



# Student Services Fee & UA Green Fund Survey 2017

## Student Services Fee

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 survey’s goal was to receive undergraduate and graduate student opinion to assist in the prioritization of services that should be considered for fee funding 2018-2019.

## UA Green Fund

The UA Green Fund is a unique approach to campus sustainability initiatives that allocates \$400,000 of tuition revenues each year to support projects that make the UA a more environmentally-engaged place to live, work, and learn. This year students were also asked questions pertaining to their priorities as they relate to sustainability services, programs, and initiatives.

## Survey Overview

The online survey was administered in November 2017 to currently enrolled UA students. Students received an email inviting them to participate in the survey with the option of entering a drawing for a \$50 gift certificate upon completion. A total of 6,919 students participated in the survey resulting in a 17.5% response rate.

Table 1 describes the demographic characteristics of the survey respondents as compared to the Fall 2017 UA student population.

Notes:

\*Given the survey’s response rate of 17.5%, a 2% margin of error (with 95% confidence), and the comparability between the major comparison areas highlighted in this table, the Student Services Fee and UA Green Fund 2017 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

Table 1. Respondent demographics compared to Fall 2017 UA student population\*

		Survey Respondents (N=6,919)	Fall 2017 UA Students (N=39,621)
<b>Gender</b>	Female	53%	52%
	Male	28%	48%
	Trans+	2%	–
	Prefer not to respond/unknown	17%	–
<b>Race/Ethnicity</b>	African American/Black	4%	4%
	Asian American/Pacific Islander	13%	6%
	Hispanic/Latino	22%	24%
	Multiracial	7%	4%
	Middle Eastern	2%	--
	Native American/American Indian	3%	1%
	White	45%	49%
	Prefer not to respond / Unknown	3%	2%
<b>Class</b>	Undergraduate	64%	78%
	Graduate/professional student	20%	18%
<b>Current Residence</b>	Living at home with family	11%	
	Residence hall	17%	
	Fraternity/sorority housing	2%	
	Off-campus housing	55%	

## Support for Student Services Initiatives

UA students were asked to rate 25 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 agree” to “strongly disagree.” 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:

- **Career preparation opportunities** (e.g., *Resume review, resources for job listings, career fair, interviewing opportunities on campus*) **[86%]**
- **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 for undergraduate and graduate students** **[85%]**
- **Access to information on scholarships and financial aid opportunities** **[84%]**
- **Career counseling within specific academic areas** **[82%]**
- **Career-based experiential learning and leadership opportunities** **[81%]**
- **Health and wellness programs and initiatives** (e.g., *healthy eating initiatives, alcohol awareness initiatives, sexual education programming*) **[76%]**
- **Campus safety/security enhancements** (e.g. *safety program enhancements, increased security on campus, additional security at campus events*) **[76%]**

About two-thirds or approximately 65% to 74% of all students indicated support for six initiatives, while ten initiatives received support from approximately half or about 45-64% of the respondents. One initiative received support from slightly more than 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:**

- **Career preparation opportunities** (e.g., Resume review, resources for job listings, career fair, interviewing opportunities on campus) [86%]
- **Academic support services that teach the skills needed to be a successful student** (including tutoring, supplemental instruction, and educational planning) [85%]
- **On-campus job opportunities for undergraduate and graduate students** [85%]
- **Access to information on scholarships and financial aid opportunities** [84%]
- **Career counseling within specific academic areas** [82%]
- **Career-based experiential learning and leadership opportunities** [81%]
- **Health and wellness programs and initiatives** (e.g., healthy eating initiatives, alcohol awareness initiatives, sexual education programming). [76%]
- **Campus safety/security enhancements** (e.g. safety program enhancements, increased security on campus, additional security at campus events). [76%]

**Two-thirds of Students Support:**

- **Mentoring programs** [74%]
- **Free legal advice to students** [72%]
- **Sustainability projects and initiatives** [70%]
- **Funding for graduate student academic travel, presentations, and professional development** [69%]
- **Student retention and success programs to transition students to university life, improve academic standing, & develop new skills** [69%]
- **Leadership training for student workers who have jobs providing direct services to fellow students** [65%]

**Half of Students Support:**

- **Supporting specific campus populations** [63%]
- **Personal Leadership development opportunities and programs** [62%]
- **Access to alumni for career advice and mentoring** [62%]
- **Online learning tools and options** [61%]
- **Orientation and support programming for transfer students and readmitted students** [55%]
- **Childcare initiatives and programs** [55%]
- **Outside of the classroom faculty-student interaction programs** [54%]
- **Opportunities to engage in fine arts activities outside of the classroom** [52%]
- **Student-run news and media organizations** [51%]
- **Diversity and Inclusion Programs** [51%]

**One-third of Students Support:**

- **Expanding film & speaker options in the Gallagher Theater** [37%]

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

## Student Services Fee 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.

### Support for specific campus populations

The following questions were administered to respondents who strongly agreed or agreed (N=4,322) 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=4,322				
	Essential	High priority	Medium priority	Low priority	Not a priority
Students with disabilities	48%	38%	13%	1%	1%
Students of Color	38%	35%	22%	4%	2%
Women	32%	34%	28%	4%	2%
LGBTQ	31%	33%	27%	6%	3%
Veterans	27%	38%	28%	4%	2%
Non-traditional students (age 25 and over)	17%	25%	40%	14%	3%
Commuter students	17%	21%	41%	16%	4%
Transfer students	17%	26%	42%	13%	3%

\*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=3,294) 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 funding priority? (Check all that apply)	Number responding	Percent
Photography	2,213	67%
Drawing/painting	1,989	60%
Discussions with artists	1,413	43%
Ceramics	1,395	42%
Sculpture	1,394	42%
Printmaking	1,172	36%
Collage	791	24%

\*Percent of Choices is calculated based on the total of 10,367 selections made by the 3,294 respondents solicited. Each respondent was asked to mark all activities they felt should receive funding priority

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. Responses were categorized and a summary is provided in **Appendix A**.

### Differences between groups

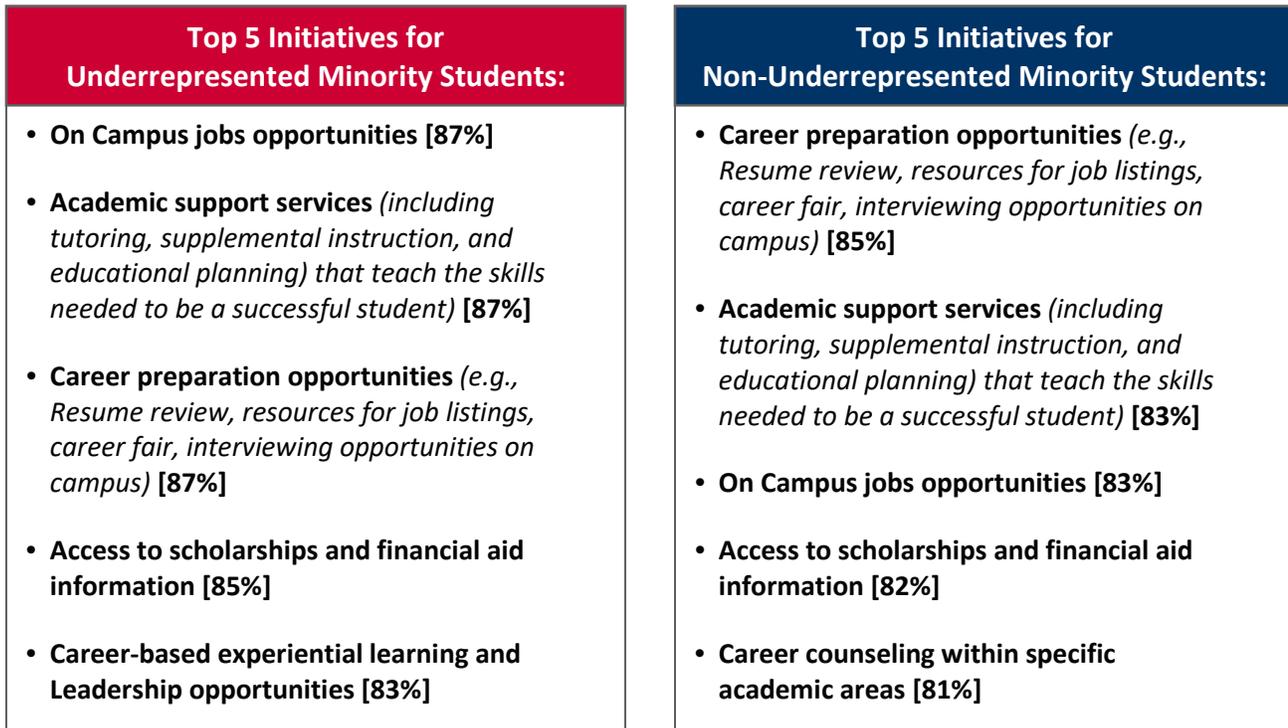
Student support of the 25 potential funding initiatives was examined based on the demographics of academic class level and race/ethnicity. For these analyses, class level comparisons examined differences between undergraduate and graduate/professional students (See Figure 2) while race/ethnicity comparisons examined differences between underrepresented minority students and non-underrepresented minority students (See Figure 3). Students who responded “Prefer not to respond” to race/ethnicity were excluded from the analysis.

**Figure 2. Academic class standing support of funding initiatives\***

Top 5 Initiatives for Undergraduate Students:	Top 5 Initiatives for Graduate/Professional Students:
<ul style="list-style-type: none"> <li>• <b>Academic support services</b> (<i>including tutoring, supplemental instruction, and educational planning</i>) that teach the skills needed to be a successful student) [88%]</li> <li>• <b>On-campus job opportunities</b> [87%]</li> <li>• <b>Career preparation opportunities</b> (<i>e.g., Resume review, resources for job listings, career fair, interviewing opportunities on campus</i>) [87%]</li> <li>• <b>Access to scholarships and financial aid information</b> [85%]</li> <li>• <b>Career counseling within specific academic areas</b> [84%]</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Funding for graduate student academic travel, presentations, and professional development</b> [88%]</li> <li>• <b>Career preparation opportunities</b> (<i>e.g., Resume review, resources for job listings, career fair, interviewing opportunities on campus</i>) [82%]</li> <li>• <b>Access to scholarships and financial aid information</b> [79%]</li> <li>• <b>Academic support services</b> (<i>including tutoring, supplemental instruction, and educational planning</i>) that teach the skills needed to be a successful student) [77%]</li> <li>• <b>On-campus job opportunities</b> [77%]</li> </ul>

\*Support is defined as the percentage of students who indicated they “strongly agree” or “agree” with a funding initiative; Undergraduate N=4,384, Graduate N=1,395

**Figure 3. Race/Ethnicity support of funding initiatives\***



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

\*\*Underrepresented minority students (N=2,957) 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=2,582) includes white students.

## Support for UA Green Fund Initiatives

With a focus on sustainability initiatives, the UA Green Fund allocates \$400,000 of tuition revenues each year to support projects that make the University of Arizona a more environmentally-engaged place to live, work, and learn. Students were first asked to rate seven potential sustainability funding initiatives to gauge their level of support using a five-point scale of “strongly agree” to “strongly disagree”. Support is defined and reported as the percentage of students who indicated they strongly agree or agree.

- **UA’s commitment to reducing climate change [78%]**
- **Student organizations, student-led projects, and research opportunities [78%]**
- **Classes and academic degree granting programs focused on sustainability [74%]**
- **Investing in student leadership and staffing to improve sustainability [69%]**
- **Collaboration across environmental and diversity and inclusion programs and activities [67%]**
- **Out-of-class educational opportunities (i.e. workshops, discussions, lectures) [64%]**
- **Initiatives supportive of diversity and inclusion [62%]**

Students were also asked questions focused on campus environmental sustainability initiatives and rated their priority levels for seven environmental initiatives using a five-point scale of “Essential” to “Not a Priority”. Student priority for campus environmental initiatives is defined and reported as essential or high priority.

- **Water saving** (*i.e. water use in landscaping or laboratories, etc*) [85%]
- **Waste reduction** (*i.e. recycling, composting, etc*) [82%]
- **Energy savings** (*i.e. energy efficient lighting, improved temperature management*) [80%]
- **Reducing carbon footprint and greenhouse gases** (*i.e. Use of renewable energy, support more sustainable behaviors, etc*) [75%]
- **Alternative student transportation** (*i.e. biking, walking, buses, etc*) [66%]
- **Food from sustainable sources** (*i.e. organic, fair trade, local, etc*) [64%]
- **Campus events and programs that work to decrease environmental impact** (*i.e. zero waste athletic games, Housing and Residence Life rummage sale, etc*) [64%]

### Follow-up Findings

Lastly, an open-ended question was included on the survey asking students to propose an important but overlooked UA project or initiative that would support sustainability on campus. The narrative responses were thematically coded and a summary is provided in **Appendix B**.

### Differences between groups

Student support of the seven potential funding sustainability initiatives was examined based on the demographics of academic class level and race/ethnicity. Figure 5 outlines the top five initiatives for undergraduate students as compared to graduate and professional students. Race/ethnicity results were not reported due to insignificant differences between underrepresented minority students and non-underrepresented minority students.

**Figure 5. Class academic standing support of Green Fund initiatives and priorities\***

Top 5 Initiatives for Undergraduate Students:	Top 5 Initiatives for Graduate/Professional Students:
<ul style="list-style-type: none"> <li>• <b>Student organizations, student-led projects, and research opportunities</b> [77%]</li> <li>• <b>UA’s commitment to reducing climate change</b> [76%]</li> <li>• <b>Classes and academic degree granting programs focused on sustainability</b> [74%]</li> <li>• <b>Investing in student leadership and staffing to improve sustainability</b> [71%]</li> <li>• <b>Collaboration across environmental and diversity and inclusion programs</b> [68%]</li> </ul>	<ul style="list-style-type: none"> <li>• <b>UA’s commitment to reducing climate change</b> [82%]</li> <li>• <b>Student organizations, student-led projects, and research opportunities</b> [77%]</li> <li>• <b>Classes and academic degree granting programs focused on sustainability</b> [74%]</li> <li>• <b>Collaboration across environmental and diversity and inclusion programs</b> [67%]</li> <li>• <b>Investing in student leadership and staffing to improve sustainability</b> [64%]</li> </ul>

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

## Appendix A

### Open-ended responses – Student Services Fee

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 responses (N=537) were thematically coded from the 17% of respondents who provided answers.

Programs/services not seen on the survey that should be given funding priority	Number responding	Percent
<b>Student Services</b>	<b>279</b>	<b>28%</b>
<i>Social or Cultural Clubs/Awareness</i>		
<i>Mental Health</i>		
<i>Physical Health</i>		
<i>Athletics</i>		
<i>Safety</i>		
<i>International Students, Immigrant Services, DACA, Undocumented</i>		
<i>Campus Pantry/ Support for Needy</i>		
<i>Child Care Support</i>		
<i>Parking</i>		
<b>Scholarships &amp; Financial Aid</b>	<b>77</b>	<b>8%</b>
<i>Support for Needy Students</i>		
<b>Academics</b>	<b>58</b>	<b>6%</b>
<b>Professional Development</b>	<b>54</b>	<b>6%</b>
<b>Building Maintenance</b>	<b>49</b>	<b>9%</b>
<b>Concerns</b>	<b>48</b>	<b>9%</b>
<i>Financial</i>		
<i>Parking</i>		
<b>Arts &amp; Entertainment</b>	<b>34</b>	<b>3%</b>
<b>Technology</b>	<b>26</b>	<b>3%</b>
<b>Transportation</b>	<b>13</b>	<b>1%</b>
<b>Experiences Outside of Campus</b>	<b>10</b>	<b>1%</b>

### Examples of Open-Ended Responses Categorized by Theme

<b>Arts &amp; Entertainment</b>	Music, entertainment, student showcases, film, fine arts, theater, relaxation, publicizing events
<b>Concerns</b>	Making some fees optional, reducing cost of fees, lower cost for parking, stabilized tuition
<b>Building Maintenance</b>	Renovations, new furniture, building upgrades, infrastructure updates
<b>Transportation</b>	Affordable parking, better bicycle services, pollution/sustainability initiatives, transportation services outside campus, improved CatTran routes
<b>Scholarships &amp; Financial Aid</b>	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
<b>Experiences Outside of Campus</b>	Community engagement, travel opportunities, study abroad, conferences
<b>Technology</b>	Software, gaming initiatives, computer lounges, better printing services, better Wi-Fi
<b>Academics</b>	Better laboratories, STEM related disciplines, research opportunities, graphic design program, architecture major, fine arts disciplines
<b>Professional Development</b>	Career counseling and hands-on experiences, support for conference presentations and preparation
<b>Student Services</b>	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

## Appendix B

### Open-ended responses – UA Green Fund

An open-ended question was included on the survey asking students to propose an important but overlooked UA project or initiative that would support sustainability on campus. The narrative responses provided by 17% of the survey respondents were thematically coded and frequencies were generated (N=1,391).

Project or initiative that would support sustainability	Number responding	Percent
<b>Waste Reduction/Recycling</b>	<b>458</b>	<b>39%</b>
<i>Contests or Incentives</i>		
<i>Food Waste</i>		
<i>Paper or Plastics</i>		
<i>Zero Waste Games/Athletics</i>		
<i>Resale/Yard Sale</i>		
<b>Conservation</b>	<b>434</b>	<b>37%</b>
<i>Contests or Incentives</i>		
<i>Water</i>		
<i>Energy</i>		
<i>CO2 Reduction</i>		
<b>Green Energy</b>	<b>156</b>	<b>13%</b>
<i>Solar</i>		
<i>Wind</i>		
<b>Green Spaces</b>	<b>106</b>	<b>9%</b>
<b>Events</b>	<b>106</b>	<b>9%</b>
<b>Facilities</b>	<b>99</b>	<b>8%</b>
<i>Water Harvesting/Catchment</i>		
<i>Reusable Bottle Fill Stations</i>		
<b>Financial Divesting</b>	<b>7</b>	<b>1%</b>
<b>Clubs or Committees</b>	<b>25</b>	<b>2%</b>

### Examples of Open-Ended Responses Categorized by Theme

<b>Waste Reduction/ Recycling</b>	Trash, Recycling, Zero Waste, Zero Waste Games/Athletics, Dorm Contests, Department Contests, Rewards/Incentives for Recycling, Resale/Yard sale [Opportunity for students to sell items at end of year rather than throwing them away] <ul style="list-style-type: none"> <li>• Reducing Food Waste: [Food Donation, Composting]</li> <li>• Paper or Plastics: [Food Packaging Waste, Paper, Plastics, Reusables]</li> </ul>
<b>Green Energy</b>	Solar, Wind
<b>Conservation</b>	<ul style="list-style-type: none"> <li>• Water [Reduce Use, Rainwater Harvesting, Greywater use, Install False Turf]</li> <li>• CO2 Reduction [Ride Share, Bike, Reduce Cars, Alternative or Public Transportation, Discounts for Carpool/Rideshare Parking]</li> <li>• Energy [LED lighting, Use, Motion Sensors, Turn off Lights at Night]</li> <li>• Contests or Incentives for the most saved etc.</li> </ul>
<b>Green Spaces</b>	Gardens, Shade, Sustainable Food, Green Architecture
<b>Events</b>	Speakers, Festivals, Workshops, Booths, Education Topics
<b>Facilities</b>	Window shades, Recycling Bins, Water filling stations, Maintenance, Water Harvesting/Catchment
<b>Financial Divesting</b>	Institutional divesting from industry that conflict with Green Initiatives
<b>Clubs or Committees</b>	Getting student organizations involved in recycling, conservation, or innovation.

## Appendix C

### Student Services Fee

The Student Services Fee allocates approximately \$3 million each year to departments in the Student Affairs, Enrollment Management, Academic Initiatives, and Student Success Division.

**Please indicate your level of agreement with the following: I believe Student Services Fee funding priority should be given to...**

**(Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)**

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

1. Outside of the classroom faculty-student interaction programs (e.g. course-related activities such as film screenings, performances, meals with topical discussions)
2. Funding for graduate student academic travel, presentations, and professional development
3. Access to information on scholarships and financial aid opportunities
4. Orientation and support programming for transfer students and readmitted students
5. Academic support services (including tutoring, supplemental instruction, and educational planning) that teach the skills needed to be a successful student
6. Student retention and success programs to transition students to university life, improve academic standing, and develop new skills (i.e., leadership, connecting to campus)
7. Online learning tools and options (e.g., online tutoring, podcasts, apps)
8. Supporting specific campus populations (i.e., veterans, transfers, commuters, students with disabilities, women's initiatives, cultural centers, LGBTQ, non-traditional students)
9. Social justice programs (e.g., 3-day social justice retreats, heritage months, speaker series)
10. Personal leadership development opportunities and programs
11. Campus safety/security enhancements (e.g., safety program enhancements, increased security on campus, additional security at campus events).
12. Free legal advice to students
13. Health and wellness programs and initiatives (e.g., healthy eating initiatives, alcohol awareness initiatives, sexual education programming).
14. Providing childcare initiatives and programs (e.g., support of child-friendly events)
15. Expanding film and speaker options in the Student Union Memorial Center Gallagher Theater
16. Opportunities to engage in fine arts activities (e.g., dance, theater, art) outside of the classroom
17. Career counseling within specific academic areas
18. Mentoring programs
19. Career-based experiential learning and leadership opportunities
20. Career preparation opportunities (e.g., Resume review, resources for job listings, career fair, interviewing opportunities on campus)
21. Access to alumni for career advice and mentoring
22. On-campus job opportunities for undergraduate and graduate students
23. Leadership training for student workers who have jobs providing direct services to fellow students
24. Student-run news and media organizations (e.g., Daily Wildcat, Wildcat Online/Mobile, UATA Channel 3, KAMP Student Radio)
25. 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?**

- 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 textbox

## UA Green Fund

The UA Green Fund is a unique approach to campus sustainability initiatives that allocates \$400,000 of tuition revenues each year to support projects that make the UA a more environmentally-engaged place to live, work, and learn. The following questions are seeking to understand your priorities as they relate to sustainability services, programs, and initiatives.

**Please indicate your level of agreement with the following: I believe UA Green Fund priority should be given to:**

**(Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree)**

- UA's commitment to reducing climate change
- Classes and academic degree granting programs focused on sustainability
- Out-of-class educational opportunities (i.e. workshops, discussions, lectures)
- Student organizations, student-led projects, and research opportunities
- Initiatives supportive of inclusion and social justice
- Collaboration across environmental and social justice programs and activities
- Investing in student leadership and staffing to improve sustainability

**The next section is looking to understand your priorities for campus environmental sustainability initiatives.**

**(Essential, High Priority, Medium Priority, Low Priority, Not a Priority)**

- Energy savings (i.e. energy efficient lighting, improved temperature management, etc)
- Water saving (i.e. water use in landscaping or laboratories, etc)
- Waste reduction (i.e. recycling, composting, etc)
- Food from sustainable sources (i.e. organic, fair trade, local, etc)
- Alternative student transportation (i.e. biking, walking, buses, etc)
- Reducing carbon footprint and greenhouse gases (i.e. Use of renewable energy, support more sustainable behaviors, etc)
- Campus events and programs that work to decrease environmental impact (i.e. zero waste athletic games, Housing and Residence Life rummage sale, etc)

If you could propose an important UA project or initiative that supports sustainability on campus, what would it be?

- Open textbox

**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

**Which best describes where you currently live?**

- Fraternity/sorority housing
- Off-campus housing (within 5 miles of campus)
- Off-campus housing (farther 5 miles of campus)
- Residence hall
- Living at home with family
- No stable residence

**Thank you for completing the Student Services Fee and UA Green Fund 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: