided
- Focus on school now; travel later
- GPA not high enough
- Grades
- Haven't begun seriously thinking about it
- Haven't decided if I want to go
- Haven't gotten there yet
- Haven't learned much about it
- Haven't looked into it
- Haven't researched or decided to go yet
- Haven't seen information about opportunities
- Health
• I am a graduate student (7)
• I am an international student (9)
• I can't find enough information in that area
• I have a child
• I have already lived overseas
• I have been abroad with my church 2 years
• I have chosen not to go anywhere
• I have not seen opportunities available
• I just don't want to
• I plan to travel later in life
• I will be going this fall
• I'm afraid of foreigners
• I'm American and I don't need any foreign culture
• In 9th grade when I traveled to France
• In law school
• It is not necessary for my education
• It is dumb
• It's a possibility
• I've already traveled a fair amount
• I've never really considered it
• Just don't want to
• Just haven't thought about it
• Just want to travel, not study
• Lack of information on the issue
• Lazy
• Married
• My scholarship won't allow me
• Never thought about it (2)
• No information telling me about it
• No information
• No interest in studying abroad (2)
• No interest in studying in another country
• No interest in studying, just visiting
• No need
• No opportunities in my major
• No strong desire to look into it and no time
• Not aware of these opportunities
• Not considered this opportunity at all
• Not enough time (2)
• Not good enough grades
• Not interested in going abroad to study
• Not interested in study abroad (2)
• Not interested
• Not that important
• Not that interested in going
• People here, I don't want to leave
• Plan on traveling after college
• Plan to before graduation
• Plan to go after graduation
• Possibility, but not for sure
• Post 911 concerns
• Recently live in a foreign county for two years
• ROTC obligations
• School does not permit due to time and money
• School is hard enough in my own country
• Significant other prevents me from leaving
• Too busy sleeping
• Too expensive and no time
• Too expensive and too many commitments
• Too expensive
• Too many hoops to jump through to go
• Too much money, have to find all information yourself
• Too much work
• Vacation
• Want to do things other than study
• Want to, don't know much about it
• Went on a mission
• Will wait until college athletic career is over
• Would like too, but it's not important

(Outreach students)

• Have no clue about the program
• I have never received any information on this
• I've traveled; not important to undergraduate work
• Lived there when I was younger
• Money
• Non-traditional student
• Not an undergraduate student
• Opportunities not suggested to Outreach
• Outreach student with job and family
• Outreach student
• There are much better programs with other schools
APPENDIX VI

(Laramie Campus Students)

Question 13a. Which one of the following is the main reason you have not participated in a study abroad or work abroad program as a UW undergraduate? If other, what?” (Multiple responses given by one respondent.)

- Do not speak a foreign language; Faculty or advisors have not encouraged me to go; There are not opportunities abroad in my major; It would delay my graduation It is too expensive.
- Do not speak a foreign language; Faculty or advisors have not encouraged me to go; It is too expensive. (2)
- Do not speak a foreign language; Family obligations prevent me from going.
- Do not speak a foreign language; Family obligations prevent me from going; It is too expensive.
- Do not speak a foreign language; It is too expensive; I like Wyoming.
- Do not speak a foreign language; It would delay my graduation; It is too expensive. Do not know anybody abroad.
- Do not speak a foreign language; Football.
- Do not speak a foreign language; Parents do not want me to go; Work commitments prevent me from going; Faculty or advisors have not encouraged me to go; It would delay my graduation; It is too expensive.
- Do not speak a foreign language; Work commitments prevent me from going; Faculty or advisors have not encouraged me to go; It would delay my graduation.
- Do not speak a foreign language; Work commitments prevent me from going; Faculty or advisors have not encouraged me to go; It is too expensive. Not sure of options for my major.
- Faculty or advisors have not encouraged me to go; It would delay my graduation; It is too expensive (4)
- Faculty or advisors have not encouraged me to go; There are not opportunities abroad in my major; It would delay my graduation; It is too expensive.
- Family obligations prevent me from going; Work commitments prevent me from going. (2)
- Family obligations prevent me from going; Work commitments prevent me from going; It would delay my graduation; It is too expensive.
- Family obligations prevent me from going; Work commitments prevent me from going; It is too expensive.
- Have not gone yet, but plan to go before I graduate; Do not speak a foreign language.
- Have not gone yet, but plan to go before I graduate; It is too expensive. (2)
- Have not gone yet, but plan to go before I graduate. There are not opportunities abroad in my major.
- It is too expensive. (2)
- It would delay my graduation; It is too expensive. (5)
- No interest in going to another country; Do not speak a foreign language; Faculty or advisors have not encouraged me to go; It is too expensive.
• No interest in going to another country; Do not speak a foreign language; Parents do not want me to go; Work commitments prevent me from going; Faculty or advisors have not encouraged me to go; There are not opportunities abroad in my major; It is too expensive.
• No interest in going to another country; Do not speak a foreign language; It would delay my graduation; It is too expensive.
• No interest in going to another country; Family obligations prevent me from going; It is too expensive.
• No interest in going to another country; It would delay my graduation; It is too expensive.
• No interest in going to another country; Work commitments prevent me from going; It is too expensive.
• Parents do not want me to go; Faculty or advisors have not encouraged me to go; It would delay my graduation; It is too expensive.
• Parents do not want me to go; Family obligations prevent me from going. Work commitments prevent me from going; It is too expensive.
• There are no opportunities abroad in my major; It would delay my graduation. (2)
• Work commitments prevent me from going; It is too expensive. (4)
• Work commitments prevent me from going; It would delay my graduation. (2)
• Work commitments prevent me from going; School sports

(Outreach students)

• Do not speak a foreign language; Family obligations prevent me from going; Work commitments
• Do not speak a foreign language; Family obligations prevent me from going.
• Do not speak a foreign language; Work commitments prevent me from going; It is too expensive.
• Family obligations prevent me from going; It is too expensive.
• Family obligations prevent me from going.
• Family obligations prevent me from going; There are not opportunities abroad in my major; It is too expensive.
• Family obligations prevent me from going; Work commitments prevent me from going. (3)
• It is too expensive
• It would delay my graduation; It is too expensive.
• There are no opportunities abroad in my major; It is too expensive.
APPENDIX VII

(Laramie Campus Students)

Question 27. Please describe any problem(s) you may have encountered when transferring to UW.

- A couple didn’t transfer.
- A couple of my classes didn’t transfer.
- A few credits did not transfer correctly and were then a waste of my time and money.
- A few of the theatre classes I took at CWC did not transfer. Makeup classes were particularly baffling because when I took the same course here it was identical to the course at CWC. Also, office of registrar was not very helpful.
- A lot of my classes didn’t count for anything, even thought they said they would.
- A lot of my sciences and electives did not transfer, but it worked out in the end.
- A problem I had was knowing what counted for certain classes, and having to take them over again when I didn’t need too.
- Acceptance of credits for UW required classes.
- Advisor advised me under the wrong schedule.
- Advisors sometimes don’t know if classes count.
- After asking about a class and the possibility of non-acceptance.
- After several years, I still don’t know for sure which classes will count towards graduation. I’ve been told I have to wait for a degree check. By then, it may be too late.
- All but three of my credits transferred to UW and the staff was very helpful of the phone and at orientation.
- All credits transferred except for two, which I believe should have. They were both physical education (one weight, one aerobic), and I’m not sure why they didn’t count. There were no problems transferring the others.
- All my credits transferred, but as electives not where they should be here. It was such a waste to even try.
- All of my credits did not transfer.
- Ambiguity-wasn’t sure what would apply before I got here.
- Ambiguous requirements.
- An unwillingness to help from the office of registrar. Sending me to places I didn’t need to go and brushing me aside.
- Applying my transfer credits to University requirements.
- At first I was told nothing would transfer. I got that story from several people that I thought should know. Then there “might be something that could be done” to get some of the credits transferred. After a lot of time and energy I talked with the right person and got almost all of my credits transferred. I don’t think it should be impossible one day and easy the next just because you talk with someone different.
- At my last school I took private music lessons for a year and was in the college band for three years. I also participated in pit orchestras. This school will not accept my music credits as their art credits. (They only accept their orchestra). This makes absolutely no sense.
• At my previous school, the University of Georgia, the science requirement for the “university studies” program was simply two labs (4 credits) sciences. So I took two chemistries. Here I have to take another lab science since two chemistry classes do not fulfill the requirements.
• Because I was a transfer student I did not have a UW student account or e-mail my first semester. One instructor was unable to contact me regarding class times even though I had given my personal e-mail on my admission application.
• Because the admission department had my name spelled wrong they misplaced three of the four academic transcripts I had sent to them and would not complete my transfer application. Furthermore, whenever I called to check the status of my transcript they did little to remedy the situation except tell me to send another one. It was I who finally told them to please look under alternate spellings of my name.
• Because the number systems are different, UW will not or hasn’t given me credit for some classes I’ve taken.
• Because the school I went to was on a quarter system, it was difficult to receive full credit and to determine which classes would be counted.
• Being able to match up credits from other schools to UW.
• Being behind in major related coursework, programs now starting freshman year, makes transferring hard.
• Being told that credits could not count towards my major by one person while another told me they would transfer. Just getting different answers from each person.
• By the time I transferred a lot of the courses I had taken were not accepted or the university changed prerequisites or numbers so I had to petition.
• By transferring my credits I got a block on my registration code and was not allowed to register on time and I did not get the classes I needed.
• Casper College claimed they sent it (transcripts), UW said they hadn’t gotten it. Transcripts that were sent to UW in 1995 from Bismarck were no longer here in 2003.
• Certain classes did not transfer. It was easier to get an A.S. degree than transfer.
• Choosing a major was the hardest. Especially since UW refused to transfer military electronic credits and other credits as well. My first semester was basically a waste of time. 58 out of 130 credits transferred. The changes in the policies from year-to-year are illogical. Knowing which year you start UW to get a degree under that criteria is not logical. UW has a monopoly on education in Wyoming and if I knew before how many credits wouldn’t’ transfer I would have going to ITT instead or another bigger college in a nicer climate.
• Classes did not transfer that were nearly identical to UW requirements. (I had a friend in the same class, same book at UW but UW did not accept. I don’t think they made an effort since I was out-of-state to make a transfer in classes).
• Classes I thought should count towards my degree were only transferred as credit hours.
• Classes not accepted that were accepted at one time. Not offering classes that I thought would be taught.
• Classes that did not meet all the requirements but were the same class.
• Classes that filled University requirements did not necessarily fill department requirements (maybe this is unavoidable).
• Classes that should have counted for one of my University studies requirements transferred as “general credits.” I think that from Wyoming community colleges, the University of Wyoming should be able to assign an equivalent credit for a course rather than just calling it “general credit.”
• Classes transferring.
• Classes with different names but the same basics is a pin to get to count.
• CLEP tests results were unable to transfer directly here. I am required to pay again in order to receive the results of a test I already took.
• Confusion and lack of communication, lost credits that should easily transfer.
• Consistency between advisors about whether or not certain credits would transfer.
• Convincing that a biology class taken at CU would fit the same requirements as one taught here.
• Cost to transfer credits here.
• Couldn’t find my school I was transferring from. They said since they couldn’t find it, the school doesn’t exist.
• Course number for the same course at UW did not match those of UW. Consequently, although the credit transferred; it did not apply towards my major.
• Course number matching up.
• Courses numbers, titles and descriptions matched from my previous college to UW, but UW didn’t count those courses as what they were. This was a slight headache, but it got resolved.
• Courses taken should have counted for credit on some areas, because of content taught in them. Overall, lack of information about some of these “would be” transfer credits.
• Credit changes that made me retake some courses to get the credit.
• Credits didn’t transfer right, had to appeal classes, delayed registering process.
• Credits from the school I previously went to didn’t count towards anything at UW.
• Credits not transferring from an Ivy League institution.
• Credits that didn’t match exactly were “thrown out.” In order to get credit for classes that I had taken at my junior college that match a course I was required to take, I had to appeal.
• Credits that have been accepted for my major still show up on my “still needed,” section of the on course. Trying to get a class to count for general requirements, dealing with Conrad Chavez. If you come in on an odd year your behind in the department.
• Credits that should have applied did not (i.e. English—does the really change over time?) I was told my credits were too old (6 years).
• Credits that won’t count towards my major but that were very similar to one here that will, just lacking a component. Should have equivalency tests.
• Credits transferred all right but didn’t count for anything.
• Deciding what the credit would be credited to.
• Determining what credits apply to was C, W, or other designation used by the university. Loss of credit hours due to UW transfer polices. Multiple changes in degree requirements for the electrical engineering program.
• Did not have process, requirements, etc. explained at all. Maybe sending something in the mail would help.
• Didn’t accept a math credit, how can you not, it is math, it is standard.
• Didn’t have help setting up the first semester schedule. My department advisor is not helpful at all.
• Didn’t know who or where to go for help.
• Didn’t really get any help with it. Just got a form in the mail. Hope I did everything correctly. Don’t know if credits were applied to major/university credits or as elective study.
• Didn’t recognize PE classes. I had to have my advisor go before they were recognized.
• Didn’t understand the registration process and Hole in the Wall at first.
• Didn’t want to accept some credits.
• Don’t know what the credits transferred as.
• English 1020-don’t know if it counts towards higher English at UW.
• English class transferred and now isn’t here. Not all of them transferred.
• Even though the classes I had taken at my previous college were quite similar, UW would always count them as lower level classes (sometimes remedial classes), so I had to retake the majority of them over again. If they had been allowed, I would be graduating this semester.
• Every semester it seems like I have to go back and re-approve a lot of my transfer credits when I get to my advising appointment. They just won’t stick.
• Everyone kept looking for my records under my maiden name. I am now married.
• Excepting credits when they told me to take the class in the first place.
• Felt that it was a rather lengthy process.
• Financial aid copies where lost and money was delayed. Previous classes did not allow me to take advanced classes for my major because of credits received from the community college I had to petition in to my major.
• Finding where everything is located.
• First they got my degree program mixed up with another unrelated program. Then some of my credits were supposed to transfer under the same number but different name.
• For a short time, the university misplaced my transfer, admission information and payment. However, this was remedied within a day, and everything went smoothly from there on.
• For advanced placement courses, certain scores are passing on the test and at other colleges, but not UW. I also had courses like AP calculus because that I had difficulty getting transfer credit for.
• Forgot to transfer four credits for calculus, went and talked to them and they easily fixed the mistake. They were also very friendly.
• Getting all of them to count for classes at the same time.
• Getting approval for classes that meet UW GI and C requirements.
• Getting classes that count towards my major to work. UW screwed me on that. This is one thing I am particularly bitter about.
• Getting classes to transfer as the class I want so it would work for my major. I had to fight it. I didn’t get too much help form staff. I asked other students how to go about it.
• Getting into classes, receiving quality advising.
• Getting my advisor to look over transferred credits to see what applied to my major. Once he looked at them, the credit I had, covered a class and the problem was solved in about 20 minutes.
• Getting the correct amount of credits transferred. Getting courses from my other college to house here (courses have same type of description, but I still have to petition out).
• Graduate office did not help me with most of my questions or needs.
• Had a problem transferring credit from CHEM 1020 because my credit transferred as 1000.
• Had no problems transferring any credits. All were accepted.
• Had to jump through too many hoops to get a class called “writing in technical and scientific fields” to qualify for “technical writings”-come on.
• Had to self-initiate acceptance of university studies credit for a course. Long and difficult process.
• Had trouble deciding what my transferred credits would count for at UW.
• Hardly any credits counted towards degree, went all as general. Neither college talked to each other in regards to what I needed to have completed to help make the best spent time and credits for me. It’s all about taking student’s money.
• Having been a business plan writer for two years, it was discouraging when writing courses were still required, even though I had completed C1 and C2 requirements. To obtain a college catalogue and course description for a class to challenge the transfer of credits was virtually impossible because the class was taken nearly 20 years ago.
• Having to take even more classes because they won’t accept transfers.
• Help seems very unfair for grades, mainly for working students.
• How long it took before I knew whether my credits were good or not. That makes it difficult to know which classes to register for.
• I am several years behind because some credits didn’t transfer, and I wasn’t informed as to which did transfer for a full semester. Advisors have told me contradictory things regarding my major.
• I changed my major and had to go undeclared for a semester. I received horrible advise from an advisor while undeclared. The lady actually told me she didn’t know what was going on.
• I did not really have too many problems other than proving the content of the classes I took.
• I didn’t have any problems, but I transferred from an in state school and I called UW before signing up for those classes to make sure they would transfer. I’ve hears out-of-state is pretty hard to transfer in credits.
• I didn’t know about orientation. Also, I was assigned to an advisor who knew nothing about the course work I needed.
• I didn’t know that some courses from a community college could count for upper division if they are the same course in general.
• I didn’t know what was going on.
• I didn’t know what was going to happen with my credit hours. Since I was a freshman and I had graduated high school with a semester of college credit, I was treated like a freshman. No one even spoke to me about transferring my classes.
• I didn’t’ get the full amount of credits that I took them for. They gave me something like 3.3.
• I dislike the fact that GPA does not transfer to UW in anyway.
• I encountered ambiguity regarding what specific credits transferred as, regarding the university studies program. I had to go all over campus talking to people before I was pointed in the right direction to answer my question. Then it was easy.
• I feel that I took classes more than equal to UW and they did not go towards any requirements. I feel Michigan State would have done the job for transferring credits.
• I found the channel of communication was very difficult. The ladies in the office of the registrar were very rude and unhelpful. I had to figure it out on my own to transfer ten credits from high school.
• I had 20 credit hours but UW accepted just 11 hours.
• I had a repeat course that I had previously taken. For example, general biology and general chemistry. I was not aware of the process to appeal; almost all my credit hours (total 39) transferred as general credit. I came from a four-year state college to continue the same major here.
• I had difficulty transferring general credits from an honors program at a different university to general courses studies here. I was unable to transfer credits form a “natural resources” minor to another university to here. None transferred, which I think is ridiculous.
• I had eight hours of PE but was still required to take the basic PE class here.
• I had previously completed Western Civilization successfully. When arriving, UW transcript office did not apply this towards my university requirements. This was a very thorough class and should have been placed accordingly. Currently my academic advisor is attempting to correct this issue.
• I had previously taken classes that either were listed under a different title or omitted some small part, and for that reason would not transfer. Personally I think that all college credits should be transferable, even if they don’t count towards your major they could count as electives.
• I had quit school for 12 years from UW and just this semester came back. The only problem was a little difficulty finding previous credits that were stored on microfiche.
• I had supposedly too many credits in humanities but all were put in place.
• I had taken the US history I and II by CLEP tests and had scored very high on them. However, they will probably only be counted as elective credits, and not for the university required history class. This upsets me very much because it seems like they just wanted money on the CLEP tests only to have to pay again to have the history classes.
• I had the hardest time with the math department. In fact I still consider the math department the worst, manipulative department at UW. In the beginning of my transfer they would not accept my college algebra class so I took the math placement and they wanted me to take a course lower than college algebra. I retested and got into college algebra eventually, but I thought since I already took a college algebra class that I would be at least eligible for the college algebra at UW.
• I had to go into the registrar’s office with all the syllabuses from the classes I wanted to transfer to prove that they should transfer as a UW class.
• I had to go to a few places before everything got processed. I would prefer going to only one place.
• I had to obtain syllabi from previous courses to get them to transfer, but overall I was very satisfied with the transfer.
• I had to send two transcripts when I arrived. I had to bring one more. Some credits do not transfer and I have to spend twice as much to take them again (PE).
• I had to show proof (course work, syllabi, etc.) from the transferring classes after I was told they would transfer with no problem.
• I had to visit the office on numerous occasions before my credits were transferred.
• I have had to repeat courses that I took at the previous institution. It took a long time for my academic advisor to determine which courses would transfer. I was never sure that I had registered for enough classes. My major requirements were not clear. In hindsight, I think I should have gone back to the previous institution to finish my education.
• I have no idea of the classes I took which will count toward my graduation requirements.
• I have not yet pursued this problem; however, my Phys Ed credit has not been shown as having been complete. It is my understanding that having an associate’s degree overrides the UW PE requirements of the class and activity. I do not understand why this credit is being required still.
• I have taken courses form EWC two years ago and I am still trying to get one of them to transfer as a Universities Studies requirement. Very frustrating. The course was introduction to literature and it should count for a C elective but is not for some reason.
• I have to take additional courses to fulfill my general requirements while I have excess elective credits. I find the courses unchallenging and not very useful.
• I just transferred seven credits, so no problems, but also no help.
• I lost a lot of credits and it frustrated me greatly.
• I lost three credits that I believe should have transferred.
• I love three math credits, but not that important.
• I made an appointment with an advisor, drive down from Casper, was basically told to come see him again when I was ready to do research for a graduate degree. Some of the classes at Casper College did not transfer (i.e. I took four credits of Auto-Cad but would not transfer to 3 credit Auto-Cad class here--they wanted me to retake the UW Auto-Cad class). I meet Dr. Bedessem and made her my advisor and things have been much better since that time.
• I only had one or two courses that were in question for transferring.
• I only had two major problems. I had taken sign language at Caper College and when I transferred it didn’t count. I was not pleased. Some of the upper level classes I took at CC transferred over but they turned into lower level classes.
• I received information on how many classes I would have to take and made arrangements to move-then when I arrived the program had completely changed and now I am stuck taking 20 units per semester for the next two semesters plus two classes in the summer school and a job in order to be done in the allotted time that is financially feasible for me.
• I received my transfer credits so I could register. But they didn’t open me up to register for at least a week. I’m in classes I don’t even want.
• I should have gotten credit for an AP test. I was told that the university does not accept the test so I took that class again. Later I found out that I did receive credit for that test and wasted four hours.
• I still have trouble knowing which classes were actually transferred and what classes I need to take to fulfill my degree requirements. I have not had time to find scholarships and I wish it were easier to find financial aid for transfer students.
• I think having to take Wyoming government is dumb.
• I think that there is some political controversy between UW and Casper College and therefore some courses don’t transfer well, like intermediate accounting. I don’t know, but maybe they are trying to make it harder on us even though the education was for the class at Casper College because UW wants to be superior.
• I thought more credits would transfer. It took me a while to get accepted and I was given incorrect information on the Internet about the start of school and check in dates.
• I took a three-credit dual credit course while in high school so I didn’t actually transfer from another college. Credits were transferred only.
• I took an Internet based course at a community college that I knew I needed at UW, but UW would not count it and instead I had to take an additional Internet technology course.
• I took college level courses at my high school form a community college, and it was affiliated with my school, so it was very easy.
• I took some classes that didn’t show up on transcripts so have to take the same classes again. Or having to take classes with same material here.
• I transferred from a junior college in Wyoming and I had a very hard time trying to get my credits transferred. I had 26 credits that didn’t transfer, more of my credits would have transferred to an out-of-state college.
• I transferred from a two-year college in Colorado and really experiences no problems. It was actually a pretty easy process.
• I transferred from a very prestigious university on the east coast and was shocked at the unwillingness of UW to accept many of my transfer credits. One credit class that UW refused to accept for transfer credit turned out to be almost identical to the class I was forced to take again here and had the same book. I was simply told, sorry.
• I transferred from a Wyoming community college and not all of my credits were accepted. Friends transferred out-of-state and received all credits. I still have not been able to find a direct reason why the University of Utah is more accepting of Wyoming community college credit than UW.
• I transferred from Casper College and all of my credits transferred. Somehow I gained a whole semester worth of classes.
• I transferred from OSU (Ohio), which is on quarters instead of semesters. Therefore a lot of classes that I had at OSU did not transfer. I ended up retaking classes that I already had and paid out-of-state tuition for it.
• I tried to get cultural context credits to count towards university studies and it didn’t work.
• I used my presidential honor scholarship at LCCC for my freshman year, but it did not automatically transfer to UW when I enrolled here. The process, according to financial aid, is to simply wait for the student to come in and complain.
• I was given $2500 WUE scholarships, so I based my financial aid loan on amounts on it. $1000 was then taken away and I was not notified until I got my tuition bill after schools started. I’m going to run out of money before summer.
• I was lead to believe that many of my courses would transfer towards my degree. Then realized that they transferred, but not as the courses that I needed.
• I was not given credit for many classes that I had already taken. When those classes were taken at UW, they covered the same material and seemed like it just because a waste of my time and money because UW would not accept my credits.
• I was not informed how advising works and the advisor that I met with did not know anything about the degree I was considering. My friends helped the most in my transfer, informing me about campus.
• I was taking summer school at another school and I worked it out beforehand with my advisor.
• I was told by my advisor that five credits from a junior college would apply towards my degree so I paid the tuition fee and when I tried to transfer these credits the office of registrar would not accept them.
• I was told that because I live and work in Cheyenne I would be able to take a course online when available. Once accepted and participating in the BSN nursing program, I was informed that the online nursing courses were reserved for RN/BSN completion students. Had I known this, I would have received mine from LCCC and participated in the RN/BSN completion program.
• I was told that my credits would transfer; they didn’t so I am only staying here for one year instead of two. I came from Washington (drove all the way) to have a meeting with my advisor, a department head, and he was nowhere to be found. Also, no one informed me about tuition rates changing to per semester credit hours.
• I was told that one of my classes for my major would not transfer and then after the drop date I was sent a letter that asked why I was taking this class when I already took it and earned an “A” grade. I cannot withdrawal or drop this class because of my full time student status and I will probably not earn an “A” grade, thus my GPA will go down so this angered me a little bit.
• I was told virtually nothing about my transfer.
• I was under the impression that a partnership existed between UW and the Wyoming community colleges, which would allow me to transfer with an Associates degree and not have to lapse back and take freshman courses, which I had to do. Also my PE credits didn’t transfer. Why the heck not?
• I wasn’t given credit for the equivalent course for my computer science I and II credits though the classes were equivalent.
• I went to a Wyoming accredited junior college and I could not transfer over 18 credit hours to UW. I think this is bullshit. I don’t care if some of the classes were not up to UW requirements. I was told at the junior college I had to take them, so therefore UW should accept them. Another thing that angered me was the amount of help the advisors give. I believe they are overworked and therefore, there should be some more of them hired.
• I would have rather have had the credits not transfer because having the transfer credits on my transcript made the application process for medical school more difficult.
• In the office of the registrar, an older lady said that she has lost my transferred credits and couldn’t find them. I know that I sent them but she insisted that I had to resend them.
• It seemed that every person I talked to had a different answer to my same question. It also appeared that no one person really knew all the steps that needed to be done too get accepted and start classes. I found myself running from one department to the next and never really getting anywhere.
• It took a long time to get my “on course” straightened out between my advisor and my degree analyst. I had a hard time with some of my courses transferring due to different course abbreviations, ex, CMJT 1010 and COMM 1010.
• It took me an extra year to graduate.
• It took them a semester plus to get the credits onto my transcript.
• It took too long for my question to get answered or replied to.
• It took two times for the office of the registrar to get it right, and get my credits on my transcript.
• It was difficult finding out what classes I needed to enroll in. I also found it hard to get some of my course credits to count and transfer.
• It was extremely difficult to get accurate information from the department and the university in general. I had no idea about the advising and registration process.
• It was from a Wyoming community college, so my opinion is that all coursework should transfer. Yet because they didn’t offer identical classes at the university, I couldn’t use some of the core classes I had taken for my university studies requirement.
• It was not made clear at first, why some classes did not transfer.
• It was somewhat difficult because they changed my major when I enrolled into UW.
• It wouldn’t work with LCCC to get my transcript; I had to personally bring it. They also confused my sisters and I and screwed up most of transferring process.
• Just from the other schools.
• Just getting my mail sent to me.
• Just having to go petition for a PE credit. PE is PE right? Once I petition though, it was easy. Also I took U.S. government at my last college and now have to retake if for Wyoming government. That kind of stinks.
• Just that some courses didn’t take the spot of UW requirements, i.e. some courses counted as general education requirement at LSU, but only as electives here at UW.
• Just the transferring of everything pretty much. It didn’t make it any easier when they told you what you needed and gave you deadlines to have it. When you asked questions they seemed irritated.
• Just with my general credits.
• Kim Melody is a life saver in the Range department. She made the problems became a lot easier. She should be an advisor.
• Knowing about PE requirements.
• Lack of explanation about basics. I received a lot of useless mail and had to phone or e-mail several times.
• Long arduous process where UW did not seem to want to accept the credits. In some cases didn’t, and I had to take inferior courses here.
• Loss of records by admissions offices pertaining to previous credits accepted from another university requiring me to spend addition funds to have another transcript sent to UW. Extreme waste of time and money.
• Lost my transcript at the office of registrars, had to send another.
• Mainly just getting my credits to count towards UW requirements.
• Mainly, trying to get previous courses to be accepted as UW equivalents.
• Many classes did not transfer into my major. Many petitions were filed. These classes were very specific, i.e. art for the elementary teachers was transferred as general education not EI education department.
• Many of my classes did not count here. I had to retake some courses that were like those that didn’t transfer and they were the same. Also I don’t like that a class can count only two areas, when it fits three areas.
• Many of my credits didn’t transfer here to count for anything. I think going to a Wyoming junior college should allow all credits to be used at UW.
• Many of my credits would not transfer as anything other than an elective. My history classes did not transfer as history credits because they didn’t included Wyoming history and that’s ridiculous.
• Many of the classes I was told would transfer to my major did not automatically transfer. I had to ask several times to get all of my credits to transfer correctly.
• Many of the credits didn’t transfer. Getting MMR records and UW accepting them. Also having the transcripts sent and received by UW.
• Many of the credits I have from EWU A.S. degree did not count to AgEd degree.
• Many of them if there was not a course in that same department with the same course number then UW didn’t or would not take them.
• Math department didn’t want to accept my calculus II credits from MSU. Finally they understood it was the same class UW teaches.
• Most of my credits for CWC didn’t count for anything.
• Most of my credits transferred as electives, now I have to retake courses that I have already taken. However, I believe this is due to money.
• Most of the credits I had transferred but barely any counted towards anything but elective credits, so it was almost like a wasted year. Also I took three PE classes previously and UW won’t accept those.
• Most of the transferred credit was turned down.
• Mostly that two semesters of calculus had to be retaken even though I knew it already.
• Multiple locations/departments that are necessary to receive a yes or no answer to a very simple question and the requirements necessary for one class to meet in order to be considered equivalent for another class, another college.
• My advisor did not know what was going on. Other staff seemed not to care.
• My advisor didn’t tell me about classes I had to retake causing me to have one more year of college.
• My advisor misread my transcripts trying to tell me to take classes I didn’t need to take.
- My college helped a lot. I don’t think the registrar’s office was nearly as much help and had it not been for the colleges help, I’m not sure.
- My credits would not transfer. I did all that work for nothing.
- My GPA was on the border and I had to carefully examine my previous transcript to get in.
- My health records did not come immediately so I had holds on my account, which made registering a difficult process.
- New UW student orientation was not covered at all. Consequently, I feel I may have missed out on some opportunities offered that I don’t know about.
- No big problem. Just had to sit down at the Admissions office and compare the classes I needed for my major to the classes this other school offered. Even if they did offer the one’s I need, UW might not accept them. But I did find one class that I needed that was offered and what UW would accept.
- No big problems, mostly minor and easily fixed.
- No communication. The transcripts by mail were a hassle, especially obtaining old high school transcripts. I was only out of the University of Wyoming for a year before returning and I figured that the courses from the community college would be enough information to have transferred.
- No credit for several classes relevant to my major.
- No help from UW at all.
- No huge problems, but the office of registrar needs to strive to be a lot more helpful on all aspects of their job.
- No one know if they would transfer or not (even though they were very basic and practically the same). Then, even after I was told they would transfer, it didn’t show up on my on-course for several semesters. I had to keep calling.
- No one really cares (they want us to be here forever).
- No one was sure until the last minutes if my credits counted or not. That made registration a pain.
- No one was willing to advise me on my class selection. I finally bothered the department enough they gave me my perc numbers and I was on my own to decide.
- No problem except math credits.
- No problems really. It was pretty much done for me. However, one of the credits that technically applied to my major really didn’t apply and was treated as an elective once transferred to UW.
- Nobody knows if a credit will transfer. They need a set policy to go by.
- Nobody would give me a straight answer to any of my questions.
- None of the faculty seemed to know what to do with the forms I brought them or how to apply the courses. It took me months to get all the signatures. I had to have the forms sent from one department to another to get them all signed. I think since I transferred credits, Julia Wyles in study abroad is to thank for this duty and does a great job.
- Not accepting anything that came from a school that was on quarters.
- Not all credit transferred right away, had to do it twice.
- Not all credits accepted (even from other Wyoming college). Felt like most of the early orientation stuff was aimed at the incoming high school students.
- Not all credits transferred. (3)
- Not all of my credits from a local community college transferred.
• Not all of my credits transferred. I didn’t like the meal plan as much as my last school. But that is about it.
• Not all of my grades were in at the time I needed to get my transcript to UW, so I have some credits still missing. I’ll have to have my old college resend my transcript.
• Not all semesters were entered into my transcript. Registrar fixed upon notification. Community college and UW need to partner better to match curriculum for first and second years.
• Not all the credits counted in class statue like sophomore to junior.
• Not enough information was given out, was not made aware of opportunities.
• Not getting credit for a W2.
• Not having credits count towards a degree.
• Not one credit was accepted, some of which directly pertained to classes offered at UW.
• Not very many of my credits transferred. My advisor signed me up for the wrong classes.
• Not very many of my credits were accepted for what they were.
• Not wanting to accept science courses so I had to retake them and calculus I as well.
• Nothing really, just some of the credits didn’t transfer right away.
• Nothing too difficult, they lost my paperwork the first time.
• Of my 64 credits, 15 counted towards my degree. I transferred from WWCC. What a joke.
• Often the credits did not show up on transcripts or with my advisors.
• One class didn’t transfer because it’s listed as an art credit instead of a journalism credit.
• One class, four credits, did not transfer, but out of 68 credit hours, that’s not bad.
• One of my credit classes was refused a semester after acceptance without explanation.
• Only counted half of my credits. Many fulfilled requirements but were not counted so I had to retake classes the same or very similar to ones I’ve had before.
• Only one class didn’t transfer and I didn’t know how important is as to register early to get classes you want. More advising and instruction is needed for transfer students than fresh incoming students because transfer students are already used to different systems, and every system is different.
• Other schools are not cooperative in getting transcripts sent in a timely fashion (thank God for persistence on UW history departments).
• PE credits did not apply and my history did not apply until I petitioned for.
• PE credits didn’t transfer over.
• PE, getting it to count from EUC to fit here, should be same, its PE. Becoming involved after transition.
• Questions were asked about previous courses taken at an equivalent 4-year institution. One course was examined, eventually accepted when I had already taken a higher-level course with proficiency.
• Registrar’s office staff was not friendly or welcoming. People in that part of the building in general were grumpy or rude.
• Requirements at UW were not requirements at previous school, requiring more classes.
• Running around to different academic departments finding the right person in each department to help me. Getting any information from my advisor on who to talk to and how to do it.
• Scholarship deadlines, lost paperwork, and can’t shoulder the blame for errors.
• Screwed on transfer credits on two classes that I had to retake here. Yet all other credits form that college transferred. Never given a logical explanation no matter how high up I went.
• Seemed to take a long time for credit to show up on on-course.
• Several of my credits wouldn’t transfer. My Science credit was transferred, but it wasn’t accepted as a science, and I had to retake the class.
• Some basic classes were not accepted. Also, classes were mixed up. The registrar thought that I had taken two classes twice when they had mixed course names up.
• Some classes I took in Arizona that did not transfer and were basically the same as type of classes offered at UW, with just a different course title. A few good examples of this is my world politics class I took at NAU-taught about events going on in the world-but to graduate from UW I need to take a global awareness class, why?
• Some classes required a transcript from the school to transfer into something I needed for my major.
• Some classes were very close to the required one’s but were not counted.
• Some courses did not initially transfer the way I was informed that they would and I had to speak with a degree analyst about them a few times so far and am still not completely satisfied. Also, I transferred some credits from a quarter school and I believe that some credit was not given in areas where I should have been and that equivalences were more difficult to come by.
• Some courses didn’t transfer right the first time.
• Some courses that fulfilled GE requirements did not count towards GE requirements here, meaning I had to start over in some areas which I despised taking courses.
• Some credits couldn’t be used, but then I talked to someone who knew what was going on and she said they could transfer. Educate everyone on what can transfer.
• Some credits did not transfer at all. They were called “junior college only” credits. Some credit transferred as general rather than specific credit.
• Some credits did not transfer that I thought should have.
• Some credits did not transfer. (2)
• Some credits didn’t carry over at first, but my advisor helped clear it all up and get it to work.
• Some credits didn’t meet UW course requirements at first but were later changed to be able to meet requirements.
• Some credits didn’t transfer.
• Some credits don’t count toward graduation, despite transferability.
• Some credits just don’t transfer so you must retake courses you already took.
• Some credits not counting, like PE, it’s PE and it is dumb that they don’t count it.
• Some credits that counted towards my requirements were not accepted at UW even thought I was told they would transfer by UW faculty.
• Some credits that I worked hard for did not transfer.
• Some credits were not accepted.
• Some credits were taken that made no sense at all, while others that I had to get for my associates degree didn’t count. I’m trying to get an idea on coast and some other questions. I had to contact the appropriate officer several times.
• Some credits would not transfer.
• Some did transfer.
• Some didn’t count and should have, eventually they did.
• Some not transferring as what they were.
• Some of my courses were numbered different making it harder to transfer them in.
• Some of my credit from Western Wyoming didn’t really count for anything at UW. They didn’t help with the university studies program or my degree.
• Some of my credits didn’t count for anything.
Some of my dual-enrollment courses from high school didn’t match UW courses, do I just get general credit instead.

• Some of my religion classes from the college I attended would not transfer.
• Some of my transcripts were lost or not received in the correct department.
• Some of the credits did not apply to the university studies when I was told they would be.
• Some trouble making sure credits transferred.
• Some went to the wrong degree.
• South Dakota chemistry credits listed in 100’s instead of 1000’s.
• Spanish classes from LCCC don’t go over the same basics. They need to be the same for easier transfer.
• Taking classes at another college that would transfer to UW.
• That it wasn’t automatic. I couldn’t get it done easily.
• The biggest problem was trying to find out whether or not the classes I took would count towards graduation.
• The classes aren’t as good as the two-year I went to.
• The courses taken at the first school don’t transfer to be the same courses at UW. If you take a class like Intro Chemistry at the other college, UW won’t allow you to take Chemistry I.
• The courses that I took at another school were pre-requisites for the same major but at a different school. These credits counted only as elective credits. So, I feel that I have taken the same classes twice.
• The communication between the two places must have been poor, because I had to make many phone calls to get the transfer accomplished.
• The courses taken at the first school don’t transfer to be the same courses at UW. If you take a class like Intro Chemistry at the other college, UW won’t allow you to take Chemistry I.
• The courses that I took at another school were pre-requisites for the same major but at a different school. These credits counted only as elective credits. So, I feel that I have taken the same classes twice.
• The courses were the same material and the engineering building accepted them, but the university did not.
• The credit hours did not directly transfer and every advisor tells me something different, which makes my life very difficult.
• The financial aid office messed up my money and granted me more than they were supposed to but did not notify me until I went to get my check. My advisor did not receive my information until it was too late to decide to change things.
• The GPA doesn’t count. I think it should. Also more credits should count toward your major.
• The help desk at the financial aid office was not very helpful.
• The major problem was with the general studies requirements and selected major course work that should have been offered at the community college level. I was put a year behind because of this, and I am an “A” student. It is impossible to complete a degree in four to five years if you transfer even from an in-state community college.
• The math department had no idea what AP scores for the calculus exam would be accepted, and in fact told me that they would not accept my AP score. They recommended that I take the class, then after that class had been going for a month, they informed me that they would indeed accept my AP score. So they caused me to have a “W” on my transcript. I’m very displeased with this.
• The office never could get my entire transcript on file, causing problems with my class standing and financial aid.
• The only problem I had was the over looking of my maiden name and married name. So, from my high school, I had to have them send it twice and I still had to call and tell them again.
• The only problem that I have had was receiving credits for education classes I already took from another university.
• The problem I had most was not knowing soon enough about the advanced business standing role prior to transferring. I did solve that problem by being able to petition successfully in order to take the upper division classes I needed.
• The problem I had was getting the classes I took at my other school to count toward my major at UW.
• The problem of finding out if my classes transferred or not when my advisor at the two-year college said they would transfer.
• The process is just a little unclear. How come some things transferred and others didn’t?
• The process was easy, just not satisfied here at UW. I do not prefer it.
• The process was much harder due to the fact the people were not very friendly.
• The process was not clearly explained anywhere. I had to go through a lot of people.
• The registrar office didn’t tell me the required formalities I need to do at my previous school. This caused a lot of problems while enrolling for classes and also getting my I-20 issued.
• The registrar’s office and the college of education have no communication between each other and so I haven’t been informed on what I need to do. For as many students that transfer here, I think they need a more clear, easy-to-use system for smoothly transferring into UW.
• The same classes offered and taken at LCCC were not accepted at UW and I had to retake the same classes at UW. In doing so it took me a semester longer to graduate. More should be done to make credits universally accepted.
• The system kicked me out of a few classes because the other college didn’t transfer credit correctly so I am behind in math, instead of UW waiting.
• The tuition and fees is very confusing. I never knew how much I owed, or how much I had actually spent.
• The university did not accept some credits. I found that I should have been given an explanation for why some were not transferred.
• The University of Canterbury in New Zealand still hasn’t sent my transcript. Not UW’s fault.
• The university studies program is different at each school. I transferred with an associate’s degree, which at many schools will fulfill all general requirements. The University of Wyoming must feel that their general requirements are better than other schools, making transferring much more difficult for upper division students. Some schools will allow the student to just work on the major requirements when they have an associate’s degree. I understand that there is a policy for Wyoming community colleges. However, I and many other students transfer from out-of-state. One school will accept an associate’s degree from any regionally credited school as fulfilling university requirements for generals. This would make transferring much easier if they accepted a similar policy.
• The university studies requirements are the most unsystematic features of any college I’ve ever encountered. “Embedded components”, dual counting. I had to talk with way too many people to get a diagram on what I needed.
• There seems to be a problem somewhere. It’s a long and drawn out process, with a lot of headaches.
• There was a problem with the class counting for credit.
• There was no problem, it basically transferred itself.
• There was substantial delay in transferring ten credits of 26 from Central Wyoming College but it worked itself out eventually.
• There was transcript mix-up that took over one month to sort out. It was not clear to me or to UW employees which credit transferred, and if so, as what. No one could give me answer and the issue was up in the air until the last minute, affecting other decisions.
• There wasn’t much help with moving in. When I first arrived, I felt very unprepared and the entire move-in process itself was chaotic. It would have been nice to have been prepared for that.
• There were a few financial aid problems of not knowing exactly how much all the fees and tuition was going to be. Some classes that didn’t transfer should have transferred.
• There were certain credits that the university was not going to honor because they did not have courses here with the same titles. I had to explain to them what the course covered and show them work that had been completed in them. This was rather necessary from UW’s point of view but it made me wonder how UW viewed course from other schools of higher education.
• There were no problems having them transferred but the ability to use them toward a major is another issue.
• They did not inform me that I wouldn’t have to take the intro to university studies course when I transferred in 16 credits. It seems as though you were just trying to get my money and not be helpful in my pursuit of knowledge.
• They did not notify me that I could receive math placement credits with my SAT scores. This put me behind a full year in school.
• They didn’t accept a lot of credits until after I petitioned, even then not all were accepted.
• They didn’t accept my stuff, I had to appeal it. Then they accepted it.
• They didn’t accept some of my credits that should have easily transferred. It was a hard to get them to count, some of them didn’t.
• They didn’t put the right classes in the right spot.
• They don’t tell you at the beginning that transferred credits will most likely become used as electives.
• They don’t transfer right, or classes that are identical won’t be counted as requirement because of course numbers. For example, before I transferred I had taken eight writing courses, yet I am still required to take more here.
• They said that credits would transfer, so I came here and now they say they don’t. My advisor is having difficulties with them in getting my credits to count like the university initially said they would.
• They were going to take some of my credits until I talked to them about it.
• They wouldn’t take my freshman class in the right areas from U of A, for example freshman English.
• They wouldn’t take some of my classes that were exactly the same from my other college unless my other college contacted UW and gave them a full description of what my classes were like at the other school.
• They wouldn’t accept my English 1010 and 1020 from CWC as English credit and another college would. My advisor had to push them through.
• Thirteen credits didn’t transfer. Frustrating to waste a semester.
• This school would not recognize some classes taken at other schools causing me to loose credits towards my major.
- Three classes didn’t count. That’s a total of nine credits. So almost a semester of school went down the drain.
- Three courses I transferred all counted for one university requirement where if I took them here I would have had three.
- Told by UW a class would be accepted from LCCC by one advisor and it wasn’t, even with a petition, and I did not have it in writing.
- Too many of the specialized courses taken at the previous university were transferred as general credits.
- Too much paperwork to fill out, not much information about who you have to contact to transfer credit.
- Took a class at Casper College and my credits didn’t get transferred. I had to go through to many people before someone would help.
- Took many phone calls and money to have transcript sent to UW.
- Took same course work but at a 2000 level so it didn’t count as a core class for major. PE credit wouldn’t transfer.
- Transcript problems and lots of legwork.
- Transcripts getting lost.
- Transcripts request from NWC took too long, too much paperwork. They need to be more electronic, more home based.
- Transfer of a core course that now requires an additional test to transfer for credit towards the core requirements.
- Transferred different requirements for major.
- Transferring credits from a school abroad is the biggest pain in the ass. I was sent all over campus when I first tired to get courses pre-approved.
- Transferring credits to count as university studies requirements.
- Transferring English-freshman English-almost had to take over again and was not pleased, but eventually I worked out the conflict so I didn’t have to take it again.
- Transferring of PE courses are almost impossible. I have not known anyone who transferred to UW and didn’t have some problems.
- Trouble getting my transfer credit to fulfill university and major requirements, other than that, no problems.
- Trouble registering for new classes; communicating with advisor.
- Trying to match up courses. Making sure they were same levels. Mine that were transferred were from another country, so many have been more difficult, but the student aboard director.
- Two courses taken in September at UW but combined at U of D (anatomy and physics). Different credit values of similar/same courses.
- Two credits did not transfer. Aside from that it was fine.
- Understanding what I have completed versus what I still must complete for UW requirements.
- Unmatched course numbers, unknown USP.
- UW admissions was very helpful with transferring my credits but I didn’t receive any information about course requirements, class schedules, etc., which made it difficult for me since I had to come to Wyoming, then register, by which time most of the classes were full. I had to register for several upper level courses, which are hard to handle while getting adjusted to a new country.
- UW did not count my biology lab science as a requirement. I have to go through the petition process to get it counted.
• UW did not want to accept a lot of credits that applied to my degree. My advisor has no idea what he is doing. I tell him what I need.
• UW didn’t like the credit from the Colorado school I tried to transfer from, they didn’t accept any credits.
• UW limits the number of credits that count toward the degree.
• UW not accepting all credits earned from another school.
• UW won’t transfer because they just want money.
• Waitlist-I was waitlisted at the beginning of a course and made it in but was never notified. I guess I did not know I was supposed to attend.
• Was just annoying to do, and the registrar had to change my applicable major three times because she was too dumb to put the correct one down first.
• Was not too clear on the requirements needed prior to transferring. Some credits are hard to transfer straight across when the class is one that is offered at UW.
• Well I transferred from Casper College and I would say that about half transferred. So out of the four years I have been in school only three count. That is a bunch of shit.
• When I contracted employees in various UW offices for information concerning my transfer. I received contradictory information on what I needed to do. I had to call multiple times to find out what I needed to know.
• When I studied in the civil engineering department two years ago, I was not treated well. The teachers are not reasonable and they always wanted to kick me out of architecture program because they said they never received international student in this program before. I had a very hard time when I studied there. Fortunately, I switched majors from engineering to accounting.
• When I transferred my credits from a junior college, a lot of them didn’t transfer to UW because they weren’t by the same name as a class here. Yet one of the classes I took from the junior college, I ended up having to retake here because UW would not accept the credits, or put it towards my major.
• When I transferred they could not figure out how my transcripts, high school transcripts and application fit together. Never mind the fact that my social security number never changed, just my name.
• When I transferred with a degree, it took two years for them to catch that and noticing the fulfillment of the university studies requirements –causing me to stay an extra semester for one class.
• When my credits were transferred they were not put in the correct place. For instance, my anatomy class was put in as ZOO and should have been KIN 2040. I am still trying to get them all fixed. Even after two years of being here.
• When transferring AP credits there are too many loops to jump through. It should be more clear to high school students before they enroll in AD classes that many test require a “4” or better and what classes actually count towards university requirements.
• When transferring to UW I already had a degree in food service management and the department tried to make me retake these same courses.
• Why don’t credits transfer totally? I have 2.6 that transferred for a three-credit course. That was never explained. Will this discrepancy constrict my graduation? No one answers questions fully and no one seems to have interest to help. Advising staff is poorly organized.
• With one of the classes I transferred (math 1400) I had to run around campus from office to office to get it transferred.
• Would not accept many of the credits.
• Wouldn’t take some credits that are good for my major.
(Outreach Students)

• After filling out the admissions application online and requesting transcripts, I was confused about when and how I could register for next semester. I also did not feel comfortable with things my advisor (John Tollackson) had told me so I got a second opinion from UWCC. She helped but then I was confused because I was told two different things. So we’ll see what happens.

• Basically, I have been frustrated over the excessive number of general electives that I have from Miami University that do not fit in as requirements, my six hours of science are an example of things. Also, getting an official evaluation took awhile, and not being able to sit face-to-face with an advisor has been difficult.

• Certain classes would not transfer as what they originally were.

• Counting all upper division hours-UW would not count all my hours. I have attended eight schools in all.

• Did not have any problems.

• For the most part transferring was all right. I had a few classes that did not transfer. I also don’t understand why my whole associate’s degree did not transfer. But transferring was alright.

• Getting follow-up calls returned initially, but it all turned out okay.

• I am still working on getting lower division science classes to be accepted.

• I had great frustration in some courses not transferring to UW, especially college math classes from another four-year college as well as a political science class.

• I had problems with other colleges and their timelines.

• I have had and am still having a problem with the recognition of my American and Wyoming government credit from Western Wyoming Community College.

• I transferred credit from two colleges that UW lost. Both colleges said they sent them and I had to have them sent a second time.

• Lack of advising assistance.

• Many subjects only transferee as electives.

• Military disregard.

• Needed a waiver for a science credit.

• No one explains anything. They assume you already know. Even when asking questions, you are made to feel like it is too much to ask.

• Not all classes transferred equally.

• Not giving credit for classes.

• Not too many problems transferring to UW but from one CC to another (both in WY) aren’t they supposed to transfer statewide?

• Problems with acceptance to graduate school due to poor clerical help. It took almost one year to get accepted and then they said I needed to re-apply because they held the application up. Clerical person quit, etc., a lot of excuses.

• Some classes that where transferable one year where not the next.
• Some classes with identical syllabi were not transferable and had to be done over.
• Some requirements that were required for UW were not required for WWCC-did not know to take them.
• Statistic class-had to jump through hoops even though CC accepted so I could take research methods. UW refused to accept it so I could graduate in May 2004 and now I have to wait to take stats again and graduation in December 2004. Boo, this stinks.
• The degree on analysis was a very rough process. They didn’t know anything about credits that should transfer in my course work, and they were rude. They were not pleasant or helpful.
• The only problem I encountered was that I took two separate English courses and only one is counting.
• The process of getting enrolled in the psychology department. It took several tries to get it right.
• The way the course requirements are presented is quite confusing. I am still not real sure how close I am to making it to the end.
• They can never find my credits from NWC.
• They don’t always count the classes that you take from junior colleges within the state. When you take classes and stop for a while you have to go to the new catalog. If you are an older student it makes it a lot harder to get your degree. Staff not helpful to other students to make this happen faster.
• Transcripts getting lost, financial aid getting lost, the two schools not communicating and having to retake classes.
• UW accepting credits.
• UW not accepting classes that I have already passed.
• WWCC (Western Wyoming College) numbered classes the same. Then UW would not accept/give me credit for them.
Question 28. What pleases you most about UW?

- 24-hour computer lab and Internet access across campus
- A few of the people I have met and become friends with
- A good environment to learn, great people, great location, and the size is perfect
- A lot of my friends go here
- A wide variety of classes and majors to choose from
- Academic advising, faculty, and quality of education
- Academics, diverse classes
- Accessibility to teachers and resources, the willing attitude most people have to help, education is good in the courses offered. Good professors for the most part dedicated to that area of study
- Advising
- Affordability for the quality of education
- Affordable, scenic, not too big/small, good relations with professors, and adequate range of majors/minors
- After getting to know people in your department and around campus it is much more pleasing. The staff really makes you feel at home, I should say most of them. The Greek system is a worthwhile involvement for anyone who wants to be more involved on campus
- All around attitude of the campus
- All available tutoring labs
- All faculties that I have had teach my classes were professors and most of them were very knowledgeable on the subject material they were teaching. Also, academic services does an awesome job with all they do
- All of my teachers are friendly and very helpful. The food in the cafeteria is better than I expected. Dorm life is fun and I now realize why they make freshman live there
- All of the free activities, from movies to the gym
- All of the open space to do whatever. There is help in anything in you need and people are always trying to do new things and get people involved in different activities
- All of the programs it offers as well as the faculty in my college
- All of the students and activities
- All the professors are very helpful. They want to see the students learn. I’m so grateful that they are here to help, and not just because it is their job. I also like the campus and the people here.
- All the recreational activities
- All the services, the weather, the atmosphere, and the people are really friendly.
- Around family, big enough
- As a music major, I am very pleased with the faculty members I have the opportunity to study with. They are all very positive and friendly. Always pushing me to become the best musician I can.
- As a professional returning to school for my master’s degree, I felt that the faculty at my department treat me with respect. But they also want to help me learn what I need to know to be even better as a professional when I am finished with my degree.
- Athletics, friendly people, and many opportunities to succeed in classroom
- Athletics—they have a very positive atmosphere
- Atmosphere (6)
- Atmosphere is great and we have some of the best faculty.
- Atmosphere, help (academically) provided
- Atmosphere, people are generally nice
- Availability of professors, size of campus and town
- Availability of staff, faculty and administration, opportunities for student’s involvement/leadership, overall class difficulty
- Away from home
- Beautiful campus in beautiful location
- Beautiful campus, diverse classes, cultural events, and studying abroad
- Beautiful campus, fairly friendly atmosphere, and everything is fairly easy to find and help is always there
- Being a small school with a quality program of study
- Being able to duck hunt on the Laramie River and the professors
- Being close to family
- Being conservative, helpful in all areas
- Being from New York City, I have experienced, what I would consider, the polar opposite socially, and culturally. It has been an eye opening experience to the conservative minded, relatively rural culture. People are incredibly independent and self-sufficient, something that a large majority of Americans are not.
- Being in Wyoming is neat and the mountains
- Being the only four-year school in the state, there is a wide variety of options for students what aren’t sure what they want to go into yet.
- Big enough but still not too big
- Bigger school, but still has one-on-one attention and friendly atmosphere
- Brand new facilities like RAC, Washakie, Union, etc
- Campus is easy to get around Molecular Biology department is really tight. It really makes us work hard to prepare for the future.
- Campus size, diversity, student-professor ratio, programs, activities, and speakers
- Campus size, ease of getting around
- Campus-looks, location, faculty is mostly very good
- Certain professors
- Cheap (4)
- Cheap and close to home (good location)
- Cheap tuition
- Cheap tuition with above average education, also good location near outdoors and accessible
- Cheap tuition, theatre program only undergraduate can do things that only the graduate students do at other schools
- Cheap; I go here for free basically, some semesters I get paid to learn and the proximity to mountains;
- Cheapest education in town
- Chi Alpha Christian fellowship, dorm life, and the very talented and knowledgeable professors in the music department
- Clam relaxed environment
- Class size/school size, and professors are not all cocky pricks
- Class size
• Class size (excluding 1000 level courses)
• Class size and the prestige of the professors
• Class size, small town atmosphere
• Class sizes and quality of education I received
• Classes are small and it's affordable to attend
• Classes are smaller than my previous university and the teachers are more willing to help students (I'm not just a number here for the most part) and the quality of classes are better because of the smaller class sizes.
• Classes seem easier
• Classes, courses, and faculty
• Close to home (traveling), close to Fort Collins, Denver, and Cheyenne; In-state cost, not too many epopec; Enjoy my student organizations that I'm apart of.
• Close to home and nice campus
• Close to home and there are a couple teachers that make it worthwhile.
• Close to home, and it is affordable
• Close to home, pretty location, and small town but big enough to gain new experiences
• Close to home (2)
• Close to my home I can go hunting in the mountains near by Close to Fort Collins and Denver Prexy’s pasture and how the trees provide shad during the spring and summer and some shelter from snow and wind
• Close to outdoors
• Closeness to a ski resort
• Closeness to home and family
• College of Business
• Comfortable, friendly and small
• Community
• Community, education
• Compact campus and its cheap
• Computer availability
• Convenient place to obtain education
• Cost (5)
• Cost effective higher education
• Cost for education
• Cost for non-resident tuition (though it is changing), location, city size, and professors care for the most part
• Cost for value of education
• Cost of education and recreational opportunities
• Cost of tuition and smaller school
• Cost of tuition
• Cost, closeness to home, quality of instructors
• Cost, faculty, and class sizes
• Cost, location
• Cost, location, size
• Cost, relative small school
• Current configuration and trees in Prexy’s pasture
• Decent teachers, nice people, and a great area
• Deer season in the fall
• Diversity of students from different ethnic backgrounds
• Dorm life
• Dubois is a strong leader
• Easy to get around and always people willing to help
• Easy to get involved
• Education
• Education, environment, landscape, applicability of my expertise, and working environment in school
• Educational opportunities
• Engineering department
• Engineering program, atmosphere, the outdoors, climate, weather, hunting, fishing, biking, etc.
• Engineers group all together in dorms Interest floors
• Enjoy the people and teachers
• Environment and the opportunities for outdoor recreation
• Environment, people, grading system
• Environment, teachers usually willing to work with you
• Everyone here is very willing to help you out. Everyone is so friendly, I can always feel safe walking around on campus and if I need help, I’m not scared to ask because everyone here is so willing to help out and work with me. Especially the professors in my major, they are all very willing to help out. I just really love the friendly environment.
• Everyone is friendly. I also feel I am getting a good education.
• Everyone is very diverse and the atmosphere here is very laid back. The locals are very nice and friendly I also really like the outdoor atmosphere.
• Everyone is very friendly and it is easy to get involved in different organizations.
• Everything
• Excellent faculty and staff
• Excellent gym and recreational facilities as well as many opportunities for outdoor events and activities in the surrounding area
• Excellent professors and its good overall
• Excellent teachers; Of the four years I have attended I have only had to deal with one horrible teacher.
• Faculty and academic programs
• Faculty and education in College of Agriculture
• Faculty is for the most part really helpful.
• Fall and spring weather kick ass I like the Half Acre infield and gym availability. The town of Laramie is a nice place and has friendly communities. So this adds to the UW experience.
• Fellow students, small town
• First, it’s a friendly environment to study and there’s a competition but not a zero-same lame. I think I like this friendly competition among students. Second, it’s very easy to access facilities. So that I can improve my academic skills as well.
• For being a state college, classes still have a small size; Ease of communication with professors.
• For engineering the faculty is very knowledgeable and small class size; Laramie is a great town to live and go to school in.
• For me the Greek life on campus and their involvement, and the outdoor activities
• For the most part, classes are small making it possible to get to know the professor and other students
• Free activities and events
• Freedom and access to facilities at all houses (24-hour lab, practice rooms, etc)
• Friendliness and helpfulness of everybody
• Friendliness of people, their desire to help, small campus, good facilities, and helpful teachers
• Friendliness of the people
• Friendly (2)
• Friendly atmosphere (2)
• Friendly atmosphere of students
• Friendly atmosphere, small classes, lots of friends and acquaintances
• Friendly campus and instructors are always helpful
• Friendly campus in a great location
• Friendly environment (2)
• Friendly environment, small university and small town I enjoy the faculty and my peers
• Friendly people (2)
• Friendly people, close-knit community, easy to talk to faculty and students, great academic programs and majors
• Friendly people, cute girls, lots of Mountain Dew, kick ass football team and the kicker with a big leg and that’s not all, the ‘beer’ song
• Friendly people, good college atmosphere
• Friendly people, nice area
• Friendly people, small school yet university benefits
• Friendly staff
• Friendly staff and students
• Friendly staff in most areas of campus
• Friendly to personable atmosphere; I’m a law student, so I don’t know much about the campus beyond the law school; I’ve found the law school very family friendly; I also appreciate the small law student-body (makes it easy to know everyone).
• Friendly, down-to-earth people I feel at home here
• Friendly, small town feeling; I don’t feel threatened here I have many options and resources here at UW.
• Friends and teacher-student ratio
• Friends that I have made and what I have learned about engineering
• Fun
• Fun people I’ve met
• Geographic region
• Getting an education and discovering myself
• Good atmosphere and good relationships with professors
• Good atmosphere, good online resources, good staff, and dean
• Good atmosphere, nice people, good school Small town atmosphere where everybody knows everybody
• Good campus environment and great faculty and staff
• Good class sizes, cheap education
• Good education being received
• Good education for the price
- Good education in a small town environment; Proximity to outdoor activity; Close to large city but not part of a large city.
- Good education in a state I love
- Good engineering program
- Good faculty, close to home, and good programs
- Good food at Washakie for the most part Cheap school and good education
- Good gym
- Good learning environment
- Good price, good education for the price, opportunities exist if you want to do something
- Good professors that care about what they are teaching and the low cost
- Good program for my major
- Good staff
- Good, cheap education
- Great education for the price
- Great professors, very personable and helpful
- Great teachers
- Greek life
- Half Acre
- Half Acre is a good place to workout
- Half Acre is a great place to be able to go to everyday without having to pay monthly fees.
- Has great class sizes and a nice atmosphere; Everyone is generally friendly (staff and students). Help is available if I need it. There are plenty of extra-curricular activities to choose from.
- Have good civil engineering program that focuses in transportation
- Having a resident advisor I can talk too
- Having places to study in peace
- Help in areas of study; Obviously there are a lot of places to go to get information.
- Helpful instructors
- Helpful teacher aids
- Helpful, friendly, and energetic faculties
- High quality relative to in-state tuition costs
- Hold-in-the-Wall and the UW web site-very informational and helpful
- Home state, students are team players, study groups have many participants and students help students.
- How all the classes that you need to take are laid out for you
- How concerned and willing to help they are when a freshman has low grades or their GPA has dropped; The social climate is good as well.
- How friendly and nice it is here and not a lot of traffic
- How friendly UW is and how everyone is so helpful
- How involved the teachers are with the students and the friendly atmosphere
- How many new and interesting things I am discovering about myself here
- How much the school wants you; I have been to many schools that snubbed their noses at me. UW was welcoming and offered money. I told myself I would go to a school that wanted me and UW made it clear that they did so. I dropped everything and came. (I'm out-of-state by the way.)
- How small the campus is
• How we are not like other campuses and shouldn’t be like other campuses; We don’t’ have a presidential box in the stadium yet.
• I am a non-tradition student and UW has been able to help meet my needs and graduation goals.
• I am different from most people but fit in just fine.
• I am for the most part happy that they accept non-traditional students openly.
• I am happy that I do get to mingle with various types of people and cultures .
• I am learning what I want to It’s great to have only a few classes that we are forced to take outside of our major.
• I am please by the friendliness of the campus and the diversity I also like the size of the school.
• I am pleased by the small class sizes.
• I am pleased that people are usually friendly. I am also pleased that president Dubois is not going to tear down the trees in Prexy’s because I think it will ruin our beautiful campus.
• I am pleased with the fact that people are friendly and the professors are nice and helpful.
• I am pleased with the high caliber of teachers at this university. I also like the fact that many of my teachers are doing high caliber and cutting edge research .
• I appreciate all the cultural activities and entertainment I believe student fees are used well.
• I appreciate the friendliness of faculty and staff. Most of all, I’m pleased with the willingness and the attempts that my teachers make to know me personally and to give me any extra help or guidance I may need. (The foreign language departments and women’s studies departments are wonderful in my opinion.)
• I appreciate the quality of education for the relatively small tuition I also appreciate the clean, safe campus. The smaller class sizes are also nice.
• I do feel I am getting a quality education here at UW. It’s small enough to be able to receive individual attention as well.
• I do like the atmosphere at UW.
• I don’t have to live in the dorms.
• I don’t have to pay for it.
• I ended up liking it more than I thought I would Nice campus and lots of one-on-one help is available.
• I enjoy being close to home and not having to pay out-of-state tuition.
• I enjoy my classes and how generally easy it is to find what you need on campus.
• I enjoy my classes that deal with my major I feel like I am learning a lot and I don’t mind studying, going to class, etc.
• I enjoy school and learning.
• I enjoy the act that most, if not all, professors treat me as an individual instead of a number Academic help from professors is always available.
• I enjoy the faculty, and the help and encouragement I get from the music department I feel that I get lots of information that will help me later in life from those teachers.
• I enjoy the friendly atmosphere I feel like UW provides many places where students can study without being interrupted, and the course selection is wide enough to be able to find a course in my areas of interest.
• I enjoy the gym facilities.
• I enjoy the people and personal attention from professors .
• I enjoy the price of the school. The professors are helpful and nothing to do here gets boring .
• I enjoy the size of UW. My classes are not too big and the campus is not that big, living in the dorms is convenient and that my farthest class is only a 10 minute walk.
• I feel that I can get a well-rounded education and help if I need it.
• I feel the level of education received here will help me perform my job and excel.
• I get paid to go to school.
• I graduate next May It's laid back and can get one-on-one if needed Nicely sized university.
• I grew up in Laramie, so I like that it is familiar and close to my family. I love Half Acre, and the availability of online and outreach classes offered for non-traditional students, for example, evening classes.
• I guess what pleases me most about UW is that it is a college town setting where everyone is friendly
• I have a good and caring advisor
• I have been very impressed with the English and sociology department. The majority of my professors have been more than willing to help me outside of class in any way that they could.
• I have decided it’s what you make out of it and I am enjoying everything.
• I have enjoyed the classes and professors that I have had.
• I have had a good overall experience with the professors They are usually very willing to help you learn and pretty understanding when problems outside of school arise.
• I have had some excellent professors in my three years I have developed friendships and been able to take some fun courses I’m also within visiting distance of my family.
• I have lived in Wyoming my whole life I just like it here.
• I have made a lot of progress on myself and the university programs such as the free counseling have helped.
• I have the opportunity to compete in a NCAA Division I university environment.
• I just like the outdoor stuff here and all that Wyoming has to offer.
• I know what I need to do to graduate.
• I like all my teachers a lot I like being in a stimulating environment I feel this place has given me a lot of opportunities to advance in my major.
• I like all the activities UW provides, for example, Friday Night Fever, intramurals, and club sports.
• I like being able to children from early on in my elementary education degree.
• I like how easy people are to get to know. No one is too pretentious as opposed to Colorado where the Midwest transplants bring their up tight attitude with them.
• I like how it’s easy to get around. I believe the courses are taught with pride and that the education standards are higher than some places.
• I like how much there is to do. I also like the quality of education. I am getting (the music department is very good.)
• I like its small size and the teachers are friendly.
• I like my major. The campus is located in a town somewhat close to the mountains.
• I like my professors and the new friends I’ve met here. I always find fun things to do here. I like the size of the university and the convenience of the way the campus is set up. It’s a short walk between all the places I need to go (dorms, Washakie, classes, athletic facility). The athletic faculties are really nice.
• I like that it is close to home. I can go home on any weekend. It is also a small community. I also like the class sizes.
• I like that it is small and friendly. I know my professors and they know me. But it is still a quality education.
• I like that it’s a big enough school that students have the opportunity to be exposed to a lot of different people.
• I like that the campus is small enough that is easy to get involved. Also, it’s a lot easier to make new friends on this size of campus as compared to an extremely large one Safe Ride rocks.
• I like that UW is a small school, but with a big campus feel. At some big university you can feel like you are swallowed up, but at UW you get all the comforts of a big university without feeling unimportant. The cost for use; I also like the ride we have in sports. It’s a fun college.
• I like that UW tries to make all the students well-rounded, but I think some majors need to be looked at more carefully about what they need and if it will really honestly help them. I like the resources available and would hope to have UW keep building on that.
• I like the “country” atmosphere and type of people who attend here. I like the easy access to recreation and great outdoors, hunting and fishing. It’s the only four-year school in Wyoming.
• I like the activities that are provided for the students.
• I like the atmosphere and the availability of smaller classes. The professors have been very good and socially it is a fun place to be. I enjoy it and like it here a lot more than I ever thought I would.
• I like the atmosphere, meeting new people and all of my professors in my major. I enjoy the variety of intramural sports and the competitiveness.
• I like the campus and I really like the faculty in the chemistry department.
• I like the campus and the ability to drive on campus and park near campus. It maintains a small town feel. Wyoming, as a state, is often referred to as the hole of the doughnut, which implies that it is usually facing opposite events than the rest of the country (especially in terms of economics.) I like how the campus is not doing what all of the other campuses are doing, in terms of driving, parking, tuition expense, etc.
• I like the campus the way it is. I also like the resources that UW has made available for students to use.
• I like the campus, it’s really pretty, the programs for health and wellness, the size of the campus, the student to teacher ratio, and UW’s attitude.
• I like the campus I think that UW is very open and tolerant.
• I like the campus. It is very nice and has enough recourse to get all your stuff done on campus. All the professors in my major have been really helpful and knowledgeable.
• I like the climate, and quality of education in the chemical engineering department.
• I like the courses and faculty I like Hole-in-the-Wall It is very helpful and easy to use. I like the fact that I can live off campus now. I love the sporting events.
• I like the department I’m in (for the most part), Half Acre and the Union, and the cultural and entertainment programs on campus.
• I like the easy-going sense of the college. It makes you feel more comfortable than uptight.
• I like the environment and the people.
• I like the environment that UW provides to their students. You can always find something to do and I think that makes a school a better place. UW is also a very peaceful place and is located in a peaceful location.
• I like the environment; I think everyone in Wyoming is friendly. I think the school is overlooked by seniors in high school since it’s in Wyoming, but I tell everyone how great it is. I really like how the class sizes are small and that you can somewhat get to know your teacher.
It’s cheaper for me to come and live in Wyoming that back at home. There are many options here.

- I like the fact that I can walk to class. I think most of the instructors in the computer science department are awesome teachers. Dr. William Spears is the best instructor I have had at UW because he will take the time to help a student understand the material.
- I like the fact that in the music department we are all really close. I had immediate friends when I came. Plus everyone is very friendly. If you have a question or a problem then you can always find someone to help.
- I like the fact that is a small university. I also like Laramie I like the fact that at UW most of my classes have been small, which gave me the opportunity to get to know other students.
- I like the feel of the campus and the many opportunities available for activities and organization. I have been pleased with the quality of my education and like my advisor.
- I like the Greek system.
- I like the grove of students and teachers in my major.
- I like the laid back feel overall on campus. Nobody seems to be rushing. Class sizes are also becoming more accommodating now that I have become a junior.
- I like the laid back, down home atmosphere. Everyone’s down-to-earth and not too “out there.”
- I like the location a lot. I really like all of my teachers at the College of Health Sciences. I like my new major and also the cost.
- I like the location and opportunities to do activities Half Acre is top notch, as well as are the recreation programs.
- I like the location and the layout. The atmosphere is nice and the teachers are friendly. The people are cool also.
- I like the majors offered. I also like how small classes are. There is a good teacher-student ratio.
- I like the natural beauty of the campus and sincerely hope that not one the tall and magnificent spruce trees will have to be removed from Prexy’s pasture.
- I like the overall atmosphere. I grew up in northern California and feel very comfortable here at UW. I am graduating in May and moving to Northern Colorado. I think the teachers are supportive for the most part and like to get to know their students, especially in the College of Agriculture.
- I like the people and “home” feel about staying in Wyoming.
- I like the people and the friendly atmosphere. I also like seeing familiar faces but also new faces all the time.
- I like the people in my major.
- I like the people that go here. The attitude that people have here is great. Unless they’re complaining about the weather. Most people are willing to help or be friendly.
- I like the pine trees in Prexy’s. Cutting them down would be a shame. The thing I like the most is the average education for the low cost.
- I like the program that I am in very much. I believe it will be very useful.
- I like the relaxed feeling on campus
- I like the size and its location. It’s out on its own, but is close to big cities and skiing.
- I like the size and location of the university the most.
- I like the size and location of this university.
- I like the size of the university and the professors that I have had.
- I like the size of this campus and how the staff interacts with students I know that for almost anything. I need there is a place to find it and someone to help me if needed.
• I like the size of UW- not too big and not too small.
• I like the small campus atmosphere, and the one-on-one time it allows each student to have with professors when needed.
• I like the small community atmosphere.
• I like the small town atmosphere. I think it is very important to keep the school small and intimate. I like the new Union and how efficient the campus is set up.
• I like the small town feel of Laramie, but it still has lots to do and stuff going on.
• I like the smaller campus. You get to know a lot of people and students here are very friendly. I think there are also a lot of opportunities available through the campus.
• I like the smaller class sizes so there are more opportunities for one-on-one interaction with the professors.
• I like the smaller town attitude. It does not feel stuffy. There does not seem to be an academic gulf between people. This was extremely important to me, as I am a non-traditional student coming in from blue-collar traditions.
• I like the state and people of Wyoming and the university reflects the personality of the state (for the most part).
• I like the teaching environment. Most of the teachers I have had in the College of Business were very admirable and especially in my major, accounting, the teachers are amazing and will help you as much as they can and truly care about the success of their students. This in turn, makes you want to work hard to them.
• I like UW because it isn’t crowded I like small classes. I get to know the other students and faculty personally.
• I like Wyoming.
• I love how the campus is setup. It is a small campus, and I feel safe here. There are many programs available here and I enjoy attending various programs (academic or non-academic) that are available.
• I love Laramie and the small classes offered at UW.
• I love Laramie, so that is what I find the most pleasing, location.
• I love the atmosphere and tuition isn’t very expensive. Also, I love all my degree teachers in FCSC.
• I love the campus and the friendly environment. People are laid back and seem to enjoy being here.
• I love the campus and the people here are awesome. I also think that the majority of the professors are excellent.
• I love the classes and campus. I just really like going to school here.
• I love the environment. Also, I’ve really enjoyed my professors in my major.
• I love the fact that it’s a small un-crowded school so I can almost always get classes I want and need.
• I love the friendly atmosphere, the strong sense of pride in UW, and the comfortable learning atmosphere.
• I love the people and the atmosphere of Laramie and UW.
• I love the people here, the students as well as the faculty. The admissions office has been really friendly, and every question I’ve ever had has been answered by someone, even if I did have to go to more than one source. The campus is beautiful, and the variety/quality of courses has been great. I especially like the intramural program at Half Acre.
• I love the people here.
• I love the people that I’ve met here.
• I love the school, teachers, and classes. The environment is overall friendly and inviting.
• I love the Wyoming atmosphere. We have the most school pride out of all universities. It’s great to see such support.
• I love Wyoming. The environment is friendly.
• I love Wyoming. The smallness of the school and the willingness of the faculty to assist you have made my college experience wonderful.
• I really enjoy all of the opportunities that are given to us here. There are many activities that we can participate in and I really enjoy that I also really enjoy the live bands. I especially enjoyed the bands outside during summer classes-great variety.
• I really enjoy the atmosphere and the scenic layout. It is something very different for me and the changes have been fun.
• I really enjoy the atmosphere that has been created here. People are very friendly here, and there seem to be very few problems occurring. I feel safe here.
• I really enjoy the friendly environment and the people Programs like the Outdoor Adventure Program and the student activities council also provide fun activities when knowledgeable and very willing to help students learn.
• I really enjoy the music program. My professors are well educated and they know how to conduct their classes. UW in general, I think, is a great school. Each college offers a lot and I like Laramie.
• I really enjoy the small school atmosphere.
• I really enjoy the wrestling team.
• I really feel at home at UW. People on campus are friendly, polite, and helpful. Classes provide a challenge, but they also give me an opportunity to expand my knowledge. Professors make themselves readily available to help and want the student to succeed.
• I really like how employees, professors, and other students are approachable and willing to help. Information is usually very easy to find and to understand. There are many resources available that help in a wide variety of topics.
• I really like the campus; it just feels like home it’s not cramped or anything, like larger city campuses are. The people are pretty friendly, dorm life is real easy to get used too and the food it pretty good.
• I really like the faculty and advisors, and tuition is reasonable.
• I really like the feel around the UW campus. Everyone is very friendly and willing to help here. It feels like home.
• I think that in my four years here. I have met a lot of “different” people with whom. I’ve become friends with. I have had a lot of great professors who have been very helpful.
• I think the advising is pretty good. You can always get help even if it isn’t from your own advisor.
• I think the education received at UW is well worth the money. The campus is nice and compact, and it seems some of the teachers actually care.
• I think the faculty has been the most impressive to me. Though there are those few professors who I and other students have had horrible experiences with. For the most part, the faculty is very supportive, friendly, and concerned about the students.
• I’m a non-traditional student so I appreciate my schooling more. I really have learned to love the education department.
• I’m able to study music at a school small enough to be intensive, but large enough to fully facilitate my education.
• I'm comfortable here.
• In general, teachers are the high quality.
• In my home state
• In my home state, somewhat close to family, and lots of recreational activities I like.
• In state, large but small
• Increase in student programming especially international programming (other cultures/types); Community is great and technology is very important.
• Inexpensive, close to home, and small town
• Inexpensive, pretty scenery, friendly atmosphere, and helpful faculty
• Inexpensive; Absolutely love the major I’m in. The teachers are knowledgeable and helpful. Everyone in the major is friendly.
• In-state tuition
• Instruction
• Interaction with other students and great friendships
• Interaction with other students
• Interaction with peers
• Interaction with students and faculty
• Interesting classes offered even though there is a lot of room for the university to improve and social life.
• Inviting atmosphere, small class size, helpful professors and staff, and cheap cost
• It feels like home
• It has an upstanding engineering school
• It is a cheap university. Don’t have to pay a lot to get a good education. Because UW has such a good education program it’s nice not to have to pay a lot of money for good education.
• It is a friendly atmosphere with a great chance of becoming educated.
• It is a friendly environment with a good learning atmosphere. There are many resources to go to receive help or advise. The faculty is very helpful and the classes. I take are useful for my career choices.
• It is a friendly place. The weather is great. The professors are very good.
• It is a good size, not too many people but enough to make things interesting. Also, all the programs and opportunities available to students in fitness, health, and study abroad, help with homework and meeting new people areas.
• It is a major university, but it is still small enough to where you actually feel like the university cares about you. I can go to UW out-of-state, and it won’ cost as much as CU or CSU. Good value for an education.
• It is a nice atmosphere. The campus is small enough that it feels like home, but big enough to offer many different opportunities and experience college life.
• It is a nice sized town and a friendly community.
• It is a relatively small campus and a friendly environment.
• It is a small campus with great College of Agriculture and department of animal science with very personal professors.
• It is a small four-year university with a lot of people I know; fairly helpful teachers and access to outdoor activities.
• It is a small school that has a lot of helpful and dedicated teachers and faculty.
• It is a smaller university that I can afford, with most classes I need to take
• It is a very interesting campus and sometimes friendly.
• It is a very personal university with opportunities for undergraduate experiences related to a specific major. The professors are very intelligent and most are willing to help personally.
• It is a wonderful school. I am glad that Wyoming takes a strong school stance on my forting out athletic program here at UW. Most people here at UW are extremely helpful and friendly. I am pleased that we have a Union that is accessible to everyone. I like the fact that UW has diversity of different types of classes.
• It is academically equal with other nearby colleges but is much smaller to allow for more interaction with staff.
• It is an easygoing, friendly place. If I don’t understand something, I can find someone to help.
• It is big enough to be big, but small enough to make me comfortable, coming from a graduation class of 25. I also like that you can walk to anywhere on campus in 20-25 minutes.
• It is challenging.
• It is cheap and I love the wind.
• It is cheap to come to school here and has a decent education system.
• It is cheap with lots of outdoor recreational things to do.
• It is cheap.
• It is cheap. It has an outstanding engineering program. Mountains are really pretty.
• It is close to home and I am able to travel and visit frequently.
• It is close to my family and pretty inexpensive.
• It is close to my family’s home.
• It is easy to access all parts of UW whether for school purpose or fitness purpose, etc.
• It is free and there are many things to do outside of the university.
• It is friendly.
• It is in Wyoming and has smaller size classes.
• It is in Wyoming. (4)
• It is not too big or small. It offers a very intimate environment that makes non-Wyomingites feel welcome. You have fabulous guest professors like Pete Simpson.
• It is peaceful.
• It is pretty easy to get academic help in all subjects, and it is a smaller school making the atmosphere more enjoyable and less chaotic. However, there are enough students that attend here that makes it a well-rounded diverse school.
• It is relatively inexpensive.
• It is situated in the Laramie Basin, a valley between two mountain ranges called the Laramie Range and the Medicine Bow/Snowy Range.
• It is small and the geology department kicks ass.
• It is small, class size is reasonable and people are easy to meet. Most departments seem very well staffed and organized.
• It is somewhat big but not too large. The entertainment events that are brought here are amazing. I like that UW is wireless Internet and we seem to keep up with technology very well.
• It is very easy for me to get along at UW.
• It’s a big campus, but people are treated like people. It’s a small area, but there are many opportunities to do things outside of the town/areas.
• It’s a good school that cares about providing a good education for its students.
• It’s a good size, not too many students, but also not a small school. This means a good student to teacher ratio as well as NCAA division I status.
• It’s a great school with many opportunities.
• It’s a low-key friendly atmosphere, everybody is relatively friendly. It’s a small campus, not a big campus with a lot of students such as CU or Nebraska.
• It’s a means to an end.
• It’s a small campus. The programs are great. Easy to get involved My college.
• It’s a small college compared to most but big enough to get good variety.
• It’s a small community, therefore I know more people. Professors are more understandable with excuses (sports) and they even support me.
• It’s a smaller university and it’s close to home.
• It’s a smaller university.
• It’s affordable and it’s a pretty good place to go to school.
• It’s affordable but still provides an excellent academic education. I feel very well prepared to pursue graduate studies and obtain a rewarding career because of the education. I’ve received at UW.
• It’s beautiful. I’ve never felt that I wasn’t getting the full “knowledge” experience. The teachers have all been great so far, very understanding, and quite friendly.
• It’s cheap and classes are small.
• It’s cheap and close to home. Provides good campus environment and education.
• It’s cheap and good.
• It’s cheap and in Wyoming.
• It’s cheap for in-state students. My teachers in nursing school are great. The Spanish department is outstanding.
• It’s cheap tuition and has great faculty in the dance program.
• It’s cheap. (4)
• It’s class sizes are smaller, and although tuition is still expensive it’s cheaper here
• It’s close to home, Fort Collins and Denver. It’s cheap, sort of.
• It’s close to home. (2)
• It’s close to my house.
• It’s fairly cheap (comparing to other).
• It’s friendly and very diverse.
• It’s got good programs where you can create your own major. That’s important nowadays. It’s also a friendly college.
• It’s in Wyoming. (3)
• It’s inexpensive.
• It’s laid back.
• It’s nearly free.
• It’s not that expensive and I think we are starting to get back on track. However, I do think there needs to be some adjustments in administration when it comes to decision making.
• It’s not too big, a lot of the faculty seem pretty accommodating, there are some good services (Half Acre, etc).
• It’s okay.
• It’s pretty cheap to attend here compared to other places.
• It’s price is cheap and location to major cities and mountains.
• It’s relatively cheap and there are a wide variety of course offered and the curriculum is nationally recognized. There are lots of extra-curricular activities also available.
• It’s relatively close to home. It’s cheap. I feel I can get an education here that will head to a career after school.
• It’s small and has a community attitude.
• It’s small but still provides a lot of opportunities.
• Its cost
• Its efforts to really make it a better place for students, i.e. free concerts, intramural sports, “Friday Night Fever,” etc.
• Its location and access to professors
• Its location in a small town
• Its location; Price for an education; Pretty good reputation for education and the price of tuition.
• Its low cost, healthy environment, small class sizes, large full university, and great professors
• Its physical setting, friends, and several great professors
• Its professionalism and caring faculty at the university allows for an environment that promotes learning and personal advancement.
• Its small campus (relatively) and friendly people; The lower cost of tuition as compared to other state universities; The new Washakie center.
• Just the diversity of the campus
• Just the fact that I’m in college, and all the stuff that goes along with that
• Knowing that when I am done, I will have the knowledge and degree to work in the ‘real world’
• Laid-back atmosphere, relaxed
• Laid-back atmosphere
• Learning
• Learning, constantly learning
• Leaving
• Less expensive tuition fee
• Location (9)
• Location (near family, near Snowy Range for skiing, near Denver for shopping) and campus activities and opportunities
• Location (near home) and familiarity
• Location and cost
• Location and not a very large population
• Location and the environment at UW; I think it is a good place to study because I feel I can always find what. I’m looking for in terms of education and the school is pretty safe.
• Location and the wide range of subjects offered
• Location in the mountains
• Location of the school, the people I have to deal with most often, and programs offered
• Location, being close to Denver and my hometown and especially that I’ve had good teachers
• Location, close to home
• Location, cost and the laid back life style of the community
• Location, I have always loved Laramie
• Location, kinesiology and health department, Half Acre
• Location, layout of campus, and the people
• Location, opportunities
• Location, people, nice place to learn
• Location, price
• Location, price, actual schooling
• Location, scenery, friendliness of students and faculty, quality of education, and general helpfulness around campus
• Lot more women than in hometown
• Lots of interesting people and good professors
• Love the gym; Love the family consumer department; All the great entertainment they provide and choose such as bands during lunch and the Union, activities, bands in general (Pfunk) etc.
• Low cost
• Low cost and small class sizes
• Low cost education
• Low cost, fairly close to home
• Low cost, quality education
• Low in-state tuition and the value of education
• Low resident cost and located where I live
• Low tuition
• Low tuition compared to other universities
• Low tuition cost, close to home, down-to-earth, and smaller population of students
• Low tuition for in-state residents and good reputation
• Lower tuition fees
• Lower tuition than private schools
• Major field, great advising
• Money and location
• More attention on students, rather that mostly on the University’s athletic programs
• Most appealing to me was the few great relationships I formed with instructors
• Most class sizes are small so the opportunity to get to know your professor is increased. All of the computer labs that I use are filled with quality computers and operating systems. Access to a computer is easy.
• Most of all the professors are very friendly and want to help me get through school. They teach about real world events that happen everyday; Keep us all current with things.
• Most of my professors have been very good. They are available when I need help, and are knowledgeable in their areas.
• Most of the faculty
• Most of the teachers are very open and willing to help students learn and succeed in class
• Mountains close by
• My advisor has been the best; Very helpful and always there to help out; Same with his secretary. (International relations department); Friendly atmosphere and Safe Ride is awesome too, one of the best services.
• My advisor Nancy is excellent and she has been helpful to me throughout my college career.
• My College of Agriculture
• My department, atmosphere, science department, great professors, and great education
• My department. The department of Theater and Dance is an extremely helpful and friendly department.
• My experience as an exchange student has been the best experience I have had from UW.
• My good education
• My graduate program is excellent
• My graduate research and outdoor recreation opportunities
• My instructors/professors are outstanding; They want to help us succeed.
• My major and minor academic programs
• My professor in the English department, great program
• My professors and fellow graduate students in my department
• My professors are always willing to help me and give me accommodations for my disability.
• My professors have all seemed very well qualified for the classes they teach.
• My program and the fact that the faculties are devoted to its quality and development; Also, the computer system and online learning potential.
• My scholarship and the small class size
• Near home
• Nice campus, friendly people, and close to the mountains
• Nice campus, plenty activities
• Nice people (non-faculty), eager to help students with problems in most departments
• Nice sized campus, friendly and helpful staff
• Nice town, people I can relate too, some very supportive teachers and staff, and campus location
• Nice weather, lots of activities, some awesome teachers, blueberry yogurt in the cafeteria and Half acre is great too.
• Not many drugs, not typically bleeding, heart liberal campus and tolerant of conservative thoughts
• Not too big, easy to get used to college life and to get involved
• Not too big
• Not too expensive yet still an accredited college or college ranked well
• Not very much, I find it boring and not a lot to do that I enjoy.
• Nothing much but the fact that I can get a somewhat inexpensive education that I could elsewhere
• Nothing really, but there is a lot of things to do.
• Number of computer labs available to students, all the trees and shrubbery and the nice scenery
• Open campus, (i.e., tress, walkways, etc)
• Open nature of campus, recognizing faces
• Open, small classes, and personal staff
• Open-minded professors with experience
• Opportunities for undergraduates to do research
• Our office assistant is wonderful and the size of the school. I'm receiving a master's in education at the undergraduate level.
• Outdoor recreation
• Overall education is good
• Overall I am pleased with all aspects of my education. I love that the tuition is low and I am able to pay without having to take out loans.
• Overall I feel that everyone on campus is friendly and helpful. Right now I particularly like the individual attention from my department.
• Overall support system provided through university services; Integration/support for non-traditional students; Ability/support of overcoming my disabilities (cognitive).
• Overall variety in course options
• Overall, professors even the liberal ones tend to grade fairly, much to my surprise. Except in College of Education, it is split about 50/50 in not letting politics steer or influence grades.
• Overall, the faculty is good; my professors have all been fairly decent.
• Parts of campus, the museums, and some of the older architecture
• Party opportunities, close to home and space
• Half Acre
• Peaceful, good teachers
• People
• People are a little more outgoing than my last school.
• People are all very friendly and you can have a good time here. There are opportunities all over campus and facilities are nice. Overall, faculty is very understanding and very nice.
• People are very friendly.
• People in my department are very friendly and helpful.
• People, most teachers, good rodeo team, excellent places to go work out
• People, smaller classes, faculty are always helpful.
• Perfect size campus and population; that the fact that I can go almost anywhere in a reasonable amount of time when walking
• Personal atmosphere
• Personal attention that I would not receive at a larger university
• Plenty of places to study and small student body
• Pretty campus, lots of outdoor activities
• Pretty laid-back university and plenty of activities
• Prexy’s pasture as is
• Prexy’s pasture is really nice.
• Price
• Price and location
• Price and small class sizes
• Price and the ability to study two engineering majors
• Price for the education I am receiving
• Price is affordable
• Price is low for good education and good atmosphere
• Price, atmosphere, location
• Price, nice place, people, good education
• Probably the student-teacher relationship; Professors seem very eager to help and to know me on a personal level.
• Professors and staff-everyone is friendly, helpful and accessible.
• Professors and the people, big college that still has a small college feel
• Professors who are interested in students doing well in their courses. There is more of an ‘on’ feeling then in many schools.
• Programs and activities available outside classes
• Proximity to outdoor activities
• Quality education at a very affordable price that is close to home
• Quality education at affordable price
• Quality of education and diversity of staff
• Quality of education and instructors
• Quality of education and location (mountains)
• Quality of education I receive
• Quality of teachers
- Quality of teaching, housing facilities, shuttle service
- Quality of the education and distance from home
- Quality teachers that, for the most part, are willing to help students in their classes
- Relationships with professors, small town, friendly atmosphere
- Relatively small class size (2)
- Relatively small town, relatively small student population, friendly atmosphere, campus, and location
- Relaxed atmosphere and friendly people
- Relaxed atmosphere
- Relaxed environment, and plenty of fun stuff to do
- Research facilities
- Resident halls, Washakie center (good), education is good for the most part.
- Scenery, walking campus, student jobs and housing
- Serenity and quiet environment
- Size
- Size and diversity
- Size of campus and departments-accessible, engaging
- Size of classes, student-faculty ratio and availability of instructors
- Size of the school
- Size, I like the smaller classes.
- Size, location, climate, and the people
- Small and friendly
- Small campus and class sizes; The university takes pretty good care of its students, especially in the form of entertainment. There are always fun things to do for free or for a small fee.
- Small campus and inexpensive
- Small campus atmosphere with diversity
- Small campus but still has advantages of a university and great learning opportunities
- Small campus with a small student-faculty ratio so you can actually get to know and talk to your teachers
- Small campus, open areas like Prexy’s pasture, Half Acre gym, and ROTC departments
- Small campus, small classes, affordable tuition and fees, good engineering program, and relatively good instructors
- Small campus, small town
- Small campus, which allows you time with professors and allows you to make closer friends.
- Small campus
- Small campus-can get to many parts of campus (the majority of campus) in about 15 minutes
- Small class size and friendly, informal environment
- Small class size, availability of one-on-one attention if desired (usually with professors), quality of professors-well education and leaders in the field, and level of education
- Small class size, genuine instructor concern for students
- Small class size, one-on-one with professors
- Small class size, teachers willing to help
- Small class size, tuition is affordable
- Small class size
- Small class sizes and accessibility to help
• Small class sizes makes it easy to get to know my professors so I am comfortable asking for help when I need it. It is also a very affordable school.
• Small class sizes, it’s closer to home, and its cheaper.
• Small class sizes, more one-on-one instruction, affordable, quality education, close to hometown (Cheyenne), and friendly campus
• Small class sizes, professors who work with you
• Small class sizes (2)
• Small classes and campus, which give a more welcoming environment.
• Small classes and friendly atmosphere
• Small classes and good personal relationships with professors
• Small classes and one-on-one with professors
• Small classes in my major area
• Small classes that are taught on a personal level by knowledgeable professors; I also like the proximity of the university to my hometown.
• Small classes with professors that care; I like being able to access my professors with any questions or problems.
• Small classes, ability to interact more with faculty
• Small classes, friendly atmosphere, and small town
• Small classes, good interaction with teachers
• Small classes, low student-teacher ratio, friendly (mostly) faculty, and free stuff
• Small classes, nice teachers
• Small classes (5)
• Small classroom size and opportunities for undergraduate research
• Small community feeling
• Small community, one of the cheapest, in Wyoming, and small class sizes
• Small pharmacy classes and intramural sports
• Small professor to student ratio; I have extremely close ties to my professors.
• Small school and small campus
• Small school setting with large variety
• Small school
• Small size and location
• Small size, personal help
• Small sizes, type of people, outdoor activities, education, and price value
• Small student population (2)
• Small town atmosphere, location
• Small town college feel you get here; The quality of teachers in some majors; Also, the experience I gained by being in a fraternity was more than the university had or still is offering me in my education.
• Small town feel that seems to accept everyone for who they are; Race, sexuality, and sex are not an issue here. People come here from all walks of life and are met by people from other experiences and cultures It is a pretty cool town.
• Small town feel; Everywhere you go you will always know that you are going to talk to UW students or faulty about 90 percent of the time;
• Small town university with lots of activities and not too many people
• Small town, and small classes It keeps things simple
• Small town (3)
• Small university in a small town, but with cities in easy driving distance
• Small, accessible campus
• Small, but well rounded
• Small, friendly community with international influences
• Small, friendly university with nice nature
• Small, great education, economical
• Small, personal atmosphere Weather, mountains nearby, friendly people and lots to do in the local areas for families
• Small, research oriented
• Smaller campus can walk or bike to any campus location when on campus
• Smaller campus classes
• Smaller campus offers more opportunities to undergraduates; Community involvement with clubs and organizations on campus
• Smaller class sizes
• Small-town atmosphere
• Snow, summer place is so beautiful.
• Social life, more entertaining than home
• Social life
• Socialization and Friday Night Fever
• Some of my teachers are extremely understanding and helpful.
• Some of the teachers helping the students
• Staff and faculty have been good so far, very helpful.
• Still in Wyoming; Fairly low class sizes
• Student activities
• Student body
• Student Health services are great and their staff is way nice. Most of my classes this year have been 30+ people and it’s nice when your professors actually recognizes your face. The multicultural programs are pretty good and the music programs are enjoyable.
• Student success service has helped a lot. They brought to my attention things I had no clue I needed to deal with, that I wasn’t informed about through normal channels. Georgia Mitchell is great. Without her I would be taking basket weaving classes expecting business degree ASS/WC Hooray! There are other adults on campus (even if we are an invisible minority).
• Student-faculty relationships
• Student-professor interaction
• Students
• Students and relationships within the Agriculture College
• Students are friendly and care about each other.
• Student-teacher interactions, friendly people, and its relatively cheap.
• Student-teacher ratio, great gym facility, pretty campus, and good education for the price
• Study abroad program and the few excellent professors I’ve had
• Success of UW men’s football and basketball
• Summer break
• Teachers are concerned how their students are performing in their classes. Helpful and kind people.
• Teachers are usually very helpful and fair. The campus provides work for students. Classes are available for the most part. (I have always gotten the classes I wanted.) Advisors are helpful in getting students to graduation requirements.
• Teachers are wonderful and helpful. They know their field.
• Teachers willingness to work with students beyond class
• Teachers, students and academics
• That amount of friendly students and instructors and also the parties
• That atmosphere
• The fact that it’s in Wyoming and that I know I can get a good education here
• That I can go to school here; Other than that…? It’s a good campus; Beautiful and a nice place to be.
• That I can usually make my class schedule work with my life schedule. I have two children and need a certain schedule so I can get them where they need to be.
• That I feel like I’m getting a top of the line chemical engineering degree when most of my teachers have been awesome; How I also get to play club hockey that is very competitive, which is good break from the learning of the engineering.
• That I will be done in one semester
• That it is close to my hometown; I still can go skiing; Walking campus; I don’t’ really ever have to drive anywhere.
• That it is relatively cheap for me to graduate with a pharmacy degree
• That it is relatively small but has great education standards and reputation; Also, it is in my home state and relatively close to home.
• That it much safer for female students to wander around at night
• That it’s a save environment; I came from a big city and sometimes it’s nice to have some quiet.
• That it’s in Wyoming
• That it’s not too far from where my parents live; The campus is not too big, but not too small either.
• That it’s small and easy to access my professors and advisors; I like the smaller classes with one-on-one interaction.
• That it’s small and on a more personal basis than a bigger school
• That most teachers and teacher assistants are willing to go the extra mile to help a student out
• That there is a club lacrosse team
• That there is apartment housing for all students not just married students or students with children; And the advising program.
• The “lax” approach to giving everyone freedom
• The “out going” nature of the professors
• The ability to get to know your professor on a one-on-one level and do well in a class; The ability to know and meet other people in your field; The ability to join as many clubs as you want on campus and feel welcome; The advising services and other UW services have been extremely helpful when I am confused or need more direction.
• The ability to graduate early
• The ability to receive academic assistances very easily
• The academic program
• The accessibility of faculty and staff; I don’t feel like a number.
• The activities offered on campus; The clean, friendly environment
• The all around atmosphere of the people and campus
• The amount of things to do and attend
• The anthropology department of UW and the professors and staff connected with it
• The area around Laramie
• The area around the school, the design of the school, and the atmosphere when you step on campus
• The athletic programs
• The atmosphere and arts programs that I have access too
• The atmosphere and friendliness
• The atmosphere and the relative small size yet quality education (at least in some departments)
• The atmosphere and the size of campus; Easy to get around
• The atmosphere at the UW campus is very warm, friendly, and inviting. The student-professor ratio is very conducive to learning and the advising is very individualized.
• The atmosphere is fairly consistent with the rest of the state.
• The atmosphere is really nice, not too closed or open.
• The atmosphere of faculty and students, for the most part everyone is friendly.
• The atmosphere of the campus, willingness of the staff to offer help and the relationships built with professors and staff
• The atmosphere of the learning environment; It seems like everyone is willing to give you help if you need it; Also, there is plenty to do and just the right size school for me.
• The atmosphere of this campus, and the history it represents
• The atmosphere on campus is generally pleasing.
• The atmosphere, all of my friends, all the recreational options
• The atmosphere, big campus and fairly nice people
• The atmosphere, the small town feeling
• The atmosphere (4)
• The atmosphere/laid back
• The atmosphere; nice campus, friendly people
• The availability of extra curricular actives such as the adventure programs and intramural ports
• The availability of outside of school activities
• The awesome faculty
• The beautiful country and outdoor activities
• The beautiful scenery and nice environment of the university and Laramie in general
• The beauty of the campus, the community around it, the student body and my departments’ faculty
• The big trees around Prexy’s pasture and willingness of faculty to help students
• The big trees in the pasture; They are beautiful.
• The campus and facilities that can be used by the students
• The campus appearance and ease of getting from place-to-place
• The campus blue print of everything and how easy it is to find something
• The campus feels inviting, friendly, and comfortable. I like that it’s not too big, but not too small.
• The campus in general; It’s small, but big enough to feel away from home and meet new people. I like its location, as far as mountains are concerned, close to home, Denver.
• The campus is beautiful. I love the red brick buildings and trees. I enjoy most of my classes and think they are well taught.
The campus is clean and most UW employees are courteous and helpful.
The campus is comfortable and the environment and atmosphere around campus is always good.
The campus is nice and friendly and the education is good.
The campus is nice and it is near many outdoor activities.
The campus is nice and there are more ladies here.
The campus is very pretty, which includes the trees in Prexy's. The buildings are also nice.
The campus itself and the wide variety of classes and opportunities
The campus life and I love Prexy's Pasture.
The campus, class, and the opportunities
The campus, very close-knit; Small enough to know several people in passing but large enough to feel not smothered; Also, the small class size especially upper division when professors know students.
The campus; I don't like the town but the campus is very enjoyable.
The casual environment that includes friendly people and a warm campus; I also like the location and the smaller size of the university. The professors are very personal and open.
The class size and the people (most of them anyway)
The class sizes are smaller, at least in my major (music), which allows for personal instruction.
The class sizes
The classes and the atmosphere
The classes are relatively small so you can have a better professor-student interaction.
The classes are small and I get a lot of one-on-one interaction.
The classes aren't too big.
The closeness to family and outdoor activities is the most pleasing thing here.
The college I'm in; I think the school of pharmacy is a good program.
The college I'm in; They are friendly and know me by name. They have a student lounge where I can make friends within my major. I know that UW wanted to take this room from the students and our teachers fought to keep it. This is because the teachers know the students. I don't feel like just a number here. I've heard stories about other departments (business) and they are never very good. It makes me glad to be in agriculture.
The College of Agriculture; I have had my most informative classes there. I have learned the most from the College of Agriculture and the people in it are friendly and they care about your schooling.
The College of Business accounting program that I am in is a cohesive group of the same students that I've had classes with for two years. Also, the relationship with accounting professors; The advising in the College of Business is superb.
The College of Engineering and the opportunities it gives for success
The College of Engineering; The teachers as a whole are great, easy to understand, brilliant, and have time to help you. At the dean’s offices, they know all students by name and are ready to help.
The community and location of UW and the cost is also a plus
The community of my department
The computer access I have
The computer networking and libraries are excellent and so is the international student services office
The convenience of all the classes available
• The cost and close to family
• The cost and the students
• The cost of attending for the amount of training that I am getting; The closeness to home
• The cost of attending
• The cost of going and the town
• The cost of tuition for in-state residence
• The cost of tuition pleases me the most
• The cost of UW is very reasonable especially for the education you get for your money.
• The cost, and the relative closeness to my family
• The cost
• The cost I chose this university because I received a scholarship
• The course and research work, the faculty and the ambience over there please me very much.
• The courses offered and the way of teaching
• The courses that are available, the places to go get help and to study quietly; The Union is nice and the recreation center.
• The culture and education
• The department I’m in; It is a very tolerant, caring environment. I love the classes I’m taking, and all my professors are very helpful.
• The department of Health Sciences does a wonderful job of involving students in seminars/workshops when possible.
• The department of my major is filled with excellent professors and among the best programs that I have seen. Location, excellent outdoor recreational opportunities.
• The different courses we can take and the different opportunities that we have
• The direct attention I receive from the faculty, which comes by way of smaller class sizes. Many faculty members will take extra time to see that all students understand the materials and requirements of a class.
• The diversity and the people
• The diversity of individuals and classes offered
• The diversity of people and opportunities
• The drinking opportunities
• The ease of getting help if needed
• The ease with which one can find opportunities to study abroad is great
• The education and the student teachers
• The education and track program
• The education I am receiving for the money I am paying
• The education I am receiving, the professors and their ability to convey material to me and the support of my peers, helping me and studying with me
• The education I am receiving (2)
• The education I receive and the social end
• The education program
• The education received
• The education (2)
• The engineering college
• The engineering department is outstanding. One of, if not the best college on campus. I appreciate the efforts put into modernization and beautification.
• The engineering department, agriculture department, and the pharmacy school
• The engineering department. Susan is really nice about helping students out. She’s the “mother” of all students in the college.
• The Engineering program has some of the best professors in the nation.
• The English department and Half Acre gym
• The enrollment size
• The environment (being close to good outdoor places), being in Wyoming, friendly people, and sporting events
• The environment and how helpful everyone is; Plus, how social it is
• The environment and people
• The environment and people; There are also many opportunities for involvement.
• The environment and the people
• The environment at the University
• The environment is fairly easy going and the staff is very helpful. Also, the size of the university—it isn’t too small or too big.
• The environment is fairly nice. The people aren’t rude outright and basically keep to their own business. I really enjoy the marching band program, which provides the ability to meet people with similar interest to mine.
• The environment of the campus and the location
• The environment, campus set-up and cost
• The environment, it is learning centered and there are many resources around campus to support learning.
• The environment (4)
• The expense is small. I have many friends here and faculty is friendly and very helpful.
• The facilities, such as the Union and Half Acre
• The fact that I am almost done
• The fact that I can walk around campus and see many people that I know; This is because I am from Wyoming.
• The fact that I can really focuses on my degree because there isn’t anything to do in Laramie. Plus it’s cheat for in-state.
• The fact that it is a small town and in a good area where you can have fun outdoors; The outdoors is a big pull for me.
• The fact that it is in Wyoming and I can get my education close to home
• The fact that it just happens to be located in Wyoming
• The fact that it’s only five hours from home
• The fact that Prexy’s will soon be closed to cars
• The fact that students are more considered individual persons, rather than just another ace in the class; Most professors are willing to bond with students and help them out.
• The fact that the campus is small enough to offer programs and provide activities for all students without crowding, yet large enough to provide a decent competitive academic experience
• The fact that UW is still a fairly small school with teachers that can offer one-on-one help if needed, and that most of the teachers are concerned for their students; they seem to care.
• The fact that we get long breaks of school off; Working in the archaeology lab is helping out and learning about new things.
• The fact Wyoming has a university
• The faculty and staff and their friendliness, openness, and professionalism
The faculty and staff are supportive and friendly. There is lots of diversity in the student population. The campus is beautiful. They should not cut down any of the big spruce trees for the Prexy’s pasture project.

The faculty and staff are very nice and helpful compared to other facilities.

The faculty and the learning atmosphere; I love everything about here though; there is nowhere else I would rather be.

The faculty and the sports, athletic facilities, and the fitness, health, and Wellness Center

The faculty are usually cool.

The faculty at the University of Wyoming is generally more then willing to help with any questions students have -- Whether the questions have to do with their class, questions about majors, or the student’s future opportunities.

The faculty generally seems to know exactly what they’re doing, both in teaching and in their fields. Laramie is just a nice place overall.

The faculty in all areas, and the students; The organizations that produce a strong community, particularly for me; The strong Christian community.

The faculty in the PE program, the quality recreation facilities, the low cost

The faculty involvement with the students

The faculty is always willing to help

The faculty to students is excellent and I am glad I chose to come here

The faculty (4)

The family atmosphere and knowledgeable professors

The faculty is very helpful and takes time out for each student, willing to explain things and work one-on-one with students.

The feel of a small university

The female population

The few exceptional professors

The friendliness and community-like atmosphere

The friendliness and helpful attitudes of the professors

The friendliness and helpfulness of the staff and students

The friendliness of the professors and students; The good classes and programs

The friendliness of the university; It seems to become ones home right after moving here. The people are pleasant.

The friendliness

The friendly and hospitable environment

The friendly atmosphere and complete education; Also the spruce trees

The friendly atmosphere and people; I love a close community and UW provides that very easy to talk to approach.

The friendly atmosphere and recreation center

The friendly atmosphere and that people are willing to work with students for financial aid and other needs

The friendly atmosphere and the student-teacher ratio in engineering

The friendly atmosphere here plus my education is really good

The friendly atmosphere, teachers that learn your name and go out of their way to help you, and the small campus

The friendly atmosphere (5)
• The friendly atmosphere; Being able to do what you want because of the many opportunities available to students
• The friendly campus and the space campus has
• The friendly campus environment, proximity to my home here in Laramie; The quality of the program that I'm in; I believe is very good.
• The friendly campus, how friendly my advisor is, and graduation
• The friendly environment and knowing that each person isn’t just a number but an actual person
• The friendly environment and living in my home state
• The friendly environment in our department is like a family and that is awesome
• The friendly environment, including staff, faculty, and other students; I feel I got a good education.
• The friendly environment, small classes, close community, and student-professor interactions
• The friendly environment
• The friendly faculty and the crayons
• The friendly learning atmosphere
• The friendly, welcoming environment; Not an overcrowded, fearful, big city.
• The friends I have acquired and the education; Also, the size of the campus
• The general atmosphere seems friendly, and I feel at ease
• The general environment; The campus is great. Students are friendly. Professors are helpful. The coursework (for the most part) is challenging and useful. There are many activities available to everyone, so each person can stand out and be a leader.
• The general helpfulness of faculty and staff; In almost all cases when seeking assistance with school work, from Student Health, from various offices at the university, etc. I have found that the faculty and staff are interested in helping me succeed as a student and as a person.
• The geographic location and campus size
• The good education I receive and the friendly nature of the people here
• The good nature of my professors
• The Greek involvement, since they are more active than any organization and provide opportunities firsthand, where at UW in general, you would have to go to find it
• The Greek system is the best thing about UW. If I wasn't in Greek, I would have transferred to a different college.
• The Greek systems
• The gym
• The helpful faculty
• The helpfulness of faculty and staff
• The high quality facilitation in the science departments coupled with the small school environment
• The high skill level of the faculty and their friendliness, especially in the music department
• The high standard of education; The education department being ranked so high on a national level
• The housing and RA program
• The inclusiveness of the school; Trying to promote school unity
• The in-state tuition and Laramie is kind of a nice place, although windy.
• The instructors are both friendly and helpful. The students are kind.
• The instructors
• The interaction among students and professors, small class size, and that the staff (in different services) are willing to help
• The interaction of faculty and students I feel very supported and encouraged by almost all of the staff I've had or encountered
• The international program is very strong which is a positive aspect I had not expected. There are also lots of clubs and activities for students to participate in. The students who attend UW are generally very friendly, fun and easy to meet. I am also pleased with most professors and the evaluation process for professors. UW is also in a great location.
• The international student service gave me a lot of help and I’ve felt very happy each time when I had some problems and talked with them. The office, Denise is very good.
• The laidback atmosphere and most of the people that go UW
• The laidback atmosphere and the small town feel
• The laidback attitude contributes to a comfortable learning environment
• The landscaping of the campus
• The large diversity in lifestyles, the openness of faculty and students, and the many opportunities provided
• The learning environment (2)
• The level of education that I’m getting seems to be high
• The live-in staff of the residence halls
• The location and the anthropology department
• The location and the friendliness of the campus
• The location and the low prices of tuition are the only reasons I am attending the University of Wyoming.
• The location for outdoor activities, the small size of the town and campus; It is somewhat inexpensive, but this is changing everyday.
• The location—the outdoors and the friendly people
• The location is close to where I want to be, plus I like the school pretty well.
• The location, atmosphere and attitude of students
• The location, friendly people and the challenging education
• The location; it's near mountains and near Cheyenne as I’m part of the Air National Guard.
• The location, the laidback atmosphere, and the study abroad experience
• The location (3)
• The low cost and good education; students are very marketable after graduation.
• The low cost of education compared to the quality please me most. It’s a good buy.
• The low cost of out-of-state tuition
• The low cost of tuition, and small class sizes
• The low cost of tuition; The accessibility of the professors; Professors with impressive backgrounds and extensive knowledge; The location
• The low cost
• The lower cost
• The mountains and the scenery
• The mountains
• The new experiences that I have encountered and all the new friendships; I enjoy what I am studying so I actually like to go to classes.
• The nice fitness facility, the professors, and the surrounding area
• The nice small classes and knowing all the professors; It doesn’t need to grow.
• The one thing I like about UW is that it is a small university. Laramie was a city that fit me like a glove. Bigger cities tend to offer distraction. Laramie was perfect for me to buckle down and finish school in four years.
• The open landscapes
• The open space and friendly people
• The openness of the campus and the people on it
• The openness of the campus and the students; Walking from class-to-class and recognizing most of the students make you feel known and welcomed among the university.
• The opportunities for other activities like intramural sports and Half Acre
• The opportunities provided
• The opportunities the college makes for their students and the low cost of attendance
• The opportunities to reach my goals
• The opportunities
• The opportunity for field work
• The opportunity of cheaper in-state tuition, and belonging to the education college because they have their heads on strait
• The opportunity to do undergraduate research and the people
• The opportunity to get a good education and for the most part enjoy it
• The opportunity to get involved in research early and the close proximity to professors
• The opportunity to learn
• The opportunity to work in my major
• The outdoor activities UW offers
• The outdoor atmosphere and the small class sizes
• The outdoor opportunities (i.e. the Outdoor Adventure Program); The friendly nature of the faculty
• The outdoor recreation opportunities; most of the professor are willing to help, class is relatively small.
• The overall appearance and size of the university
• The overall atmosphere and friendly community: Go Pokes!
• The overall atmosphere on campus--very nice and enjoyable
• The overall atmosphere-small, friendly and familiar; It is easy to get involved on campus. Overall my college (engineering) has been very helpful.
• The overall environment and friendliness
• The overall environment on campus; The many opportunities to get involved on campus and in my major
• The overall experience at UW
• The people (students) are nice.
• The people and attitude-people are friendly and the general attitude is pleasant and peaceful
• The people and being close to my family
• The people and the campus activities
• The people and the environment; It is not a huge place.
• The people are generally friendly and willing to make new friendships. Teachers are very helpful except for foreign teachers who are helpful but hard to relate to and understand. The athletic crowds are exciting, and intramurals are free.
• The people are nice and for the most part, it is a good comfortable environment for me.
• The people are nice and friendly. They are always willing to help.
• The people here, atmosphere and size
• The people here, especially the students; I enjoy the generally friendly people here. Although some professors are not friendly at all.
• The people I have met, and the price of my education; I also have had good luck with teachers.
• The people I interact with in my department both students and professors; Everyone is generally very helpful all over campus.
• The people in the philosophy department
• The people that attend here
• The people who work here are mostly friendly
• The people, and being close to home
• The people, community, and the area
• The people; most are very friendly and helpful.
• The people, the quality of education, and the involvement opportunities
• The people, the town, some of my classes and professors
• The people
• The people; I’ve met good friends here, and I’ve learned so much from my teachers. I’ve also had the opportunities to have mentors.
• The people; Students are friendly here as well as the teachers. When a problem occurs there is usually someone there to help figure it out. Patience is our instructor’s main quality.
• The personal attention I receive from all the faculty and staff
• The personal attention
• The pharmacy program being available after two years of prerequisites; The free admissions to the sporting events and the availability of Half Acre
• The physical education department
• The physical sciences program is strong. A physical sciences (geology) degree is thought of as being from a good college.
• The plant life and being able to make new friends
• The price and the quality of education
• The price for the great education you get cannot be beat anywhere.
• The price is good
• The price is right
• The price of tuition along with the great education gained; More bang (brain) for my bucks
• The price of tuition is somewhat low and student-teacher interaction seems to be on a more informal level.
• The price (3)
• The professional quality of professors and friendliness of the theater department and faculty
• The professionalism of the teachers, the quality of learning pleases me most about UW. I like having fewer students in my main discipline during class.
• The professors and their teacher-student interaction
• The professors are great, highly intelligent and good teachers.
• The professors have been very helpful and encouraging to students.
• The professor-student ratio
• The program I am in and knowing I will find a good job
• The quality and helpfulness of the engineering college
• The quality of education and availability of resources
• The quality of education and the recreation available because of the nearby mountains
• The quality of education for the cost
• The quality of education I receive; I am an engineering major and have great professors.
• The quality of some faculty; We have great scientists here that are responsible for UW success.
• The quality of the education is excellent considering what I pay for it.
• The quality of the education
• The quality of the engineering departments
• The recreation opportunities
• The relative cost for the quality of education, which is very good.
• The relative small size of UW allows for a great learning environment.
• The relatively low cost and laidback atmosphere
• The relatively low cost
• The relaxed atmosphere
• The relaxed environment
• The residential tuition rates, location, and faculty
• The rural-ness of it, the size and the faculty
• The scenery and small town atmosphere; The education I’m getting and the beer garden
• The scenery (2)
• The school campus
• The school is cheaper, yet I don’t feel the quality of education is severely lessened. It has a broad program and has many opportunities.
• The science department’s qualified faculty
• The set-up of campus; Everything is located close to each other and roughly in the middle of town.
• The size and ease of getting around campus
• The size and the type of classes offered
• The size is perfect, not too big, not to small. I also like the good education at the affordable price.
• The size of campus and the student body is large enough to find different friends and things to do, but not too intimidating, a nice balance.
• The size of the campus, the activities available, and the faculty
• The size of the classes and the willingness of the instructors to help the students succeed
• The size of the college and the knowledge and friendliness of the instructors in the College of Business
• The size of the school and classes
• The size of the school and faculty in my college
• The size of the school
• The size of the school; It’s not too big like CSU and it’s not too small like a community college. I love that everything is within walking distance.
• The size of the school--not too big or too small; The somewhat ‘humble’ atmosphere of the students and conservativeness
• The size of the University -- it is big enough that there are a lot of students and different opportunities but small enough that you don’t feel like you get lost. Most classes are small enough that you know your teachers and they know you.
• The size of UW and how close I am to being home; It’s relatively inexpensive as well.
• The size--not too big or too small
• The size—I like the relatively small campus community. I also like the atmosphere on campus both architecturally and naturally. The cost is a big determining factor for me being here. The low rates are nice in today’s economy.
• The size; It’s not too big or too small.
• The small campus and the ability to get help from instructors
• The small campus, smaller class sizes, people in offices (like financial aid) are very helpful.
• The small campus -- I enjoy being able to walk anywhere on campus in less than 10 minutes. I also like the big trees in Prexy’s Pasture. They give a sense that UW has a strong tradition.
• The small class size and personal attention with professors; I also enjoy the outstanding music faculty. We have one of the best faculties in the nation. The woodwind faculty is especially professional and intelligent.
• The small class size and the ability to approach any professor and feel comfortable about it
• The small class size (3)
• The small class sizes, geographical location, quality of instruction, and friendships I have made
• The small classes and interaction with faculty; I like teachers caring about how students are doing and not being just a person in the crowd.
• The small classes and interaction with other students
• The small classes and intimate atmosphere found around campus
• The small classrooms; They allow students to get more one-on-one help from professors. You are able to also develop more friendships.
• The small community
• The small school and classes and the friendliness of the students; Everyone is very down to earth and easy to get to know.
• The small school and friendly teachers
• The small size allows more opportunities and one-on-one help that I wouldn’t have at a large university.
• The small size and the small student-teacher ratio
• The small size of my department makes us a very close, personal group. Professors know us all personally and are very willing to help at anytime. Our department is very informal and kind, which makes it a nice work environment.
• The small size
• The small town atmosphere and a lot of the students have the same interests as I do
• The small town; the school is small, and my classes are more personal.
• The small, intimate campus and classes
• The small, intimate feeling of it; Most of my professors are very willing to do what they can for their students.
• The smaller campus size and that friendliness
• The smaller class size and the interaction with students from teachers
• The smaller class sizes and the opportunity for more one-on-one interaction with the instructors
• The smaller classes (at upper levels) and devoted and helpful professors
• The smaller classes and cheap tuition
• The smaller classes and the instructors in my majors
• The smaller classes with more one-on-one attention by knowledgeable and friendly staff
• The smaller school fee
• The smaller size of classes that allows more of a relationship between students and professors;
  The outdoor environment, great places to climb, run, bike, hike, camp, etc, without hundreds of
  tourists within 30 minutes from campus
• The smaller student body and campus, many resources and activities for students, challenging
  but good classes
• The smallness and friendliness of campus
• The smallness
• The small-town feel to Laramie
• The social activities
• The social and academic environment
• The social aspect
• The social atmosphere (2)
• The socialization with classmates; Medium size school with the one-on-one attention, still
  students aren’t just considered a number.
• The somewhat large campus, but the area remains small and well balanced.
• The somewhat smaller sized classes, so that there is better interaction between students and
  professors. It enriches the learning experience that much more.
• The special education department is really good. I also like the willingness to help form all
  people.
• The special education staff and departments -- they are all incredible.
• The staff and faculty have been very friendly and I really enjoy the atmosphere at UW.
• The staff at the registration office; They are very helpful, able to respond to your needs right
  away; they maintain Hole-in-the-Wall to improve their service; I can see that the registration
  office has been improving their services over time, whereas some offices have not done so.
• The staff in the REWIN department--these people are the best, always friendly, outgoing, and
  willing to help.
• The student interaction
• The student organization that I am involved in and some of my friends I’ve met through classes
• The students and the lifelong friends I’ve made
• The students in which I have gotten to know
• The students
• The student-teacher ratio; The academic support services and the array of courses
• The student-teacher ratio/relationships
• The study abroad program
• The summers in Laramie
• The surrounding area
• The surrounding areas and good professors
• The surrounding natural areas (Happy Jack, the prairie)
• The teachers and the environment of campus
• The teachers still care for the most part and want you to pass.
• The teachers
• The thing that pleases me most is the social environment and the cost of living. Student-teacher
  relations are also pleasing because of the close interaction.
• The town and surrounding environments
• The town of Laramie and the location; The weather and mountains nearby; Great program in
  my major and several jobs related to my major
• The trees
• The tuition is competitive with other universities and it’s close to home.
• The tuition is reasonable.
• The tuition makes going to UW affordable. Following graduation my financial aid burden will not be extremely excessive.
• The Union
• The university is very pleasing to attend, lots of diversity.
• The UW environment, which includes, but is not limited to, students, faculty, staff and the city of Laramie
• The variety of courses, people, cultures, and entertainment
• The variety of courses
• The way everyone carries themselves with pride; It is a big school where you can still get one-on-one help.
• The way the actual campus is laid out, where stuff is located
• The way the engineering department is organized
• The way the Wyoming image weeds out all the yuppies
• The western attitude; Even though the campus is probably more liberal than the rest of the state’s, I would still consider it conservative. The “attitude” includes numerous things but mostly the hospitality, willingness to help and traditional Christian values.
• The wide range of classes available
• The wide variety of opportunities and education available; The cost of attending school here is also very nice.
• The willingness of my professors to help me get the best grade possible
• The willingness of professors to help you; Also, professors want to make sure you learn the material, and they are not really concerned about grades.
• The willingness of professors to work with you one-on-one; We have a great faculty here that has taught me a lot.
• The Wyoming atmosphere
• The ZOO/PHYS faculty for the most part have been outstanding. The opportunities they have offered me had made my education here invaluable and nearly impossible to equal at any other university.
• There are many activities to participate in.
• There are many options for anybody who wants to come here. I like the size, isn't too big and you will always see someone you know.
• There are small classes often, and I think there are several good instructors that challenge students. Also, I’m really pleased with Half Acre and what Erin Kilbride has done. She deserves a raise for improving the weight room. The affordable cost is very important. Although I have criticism about UW, the fact remains that there is no way I would have been able to attend college. I am very grateful to UW for making college affordable.
• There is a comfortable atmosphere regarding most professors/secretaries, etc., that makes talking to them easier.
• There isn’t one thing in particular. I feel that most everything is ‘pleasing’ to me. Overall, it has been a great experience but I do give a lot of thanks to the MRC.
• There’s a wide variety of activities and organization to be a part of.
• Thorough website
• Tuition cost and housing costs
• Tuition cost and housing
• Tuition is cheap and I like the location.
• Tuition not too expensive
• Tuition prices compared to out-of-state colleges
• Tuition rates (2)
• Tuition, location
• Use of computer labs and BB King coming
• UW has a friendly atmosphere. I like being in Wyoming and I think Laramie is a good place to live.
• UW has a great gym facility.
• UW has a willingness to help and give time to help you through classes.
• UW has some very good and very dedicated professors who are willing to help you one-on-one.
• UW is a pretty friendly place. You can always get help if you need it.
• UW is fairly small and I feel like I can relax here.
• UW is relatively cheap and provides support as well as activities for students. It also has a learning center that I think is very useful.
• UW is very open and accepting.
• UW offers a very wide study environment. It offers many activities for students to get active and it also nourishes a good and thorough cultural environment.
• UW offers excellent education in a small town atmosphere. I enjoy being able to visit my professors often because they all have open door policies and in general they have the time. I feel my education and future is important to UW.
• UW seems to cater to students and tries to get them involved, and wants students to like it here. School spirit is high.
• UW tuition is very reasonable and for the price you pay I think you receive a lot in return.
• Veedawoo
• Very clean and up kept, low crime and nice people
• Very friendly atmosphere; Relaxed and laidback; It has a nice “community feel”.
• Very friendly people and the campus staff are caring and always helpful.
• Very homey, very friendly environments, and beautiful location
• Very little
• Very open community with lots of opportunities; Lots of great resources for study along with very knowledgeable faculty; Great student body as well, with plenty of opportunities for new students to grow quickly and comfortable and become acquainted with campus life
• Very pleased with the quality of professors in the engineering department
• Walking distance
• Was told to skip
• We are taught over and over about tolerance, but I see very little tolerance towards many religions. I am speaking mainly about the prejudice towards the LDS church (Mormon) at the BYU vs WYO games. It is horrible.
• We have a bit of pride in our state and school. People are generally friendly and you can do a variety of activities.
• Weather, small size of college, and the people are nice
• What I learn seems useful.
• What I like is that not everyone from my high school came here. I was able to break away much easier than others.
• What pleases me most is that UW is constantly trying to improve the positive setting.
• Wide variety of classes, gym
• Workout facilities, small size of student population and quality instructors
• Workout facility and cost of school (2)
• Wyoming
• You accepted my degree from another school with very little arguments.
• You can do about anything you want to as long as you’re motivated to do it. We are always looking to improve both environment and facilities
• You get more one-on-one basis because there’s not a huge school population.

(Outreach Students)

• A chance to get to know others in my program
• Availability of classes statewide
• Availability to outreach students
• Available education here in Rock Springs
• Being able to access Outreach
• Being an Outreach student with UW lets me continue my education.
• Concerns are dealt with and listened to
• Ease of use-UW online
• Existence of distance learning opportunity
• Good education
• Graduating
• Having online and Outreach classes; Allowing sign language for foreign language
• I can get a job with a degree.
• I enjoy the flexibility in my chosen major (MA communication) to tailor the degree program to my specific interests in research: intellectual property and visual communications
• I like the relaxed atmosphere and the open areas around the campus. I really enjoy the gym, the games, and the students.
• I live in a small community and am able to complete my education through distance learning.
• I love Outreach I can take courses and finish my degree even though I live four + hours from the main campus. The outreach department has been very helpful both here on site and the 800# (in Laramie, I assume). Terry really bent over backwards to allow me the ability to call in to an Audio class from home and Bonnie in Evanston has been so helpful, too. Mike Woolcott was another instructor who really helped in advising and in allowing me into his classes (when it was already full and allowing me to take one not usually offered). This is making it possible for me to graduate.
• I really appreciate being able to take Outreach courses. It’s such a great opportunity for me. When my husband got his degree at Laramie and we moved I thought I’d never get my degree but I’m going to get it and I was able to do so while taking care of my family. Thank you!
• I really enjoy the Outreach credit program.
I really like UW’s Outreach program. Everyone works hard for each other. I enjoy the Outreach program. However, I think that it would be great to get more classes and more degree programs for Outreach. Have you ever considered doing a teacher education program in areas such as Evanston?

- It’s close to where I live.
- It’s in Wyoming.
- It’s pretty and grounds are for all, but buildings are too hot and too dry. Has anyone here heard of a humidifier?

Locality reasonable access
Location and cheap tuition
Low cost
My ability to complete a UW program without moving to Laramie; Cost of tuition is reasonable and within reach for me.
Nice teachers and easy to work with
Offering online courses
Online classes
Online courses and not having to go to campus
Online courses
Only four-year school in the state of Wyoming
Outreach
Outreach abilities
Outreach classes
Outreach courses and online classes available
Outreach courses are convenient. More Internet not online classes would be nice-for no extra fee.
Outreach location
Outreach providing distance education throughout the state to further the availability of secondary education to Wyoming residents.
Price
Professor Robert Young
Professors are knowledgeable and approachable. Classes are interesting.
Small school
That Outreach classes allow me to get my degree, live where I want and have a job. The flexibility is great.
The ability for me to live in Casper, Wyoming and still have access to a quality education through Outreach and UW/CC center
The ability to take all the classes I need to graduate in my hometown
The Casper and Gillette campuses, especially Dianne Davis who has been instrumental in my “staying on course”
The convenience
The convenience; I work and have a child and it is great that I can still attend college. I’m also glad I did not have to move. The majority of the professors are very helpful, organized, and in general good teachers.
The cost would probably be the best part of UW.
The ease that I can take classes in my own home
The flexibility of Outreach courses
• The instructors
• The low cost of education and good quality of the history classes I have taken
• The online classes
• The opportunity to get a BA while living in Riverton
• The opportunity to receive a degree from off-campus
• The opportunity to study there without having to move there
• The Outreach availability
• The Outreach program, as I do not have to move my family around
• The Outreach program
• The Outreach staff and its opportunities for non-traditional students
• The professors know how to handle the transfer students and their credits. The degree analysts were awful
• The Spanish professors have been wonderful. I live in Casper and they are very willing to help me complete my degree in Spanish and remain in Casper.
• The staff is excellent, have had great experiences with everyone I’ve come into contact with. Have had no question unanswered.
• The staff is great and they love to help students succeed in a timely fashion.
• The staff is quick to help when I call confused. They clear up my concerns or guide me directly to someone who can. I have not received a telephone run around with this university as I have with two other major universities.
• The whole atmosphere, I just love everything up here.
• There are not a lot of people so I am not overcrowded and I get to know the staff well.
• Through Outreach I am able to keep my current job and stay with my family.
• Very encouraging advisor and she knows her stuff. She has been very helpful.
• Watching division I sports was the best part of being on-campus UW. The Outreach program has been a better academic experience—smaller classes, more interaction with our professors (audio telecourse).
APPENDIX IX

(Laramie Campus Students)

Question 29. Finally, what disappoints or frustrates you the most about UW?

- A few select professors
- A lot of decisions are made without much student input
- A lot was new for my family and me this year with college. It was frustrating at first but got easier.
- Accounts receivable, nobody interacts with each other in their department, so you’re transferred a lot.
- Administration
- Administration does not listen to the students, for example, Prexy’s Pasture.
- Administration in many departments seems to have forgotten that the reason they are here is because of the students Education should be a priority instead of something some teachers seem to put second to research.
- Administration not listening to students on critical issues (tuition restructuring, “beautification” of campus/renovation of Prexy’s, etc.)
- Administration, not faculty and not lower to mid-level staff, it’s the top dogs who don’t care.
- Admissions standards are far too low.
- Advising and registering
- Advising departments are not very helpful.
- Advising has always given me problems.
- Advising! You guys are doing a really bad job I am not the best student but since I have been here I have not had the same advisor. So every time I go to get advised I have to explain everything from the top. Advisors do not know what they are doing. As of now I advise myself.
- Advising -- this is my second bachelor degree and advising is a nightmare. Fees, changing fees when students are not on campus (example: student teaching); Changing fees to distance educate UW students when you aren’t on campus (College of Education fees)
- Advising--I had a terribly unhelpful advisor my first two years of college. I am very bitter about the wasted time and classes I took because I received poor advice. I should be done.
- Alcohol and indecency
- All those miscellaneous fees, especially when non-traditional students pay for a lot of on campus activities they rarely use
- All of the extra classes that we are required to take that do not deal with our major; Also the education college and having to fill out the application to get into the phase 2 and 3; No other program require you to do this.
- All of the liberal hippies who are rainbow loving and look down on me for having my opinions; In Wyoming I am not a minority. However, I am at UW, where everything is fruity.
- All of the red tape when dealing with administration; The lack of support of the Greek system; Finally, the miscommunication in the business offices that sometimes leads to late checks and bills we didn’t count on
- All the attention paid to the major sports groups and not enough paid to everyone else
- All the changes, increases and costs that come with the changes
• All the fees along with tuition, lack of updated facilities
• All the fees that don’t apply to you but you have to pay anyway
• All the professors automatically assume everyone drinks and parities and has sex and they use these areas for their examples to get points across
• All the smoke, everyone smokes outside of the building and it stinks. I don’t like it.
• All the stupid fees, and that they changed tuition billing to credit hour, when that isn’t what we had when we stared. You shouldn’t change billing policies once we have been using a different one, especially without asking.
• All the surveys
• All the trouble I have had with transferring credits
• All the university requirements to graduate
• Allocation of funding
• Although UW is a state university, I am disappointed with the university studies requirements. They are too demanding. I would like to focus more time on my major, not on other courses which I will not apply to my career, and which I already took in high school.
• Always changing things (i.e. breaks)
• Arrogant professors who are more concerned with being cool and tooting their own horn than in the education of the student. This does not include all professors; perhaps it’s disappointing that the college isn’t aware of such situations.
• As a disabled person, I might have to drop out because of the renovations to Prexy’s and no handicap access. But no one cares, so why mention it?
• As a first year student, I find many classes impersonal (very large). The econ-government requirement is a joke—not enticed to learn anything in there. University requirement’s confusing (D, O, W, W)—I’m in engineering and the honor program, I can’t figure out if HP is going to fill all of these requirements.
• As a music major, I don’t feel that I need some of the outside credits required such as two semesters of math. I feel that one is enough to be required.
• As an international student I find it very hard to integrate into the UW community and make friends.
• As an undeclared student, it is sometimes difficult to determine what classes will be most helpful in the long run. My advisors at CAC have been good, but I have ended up taking some pointless classes. However, I did enjoy them. The parking is horrible, and it is ridiculous to charge $90 for a pass that rarely gets you into a decent spot. I have parked about five blocks away from the dorms just because it was the closest place on campus. More lots or cheaper passes please.
• As I was transferring, I received hardly any information about how to register and what courses I needed to take. I had to call to find out who my advisor was, and the whole process was frustrating.
• As with anywhere else some of the rules are lame and the costs are a bit high, but most of that is just the cost of education. The single room next year frustrates me, but it is the price to pay in order to make it better in the long run.
• At times it seems Old Main isn’t always looking out for the students. Almost more interested in kissing ass to get more money. Also, the wind and cold can be a bit depressing in the winter.
• At times too conservative; I’d like to see more students from across the country.
• At times; where does all the money we put into the university go; and the parking problem on campus.
• Athletics and parking
- Attitudes of some ME professors
- Availability of courses; Too many classes have only one teacher; This is very hard to schedule around.
- Bad teachers, teachers that don’t understand their students and don’t really know how to teach material, even though they understand it just fine.
- Bad teachers, very frustrating when the teacher is useless and I am spending money on him to do nothing for me.
- Bad teachers
- Bad weather condition
- Being sent from office to office
- Being stuck inside with bad weather and the math department
- Being that the UW is in Laramie; there is nothing to do in Laramie. It would be better to have it in a bigger city. But the worst thing here is the parking. It’s a pain in my ass to find parking and I hate riding the stupid bus.
- Bet you’ve never heard this one, the parking.
- Big classes, advisors
- Big man Philip is trying to take away these unique traits about Wyoming. Parking and the “walking campus” goals (not to mention rising expense) seem to be taking the university away from the state’s mentality and giving it away to popular trends.
- Both location and closeness to home
- Bureaucracy
- Business advising office-jokers; Fraternities represent a small portion of the population but make a lot of the decisions.
- Cafeteria policies, such as forcing dorm students into more expensive contracts to pay for pointless construction such as Prexy’s Pasture
- Career advising
- Career service center
- Change of core requirements needed to take after lapse in enrollment.
- Changes happening within my department without asking students
- Changing the school colors
- Class size like this one (genetics) are entirely too big. Encouraging professors to make classes more interactive is nearly impossible with a class size this large. A couple weeks ago I went to a lecture at UW about science teaching by a professor from Boulder. He talked about ways in which he has overcome large class size. I was pissed that none of my professors were even there –they are the ones that would have really benefited from this lecture. It is hard also to offer 200+ students the attention they need. Many times I feel that my lecture teachers are more concerned about lab assistants than me (rightfully so-how can you possibly give 200+ people attention and support they need?)
- Class sizes are too large in a few classes. Grades from Wyoming Community College do not transfer to UW GPA.
- Classes not having enough room and parking
- Classes required to take that do no justice in preparing us for the future careers we seek
- Classes that are not offered two consecutive semesters; It delays graduation.
- Classes, social environment, job placement, waste of money on Prexy’s, ability to get into some courses, opportunities for social gatherings
- Classrooms with 200 other students in there
• Close-minded and culturally ignorant people
• Close-minded people; The presence of more rules weekly, the UW police, and it's in Wyoming (not as many job opportunities).
• Close-minded, small town people; No one seems interested in other cultures or people, only in getting drunk. The football team and all the money it gets; Other athletics barely get any recognition.
• Coe Library business hours, especially weekend business hours
• Cold, bad teachers and nothing to do
• College in general
• College of Education advising; I feel like when I went for my second bachelor's degree they wouldn't help me out with classes transferring from my first degree. I felt like I was taking classes just so the university could make more money. I felt like many of the classes I was taking were nothing like the advisor said they would be.
• College of Education sucks especially when dealing with non-traditional students. They go out of their way to make your senior year difficult. Curriculum is cake but they screw you on attendance. Also very Marxist/feminist in politics; Conservatives need not apply or at least don't speak up.
• Communication between people in charge and student; Raises in price, lack of information about groups and activities, information in Union only; and the parking
• Communication problems, especially from professors; This university has many problems in this area.
• Condition of roads and sidewalks
• Conflicting information from advisors on requirements; Discontinued journals in Coe library needed for research project; Too much money is going to football and sports and not enough to academics and having to pay all the student fees even though I never use any of the facilities (sports/UW Union).
• Confusions about which classes will transfer for credit towards a degree, especially by other college advisors
• Conservative atmosphere, lack of non-mainstream courses; My experience with a career counselor was very bad.
• Consistently rising cost of everything (books, tuition, UW apartments)
• Constant construction and feel that the administration does not support academics; instead supports athletics.
• Cops hiding in trees to give students tickets; seems they target Greeks Fraternity Row.
• Cost of living in the dorms; I found it is extremely cheaper to live off campus;
• Cost of medical care; It's too expense and of course increase of tuition is bad.
• Cost of tuition for the Pharmacy students who will not be using the new building but are still paying for it
• Course requirements that are very unneeded
• Course scheduled times
• Course workload
• Courses requirements are very unclear. Departments do not seem to communicate well with other departments on this issue. This is reflected in poorly prepared advisors.
• Cowboys live off welfare and ridiculous long surveys
• Credits; Resources for single parents; More scholarships for single moms; Adequate childcare for parents attending the university
• Cultural context courses deemed necessary by the university
• Cuts in fundamental university high education type classes such as the Physics department; and few other departments have declined in status since I previously left school 12 years ago.
• Dealing with management and other services; For example, financial aid and office of Registrar
• Decisions made by President Dubois and some of his staff; There are more important/useful things to worry about or enhance than what they are planning to do.
• Declaring a major is almost impossible for someone on academic probation and that makes it really hard to plan ahead and move forward.
• Dialing out on the dorm room phone, because half the time they don’t work
• Difficulty in financial aid department
• Distance to campus and parking
• Distances to some classes in such a short amount of time
• Division and animosity between some scientific disciplines and departments
• Doesn’t seem to be tutoring available for all courses. Some teachers are hard to understand/communicate with (accents). Seems like most classes are “teach yourself” from the book, not much or not enough information is given in class to understand.
• Don’t clearly explain how to find out grades and don’t have student’s accounts set up well.
• Don’t cut down the trees in Prexy’s.
• Dorm requirements; I don’t think you should have to buy a meal plan if you’re living in the dorms. You have to pay extra for aerobic classes when they’re through UW, they should be included.
• Dr Lucero, what a frustration; other than that, for real, the parking issue sucks; Something extreme besides 40 car parking lots and a bus
• Dr NyDhal
• Dubois (2)
• Dubois, tuition going up
• EA and 3B program needs a lot improvements. They are scattered, it’s confusing and not that helpful.
• Education department-slow at diving placements and require some “busy work” classes; parking; lighting on campus; and Washakie computer lab not being 24 hours
• Education program, because if you took some classes in high school they were a complete repeat
• Engineering exams
• Enrolling for Outreach classes-the website should have the class schedule in the front page. The dirtiness of the campus-trash all over the place; The people are careless and don’t seem to care about having a clean environments. Laramie is not a “good” college town. There’s a lack of a collegial atmosphere. It’s too expensive to live here with very few benefits.
• Everything that is required and doesn’t benefit the person in their chosen major
• Everything
• Expensive housing, lack of parking privileges, lack of lounges at the libraries (vending machines), short library hours on the weekends, lack of friendship programs, and the inefficient university administrative staffs
• Extensive university studies requirements
• Faculty members that either could care less about teachers, or that are concerned with the students
• Faculty not caring
• Faculty wanting/helping students succeed; not enough tutoring opportunities; not enough help outside of class; faculty that are here for research that are made to teach; foreign faculty; and campus police officers are retards.
• Failure of UW men’s football and basketball
• Far too liberal
• Fast paced and student racism
• Feel of community here, closed
• Feeling like money isn’t spent wisely; help centers not advertised; I have to go to five different buildings before I am sent to the right one; teachers and professors not as assessable as at junior college
• Fellow students acting childish toward professors and other students
• Filling out teacher evaluations and seeing nothing done
• Financial aid and office of registrar employees are incompetent. I had many problems Online classes.
• Financial aid and the fact that you have to run in circles when you want to do something as easy as change a major or something
• Financial aid difficulties-not getting checks, offices not processing, dropping classes and finding out the University still has me enrolled in them at the end of the semester, this has happened about 3 times. The university dropping classes on me with no explanation as to why; the parking for students is nonexistent; and not getting my grades to me in a favorable time
• Financial aid doesn’t help based completely on need or even situational needs. It’s those who can bs their needs the best. Curriculum is frustrating in that it doesn’t seem focused for those in a specific major. Too many extra, unnecessary classes; I don’t feel prepared in my major although I’ve been very active in classes and taken everything I’m supposed too.
• Financial aid process
• Financial aid process; Why the lottery system now? I feel students should have the opportunity to “present their case” in consideration for a scholarship. I think the current system of “fill out your FAFSA and you’ll be entered in the pool” is ridiculous and has no merit. Those students who work hard to maintain exceptional grades and are involved on campus deserve more than a pat on the back and that’s what we’re getting now.
• Financial aid staff
• Financial aid
• Financial aid; I go to the financial aid office and they tell me to fill out my FAFSA and talk to the bank. I go to the bank, and they send me back to you. I think that more time, money, and effort needs to be spent on academics and not beautification and culture (eg Prexy’s Pasture and MLK Jr day).
• Financial aid-the office is unorganized; I have always gotten the run-around. They get paperwork out late, they promise money will be dispersed earlier than it is (comes in by two weeks!), and this is hard, I cannot keep my summer full-time job when I am going to school full-time until my check comes in. Also, the estimated financial ‘need’ is much lower than the maximum and doesn’t account for the $1000-$1200 (sometimes per semester) for law books. Also, in a town where apartment prices are jacked up because it’s a University town, $750-800 is barely enough to pay basic bills, much less food, and heaven forbid a student should have a medical problem, flat tire, or some other even that would require extra money. A financial aid officer actually told me that in such a situation, that is what parents are for! Sorry, I am 26 years old and have been independent since I was 16, I don’t have mommy and daddy to help out in emergency situation.
• Financial difficulties (costs greater than my income and no time to work)
• Financial issues, prices keep going up
• Finding information on what services are available to students and their families—counseling for my kids
• Finding jobs that relate to my major
• First, there’s not much cultural, social life here. You need to go to Colorado to enjoy a bit. I think it’s a great waste of time to go to another state to spend the money. Second, there’s not much diversity in class as well. Some portions of diversity can be necessary to achieve understanding of other cultures and races as well.
• For a conservative school there are way too many mean students speaking out against/for gays and lesbians. That makes no sense to anyone but themselves. They talk to hear their own voice. School comes first, it is like a job. This is not a giant soapbox on a mountain.
• For my course of study, it is almost impossible to graduate in four years. The recommended course load to graduate in four years for mechanical engineering is 19 credits per semester, making it difficult to put in reasonable amounts of time and still do other things such as extracurricular activities.
• Foreign language requirements and the fact that some main courses like physics are only offered one semester
• Foreign teacher assistance and some poor professors
• Foreign teachers who can’t speak English, how can you learn if you can’t understand what they are saying. John Nydal from the mechanical engineering department needs to be fired. He is a horrible teacher, not a nice person, and finally doesn’t give a crap. Since he doesn’t care he really sucks as a teacher and I think that is real sad.
• Funding for athletics takes away from possible scholarships opportunities for academics. After all, we are here to learn not to play basketball or football.
• Gay pride; I don’t want it thrown in my face.
• Gays, kick them out.
• General recklessness, ignorance, and irresponsibility of most young Americans
• General requirements are the worst classes. They are taught poorly and do not cover much material.
• General social atmosphere, lean class work, too many distractions from studying, and lack of political environment
• Getting a hold of professors when I need them
• Getting bogged down and not being able to get the class I need in time to graduate on time and not knowing student teaching placement very soon
• Getting my credits to count (transfer) and finding summer employment within my major
• Graduate students should get a choice of choosing boom subjects
• Graduate students teaching undergraduate classes; not enough exercise programs and no parking
• Half my instructors, despite being really smart, don’t know how to either teach, write legibly, or speak clearly. Sometimes all three.
• Hard classes for low credit hours
• Hard to get help from professors; It feels like they don’t care. Also, too much political crap in the way to get good things done on campus.
• Harder to meet people if you live off-campus.
• Have had grad mix-ups in the past I have also not liked all the icy sidewalks. Classroom building needs to be repaired. Would like Prexy’s Pasture to remain the same, no change to it.
• Having classes that meet multiple times a week that only counts for one or no credits but are required for graduation; This causes me to take 10 to 12 classes a semester to graduate in four years.
• Having to buy a meal plan if we live in the dorms
• Having to jump through hoops to get anything changed-even if it was UW’s fault; A problem with my on courses resulted in two weeks of running around getting signatures even though it was the registrars fault because they entered data wrong; Misleading actions and comments by the administration, i.e. tuition restructuring.
• Having to live in the dorms, also known as boxes or jail cells
• Having to spread myself so thin in order to be “on course”; Nineteen credit hours equals eleven classes.
• Having to take bs classes that will pose absolutely no use to me in the future
• Having to take classes that I feel are irrelevant to my major and following career; Parking
• Having to take classes that won’t benefit me, and feeling like I am bothering people when I don’t’ understand scheduling stuff to make sure I will graduate on time
• Having to take time away from classes that I paid for to do surveys
• High percentage of people who either teach very poorly or can hardly speak English in the pharmacy program
• Housing and food costs are too high for anyone to realistically pay
• How a lot of students look down on you because you came from some other place besides Wyoming
• How conservative most people are
• How easy information is to get about events around campus; When things happen you know about them just about the time they go on; Example: Prexy’s Pasture
• How every time I talk to the education program I hear a different story about what I need to complete; I wish everyone were on the same page.
• How everything is confusing and conservative. I think it is a joke that I am paying for key classes in my profession and I don’t even know a professor for pathophysiology. If this keeps up I will transfer and start over so I am not a complete failure later in life.
• How expensive books are
• How hard it is to figure out what classes I need to take, what counts as what (W2 or something); how it is difficult to get help on that stuff, and to know that it will work for my field; The people who are supposed to help with that stuff in Knight Hall are not the most friendly people either. Finding financial aid; parking sucks; and some faculty outside the music building are not very kind or seem to care about students.
• How hard it was to transfer; Most of the problems occurred with my credits from LCCC in Cheyenne.
• How long it takes and how expensive it is to obtain an undergraduate degree because of all the bells and whistles and hoops one has to jump through that are seemingly completely irrelevant to the degree
• How expensive a dorm room and food at Washakie is
• How narrow the education is becoming; There aren’t as many majors as there used to be. Money should be focused on the classroom instead of athletics.
• How President Dubois and the board keep spending money; Why can’t we use more of that money towards more scholarships or less fees? I feel that some of the spending has become a burden to students not receiving very much financial aid.
• How professors look down on students, fail to help them and take time out of their schedule
• How rotten professors stay in the positions that they do and are not taught how to teach or be removed from teaching
• How slow feedback on grades can be and the bookstore
• How some of our money is spent; Do we really need an indoor tennis complex? I question some of the student fees. Parking will always be frustrating.
• How some teachers have the audacity to not help you when you have a question on a test or especially on your homework. Some of the professors here seem like they don’t care if you pass or not. This is not education, this is just someone with tenure going to work everyday.
• How the administration sometimes doesn’t consider students and faculty (Prexy’s pasture)
• How the wind blows all the goddamn time
• How they’re doing all this remodeling around campus and removing parking around Prexy’s when already parking is a huge issue; And no one is doing anything about the lack of parking; This frustrates students the most.
• How tuition keeps increasing and how it seems difficult to really know what is going on in the upper politics of UW
• How tuition needs to be raised so that ridiculous projects like re-landscapeing Prexy’s Pasture can be achieved; Also, the fact that you are able to pay to park anywhere on campus; Students should get to vote on what needs to be done to the campus.
• How you can’t pay tuition in payments, if you’re late they drop your classes; how expensive the school is and the ridiculous parking situation
• Huge emphasis on non-academic things, with the included associated student fees
• I absolutely despise the College of Education. If I could find another career field that I would enjoy as much as teaching, I would put this college behind me. They are making it less and less flexible to meet the needs of students every year and over-regulate every aspect of trying to become a teacher. I feel that I should have more choices as to where I student teach as well as accomplish my student teaching during whatever two consecutive semesters I wish. The amount of agony that the Coe inflict upon the students is not worth the $25,000 salary I will be taking. The love of teaching is the only thing that keeps me here.
• I am a single mother and have math tests on Tuesday night. My son’s daycare closes and he is under 2 so the university will not take him. It caused me great stress to move to a new place were I knew no one and be expected to find an evening babysitter within three weeks of my arrival. The university should offer an option for childcare for all single parents especially when it creates the special circumstances.
• I am afraid that a degree from a small university in a rural area will not be respected outside of this geographic area.
• I am at the moment having problems with getting help with a problem with a minor. I am pursuing. It is not my fault, but the college’s, I hope I can get it solved.
• I am from Baltimore and it is always hard to meet and make friends with people who already know each other and are friends.
• I am from Cheyenne and I see too many people I have seen everyday in my life. Many students stick with their hometown friends.
• I am frustrated by constant yearly raises in tuition and the lack of information and help concerning financial aid.
• I am frustrated that we look at other cultures from other countries but avoid culture education of different cultures within the US. For example, the Native American studies program is a very good program, but not a lot of people know about it. I think it is important for students to know the history and political struggle of Native Americans (especially in Wyoming) so that they have a broader understanding of the world around them, as well as abroad.

• I am frustrated the most with the process to sign up for classes. Sometimes it is very difficult to have the chances to get help and after a point it seems like my hand is being held.

• I am frustrated with the cost of tuition and fees and the way some of the faculty are not willing to help with educational problems.

• I am most frustrated with the financial position our president favors. We have problems that need to be dealt with and are much more important than the close of Prexy’s Pasture. I think it’s a waste of money. Parking is already a problem and nothing is being done to fix it, it just makes it worse.

• I am most frustrated with the organization of the education department in placing student teachers and in setting up courses. Some things they do don’t seem very clear.

• I am somewhat disappointed with the overall curriculum. I feel like I ‘m not as prepared as I should be.

• I am somewhat disappointed with the quality of classes that are required for all students. I don’t feel like I have learned much at all and nothing that I can apply back to my major.

• I am trying to get into dental school and there is no specific advising or programs to help me. I have talked to other students wishing to attend dental school and they face the same problems. Please fix this.

• I am very disappointed about the changes to the MBA program. I would have never begun this program, if I had known how drastically it would change while I am in the middle of it. I definitely feel that I and others in my situation should be allowed to finish the program that was outlined when we were admitted.

• I ask questions. Get partial answers. I ask more questions-told everything is fine, then later I am told, well we still need...after I have done everything I can think to do. Walk all over the campus, referred to other offices only to be sent back where I started. Stress balls have exploded in my hands in the registers/finance office. I want real help from real people not ignored and send to the Internet.

• I believe UW could get down on those students who cause problems and do illegal acts. A smack on the hand as punishment is useless. Give the UW police more authority to fight crime.

• I can’t stand how much emphasis is put on sports at this school and how much money is wasted on it when departments all over campus are lacking the appropriate funds for good educational materials. We go to a university to learn and further our education, not waste all our money on silly sports games. I’d rather see my money that I’m spending to go here be returned to me through good quality educational tools that make is easier for me to learn; not towards the basketball coach’s salary.

• I didn’t get any help from my assigned advisor. I am an elementary education major and I think it is pretty ridiculous that I didn’t really learn anything about teaching until my last semester (and my special education classes were really helpful as well).

• I didn’t know about orientation or financial aid packet until two weeks before I came. I wish I knew more about designing a major.

• I do not like the location of the school, which can’t be changed, but I dislike Laramie. I don’t enjoy coming back from a break or weekend at home. I also wish there was a solution to Half
Acre being crowded all of the time; it's hard to get a workout when you have to wait to use the equipment.

- I don't feel like I am paid attention to. By that I mean professors (except for one I have had) do not care to spend one-on-one time to help learn, or aid in interest outside of class topics. Also, the courses are very unfulfilling. I read the class descriptions and enroll because it interests me, but it's a waste of time usually. Most of all, it seems as if the student body doesn't matter. We get jacked around all the time, shamelessly.
- I don't like some of the classes required to be taken by everyone. What's the point if you have no interest in the subject and it doesn't apply to your major?
- I don't like the fact that I never got any scholarships or Pell grants at UW even though I've passed with a C or better all of my classes. I don't like that sports take more money than the academic departments. And, I think overall Dubois should get his budgeting priorities in line. Also, I'm trying to go to dental school and your pre-professor program in this field totally sucks.
- I don't like the fact that so many students here at UW are party animals. I'm not a partier and feel that partying is one of the main reasons why students come here, to drink, smoke, and have sex. I think it's disgusting.
- I don't like Washakie Center. They don't take suggestions seriously enough and their policies are ridiculous. They wouldn't let me take a sandwich to my room, for instance. I told them I had no time to eat and asked if it was a big deal and they just had no compassion at all for the people who eat there.
- I don't see Co Science and MIS majors as engineers. I don't really understand how UW connects the two at all.
- I don't think that our money is being used wisely. We will repair or reduce Prexy's (that doesn't need work on) before we will replace lab equipment and things that facilitate our learning here. Also, programs and aids for money and job opportunities aren't made known to student well enough.
- I don't think UW is diverse. I look around and certain ethnic groups hardly exist. There needs to be a bigger variety. And the fact that there are not a huge amount of sororities and fraternities; We need some alphas and deltas.
- I don't like how little funding we have at our school. There is little support for the Greek system, which is a huge retention system for UW. Also, I think the new change in Prexy's Pasture is ridiculous.
- I enjoy living in Laramie, WY but there isn't a lot of opportunity for work (after graduation or during school). It's hard to find a nice place to live off-campus at a reasonable price also.
- I feel a little cheated that more of my credits did not transfer. I feel that my academic background was compromised so that the university could get more money out of me.
- I feel in many instances that the UW administration, especially Mr. Dubois does not listen to the students at the university. If he does and others do, it tends to be the athletics department. Academics seem to be a second class in many instances. A good example of not listening to students is the problem with parking that I have already mentioned.
• I feel like I am not getting a first class education and will not get the job I want. The athletics are poor.
• I feel some of the requirements are unnecessary.
• I feel that the teachers and other staff members could be more encouraging.
• I feel the college has some very poor professors as well, and sometimes their English skills are insufficient.
• I feel the University of Wyoming has a poor system of job placement and recruiting for graduating students. Unless you want a job in Wyoming or only the neighboring states you pretty much are on your own. The career center can give websites to help find jobs but most of those sites are basic ones that students already know about.
• I find parking to be a horrible situation. This is a part of the country where public transportation is minimal, and many people drive their own cars. I have a job out of town and only enough time after work to drive to school before my first class. I can never park quickly.
• I find the Internet service on campus, specifically in the dorms, lacking. I was told there would be fast connection to the net, but half the time it seems to be slower than 56k. I also have issues with the cafeteria. They have had several misprints on many items. The selections of foodstuff they offer sucks. They try to make small changes and pass it off as a diverse menu. For example they serve hamburgers at the grill and then right next to it is a bacon burger. Fix it. The 24 hours lockdown and locks on the bathrooms is a giant pile of bs. Whoever thought of those ideas should be caned.
• I get frustrated with all the bikes on the path that try to run you over.
• I guess if anything were to disappoint me it would be a low number of majors provided. It seems that we only have certain majors and don’t have any options.
• I guess what frustrates me most about UW is that it’s like every liberal university in the nation. It is constantly pushing for everyone to be open-minded and tolerant, yet it is not tolerant to what I believe in.
• I hate the parking permit situation. As a student, I should be able to purchase an “A” permit to be able to park by the facilities at UW that I actually use (Half Acre, classroom).
• I have also had education professors who have never even taught in an elementary school, so how can they be teaching us how to teach? Some of the payments and fees are just ridiculous.
• I have been harassed and assaulted on several occasions; counseling centers are of no help.
• I have had slight difficulties with my financial aid and the only lady I spoke with was very rude to me, other than that I am happy.
• I have heard many stories of bad transfer problems from JUCO colleges within the state. I’ve heard people going out of the state go get credits to transfer. This to me is horrible. Also, teacher evaluations seems pointless. Bad teachers, with good research continue to teach badly.
• I have lived in Laramie all my life and my dad works here on campus, so I basically grew up on the UW campus. So while lots of other people here have the whole “college experience” thing going on, nothing here is new or different to me, and that is a little disappointing.
• I like the campus.
• I need to take classes, which I don’t foresee myself needing, in order to graduate.
• I really don’t care for the construction.
• I really don’t have any financial issues because my schooling is paid through athletics. I do have out loan money for day-to-day expenses, but there is really not anything that frustrates me about it.
• I simply know too many people, and haven’t had the chance to meet a lot of new people.
• I think maybe 60% of my teachers since I’ve been at UW could care less about their students. Some have very bad teaching styles, and often express their views too frequently.
• I think that some of the professors are not very good.
• I think that some students try to apply big city problems to Laramie. There is no race problem but groups tend to express racist views that drive a wedge into the community that only furthers the division of our community. I would almost say that it is reverse discrimination.
• I think the classrooms are old, dingy, and gross, but that doesn’t really bug me. It’s just embarrassing when I show my parents the school.
• I think the curriculum needs work. Some majors spend just as much time on University requirements as they do on classes for their major. Also, if everyone on campus has these requirements, make it easier for people to get into the classes-larger classes, more sections.
• I think the listening lab in the Coe library should have more resources available to everyone. I don’t like the fact that there is not much there. What makes me frustrated the most is the potholes around campus and the fact that it takes forever to fill them.
• I think the topic and opportunity of being involved in an intramural sport should be more easily available to all students.
• I think the University of Wyoming is a great institution. The only major drawback I see is the city of Laramie and its residents don’t like the students.
• I was very disappointed that President Dubois even considered tearing down the trees in Prexy’s. What a dumb thing to do. Plant more trees, not tear them down. Let’s just say, I would not continue to contribute to the university as an alumni if they tore down the trees.
• I wish it was harder, more serious about studies.
• I wish more classes could be offered outdoors.
• I wish there was a bit more diversity here.
• I wish there was better networking.
• I wish there were more classes or opportunities to be in. I don’t like the small amount of parking.
• I wish there were more out-of-state people.
• I wish they offered more graduate programs.
• I wish they would bring in more concerts.
• I would have to say the lack of days off and breaks, and now you care cutting them even more. I think that you expect us to go to school in too long of period of times without breaks. Also, the lack of some teachers making themselves available for extra help.
• I would love to have courses which are more interesting in my concentration like airport design, air traffic control, runway design, air safety, etc.
• I would prefer a more liberal arts attitude, open to different ideals and ideas.
• I’d like to see more help obtaining internships and jobs on a nation-wide basis, rather then just in the Wyoming area. Also, grades in some courses are really dependent on who your instructor is. I’d like to see a more balanced grading policy across the same course by different professors. And most advisors here don’t seem to want to take the time to advise students. The two I’ve had haven’t been very helpful.
• I’m frustrated with financial aid. It’s expensive to go to school. Some of my professors at the graduate level are extremely hard to understand. Also, the management at UW makes decisions for the students supposedly to benefit us but we are poorly informed about the decision until there isn’t anything we can do to change it. Parking is also an issue on campus. Parking garages, please.
• I’m not big into swimming, but it’s fun to go horse around with friends in a pool. A more recreations style pool (not all lap lanes) would be awesome.

• I’m not from a small town, I’m from a big city and I feel ostracized by that. Also, most of these students are either racists, sexist, ignorant or homophobic or a mix there of. If my college education was not paid for here, there is no way in hell I would ever attend this university.

• I’ve had a good experience here.

• Icy sidewalks

• If one teacher’s style of teaching isn’t the way you learn, then it is hard to find a different teacher for the same class.

• If the above courses are offered then it would be more exciting.

• Ignorant people; Not much diversity; The town of Laramie is frustrating, size; UW administration seems scared to grow. The university funding-lack of funding and newer facilities; Having nicer facilities and getting students to be attracted to this university would help out so much. The school needs to take a more liberal approach to some issues not be so conservative. It won’t grow like that.

• In terms of academics, I don’t’ like how tests are limited to time constraints. We are not supposed to be tested on how fast we can do a test, but rather what we know.

• In the College of Engineering more emphasis is placed on professor’s ego then on education being received. Instead on looking at each student and what is going to give them the best education possible, they look at what is going to make the professor happy and keep the number of people in certain classes on departments higher.

• Incompetence in administration of various departments; parking; Internet restrictions, and bureaucracy involved in the COSC majors and updating it

• Inconsistency between teachers on the same subject

• Increase in intolerance of non-conservative viewpoints (but their problem is not unique to UW)

• Increasing tuition and fee charges and dealing with UW staff

• Indifference/incompetence from much of the faculty and staff, more so from office workers (financial aid, etc)

• Intercollegiate sports (basketball and football)

• Intramurals are run okay; it could be better, starting with better referees and better organization. Game schedules are rarely posted and tournaments are setup with out much thought. Because of the ref’s and setups it leads to lack of participants. There should be more competitive games. UW does a good job of bring bands, concerts, comedians, etc. but I don’t usually know about it.

• Is - you don’t actually get into the classes that interest you extremely until you are a junior so that the first two years might be a drag.

• It disappointed me that I was ineligible for the rodeo team, but I understood the requirements after talking to the coach.

• It feels isolated from the global academic community.

• It frustrates me that administration “wastes” money on frugal projects like the Prexy’s Pasture remodeling. This is supposedly a democratic organization but it seems like the wants of the president and his staff does not reflect the general wants of those that pay to attend to go here. Who would even consider putting in a 1600 square foot suite at the football stadium when there are other places to use that money.

• It frustrates me that advisors do not help students more and know about requirements. It also frustrates me that students are not informed - like in Honors programs classes, when a class satisfies other university requirements.

• It is almost too close to home and the wind.
• It is cold and the issue about tearing up Prexy's.
• It is important that tradition be upheld and so far you have done nothing but diminish all
  tradition that UW had; starting with the changing of the colors. Along with the afore-listed
  comments. Well, there really isn't enough room for me to comment.
• It is very cold.
• It seems that the “higher” ups do not care on child care-especially infant care on campus.
• It seems that the faculty/staff here aren’t aware of things they should be. If I have a question
  about my education, I expect that someone will be able to answer it; often this is not the case.
  Also, I got highly frustrated when the College of Education moved up the deadline for
  applications for phase III and only gave us a short amount of warning time.
• It seems that the people in charge want UW to be some cultural melting pot. I just want an
  education in my field of study.
• It seems that the school is only interested in making money. The school makes it look like they
  care about my education but when it comes down to it, money is all they care about.
• It seems the president is out to make himself look good at the university’s expense. He came
  from California and wants us to change into what he thinks we need to be. He doesn’t have the
  support of the students or the rest of the state. He needs to leave.
• It’s a business with no true heart. Give this place some heart, and you will see it flourish. Treat
  it like a business and it won’t.
• It’s a little screw all; it needs help in the office.
• It’s a very “cliquey” campus.
• It’s difficult at times to live in a community like this for minority/multicultural, international,
  and GLBT students, because most people are close-minded.
• It’s hard for me to find a major that I really enjoy.
• It’s hard to work and go to school at the same time. I only have 24 hours a day and lots of bills
  and lots of homework. It’s tough.
• It’s in the middle of nowhere. I often have to travel to other cities to find relatively common
  items. (I understand that location isn’t really an option and that the university pretty much
  sustains the local economy as it is.)
• It’s in Wyoming and it is not that great of a University.
• It’s in Wyoming.
• It’s not really UW that frustrates me. It’s Laramie, WY. It’s too cold and there’s not much to
  do.
• Its conservative nature
• It’s school, it’s always frustrating usually when it gets overwhelming. But that would happen
  no matter where you go. But it’s frustrating to see students receiving full rides being lazy and
  getting rewarded by it.
• Its small size is somewhat limiting.
• Its small size, apathetic students, and communication
• Just like American society, UW is so concerned and focused with political correctness that it
  actually makes people’s differences more of an issue than they should be.
• Just when it seems I’m almost done I have to take more lower level courses, making the light at
  the end of the tunnel further away. Almost like they are just finding ways to get my money.
• Keep tuition low.
• Knowing that my student fees are going to build a luxury box for Dubois so he doesn’t have to sit outside like the rest of us; My money should go to professors who are doing an excellent job.
• Knowing when to have things done-deadlines in separate colleges
• Lab equipment is out of date.
• Labs that are very under funded especially soil labs and environmental
• Lack of a cohesive community; Few opportunities to meet people in areas of interest and lack of things to do on a regular basis
• Lack of a film program
• Lack of acceptances of others and lack of administration listening to students
• Lack of adequate parking for students and faculty
• Lack of administration support (president) for students and student organization; Build a community and provide positive student environment to create a healthy future generation.
• Lack of alternatives, the University completely controls all of the student’s options. Parking, the university sells twice as many permits as there are available spots, they charge 25 cents per half hour and then will charge you $50 a ticket.
• Lack of ambition and enthusiasm amongst faculty and professors
• Lack of career guidance
• Lack of career opportunities; lack of resources to find job opportunities in Wyoming or neighboring states; and the increase rates in tuition and residence halls
• Lack of caring from UW staff (we’re just dollar signs to them)
• Lack of clear procedures and a slow response from the administration in answering questions or clarifying issues
• Lack of communication between faculty and students; Money back for books, I always feel cheated I pay a hundred dollars for a book and get back $10. I have a family to support. Also parking, I have children at the lab school and I need to park close in case of an emergency. The bus does not work.
• Lack of communication in College of Education and having to take classes that don’t teach you anything
• Lack of communication sometimes, and having advisors that really don’t care about advising. I changed majors mostly because of an advisor who didn’t help me and my grades and ethic went down due to it.
• Lack of cultural diversity and lack of real work experience in class setting
• Lack of culture
• Lack of diversity
• Lack of electives available and as a result it is very difficult to get into classes. UW needs to obtain more qualified professors in order to offer more classes or increase the class size.
• Lack of emphasis on Greek system; lighting at night; buying bubble sheets; and hours for hole in the wall (no Sundays)
• Lack of employment opportunities
• Lack of financial aid especially for summer semesters and my advisors
• Lack of financial help to out-of-state students and lack of clear rules and regulations
• Lack of full and complete discussion about issues affecting campus; Administration only says a few unimportant things about what they do. A more developed discussion that actually shows why the administration is acting as they are, and answering concerns with real facts would help people understand what and why they are doing.
• Lack of funding going towards academics and more going to athletics
• Lack of funding in my department; A lack of variety in student body
• Lack of GA’s available in my department and elsewhere
• Lack of good restaurants in Laramie and mediocre teaching at the graduate level
• Lack of help from teachers; rednecks; lack of scholarships; and lack of financial aids
• Lack of housing but overall I’m satisfied
• Lack of information on my major and things in general such as student opportunities in research and academic progress
• Lack of input student population has
• Lack of internationals and other races
• Lack of jobs and the increase in price
• Lack of life skills training in university studies classes (i.e. resumes, finances, credit cards, etc); Also, the way the student teaching practicum is arranged; Having to pay all on campus fees such as lab fees, Union fees, sports/athletic fees, and then I’m not on campus to utilize them.
• Lack of major available; Hard time finding financial aid and dealing with financial aid office
• Lack of national recognition (academic, athletic, etc); We have an excellent engineering college but yet we are given no national respect.
• Lack of organizations and poor/rude teachers
• Lack of parking and high rates for parking permits and tickets
• Lack of parking available to students who live off-campus and out of town; The lack of financial aid available, and the process for which students are picked to receive financial aid
• Lack of flexibility in course required for degree/major (mainly elective courses)
• Lack of parking facility
• Lack of parking; Paying for sport coach’s outrageous amounts of money while under paying faculty; The unneeded Prexy’s project and special privileges for athletes
• Lack of parking
• Lack of practice rooms in Fine Arts; lack of lockers in the fine arts music department; It is difficult to excel in my major when it requires a practice room and they are always full.
• Lack of racial diversity
• Lack of respect for housing, other than dorms
• Lack of respect from students toward another and toward visitors
• Lack of social events and not publicized well (events)
• Lack of some of technology
• Lack of specific courses in my major field
• Lack of student activities outside of sporting events
• Lack of student being heard by the administration and even by the student government
• Lack of student events
• Lack of student input on decisions such as Prexy’s and tuition structure change; Lack of parking on campus especially for commuters; Inability of the administration to take advantage of a parking structure when the funds were available
• Lack of student involvement with university issues
• Lack of student voice (no radio, apathy among Branding Iron writers, staff) losing programs (like Physics) yet spending millions on athletics and renovations
• Lack of student voice and knowledge in administrative decision-making
• Lack of student voice
• Lack of student/faculty time for help
- Lack of support for our fraternities and sororities; Without these organizations your university apathy would be even lower than it already is. I will never support UW financially because my fraternity gave me more help and support than the university ever could. This university caused me more problems than solutions.
- Lack of support, financially, socially and recreationally for single parents
- Lack of technology; Cultural lag compared to where I am from; There is sometimes a lack of resources in small Laramie.
- Lack of things to do
- Lack of tolerance on campus
- Lack of variety of classes offered
- Laramie (2)
  - Laramie is a very small place, nothing much to do except drink.
  - Laramie is entirely too gray and bare in the winter.
  - Laramie is too old and small, need to upgrade town.
  - Laramie, I just do not like Laramie.
- Laramie, not much to do and not a lot of university sponsored activities; Everyone seems to just drink.
- Laramie, pathetic town. No opportunities causing no one to stay after graduation. I don’t understand some of the policies put in place such as financial needs etc.
- Laramie, the wind and parking
- Laramie -- the town is very non-supportive and not conducive to college-aged individuals.
- Larger class size, more impersonal
- Lecture classes are really big, it’s harder to be involved and understand sometimes.
- Less cultural diversity
- Level of power the president has; this school is about current and future students, not him.
- Liberal and poor transportation around campus
- Liberal views from most professors
- Limited class offerings; Senior level classes are hard to fit into a personal schedule for those of us who work.
- Limited course availability; some teachers have a poor command of English.
- Limited parking for students
- Little help in choosing a major and career
- Little variety in languages offered; I would take an Italian course if it were available.
- Living in the dorms and being treated like a child; Lock bathrooms and quiet hours, give me a break.
- Living in the dorms
- Living in the dorms; It’s not worth what I have to pay, especially Washakie. It works out, with my meal plan, to $11 a meal, and that is expensive. They need to have lower meal plan options than just 12, other universities do.
- Location (3)
- Location and the city of Laramie; I am pleased with the university I just dislike Laramie.
- Location-not in a larger city
- Making freshman live in the dorms; We are grown up enough to handle an adult life.
- Many changes or policies that affected the campus are implemented when there is obviously a large portion of students or alumni opposed to it; I agree change can be good, but I think it is unnecessary to try to change UW to compete (look more comparable to) with large research or
prestigious universities. I think one of UW largest assets is that it isn't a large university with professors and funds all focusing on being the biggest and best.

- Many of other students’ attitudes toward study; I do not think they are very positive about it.
- Many things; ASUW sucks; the administration doesn’t care about students, unless you have a 4.0 GPA you are ignored; preferences go to athletes; more funding of athletic than academics; little done to help with future careers. Fix the damn parking problem.
- Many unnecessary courses are required to take that make it longer to get my degree. Also, the fact that this country makes it so hard to students (natural US citizens) to go to college by not allowing more Pell grants/funding, but giving it away to foreign students who I believe have the potential to become terrorists if they already aren’t. And American wonders why there is a welfare system.
- Men’s ruby should be a school sport so I can get some money and help to pay my out-of-state tuition.
- Mismanagement of money; Using lots of money to remove beautiful tress when classrooms aren’t up to par
- Men’s ruby should be a school sport so I can get some money and help to pay my out-of-state tuition.
- Money
- Money spent on needless remodels and lack of involvement in special LLURS projects, ASME, SAE, etc.
- Money spent without considering what the students want to spend it on; For example, all the students I have talked to think it’s stupid spending so much money on Prexy’s Pasture. That, and I would rather see it spent on a parking garage or something similar to make parking on campus not such a hassle.
- Monotony, same old stuff everyday
- More student activities
- More voice seems to be given to “alternative” views and less for the status quo; The athletic department gets all the money and attention, and athletes are given unfair preference. The Branding Iron is terrible at printing stories irrelevant or interesting to most people I know.
- Most class requirements aren’t related at all to my major.
- Most of all just that it is so far from my home
- My adviser is not helpful UW asks for my SSN way too much.
- My advisor doesn’t even know who I am yet. It’s so hard to get time to talk to them—even during advising week. I can’t get all the classes I need when I need them. How frivolous the spending of money by our university presidency and leaders is becoming; Can we leave the trees alone and get a little more financial aid for all the rising tuition prices please. Parking is terrible.
- My advisor doesn’t know what she is talking about half the time.
- My advisor is not good at all.
- My advisor left me in the dark about many major requirements. I didn’t feel I was receiving enough personal attention about my major and goals. Also I feel that there is a lot of unnecessary courses we have to take.
- My degree didn’t prepare me a whole lot for the work force. I will have to attend an ITT Tech school for current knowledge.
- My goal for being here is to contribute to this campus and school life and finally get my degree in a reasonable time. I don’t think there should be things to frustrate me here. There are some weak points of UW, but they exist in other universities too. As a result, I am more than happy for being here.
- My past advisors
• My program and advisors
• My transfer
• Name games
• Need to modernize some of the buildings and parking
• Needed classes are not offered often enough. Example --COSC 1100 has not been offered for three semesters in a row and it counts as an M3.
• No air conditioning in Half Acre; Hall resident advisors are disrespectful.
• No Division I soccer and intramurals could be better. We don’t have any big concerts or groups come here. We need more fun activities that everyone will participate in rather than all the small activities that draw individual crowds. We need a generic theme that would draw in bigger percentages of the enrolled population.
• No opportunities for non-traditional students, we are more excluded and mostly considered as a handicapped for having families and other obligations. There needs to be more available spaces for childcare. I was personally almost forced out of going to school due to the lack of childcare facilities and openings on and off campus. I have not been able to have an equal education because of this problem due to being forced to take needless classes that don’t apply to my degree because of childcare restraints. I don’t agree with the new tuition payment plan (per credit hours). That has disappointed me greatly and makes it impossible to afford school.
• No parking (3)
• No real advising ever goes on for job placement or just to see how I’m doing in school.
• No recognition to other sports other than football and basketball; Even though the other sports place high in the nation.
• No school help; Professors unable to meet after the office hours for working students
• Noise in libraries, study areas and during exams; We need quiet zones to be enforced so people who want to get an education can do so.
• Not a big fan of wind
• Not a lot of diversity of more states-mostly from WY
• Not a lot of opportunities outside of Wyoming upon finishing
• Not a whole lot to do on those long cold winter days
• Not able to get enough financial aid at times and all the construction always going on
• Not always getting help on homework, such as tutoring
• Not always open-minded
• Not as much of a variety of classes as some other places
• Not as well known as it should be outside of Wyoming
• Not being able to focus as much on my major because of university studies and courses of arts and sciences graduation requirements
• Not being able to get financial aid-being an out-of-state student who doesn’t qualify for scholarships due to the fact I’m out-of-state; I feel there aren’t enough opportunities for me otherwise.
• Not being able to get into the classes I need for my major as a junior
• Not bringing in enough bands and having to retake certain UW requirements
• Not enough art classes for non majors, traffic around Prexy’s and conservative
• Not enough computer labs that stay open 24 hours; old buildings need updating, and lot of money goes to athletics when it could go towards student’s education (College of Nursing).
• Not enough diversity
• Not enough life skills taught; the lessons are run through too fast.
• Not enough one-on-one
• Not enough parking space and some trivial spending issues which seems to be taking our tuition up more than is necessary each year
• Not enough professors teaching classes
• Not getting along at all with the city
• Not getting the help and encouragement you need to make some of the tough academic decisions. It is frustrating when an advisor won’t listen to you. No help from academic support services for may test anxiety.
• Not having late classes
• Not interested in “building” activities; Not allotment for my interest; Some instructors are absolutely intolerable and hateful (John Mydhal).
• Not knowing about these places to go to get this information
• Not knowing where to go to start looking for a job after graduation
• Not many career options, don’t offer a large variety of majors
• Not much cultural diversity
• Not much variety provided for free time
• Not necessarily UW, but sometimes I feel that some of my college classes are a joke and that I’m wasting my time.
• Not parking but lack of bike racks at some major building on campus, for example the fine art center, BS building, and history building.
• Not resolving the parking issue; Spending money where it does not need to be spent e.g. Prexy’s Pasture
• Not supportive at all of adult learners
• Not very many people are involved throughout campus. Yet they still manage to complain there is nothing to do and nothing being done.
• Nothing is nationally ranked.
• Nothing really; TransPark and parking tickets; The parking situation is really bad here.
• Nothing that wouldn’t frustrate me elsewhere
• Nothing to do in Laramie (2)
• Office of registrar, not helpful or knowledgeable on many aspects; Need to try to be more personable and helpful, had many problems with them in the past.
• Often many things that I would have liked to know about are not advertised or put out there. There needs to be more awareness of everything that is available.
• One of my teachers acts like they don’t even know what they are supposed to be teaching.
• Online classes suck
• Online courses and teachers who aren’t knowledgeable about what they’re teaching
• Online learning (inconsistency, teaching methods); It’s too cold and too many scholarships based on ethnicity.
• Online learning (online classes)
• Our athletic program; the weather; financial aid and tuition
• Our computer science program has been dumb-down to the point of compromising the value of the degree in my opinion. Because the department head is more concerned with enrollment then with the education of those students capable of understanding the material.
• Our current president; policies and actions
• Our sport programs suck. We don’t have men’s soccer. The lack of friendliness from financial aid and those surrounding offices.
• Our student voice is not heard. The parking situation at UW is horrible and they are not even listening to the student voice. Try surveys about important issues that students care about.
• Out of major, upper division courses
• Overall, I think the most disappointing part of my experiences here has been the poor quality of both food and service at Washakie.
• Parking (35)
• Parking (Dubois is an idiot); the games you have to play with financial aid; General requirements for your major are often not clear.
• Parking and all the money I have to spend on tuition and fees that I never see improvements from
• Parking and McWhinnie 100—they are very unorganized.
• Parking and monopoly of bookstore
• Parking and paying per credit hour
• Parking and requirements for my major keep changing (2)
• Parking and resident hall living space
• Parking; Some office staff are not helpful. You have to go through a line of five or six people to get anything done.
• Parking and the cost of living in the dorms
• Parking and this years basketball season
• Parking around campus
• Parking at the university is horrible.
• Parking at UW really frustrates me because there are not enough close spaces. You have to park far away from things quite often. Also, there isn’t always a great selection of food in the cafeteria. I mean it’s good food but it doesn’t always provide a very good variety.
• Parking availability
• Parking being taken out; Some teachers make you feel horrible about yourself.
• Parking disaster -- I feel UW is ignoring their responsibility. They are not looking out for the student’s best interest.
• Parking garage in R parking northeast of the dorms; and stop with the constant harassment from the TransPark people, lessen fines.
• Parking is a joke.
• Parking is awful, dorms are depressing and gross; and public speaking.
• Parking is my number one frustration. And it only seems to be getting worse.
• Parking is piss poor; basic education is limiting; teaching is poor; most professors have a bad attitude and the president of the university only thinks of personal gain and not students.
• Parking is terrible and continues to decrease. Teachers are hired that don’t know what they are talking about and library hours are not long enough.
• Parking is terrible, and from what I understand they are going to make it even worse with the renovation of Prexy’s.
• Parking is the main thing that frustrates me. There aren’t enough parking but the university wants to cut out even more of our parking.
• Parking issues, help with finances
• Parking permits cost so much and a parking spot is not guaranteed.
• Parking problems
• Parking situation, long walks to class in bad weather
• Parking tickets; having to live in the dorms your first year
• Parking! I hate the parking. After five years here, I’m still fighting it everyday. I pay so much in tuition, I shouldn’t have to pay $90 for a permit on the other side of campus, or 25 cents a half hour when I’m on campus for 14 hours a day. And the shuttle that was to “solve” everything, it does not work for everyone’s schedule. I work until 10:30 many nights, and I shouldn’t have to walk miles at that time of night to get to my car or take a break before 6 pm just so I can move my car to protect my own safety.
• Parking; administration not taking into account student opinions
• Parking; Cost of fees (gym, etc) and cost of spouse passes should be more inclusive.
• Parking, get more of it.
• Parking; increasing fees; and UW maintenance people who are rude and inconsiderate when driving around campus
• Parking, lack of student involvement
• Parking, not enough
• Parking, parking, parking and tickets, tickets, tickets
• Parking, parking, parking (2)
• Parking; people (mean people) or not friendly people; math; football and basketball teams
• Parking; price of parking; upper math credits; sports receiving all the funding; and classes are only offered every other year. My advisor has very little knowledge about what is required. Conrad Chavez does not like to help students. “Every student is a person” is not true and asking for a form from financial aid is the greatest dis-service to them.
• Parking; tuition rises every year; the constant construction, and the fact that we just got a new student Union and it is too small for the student body to be comfortable in.
• Parking, tuition, and course requirements
• Parking; Also financial aid is a hassle. Money needs to get disbursed to students earlier in the semester.
• Parking; Even with a permit you can only get a spot occasionally. For crying out loud spend less money on football and put in a parking garage.
• Parking; Registration is so difficult. Other colleges I’ve gone to, it’s all online. It is so much easier and less frustrating and time consuming.
• Parking; Some of the student organization (like fraternities and sororities)-I feel like because I’m not in one I won’t be accepted into certain clubs like ASUW, SPURTS, Iron Skull and so on.
• Parking; The management in the residence hall office has been misleading on many occasions and not helpful (in terms of room contracts, etc); and Washakie dining center food choices and their rules about servings.
• Parking; This is a large issue that effect students. We shouldn’t have to ride a bus Build a parking garage.
• Parking; This is Wyoming, summer is three months out of the year. If faculty can park next to their offices, why can’t we? Why do we have to ride a bus? After professors get tenure, they give up on trying to help all students. They only help the ones they like.
• Parking; Why we have to take certain classes that I believe should not be required?
• Parking-maybe they should build a parking garage above the Union parking lot.
• Parking-parking permits are too expensive for the parking areas that we have.
• Party attitude
• Pay by the credit system limits student’s field of study and creates less rounded students. Also grads from UW can write about us, well, as a trained ape can. Please fix this.
• Paying so much to eat at Washakie
• People and classes
• People are ignorant and very liberal.
• People aren’t as friendly as they were at the previous college I attended. Parking is another major course of frustration. It is impossible to find a parking spot near campus.
• People claiming to be open minded when really they are open minded to others opinions only if they agree with their agenda.
• People forcing personal opinions on others
• People who deal with the monetary side of UW are rude most of the time. Also the resident halls keep changing everything so it is hard to know what is going on at times.
• People, faculty in some departments and stupid requirements
• People’s uneducated opinions about the Greek system; ASUW and the administration
• People’s lack of knowledge about the rest of the world
• Phil Dubois and all the liberals running around here
• Phillip Dubois and administration; UW bookstore monopoly
• Picky about credits from other colleges, even when transferring majors within the University
• Policies and procedures are generally made by people who aren’t affected by them (i.e. parking policies are made by people with reserved parking spaces, construction like on Prexy’s is done without the input of students who use Prexy’s every day). Also, I hate the “team teaching” policy of biology classes. And I believe there is about 200% more attention paid to athletic programs than academic ones. Athlete’s and the athletic departments get much more special treatment than anyone else.
• Politics in the faculty
• Politics; Parking situation-TransPark is making too much money off of faculty, staff, and students. Where is it going? Student voice doesn’t seem to matter. Professors won’t help you learn outside of class.
• Poor educational opportunities; Lack of qualified professors; Poor funding for education, too much wasted on athletics.
• Poor incoming students (many and most are great, but a few make me question UW admissions). I am very angry with the changes in the MBA program as it is not an IT degree, not a business one. Along with this line, everything I’ve done including GPA will be worthless come summer. UW should be aware of this and regulate it so students won’t lose out due to a couple professors’ pet projects.
• Poor mentorship by faculty, few professors that are surprisingly unprofessional; seems to be lack of communication between departments; few professors that are truly approachable; and somewhat lack of respect for student inconsistency in faculty value system
• President Dubois and his ‘ideas’ that include spending money we don’t have
• President Dubois and his god complex; He should listen more to what is important to the faculty, students, and community and not base these choices on what he wants.
• President Dubois and his not-so-wise ideas of making the campus better for no one but himself; He needs to consider issues that have an impact on the students, the community, and the environment.
• President Dubois’ strong headedness and refusal to truly consider student opinion before, during and after changes are made
• Presidents who want to change the campus to how they see fit and not what the students want, like more basketball courts
• Price of tuition; still Dubois raising prices and not giving anything significant back to us
• Price to go here
• Prices of room and board and there could be a Target in town
• Prices; parking; ability to send information out to prospective students who are not coming out of high school. I had been accepted and I had to call every time I wanted to do anything. It had been over a month before I got information about classes and I had to request it as well as room information. Prices going up will hurt your university. Most people come here that I know anyway because it’s the state school, maybe their parents did or/and because it is cheaper than others. If it gets too expensive I won’t come back and I’m not alone.
• Probably the lack of organization in some departments of different majors; I feel like administration rarely cares about me as a person and a student (very much in contrast with the way professors treat me).
• Professors are only here for the money and their research.
• Professors sometimes stereotype students. For example, they see a smiley girl and think “cheerleader” and don’t give her the same respect initially until she proves herself to them a few times. Not everyone has to do that.
• Professors that don’t care about their students and are only here to research and not teach; Some professors really need to learn how to teach effectively.
• Professors who are not willing to listen to opinions, they give theirs; A student should be able to give theirs. Also, the parking situation needs to be taken care of.
• Professors who do not know how to teach, also professors who speak poor English
• Professors who don’t care about students and teaching and seem to like to instead showcase their superior knowledge
• Professors who don’t/can’t teach well for Speech
• Professors who teach like we’re still in high school
• Protestors/radical groups always trying to tell me what I should think
• Provincial, not very rigorous
• Raised tuition; How there seems to be more concern for money than quality education
• Raising tuition and the warmth at the gym, too hot needs air conditioning.
• Raising tuition every semester
• Registrar’s office-confusion with what forms to use (from departments to registrar); Faculty biases; Lack of student input (vote) in student fee issues/curriculum issues
• Registration and advising; I am a junior here and have never had a successful registration; I never get the classes I need.
• Registration and records is not helpful or friendly. I hate that the solution to every problem is “fill out this form and get twelve signatures from all over campus”. Parking is ridiculous in that we pay $100 for a permit that allows us to park a huge distance from where we live and we get charged $50 for parking tickets. Give us decent parking or don’t charge so much.
• Registration-not being able to take classes based on statue, not being informed of which classes are only offered certain semesters. My education is more important than the beauty of the campus. Leave those trees alone.
• Required department classes that are irrelevant to my major
• Requirements to graduate, and some classes aren’t necessary.
• Requirements to take classes that are worthless towards a degree, e.g. for engineering they used to make you take CTT or Fortran when you weren’t majoring in a computer related field. Now they have GIS, which is good. They should require engineering students to take engineering
statistics instead of offering the choice of differential equations, which is worthless to most engineers. The university should be more competitive and bring back broadcasting major.

- Resnet services; The internet provided by the university for students in the dorms is presented as broadband but after all the filters and restrictions put on it by IT and Resnet, I might as well be using dial up connections. If I could change anything it would be that.

- Right now, finding a place to live and Resnet/IT. They can’t do anything properly.

- Rising costs of school and everything else; Even with a good scholarship I needed to work 20 hours a week to help make ends meet.

- Scheduling classes: the classes you want to take are either full or conflict with one’s schedule.

- Scholarship information is not clear. Also the academic advising is sometimes rushed and not always clear.

- School

- School is great and the weather is disappointing.

- Seeming disability to break from tradition

- Shitty parking, too much power at Transpark; constantly raising prices for everything; Need more respect and better treatment for military veterans.

- Shrinking history department; occasional evil office workers; the amount of money being spent on sports vs education and the arts, and parking

- Small town atmosphere; lack of entertainment outside of school, and lack of decent paying part-time jobs

- Small town with no shopping; The way we get screwed on parking

- Small town, small university can get on your nerves; nothing to do in town except workout, party and the ski area sucks.

- Small, close-minded people who are afraid of change

- Smallness of departments; I can’t get classes I want or they aren’t offered –Ethnobotany.

- Snow and icy roads; People hardly talk to foreign students or sit with them.

- So far away from big cities

- So far from everything

- So many things going on that word doesn’t always reach me about things and opportunities I am interested in until it is too late, if at all. The UW search on the website is virtually useless for finding what you want on it.

- So strongly conservative

- Some advisors are not understanding of personal problems and they should consider the students feelings as well.

- Some classes and requirements and the wind

- Some classes are not really a satisfactory learning experience.

- Some classes are reserved for students of specific majors, which is excluding the majority.

- Some classes I wish I could attend don’t exist.

- Some classes seem to be a waste of time, yet are required. Some academic advisors seem to take little interest in advisees.

- Some departments do not think about students. They don’t ask the students about which classes they would prefer to have.

- Some faculty and classes where I don’t learn anything

- Some faculty with tenure are above criticism and no longer have student’s interest at the forefront.
• Some items are confusing and the quiet hours maybe should start at nine not eight in residence halls.
• Some majors require you to take certain courses that really won’t help you in the long run. And some classes fill up so quickly you never have a chance to take it and you need that class to graduate. More classes of these types should be offered so you can actually graduate.
• Some of classes are not preparing for job market. Some disappointment in the nursing program’s ability to prepare us for the ‘real’ world.
• Some of my instructors don’t know very much, or if they do, they aren’t too good at sharing that knowledge.
• Some of my teachers and the way they go about doing things; It’s in too small of a town.
• Some of the attitudes people have when they can put Doctor in front of their name
• Some of the classes I must take to graduate are classes I feel that I don’t need.
• Some of the course we are required to take
• Some of the courses I have taken have not been at all what I expected.
• Some of the courses the USP requires I find incredibly dull because they don’t pertain to my major, but they (USP) provide a sufficient list of other options to fill the requirement that I didn’t choose.
• Some of the faculties at UW are not quite what I would like to see. Also, UW needs to harbor more of a social life than it does. During the week of welcome there is always something going and after that week there is nothing.
• Some of the faculty does not reach to their fullest extent even though they are fully qualified in their area.
• Some of the faculty should not be here; the university takes advantage of its staff (bad pay, poor house) and the communication between different parts that should work together is very poor.
• Some of the faulty not being clear or helping students when they really need it
• Some of the general requirements seem a bit out of the ordinary and not very useful to me in the long run.
• Some of the graduate students allow their students to intimidate them (specific to English). The expense of eating at Washakie when there are days I get a bowl of cereal I feel like I pay for the big guys who do eat three courses when many only eat one.
• Some of the high-ups like to waste money on worthless projects, like Prexy’s Pasture. If they put that money towards academics and athletics it would be much better used.
• Some of the issues with registration
• Some of the monetary spending seems unnecessary. Also, a better organization on projects that concern students and/or the campus would be great.
• Some of the professors and their teaching styles; Most of the professors that I’ve had or am currently taking, make the subject a lot harder than it should be by poor explanation of material and poor class lectures.
• Some of the professors seem to think their class is the only one you’re in so they assign way too much reading and homework.
• Some of the professors seem under qualified and make learning difficult and frustrating. Students with an under qualified professor do not do as well as they could, no matter how intelligent they might be.
• Some of the programs seem useless and frustrating, particularly in my degree.
• Some of the proposals to get rid of some trees
• Some of the required courses make a college degree take forever.
• Some of the requirements for living on campus and how much it costs.
• Some of the seemingly self-serving decisions made by the president of UW.
• Some of the teacher’s assistants make it somewhat harder to learn in certain classes.
• Some of the teacher’s assistants that think they know everything; Also the testing; Only 3 tests a semester hurts on the final grade. Tuition being charged by credit hour.
• Some of the teachers and trying to graduate on time.
• Some of the teachers I’ve had in my freshman and sophomore classes.
• Some of the teachers really focus on what they think is right rather than listening to the student’s point of view.
• Some of the teachers/staff are very frustrating although some are very, very good, but in general, nothing is too frustrating.
• Some of the university requirements (2).
• Some of the university studies classes take away from our majors. Not everyone has the money to spend more than four years in college just to make sure they fulfill those requirements.
• Some of the university studies requirements; I feel I would have gotten more from being required to take a foreign language then from taking advanced math that doesn’t remotely tie in with my major.
• Some of the university’s requirements are really frustrating courses. For example public speaking -- why am I taking this?
• Some professors.
• Some students are very biased against minorities. The president claims he listens to the voice of students but does not seem to base any of his decisions on our thoughts.
• Some teacher’s office hours.
• Some teachers are not doing their jobs. Homework is not always graded and handed back in a timely fashion. Some teachers take tenure for advantage and blow off students for research time or ‘bs’ time with other teachers.
• Some teachers are ridiculous and a lot of the equipment is out dated.
• Some teachers treating their students with disrespect. The Internet constantly being down.
• Some tests teachers give are ridiculous. They are simply examples out of the book. My hatred towards the 24-hour lockdown door lock shit. Laramie sucks.
• Sometimes confused about what classes to take and advisor doesn’t understand transfer classes very well.
• Sometimes I feel like the professors don’t push us hard enough to be as good as we possibly can. We need more professors who haven’t “given up” on Wyoming.
• Sometimes I feel that I need more training in computer technology and uses. In today’s market these skills are mandatory. I would like to see more training even if it did not involve credits towards a major.
• Sometimes it seems like high school with ashtrays--“Do this assignment, Timmy. It’ll round out your cultural context”.
• Sometimes not having the time to do campus activities related to my family responsibilities but this is a person problem not a UW issue. Parking is a definite problem.
• Sometimes the academic advisors you receive are not very helpful.
• Sometimes the staff can be very uncooperative and rude.
• Sometimes UW seems behind the times and does not have the most up to date programs.
• Sometimes, American student’s attitude towards foreign people.
• Sometimes, usually in upper level classes, there will only be one section of a course offered per semester so you don’t have a choice of instructor or time. Also, there is not much help offered to you other than your instructor.
• Sport fans that chant crap at games
• Sports teams
• Spring break and the semester system don’t make sense. Move the university system to quarters. This survey seems like a waste of time.
• Still slightly close-minded about people, cultures, religions, and differences.
• Student body doesn’t always seem cohesive, particularly in recreational activities. It seems that a lot of people want to look better or one-up themselves over the rest of the students when we are all here for the same thing.
• Student fees spent on extra goal posts and sport teams; student fees spent on extra expensive renovations
• Student organizations or other groups seem to use alcohol as a crutch to compensate for events that are otherwise unimpressive, and for social skills that are otherwise somewhat lacking. WY students drink a lot and I find this very concerning. The price hikes at married student housing are also a bit distasteful.
• Students are low-priority. Improving UW’s image is high priority.
• Students closed-minds, conservatism
• Students never see Phil Dubois or our ASUW president and vice president. Students are the reason that Mr. Dubois has a job. He needs to pay attention to us. We do have parking issues that remain unsolved, and largely unaddressed. He needs to listen to our concerns.
• Students often treated as if they don’t know anything by administration or employers. I don’t think all resources are used adequately.
• Students who are close-minded; figuring out my graduation requirements (mysterious ones keep coming up); and the group interview process used to hire students for various activities. I don’t think they’re fair or useful. Most of all, that the freshman register first, so I never get the classes I need especially as a transfer student.
• Study abroad program needs work; parking sucks; and charging by the credit hour.
• Study groups that are closed to accepting new members
• Stupid kids and when I get a bad teacher
• Stupid people
• Such a small town with low job opportunities
• Superfluous classes
• Surveys such as this-this interferes with class and cuts into my time to watch the 9/11 hearings.
• Surveys; Apathy among students; All of the students, especially Branding Iron editorial writers who blame their issues on other people; Take some responsibility for yourself.
• Taking all of the seemingly unnecessary university studies classes
• Taking away parking from faculty around Prexy’s, which takes away parking from the students in the end
• Taking classes I will never need; Paying a ton for food; Security in dorms (24 hrs); and having classes required that have no relevance to my majors
• Taking classes that are irrelevant to my major; Sure, it makes me a ‘well-rounded’ person, but I would much rather spend my time and money on focusing on my major.
• Teachers have no standard teaching or testing methods.
• Teachers that can’t relate their knowledge to the students; Also, teachers that are out to flunk everyone
• Teachers that can’t speak good clear English; makes it very hard to learn from them. That and other teachers that just flat out can’t teach very well and there are a lot of them.
• Teachers who don’t really want to teach and only care about making the class hard and tricky
• Teachers who teach unnecessary information that is not relevant to the test; There is not enough support in the Greek system.
• Teachers; I feel like some teachers (mathematics) are so caught up on themselves that they don’t teach, they just show you how smart they are.
• Teaching strategies in the physics department
• Teaching style of some professors; Some seem more concerned with their research than the students.
• Tearing up Prexy’s; spending so much money on football but not getting a track for the track team or not being concerned about departments like anthropology who need money really bad; or that it is really hard for an out-of-state student like me to come up with the money to stay; where when in-state people pay so much less; That’s why I am probably transferring back home to Iowa, because can afford it.
• Temptation
• Tenured teachers aren’t good and nothing can be done about it. Most tenured teachers can’t teach and should be fired.
• Test and homework
• That Dubois is cutting down those trees and spending loads of money on something that we have expressed by the student body that we don’t want and definitely don’t need
• That everything usually ends up on the same day or close to it (final, tests)
• That I can’t alter my degree to fit what I want to do after I graduate; I am an animal science/pre-vet major. If I do not get into vet school, all I will be able to do is raise cows or other food animals. I want to go into wildlife. I think I should be able to substitute some classes for others that I won’t use after graduation, such as wildlife disease for horse and food animal diseases. I don’t care about cows and I am tired of having them be the main focus of many of my agricultural classes.
• That I didn’t transfer sooner; Difficulty in finding housing money, No help from school
• That it appears a lot of money is spent on things that do not really help to better our education like a new Union or football stadium or Prexy’s Pasture; I feel more of that money should go to programs that actually enhance learning.
• That it is in Laramie
• That lack of attention or focus on non-traditional students; It is as if we do not exist because we are not traditional, even though we are a very large part of campus. Most things done here do not target non-trads such as fun things or even the Friday Night Stuff.
• That no one communicates from office to office and I had to send my transcripts to four different people. Also, that one office seems to not be able to call another to share information or answer questions
• That our president of UW does not listen to the student body; Every art major is required to take art history, no ifs, ands, or buts about it.
• That president Dubois fails to listen to the voices of the student body about what sort of things and renovations should be done here at UW; I am a College of Education student and I find the people who work in McWhinnie Hall for their college to be some of the rudest most arrogant
people I have ever met. That is just one reason why I’m moving to the College of Arts and Sciences.

- That Prexy’s is going to be torn apart
- That so much is done over the web and that if you don’t have classes in certain buildings you have no idea what might be going on in that program (i.e. you are a history major but have a semester without history classes and you never go in the history building so you many not know when scholarship deadlines are due)
- That so much money is spent on sports when it could be used elsewhere
- That sometimes the people I deal with (financial aid, professors) make you feel stupid because you are a student; I also had one professor who used a lot of profanity in her class and it became quite offending to hear it for an hour a day, three times a week.
- That the breaks are being shortened next year
- That the College of Education will not work with me and the College of Kinesiology so that I do not have to student teach twice
- That the MBA program is changing mid-way through some peoples time in the program
- That the president doesn’t care about academics, he just cares about how people will remember him. He should care about parking problems and classroom improvements over Prexy’s.
- That the University of Wyoming seems not to get a lot of respect form the country in terms of a good learning institute
- That there is nowhere reasonable to park my car
- That they spend so much money on stupid stuff like changing Prexy’s Pasture and the football team and don’t spend any money on club sports
- That course reports you get in the mail from UW are always wrong
- The academic advising at UW is poor at times. Teachers can’t speak English well.
- The academic advisors who don’t respond to my emails properly and don’t adequately advise me toward the proper completion of my degree
- The administration and some of its departments
- The administration and UW police
- The administration does not do a good job of informing students about what they’re doing. They rarely ask for the general student populations’ opinion. When they do, they tend to disregard or overrule whatever students say.
- The administration doesn’t really take the concerns of UW students and faculty seriously, or just ignores those concerns and opinions.
- The administration doesn’t seem to care about what the students think, they act on what they want regardless of student opinions.
- The administration does not listen to the students’ opinions on how money we pay them is spent.
- The administration’s view and attitude towards the Greek community
- The administration--I don’t feel they have the students in mind when they make any decisions. My college is one of the few things I consider to be an asset to this university.
- The administration--the board raises tuition and squanders the money. The budget for education seems to keep dropping on the priority list. This is a university not a sports team. Also, the office of the registrar is worthless. Every time I try to get a transcript sent it is a hassle.
- The administration--they do things without letting the students know about it. ASUW is a joke, there’s no way my voice or opinion can be heard if I don’t know what’s going on or being voted on. The most recent example is the restructuring of our school schedule. Who knew it needed to be restructured? The students don’t have a voice here. A survey would be nice on
issues like this. Why can’t we vote on things instead of letting administration pass them, and then it is casually mentioned to us in the Branding Iron after it’s been done.

- The administration’s way of dealing with issues
- The administration is not involving students in what should be at least a semi-student decision, such as student calendar and student fees. The lack of funding to the Greek community; Out-of-state tuition is a joke, the pay by credit is completely lame. Was there a student voice? No, just padding someone’s pocket in one way or another.
- The administrative aspects often frustrate me. The amounts of paperwork and hassle to do a study abroad from the UW end are a bit overwhelming. It would also be nice if there was a place where you could go for solid credible information about getting into a professional school after graduation.
- The advising and some of the classes
  - The advising from the undeclared major advisors
  - The advising in the education program is horrible. They miss a lot of things.
  - The advising is a little shitty at times. In my last two years as an undergraduate, I had no contact to the people in my department. I just went along as another student who has no ties to the department I was going into. I think it would help if the department would take time to involve first and second year students, maybe actually have a class with just the students in the certain field, instead of all the courses with many other majors in those classes. I understand the need for this integration of fields, but I’m just asking for one class a semester.
- The advising process--advisors don’t seem to always know what is going on. Also, tuition seems to get a yearly cost increase.
- The advising process I think it is hard to figure out classes and when a graduation date will be. I think sports other than basketball (men’s) and football should be advertised and promoted more. Make more student jobs available.
- The advisor doesn’t seem to know enough to help towards graduation. I feel lost and like I’m not doing anything but wasting time.
- The advisors who are not willing to work with their advisees; The classes that are pointless to take, but we are forced to take them
- The amount of bs one has to put up with to be here. If I knew it would be this way I would rather deal with the bs in a tropical climate. People here tend to stick in their own race.
- The amount of course work I must take that does not relate to my major.
- The amount of help received for job placement
- The amount of money put into sports like the football program
- The amount of professors that care nothing about teaching anymore. Also, the amount of graduate students in chemistry that are getting their PhDs simply because they have been here “long enough”
- The amount of schoolwork and difficulty of schoolwork
- The athletic program frustrates me because I feel the athletes get special treatment.
- The attitude of mechanical engineering professors; They are some of the worst teachers that I have ever had, yet feel that it is the students fault when the class average are D’s and F’s. They are very disrespectful and often feel the need to chastise the class for their ineptitude as instructors.
- The attitude on the campus, lot of ego around here,
- The attitudes I have received from my degree analyst concerning my major and minor; I have been treated with incredible disrespect and an enormous amount of unwillingness to help me. I have been talked down to, insulted, and the like by my degree analyst, Conrad Chavez.
• The availability of courses, the advisors, and how class/course/degree requirements change
• The biggest disappointment about the school is that the majority of in-state students have difficulty breaking free from the high school friends, and developing relationships outside their comfort zone; Freshmen, Junior in-state students should have to live with someone from another part of the state, an international student or somebody from another state. They tend to pick roommates with whom they were friends in high school.
• The board focusing too much on things other than academics and students.
• The campus population seems to be very close-minded and un-accepting. There is not enough diversity from other states such as Arizona, California, and the East coast. More than anything, Laramie as a city is far more disappointing than UW itself.
• The change in the UW requirements from core classes; we don’t all need some of them. Others would be more useful.
• The changes that are occurring on campus (i.e. how long it took to get the Union up, the remodeling of Prexy’s, etc.)
• The city in which it is located-old, behind the times, closed to expansion, and so on
• The close-minded mentally of a lot of the freshman students
• The close-mindedness of people at the university
• The close-mindedness, everyone is a clone
• The COB requiring half of your credits to come from outside of COB
• The cold location
• The cold weather- I would like for it to be sunnier more often.
• The cold weather, wind and snow; On the campus there really is a lack of diversity, which contributes to the problem of fear and racism especially in people from smalls, white western towns.
• The college of education with field placements; Not the most organized place in the world
• The conduct of some staff members; I feel that many use their power in an abusive and controlling way. I am saying in terms of few staff members, but it happens.
• The confusing bureaucracy-nothing is simple.
• The continual pressure from various sources to change UW into a college more like everyone else; I think UW’s uniqueness is it’s strength and it has much to offer than few other places do such as its academic/size ratio.
• The continuous arguments about parking arrangements and apparent lack of responsible thought that parking issues will only increase in the future, and close-in campus parking is being reduced
• The cost of on-campus living seems extremely expensive. I pay more to live in the dorms than I do for school, and I’m living the cheapest way possible there. I think this may be because I don’t understand exactly how those costs work out. Where is all my money going, since I pay so much. Clarity on this would probably ease frustrations.
• The cost of the dorms along with the room and board meal plans
• The cost of tuition keeps rising, while the quality of education doesn’t.
• The cost
• The costs; We get all sorts of fees for everything under the sun, but we don’t even have room to park. Where’s it going?
• The crap classes I have to take; and the classes aren’t as good as the junior college ones I took.
• The credit transfer is what frustrates me most.
• The decision made by the board of directors; They don’t ask, we don’t vote. They just decide how to spend our money and we have no say in the matter.
• The decrease in break time (i.e. shortening summer) and president Dubois’s policy on spending money on varsity sports; We don’t all care about the football team.
• The demanding of more and more tolerance
• The difficulties with living off-campus and far from all that
• The difficulty in obtaining simple information about a variety of things; Also, the climate is very conservative and the vast majority of students are white. Simply put: there is no diversity.
• The difficulty in talking to some of the staff and difficulty in paying bills and dropping classes
• The discrimination of WyoTech and their students
• The dispersion of the money the university obtains is used on things like Prexy’s Pasture, which does not need to be changed or statues that cost way too much money instead of using it on better beds in the residence halls.
• The dorm rooms and their complications due to the age of the buildings
• The dorms and dorm food; How we have to swipe our cards to get into the dorms
• The dorms cost so much to live in.
• The dorms
• The education department gives education majors a hard time when trying to place them in 3A 3B. No regard for family issues when finding school placement; Very unfriendly to students seeking help in this area; Filling surveys out during class time I paid for
• The education department—it’s advising system; I will be here a year longer than I should due to misadvise.
• The education program and the requirements from transferring from another school to get a second bachelor’s degree
• The education program disappoints me. A lot of the time they don’t know the answers or one person will tell you something and then another person will tell you something completely different.
• The education program; There is too much emphasis on things that I feel are much less important in the scheme of things at the expense of needed knowledge. I feel that if I am going to be an effective teacher, I most importantly need to know the subject I plan to teach. Secondary to that should be understanding teaching theory and movements in the field. Our education program has this all backwards. I’m learning all about how to be culturally sensitive, but still feel that I have no knowledge of the actual subject I am to teach.
• The education program--no one seems to know what is going on. Depending on the person you talk to, determines what classes are required.
• The emphasis and importance on sports; the upcoming plans to tear down trees in Prexy’s, and parking is not adequate.
• The emphasis on athletics
• The engineering curriculum changes every year and my advisor doesn’t have a clue about anything. Then, the courses laid out semester by semester overlap. If I can’t graduate because the school planned class times simultaneously, when curriculum plan says they are taken together I’ll be very upset.
• The entire pharmacy program--incompetent/ineffectual. The decision to use an on-line pathophysiology course this semester was extremely poor, to say the least. I have found the faculty’s efforts in the pharmacy school to be lacking sorely. My preparation for a career in pharmacy has been compromised significantly. I’m frustrated and disgusted by what’s happened this year. I would simply consider transferring to another school at this point. This is
second-rate program with no resources. I hope and pray that whoever reads this will take what’s been written seriously and try to correct it promptly.

- The environment is not quite as warm and friendly as I had hoped it would be.

- The environment

- The exercise facilities are too limited. Also, because this is a small school, the education is not updated unless you’re participated in engineering or education.

- The extra classes we are forced to take outside our major, and the inability of the students to get anything changed when it comes to our classes or teachers and/or administration

- The facilities in the fine arts building are worn down and need work. The practice rooms are not sound proof in the least, making it very difficulty to practice. Also, I don’t understand why UW spends so much time thinking about football and Prexy’s Pasture, when the money and time should be spent on the majority—the student’s education.

- The fact that athletics get away with anything they want to and nothing happens to them; Teachers who cannot speak English, and it’s up to me to teach myself.

- The fact that my original advisor failed to mention important things to me; Due to that, I took courses I didn’t need to take. I switched advisors and a similar situation occurred. Now, I have a good advisor, but it just seems like so many of them don’t care about their advising duties.

- The fact that my previous college credits did nothing for me here at UW

- The fact that nobody wears brown and gold neck ties

- The fact that the non-resident pays $1957 every time he/she steps in the three or four credit hour classes and a resident pays $6 and students from neighboring states pay $9; And it’s the same class. And the fact that freshman are forced to live in the dorms

- The fact that the power engineering department has one professor; And that the university said they had a good power engineering program; What program? Hire another professor for power. Also, the fact that they are going to make Prexy’s a pedestrian park; We need the parking. What are you guys thinking?

- The fact that we don’t really have a say about what happens on our campus; The students should be able to vote when they want something done or changed. But the higher powers don’t ask or if they do, they don’t really listen.

- The fact that we have to take cultural context classes; I see and understand the point, but some of the classes are unimportant.

- The fact that when I transferred in I had almost 70 credits and I am still required to take a lot of 2nd and 3rd semester classes. Not all of these are bad and some I needed to take, however, some classes could have been avoided and I had to retake some.

- The fact that when walking through campus it is difficult to have others say “hello” or smile if you do not know them.

- The faculty is hard to get along with sometimes.

- The faculty

- The university and administration seems to view the students as merely a component of the “institution”. Many of the policies seem to reflect what the administration wants, not what students need.

- The few professors that do more bad then good

- The financial aid office employees are very rude, condescending, and make the process of spending thousands of dollars on my education more stressful and unpleasant. That is the only part of this university that I absolutely despise.

- The financial aid program is ridiculous. It charges pharmacy students the most expensive graduate school tuition in the school and then considers us as undergraduates when awarding
financial aid. This makes no sense. Also the president is a creep who wants to cut down out beautiful evergreens and replace them with deciduous trees, which will be leafless and ugly all year long. He also totally screwed up the parking situation, awful, since everyone in Wyoming has to have a car.

• The financial aid system and the advisors
• The financial planning of this institution is insufferable. I would fire your financial planner. It is hard for me to believe that the renovations taking place will ever benefit me. All that the students now will get is a dusty, noisy construction zone, and we are the one flipping the bill. Where was your financial planning? And I certainly don’t buy into the idea that the state is paying or even should have to pay for your “home improvement projects”. The numbers don’t add up. Now that I am a junior It would be difficult to transfer somewhere else, so I feel like I have to finish here.

• The focus on being PC-it’s gone too far in theory and still excludes others. DA’s just over the top.
• The food at Washakie and the overall inept attitude of the employees there, most importantly administrative personnel
• The football and basketball teams
• The funding of the Geological Museum for staff and equipment for further research and fossil preparation; More space for the museum would be nice as well.
• The general discrimination of people, especially homosexuals; The climate here hasn’t changed very much even since Mathew Shepard, and I constantly hear people bashing on gays.
• The Greek houses; I would like to see that area turned into parking lot and nice parks.
• The high price of board is ridiculous (who spends $6 a meal at anywhere but a fancy restaurant?); the dorms need quite a bit of work (we aren’t living in the 60s); and math curriculum needs a better testing/grading strategy for exams. It is not fair to assume that all teachers teach material the same way or grade the same way.
• The high tuition costs
• The high-up administration; They decide on issues that should involve students without consultation. Students pay to keep this campus going along with donations and other money, but we play an important part. If the administration wants to have good alumni that are willing to put back into UW, what they got out, then mentality of the administration should change. The mentality of everyone regarding the Greek system needs to be more supportive. Our campus is only one of few left to still have a designated fraternity and sorority row where the houses are located together on campus. Keep Greek organization in those houses and make more effort to work with the Greek organizations that are trying to take advantage of opportunities (i.e. housing). It frustrates me to have all the honors and nursing students moving onto the row, even though they are a good organization too.
• The homogeneity of much of the student population and the conservative culture
• The hours of which things are open; Cafeteria is open from 4-7, but most people I know don’t eat dinner until around 8. Also, the menu has gone down hill since Washakie opened.
• The housing, with the reconstruction of the dorms a single room of someone over the age of 25 was too hard to get and afford, compared to previous years.
• The huge emphasis on group projects
• The ice around campus during the winter months; Many discriminate against the religion Mormon.
• The idea of eliminating the parking at Prexy’s Pasture; What kind of bonehead would do that when we already have an enormous parking problem? Parxy’s Pasture is “pretty” enough as it is.
• The inability of faculty and administration to listen to students and make decisions in the best interest of students (i.e. tuition raises, unneeded projects)
• The inability to keep quality professors in some areas like chemistry and physics; Also, the lack of some programs
• The inability to remove poor professors
• The inconsistency between departments; I realize that each teacher has their own style of teaching/testing but going from one level to an advanced level (of a specific subject)--I feel everyone should be at that level no matter which teacher they took the beginning class from. This is especially a problem in the language departments.
• The increase in tuition and that there is no parking to get to class
• The inherent lack of efficiency that is present in all logistical aspects of the university disappoints me the most.
• The insane amount of studying
• The international student office -- I was told by the staff at the international’s office that it is a storage for storing information on foreign students to be updated to the government registry once every semester. This is an office that has no clear goal on how to improve its service besides acting as an information storing center.
• The international teachers who can barely speak any English
• The lack of academic interest within the administration; Athletics and “beautification” seem to be more important. There is a lot of money that could be spent on enhancing education, but it is spent elsewhere. I find this a strange practice for an academic institute.
• The lack of classes offered in various departments
• The lack of communication between the college and the students; They expect us to just know what is going on or figure it out with no help or explanation at all.
• The lack of communication between UW to student
• The lack of concern for anyone not from the four academic state as well as constant unnecessary tuition and realm of UW faculty; The lack of help in financial aid and the inability to help get departments on the same page; Finally, the incompliance of advisors
• The lack of convenient student parking
• The lack of cultural diversity and diversity in general
• The lack of depth of degree opportunities
• The lack of development of Laramie towards college students
• The lack of diversity and the close-mindedness of many students
• The lack of events and activities in Laramie
• The lack of explanation about financial aid
• The lack of girls
• The lack of information and the fact that most advisors don’t know their stuff; A huge problem is that students aren’t informed enough about courses and degree requirements.
• The lack of information to find jobs and summer internships within the College of Business that are outside the state of Wyoming; The college networking system is limited.
• The lack of input students have on decisions made on-campus even with all the hype that student’s opinions matters
• The lack of interest in students by most teachers
• The lack of jobs in the city of Laramie as well as for UW
• The lack of large social events that lots of people go to besides athletics
• The lack of large support for the athletic teams, and that club sports have better winning records, yet get shafted when it comes to funding
• The lack of opportunities, and the fact that UW is in Wyoming (obviously it has to be, but still)
• The lack of organization; If an organization does exist, members do not make much of an attempt to welcome newcomers. Many groups and organizations on campus are extremely cliquish.
• The lack of parking around UW
• The lack of parking in and around the campus
• The lack of personal attention I received at WWCC
• The lack of student input put into practice
• The lack of student-teacher interaction or simply the fact that there is a barrier between them; the large student-teacher ratios
• The lack of support and directions supplied by the COB advising office
• The lack of things to do in the town while you are under 21
• The large proportion of liberal professors and their lack of restrain on expressing these ideologies
• The lax or not difficult academic standards; teachers shouldn’t be afraid to expect more; make classes hard. More students would flunk, but overall everyone would aspire to a higher standard, work harder, and get a better education.
• The lay out, some of the newer architecture, such as the dorm buildings
• The learning environment isn’t challenging enough. Students and professors tend to be very cavalier about education in general. Also, funding seems to be misused. A nice Union and a re-vamped Prexy’s are great, but they’re not going to draw quality teachers or students to the university. Maybe we should spend some more money on academics and arts.
• The lectures, it is hard to learn as well in big classes. Need more exercise classes available to students and more one-on-one help.
• The leniency
• The liberal atmosphere and strong emotionally-minded bias
• The liberal bias in some professors
• The liberal environment and communists who view me as an incompetent redneck
• The liberal school of thought that seems to be encroaching on moral absolutes; Irrational tolerance that embraces ideas that are not beneficial to any society, like supporting gay and lesbian groups, allowing publication of sexually motivated comics in the Branding Iron; the liberal peachiness I experienced in my freshman honor program class from the instructor, and similar things
• The limitation of the study abroad programs; There is not a way to directly correlate the courses taken abroad with the courses taken here.
• The limited number of classes offered in my major; I’d prefer a larger variety to select from.
• The location and does not have a forestry program.
• The loss of parking spaces
• The math department
• The MBA program
• The McWhinnie 100 office is extremely disorganized and not helpful. We are expected to turn in 3A applications a year ahead of time and still don’t get placements until two weeks before
classes start and some not until several weeks after class starts. By far the education undergrad office has been the worst experience.

- The miss-information given out by various departments especially financial aid
- The money issue; It does not cost very much to attend UW but everyone seems to have problems with anything costing money.
- The money spent on unnecessary things (making Prexy’s a “pedestrian park”)
- The most frustrating thing about UW is the continually digressing state of the parking situation. I really like the school though.
- The most frustrating thing is the professor who doesn’t have time for students such as Dr Eric Weber in the math department. Also, Phil Dubois is taking a university that doesn’t have a bad parking problem and making it worse; thus, he is destroying one of the reasons many people come here.
- The most frustrating was not being allowed to take different accounting classes outside of the school schedule when I had taken extras before coming.
- The music department if poorly funded and very instrument dominated. The vocal program gets left behind. We need a better building with better, more accommodating classrooms and practice rooms. Also, I feel like we are in a whole other world from the rest of campus.
- The music education I have to be certified in to teach K-12 in all areas when (I’m 43) I know I exclusively want to be a K-6 general music teacher.
- The music education program
- The newspaper—religions and racial slurs in comics and editorials, also sexual innuendos that no one should have to read.
- The nurses at student health are not very nice. Parking
- The office of registrar—they don’t catch things until it is too late.
- The online course online doesn’t explain classes and what you need to graduate very well. The amount of upper division classes in a certain area is very difficult to understand because of all the prerequisites that we have to take. It would be nice to know exactly what classes you have to take to get to a WD class. Also, at CSU and Front Range you can see what classes will transfer as what on their website without having to talk to anyone. It would be nice if we could have what will transfer from local colleges so we know what to take in the summer.
- The one thing that frustrates me is the education program. I was switched all around until I found a placement I was told several different stories from several different people. I appreciate the help that I got from Nancy and Tara but some others were not very pleasant during the whole situation. Also, raising tuition really sucks. The gym is always too hot. Don’t ruin Prexy’s Pasture, it is pretty already.
- The overall sour attitude of students
- The parking; and how when you meet with advisors during advising week and they are not prepared to help you
- The parking at the university
- The parking available for off-campus students is a joke. The nearest to the classroom building I can park with a “C” permit is the law school? What a waste of money except that students who need to go to the law school even if it is for a single class must buy one or have to walk from home. I don’t have a problem with losing the parking around Prexy’s because there are plenty of half full “A” lots on this campus. I know that a parking structure is expensive, but people might actually buy permits to help pay for it if it were in the right location and I believe it is one of the biggest problems facing the students at this University. So, if the administration is only here because of the students, shouldn’t they care a little more about this problem?
• The parking is absolutely ridiculous. There is nowhere to park for the students and something needs to be done. The parking lot behind engineering is always half full, let some students park there.

• The parking is an issue that needs to be addressed because it’s outrageous for what they want the students to pay. They shouldn’t spend money on stupid things such as changing the parking lot around Prexy’s Pasture to an all walking campus. They also shouldn’t try to change the campus like Boulder’s, leave it like it was, that’s why I choose to come here.

• The parking is frustrating. The main thing that bugs me is that when it snows a poor job is done with sweeping the sidewalks. We are the students and we pay good money to come here and I’ve eaten it many times on the sidewalk because of ice. I hope this new 'beatification’ will have a better control on this ill issue. The lack of administration actually getting involved in what’s really doing on campus and not assuming that everyone wants what they want.

• The parking issue. If there is one way to piss off a potential alumni (i.e. donor) it’s to give a stupid $50 parking ticket that goes directly on to my UW students account.

• The parking most of all; However, some advisors do not do a very good job at helping you select the right courses and some have been very discouraging towards me.

• The parking on campus and right off campus

• The parking on campus is terrible. This is the most frustrating thing about UW.

• The parking problem

• The parking setup

• The parking situation (3)

• The parking situation and how much passes cost

• The parking situation as well as the Prexy’s project

• The parking situation is a complete disaster. It’s almost impossible to do anything but walk. It is also a huge problem with regard to activities, especially ones far from the main campus or at night. Sometimes money seems to be badly appropriated, like the plan to tear up Prexy’s (making the parking situation even worse or the plan to waste tons of money on the stadium).

• The parking situation is terrible. Why are we planning to make the problem worse before we have a plan to fix it? A more stringent policy needs to be accepted for those who can teach COMP 1010. My teacher is very bad. I’m not saying this out of frustration of grade but out of honesty. That person doesn’t know what she’s doing. I have confirmation from several sources. Confidential survey where are you encouraged to write your SSN? What are you thinking?

• The parking situation totally disregards students. The people who implemented this parking system clearly did not have the students in mind. These people clearly are only interested in the money they can make by making the majority of the UW population pay for parking. The students, who pay tuition and fees, and the salaries of the administration, have not had a single place to park near any UW building. If it weren’t for the students, the people who came up with this ridiculous parking system would not get paid. If you people are interested in the student’s opinion, change the parking system.

• The parking situation when the weather is terrible

• The parking situation, it’s really bad

• The parking situation; We need a parking garage.

• The parking situations, TransPark

• The parking, lack of information about further goals and job opportunities

• The parking (5)
- The parking: When I get out of school at 2:30 and work at 3, by the time I get to my car 2 miles away it’s already been 15 minutes. I am a very recreational, active person, so it’s not laziness that gets me I feel the $100 pass is for students where only their parents can afford it.
- The people here aren’t very friendly or nice, and they defiantly aren’t genuine.
- The pointless requirements like health and physical activity; I should only have to pay for courses that mean something to my major or that I desire to take-it’s my time and my money. And of course parking; Why is UW messing around with Prexy’s and the football stadium when what we’ve needed for that last 20 years is a parking garage?
- The political bullshit all around; Everybody has an agenda and they forget who is paying them. The College of Agriculture seems to be better than other areas but I would like more hands-on. Phillip Dubois pisses me off. We could pay him less, have cheaper tuition, and not as much drama coming from him and his ideas. Also, why do sports get so much money when they seem to play like high school girls?
- The politics-the support for the sports teams (who always lose) and the seemingly small amount of support for the theatre and dance departments (who are going to halt competition in DC); Also, the ridiculous decisions (particularly parking) that are made without input from students
- The poor instructors are not weeded out
- The poor leadership and choices of main administration; lack of help in registration requirements, and financial aid; parking
- The power that the president and the board of trustees have over the top of what the students want; I feel like they make changes without considering how the students feel and the decisions aren’t always in our best interest; they are based on putting on a façade just to make the outside appearance of UW look good.
- The president does not listen or care about what the student body opinion is. He is always trying to justify his action by comparing our University to the Ivy League schools. But, guess what, we will never be an Ivy League school. Please don’t cut down the trees in Prexy’s Pasture, and do something about the parking.
- The president does not seem to listen to the students.
- The president doesn’t listen to students or community, example Prexy’s Pasture. The university puts major amounts of money into varsity football and basketball, but doesn’t give much to better teams (wrestling and track), and doesn’t give hardly any money to club sports and intramurals. I hate how divided our campus is. Many of the people on campus think they are better than others.
- The president of the school; He is retarded.
- The president of the university and the athletic directors
- The president of the university does not appear to listen to the students and only pushes issues that make him look good whether or not it is what this university needs.
- The president seems more concerned with what the freshman’s parents think of the campus during orientation than what current students and alumni think of it now.
- The President, and staff that are making major financial mistakes; Down cutting physics is a major mistake.
- The president; They spend money on unimportant things or things that could wait, and don’t spend money on things that need it, like the parking problem, which could easily be resolved. He makes bad choices on what’s important. I have also been trying to get in-state tuition because I have the requirement, but they won’t give it to me.
- The president’s policy regarding Prexy’s Pasture
• The president—all focuses on athletics, beautification of campus and not on the students. Parking or lack of for the students; Where is the parking garage? How the city of Laramie and UW officials don’t communicate or work together as if they weren’t here; How the students don’t have a say in anything; It’s like UW is Dubois’s toy to play with and the students don’t matter. Housing in Laramie is horrible.

• The price of board for what is being served
• The price to attend UW disappoints me. Also, the availability of on-campus jobs also disappoints me.
• The problems -- lack of university help to help find student jobs in our major after graduation
• The process of registering, in my major, requirements are unclear to me.
• The process or the way they handle the disbursement of financial aid checks
• The professors not caring about you
• The professors really don’t understand what classes count for a degree. Some professors are not helpful to students. The computer labs are closed or are having repairs when you need to use them. Only certain computers have the programs you need. The buses take so long to get anywhere and the campus is so spread out.

• The professors
• The programs (majors) that have been cut by Dubois; parking, and crowding in the gym
• The programs at other schools are easier. The amount of math classes is too much and other four-year schools are not using so many. The point of a four year school is to become well-rounded, not try to become masters at all subjects that don’t pertain to your major.
• The programs that need money don’t get it because the football team needs a new charter bus/flight, or because Prexy’s “needs” to be beautified. Stop spending money on the school and start spend money on the students.

• The push for multi-cultural and alternative life styles, this weakens our country. Keep American students coming here.
• The quality of my professors and consistency by professors among certain topics
• The quality of some of the instructors and the lack of knowledge by the tutors
• The raising tuition every year and charging you for things that you were not informed of
• The red tape
• The registration process is totally messed up. They tell you when you are coming here and they offer a program they really don’t have.
• The requirements on cultural context classes are understandable, but some classes have no relevance to any of my fields of study. Each college should allow students to have C credit within their college, so they are learning things that are related to their major.
• The residence halls and Washakie’s crappy food; If you pay $1,500 per semester to live there you should be able to do whatever you want in your room.
• The retention ratio of minority students and all students as a whole
• The rising cost of tuition
• The rising tuition and worries about the small stuff towards freshman
• The rising tuition costs
• The run around I get form all offices involving paperwork; the president ignoring the student voice on issues; lack of logic in high administration decisions (all departments); and the lack of advice in advising program. For example, its assistance is a class registration formality and not an advisory program on all aspects of my college experience.
• The school doesn’t always work with you. Sometimes I feel like I am just a number and some people don’t take into consideration what is best for me.
• The slight racism, and homophobia, and the wind
• The small campus and limited student body make it hard to meet people from all around the country. Also, the athletic department needs to start making a name for itself again.
• The small community and not enough diversity -- everyone is from Wyoming or Colorado.
• The sometimes disassociation of academia and the business world; The idea that academia isn’t the place to gain more hands-on experience.
• The somewhat close-mindedness of many students and the alcohol consumption
• The spending of tuition money or taxpayer’s money for frivolous projects such as Prexy’s, instead of appeasing students concerns in terms of parking
• The staff/employees are incompetent, lazy, self-serving.
• The stereotype that is placed upon its students from other colleges and universities
• The student insurance is horrible. I am a non-traditional student, and the insurance company fights payment on every thing. For the amount of money given to them each year, should do more. Previous jobs with medical insurance cost much less to have and covered many times more.
• The students being under-informed; It would stop a lot of complaining if they were more informed, the Prexy’s project for example.
• The stupid general requirements waste my time.
• The teachers and their ‘sloppy’ attitudes
• The teaching methods all seem to be the same in my course of study. I would like more of a variety in my schedule.
• The thing that disappoints me most are the worthless university study classes we have to take. People need to take more courses on their major than they need outside their major. Students need some basics like math and English, but not more history or PE courses. They are just going to forget about it in the end. If it’s not part of your major you’re going to forget all about it.
• The thing that disappoints me the most is the advising I have received here. As well as financial aid is not too helpful.
• The time wasted on un-useful classes
• The town is not big enough. There aren’t enough people or things to do here. I feel like I already know everyone.
• The town of Laramie (wind)
• The town of Laramie is not a good place for the university. There is nothing to do and it needs money put into it.
• The town of Laramie (2)
• The transferring of credits to changing of majors and university studies requirements
• The transferring process
• The tuition and the fee raises; The importance and amount of money placed in athletics
• The tuition rate is extremely high for out-of-state students. The process of applying for neighboring states tuition
• The two swimming pools on campus are only open a fraction of the time, always at the wrong time for most.
• The university doesn’t listen to the students. For instance, ask the students what really needs to be done, like better parking. Most students didn’t want the box to go into War Memorial Stadium. We also don’t think Prexy’s should be redone, even if we had the money, which we don’t. The students are not treated like human beings or paying customers. The reason the institution exists is due to education students, not how many seats they can fill at the football and basketball games. Consider catering towards the students rather than spending ridiculous amounts of money rebuilding things that don’t need to be fixed in the first place.

• Find a viable parking solution that does not involve parking on the other side of town or on the local streets. Prexy’s should be left alone. The stadium needs to be completely rebuilt. The university won’t sell alcohol at games and have it enforced, but will sell it in the Union, but “this is a dry campus”.

• The University of Wyoming, in my experience, has been a “teach to the teas” curriculum. Frankly I received that kind of education in high school and would benefit greatly if more instructors were involved with their students instead of their research. The university should focus on applicable knowledge so that the students will be prepared for their future occupations.

• The university police department; the lack of class offerings in my major; and advising -- I have had a new advisor every year, which I feel has jeopardized my graduation date.

• The university requirement such as a foreign language and classes that don’t apply to my major; And the fact that they denied a PE credit from Air Force basic training.

• The university requirements have little to do with my major.

• The University requires some courses for graduation that I find unimportant and a waste of time and money. The C1’s and C2’s aren’t going to help me be a better engineer.

• The university studies program is excessive and I should be spending more time in my classes for my major and preparing for the career I have chosen. The office of the registrar is very unprofessional. They need to get timely information to student advisors so they are certain their students will graduate on time. The university must correct this problem.

• The university studies program is run poorly in my opinion. There needs to be more flexibility in their petition process, and the bureaucrats that run the program need to be more understanding and kind to students. It is very obvious that the USP has become so political that it inhibits student progress. I’m also very frustrated with dirt politics in the Spanish department. Some faculty (especially the ones from Spain) are excellent but others are so obstinate and close-minded that they hinder student progress.

• The university studies program

• The university supports far too many liberal organizations and events.

• The unjustified and unneeded cost of tuition, room and board, and parking; We need more parking, and we need better organized parking. Look at the Union. That lot is now reserved for teachers and it is never ever full. Whereas the street that runs behind the physical science building is always empty, and it is supposed to be A and C parking. This is ridiculous. We need a parking garage. We also need cheaper parking permits.

• The unnecessary classes I have to take and the advising.

• The use of money, I think we need to see more done with the arts because to me that is an untapped resource to get students to UW. If we had new facilities that were state of the art and bigger accommodations, Wyoming could recruit people from this whole region. We strive to be the best, we should be the best, and people want to come to the best.

• The use of untrained, unqualified student TA’s has caused undo hardships for the students in Chemistry in September. I agree with the utilization of student TA’s, but the qualification for
these particular positions needs to be reviewed in order to optimize the lab abilities of all chemistry students.

- The way it makes me feel that I’m jumping through hoops just to get the basics done
- The way it spends money on unneeded things -- campus beautification, athletics, and student organization don’t need so much money. Spend it on academics and supporting the fine arts.
- The way money is spent; For example, I don’t think that Prexy’s Pasture needs to be redone when the football stadium and some dorms are falling apart.
- The way money is wasted; We need a parking garage, so we waste money on the Union. Departments do not work together. Parking is a major problem, so the university makes it worse by closing student-parking opportunities. The shuttle idea is stupid. Then now, the university is going to close parking around Prexy’s and doesn’t even have the money to finish that job. What sense does that make?
- The way scholarships are distributed is very poor. The help to get scholarships is very poor.
- The way some classes are presented; I mean if I wanted to teach myself I wouldn’t pay the money to come to school.
- The way students are extremely defensive about things like the comic strips in the paper and people’s view as their “rights”; Like the way smokers think it’s their right to pollute the air for everyone else; I also don’t like the proposed changes to Prexy’s Pasture or the changes (decrease) in winter, fall, and Easter breaks. For a mostly Christian state like Wyoming, cutting breaks like Easter, force student to choose between classes and their religion and family time. That’s not fair to us.
- The way that some of the classes are run; It seems like many times I find myself with not enough information to complete the desired task.
- The way that the president and his committee spend money on things and make changes to the university without telling the students or hearing the elected student officers
- The way they do scheduling; For instance, we should get Monday off for Easter break instead of Friday. That way we can actually spend Easter with our families instead of driving home on Easter.
- The way they run things sometimes; As far as payment and such; It just seems like they don’t care or don’t know what they’re doing sometimes. Also, parking tickets--it’s insane.
- The way they spend all the money on stupid projects (e.g. building another library that no one will use) instead of building a parking garage to solve the parking problem around campus
- The way UW seems at times to care about sports more than anything else; Also, parking--during sporting events, the Fine Arts parking lot is commandeered, and Fine Art students are forbidden to use it.
- The way we do class scheduling because of what grade you’re in you don’t always get the classes that you need. Sometimes you have to take a class that don’t apply to anything because that is all you could get into.
- The weather and advising is poor. Instructors are very ambiguous. They don’t always let you know what they want from you to be an active participant in class and on assignments. There are no non-traditional activities or organizations.
- The weather not cooperating well enough with the baseball season.
- The weather, and that the location isn’t the greatest for what I want to do
- The weather, if anything
- The weather, lack of consideration for students by administration, parking and the way every department is on its own and there’s no communication
• The weather; the transferring process connected with university studies requirements; and the cost of campus events like plays and concerts seem high for students.
• The whole financial aid and scholarship process is not user friendly. Information like how to apply for scholarships and when they are due is difficult to find under fifty pages of information. I wish they would offer a little more guidance to incoming students.
• The whole Prexy’s Pasture issue; They shouldn’t rip out all those trees.
• The winter weather
• The inability for disabled students to maneuver across campus. I believe that with the upcoming changes to Prexy’s Pasture, I will be totally unable to get across campus.
• There always seems to be an argument between the students and the administration--no medium ground.
• There are frivolous “improvements” being made on campus, like the Prexy’s Pasture improvement being made instead of assisting students with financial aid or helping the parking problems
• There are not enough cute girls here
• There are not many social activities that interest my friends and me. Some of the entertainment is not very wholesome. I would like more activities that teach people how to dance.
• There are student fees that I have nothing to do with, and I am required to pay for required university studies classes that have nothing to do with my degree.
• There are two things that frustrate me. The first is that I have professors who can hardly speak English or have such a bad accent you can’t understand them. It’s hard enough learning the material without having to interpret what they even mean. I am also frustrated by the outspoken extreme liberalism in the university. College students have been known to be radical, and the halls of academia are infamous for their advancement of the liberal agenda. However, in such a conservative state as Wyoming, it frustrates me to see the liberal so outspoken. The Branding Iron is a perfect example. I don’t’ want to go any further into political debate, so I will stop there.
• There could be more financial aid opportunities and scholarship available.
• There is a lot of intolerance towards people who are out of the norm. I would also like to see people with different backgrounds.
• There is never anywhere to park. I still end up walking at least three blocks to get to class when it’s freezing cold outside. Plus the city has placed city permit parking all around the edges of the university. Why don’t they save all the money from those parking tickets and fix this damn problem. It’s been going on for too many years now.
• There is not much to do outside of school.
• There is nothing to do here.
• There isn’t an actual biology department here. Instead, botany and zoology are combined.
• There isn’t’ a lot to do. They don’t provide a lot of events or happenings.
• There seems to have been a serious void of communication in the graduate school office last summer. If it hadn’t been for my department advisor, I would not have known how to begin my degree, what immunizations were necessary, etc. I hope this problem has been corrected for next years incoming graduate students.
• There’s not a lot of non-university activities to do. The weather tends to get harsh.
• There’s not enough parking available.
• There’s not much to do off campus if you don’t drink.
• They charge you for everything. Teachers should care more about the students and not their research.
• They don’t provide a variety of agricultural classes, for example AgTM.
• They give scholarships based on financial need not on grades. Don’t punish me because my folks are successful. I have a 37 and have received no money from financial aid I had a horrible experience in general advising. Mary I think was her name. You do not ask a student to choose their career in the next 30 seconds.
• They have some shady people working as counselors and administrators. For the most part it’s fine, but a few people aren’t very friendly and willing to help.
• They want to be like other universities.
• Things are often unorganized or haven’t been advertised enough to inform students of events.
• This push for ethnic diversity, accepting gay people and all that stuff so we can get government funding
• This survey
• Those staff members (other than teachers) who are supposed to be there to help students seem to be able to barely tolerate students. If I have a question, I want an answer, but also an explanation of why, not just a yes or no answer, given impatiently, as is so common here.
• Time with sports and school conflicting
• Too many ‘education’ classes for agricultural education majors and not enough drill classes
• Too many group assignments
• Too many people
• Too much busy work, not enough emphasis on major; Too many methods classes
• Too much emphasis on football and basketball; There are other sports.
• Too much emphasis on male sports; Performing arts are not given as much priority.
• Too much money goes into athletics, which I believe would be much better spent on academics; Coaches especially are extremely overpaid.
• Too much money is spent on athletics, especially football
• Too much of an insular view, because no one knows about the world it seems.
• Too much publication of religious events; The “do you agree with Jess” campaign a few years ago is a good example. I find that type of in-your-face advertising about things I don’t believe in very insulting.
• Too small; The town is totally a college town, when everyone leaves it is dead. When it snows, all ways or means of getting out of town are closed. Too much politics; They don’t really bring in different job markets other than Wyoming. During Career/Internship fairs, the potential companies are not diverse.
• Town is boring.
• Transfer difficulties and parking
• TransPark (tickets, prices of passes) and parking in general
• TransPark and all the crap with residential parking; And the UW police
• Trying to get all the classes you want and the parking is horrible
• Trying to get help; and getting to class
• Trying to get help on going to school in another country is very frustrating. Not enough information on grants and money opportunities; Parking sucks and charges for everything (three student Union charges??).
• Trying to make this a big league college by trying to build a convention center and taking parking away to make Prexy’s Pasture prettier. Our tuition money could be spend better
• Tuition
• Tuition increases and lack of help
- Tuition plan; quick changes to departments and requirements that delay your graduation
- Two points: I find the gym needs to get better equipment, and there is too much smoking on campus.
- Unavailability of job opportunities; and transportation
- Unbalanced teaching staff between different departments
- Uncommitted professors
- Unfair classes due to different teachers; We receive no credit for attendance in most classes and I never miss.
- Unfriendly people
- University requirements are too much. Almost everyone in my program takes at least five years to finish.
- University requirements for majors with very specific and departmentalized courses
- University studies program—many of the classes required (public speaking) are not valuable for my education field. It is just another way for you to get students to take more classes that they don’t need.
- University study programs seem limited.
- Unnecessary hoops to jump through to get to the goal, i.e. to be an engineer you have to know humanities or global awareness. There are other channels for this NPR or BBC.
- UW is getting further and further away from its Wyoming and agricultural roots.
- UW is quite disorganized, especially in the admissions and record keeping department.
- UW security trying to take their job too seriously
- UW should build a skate park.
- UW, like the rest of Wyoming, seems to be very slow to change.
- Very little help from my advisor
- Very small campus with little prestige among other campus such as CU or CSU
- Very, very awful parking; Could use more soda machines.
- Want more diversity of people from other countries.
- Washakie
- Wasting class time with surveys—give them to undergraduates with more time on their hands.
- Wasting money (Prexy’s) and increasing tuition
- We are a university, not an entire sports team. We should focus more on education.
- We are treated like preschoolers in the residences halls. The rules are unclear in the dorms, and I am disappointed with the assistant hall director and the hall director of Downey Hall.
- We cry out for tolerance, yet some people have selected tolerance. Christianity is blasted in some classrooms. This would be a huge deal if it were happening to Islam or gay rights. Christianity is allowed to be discriminated. However, outside of the classroom, all religious groups seem to have equal access and opportunity. This is a big step for universities across the nation.
- We didn’t do so well in boy’s basketball this year.
- We get a lot of good music and cool lecturers but how little advertisement there is for fun things going on such as music and outdoor adventure activities. We need a campus radio station. Poor facilities for music. Yellowstone Ballroom is too small for big shows and there is no place to dance in A&S auditorium. With all the money being spent to improve campus nothing is being done about music venues.
- We have to be here four years.
- We need more parking, free parking or inexpensive parking.
• We pay all sorts of student fees, but we have to pay for courses notes, printing, etc.
• We should involve the community in a decision that involves the aesthetic beauty of our campus. We are, after all, a state university. We should have our proud identified and we should not have out-of-state companies “redesign” us.
• Weather (12)
• Weather and no carpentry, construction management, woodworking, etc. classes
• Weather sucks most of the year; sports teams do a terrible job recruiting the athletes available, and the extra curricular activities for students are not as good as they could be.
• Well the cold, but that has nothing to do with the campus. I guess I would like to see more places open longer to help students out. I am very busy with classes ‘til late at night and it’s hard to get help if all the special services are closed. I also would like to see Half Acre open longer. I can never get in there because I am so busy with classes and nighttime is the best time to go. Also I wish they would distribute more funding to the music departments. There are a lot of things we need and don’t have to due to funding.
• Well, my major requires that we take all music classes in the first few years, so there’s no room for other classes. We are very excluded to the music building and don’t get as much of chance to meet new people and see the rest of campus on a regular basis.
• What disappoints me most is the resistance to change and forward thinking. We have a real opportunity to put Wyoming at the forefront of a few disciplines but there is always resistance.
• What frustrates me is that the student opinions, who in fact, are providing the money to run this university, do not make a difference in the world. If the students had a voice we would have a parking garage, but instead trees seem to be more of an issue that parking. I think the president needs to take another look at the situation.
• What frustrates me most is that a lot of my classes are mundane and lack any real clarity for my future job. A lot of professors themselves don’t know what they are talking about and if they do, they don’t broadcast it clearly to the class. I sometimes feel that I am paying to ‘learn’ information that is common sense and I already know. I just feel that I’m not paying for the type of education that I should be getting.
• What frustrates me the most is that advisors don’t really care too much about students.
• What frustrates me the most is the lack of an international community. While we have many students from Asia we do not represent Latin or South America.
• What I have found that frustrates me the most is the whole new parking situation. Also the human resources website sucks. It is hard to understand and I received rude help when I came in to ask questions. Every experience with human resources has been bad.
• What is the worst is the parking situation.
• When a professor says “it’s my job” after being told thank you; We know that, that is why we are here. Additionally, I am disappointed in the lack of administrative support for small organizations on campus; and the parking.
• When I have to park four blocks from my dorm; We are treated like preschoolers in the dorms and the rules and regulations aren’t clear. Our hall director is very appalling and is not very friendly or nice.
• When I stared to enroll at UW; the first professor who I had met in civil engineering is very arrogant. He said “I do not trust you because I don’t know whether you cheat me or not”. He is not a good quality teacher and I was very frustrated, I even intended to complain about the teacher who treated me so bad.
• When it comes to solving a problem with a school bill; generally I get the run around going from office to office. Being misdiagnosed three times in one year at Student Health; and the parking spots
• When people receive 5 or 10 out of 100 on an exam and the professor doesn’t care
• When people try to help but don’t have the information to do so correctly
• When TA’s and graduate students teach classes and do not have adequate teaching skill or methods
• When the faculty is unwilling to help students even though students go out of their way to get help; How exclusive the College of Business is
• Where it’s located, it’s too cold here.
• Wind (5)
• Wind blows all the time and parking is poor.
• Wind; Some teachers suck and are too difficult. Not enough help with internships; not enough free stuff; and the desks are small and half are broken.
• Work-study programs should not be so heavily based on FASFA. Although a student’s parents may make plenty of money, that does not mean they are helping their child financially. Students coming from a higher income are at a great disadvantage when looking for work on campus.
• Would like to see a geological engineering program. More engineering programs are needed. Residence Hall Life--it was very expensive, noisy and a waste of my time.
• You don’t offer game theory classes to undergraduates. I had a 113% in that class and wish to pursue this and you don’t offer Korean as a foreign language.
• You keep raising the price. All of the asinine little things we have to pay for.
• Your goddamn parking; Taking a survey that probably won’t even matter; Building the president’s house with our money; A concerned president would spend money wisely at UW, not have the largest house in town.
(Outreach Students)

- Academic advising was a joke on campus. Absolutely no interaction with professors if your class was so full of students; I don’t like the idea of mandatory foreign language in my major. That should be a choice. I feel like I am learning more with Outreach, and I know I learned more at NWC in Powell.
- Advisors are not as available as needed and not all programs are well outlined and thorough.
- All the fees and running around you have to do to get a question answered; Also, receiving freshman material in my senior year
- As an upper level Outreach student, it is frustrating to find few upper level courses. As I reach my graduation date, I find I have to wait out a semester every other semester because all of the classes available are ones I took previously. Then there are usually one or two classes that are new. It takes longer to graduate and is very difficult telling myself it will be worth the extra time I have had to wait.
- Attitudes of staff-administration towards students are fairly cool. I don’t like that the motto “Every student...a person” means that staff did not generally perceive students that way. It kind of seems like, ok, students are people—annoying people.
- Availability of classes in Outreach
- Availability of courses that I need to graduate
- Can’t always get the classes I want or need when and I want. Mostly, the incredibly non-friendly online “have tos”. I am an older, non-traditional students, and my greatest frustration comes from online dealings.
- Compared to LCCC scheduling is too hard and teachers are worried about teaching to the test so they are unclear about test materials.
- Having M1, M2, and M3, as a requirement for graduation
- Having to retake classes I’ve already taken at NWC
- I am most frustrated over the C1s, C2s, and C3s. As a social science major, I take lots of SOC classes, which are C1s, 2s, and 3s, but I usually can’t use them as such because they’re in my department of emphasis. I am also fearful that online classes will replace compressed video and audio classes, which I like. I am frustrated also because I would really like to become a teacher, but there is no Outreach program that provides an education degree or certification in education. Even the masters program does not accommodate the certification requirements.
- I am very much frustrated and disappointed that no history degree is offered for the Outreach school where I now am, and I have to go to Laramie to finish my degree in history.
- I didn’t feel like I was being directed onto the next step.
- I don’t like the on-line assignments, courses. Hate being forced to be on the web in order to take certain classes. Tests are frustrating because we don’t go over them. We don’t get them back, so we can’t discuss ones we missed, etc. Also have taken teleconference classes that spend too much time on
logistics. Sometimes it doesn’t work at all. Very frustrating. Also, would like to have faces to put with the voices of instructors.

- Inaccessibility for us in north Wyoming; Ridiculous requirements for 40+ years old students; -frustration; Difficulty transferring all Wyoming junior college hours to UW; This should go without saying. Ineptitude of some advisors, not mine, my daughter’s, she still has no direction.

- In the correspondence courses I don’t get enough time or attention. Cannot get through the other people talking to have my chance to speak.

- It’s in Wyoming

- Lack of advising, lack of financial aid, and lack of information on orientation times

- Lack of choices/options in classes fulfilling basic requirements; The emphasis on gender and population issues has not been “true education” in my opinion. This material is very biased. I think if it’s going to be presented at the college level it needs to be at least objective.

- Lack of classes-variety offered; Times offered--they need day time hours-during school, so that I don’t have to pay daycare. Popular classes fill up within hours and quality of videos.

- Lack of clear direction for what is needed to complete graduate degree. Lack of contact with my advisor.

- Lack of competent and varied courses offered in applied arts design, computer design, illustration etc.; Also lack of reputable, stronger departments

- Lack of financial aid for UW/CC students; We need more scholarships for this extension.

- Lack of online offerings

- Less than up-to-date equipment and technology, i.e., audio and video Outreach

- Limited masters program available via Outreach

- My advisor is very frustrating. She has advised me to take classes that I did not need. This also seems to be a feeling among many other Powell-site students. The office assistant is absolutely great. Nancy Grant keeps things running.

- My Outreach advisor helped me sign up for classes I later had to drop because I didn’t meet the prerequisites. Technology not available for audio teleconference (computer); The computer lab? Really, just look at it. It’s in the help desk area. How are we to study there?

- Not enough online courses offered; Outreach students not treated as actual UW students in terms of Outreach advising;

- Not getting all the help and information needed

- Old technology in use at Outreach centers

- Outreach students are treated poorly in comparison to on-campus students in regards to access to grades, classes, books, materials, resources, etc.

- Parking

- Parking and lazy professors who don’t give feedback on work they assign; allow class to get way off the syllabus; let one or two students hog the forum; Turn down heat; Professors who don’t answer e-mails and are just
plain too busy to be bothered with students; Places to hang clothes, packs, and extra gear in the classrooms; I’ve had two back surgeries and I am tired of heaving stuff off the floor. Professors that don’t care about critical thought and prefer regurgitation of assigned reading

- Requirements change too often
- So far I have not heard back from my advisor
- Some of the students in UW classes don’t respect other students. I have noticed that about some Outreach classes.
- Some teachers
- Teacher’s lack of interest in Outreach student’s education; Most come to class and do not form attachment with students.
- That a bachelor’s degree in history is not offered through the Outreach school
- That a greater variety of classes are not available and that the university continues to use teachers even after numerous groups of students complain about them and try to let the university know just how bad they really are; For example, Roger Davidson and Maria Vrendenburg; Myself and other students are forced to pay much more for courses at an out-of-state university in order to get the classes we need and avoid instructors who make class miserable and impends learning. It also does a disservice to the truly great instructors at UW.
- That classes sometimes conflict with days and times with Western Wyoming classes
- That it is located in Laramie and I have to spend 16 weeks away from my family over two summers
- That they do not give you enough information about correspondence, outreach, online, and summer classes if you do not live on campus
- The bookstore--it’s hard for an outreach student, to register for a class call the bookstore and tell them this class, and get the wrong books or sometimes no books, and finally to be charged twice for the books or UPS.
- The fact that classes are so limited and fill up so quickly
- The fact that I am not eligible for more federal loans; Mine is the minimum and I am paying for almost all of my school.
- The help older students get to help them get their degree; They don’t want to work with students that have been going for a long time. Needs to be a better system. Keep track of our grades from other schools when you have to keep sending them in. When you go down to UW they keep sending you to a different place. If I was a young student I’d quit before I got my answer.
- The lack of information on graduate school
- The lack of scholarships for graduate students
- The lack of selection of courses with Outreach compared to the number offered on campus for a CRMJ degree; Out of the six or more choices for each requirement, only two of each are offered with Outreach, thus, forcing you into a class you have no desire for, and limiting your choices. All classes for CRMJ degree are geared towards CRMJ management. Need more classes for forensics. Surveys that have no impact for validity
• The long paperwork to try and get anything changed; major; classes over loads; Everything takes a long time and too many signatures.
• The math department and its requirements
• The thing that frustrates me the most is being an Outreach student. I have to deal with people on the phone to communicate. I’ve had to deal with some very rude people at the bookstore and this frustrates me. It’s hard enough to do the extra work to get the books through the mail without having to deal with rudeness. Most people are nice, but it is these few things that ruin (UW) reputation.
• There are not enough courses per major offered. Classes need to be offered at more times, more Internet courses needed.
• There is no way that I feel comfortable putting my SSN on this.
• There is not more health classes available online.
• They never offer classes I need through Outreach.
• This survey, which has nothing to do with Outreach graduate students
• Transferring credits from other universities
• Traveling 225 miles to attend Saturday classes
• Use of instructors not in Wyoming or not living in Laramie if in Wyoming; Can be very difficult to contact an instructor who is a great distance away. Audio telecourses are tedious. More classes need to be compressed videos or videotaped lectures. Lack of visual components can hurt students.
• UW/CC not having more options for good quality classes
• Very pleased with UW
• When I need to do an address change I just can’t call one place, but have to call each department to have it changed. This is frustrating and time consuming
Thanks for your help with these surveys! Your answers are completely confidential. We ask for your Social Security Number so that we can combine results from the two questionnaires. That keeps each questionnaire shorter.

1. Please enter your Social Security Number: ____ ____ ____ - ____ ____ ____ ____ (SSN)

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

(Using black or dark blue ink, mark an X inside the appropriate box to indicate your answers.)

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Overall, I am pleased with the education that I am receiving at UW.</td>
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<td>b) Overall, I would recommend that a friend or relative attend UW.</td>
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</tbody>
</table>

3. Various UW processes or policies are listed below. Please mark the box that indicates how clear and understandable each of them is for you.

<table>
<thead>
<tr>
<th>Very clear</th>
<th>Somewhat clear</th>
<th>Not clear at all</th>
<th>Does not apply</th>
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<tbody>
<tr>
<td>a) Class registration process</td>
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<tr>
<td>b) Academic advising process</td>
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<td>c) Career advising process</td>
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<tr>
<td>d) Reasonable Academic Progress (RAP) evaluation process</td>
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<td>e) Degree requirements in your major</td>
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<td>f) University Studies requirements</td>
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<td>g) Other graduation requirements (University-wide or for your college)</td>
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<td>h) Financial aid process</td>
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<td>i) Tuition payment process</td>
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<td>j) Residence hall contract policies</td>
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<td>k) Course drop &amp; add process</td>
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<td>l) Withdrawal process</td>
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<td>m) Linking your UW email account to your personal email account</td>
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<tr>
<td>n) Hole-in-the-Wall web interface</td>
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</tbody>
</table>

Survey continues on the back of this page ...
4. As a college student, how important is each of the following to you?

<table>
<thead>
<tr>
<th></th>
<th>Very important</th>
<th>Somewhat important</th>
<th>Not important</th>
<th>Does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Involvement in student activities or organizations</td>
<td>☐</td>
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<tr>
<td>b) Residence hall activities</td>
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<tr>
<td>c) Maintaining good grades</td>
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<tr>
<td>d) Developing good study habits</td>
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<tr>
<td>e) Managing your time effectively</td>
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<td>f) Choosing a major or career</td>
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<td>g) Attending graduate or professional school</td>
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<td>h) Work experience within your major</td>
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<td>i) Summer jobs or internships</td>
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<td>j) Career placement after college</td>
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<tr>
<td>k) Preparing for work in a global economy</td>
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<td>l) Developing friendships with other students</td>
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<tr>
<td>m) Interactions with people from other cultures</td>
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<tr>
<td>n) Opportunities to study abroad</td>
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<tr>
<td>o) Student exchange opportunities within the U.S.</td>
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<tr>
<td>p) Managing your personal finances</td>
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<td>q) Personal or family issues</td>
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<td>r) Child care</td>
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<td>s) Health and wellness</td>
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<td>t) Recreational or fitness opportunities</td>
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<td>u) Other</td>
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</table>

(If other, what?): __________________________________________

5. How frequently do you use the Internet (World Wide Web) for ...

<table>
<thead>
<tr>
<th></th>
<th>Several times per DAY</th>
<th>Several times per WEEK</th>
<th>Several times per MONTH</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Academic research?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>b) Course assignments?</td>
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<tr>
<td>c) Information on student organizations?</td>
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<tr>
<td>d) Looking for summer jobs?</td>
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<tr>
<td>e) Looking for part-time jobs (during the school year)?</td>
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<tr>
<td>f) Information from a UW department or office?</td>
<td>☐</td>
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<tr>
<td>g) Information about UW in general?</td>
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<tr>
<td>h) Information about campus activities and events?</td>
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</tbody>
</table>
6. How often do you use Hole-In-The-Wall (the Web interface with UW student records) for ...  

<table>
<thead>
<tr>
<th></th>
<th>Several times per MONTH</th>
<th>Several times per SEMESTER</th>
<th>About once a semester</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Course registration activities?</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>b) Requesting an academic transcript?</td>
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<tr>
<td>c) Checking grades?</td>
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<td>☐</td>
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<tr>
<td>d) Checking UW account status?</td>
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<tr>
<td>e) Paying UW bills?</td>
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<td>f) Finding financial aid information?</td>
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<tr>
<td>g) Checking Reasonable Academic Progress (RAP) status?</td>
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<tr>
<td>h) &quot;On Course&quot; degree checks?</td>
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<tr>
<td>i) Updating your address?</td>
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7. UW provides services and programs to help students in various ways. For each of the following areas, please indicate whether you would like to have more help from UW, you find that UW currently provides enough help, or you don't need any help in that area.

<table>
<thead>
<tr>
<th></th>
<th>More help desired</th>
<th>Enough help provided</th>
<th>No help needed</th>
<th>Does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Involvement in student activities or organizations</td>
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</table>

(If other, what?): _______________________________
8. We need to know how you would prefer to receive help and information about services in the areas listed in the previous question. Please RANK your preferences below, using 1 for the best way to deliver this information to you, 2 for the second-best way, etc.

   Rank
   ___ a) Brochure or booklet
   ___ b) Information on the Web
   ___ c) Workshop or short-course
   ___ d) Presentation by a speaker
   ___ e) One-on-one assistance
   ___ f) Other (If other, what?): ________________________________

9. UW offers some "help centers" for students who want assistance with general coursework, mathematics, writing, or public speaking. Four of these centers are identified in the column headings below. Please answer the questions shown on the left about each center.

<table>
<thead>
<tr>
<th></th>
<th>Washakie Student Learning Center</th>
<th>Math Lab</th>
<th>Writing Center</th>
<th>Oral Communications Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>a) Were you aware that this center exists at UW?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Have you ever used this center?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) (If used) Did you receive the help you sought there?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) (If used) Do you think the help improved your course grades?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. How interested would you be in expanding the opportunities available through Campus Recreation in each of the following areas?

<table>
<thead>
<tr>
<th></th>
<th>Very interested</th>
<th>Somewhat interested</th>
<th>Not interested</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Cardio equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Weight equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Swimming programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Group exercise programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Indoor sports opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(If other, what?): ________________________________
11. Based on your experience, how would you describe the general social climate on the UW campus? Below are listed several opposite terms, such as “friendly” versus “hostile.” For each pair of terms, please mark the box that represents your view of whether the social climate at UW is closer to term #1 (listed on the left) or term #2 (on the right).

<table>
<thead>
<tr>
<th>Term #1</th>
<th>Very much #1</th>
<th>Somewhat #1</th>
<th>Don't know</th>
<th>Somewhat #2</th>
<th>Very much #2</th>
<th>Term #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Friendly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Hostile</td>
</tr>
<tr>
<td>b) Disrespectful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Respectful</td>
</tr>
<tr>
<td>c) Excluding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Including</td>
</tr>
<tr>
<td>d) Racially tolerant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Racist</td>
</tr>
<tr>
<td>e) Prejudiced on religion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Tolerant on religion</td>
</tr>
<tr>
<td>f) Conservative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Liberal</td>
</tr>
<tr>
<td>g) Supportive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Unsupportive</td>
</tr>
<tr>
<td>h) Homophobic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accepting of gays</td>
</tr>
<tr>
<td>i) Open</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Closed</td>
</tr>
<tr>
<td>j) Gender unbiased</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sexist</td>
</tr>
<tr>
<td>k) Cohesive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Divided</td>
</tr>
<tr>
<td>l) Getting less tolerant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Getting more tolerant</td>
</tr>
</tbody>
</table>

12a. Have you ever traveled or lived outside of the U.S.?

12b. (If Yes to 12a) Did you participate in any study abroad program before starting at UW?

12c. Have you participated in any study abroad or work abroad programs as a UW undergraduate?

13. (If you answered No to question 12a or 12c) Which one of the following is the main reason you have not participated in a study abroad or work abroad program as a UW undergraduate?

<table>
<thead>
<tr>
<th>Main reason (Mark ONE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have not gone yet, but I plan to go before I graduate</td>
</tr>
<tr>
<td>No interest in going to another country</td>
</tr>
<tr>
<td>Do not speak a foreign language</td>
</tr>
<tr>
<td>Parents do not want me to go</td>
</tr>
<tr>
<td>Family obligations prevent me from going</td>
</tr>
<tr>
<td>Work commitments prevent me from going</td>
</tr>
<tr>
<td>Faculty or advisors have not encouraged me to go</td>
</tr>
<tr>
<td>There are no opportunities abroad in my major</td>
</tr>
<tr>
<td>It would delay my graduation</td>
</tr>
<tr>
<td>It is too expensive</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

(If other, what?): ____________________________
14. Did you study any foreign language in high school?
15. While at UW, have you studied (or are you now studying) a foreign language?
16. Were you raised in a bi-lingual (two language) home?
17. Are you a native speaker of a language other than English?
18. Can you read a language other than English (well enough to make sense of a newspaper in that language)?
19. Can you speak a language other than English (well enough to reserve a hotel room by telephone in that language)?

20. For each of the following statements, please mark the box that comes closest to your opinion.

| a) The more time spent in class learning about other countries, other cultures, or global issues, the less time is available for the basics. |
| b) The presence of students from other countries at UW enriches the learning experience of American students. |
| c) Learning about other countries, other cultures, and global issues is useful, but not a necessary component of my education. |
| d) All UW undergraduates should be required to take courses covering international topics. |
| e) All UW undergraduates should be required to study a foreign language if they don't already know one. |

21. The next few items concern the job market. How many paying jobs do you currently have?

22. Upon completing your education, how would you rate each of the following possible locations for a job?

| a) In Wyoming |
| b) In Colorado |
| c) In another nearby state (Idaho, Montana, Nebraska, South Dakota, or Utah) |
| d) In another part of the U.S. |
| e) In another country |
23. To compete successfully in the job market after graduation, how important do you think it will be for you to ... 

<table>
<thead>
<tr>
<th></th>
<th>Very important</th>
<th>Somewhat important</th>
<th>Not important</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Understand other cultures and customs?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b) Know about international issues and events?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c) Speak another language, besides English?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

24. Did you transfer credits to the University of Wyoming, either from a two-year college or from another four-year school? 

Yes ☐ No ☐

(If No, please skip to question 28.)

25. (If you transferred credits to UW) How would you rate the quality of help you received from each of the following in transferring to UW? 

<table>
<thead>
<tr>
<th></th>
<th>Extremely helpful</th>
<th>Somewhat helpful</th>
<th>Not too helpful</th>
<th>Not at all helpful</th>
<th>Does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) UW Office of the Registrar</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b) UW Office of Admissions</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c) UW Financial Aid Office</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d) UW orientation for transfer students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e) Advisor in a UW academic department</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f) UW faculty (not your official advisor)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g) UW clerical staff in an academic department (not your official advisor)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

26. (If you transferred credits to UW) Please rate the ease or difficulty of transferring from your previous school to UW, in each of these areas: 

<table>
<thead>
<tr>
<th></th>
<th>Very easy</th>
<th>Somewhat easy</th>
<th>Somewhat difficult</th>
<th>Very difficult</th>
<th>Does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Transferring credit hours</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b) Transferring courses that count toward your major</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c) Transferring courses to meet University Studies requirements</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d) In general, the overall process of transferring to UW</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Survey finishes on the back of this page ...
27. (If you transferred credit to UW) Please describe any problem(s) you may have encountered when transferring to UW.

28. (For all students) **What** pleases you most about UW?

29. (For all students) **Finally, what** disappoints or frustrates you the most about UW?

Thank you very much for sharing your opinions! The combined response to these questionnaires will be used by various offices of the University to improve their services to you and future students.