

Assessment of  Student Learning



**2008 Graduate and Professional Student
Survey Results**

Office of Academic Affairs Technical Report

August 2009

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Introduction

Background: In fall 2008, the University of Wyoming conducted a survey of all graduate and professional students to collect information about their educational experiences at UW. The main purpose of the survey was to inquire about specific issues related to a quality graduate educational experience to assist UW in preparing part of its institutional self-study for reaffirmation of accreditation by the Higher Learning Commission (HLC). This survey was a companion survey to the 2008 Graduate Program Coordinator Survey.

Methods: The survey was designed by a subcommittee of the university-wide HLC Self-Study Steering Committee, which used the book entitled *The Formation of Scholars: Rethinking Doctoral Education for the Twenty-First Century* (Walker, G.E, Golde, C.M., Jones, L., Bueschel, A.C., and Hutchings, P., 2008) as a starting point for question development. The draft questions were reviewed and revised by the subcommittee, members of the Graduate School staff, and members of the Office of Academic Affairs.

All graduate and professional students, including students in the Schools of Law and Pharmacy, enrolled during fall 2008 were surveyed. The survey was administered online via the UW Survey Tool to 2,142 students from October to November. A total of 710 students responded for a 33% response rate.

Report Organization: The report includes both selected highlights which provide a quick overview of key results and a more detailed section of all descriptive results by item number.

Special Note: Some total percentages for individual items may add up to 99% or 101% due to rounding.

Selected Highlights

- Thirty-one percent of UW graduate and professional students responding to the survey learned about UW graduate programs from being a UW undergraduate student. Another 21 percent learned about UW from the Web site and 19 percent learned about it from family, friends, or alumni.
- Twenty-two percent of respondents said they were actively recruited to UW. The most effective recruiting strategies were scholarship, fellowship, or assistantship offers (47 percent) followed by location/convenience (45 percent).
- Cost of attendance (49 percent), location (45 percent), and availability of graduate assistantships or other funding (40 percent) were the primary reasons for attending UW.
- Forty-six percent of graduate/professional students responding to the survey reported having a graduate assistantship. Furthermore, 64 percent said their GA was important or very important to their overall learning.
- Prior to the start of classes, 55 percent received some type of orientation information about degree requirements, while 45 percent received information about their program of study and 38 percent on graduate assistantship responsibilities.
- Most students (88 percent) reported that they discussed current issues of importance to their discipline with fellow students and faculty. Nearly two-thirds discussed contributions of their disciplines to society (64 percent), controversies in their discipline (63 percent), and the historical progression of ideas and approaches within their discipline (60 percent).
- Thirty-two percent of respondents reported they delivered research or teaching presentations on campus. Thirty percent participated in required internships, clinical experiences, or outreach activities. Fewer helped faculty or students develop research or funding proposals (15 percent) or mentored other graduate/professional students (17 percent).
- Forty-four percent of respondents indicated they had joined professional or disciplinary organizations. Thirty-eight percent said they joined student chapters of professional or disciplinary organizations.
- Over half (54 percent) said participating in civic activities was important to them and reported participating in a wide variety of activities and supporting numerous community organizations.

- Eight-five percent said they were satisfied with access to faculty in their disciplines while 71 percent were satisfied with access to libraries and information resources. On the other hand, only 42 percent were satisfied with access to health insurance.
- Eighty-three percent reported that their graduate experience was changing them in a positive way. Eighty-one percent agreed that their graduate program is preparing them to be successful in their chosen discipline.
- When asked what they would change if they could start graduate school again, 13 percent said they would change the university they attended and 11 percent said their committee or committee chair.
- Students reported a variety of barriers impeding their success including, but not limited to, work, personal problems, lack of courses, finances and funding, time management, faculty issues and advising, library resources, and lab resources.
- Thirty-nine percent of students responding to the survey were earning traditional master's degrees (MA, MS, MAT, MST) while 9 percent were earning professional master's degrees (MSW, MBA, MFA, and MPA). Twenty-eight percent were earning a Ph D degree and another 5 percent were earning an Ed S or Ed D degree. Most others were earning a JD or Pharm D degree (8% for each).
- Seventy-two percent of respondents were enrolled full-time. Twenty-four percent were outreach students and 10 percent were international students.
- The goal of most students upon graduation is continued or new employment (78 percent). Their desired employment is split between various sectors of the economy including higher education (31 percent), business and industry (25 percent), government (15 percent), and K-12 education (11 percent).
- Fifty-eight percent of respondents were female and 80 percent reported their race to be white, non-Hispanic.

Descriptive Results

Q1: How did you first learn about UW graduate/professional programs?

Table 1: Q1-Learned About UW Programs

	<i>N</i>	<i>Percentage</i>
Went to UW as an undergraduate	185	31%
Website	127	21%
Family, friends, or alumni	114	19%
Advice of faculty member or advisor	76	13%
Billboard or other print advertisement	3	1%
Television or other media advertisement	1	0%
Don't remember	13	2%
Other	74	12%

Other responses:

1. Word of mouth
2. Google searched it
3. I work on campus
4. I work on campus
5. Wyoming high school graduate and became aware when researching college for undergrad.
6. Horoscope
7. Co-workers
8. Advice of colleague who attended UW
9. Employee at UW
10. Muskie fellowship
11. Advice of master's degree advisor at former school
12. Landlord is faculty
13. Reputation of the department I am currently enrolled in
14. From a professor at another institution
15. E-mail
16. Meet my advisor at conference
17. Participated in REU-SURAP program as undergraduate
18. Advice of faculty member from another school
19. UW faculty as author on a scientific paper
20. Internet search
21. Knew of my potential advisor through undergraduate research
22. Searched the net and there was a value listing of online programs; then I narrowed the search
23. Conference
24. My own research
25. I called and inquired
26. LSAC Forum in Los Angeles, CA
27. PharmCas
28. Peace Corps Masters International Website
29. School district that employs me
30. It's the only university in the state. How could we not know?
31. My boss

32. Through an exchange program
33. Outreach catalog
34. Personal research efforts
35. Attended classes at UW/CC Center
36. Work
37. Book on graduate programs in clinical psychology
38. Professional meeting
39. Professional organization and professional colleagues
40. On campus
41. It's the only university in Wyoming... I just assumed it would have graduate programs.
42. Co-worker
43. List of schools with my major
44. When UW hosted American Ornithologists Union conference
45. Advice of faculty member at my undergraduate university
46. Job related
47. Currently enrolled students
48. Merits of the faculty members in the larger academic community
49. Attended the Rocky Mountain Rendezvous as an undergrad
50. My advisor moved here, I had to follow.
51. Guest speaker from UW invited people to Graduate School
52. Came to UW to work with athletics
53. Obtained master's degree at UW
54. Saw UW listed in a graduate program book for clinical psych programs
55. My advisor was here and I wanted to work with him.
56. Random pick, Wyoming sounded cool
57. Adviser
58. Through work / professional relations
59. Search on-line for distance grad school programs in Speech/Language Pathology
60. I am from WY
61. Peace Corps Website--International Studies
62. Disciplinary literature led to interest in study with faculty here
63. I am an alumni and have a family in Wyoming and don't want to leave to pursue a Pharm D
64. Colleague
65. Email from a professor at UW
66. I am from Wyoming
67. Anthropology Dept. is well-respected and well-known
68. Peace Corps website
69. Had a vacation home there so took some classes one summer
70. I read about the online MBA program in Forbes Small Business Magazine
71. GradSchools.com
72. I am a native. I looked into UW's current status.
73. School district mass email
74. Summer Research Program: research experience for undergrads
75. Extension office

Q2: Were you actively recruited to UW?

Table 2: Q2-Recruited to UW

	<i>N</i>	<i>Percentage</i>
No	464	78%
Yes	128	22%

Q3: Which of the following were most effective in your selection of the University of Wyoming for studies? (Check up to three choices)

Table 3: Q3-Most Effective Recruiting Strategies

	<i>N</i>	<i>Percentage</i>
Scholarship, fellowship, or assistantship offers	274	47%
Location/convenience	264	45%
Family, friends, or alumni	155	26%
Personal email(s) from faculty or staff	129	22%
Visits to campus	128	22%
Website	120	20%
Personal phone call(s) from faculty or staff	84	14%
Brochures or mailings	19	3%
Other	112	19%

Other responses:

1. Undergrad advisor
2. Program provided in the department
3. Reputation
4. I think the school could do a lot more in communicating and recruiting people.
5. The floristics program in the botany dept.
6. My current advisor
7. Encouragement from faculty
8. Affordability of the education and of the surrounding area
9. Meeting with department chair
10. Location
11. Meeting with faculty at a conference
12. I received my undergrad from UW and am an employee of UW
13. In state tuition
14. Knew the advisor
15. Specific degree program I was looking for
16. Reputation of the department I am currently enrolled in
17. Emailed UW and asked questions
18. Program quality
19. Personal meeting with faculty
20. Previous experience working in Physics & Astronomy Department
21. Previous knowledge and employee benefit
22. I love Wyoming and couldn't imagine going anywhere else.
23. Outreach programs
24. Professor's reputation

25. Incredible staff to work with
26. Distance options
27. Affordable tuition
28. Online program
29. Cost of attendance was smaller than other schools I applied to.
30. Cost of attendance
31. Opportunities to study abroad
32. Cost
33. Phone calls from university recruiting
34. Cost and reputation
35. Outreach program
36. Cost
37. Ability to take grad classes away from campus
38. Availability of specific program
39. Encouragement from faculty during conversations
40. It was not my choice. It was the program's choice.
41. UW Outreach personnel at Eastern Wyo College campus
42. My undergraduate mentor strongly encouraged me to work toward a master's degree.
43. Outreach offered the degree I wanted
44. Professor went to my undergrad school
45. Visit to campus and facilities
46. Convenience = online format. Specific program of interest.
47. Small program, great faculty
48. Invitation to interview
49. I wanted to work with the faculty here
50. I live in Casper, so the MPA program was a good choice.
51. Recommendation of my undergraduate advisor
52. Low cost of law school
53. Interview on campus with faculty
54. Quality of department
55. Availability of online classes & reciprocity tuition agreement with Colorado
56. Professional colleagues
57. The school of pharmacy on the same campus
58. Cost
59. Accreditation, program offering, tuition
60. Mountain climate
61. I wanted to work with and take classes from several professors in the education department. I think it is an excellent college.
62. The program fit me better than others.
63. I came from out of state for my undergrad, and fell in love with UW and Laramie.
64. Ranking
65. It was the only place I got an offer
66. WIRO
67. Location
68. Pharmacy program
69. Undergrad here
70. Program well-matched with my career aspirations
71. The relative cheaper tuition fee

72. Tuition cost
73. Reputation of Geology program
74. I had no choice but to come here, as my advisor moved.
75. I was a graduate assistant and picked a program I was familiar with
76. Tuition
77. The recommendations from my former advisor
78. Announcement I answered required enrollment here
79. Cost of tuition
80. Nothing in particular about the school, just my adviser
81. Low tuition at the law school
82. Specialized study of pharmacy
83. Distance education--opportunity to complete coursework online
84. I was accepted.
85. They had a pharmacy school on campus.
86. Relatively low tuition fee
87. I did my undergrad here, so I already knew the faculty and how the graduate program worked
88. Program of study
89. Outreach/distance program availability
90. Academic programs available
91. Location in relation to Intermountain West, not convenience
92. Availability of program largely through online format
93. Cost
94. Ability to study online
95. Undergraduate experience with my thesis work
96. I wanted to do an online degree from a University not an online school.
97. Expertise of archaeology anthropology dept. faculty
98. Very reasonable tuition
99. Orientation meeting
100. Grad program in special education
101. Tuition for alumni children program
102. Good degree program in my field of interest
103. Online convenience
104. Online masters degree
105. Outreach and the tuition waiver benefit - and the program
106. Distance education for masters
107. Own home
108. Perfect fit to my intended course of study.
109. Steady follow-up for three years by program's director
110. Faculty member visited my workplace--a community college
111. The graduate program was offered in my home town, so I could continue to work and work toward my Masters.

Q4: What are the primary reasons you decided to attend the University of Wyoming?
(Check up to three choices)

Table 4: Q4-Primary Reasons for Attending UW

	<i>N</i>	<i>Percentage</i>
Cost of attendance	288	49%
Location	269	45%
Availability of graduate assistantship or other funding	235	40%
Quality of faculty in my field	193	33%
Specialized degree programs available	188	32%
Availability to pursue graduate work while employed	140	24%
Reputation of university	81	14%
Diversity of programs offered	21	4%
Extracurricular activities	16	3%
Available resources on campus (facilities and organizations)	13	2%
Athletics	6	1%
Other	67	11%

Other responses:

1. The floristics program in the botany dept.
2. It was the only place I was accepted out of 7 schools.
3. Online doctoral courses from a traditional university: #1 reason
4. I am here because of a specific faculty member
5. I didn't chose, but was assigned
6. Knew the advisor
7. Opportunity for distance learning
8. Haub School of ENR
9. To work with a specific faculty member
10. The relative lack of case law in Wyoming means that learning the law here would be interesting.
11. Lack of offers elsewhere
12. Tuition benefits to UW employees
13. Professor's reputation
14. Rebuilding physics graduate program / telescope time
15. Quality of undergraduate research
16. My boyfriend is a student here
17. Family friendly campus
18. To pursue a particular line of research that was being investigated by a faculty member at UW
19. Loyalty
20. Outreach programs
21. It was not my choice; it was the program's choice
22. I had no choice other than to remain in Laramie because I had children and a professional position on the UW campus.
23. Ability to pursue graduate work with young children at home
24. Research facilities/locations
25. Closeness to National Forest
26. Department and university focus on fostering teaching excellence
27. I live in Casper, so the MPA program was a good choice.

28. Wanted a different program than the one I had come from...
29. Friendly atmosphere in the geology department during my on-campus visit
30. Unique opportunities not available at other schools
31. Size of the school (law school)
32. Online format-no travel for entire program
33. Online courses
34. Availability of online and off site courses
35. Working on my degree with my sister
36. Outreach
37. Online coursework
38. It was the only place I got an offer
39. WIRO
40. Distance learning program/online
41. Engineering reputation
42. My advisor continuously had been encouraging me to get my Ph.D. since I finished my masters in 1996. I came back in 2003.
43. No choice
44. I get paid stipend here
45. Quality of faculty in my field, who have all since left.
46. I liked my professor and the program
47. My advisor was here.
48. Announcement I answered required enrollment here
49. Would accept credits from another program
50. Just my adviser
51. Online opportunities
52. I was accepted to the school of pharmacy
54. Accepted to the law school
54. The main reason I selected the University of Wyoming was the opportunity to work with my original advisor in the Department of Veterinary Sciences.
55. Small class size (15)
56. VA benefits, Wyoming native
57. Professional work with faculty
58. Online format
59. Ability to study at Outreach locations
60. Specific professor I wanted to work with
61. Small size of the law school
62. Recommended by school district
63. Outreach
64. Flexible program that allowed me to be a mom & pursue my doctorate.
65. My advisor
66. Reputation of individual department within the field (AMST)
67. WYSAC
68. Online options

Q5: Prior to the start of classes (or shortly thereafter), for what areas did you receive orientation information about? (Check all that apply)

Table 5: Q5-Orientation

	<i>N</i>	<i>Percentage</i>
Degree requirements	316	55%
Program of study	260	45%
Graduate assistantship responsibilities	217	38%
Time to completion	167	29%
Thesis, Plan B, or dissertation requirements	136	24%
Classroom management/effective teaching	110	19%
Selection of faculty members to serve on your committee	90	16%
Publication requirements	20	3%
Don't remember	98	17%
Other	42	7%

Other responses:

1. None of the above. I had to find the information myself.
2. None
3. None; never received any material from UW; department did poor job of presenting information
4. None
5. None
6. I did not receive any orientation info, I pursued what I needed.
7. None of the above
8. An outreach information opportunity
9. None
10. Law School Orientation
11. None
12. None
13. None received
14. I had to find this information on my own--nothing was sent to me.
15. Nothing specific from my department, just mass grad-school emails
16. None
17. No orientation was given
18. None
19. I didn't
20. Almost none. My department didn't inform me of orientation sessions, and I was not aware that they existed.
22. Orientation to the graduate school
23. Honor code
24. None
25. Did not receive any.
26. Survival skills
27. International Student Orientation
28. Orientation tutorial for on-line learning; I am currently half way through my program and still have NOT been oriented to some of these selections
29. None really. I've pretty much figured most of it out from asking a lot of questions.
30. None

31. Petty much been leading myself through blindly
32. Pharmacy rotations
33. The only orientation was that I received was the graduate student teaching orientation.
34. Was given a sheet listing courses for the doctoral program
35. I had 3 days of law school orientation
36. Started in summer so no welcome, no orientation and no information
37. Substance abuse, financial aid, counseling services, plus, plus, plus!
38. None, I am still waiting for an advisor for my graduate program
39. Online orientation
40. I somehow slipped through the cracks and only had the GA teaching orientation about 2 years into my program... otherwise, no help.
41. Not much of anything.
42. None of the selected proved to be accurate.
43. None of the above

Q6: In your program, do you have a committee chair who guides your work?

Table 6: Q6-Have Committee Chair

	<i>N</i>	<i>Percentage</i>
Yes	351	63%
No	209	37%

Q7: To what extent do the following statements describe your committee chair?

Table 7: Q7-Describing Committee Chair

	<i>1</i> <i>(Not at all)</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i> <i>(To a great extent)</i>	<i>NA</i>	<i>N</i>
Is easy to approach	1%	5%	8%	19%	61%	6%	360
Has high standards for me	1%	2%	9%	22%	59%	7%	364
Is willing to spend the time necessary to advise me on academic matters	3%	7%	8%	22%	53%	7%	359
Can be relied upon to give me constructive criticism of my work	3%	6%	11%	19%	53%	9%	362
Is interested in my goals or projects	3%	5%	9%	22%	52%	8%	361
Is knowledgeable about formal degree requirements	2%	8%	11%	24%	49%	6%	360
Is willing to spend the time necessary on research matters	2%	7%	9%	21%	47%	14%	361
Returns my work promptly	6%	4%	11%	23%	41%	15%	359
Makes an effort to secure financial support for me	13%	7%	6%	15%	37%	22%	361
Discusses with me my progress on a regular basis	8%	10%	17%	22%	35%	9%	359
Explains strategies for success and survival in graduate school	11%	12%	15%	22%	30%	10%	361
Encourages me to gain experience in teaching	13%	8%	15%	17%	27%	20%	361
Assists me with choosing a career path or plans for further education after I complete my degree	12%	7%	12%	22%	25%	22%	363

Q8: While pursuing graduate/professional studies, which of the following have you discussed with faculty or fellow graduate students? (Check all that apply)

Table 8: Q8-Discussions with Faculty and Fellow Students

	<i>N</i>	<i>Percentage</i>
Current issues of importance to my discipline	432	88%
Contributions of my discipline to society	316	64%
Controversies in my discipline	310	63%
The historical progression of ideas and approaches in my discipline	293	60%
Ethical dilemmas that might arise in teaching or research (e.g. cheating, sexual harassment, plagiarism)	260	53%
Ethical dilemmas that might arise in non-academic work settings (e.g. freedom of expression, intellectual property, issues of conscience, conflict of interest)	221	45%

Q9: In the course of working on your dissertation, thesis, or Plan B paper, which of these research related activities have you engaged in? (Check all that apply)

Table 9: Q9-Dissertation, Thesis, or Plan B Activities Engaged In

	<i>N</i>	<i>Percentage</i>
Critically evaluated or reviewed published work in my field	238	46%
Analyzed and interpreted data (or text)	234	45%
Discussed what makes a good research question	205	40%
Wrote up research findings	173	33%
Independently developed a proposal for a research grant or fellowship	92	18%
I haven't started yet	139	27%
This doesn't apply to my program of study	113	22%

Q 10: Which of the following activities have you engaged in? (Check all that apply)

Table 10: Q10-Activities Engaged In

	<i>N</i>	<i>Percentage</i>
Delivered research or teaching presentations on campus	169	32%
Participated in required internships, clinical experiences, or outreach activities	155	30%
Participated in voluntary internships, clinical experiences, or outreach activities	151	29%
Mentored undergraduate students	141	27%
Delivered research or teaching presentations at conferences	130	25%
Wrote reviews of books, articles, or conference presentations	115	22%
Mentored other graduate/professional students	89	17%
Helped faculty and/or students develop research or funding proposals	77	15%

Q11: While pursuing your graduate/professional studies, how many research or creative presentations (including poster presentations) have you made?

Table 11: Q11-Number of Research or Creative Presentations

	<i>Percentage None</i>	<i>Percentage 1 to 5</i>	<i>Percentage 5 or more</i>	<i>N</i>
On campus conferences or events	59%	36%	5%	475
Regional or national meetings and/or conferences	67%	29%	5%	434

Q 12: Are you required to publish as part of your degree program?

Table 12: Q12-Required to Publish

	<i>N</i>	<i>Percentage</i>
Yes	93	18%
No	339	64%
Don't know	97	18%

Q 13: Do you receive a graduate assistantship?

Table 13: Q13-Receive Graduate Assistantship

	<i>N</i>	<i>Percentage</i>
Yes	246	46%
I do not have one now, but have had one in the past	37	7%
No	247	47%

Q 14: If you currently have a GA or have had one in the past, how important is/was your assistantship activities to your overall learning?

Table 14: Q14-GA Importance to Learning

	<i>N</i>	<i>Percentage</i>
Very important	115	41%
Important	64	23%
Neutral	35	12%
Unimportant	14	5%
Very unimportant	54	19%

Q 15: Is your GA sufficient to cover your living expenses?

Table 15: Q15-GA Covers Living Expenses

	<i>N</i>	<i>Percentage</i>
Yes	175	48%
No	191	52%

Q 16: Have you ever received summer funding to support your graduate/professional studies?

Table 16: Q16-Received Summer Funding

	<i>N</i>	<i>Percentage</i>
Yes	176	35%
No	294	58%
Don't know/don't remember	38	7%

Q 17: Which of the following related to the activities of professional organizations have you engaged in? (Check all that apply)

Table 17: Q17-Professional Organizations Engaged In

	<i>N</i>	<i>Percentage</i>
Joined professional or disciplinary organizations	221	44%
Joined student chapters of professional/disciplinary organizations	188	38%
Served on committees or as officers of any of these organizations	96	19%
Joined all-inclusive graduate student organizations (not disciplinary based)	28	6%
Served as editors or staff of professional journals (e.g. law reviews, professional organizations, departmental-sponsored journals)	19	4%
Not applicable/none of the above	187	37%

Q 18: Which of the following related to departmental leadership or governance activities have you engaged in? (Check all that apply)

Table 18: Leadership and Governance Activities Engaged In

	<i>N</i>	<i>Percentage</i>
Formally served (through appointment or graduate student voting) on department committees or university committees	52	11%
Informal participation in hiring or admissions activities (e.g. hosting, reading of materials, etc.)	52	11%
Formally served on hiring committees	35	7%
Formally served on admissions activities (committees, hosting, etc.)	13	3%
Not applicable/none of the above	370	78%

Q 19: In your program, to what extent do the following groups operate as intellectual and social communities?

Table 19: Q19-Extent of Intellectual and Social Communities

	<i>1</i> <i>(Not at all)</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i> <i>(To a great extent)</i>	<i>NA</i>	<i>N</i>
Cohorts of students (entering the same year)	8%	11%	14%	22%	32%	13%	497
The department or program as a whole	7%	13%	23%	27%	19%	12%	498
Cross-cohort groups of students	13%	14%	19%	23%	14%	17%	496
Lab groups, performance groups, other assigned teams	13%	9%	15%	20%	13%	30%	496
Subfields or areas of study	17%	12%	18%	14%	6%	32%	495

Q 20: Indicate your level of agreement with the following statements regarding civic engagement. (Civic engagement activities include campus as well as broader community activities).

Table 20: Q20-Agreement About Civic Engagement Activities

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>N</i>
Participation in civic activities is important to me.	2%	8%	35%	39%	16%	496
My department or program provides tools and resources to promote my participation in civic activities.	6%	14%	43%	29%	7%	497
UW provides tools and resources to promote my participation in civic activities.	4%	10%	44%	36%	6%	497

Q 21: What types of civic activities do you currently participate in?

1. Voting/politics
2. Classroom presentations in local and state schools
3. For the last three years, I've been involved in the Science Posse writing curriculum for junior high classrooms around the state and visiting those classrooms with lesson plans and presentations.
4. I vote...
5. Board member of South of Laramie Water & Sewer District
6. Volunteering, health fair for community, community events and services
7. Volunteer work related to degree field
8. Volunteer in community
9. Religious
10. Soup kitchen; Our Families/Our Future
11. Community service days.
12. SAFE Project, Active Minds, Chi Sigma Iota
13. Volunteering
14. While I think civic participation is important, grad school has kept me busy enough that I don't regularly participate in many civic activities. However, I read a fair amount of literature on politics, policy and social issues. I also vote.
15. Community service day.
16. Active in a variety of efforts coordinated by my church that require volunteer time, money and skills to serve both members of the community and members of my church.
17. Involved with programming boards on campus, MLK-DOD, Weeks of Welcome
18. Civil Air Patrol, Wing Commander and National Board member
19. On board of directors for local running club. Participate in local political organization.
20. UW student farm
21. K-12 classroom presentations of scientific research, 7-12 classroom presentations of hands-on science, community presentations as requested, 7-12 science fair, Women in Science, church activities
22. None currently, but had tried earlier facing low or lack of interest among local NGOs, churches and the UW/ASUW.
23. Church choir

24. None at this time, though I believe the opportunity is available to me
25. Clinics, experiential programs
26. What are you talking about? What does this have to do with the hell I go through every day?
27. Reading events at community bookstore, promotion of bike use in Laramie.
28. 4-H, Public school-related organizations
29. Political campaigning, literacy programs, Friends of the Library
30. Local, county, state, and federal committees, associations, and organizations - my activities are very diverse
31. Volunteer researching, volunteer at soup kitchen, fundraisers, etc.
32. Big Brothers Big Sisters
33. Adopt-a-Physicist program
34. Staff Senate, non-profit executive boards
35. Nonprofit boards, fund-raising for local community group, committee work
36. Graduate student council
37. I am currently a senator in ASUW and am active in several organizations at the law school.
38. I am a volunteer for various organizations within my home community. My degree program encourages participation on non-profit boards or political action groups.
39. Habitat for Humanity-former board member
40. A&S Central Planning Committee and member of the student committee that organizes writing for students in the Creative Writing Program.
41. Latter Day Saints Student Association
42. Community-building within our department
43. Church, community improvement
44. High school state science fair, Wyoming Astro Camp, WIRO public tours.
45. Community and professional outreach
46. Do not live in Laramie.
47. Big Brothers Big Sisters, volunteer tutoring, various volunteer events
48. Charitable organizations, charitable foundations, personal philanthropy, political forums
49. None. I work 50 hours a week and study 20-25 hr a week.
50. None at the moment. Used to be highly involved but research takes all my time these days.
51. Not much to do with the school. Not very family friendly.
52. Vote
53. None related to my grad work.
54. Coalition to Prevent Substance Abuse, Albany County Resource Center Board Member. AMSW Vice President
55. Student Coalition for Change
56. I vote.
57. Advisory committee for local high school, church board member, grant writer for church, actively involved in HS football boosters
58. Since my course of involves social concerns, I am more willing to become involved in charitable organizations.
59. Church volunteer work
60. Cheyenne City Council Ward I candidate
61. Community service day, farmer's market volunteer
62. I'm the graduate assistant for the Center for Volunteer Service... so Service Day and Student Volunteer Leadership Team among other civic engagements...
63. Leadership of community groups.
64. I participate in the music ministry of my church.
65. Volunteer groups, food closet, Angel Tree project, assistance for needy youth
66. None currently...except voting!
67. I speak all over the state to chapters of the Wyoming Archaeological Society, take volunteers on research project in the field, and talk to student from 5th grade on whenever I can
68. I volunteer at the Laramie animal shelter every week.
69. Community service activities including highway clean up, town clean up, sign repair, lawn services, building community gazebos and youth mentoring
70. Wyoming Director at Large for the Design-Build Institute of America, Rotary
71. Promoting mental health

72. Highway cleanup projects. Most civic activities come from professional networks that begin in the department with encouragement from faculty.
73. What is civic engagement? Need to clarify this question and the previous one.
74. Music, theatre, public awareness of social problems including domestic violence and sexual assault, environmental and conservation issues
75. I have been on UW Staff Senate for more than three years and served on committees.
76. Volunteer host on 93.5 LPFM radio
77. Volunteer for AMC, volunteer in church
78. I have volunteered for the Obama campaign.
79. Rotary, Chamber of Commerce
80. 4-H leader, county fair judge, lobbying, school volunteer
81. Unfortunately my research and program of study do not allow me much free time so I am only able to participate in our Graduate Student Council as the secretary. I hope to be more involved next semester in both community level events and habitat for humanity on campus.
82. Volunteer at local food co-op, volunteer with local music scene events, volunteer on campus farm
83. None - beyond organizing on campus events through law clubs I participate in
84. Big Brothers and Big Sisters of Wyoming
85. I have worked for habitat for humanity and promoted Pokes vote.
86. Local (Colorado) organizations, political action
87. Wyoming Lifelong Learning Association and Mountain Plains Adult Education Association
88. Hosting for foreign exchange student
89. Relay for Life, PTO
90. Democratic party, Interfaith, Habitat for Humanity, National Association for Mental Illness,
91. Take materials, articles and information back to my school to share with my staff, attend lectures and presentations
92. Women in Leadership, volunteer work for habitat for humanity and United Way
93. None at the moment
94. I serve on two county boards in my community.
95. Church health ministry
96. Raise awareness of environmental issues, keeping girls in India in school
97. None on campus. locally, high school and community theater, sports, choir and band. Also a member of local motorcycle club.
98. Church and school related volunteer services.
99. Honor society providing community service projects and activities.
100. I support Habitat for Humanity.
101. Community radio station for Latinas/os, political party, church group, several campus committees w/social justice issues as focus, racial/ethnic RSOs
102. Volunteer work at animal shelter, advocacy for lessening of mental health stigma
103. Go to church, sometimes
104. I am a member of my department's graduate student council, UW non-traditional student council, and am an active member of ASUW and its committees.
105. Tutoring, K-12 outreach
106. Tutoring
107. None, I like to having a life and hanging out with the friends I have made in the program.
108. Fellowship of Christian Grad Students
109. Diabetic screenings, working on a committee to coordinate a community health fair, education of community on current health issues, poison prevention for children, active in church
110. My local church activities, Safe Routes to School (with the City of Laramie), previously Habitat for Humanity
111. Presently none-am working 60 hours a week and finishing my thesis
112. Local religious groups (St. Andrews Lutheran Fellowship)
113. Native Plant Society engagements
114. I Vote! I read the paper. I support local business. I live and work in Laramie.
115. Some Geology Club activities and rock climbing activities
116. Developed health fair and organized other RSO participation. Also served on Pharmacy School's curriculum committee.
117. Several projects related to the department I work in.

118. Community service projects; leadership in my church
119. Student development through Campus Recreation
120. I am the founder and president of a new RSO that selects, purchases, and distributes culturally responsive books to children living on the Wind River Indian Reservation. I participate in marches to promote social justice. I contribute to various local and national charities. I promote and coordinate service projects for pre-service educators.
121. Community service, political campaigning
122. I meet my friends and colleagues from the lab
123. A graduate campus group
124. Volunteer services for community emergencies, volunteer / donations for SAFE, Hospice
125. Cultural and occasional events on campus
126. Unions and affiliation meetings
127. Movies, Easter/ Christmas receptions/ dinners
128. SPARX, ASPA
129. Volunteer coach of the cross-country ski team for 10 years.
130. NCPA, health fair
131. Volunteer orgs, student government, professional student groups, interest groups
132. 2008 Host for Prof. Daniel Simberloff, Distinguished Ecologist Lecture Series, Organized by Program in Ecology, University of Wyoming [September 17-19], 2008 Session Presider for Physiological Ecology Section at the national meeting of Ecological Society of America, Milwaukee, WI [August 7], 2008 Student volunteer at the national meeting of American Society of Plant Biologists, Merida, Mexico [June 26-July1], 2008 Member of the Junior Science and Humanities Symposium Judging Panel Organized by University of Wyoming, sponsored by the U.S. Army, Navy and Air Force [March 26] , 2008 Co-Host for Prof. Graham Farquhar, Distinguished Ecologist Lecture Series, Organized by Program in Ecology, University of Wyoming [March 10-15], 2007 Member of Judging Panel – Braun & Buell awards, Ecological Society of America, San Jose, CA [August 4-10] , 2007 Student volunteer at the national meeting of Ecological Society of America, San Jose, CA [August 4-10], 2007 Member of the Junior Science and Humanities Symposium Judging Panel Organized by University of Wyoming, sponsored by the U.S. Army, Navy and Air Force [March 28] , 2007 Graduate student representative for ecological geneticist search committee. Program in Ecology, University of Wyoming [Spring], 2006 Member of High School Science Fair Judging Panel organized by University of Wyoming [March 4-6] , 2005 Vice President of Indian Student Organization – “MILAAP”, University of Wyoming
133. Most recently, I will be participating in the fall 2008 health fair.
134. Volunteer time, etc
135. APHA-ASP
136. Committees on cultural activities
137. Embarrassingly none at the moment; however, this is an area of my life I would like to change.
138. Committees and board in my community (Cheyenne)
139. My community is near Seattle, Washington (I am a distance student and only spend two 9 week summer sessions in Laramie) In my community I have served as a PTA board member, a Boy Scouts of America adult leader, a 4-H adult leader, a volunteer for Guide Dogs for the Blind, and participated in various other community clubs and fundraisers.
140. Special Olympics of Wyoming
141. Church-Fellowship of Christian Grad Students
142. State level steering committee
143. Volunteer for downtown clinic doing mental health services to those who cannot afford medical/mental health care.
144. Member of Kawanis
145. Brown bag events, health fairs
146. None. I have plenty of obligations with my own school work.
147. None, I am a widow and attending School. My studies and being responsible for both parental roles is plenty.
148. Legal clinic
149. None as I am an online student
150. Health fair, brown bag events
151. Big Brothers, Big Sisters...special event planning with various organizations, faith related activities, Martin Luther King Day
152. Habitat for humanity, senior aid

153. Legislation advocacy for children. Political caucus participation.
154. Health fair, DPS screenings, community placements
155. Volunteering at local elderly home
156. CHIN, Habitat for Humanity, reading tutor for elementary age children, church volunteer, Arc volunteer
157. I was only there for one summer and am taking classes on-line currently so I don't know about campus civic activities-I belong to some outside of school, but I assume that this question and number 17 refer to current UWYO civic activities.
158. This semester, only the Equal Justice Club through the law school. I'm adjusting to A LOT of new things and have given myself this one semester to just concentrate on learning how to go to law school.
159. None at this time but I am working on finding some that I can support
160. Nothing in connection with my graduate program. My commitments are all with my career so far.
161. ACRES- UW student farm
162. I've been to keynote speakers and the Shepard Symposium activities.
163. I am an American Red Cross Instructor, Agility Instructor for local kennel Club, Wyoming STARS Board of Review Member and Instructor (childcare provider training), a member of Teton County CERT, and a Weather Spotter for the National Weather Service, and a volunteer for Dancer's Workshop.
164. I live in Lawton, Oklahoma. I serve on the boards of the local United Way, Arts for All an arts funding organization, the local community theatre board, etc. I have also served on the boards of the Red Cross, Salvation Army, Leadership Lawton, etc.
165. Marriage Encounter presenting team - marriage enrichment, church stewardship committee
166. Volunteer for local organizations
167. Work toward promoting understanding of multicultural diversity. Promoting early literacy.
168. Not as first year students, but as 2nd year students, we have out clinical placements in the community (both Laramie and Cheyenne) to serve the community and also learn.
169. I don't, mostly because I do not have time; I am too busy doing everyone else's work on top of my own.
170. Party politics, local nonprofit, regional nonprofit, student clubs.
171. I volunteer in the tutoring lab.
172. Educational outreach
173. Membership in advocacy groups like AAUW, AGELE, Women Work, and others
174. Nordic Ski Club, International Law Club, Natural Resources Law Club
175. Recycling, voting, United Way
176. Write analysis papers for Wyoming State Government through WYSAC
177. Church, Salvation Army
178. I work on local and international charities, coach, volunteer coach, participate in church activities, mentor youth in church camp and youth group.

Q 22: Which statement best describes your likely participation in civic activities after graduation?

Table 21: Q22-Civic Engagement Participation

	<i>N</i>	<i>Percentage</i>
My participation in civic engagement will stay about the same.	242	49%
My participation in civic activities will increase.	236	48%
My participation in civic activities will decrease.	15	3%

Q 23: How satisfied are you with ACCESS to the following:

Table 22: Q23-Satisfaction with Access

	<i>Very Dissatisfied</i>	<i>Dissatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Very Satisfied</i>	<i>NA</i>	<i>N</i>
Access to faculty in your discipline	2%	3%	9%	40%	45%	2%	468
Access to libraries and/or information resources	2%	5%	9%	38%	43%	3%	473
Access to technology to meet course and research expectations	2%	7%	9%	39%	41%	2%	470
Access to your committee chair	2%	4%	9%	18%	38%	28%	469
Access to UW buildings and facilities	2%	4%	12%	39%	29%	13%	473
Access to special programs (e.g. Counseling Center, Financial Aid, Student Health, Half Acre, etc.)	2%	3%	19%	36%	27%	14%	472
Access to research facilities	1%	3%	13%	29%	24%	30%	470
Access to your committee members	1%	3%	13%	25%	21%	38%	469
Access to lab facilities	1%	3%	13%	21%	21%	40%	472
Access to health insurance	4%	7%	20%	27%	15%	27%	473

Q 24: Please rate the QUALITY of the following:

Table 23: Q24-Quality Ratings

	<i>Poor</i>	<i>Fair</i>	<i>Average</i>	<i>Good</i>	<i>Excellent</i>	<i>NA</i>	<i>N</i>
Faculty in my discipline	2%	4%	7%	36%	49%	2%	467
My committee chair	3%	2%	5%	12%	43%	34%	471
Libraries and/or information resources	3%	4%	11%	42%	37%	3%	469
Technology to meet course and research expectations	3%	4%	14%	41%	33%	5%	470
Course work	2%	4%	15%	48%	30%	1%	466
My committee members	1%	2%	6%	18%	29%	44%	465
Research facilities	2%	3%	12%	29%	19%	35%	470
Lab facilities	2%	2%	12%	23%	16%	44%	471
Special programs (e.g. Counseling Center, Financial Aid, Student Health, Half Acre, etc.)	3%	4%	18%	36%	18%	21%	471
Ease of physical access to UW buildings and facilities for people with disabilities	3%	4%	12%	26%	13%	41%	469
Student health insurance	14%	9%	16%	19%	6%	37%	464

Q 25: Indicate your level of agreement with the following statements:

Table 24: Q25-Agreement About Aspects of UW

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>N</i>
UW provides a supportive work/study environment for female students.	0%	2%	36%	43%	18%	472
UW provides a supportive work/study environment for students of color.	2%	3%	49%	33%	12%	468
UW provides a supportive environment for discussions concerning political, ideological, and social issues.	2%	6%	38%	44%	11%	471
UW provides a supportive environment for discussions concerning minority, gender, and/or sexual orientation issues.	1%	7%	40%	42%	10%	470
UW provides a supportive work/study environment for gay, lesbian, bisexual, and transgendered students.	2%	5%	52%	32%	9%	468

Q 26: How would you describe your overall level of commitment toward your graduate/professional studies?

Table 25: Q26-Commitment to Studies

	<i>N</i>	<i>Percentage</i>
High level of commitment	349	78%
Moderate level of commitment	96	21%
Low level of commitment	5	1%

Q 27: At this point in your studies, please indicate your level of agreement with the following statements.

Table 26: Q27-Agreement about UW in General

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>N</i>
My graduate experience is changing me in a positive way.	2%	6%	9%	47%	36%	454
My graduate program is preparing me to be successful in my chosen discipline.	2%	5%	11%	48%	33%	453
My graduate experience is excellent.	4%	11%	18%	41%	27%	454

Q 28: If you would choose to pursue your graduate/professional studies again, would you change your choice of the following:

Table 27: Q28-Changes If Could Start Graduate School Again

	<i>No</i>	<i>Maybe</i>	<i>Yes</i>	<i>N</i>
Discipline	78%	16%	6%	448
Department	79%	16%	6%	443
Subfield or specialization within discipline	71%	22%	8%	443
Committee or committee chair	74%	18%	11%	407
University	57%	30%	13%	453

Q 29: What are the major factors contributing to your success at UW?

1. Great faculty in MPA program
2. My relationship with my advisor and other students in my department
3. The faculty are wonderful and very supportive.
4. My advisor has been incredible. Also, the Zoology Department's departmental grants and fellowships for grad students has helped me out financially for several years.
5. My graduate assistantship, my dedication

6. I work full time in the discipline.
7. Independent study.
8. The skilled professionals within my department.
9. Excellent faculty who are always available to help, active student organizations, small class size
10. Personal motivation
11. My classmates
12. Having most of my program online. Otherwise, it would be much more difficult for me to attend grad school.
13. There is a friendly community, at least within my department that has made transitioning back into college enjoyable.
14. Offering of courses on weekends so I can continue to work.
15. Professors, chair
16. Faculty, financial support program
17. Help from faculty and determination
18. Good support from my advisors and good research funding.
19. Small more rural type atmosphere. Overall smaller size campus, approachability towards professors and faculty.
20. Financial aid so I don't have to work and study law
21. My ability and work ethic are the largest contributing factors to my success as a graduate student.
22. The faculty
23. My willingness to work through problems and barriers put forth in front of me within my department, and my ability to be self-sufficient when it comes to conducting my own research.
24. Help from faculty and other graduate students.
25. Online courses, tuition rates, excellent faculty in ALT.
26. Great faculty and courses.
27. Personal motivation and dedication to success
28. Specific faculty and family support. Coursework stretched me!
29. Faculty involvement/ interest in student progress.
30. Advisor, coursework
31. Faculty and committee support along with support of fellow graduate students
32. Self-motivation
33. Personal dedication/efforts and support of certain faculty members.
34. My advisor and the other researchers in my lab.
35. Good faculty, Outreach classes (flexibility)
36. Personal commitment
37. My dedication to completing grad school, my family's support
38. Funding, support from professors, great town
39. Close relationship with academic adviser, excellent computer facilities, availability of faculty (via email or in their office).
40. Graduate assistantship and committee support
41. Excellent faculty, flexibility of distance learning
42. Good relationships with others in my program. Weekly meetings with our immediate supervisor to make sure that we are aware of all that is needed/going on.
43. Library resources and the reference librarians, self-motivation
44. Professional support through my employment
45. UW has begun to tailor to the non-traditional student and this is perfect for the non-traditional student.
46. Small grad department and my advisor is pretty good and easy to get along with.
47. Hard work, scholarship so I don't need to get a part-time job and faculty help
48. My adviser/committee chair. Most other things seem to be in a state of total to complete chaos.
49. Supportive faculty and my own work ethic

50. Faculty, course program and supportive environment from all the concerned persons including Dean of the Graduate School.
51. Will power and time management
52. Other graduate students, some of the faculty members
53. I study hard and am actively involved with the university. The faculty is accessible, at least for classroom and learning purposes, and very willing to help students succeed.
54. 1) The intelligence and hard work of my advisor. 2) The support of other faculty members. 3) The support of my fellow graduate students.
55. Mostly my motivation, but also some support from my current advisor.
56. My personal relationships with faculty and their concern for my success. Low-stress, plenty of financial support for my research.
57. Specific faculty, grant opportunities to research, travel and write
58. Excellent committee chair and lab mates, who provided support throughout the entire process
59. Availability of faculty to meet with me and help with problems and concerns.
60. Availability of financial support outside of the GA (scholarships, grants, etc.), extremely close-knit and supportive home dept (English)
61. A few supportive friends and faculty members, as well as the freedom to pursue my goals independently, in the manner I wish to do so.
62. Outreach!
63. Financial support through various places on campus. Emotional support from my advisor and lab mates.
64. My own motivation.
65. The small class size and dedication of the faculty to help all students learn and succeed.
66. Small class sizes, caring profs, overall positive feeling on campus.
67. Personal motivation
68. Good professors, excellent peer students, hard work
69. Personal desire, instructors
70. Good supervisor
71. Faculty, flexibility
72. My major advisor, committee members, and dedicated lab personal. I have learned more from my major advisor (academically, ethically, etc.) than I could have ever hoped for. She was an ideal role model and model scientist.
73. Hard work
74. The time and level of my own studies and commitment. The pharmacy faculty and program has done very little to help me. All my success comes from my own hard work despite the frustrations presented by the faculty and program.
75. My advisor
76. I am able to keep my elementary teaching position in Casper and attend classes through Outreach services--I wouldn't be able to complete a degree without continuing my profession.
77. Last year, my mentor amazed me on a daily basis of how dedicated and passionate he was about teaching. Not only did we receive best oral presentation at the graduate school symposium, but have presented nationally. He changed my life both personally and professionally. Due to department politics, he no longer serves the university. Other factors: Laramie is close to whatever I need.
78. Low cost, GA, familiarity with campus
79. Ability to work full-time and attend school full-time, costs are within my budget with limited need to borrow
80. Great faculty
81. My drive and professional aspirations
82. I really like my professor's teaching style. She is really down to earth and has real life experiences that she contributes to make the learning experience better.
83. Easy of access to faculty for questions
84. The university graduate school, the Ellbogen center for teaching excellence, caring faculty and great students!
85. Interesting and thoughtful professors mixed with my motivation to graduate with masters.

86. Involved department, student to faculty ratio
87. My desire to leave.
88. Support services from student counseling & multicultural affairs.
89. The professors I have had are very understanding of the fact that I work full-time as a teacher & have 2 children under the age of three. When I started my graduate program, I was pregnant & over the years there have been some medical emergencies. The professors were very accommodating & understanding of these situations and worked with me. I have always felt supported by them & have always been able to access them when needed.
90. Advisor, attitude, professors.
91. My courses allow for me to utilize my current occupation as the foundation for my papers
92. UW is supportive of me and my discipline
93. The effort that I put into my studies... graduate students need to expect that they will have to help themselves learn and not expect to be handed a silver platter full of pertinent information that will help them develop in their field. Also, being a GA and working in a lab has been excellent in contributing to my success.
94. Sheer determination and stubbornness, an ability and willingness to seize opportunities to learn as they arise, and a probing intellect that allows me to learn from what others are actually doing rather than merely what they are saying. Also, attending regional and national conferences has helped me understand the issues, both intellectual and political, within my field so as to have a better expectation of how to succeed within my discipline.
95. Commitment to learning
96. Graduate assistantship, online class, supportive faculty
97. IDK
98. Accessibility of professors; support of the law community in Wyoming; extra-curricular learning experiences such as competitions and clinics; opportunities, such as Law Review, which are not open to the majority of similarly situated students at other universities; small class size; strong academic reputation/lack of grade inflation; fantastic bar passage rates nationally.
99. A specific faculty member
100. Fellow students and faculty.
101. My advisor has done a good job of funding me and my research. The other graduate students in my program have been very supportive and helpful with my research.
102. My level of work ethic and effort, access to caring, considerate and intelligent staff, well developed curriculum and strong communication
103. Committed, helpful, and flexible faculty.
104. My capacity to persevere despite lack of support from the department
105. A great major advisor and easily accessible resources.
106. Financial support, wonderful department
107. The student atmosphere, teacher moral and educational support, student professor relationships, student body, learning how to balance work with life as well as fun.
108. Small community environment. Accessible faculty. Small class size. Reasonable tuition.
109. Frankly, my success is a gift from God and my own strong work ethic and intellectual capabilities. Earning a graduate degree while working in a professional position, rearing a family, and maintaining an active lifestyle takes a great deal of stamina, as well as excellent organizational skills. Besides my thesis chair and a few key professors in my department, absolutely no one on this campus has ever offered encouragement to me or even acknowledged my efforts. I always have found it interesting that administrators at an institution of higher learning really did not care if a professional staff member enhances her education. They seem more excited when secretaries "work on" undergraduate degrees than when a person already working in her field chooses to strengthen her knowledge of that field. But that never deterred me.
110. Cohort
111. I have a large support base off campus, and I know the ins and outs of the university.
112. My own desire
113. Excellent faculty in my department.
114. I know faculty and staff

115. Support of faculty and secretarial staff. Especially in Educational Leadership.
116. Motivation and self-initiative
117. Well organized online distance program; excellent faculty; well-designed courses.
118. Professors are easy to talk to.
119. Great faculty and staff. They are very helpful and accessible
120. Its in the middle of nowhere and my family lives a great distance away, so I have fewer distractions, allowing me to study more.
121. 1. My strong commitment to my research and academic goals. 2. My friends, family and professional colleagues from outside UW. 3. The friends I've made here at UW in the department. 4. The support I receive with professional and intellectual challenges from my advisor.
123. The faculty in my field of study.
124. It seems that the university has a lot of money, so there is easy access (on most occasions) to technology, etc that was hard to obtain at Ohio State (where I got my Masters).
125. Location
126. 1. The lab facilities. 2. The comprehensive library system, especially the geology library (access to more online-only journals such as G-cubed would have been nice, but overall the library was excellent). 3. Summer financial support provided by the geology department. 4. Conference support provided by the graduate school and the geology department (would have been nice if it was more--one American Geophysical Union conference is about \$1000--but \$600 per meeting did help).
127. Extra-curricular activities and small class size
128. The quality of law school faculty is outstanding. The visiting professors are also superior.
129. My committee chair, lab facilities, classes
130. My individual enthusiasm for my discipline, as well as the faculty and fellow graduate students in my discipline, and the support of my wife, family, and friends.
131. A handful of professors who are committed to student success, while other staff and professors are apathetic.
132. My own motivation, excellent adviser, availability of assistantships
133. I am paying and working my own way through school so I have more ownership of my education. The faculty in my department actually care about my success and are available to support me. I also have a good social network in which to find support.
134. The openness of faculty to help graduate students with research techniques and data collection. My advisors attitude toward research and work ethic.
135. Guidance from faculty adviser; ability to access online classes
136. My own personal goals and ambition. The support and encouragement of particular faculty members.
137. Faculty and amount of time put into the program
138. Support from vast majority of professors/instructors
139. Outstanding faculty who desire the success of each student.
140. The flexibility of the faculty understanding that graduate students usually have families and full-time jobs. My husband is very supportive and is willing to take some of my load for awhile while I'm working on my Master's degree.
141. None I'm taking the semester off to determine if I want to finish my program. I'm very negative about school at the moment.
142. Faculty/outreach
143. The availability of outreach so I can earn a graduate degree while working full time and raising a family
144. The other students within my discipline are what keep me here and help me stay sane!
145. Faculty and library
146. Support of our cohort group, UW faculty, and my work ethic.
147. Ability to air my thought regarding my discipline and to receive constructive feedback
148. Activities outside of research and coursework, the NAEF, and self drive
149. Ability to pursue my degree completely online, with a strong well-established program. Faculty are successful, excellent, encouraging.
150. My own input

151. Seems to be an interest to see the student succeed. Not too much distraction with selfish publishing requirements or endeavors.
152. My willingness to work. Supportive people at UW and Laramie. My chair's contacts and advice. Resources at UW
153. Support from staff.
154. My time and commitment. As a doctoral candidate, I feel responsible for the work requirements of the classes I take. I don't need my chair or committee to babysit as I finish my coursework. They will be of more importance to me when I need to complete my comprehensive exam and dissertation.
155. Support of department while working full time and wishing to further education.
156. I have a great committee chair who understands that as a single mom employed in a full-time professional position that I have to take small steps toward completing my doctorate. He is very, very supportive of my situation and my goals.
157. Supportive family and friends
158. Three major factors that contribute to my success at UW are who I work for, who I work with, and the courses that I am taking.
159. Availability of resources
160. 1) My own willingness to work. 2) Interesting books & articles. 3) Interesting assignments. 4) Excellent department head who always has an open door.
161. Close to family, faculty is supportive, high interest in area of study
162. An advisor who is approachable and engaging, who challenges me to improve a scientist, and who is invested in my growth - both as a professional and as an individual. I also feel the faculty in the Zoology/Physiology department are a phenomenal resource; most are very interactive with students and prompt thoughtful discussions.
163. Online course availability
164. Advisor
165. I have a fantastic support network of family and friends.
166. My advisor's direction and my professors' excellent teaching skills.
167. Support from friends and faculty.
168. One-to-one opportunity with excellent faculty.
169. Suitable advisor
170. My dedication and hard work; my passion for my discipline, supportive staff
171. Myself
172. Have a GA is really helpful. It is also really helpful having my own office and access to the building on evenings and weekends.
173. Individualized attention, access to materials and professors, friendly peers.
174. I just started so the word success is a little premature.
175. Current professional employment.
176. As an online student, my graduate program is largely self-directed. To that end, UW provides the opportunity, but I provide a commitment to a high level of involvement in my graduate program. Thus, my own efforts lead to increased growth and advancement.
177. My work ethic.
178. Faculty willing to help and listen to what is going on in all other classes
179. The university is committed to expand its water resources program.
180. My own determination and hard work. In addition when I had to miss school for more than two weeks my faculty were very supportive of me continuing with the program and allowed me to make up work at my pace.
181. College and professor.
182. A need to better myself for my family and my community
183. On line program-work when I am able
184. Excellent staff that was willing to work with me on my pharmacy issues -Excellent clinical rotation staff to focus my efforts on constructive issues

185. My efforts. The flexibility of the schedule of classes I have so I can work at the same time and good instructors.
186. As of this semester our department got a new chair, which has greatly improved the program. Having a half-graduate assistantship has helped.
187. I work hard and the classes are small, so I can work with the professors directly.
188. Lab equipment, faculty, work environment,
189. My own motivation and the support of fellow classmates and friends who have made it through the program successfully.
190. My chairman.
191. The faculty and staff of the department, my advisor, and fellow graduate students in my field
192. Faculty and staff support
193. Quiet places to study (like the computer lab).
194. The faculty members I have worked with are incredibly dedicated and knowledgeable, and are clearly working to help me succeed.
195. Its nice to have money to go to class.
196. The accessibility of the professors, the friendliness of the other students.
197. Quality faculty in the area that I am studying
198. My personal drive and the strength of my instructors.
199. Friends, classmates, and family
200. The overall learning environment is very supportive
201. Having a dedicated and supportive committee head. She really helped me stay grounded and motivated!
202. Faculty support
203. My advisor.
204. Supportive committee and department, small program, and financial support
205. Financial aid
206. Hard work
207. The major factors contributing to my success is my family support, the support from the research scientist helping me in the lab, and some help from my major advisor.
208. Supportive faculty and staff.
209. Relationship with faculty
210. My committee chair is excellent, and his interest in my work, and his ideas are great.
211. My advisor, the quality of the program, and the quality of the professors in our department.
212. Organization, prioritizing
213. A good advisor and interesting research project.
214. Access to information and warmth of the staff in my department and the people of Laramie as a whole.
215. Excellent advising, excellent advisors/committee members and faculty members. Lab openings that suit students need. Libraries with many reference and course books. Complementary shuttle service, night owl and saferide that give you leverage for mobility.
216. My committee chair was amazing and extremely helpful. Without her I never would have finished
217. Hard work, fun
218. My adviser is awesome.
219. The environment
220. Environment, faculty, curriculum
221. Good faculty who are readily available for help; easy to participate in activities outside the classroom; small class sizes
222. More one-on-one with faculty
223. Feeling of community within the college; supportive deans; supportive administrative staff; accommodating faculty and library staff.
224. I am highly motivated.

225. The major factor is my committee chair, my graduate committee, and the support of my department (Veterinary Sciences).
226. Supportive faculty, supportive classmates, allowance of off-campus practicum for "real world" experience
227. Personal determination to balance professional work with graduate studies
228. A good and rigorous course of study, designed to meet the needs of adult graduate students who live far away and must work to support their families while they earn a degree. The cooperation of the Communication Disorders Division with the Outreach Program to provide this distance learning opportunity. The excellent caliber of the staff in the Communication Disorders Division, who are so helpful, responsive and keep very high standards to prepare us for a demanding career.
229. The flexibility and understanding of the faculty in my department.
230. Access to faculty and my committee chair. Variety of courses available in several departments that relate to my interests.
231. UW provides a supportive environment for discussions concerning minority, gender, and/or sexual orientation issues. UW provides a supportive environment for discussions concerning political, ideological, and social issues. UW provides a supportive work/study environment for gay, lesbian, bisexual, and transgendered students. What kind of questions are these? Who cares? Why not focus on teaching people how to handle business issues and how to remain competitive in a world economy. This feel good accept everything mentality is not going to help businesses grow. I thought UW would be above this nonsense.
232. Good advising -Interesting coursework -Friends in my department
233. I have a scholarship that allows me to work on campus and a limited amount of hours. I can focus only on my school.
234. My own motivation; good courses; good students with which to work.
235. I like my major. I'm finally getting into the course work that I enjoy.
236. Assistance from the department secretary and faculty
237. Financial support (assistantship and tuition cut). New department facilities. Support of committee chair and other graduate student friends.
238. My study ethic and desire to succeed.
239. Small program, more personal opportunities.
240. Faculty
241. Supportive faculty and fellow students. Accessibility to faculty and other resources.
242. My age. At 50, I have the maturity and experience I did not have when I first considered law school 25 years ago.
243. Availability to distance learning and Outreach.
244. A good advisor, my choice of minor study in computer science
245. Clear expectations and communication
246. Hard work.
247. Faculty, student support. Challenge of courses. Course design. Appropriate course of study to obtain professional objectives.
248. Low faculty to student ratio, availability of funding, openness/approachability of faculty
249. Supportive faculty, and mentors for my teaching and personal growth
250. Strong work ethic, high motivation, support of some of my co-workers
251. Ample facilities and funds to pursue research. Good intellectual body within my department and people who will freely communicate their ideas.
252. Faculty members
253. Support of my chair both professionally and financially. Availability of research projects. Availability of summer profession-related work and field experience. Ability to proceed on my time-schedule.
254. Really learned, caring teachers, so far, reasonable tuition, renown guest speakers on campus, very positive atmosphere on beautiful campus
254. Excellent, caring and motivated staff. Very knowledgeable as well.
255. Quality of professors, involvement of deans, IT assistance available at law school, library resources and staff, quality curriculum and instruction.

256. My committee chair has been extremely helpful, supportive, and informative throughout my time here.
257. As an Outreach students, I do not feel especially connected to UW. I don't really care about that as I am old and in the 10 year of my career already. However, I do feel an incredible amount of frustration in the absolute lack of support I have received from the university in regards to the path I need to take. I am in my 15th hour of graduate programs and the only time I have ever heard from someone is when I drove up to Laramie and walked into the graduate office.
258. Location, time, and availability of courses.
259. I have only been enrolled for the fall semester, but I find my courses challenging and my professors willing to answer my questions fairly quickly (email).
260. The flexibility of the online studies. I can attend class early in the morning or late at night.
261. Quality instruction
262. Persistence and commitment
263. Excellent faculty in the Dept. of Education. The focus on application, practice, and reflection in my graduate courses in the Dept. of Education.
264. Low student to faculty ratio, technology and quality of facilities, my own motivation, course work and what we learn in these classes, and the hands-on experience in clinic.
265. My own desire to finish - I have received very little help, have felt very isolated, and do not feel I am prepared to become a professional in my field. My department has failed me miserably. Though I believe we only take from our programs what we put into them, mine has not offered me much for the taking in spite of my hard work.
266. I am not having success at UW at this time.
267. Self motivation, good computer at home.
268. The extraordinary variety of math classes that are available. If I had money, I would bet that no other university could have provided the classes I have taken. [below, you will learn how UW math offers so much, by way of superficiality]
269. Understanding and supportive chair person
270. I have an excellent advisor, great faculty, and I have benefited from the many funding opportunities available through the university.
271. Ability to take distance courses.
272. Courses & faculty
273. Small class sizes
274. The excellent faculty.
275. Support of cohorts and certain faculty members.
276. The small class sizes in the law school
277. Specific faculty members
278. The smaller class sizes and the interaction with alumni.
279. My drive and will to get my study completed.
280. The only thing driving me right now is my thirst for knowledge, my high GPA, and my desire to finish. I am also thankful for the kindness of the outreach office staff and their willingness to help.
281. Some of the professors that I have had. The ability to work and go to school. My willingness to put in the effort required.
282. My own personal work ethic. Ability to take classes on-line.

Q 30: What are the major barriers impeding your success at UW?

1. Would be nice if UW paid for employees to take 2 classes at once, or if scholarships were offered to part-time students
2. Access to appropriate resources
3. Personal problems.
4. Small assistantship stipend causes me to have to work half-time as well.
5. My full time job.
6. My committee chair is my adviser who seldom instruct my research and give few advices on my study. Most time after I turned in my work, my adviser didn't care about them and never told my how to do research work. I am very disappointed. I chose to quit my PHD study and changed to masters'.
7. The lack of time that my committee currently has to dedicate to myself. The lack of information and preparation for thesis writing. The amount of construction on campus going on at one time that makes studying in any area nearly impossible.
8. My own poor time management skills and being involved in too many activities
9. Work load
10. Ineffective faculty
11. Lack of time by the faculty to help with my dissertation. They always seem to busy and the turnaround time on getting feedback is VERY SLOW!
12. There have not been any.
13. Dissertation. Most of the direction about my dissertation consists of "what do you want to study?" Very few ideas have been offered, and I feel very much "out of the loop" in terms of where to begin.
14. Financial support
15. Football games
16. Meeting with my committee chair
17. Lack of classes pertaining to my discipline.
18. Standardization of requirements both within programs and across departments.
19. Smaller class sizes would be fantastic. I would like to pursue a joint degree also.
20. Money problems, commuting from Cheyenne every day, starting early in the morning, set schedule of classes for 1L's law program
21. One of the major barriers to the completion of a graduate degree at UW is the poor attitude and lack of competence of the staff of the Graduate School. Lost paper work, misleading and sometime contradictory information, poor management, and terrible customer service make dealing with the graduate school difficult at best. The complacency of the faculty in my department and their lack of willingness to accept changes to the discipline over the last 30 years also makes receiving a degree from UW difficult. The faculty are unwilling or unable to adapt to a changing world and are more likely to pass the buck at any opportunity than to confront the challenges faced by our discipline in the 21st century. Further, I find the sexism displayed by a few members of the faculty appalling and, worse yet, I see that these faculty members are mentoring students in their image, effectively perpetuating this unacceptable sexist attitude (in case you were wondering, I am not a woman).
22. My department is not very accepting of ideas or research questions that are new to the field or are beyond academia, making more applied research difficult to do. My dissertation committee chair is often unethical and abuses his/her graduate students, and usually does not provide any help or support in my research endeavors.
23. Not yet sure how many courses I must take. Family and work responsibilities.
24. Busy schedule, working full time and taking classes full time, in addition to graduate assistantship
25. When required courses are offered.
26. Insufficient library, no wireless access in office. No access to philosophers index database provided by university.
27. Research project is almost too challenging. It is very difficult to find help.
28. Limited access to other universities - distance for collaboration
29. Lab facilities

30. Low quality of certain courses, not-targeted or out-dated readings, limited faculty expertise in the area of my interest
31. Too much to do in too short a timeframe
32. The lack of journals associated with my field available through the library. More journals associated with Fluid Dynamics, Numerical Techniques and/or Aerodynamics would be very helpful.
33. My own - none the university can assist with. Time is short between work and family.
34. Financial aid/ expenses, very poor advisor, poor availability of classes in other semesters, particularly summer
35. No opportunity for research fund
36. Inability to do clinical rotations in my home town because it is across the border in South Dakota
37. Overworked department and committee chair
38. Lack of feedback from internal committee members - for example, no feedback was given on my general exams, just a pass/fail.
39. Military obligations
40. 2 Things: The stipend for graduate students is very small. My advisor would say that is because the cost of living in Laramie is cheap but I disagree. Housing maybe slightly less than the national average but other expenses such as food and necessary goods are far higher. In WY my rent is about 70% of what it was in CA but I spend more than double on food, therefore, canceling any savings out. All this and I get paid less than half what my stipend was in CA for the same work. Classwork for graduate students is a bit excessive on old topics. I realize when most of the faculty went to school those topics were cutting edge but times have changed. Computers are used everywhere in engineering yet my grad classes don't include any computer work. I feel like both my classes have gone back 30 years in relation to my former graduate school.
41. Times that classes are offered. Fine if you are a full-time student. Not so as someone who works full-time.
42. Affordable health and dental care, law school needs better facilities, more courses (e.g. more international law and energy/resources)
43. The Graduate School needs to be more forthcoming about graduation requirements and dates that paperwork needs to be filed in order to graduate. More than half of the graduate students I know have been hindered in their attempt to graduate on time because of some paperwork that they didn't know about that didn't get turned in on time, which typically happens to be semesters past the due date.
44. Work and family responsibilities
45. English as second language in the past.
46. Extremely large course loads with demanding professors
47. Distance from home
48. Speaking just for the law school, I think we lack a clear plan about what the law school should be and what should define us as a school.
49. The lack of graduate-level classes in my department.
50. Could use some more courses for my specialty
51. I don't think there is anything impeding my success at UW really; though I would prefer more regular involvement from my committee chair.
52. Committee members who are more concerned with their own schedules than that of the students whose committee's they agreed to be on
57. Lack of math skills
58. Time to degree (should be 3 years for MFA, esp. dual degree MFA Creative Writing/ENR)
59. Time dedicated to GA limits amount of time in coursework. Also, there is not a program directly addressing my interests.
60. Not enough time to complete my thesis
61. Instructor who doesn't grade papers in a timely manner, and who picks out students in a negative way to play devil's advocate, while ignoring other students in the same class who have not contributed at all during the entire semester.
62. How students are treated on campus. Graduate students are treated as lower class citizens by office staff in our department. Also, my advisor has not been helpful in making sure I have enough funding to support my research.
63. Lack of department interest and/or outreach classes.

64. Limited rotation experiences that are required as part of the PharmD program. Many rotations I have been on have not been worthwhile and beneficial in my future practice as a RPh.
65. Lack of motivation which comes from feeling overworked (both in terms of class work, TA responsibilities, and research) and stressed; feeling like I have no life outside of school (because I have no time for anything else) and the lack of social opportunities for people of grad school age on campus and in town.
66. Lack of interaction with faculty & fellow staff
67. Heavy job workload with lots of pressure; weakness in math. There is more homework than I anticipated; some of the work is very challenging.
68. Low level graduate program
69. Bias against women, failure to grasp the meaning of public servant, way too much "buddy system" reasoning, apathetic approach to novel research methods and techniques, convoluted M.S./Ph.D. standards of research, etc.
70. So much work to do and not enough hours in the day.
71. The facilities suck. You just build a new building that has made life even more challenging for us since we can't even all fit in the room. The faculty refuses to use the microphone so half of us can't see or hear the lecture. The lack of personal help was a real frustration. There are a couple of good teachers but you let them get away. I see way too much ego in the faculty, especially the clinical faculty. The dean does very little to assist the students. He doesn't like to take any responsibility for his job, but just refers us to someone else. There is a real problem with interdisciplinary friendliness. Office staff get a little too possessive about their kitchen, and are just rude to other students. I think you can tell I really had a negative experience at the school and wish I had chosen another school to pursue my program.
72. Registers office and Graduate School office (I don't think the paper work could or website could be much more confusing.)
73. I don't see any barriers impeding me... But I am a very driven individual. I think that there could be more information given to grad students, especially those in Outreach. I feel like I'm constantly expected to know the process. I spend a large quantity of time looking for information that should be provided to students.
74. My department is unorganized, unethical, and needs the university's attention immediately. I am not getting the education I pay for!!! The students are what matter, right?
75. Dissatisfaction with committee chair, burn out
76. The school is almost too liberal, I do not feel comfortable expressing my more conservative views without being harassed and insulted.
77. The need to work full-time limits the amount of time available to devote to school/studies.
78. My age, I may be a bit young for this program.
79. School is not top tier and doesn't seem to have enough links to national firms in multiple locations across the country.
80. Small department with no proven program for students; expectations vary from student to student.
81. I need to do most of my studying late at night or on weekends. **THERE IS NO WHERE QUIET TO STUDY ON CAMPUS AT NIGHT OR THRU THE ENTIRE WEEKEND!!! THE LIBRARY NEEDS TO OPEN EARLY IN THE MORNING ON WEEKENDS AND STAY OPEN TILL MIDNIGHT EVERY NIGHT OF THE WEEK. THIS HAS BEEN A MAJOR PROBLEM FOR ME & SEVERAL OTHERS IN THE PHARMACY PROGRAM!!!!**
86. The lack of interaction with my advisor and the poor quality of courses.
87. I think there should be an optional program for grad students who are coming back to school after being out for awhile to help relearn how to write research papers, take notes, handle stress and manage time.
88. Time. I wish I had more time to work on my final project. I wish I lived closer to campus & could stay for a weekend to work in the library on my projects. I wish I could be on campus occasionally during a weekday to speak with my chair & instructors.
89. Financial conditions that changed. I need more resources.
90. Interstate 80, winter driving, cost of gas, living quarters
91. Presidential candidate and politics
92. High expectations of first year students in my department

93. A lack of anything resembling a structured effort on the part of faculty and advisors to train me in the skills necessary to conduct and publish research, a lack of respect for graduate students on the part of faculty and advisors, and a general disinterest on the part of faculty in the success of their students. Faculty seem far more concerned with pursuing agendas of their own interests which seem to be shockingly disconnected from the interests of their graduate students. Antagonistic personalities are also problematic, and such individuals seem to have much unchecked power over students to make or break a student's morale if not his or her career trajectory
94. Distance to campus
95. I thrive better in a small university environment.
96. IDK
97. Excessive and unreasonable delays, caused by the university not the law school, in the construction of a physical plant which will allow the UW College of Law to compete with the other major law schools in the region; variation between the skill and commitment of faculty members. Also, the cleanliness of the building. The janitors here are off the radar of their supervisors or something. The students in the law school have resorted to cleaning the building ourselves it has gotten so bad. Might be nice if somebody checked into that.
98. Departmental politics
99. Professors who don't care about student success, classes that are all work and no learning
100. Access to an adequate number of applicable graduate courses for doctoral study.
101. Faculty egos and their difficulty working with older students
102. Only myself.
103. Construction!
104. If costs increase than I will have to work and go to school which will severely limit my level of success
105. Nothing impedes my success.
106. Travel to Casper for classes
107. Time constraints are definitely the biggest things.
108. My committee chair and the faculty on my committee within the department
109. Funding and GA-ships
110. Discipline
111. Matching time of classes to my schedule and would prefer the classes closer to Cheyenne.
112. The graduate process in regards to the thesis / non-thesis work is poorly explained, confusing and often frustrating. UW could do a better job of explaining these processes to their students.
113. My own time constraints.
114. Classes I needed weren't offered. Not enough support through the process.
115. I would say nothing
116. I can see none, except for maybe a decreased desire to attend class on winter mornings, but then again, you cannot change that.
117. Lack of access to a specific software program that allows me to process data from my field research.
118. I would say that the administrative staff at UWYO are a bit unprofessional and it always seems like people don't know what they are talking about (related to financial aid, the graduate school, human resources, etc). On a departmental level, our faculty barely do their jobs (such as teaching full time) and sometimes don't take as active a role in the graduate program as they should. This does have perks, however, so I should not really complain too much about it.
119. Advisor, lack of applicable classes of interest
120. My advisor was the major barrier impeding my success. I have just defended my Ph.D., so I have been at UW since the fall of 2003. This man kept a manuscript of mine for years without reading it, forcing me to apply for academic jobs with no publication record. There's obviously nothing to be done about it now--but it would be nice if there was some system of oversight in place to help graduate students deal with advisors who behave unfairly, irrationally and unprofessionally. I'm not sure what exactly this would entail, but it would be nice if it were on the department level and the university level--perhaps some system of neutral arbitration?
121. Advisor is very busy so I have not received much direction yet; also I am a non-trad student which makes it a little more difficult to get my head back into school

122. The law school facility is hideous - a particular barrier is the noisy construction. Also, we are isolated - both physically and conceptually - from the main campus which impedes multi-disciplinary study. Also, we lack a permanent faculty - and we have a severe lack in natural resources faculty. As an energy state with a heritage reflected by the 'Land & Water Law Review' we fail to provide opportunities in these disciplines that would enable law students to excel in oil & gas, mining, energy, and water law.
123. Red tape (seemingly lots of paperwork showing up last minute or going in circles), the weather
124. Undergraduate preparation for graduate school. Not as relevant in current program, but I was not prepared for my original graduate program in Economics. The mathematical background of UW's undergraduate program in Economics needs to better prepare students for graduate school.
125. Within the law school, academic success is stifled. It is a program that is operated much like a trade school. Students are not encouraged to think, academic discussion funding seems insufficient in the program and classes availability and other options are lacking.
126. Securing funding for research essential courses not offered on a predictable/regular basis
127. My program is really fast paced so I am having a struggle trying to balance my school work, internship and Graduate Assistantship.
128. Time
129. Lack of communication. I'm half way through my program, should I have a committee chair and committee? What exactly is the point of a committee?
130. I would have preferred a course based final project and not a thesis option. Many other universities have course based and the Masters of Science in Nursing option should look at this.
131. Personal problems
132. Old-fashioned views and teaching methodology of one professor particularly
133. Outreach school is requiring classes one weekend a month in Casper. The travel time is a large barrier. It would be nice to be able to have CV classes instead of the classes in Casper.
134. I do not care for my discipline and will probably change departments or quit school for good.
135. Don't take advantage of all the on-site support available
136. I'm the only barrier I've discovered, so far. With time I'll become better at time management and such.
137. Time conflicts with employment responsibilities and time to write.
138. My major advisor/committee chair
139. My own lack of time/work demands.
140. Unclear department requirements; vague grading systems; lack of enthusiasm from the department faculty for my projects; apparent double-standards for entrance requirements and classroom grading
141. My ability to get distracted easily leading to procrastination. Since UW doesn't have the software I need to make a bibliography quickly, I have to buy a computer which is taking a long time to figure out what to buy...with Laramie being so small there aren't any real computer stores in town for me to look (which I'd prefer over sorting it out through the internet). I think my chair has more resources than I'm told, but I don't ask either.
142. Personal conflicts.
143. Confusion of some faculty, inability to clearly explain requirements and understand my expectations and questions.
144. Time, or lack thereof due to my work and personal situation.
145. Finding a job that can be flexible while still paying enough to support myself.
146. There are no barriers, that I am aware of, that will impede my success at UW.
147. Difficulty to access curriculum/teachers/program while pursuing my grad degree through the distance program. Course technology is dated- VCR taped lectures, paper tests, phone discussions. This could be updated to make it more accessible and convenient.
148. Advising
149. 1) Poor pay and health coverage. 2) Poor equipment for grad students including old computers w/non ergonomic keyboards, old software, poor connection infrastructure, lack of timely technical personnel visits, old, non ergonomic furniture especially chairs - it's disgraceful! 3) Lack of accessibility to faculty (with exception of the department head) especially poor advisor who apparently doesn't understand the requirements

- of the program. 4) Lack of training/orientation for doc students on how to work w/new students. 5) Worry about paying for heat & food for the coming winter.
150. Time constraints of working, cost
 151. Grad experience would be improved by offering a broader set of courses within the department - also have had issues with time conflicts when attempting to set up course schedules that involve multiple departments.
 152. The course study
 153. For me, my faculty advisor quit last year. I answered most questions pertaining to the committee chair regarding his help he gave while here, but now that he is gone my entire experience has drastically changed. I am actually considering leaving UW so I can better pursue my interests, which are no longer a research focus in this department.
 154. In my department, the graduate classes are mainly scheduled after 3 p.m. I have school aged children, so this does not work out well for me. I feel as if I have to choose between being a good parent and being a good student.
 155. Worrying about medical bills because the health insurance is awful.
 156. Not enough graduate level courses are offered in my program. There is no information available on conferences, journals, PHD programs, etc. in my program to prepare me for a career or further study.
 157. Construction is everywhere I go. Since I have come to UW there has been construction to every study area I have found on campus. However, they don't mind raising tuition for no apparent reason. First study area, science library-study spot gone for 2 semesters and replaced with group study area on laminate floor (not very quiet). Now in Coe, all torn up, I am not very good at studying to the rhythm of a jackhammer. Thanks UW for all the memories, all I will remember is all of the construction workers.
 158. My own motivation
 159. A little bit short of oxygen when thinking due to the high plateau area.
 160. Unsuitable advisor
 161. The fact that our department chair has put up a wall between herself and students. She can be unreachable, unapproachable, and downright rude to us students. She tells us one thing and then will send an e-mail or tell us the next week a different thing. The dynamic she brings to our office is a barrier because her attitude makes herself an obstacle for the students.
 162. The lack of graduate assistantships for law students
 163. Initial guidance in research procedures
 164. Financial aid
 165. Myself
 166. The GA is great but it really doesn't cover everything and I'm not supposed to work outside of the department so money gets really tight.
 167. This is not a barrier, but you could expand presence of non-Wyoming students, i.e. International or out-of-state.
 168. Haven't it any yet
 169. As an online student, I am isolated from many UW programs that might increase effective interaction within the social context of my graduate program.
 170. My work ethic.
 171. The limited amount of graduate level courses in my area.
 172. None. Maybe lack of time in a day.
 173. Lack of time to dedicate solely to studies and degree completion
 174. Feedback from professors and lack of contact with advisor/committee chair.
 175. Increasing cost every year. -The amount of worthless paperwork that is needed to be completed
 176. The former chair had a lack of concern for the well-being and overall success of the graduate students in the program. There is a lack of monetary resources and a lack of graduate student only courses offered. There is also not enough faculty to support the graduate program completely.
 177. Not enough variety of classes
 178. Hard to get the articles for research and reading

179. Lack of consideration with class scheduling by the division of social work. Lack of knowledgeable, qualified, and diverse faculty members in the division of social work. Lack of specialized focus and elective options within the social work curriculum. Lack of adequate time provided by the division of social work for preparing a good thesis or Plan B paper.
180. My department is having troubles. My department is very disjointed, and that is part of the reason that my professor funded his way out of the department. This has caused some friction between my department and chair. In addition, it appears that the last two Ph.D. candidates have had troubles at their defense, be it the student's, chair's, or the committees fault.
181. Time management
182. Me
183. Lack of travel support is by far the biggest barrier. The fact that the grad school only provides funding for one conference EVER is a joke. Going and presenting at those events is CRITICAL to our success as professionals. Please change that.
184. Finance
185. The classes I need are offered only at certain times, and as a part-time student this means my degree will be stretched out over several years.
186. Ever since I have been here, since 2002, a facility on this campus that I would need to use every day has been under construction. Starting with renovating Washakie, the classroom building, the law school, half acre...my whole experience has been marred by construction.
187. At the moment, finances and ease of library access and coordination of library services.
188. The resources to support me to present at conferences are not enough. Each year I spend more than \$1,000 from my pocket to go and present my research at national and international conference. This takes a lot of toll on my small student budget. Departments and grad school should increase support for students to attend conferences
189. Trying to manage work, family, and school.
190. It can be difficult getting time and support from my faculty advisor. Also I have not yet had the opportunity to attend a national meeting for my discipline preventing me from networking with other researchers in my field and finally a lack of funding opportunities.
191. Feeling run down and worn out
192. Failure by my department to offer certain courses that I thought would have been relevant to my area of study.
193. Not enough class options in my desired field of studies.
194. Course rotations (I may have to wait an extra semester to take the courses I want/need), financial limitations (I have to work an extra job to cover expenses, so I have less time to devote to my studies), and balancing coursework with extra opportunities (publishing, presenting, extra research, etc.).
195. Low quality of education and faculty as a whole.
196. Non-professional atmosphere, student-unfriendly faculty
197. One barrier is the fact that I have to commute because my husband is in the air force. Another one is the fact that my advisor is not really organized and therefore makes the process more difficult.
198. The unfriendly Web site UW has.
199. Work hours
200. The required classes in my graduate department are horrendous, and should not be required at all. I feel like I am relearning my undergraduate experience all over again, and in NO way is it helping my research or heightening my level of understanding. There are courses that are not required that I have loved. I think the graduate department needs to change this promptly.
201. Work load
202. A lot of time spent preparing labs, teaching, and grading work as a GA.
203. Myself.
204. The extreme weather conditions
205. Not many departments as I wished. I want to see a department of tourism and recreation in a state like Wyoming which has the pride of having world renowned Yellowstone National Park.
206. Not enough time
207. Most of my classes are an enormous waste of my time.

208. Not enough "hands on" work
209. So many university requirements that aren't relevant to my major
210. Personal issues; my own level of exhaustion; finances
211. Getting my advisor to answer e-mails. After 4 semesters, my advisor won't answer e-mails.
212. Lack of collaborators in the wildlife diseases field, such as epidemiologists. The library needs upgrading, which is occurring now and hopefully will improve the situation.
213. Limited resources, limited faculty (at times), limited amount of "practice" we can get because of Wyoming's population
214. Time available for studying
215. Time constraints involved in balancing full time work, caring for a family and self-discipline to complete distance course work, or the very challenging summer classes & clinic practicum requirements.
216. Time commitments.
217. The teaching quality is pathetic. It seems like UW has not even started learning how to create a high quality online program. Before starting this program, I didn't know why some schools were regarded as much better than UW. After taking classes here, I realize the teachers have very little real world experience and seem to be on vacation the whole time. I am not sure if they have other projects or just find the \$590 per credit hr classes a waste of their time.
218. Ideological distance from my department
219. None really. I am just taking a full load of classes; 12 Graduate, plus 1 Spanish undergraduate course--time is limited!
220. The need to be working full time, teaching part time, and trying to go to school. Oh, and then I have a family as well.
221. Too much flux in program...not a linear progression. No choice in electives. University hiring professors more interested in publishing and research than being instructional leaders.
222. Distance from campus at times
223. Mediocre quality of other students. Professors are excellent but quality of discourse in classes is lacking. Student quality is where UW could improve.
224. Seasonal Affective Disorder.
225. A select few members of the faculty and also some of the problems in getting experiential rotations lined up. After I do my part, it appears that those faculty and staff members cannot do their part in completing my registration for my rotations.
226. My wife, that time gobbling bandit.
227. Having to work full time in order to support myself while in school.
228. I work full-time and attend law school on a full-time basis.
229. Access to interdisciplinary learning, sometimes online and distance learning, although extremely helpful, is frustrating because I love to learn in groups.
230. Difficulty of balancing classes with research
231. Time
232. Focusing my studies in an area I did not cover as an undergraduate.
233. Finding a GA hasn't always been guaranteed
234. Time Constraints
235. 1) Health 2) Laramie
236. All assignments due the same day
237. Financial assistance and work do not cover living expenses. Am unable to carry student insurance because of prescription limit. I need some very expensive maintenance medications if it were not for patient in need programs I would likely not be able to complete my studies. Limited variety of offered courses in my discipline.
238. Would like more classes to be on the internet (more with streaming video) so that I can take them when I am not in Wyoming. I have three internet classes this semester and they are all excellent! More detailed (courses, requirements...) web site for department would be useful. Offer more classes offered in summer school, I came last summer prepared to take two classes and couldn't find a second class to take. Maybe hire outside people

- for summer? Send out options for living arrangements for grad students. Provide better grad student orientation in the summer and social get-togethers- I am an outgoing person but I was very lonely outside of class.
239. Distance
 240. Cowboy Joe club "owning" the parking lots near the law school on game days. I need access to this library at all times. If no access, no success. No success, no good job. No good job, no contributions to Cowboy Joe Club. Get it?
 241. A certain nursing professor in my eyes provides poor feedback and participation in the online arena.
 242. It is vitally important for Outreach students to be assigned an advisor that is willing to actually advise. As many of us are already employed full-time, it is not possible to track down our advisors. It is also nearly impossible for me to get all the answers I need because I don't know the questions to ask.
 243. My advisor has not given me good advice. I should not have taken two classes while working, especially one of those being Action Research as it is time/homework intensive. I still have no idea what I should do my thesis on and have no guidance in this area. I have had to seek out my advisor and other people to help jump through the hoops of grad school rather than them seeking me out - good thing I got my bachelor's at UW so I know a little about how the place works.
 244. So far some of the computer issues for me have been extremely frustrating. UW needs to tell Ex MBA students to purchase laptops with windows so that everything can be downloaded and viewed successfully. I have fought with my MacBook and just gave up and purchased a new computer.
 245. Finding the time to sit down and attend my online classes. It takes tremendous discipline.
 246. Being disconnected from campus through distance learning. It would be good if one of the classes for EDAD was required on campus as an orientation to the College of Education
 247. Cost of tuition: I'm plugging away at coursework one class a semester while working as a full-time teacher, but I don't qualify for student loans or most scholarships unless I take at least 6 hours per semester. Time: I'm working full time, serve on several committees as part of my job and have two toddlers at home, while pursuing my graduate degree.
 248. Complete lack of mentorship on the behalf of my program. They are non-responsive, I have received little to no constructive feedback on any of the work I have done... essentially I have spent 4 years of my life lost and having to hack it on my own. I strongly believe in being an independent and self-directed learner, however it is total BS to not have any expectations made clear and explicit. WTH? How am I suppose to guess all of the rules of the game here? My Master's (in a different program here) was similar... little help or guidance.
 249. Inability to attend school full time. This is not the fault of UW.
 250. 1) Extremely poor technology available to grad students in the form of old, slow computers, printers, no phones, ancient desks, non ergonomic keyboards or chairs. 2) Poor GA wages that make a student have to choose between eating or staying warm. 3) Poor health insurance.
 251. The rigor in UW math is specious: Difficult classes, require the execution of hard work on the part of the instructor. Our department has a double standard: The grade A or B you earn as someone who has passed qualifiers is not the same A or B you earn otherwise. The double standard provides professors the opportunity to pick the lesser standard, slack off, and do little in preparation for class, and they do so. It is normal to turn in an assignment in October and not see it again until January. In-class testing has been eliminated. While it is good to offer tough classes, it is unethical to not support the material in those classes with analytical rigor. In UW math, it is better not to prepare for class. If you ask good questions in class, it makes the professor look bad because he/or she is only superficially prepared. When you make the prof look bad, it is really bad for the student. Consequently, class participation in lecture is near zero. And, of course, nobody gets a C because that makes the prof look bad too. Laziness of UW math is the barrier impeding my success at UW. Now I know.
 252. Access to needed services
 253. The library system is, at best, disappointing compared to other universities. The electronic journal subscriptions need to be greatly expanded. Also, the library hours are too restrictive; people need to do research or study at later hours than offered during the week and also on the weekends. Hours should at least be expanded further for mid-terms and finals weeks. Overall, I find the tech resources to be fair (there are computers all over campus, although access is limited by the poor library hours). However, I have encountered problems with the account system for printing, which is too expensive, and my department's IT staff is undependable. Finally, the student health insurance program is grossly inadequate. The deductibles need to be lowered and the maximum coverage expanded. After undergoing a required surgical procedure, I've gone at least two thousand dollars into debt (with more costs to possibly come). I know for a fact that the same

procedure, under different (but not exorbitant) insurance, costs only a few hundred dollars in deductibles. Additionally, the insurance company has fought me tooth and nail over required expenses and dragged the claim payment process out to nearly a year after the procedure was done. Graduate students, who don't make much money and form a valuable component to the teaching and research accomplished at UW, need a better insurance system that won't send them into further debt, cause anxiety, and eat up their time fighting the insurance company.

- 254. My first committee chair was really difficult to work with. At one point, I did not receive ANY responses to my e-mails or phone messages regarding the progress of my thesis for NINE MONTHS. That really, really put a damper on my enthusiasm and progress. I have a new advisor/chair now, and my answers in relations to my advisor/chair apply to the new advisor/chair ONLY.
- 255. Onsite requirements for each class.
- 256. I wish all graduate courses were online instead of compressed video. I can do online where I am (which can be Boston, MA like right now) whereas with compressed video, I am site bound. We need online conferencing for classes!
- 282. My outside obligations with work, family, and a social life or desire for one.
- 283. The final paper is irrelevant to my future and is getting in the way of my graduation. There must be something more authentic for my to "defend" my knowledge and expertise. I have a 4.0 in my course work and cannot seem to finish a literature review and it is very, very frustrating.
- 284. FUNDING!!!! The main campus refuses to help do any funding for our school. Its practically a joke. How is it that the business school and the energy building get built in 6 months but it takes that long just to get the ground broken at the law school? If the law school is supposed to help the state of Wyoming in becoming an alternative energy leader, why is there no support for the people who will be working the law aspect of it? And why do I see BP and Anadarko give millions of dollars to our campus, and none of it comes to us? If the university wants to bolster the graduate programs, the law school is a great way to start. Start giving us some of the funding that is supposed to benefit the entire university.
- 285. Lack of depth/turnover among finance faculty. Paupacy of econometrics classes. Poor coordination of required background classes/knowledge/skills in statistics/math and the graduate coursework.
- 286. Geographic limitations.
- 287. Masters nursing faculty are not involved in the online classes they teach. Very little facilitation or apparent interest in the success of the students.
- 288. I don't feel that the university, more specifically the graduate school creates a welcoming and helpful atmosphere to its students.
- 289. As an online student, I feel disconnected to UW campus. It is difficult to reach faculty members, and they are often too busy to respond. Some faculty members are not adjustable to problems with online and technical service. In response to a glitch I encountered with the online servers, one frustratingly told me, "No one else in class seems to be having this problem." Right now, I feel like no one on campus really cares whether or not I graduate, but I will anyway. Maybe that is just how it is with online study programs.
- 290. Sometimes work gets in the way- but other than that nothing much.
- 291. Poor teacher who does not want to teach the class. That class is dragging my GPA down. Do not offer a class if you cannot staff it.
- 292. Too many required course are offered in the outreach schools.
- 293. Outreach travel and library hours

Q 31: If you could go back in time, knowing what you know now, would you enter your graduate/professional program again?

Table 28: Q31-Enroll Again

	<i>N</i>	<i>Percentage</i>
Yes, definitely	292	65%
Yes, with reservations	126	28%
No	31	7%

Q 32: If you answered “Yes, with reservations” or “No” to Q 31, please explain your answer.

1. I'm a non-traditional student with a family and trying to do it all is about to kill me. I need the degree to get the kind of job I want, but, the stress of school and family is a lot.
2. I may enter the same (PHD) graduate program, but definitely I will choose a new adviser who is knowledgeable and responsible to students.
3. The faculty are not sufficient in my department
4. I am a bit disappointed in the timeliness of getting feedback. Sometimes it seems the grad students are a burden to faculty.
5. I love the program and the professors have been great. I am not a traditional education student and I may have chosen a different path.
7. I would do it online and not on campus
8. I have heard many stories where graduate students end up seen as 'cheap labor' for their advisors. Those stories were always a distant thought for me until I realized I was falling into that category. I now feel that my program involves way too much work for the degree offered (4 years of field work, 4 years of lab work, and writing for a Master's degree) and way too much repetition to continue learning and gaining skills. Furthermore, I feel that sexism is rampant in my program, especially with my advisor. Combined, these situations have given me a strong distaste for my program and the university.
9. It's rigorous course of study was something unexpected, even though I expected to work hard, I expected work to be easier, since my whole life I had work come easy to me.
10. I would seek out a different university and carefully screen the program before deciding to enter.
11. In my field, it is not necessary for me to complete the graduate program to do what I want to do. I am doing it to further my knowledge of the industry. I would do it again, but not with such enthusiasm.
12. After being subjected to the politics of an academic department for the past few years, I would probably enter the workforce and not focus my research toward academia.
13. My adviser was terrible.
14. My overall experience at UW is excellent. The outreach school is doing well and hopefully, academic departments will offer more complete programs online in the future. Gen X and younger need this and will demand it!
15. Personal issues, not relating to UW
16. Reservations relate to affordability and availability of similar programs in other institutions or if my program was improved in UW considering issues listed in Q# 30 above
17. If I could do it all over again, I would have spent more time looking for a good advisor at a university with a better reputation and location.
18. Would have looked at other schools more intensely, particularly the specific course work and focus of the program. Found out after several UW grad coursework that my desire to work in specific field of discipline was not supported by UW degree program.
19. Working full-time has meant sacrificing a tremendous amount of personal time for this degree. I am anxious to enjoy a free evening or weekend in the near future. However, I am pleased to have the option to pursue this degree while working and I would very likely do it again. It has made me better at my current job and I have a broader understanding of research, my professional field, and the area of study.
20. I like my field but the lack of pay and monotonous course work get old. Coursework only gets in the way of research (i.e. It's not relevant) but research is what you must produce to graduate. In addition, I know the amount of money my advisor brings in for research yet his students doing the work must purchase their own computers to do that work on. It's just ridiculous; it is no wonder why the USA is falling behind in producing engineering graduate students.
21. I may change my advisor or change to plan B if I went to UW again, if not I don't know what I would do.

22. The program is very hard and there are certain activities that I was not ready for and did not know about until I was accepted into the program.
23. I did not know at the time that my husband would get a job in another state while I am still attending graduate school.
24. Department needs to organize graduate students more and set standard expectations for all student in dept. Increasing number would be beneficial to facilitate student collaboration.
25. Since starting this program I have decided that I would prefer to pursue a career that results in spending more time outdoors and in helping people. So, there is nothing wrong with my department or program I have just decided that the career path I chose ten years ago is not the one that I would like to pursue any longer; despite that I have decided to finish my degree as I'm only one year out from graduating.
26. Perhaps I would go to a school that committed full funding to me from the start.
27. Time to degree
28. I didn't know how graduate students would be treated on campus. I also was promised more funding assistance for research that my advisor hasn't delivered on. I am totally on my own for this.
29. Do not feel that UW provides effective teacher training through outreach and that we are limited in class choices and information. My academic profile does not even show up on WyoWeb.
30. I fell into the grad program here at the university because of life circumstances; had things been different, I might have chosen to try a grad program at a university different than that where I got my undergrad degree.
31. It's hard and time consuming...but if it wasn't, I would not feel I was getting my monies worth. When it is done I will be glad and also fulfilled.
32. Overall, I value this experience highly and have few regrets but I certainly would have enjoyed more colleagues in which to learn from and a department that shows a higher appreciation for all areas of research and learning.
33. Yes, absolutely, but I would be at a different school.
34. Check out the schedule for the MSW program this semester, along with faculty and accreditation standards (we don't meet them), the turnover rate of faculty in last three years, or just read the instructor surveys from last semester... We have taken our concerns to student affairs, it has done nothing but caused a great rift between faculty and students. Please help, I'm almost finished, but prevent the future students from experiencing education at it's worst!
35. I would go into a more established program.
36. The school is almost too liberal, I do not feel comfortable expressing my more conservative views without being harassed and insulted.
37. I would have liked the option for a Healthcare Administration degree or a medical focus to my Public Administration degree.
38. It is very hard to juggle working full time, family life and school. I wonder if it is really worth it??
39. This program is supposed to be Outreach. I strongly dislike having to travel to Laramie for class. I think that you treat the Outreach students like shit. We always have to call to have classrooms unlocked. At night, we get locked out of the building. The bathroom lights are so dim on nights and weekends that it is hard to see. We are put in some of the worst, most cramped classrooms even when we are on the main campus. We pay extra fees to go through the Outreach School yet we are the ugly stepchildren.
40. My department has not treated graduate students fairly. There is much disagreement among the faculty about how the program should be run, and the students pay the price for this. I would NEVER choose this department again.
42. I have only just started my program but I think I would have looked for a university closer to where I lived - near friends and family (and in warm weather) or perhaps have not joined a program at all. But this feeling might change.
44. There were some moments at the beginning of the program when I felt that credits weren't transferred fairly & that caused a lot of stress. The issue has since been worked out.

45. I do not find the faculty in the program to be very supportive of my development, and I find that there are just some things lacking in the program that I would prefer to have present (such as a larger variety of courses available more frequently).
46. I would most likely train in the same field, but I would certainly not attend UW to do so and would not advise anyone else to pursue graduate study at UW either. I was actively blocked from the primary research resources available for several years, and continued to be without any systematic access to lab space for the duration of my time at UW. I hobbled together data collection here and there as openings or opportunity arose from various rooms and spaces when they were not in use. This makes it extremely difficult to conduct publishable research. I also feel greatly mistreated by my former advisor and had little of a support system from the rest of the faculty in the department who were largely complacent with my former advisors poor behavior and indifferent to my educational and career goals. I also feel that I learned little to nothing with respect to technical/statically/analytical skills from faculty, course work, or in any structured lab training. Here again, I was left to primarily fend for myself. Although I learned and enjoyed the course work and material, and learned much of theory and specific research subject matter from these courses, practically everything I learned with respect to technical, statistical, and analytical knowledge was independent of these resources. Above all else, in my experience at UW at least, there are many systemic practices as well as cantankerous advisors and indifferent faculty and administrators that allow for the formation and preservation of working and learning conditions that are hostile and intimidating to graduate students. Given that graduate student productivity is largely the engine that drives the research funding and prestige of the university, you would think that UW would take greater steps to protect, grow, and develop this vital resource. It is largely for this reason that if I could do it all over again, I would not attend UW and would not recommend anyone else to do so either.
47. Personal reasons brought me to Laramie, reasons that fell through, so if I were to apply to graduate school again, it is likely that I would attend a different university.
48. I would have to see how it turns out- it hasn't started very well but there's still time for it to improve
49. If I were to do it again, I'd like to start before I turned 50.
50. I would probably go to another institution with a more competent administration, a more supportive advisor, and higher quality coursework.
51. I would make sure they have the requisite course work and especially support for the clinical direction they claimed they had
52. I would probably enter the program again, simply because it seems necessary for my field. However, I wouldn't start right after finishing my undergraduate degree, because I am so burnt out I don't really care anymore.
53. I did not pick my committee chair. He ignores me...5 contacts in 2 years...and no response to REPEATED attempts on my part: phone calls, emails, etc. I have had 4 advisors and 3 committee chairs. This is a crock. But I WILL finish my dissertation, and then I will stand up and name names.
54. I have missed time with family over the last 3 years that I will not get back. I have to believe it was worth it.
55. Would have taken a year off first
56. I did not realize the commitment involved.
57. Would make sure there was a definite program of study from day one.
58. Would get an advisor that is willing to work with someone who is a non-traditional student and understand their needs.
59. I would probably choose to complete a master's degree at UW and get a Ph.D. elsewhere rather than going directly from a B.A. to a Ph.D. at UW. Nothing against UW--it simply would have been nice to be exposed to another school of thought.
60. The biggest reason I picked UW Law was the access to an extensive network of Wyoming attorneys. I will stay and practice in Wyoming, but knowing what I know now, I would have taken my chances and accepted the extra burden of trying to get a Wyoming job from an out of state school. This is a third tier law school that costs as much as the two second tier law schools in our region - the University of New Mexico and the University of Montana. I could have attended either of those schools. New Mexico is especially important because that university has an updated facility already, a large faculty, several law reviews, and room for

students to specialize in their areas of interest. I also would also reconsider UW because the job market in Laramie is slim and wages are weak for my partner who relocated here with me and was supposed to support me throughout law school. He has since had to take work in nearby Colorado, leaving me abandoned here when I need him the most. He is, however, able to contribute money, whereas last year, my student loans supported both of us while he worked for low wages in Laramie. I am not the only law student whose partners have left us here in Laramie while the partners have gone elsewhere for work and just send us money. I will further add - although I knew this before choosing UW - that the law school facility is low class. Even the wonderful future new wing lacks windows - the new architecture on the main campus has great windows! Natural light would add to the experience since we are inside all the time and depression is easy to come by. Actual light leads conceptually to enlightenment, and I am disappointed the law school - a think tank of great legal minds - didn't think to add windows during this terrific opportunity to remodel the building. And finally, the health insurance available to students through the university is a terrible product. I hoped to cancel my private insurance when I returned to school - but the product available through UW is so bad (a cap of only \$20K per hospitalization!) that I am unable to safely cancel my private coverage. Sadly, student loan calculations do not factor in health care, and I have to borrow extra.

61. I don't enjoy the process of research as much as I thought I would. But perhaps it will be worth it in the end.
62. It has been difficult due to continuing employment, family, etc.
63. I would have earned only one M.A. before applying for the Ph.D program
64. I find that the College of Law is conducted in an amazingly unprofessional manner. Students dress and otherwise conduct themselves in a manner that does nothing but undermine the notion that this is a professional institution.
65. Again, I would be more inclined to chose a masters program without the thesis/plan B requirement and have it a course based final component.
66. After a year of graduate school I have decided I do not like the field I entered. Another field may have been a better choice. I do not like research nor writing a thesis so I should not have started in the first place.
67. I'm not sure if the program I'm in is what I want to continue with, the discipline I know and love, and the program will help me within that...I just have to develop the needed skills.
68. The anthropology department was going through growing pains, planning for and then moving into the new building when I started. The move to the new building left us students with an unenthused, tense faculty.
69. This is a tough one for me - I think that there are a variety of ways in which UW does a good job and I have enjoyed my courses so far, but the demographics of Wyoming in general means that an Outreach course may have more Laramie based or traditional students than one would expect in an Outreach or remote delivery program. This can create a situation where the instructor is validated in not taking the intensive weekends on the road. For somebody that isn't based in Laramie and thought that the point of Outreach was to deliver education to the unwashed masses in the rest of the state, the pilgrimage to Laramie can be a bit tedious and aggravating - even in small things like finding a place to park. If I wanted or could manage an on-campus program, I wouldn't have signed up for Outreach. Additionally, for some strange reason, UW doesn't want to send me a bill before the Outreach staff starts sending me threatening letters demanding payment. The payment mechanism for credit cards and how the info gets reported back to me are a bit obtuse and don't engender much faith in the underlying process.
70. I entered the program with the understanding that committee chairs will often identify current research projects that may apply to a student's interest and help involve them that way. I feel like I have done nothing but fight to design my own, which is not what I wanted to do. I feel like my desires are not understood no matter how many times I explain them and I often feel like I'm going at this blindly. This could be in part because of my lack of definition entering the program, but I haven't had appropriate questions by my advisor to help guide and refine my broad interest.
71. I would ask for a better advisor who was interested in my program and me.
72. Again, I have to take classes that do not relate to my field. They are aimed more towards other types of education doctoral students. My degree will read something like PhD in Education in Curriculum and Instruction with an emphasis in blah. The fact that it's not a PhD in blah may hurt my chances of gaining employment in certain departments. Because blah is far down on the list, it doesn't seem that was the emphasis of my degree.

73. Sometimes, I thought the educating methods of graduate course were not very good for the development of graduate students
74. I should have waited to go to graduate school until my children were older. Having to choose between being a good parent and being a good student does not allow me to be outstanding at either. I will be extremely happy when I am able to support their university studies, but I often wonder what I've missed out on and if it has been worth it.
75. I was disappointed with the professors and courses in my program. Although I enjoy the teaching responsibilities and the opportunity a TA position allows me, I have been disappointed by the quality and lack of variety of classes in my program, and I am also disappointed that many of my cohort are not interested in organizing and supporting the program.
76. Before you go to this university, find out what construction projects they have planned-it has been ongoing for about 10 years. Maybe my grandkids will be able to enjoy an educational atmosphere without the constant construction. Thanks for raising tuition 3 years in a row.
77. The questionnaire is too long, I really don't have enough time to go through all of them.
78. I had reservations the first time I came, that wouldn't change. Especially after my experiences with a certain professor, if anything I would be more encouraged not to come by her.
79. I would switch programs
80. I have not enjoyed the research aspect of my graduate studies. I think it is just not something that I take interest in. However, I have greatly enjoyed my course work/classes and would be willing to take more of them.
82. Level and amount of feedback from staff. I am two years in, no committee is in place, I have no degree plan, and really no true sense of direction of where to go. I have not been told what masters classes will be accepted, I feel like I have been left to flounder and stumble through the course work on my own.
83. No, because I would probably do more research about the department and apply to a different school. However, I would probably enter a similar graduate/professional program.
84. I have a broad range of interests and this area of study is specialized that I am missing though other areas.
85. I would have looked seriously into other related fields such as counseling or psychology.
86. My advisor funded his way out of my original department midway through my graduate studies I needed to capitalize on his enthusiasm within the discipline prior to this permanently taking place, and finish then.
87. There are a lot of other things I could be happy doing
88. Being a lawyer sucks. It sucks the very soul from your bone, and your dreams are constantly haunted by what you should or could have done. It's my understanding that this happens everywhere. But I am drawn to it.
89. I would have considered my options more in depth and considered the amount of work that is involved in what I have chosen to do.
90. I'm having a hard time finding enough hours in the day to be all things to all people. My reservation revolves around having to work full-time as well as attend graduate school. If I were to do it again I'd try to be in a better place financially so I could either not work or work only part-time.
91. I would be more explicit in my requirements for my advisor and get a clearer picture of his requirements for me
92. The amount of time commitment per class and the work is wearing, and feeling constantly tired is not helpful
93. With my degree at the University of Wyoming there isn't enough focus on the core objectives of my degree. I am in a program that focuses on Counseling rather than Student Affairs. I would like more options with classes and internship regarding Student Affairs, not all about counseling.
94. Stress, maintaining family, work and school
95. The faculty is highly divided and fractionalized with excessive in-fighting. Out of a faculty, I consider 3 to be exceptional, 2 to be good, and the remainder poor and would never voluntarily take a class from again. The classroom environment is confusing and disorganized. In 90% of the classes it is a "teach yourself" mentality. The majority of the students learn all the relevant material from commercial supplements available for \$30.00 on amazon.com.

96. I had a really bad experience during the first year of graduate school which showed that it didn't matter how hard I worked and what accomplished but the ability to please faculty members was what counted a lot. Also the selection for the staying in program was unfair.
97. I would but I think I would do it under another advisor who could provide me with more assistance and help throughout the process. I don't feel as though I am getting the full graduate school experience.
98. I'm just getting started and the expectations are unclear for the internship and what we have to do for paperwork for it.
99. At this university, there is little support between departments, and very little support to new teachers. This could be fixed with little effort, but no one is interested in doing so.
100. I would look at a different specialization, the one I chose was based on previous courses taken.
101. Again, the required classes are taking me back in time to undergraduate. I have not opened a required graduate textbook because an undergraduate textbook suffices for ALL of the required classes. Like I said, there are classes that are not required that I personally think should be required as they push limits of understanding and increase the overall experience of the graduate program.
102. I would take more time to consider what I wanted to research or what fields I want to pursue before entering graduate studies again. Knowing what I know now, I don't think I was ready to begin my graduate studies when I did, and I was unprepared for my graduate program.
103. I am looking for Ph. D. course in tourism after completing my MS in Interdisciplinary Studies. I am not sure whether I will get that on time.
104. I'm reserved, because skill and experience can get me where I want to get, just as much as a degree
105. Like I said, most of my classes are a waste of my time. If I could have, I would have waited for my program to finish being developed. (it is a new program in the process of being developed right now)
106. Not necessarily because of UW, but just the nature of our program, it's very intensive, lasting two years. It's just a lot of work.
107. The EMBA program sucks. Teachers don't teach, either because they do not care or don't have anything beyond the book to share. The classes need real video lectures and not just the power point the textbook publisher put together. I wanted to take this program because I wanted to start a business in WY were I am from. I thought I would learn how to do that, but instead have learned how to write lengthy papers on nothing and take tests quickly.
108. I've been very pleased with my experience at UW.
109. Had heard many good things about program at UW...but that must have been many years ago. Not challenging and many of the activities we were required to do were not rigorous or relevant.
110. I changed jobs and needed to get a degree to continue to teach in my new field.
111. I was ambivalent about my course of study to begin with. My feelings about it now have less to do with UW and more to do with law school in general--just not sure this is the right path for me. That being said, I think a quality education can be had at UW for a bargain price. How the reputation of the school would play out in trying to get a job outside of Wyoming, however, is potentially problematic.
113. I sometimes question whether I am in exactly the right discipline, because I don't always like my classes, and they're harder than I expected, but I enjoy my research, and how it pertains to the field.
114. I would rethink the areas of challenge for me.
115. I would try to have a specific thesis project in mind and would make sure that I my health would support the effort required.
116. Possibly would have chosen another university with a department that specializes in an area of study in which very few classes are offered here. May have given the job market a 6 month try by applying for jobs following completion of my master's degree.
117. I would like to know more of what I'm getting myself into with grad school. I had no idea coming in what all my options were with an education masters and what the differences were between all the programs namely

Plan A, Plan B, how much flexibility I would have to individualize my program, and how each could relate to my current career.

118. My skills aren't well matched to the subject material.
119. I probably would have gone somewhere else if I would have known the department I was going to join was falling apart at the seams, and that they would be of no use to me. I realize the faculty all have life issues too, but I have asked little and received nothing. If they cannot invest time in the students, then maybe they should not admit so many into the program. If they cannot handle the load they have, then maybe they should restructure. It is unethical to admit tons of students and then let them flounder about on their own for several years, in my opinion.
120. I would choose an area of study based on the potential for employment and would not consider an area of study for it's personal appeal to me.
122. After three years of UWmath, hindsight makes it clear that the classes were shallow. Profs in UWmath are too wrapped up in themselves to really teach graduate level math. The evidence is in the homeworks that are returned long after the feedback is meaningful. The in-class exams that rarely happen. The take-home test that gets revised five times because it did not make sense. All of the evidence is objective. There is much more. The most damning: When too few graduate students were graduating in a timely manner, the department did not pull up its bootstraps and get tough, the department reduced the number of qualifying exams that have to be passed from 3 to 2. The requirement on false rigor went down! I also cannot build my dissertation with UWmath sand. Whether I find bricks to work with depends upon whether the UW teaches UWmath a lesson on discipline. Good luck! In question 31, I check 'Yes, with reservations' because the department does not seem to respect the undergraduate students, especially the students in Calc II and below. Before I started challenging people on it, it was common for teachers and graduates students to publicly poke fun at inept undergrads. The computerized homework grading has reduced the challenge of a math problem to the triviality of a sophisticated slot machine. The culture of UWmath looks down on undergrads. That is unforgivable. That is why I would consider leaving UW.
123. Area of focus in the graduate program is very limited.
124. I am contemplating taking a job abroad next year and am worried I may not be able to complete the program's onsite requirements during the fall and spring semesters.
125. I would like to see an interview with my committee instead of a literature review. The literature review seems to be pointless and the requirements need to be redesigned to meet the needs of the graduates in this program.
126. Possible job market decrease when I graduate
127. I would look into getting the math & stats skill necessary to succeed in economics and finance before entering any program.
128. Because the department I am in is so small and relatively limited in resources and range of study, I have found that my advisors are not completely equipped to deal with the needs and issues of my study. Also, while I understand the graduate schools policy for requiring a person to complete their masters in 6 years, I believe that if there is a significant change in the course of study- like completely changing departments and starting over with a new study, that there should be some time allowances made for the new course work that needs to be done to complete the new study.
129. Yes with reservations, or I am not sure that I would try this again. I would have preferred a face to face experience, but would have had to move to do it. I am almost done and I still do not feel connected with UW. I have a vast thirst for knowledge, but my options in WY were very limited. Knowing what I know now, I would prefer more of a personal experience. I don't like feeling like an outsider.
130. I wish I would have done this early in my life. It was difficult doing classes and working full time. If I had been young I may have taken more than 2 years so I could take only one class a semester.
131. The biggest complaint I have about my graduate program is the fact that most of my classes are taught through the Outreach School. I don't have a problem with people from other towns wanting a degree from the University of Wyoming. I do have a problem when the majority of students are in Laramie and we all have to go to Casper or Cheyenne for class. I think that all classes should be held in Laramie. That is why I live in this town- for the opportunity to go to school. If other people want that opportunity- for a degree from the University of Wyoming- they should be willing to drive to classes here in Laramie.

Q 33: What department or program are you enrolled in?

College of Agriculture

Agriculture & Applied Econ (3)
Animal & Veterinary Science (10)
Family & Consumer Sciences (3)
Molecular Biology (3)
Plant Sciences (2)
Renewable Resources (6)

College of Arts & Sciences

American Studies (5)
Anthropology (13)
English/Creative Writing (9)
Botany (4)
Chemistry (5)
Communication & Journalism (7)
Geography (8)
Geology/Geophysics (7)
History (1)
Interdisciplinary Studies (1)
International Studies (3)
Mathematics (6)
Modern Languages (3)
Music (2)
Philosophy (3)
Physics & Astronomy (2)
Political Science (7)
Psychology (10)
Public Administration (12)
Sociology (3)
Statistics (2)
Zoology & Physiology (12)

College of Business

College of Business (1)
Accounting (5)
Economics & Finance (8)
MBA/Executive MBA (10)

College of Education

Adult Learning & Technology (26)
Counselor Education (16)
Curriculum & Instruction (13)
Education (10)
Education Leadership (9)
Elementary/Early Childhood Ed (1)
Principal Preparation (5)
Secondary Ed (1)
SMTC (3)
Special Education (9)

College of Engineering

Chemical & Petroleum (6)
Civil & Architectural (9)
Computer Science (3)
Electrical (5)
Environmental (1)
Mechanical (11)

College of Health Sciences

- Communication Disorders/Speech Pathology (6)
- Kinesiology & Health (6)
- Nursing (MSN/FNP) (22)
- Social Work (7)

Other

- Environment and Natural Resources (4)
- Law (30)
- Molecular Life Sciences (4)
- Natural Science (1)
- Neuroscience (2)
- Pharmacy (35)
- Program in Ecology (4)

Q 34: The degree that I will earn is:

Table 29: Q34-Degree Earning

<i>Degree Type</i>	<i>N</i>	<i>Percentage</i>
Master's degree (MA, MS, MAT, MST)	174	39%
Ph D	122	28%
Professional Master's degree (MSW, MBA, MFA, MPA)	41	9%
Pharm D	33	8%
JD	24	8%
Ed S or Ed D	24	5%
Other	12	3%

Other responses:

1. EMBA
2. Post graduate certificate
3. Endorsement
4. Principal Certification
5. Post masters certification
6. Endorsement
7. MSN
8. Principal Endorsement
9. MP: Masters in Planning
10. eMBA
11. Certificate
12. Endorsement in Educational Administration

Q 35: My first semester in graduate/professional school at UW was:

Table 30: Q35-Semester Began

<i>Semester</i>	<i>N</i>	<i>Percentage</i>
Before Fall 05	53	13%
Fall 05	30	8%
Spring 06	11	3%
Summer/Fall 06	50	13%
Spring 07	17	4%
Summer/Fall 07	106	27%
Spring 08	14	4%
Summer/Fall 08	115	29%

Q 36: I expect to graduate in:

Table 31: Q36-Year Expected to Graduate

<i>Year</i>	<i>N</i>	<i>Percentage</i>
2008	37	9%
2009	160	38%
2010	118	28%
2011	58	14%
2012	32	8%
2013 or beyond	8	2%
Don't know/unsure/other	7	2%

Q 37: Please indicate whether you are a part-time or full-time student.

Table 32: Q37-Enrollment Status

	<i>N</i>	<i>Percentage</i>
Full-time	314	72%
Part-time	125	28%

Q38: Are you an outreach student?

Table 33: Q38-Outreach Student

	<i>N</i>	<i>Percentage</i>
No	313	72%
Yes	106	24%
Don't know	18	4%

Q 39: Are you an international student?

Table 34: Q39-International Student

	<i>N</i>	<i>Percentage</i>
No	399	90%
Yes	42	10%

Q 40: What is your primary goal upon completion of your degree program?

Table 35: Q40-Goal After Graduation

	<i>N</i>	<i>Percentage</i>
Continued or new employment	338	78%
Continued graduate studies in the same field	46	11%
Continued graduate studies in a different field	10	2%
Service work/volunteerism (e.g. AmeriCorps, Peace Corps, Teach for America, NGO, etc.)	5	1%
Other	36	8%

Other responses:

1. Work work work work work.....
2. Teach
3. Post graduate fellowship
4. Get back my life.
5. Not have to work full time
6. Depends on the economy and job market in 2010
7. Farming/Agriculture
8. Post doctoral appointment
9. Possibly teaching after practicing for a couple of years
10. Veterinary school
11. Continued employment, continued grad studies in the same field (Ph D)
12. Possible residency
13. Internship
14. I plan on working a lot. Hopefully making a lot of money too. Peace Corp? Really?
15. Relaxation and a general sense of happiness
16. Housewife/freelance translator
17. Residency
18. Not sure, either continued education or work
19. Unsure
20. Employment and continued graduate studies in different field
21. Work
22. Not sure
23. Supplement retirement as a consultant
24. Apply for assistant professor position
25. Employment within field with plans to pursue grad. program in another field after some recovery time.
26. May go on for PhD under new person or may find job
27. Find a job where I can use my education and athletic background
28. Finding a job

29. Continue to a post-doctorate
30. Residency
31. Get a job?
32. Both continued or new employment; and further graduate studies in the field
33. Not sure
34. Work as a social worker - working towards LCSW licensing
35. Write, do research, maybe employment
36. Employment as a principal, then 3-5 years start an Ed D

Q 41: If your goal upon graduation is employment, what sector of the economy is your most preferred career choice?

Table 36: Q41-Preferred Employment Sector

	<i>N</i>	<i>Percentage</i>
Post secondary or higher education	126	31%
For-profit business or private industry	99	25%
Government	61	15%
Primary or secondary education (pre-k through high school)	43	11%
Non-profit	28	7%
Self-employment, consulting, or freelance work	23	6%
Other	24	6%

Other responses:

1. State gov or non-profit research
2. Food service, perhaps waiting tables.
3. Public accounting
4. Academia
5. NGO and minority community
6. Chain pharmacy
7. Government or private industry, depending again on the economy in 2010
8. Faculty or industry
9. Hospital
10. I would prefer not to work.
11. Not sure wherever the job is that I think I will enjoy
12. Postdoctoral research at a university
13. Health care
14. Unknown
15. Tribal college or work on reservation in New Mexico or AZ
16. Professor
17. Don't know
18. State government - higher education
19. Health-care
20. Hospital or community pharmacy
21. Either in public education or a clinic/hospital setting
22. Retail pharmacy

Q 42: What is your gender?

Table 37: Q42-Gender

	<i>N</i>	<i>Percentage</i>
Female	255	58%
Male	170	39%
Decline to answer	14	3%

Q 43: What is your race?

Table 38: Q43-Race

	<i>N</i>	<i>Percentage</i>
White (non-Hispanic)	349	80%
Asian, Asian-American, Asian-Canadian, or Pacific Islander	27	6%
Multiracial	11	3%
Hispanic or Latino	8	2%
Black, African-American, or African-Canadian	7	2%
American Indian or Native Alaskan	3	1%
Other	5	1%
Decline to answer	28	6%