



STUDENT SERVICES FEE SURVEY 2016

The University of Arizona (UA) Student Services Fee (SSF) Board allocates approximately \$3 million each year to departments in the Division of Student Affairs, Enrollment Management, and Academic Initiatives, Student Success. The goal of the 2016 SSF Survey was to receive undergraduate and graduate student opinion to assist in the prioritization of services that should be considered for fee funding 2017-2018.

The Survey

The online SSF Survey was administered in October 2016 to all UA students (see Appendix A). An invitation email with an incentive prize drawing was sent to all 41,389 enrolled students and 5,691 responses were obtained for an overall response rate of 13.8%. Table 1 describes the demographic characteristics of the survey respondents as compared to the Fall 2016 UA student population.

Table 1. Respondent demographics compared to Fall 2016 UA student population*

		<u>Percent**</u>	
		Survey Respondents N=5,691	Fall 2016 UA Students N=41,389
Gender	Female	64%	51%
	Male	32%	49%
	Trans+	2%	–
	Prefer not to respond	3%	–
Race/Ethnicity	African American/Black	3%	5%
	Asian American/Pacific Islander	14%	6%
	Hispanic/Latino	21%	23%
	Multiracial	8%	4%
	Middle Eastern	2%	--
	Native American/American Indian	2%	2%
	White	45%	51%
	Prefer not to respond / Unknown	5%	9%

Table 1 (continued)

		Percent**	
		Survey Respondents N=5,691	Fall 2016 UA Students N=41,389
Class Level	Undergraduate	76%	80%
	Graduate/professional student	23%	20%
Enrollment Status	Full-time	95%	87%
	Part-time	5%	13%
Current Residence	Living at home with family	12%	–
	Residence hall	18%	17%
	Fraternity/sorority housing	2%	–
	Off-campus housing	68%	–

Sources:

Student Services Fee Survey 2016, Fall 2016 Census UA Student Population

*Given the survey's response rate of 13.8%, a 2% margin of error (with 95% confidence), and the comparability between the major comparison areas highlighted in this table, the Student Services Fee 2016 results can be considered reasonably representative of the UA student population as a whole

**Trans+ is a broad encompassing term representing students who are transmen, transwomen, genderqueer, and gender non-conforming

***Column percentages for each demographic might not sum to 100% due to rounding

Overall Support for Initiatives

UA students were asked to rate 26 potential funding initiatives to gauge their level of support for each initiative. Students were asked to indicate their level of agreement for each initiative on a five-point scale of “strongly disagree” to “strongly agree.” Eight priorities emerged as having strong funding support by the vast majority of all students. Three-quarters of all respondents, or 75%, or more indicated they “strongly agree” or “agree” with the following priorities: expanded career-related preparation opportunities (85%), academic support services (85%), on-campus job opportunities (84%), access to scholarships and financial aid information (83%), career counseling within specific academic areas (80%), career-based experiential learning and internship opportunities (80%), health and wellness programs and initiatives (77%), and campus safety and security enhancements (75%).

About two-thirds or approximately 60% to 74% of all students indicated support for ten initiatives while six initiatives received support from approximately half or about 45-60% of the respondents. One initiative received support from only one-third of the respondents. Figure 1 outlines the initiatives that fell into these categories and highlights each initiative's strength of support by students.

Figure 1. Student support of funding initiatives*

Three-quarters of Students Support:

- Expanded career-related preparation opportunities (85%)
- Academic support services (including tutoring, supplemental instruction, and educational planning) that teach the skills needed to be a successful student (85%)
- On-campus job opportunities (84%)
- Access to scholarships and financial aid information (83%)
- Career counseling within specific academic areas (80%)
- Career-based experiential learning and internship opportunities (80%)
- Health and wellness programs and initiatives (77%)
- Campus safety/security enhancements (75%)

**Support is defined as the percentage of students who indicated they “strongly agree” or “agree” with a particular funding initiative*

Two-thirds of Students Support:

- Professional mentoring programs (73%)
- Free legal advice to students (69%)
- Student retention and success programs to transition students to university life, improve academic outcomes, & develop skills (68%)
- Sustainability projects and initiatives (67%)
- Funding for graduate student academic travel, presentations, and professional development (67%)
- Leadership training for student workers who have jobs providing direct services to fellow students (64%)
- Access to alumni for career advice and mentoring (63%)
- Supporting specific campus populations (61%)

Half of Students Support:

- Leadership development opportunities and programs (60%)
- Online learning tools and options (59%)
- Outside of the classroom faculty-student interaction programs (54%)
- Childcare initiatives and programs (54%)
- Opportunities to engage in fine arts activities outside of the classroom (53%)
- Student-run news and media organizations (50%)
- Peer mentoring training (48%)
- Social justice programs (44%)

One-third of Students Support:

- Expanding film & speaker options in the Gallagher Theater (38%)

Support for General vs. Specific Initiatives

Figure 2 below outlines students' support for general funding initiatives versus specific funding initiatives.

Figure 2. Student support of general and specific funding initiatives*

Student Support of General Initiatives	Student Support of Specific Initiatives
<ul style="list-style-type: none">• Academic support services (including tutoring, supplemental instruction, and educational planning) that teach the skills needed to be a successful student (85%)• Expanded career-related preparation opportunities (85%)• On-campus job opportunities (84%)• Access to scholarships and financial aid information (83%)• Career counseling within specific academic areas (80%)• Health and wellness programs and initiatives (77%)• Campus safety/security enhancements (75%)• Student retention and success programs to transition students to university life, improve academic standing, and develop new skills (68%)• Access to alumni for career advice and mentoring (63%)• Supporting specific campus populations (61%)• Leadership development opportunities and programs (60%)• Online learning tools and options (59%)• Outside of the classroom faculty-student interaction programs (54%)• Opportunities to engage in fine arts activities outside of the classroom (53%)	<ul style="list-style-type: none">• Career-based experiential learning and internship opportunities (80%)• Professional mentoring programs (73%)• Free legal advice to students (69%)• Sustainability projects and initiatives (67%)• Funding for graduate student academic travel, presentations, and professional development (67%)• Leadership training for student workers who have jobs providing direct services to fellow students (64%)• Transfer and readmitted student orientation and support services (55%)• Providing childcare initiatives and programs (54%)• Student-run news and media organizations (50%)• Peer mentoring training (48%)• Social justice programs (44%)• Expanding film and speaker options in the Gallagher Theater (38%)

*Support is defined as the percentage of students who indicated they “strongly agree” or “agree” with a particular funding initiative

Follow-up Findings

Follow-up questions regarding two funding initiatives were asked in an effort to gather more specific information for each item. The two funding initiatives were (1) support for specific campus populations and (2) expansion of fine arts opportunities outside of the classroom. The responses to the follow-up questions can be found in Appendix B. Lastly, an open-ended question was included on the survey to capture any programs or services that students did not see on the survey but felt should be given SSF funding priority in the future (see Appendix C).

Differences between Groups

Student support of the 26 potential funding initiatives was examined based on the demographics of class level and race/ethnicity. For these analyses, class level comparisons examined differences between undergraduate students and graduate/professional students while race/ethnicity comparisons examined differences between underrepresented minority students and non-underrepresented minority students. Students who responded “Prefer not to respond” to race/ethnicity were excluded from the analysis.

Figure 3 outlines the top five initiatives for undergraduate students as compared to graduate students and Figure 4 outlines the top five initiatives for underrepresented students as compared to white students.

Figure 3. Class academic standing support of funding initiatives*

Top 5 Initiatives for Undergraduate Students:	Top 5 Initiatives for Graduate Students:
<ul style="list-style-type: none">• Academic support services (including tutoring, supplemental instruction, and educational planning) that teach the skills needed to be a successful student (88%)• Expanded career-related opportunities (87%)• On-campus job opportunities (86%)• Access to scholarships and financial aid information (84%)• Career-based experiential learning and internship opportunities (83%)	<ul style="list-style-type: none">• Funding for graduate student academic travel, presentations, and professional development (88%)• Expanded career-related opportunities (80%)• Access to scholarships and financial aid information (78%)• Academic support services (including tutoring, supplemental instruction, and educational planning) that teach the skills needed to be a successful student (78%)• On-campus job opportunities (76%)

*Support is defined as the percentage of students who indicated they “strongly agree” or “agree” with a funding initiative; Undergraduate N=4,074, Graduate N=1,280

Figure 4. Race/Ethnicity support of funding initiatives*

Top 5 Initiatives for Underrepresented Minority Students:	Top 5 Initiatives for Non-Underrepresented Minority Students:
<ul style="list-style-type: none"> • Academic support services (including tutoring, supplemental instruction, and educational planning) that teach the skills needed to be a successful student (88%) • On Campus jobs opportunities (86%) • Expanded career-related preparation opportunities (85%) • Access to scholarships and financial aid information (84%) • Career-based experiential learning and internship opportunities (81%) 	<ul style="list-style-type: none"> • Expanded career-related preparation opportunities (86%) • Academic support services (including tutoring, supplemental instruction, and educational planning) that teach the skills needed to be a successful student (85%) • On Campus jobs opportunities (82%) • Career counseling within specific academic areas (82%) • Access to scholarships and financial aid information (81%)

*Support is defined as the percentage of students who indicated they “strongly agree” or “agree” with a funding initiative
 **Underrepresented minority students (N=2,604) includes race/ethnicities: African American or Black, Asian American or Asian, Hispanic or Latino, Native American or American Indian, Middle Eastern, Multiracial, Pacific Islander; Non-Underrepresented Minority students (N=2,400) includes white students.

Summary and Things to Consider

A number of initiatives are supported by a strong majority of students and could be reasonably selected as priority funding areas. However, not all students share the same priorities for Student Services Fee use.

Where support is still evident among a smaller majority of students, consideration should be given to differences between undergraduates and graduate students and between minority and non-minority students, as they sometimes expressed different priorities.

Institutional interests for balancing the desires of the majority with those of important minority groups may warrant inclusion of some initiatives as priorities despite the raw percentage of supporters overall.

Appendix A: Student Services Fee Survey 2016

Student Services Fee Survey

Student Services Fee allocates approximately \$3 million each year to departments in the Student Affairs, Enrollment Management, Academic Initiatives, and Student Success Division. We want to know what types of programs and services you think should receive funding priority for 2017- 2018.

All responses to this survey will remain confidential. Once you complete the survey, you can enter a drawing to win one of five \$50 gift certificates to the UA Student Union Memorial Center.

Thank you for your participation!

Please indicate your level of agreement with the following:

Student Services Fee funding priority should be given to...

IMPORTANT: Examples provided for the priorities listed below are NOT complete listings of all programs/services that could be funded

Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Agree

- Outside of the classroom faculty-student interaction programs (e.g. course-related activities such as film screenings, performances, meals with topical discussions)
- Funding for graduate student academic travel, presentations, and professional development
- Access to information on scholarships and financial aid opportunities
- Orientation and support programming for transfer students and readmitted students
- Academic support services (including tutoring, supplemental instruction, and educational planning) that teach the skills needed to be a successful student
- Student retention and success programs to transition students to university life, improve academic standing, and develop new skills (i.e., leadership, connecting to campus)
- Online learning tools and options (e.g., online tutoring, podcasts, apps)
- Supporting specific campus populations (i.e., veterans, transfers, commuters, students with disabilities, women's initiatives, cultural centers, LGBTQ, non-traditional students)
- Social justice programs (e.g., 3-day social justice retreats, heritage months, speaker series)

- Personal leadership development opportunities and programs
- Campus safety/security enhancements (e.g., safety program enhancements, increased security on campus, additional security at campus events)
- Free legal advice to students
- Health and wellness programs and initiatives (e.g., healthy eating initiatives, alcohol awareness initiatives, sexual education programming).
- Providing childcare initiatives and programs (e.g., support of child-friendly events)
- Expanding film and speaker options in the Student Union Memorial Center Gallagher Theater
- Opportunities to engage in fine arts activities (e.g., dance, theater, art) outside of the classroom
- Career counseling within specific academic areas
- Mentoring programs
- Career-based experiential learning and leadership opportunities
- Career preparation opportunities (e.g., Resume review, resources for job listings, career fair, interviewing opportunities on campus)
- Access to alumni for career advice and mentoring
- On-campus job opportunities for undergraduate and graduate students
- Leadership training for student workers who have jobs providing direct services to fellow students
- Student-run news and media organizations (e.g., Daily Wildcat, Wildcat Online/Mobile, UATA Channel 3, KAMP Student Radio)
- Projects and initiatives that support sustainability

You indicated that you strongly agree or agree that funding priority should be given to supporting specific campus populations. What do you feel is the priority for funding the following special campus populations?

Essential, High Priority, Medium Priority, Low Priority, Not a Priority

- Commuter Students
- Students of color (African American, Native American, Chicano/Hispanic, Asian American students)
- LGBTQ Students (Lesbian, Gay, Bisexual, Transgender, Questioning)
- Non-traditional students (Age 25 and older)
- Students with disabilities
- Transfer students
- Veteran students
- Women

Which types of fine arts activities should be given priority funding? (Check all that apply).

- Drawing/painting
- Ceramics
- Printmaking
- Photography
- Sculpture
- Collage
- Discussions with artists
- None of the above

Are there any programs or services that you have NOT seen on this survey that you feel Student Services Fee funding priority should be given to in the future?

- Open ended textbox

With which do you identify?

- Woman
- Man
- Trans woman
- Trans man
- Genderqueer/Gender non-conforming
- An identity not listed, please specify _____
- Prefer not to respond

With which race/ethnicity do you identify?

- African American or Black
- Asian American or Asian
- Hispanic or Latino
- Native American or American Indian
- Middle Eastern
- Multiracial
- Pacific Islander
- White
- An identity not listed, please specify _____
- Prefer not to respond

What is your class academic standing?

- Freshman
- Sophomore
- Junior
- Senior
- Graduate/professional student
- Continuing education student

What is your enrollment status?

- Full-time student
- Part-time student

Which best describes where you currently live?

- Residence hall
- Off-campus housing
- Fraternity/sorority housing
- Living at home with family

Thank you for completing the UA Student Services Fee Survey. If you would like to be entered into a drawing for a chance to win one of five \$50 gift certificates to the UA Student Union Memorial Center, please provide the following information:
(Optional)

Name:

E-mail address:

Appendix B: Follow-up Findings

Support for specific campus populations

The following questions were administered to respondents who strongly agreed or agreed (N=3,683) that funding priority should be given to supporting specific campus populations:

What do you feel is the priority level for funding the following special campus populations?	Percent indicating:*				
	N=3,683				
	Essential	High priority	Medium priority	Low priority	Not a priority
Students with disabilities	46%	38%	14%	2%	1%
Students of Color	34%	35%	25%	4%	2%
Women	30%	32%	31%	4%	3%
Veterans	29%	39%	26%	4%	1%
LGBTQ	28%	32%	29%	6%	4%
Non-traditional students (age 25 and over)	17%	26%	41%	12%	4%
Transfer students	16%	25%	43%	13%	3%
Commuter students	15%	22%	41%	17%	4%

Source: Student Services Fee Survey 2016

*Row percentages might not sum to 100% due to rounding

Expansion of fine arts opportunities outside of the classroom

The following question was administered to respondents who strongly agreed or agreed (N=2,447) that funding priority should be given for opportunities to engage in fine arts activities outside of the classroom:

Which types of fine arts activities should be given priority funding? (Check all that apply)	Number responding	Percent
Photography	1,837	75%
Drawing/painting	1,633	67%
Sculpture	1,137	46%
Discussions with artists	1,129	46%
Ceramics	1,022	42%
Printmaking	896	37%
Collage	569	23%

Source: Student Services Fee Survey 2016

Appendix C: Open-ended responses

An open-ended question was included on the survey to capture any programs or services that students did not see on the survey but felt should be given SSF funding priority in the future. The narrative responses were thematically coded and frequencies were generated (N=645).

Programs/services not seen on the survey that should be given funding priority	Number responding	Percent
Student Services	236	37%
Arts & Entertainment	112	17%
Academics	83	13%
Concerns	46	7%
Scholarships & Financial Aid	43	7%
Building Maintenance	31	5%
Experiences Outside of Campus	20	4%
Transportation	18	3%
Technology	38	3%
Professional Development	18	3%

Source: Student Services Fee Survey 2016

Examples of Open-Ended Responses Categorized by Theme

Arts & Entertainment	Music, entertainment, student showcases, film, fine arts, theater
Concerns	Making some fees optional, reducing cost of fees, lower cost for parking, stabilized tuition
Building Maintenance	Renovations, new furniture, building upgrades, infrastructure updates
Transportation	Affordable parking, better bicycle services, pollution/sustainability initiatives, transportation services outside campus, improved CatTran routes
Scholarships & Financial Aid	Increased scholarships, financial support for first generation students, increased financial aid awareness, financial aid and loan counseling, additional assistantships for graduate students, subsidized conference fees, textbook services
Experiences Outside of Campus	Community engagement, travel opportunities, study abroad, conferences
Technology	Software discounts, gaming initiatives, computer lounges, better printing services, better Wi-Fi
Academics	Better laboratories, STEM related disciplines, research opportunities, graphic design program, architecture major, fine arts disciplines
Professional Development	Career counseling and hands-on experiences, support for conference presentations and preparation
Student Services	Student tutoring, writing workshops, food pantry, support services for first generation students, advising, student organizations and clubs, alcohol/drug/mental/health services, campus recreation programs and services, career preparation, international students, day care center for students with children, band, ROTC and veteran student programs, increased parking, sustainability related programs, saferide, outdoor activities, student tutoring, writing workshops, volunteering, violence prevention programs, campus museums, printing services, additional support for online students