

STUDENT SERVICES FEE SURVEY 2011

The University of Arizona Student Services Fee allocates approximately \$2.5 million each year to departments in the Student Affairs division. The goal of the 2011 Student Services Fee Survey was to receive undergraduate and graduate student input to assist in the prioritization of programs and areas that should be considered for fee funding in 2012-2013.

The Survey

The online survey consisted of 42 questions and was available from October 17, 2011 through November 4, 2011 (see Appendix A). An invitation email with an incentive prize drawing was sent to all 36,573 currently enrolled students who paid the Student Services Fee, and 5,521 usable responses were obtained for an overall response rate of 15.1%¹. Table 1 describes the demographic characteristics of the survey respondents as compared to the Fall 2011 UA student population.

Table 1. Respondent demographics compared to Fall 2011 UA student population*

		Percent**	
		Survey Respondents N=5,521	Fall 2011 UA Students N=39,236***
Gender	Female	58	52
	Male	40	48
	Transgender	<1	--
	Prefer not to respond	2	--
Race/Ethnicity	African American/Black	3	4
	Asian American/Pacific Islander	12	8
	Hispanic/Latino	19	19
	Multiracial	4	--
	Native American/American Indian	2	3
	White	53	57
	Non Resident Alien	--	7
	Other	2	3
	Prefer not to respond	7	--

¹ The 2010, 2009 and 2008 response rates were 12.4%, 10.5% and 9.5% respectively.

Table 1 (continued)

		Percent**	
		Survey Respondents N=5,521	Fall 2011 UA Students N=39,236***
Age	Under 25	71	76
	Age 25 and older	28	24
	Prefer not to respond	<1	--
Class Level	Undergraduate	73	78
	Graduate/professional student	26	22
	Continuing education student	<1	--
Enrollment Status	Full-time	93	86
	Part-time	7	14
Current Residence	Living at home with parents	14	--
	Residence hall	18	17
	Fraternity/sorority housing	1	--
	Off-campus housing	67	--

Sources: Student Services Fee Survey 2011, OIRPS Enrollment Highlights 2009-2011 at <http://oirps.arizona.edu/StudentDemographics.asp>, Residence Life

*Given the survey's response rate of 15.1%, a 1.2% margin of error (with 95% confidence), and the comparability between the major comparison areas highlighted in this table, the Student Services Fee 2011 results can be considered reasonably representative of the UA student population as a whole.

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

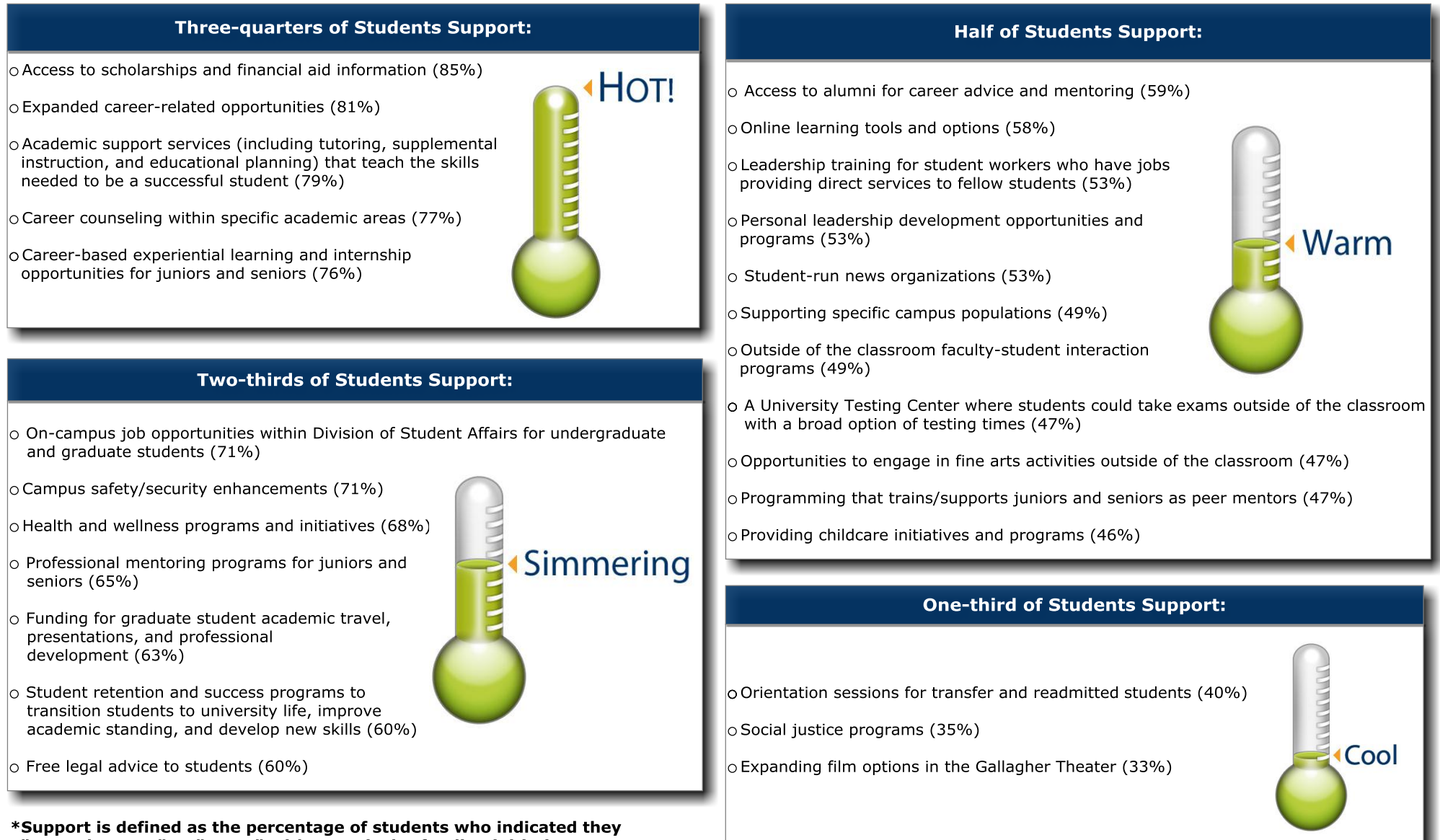
***Demographic characteristics of the 36,573 students who paid the 2011 Student Services Fee alone were not available so the respondents were compared to the full Fall 2011 UA student population (39,236).

Overall Support for Initiatives

UA students were asked to rate 26 potential funding initiatives to gauge if they should receive Student Services Fee funding priority. Students were asked to indicate their level of agreement for each initiative on a five-point scale of "strongly disagree" to "strongly agree." Five priorities emerged as having strong funding support by the vast majority of all students. Over 75% or three-quarters of all respondents indicated they "strongly agree" or "agree" with the following priorities: access to scholarships and financial aid information (85%), expanded career-related opportunities (81%), academic support services (79%), career counseling within specific academic areas (77%), and career-based experiential learning and internship opportunities for juniors and seniors (76%).

About two-thirds or approximately 60-70% of all students indicated moderately strong support for seven initiatives while 11 initiatives received support from approximately half or about 45-55% of the respondents. Three initiatives received support from only 1/3 of the survey respondents. Figure 1 outlines the initiatives that fell into these various categories and highlights each initiative's strength of support by all UA students.

Figure 1. Student support of funding initiatives*



Support for General vs. Specific Initiatives

Figure 2 below outlines undergraduate and graduate support for general funding initiatives versus specific funding initiatives as identified by the Student Services Fee Advisory Board (SSFAB).

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"> ○ Access to scholarships and financial aid information (85%) ○ Expanded career-related opportunities (81%) ○ Academic support services (including tutoring, supplemental instruction, and educational planning) that teach the skills needed to be a successful student (79%) ○ Career counseling within specific academic areas (77%) ○ Career-based experiential learning and internship opportunities for juniors and seniors (76%) ○ On-campus job opportunities within Division of Student Affairs for undergraduate and graduate students (71%) ○ Campus safety/security enhancements (71%) ○ Health and wellness programs and initiatives (68%) ○ Professional mentoring programs for juniors and seniors (65%) ○ Student retention and success programs to transition students to university life, improve academic standing, and develop new skills (60%) ○ Access to alumni for career advice and mentoring (59%) ○ Online learning tools and options (58%) ○ Personal leadership development opportunities and programs (53%) ○ Supporting specific campus populations (49%) ○ Opportunities to engage in fine arts activities outside of the classroom (47%) ○ Providing childcare initiatives and programs (46%) ○ Social justice programs (35%) 	<ul style="list-style-type: none"> ○ Funding for graduate student academic travel, presentations, and professional development (63%) ○ Free legal advice to students (60%) ○ Leadership training for student workers who have jobs providing direct services to fellow students (53%) ○ Student-run news organizations (53%) ○ Outside of the classroom faculty-student interaction programs (49%) ○ A University Testing Center where students could take exams outside of the classroom with a broad option of testing times (47%) ○ Programming that trains/supports juniors and seniors as peer mentors (47%) ○ Orientation sessions for transfer and readmitted students (40%) ○ Expanding film options in the Gallagher Theater (33%)

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

Follow-up Findings

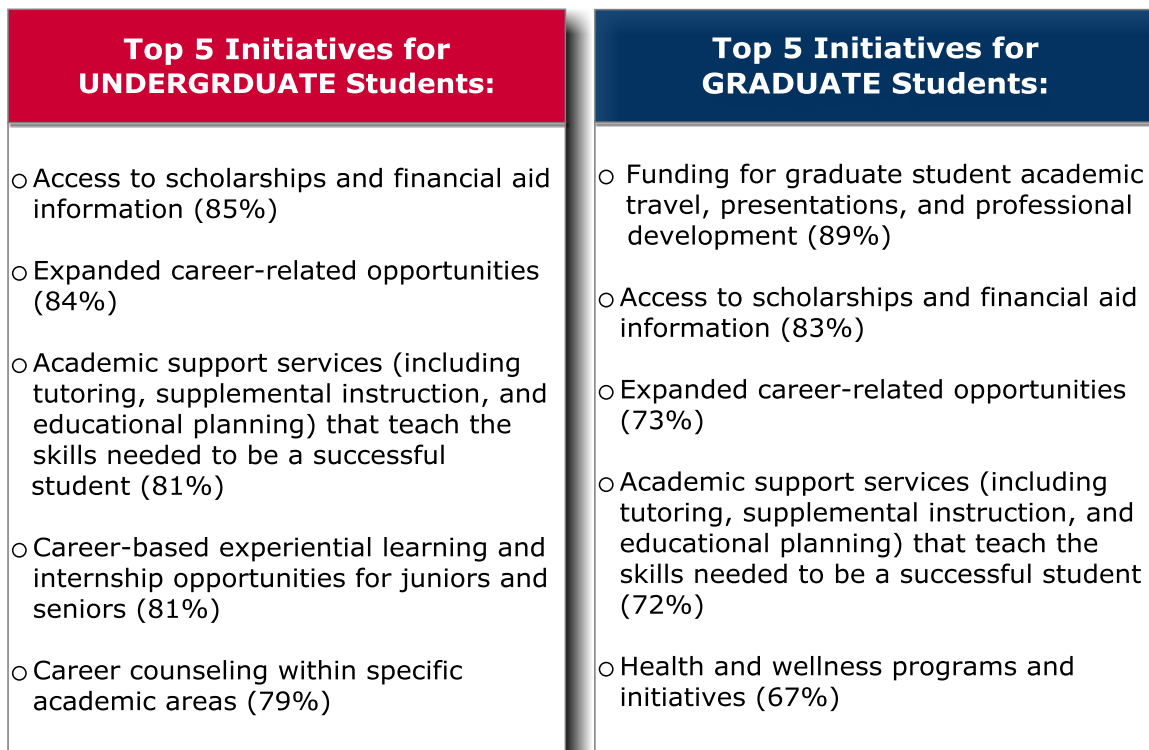
Follow-up questions regarding three funding initiatives were asked in an effort to gather more specific information for each item. The three funding initiatives were: support for specific campus populations, expansion of film options in the Gallagher Theater, and expansion of fine arts opportunities outside of the classroom. The responses to the follow-up questions can be found in Appendix B.

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 minority students (including multiracial students) and non-minority students. Continuing education students were excluded from class level analysis due to their small response rate, while those who responded “Other” or “Prefer not to respond” to race/ethnicity were excluded from that analysis.

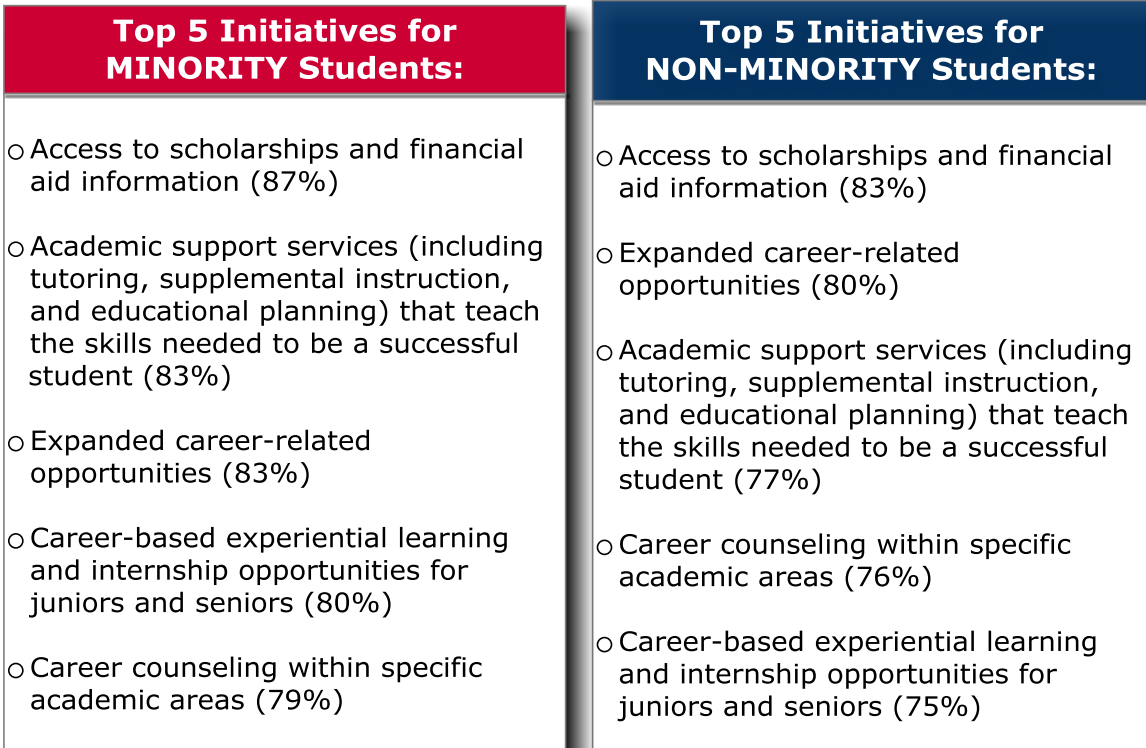
Figure 3 outlines the top five initiatives for undergraduate students as compared to graduate students and Figure 4 outlines the top five initiatives for minority students as compared to non-minority students.

Figure 3. Undergraduate and graduate support of funding initiatives*



*Support is defined as the percentage of students who indicated they "strongly agree" or "agree" with a particular funding initiative; Undergraduate N=4,037, Graduate N=1,450

Figure 4. Minority and non-minority support of funding initiatives*



*Support is defined as the percentage of students who indicated they "strongly agree" or "agree" with a particular funding initiative; Minority N=2,134, Non-minority N=2,909

Further statistical analyses produced significant differences by class level and race/ethnicity in the respective groups' support for specific Student Services Fee funding initiatives (see Figures 5 and 6 respectively). The stoplight colors indicate the strength of agreement within groups on specific initiatives. A green stoplight means that the majority (61% or higher) of the students within the particular category strongly agreed or agreed with the initiative. Modest support (40-60% indicating "strongly agree" or "agree") is denoted by a yellow stoplight. Red lights indicate that 39% or fewer respondents strongly agreed or agreed to the initiative. The number following the stoplight is the actual percentage of students who responded "strongly agree" or "agree" as to whether the particular initiative should be a priority for Student Services Fee funding.

Figure 5. Differences between Class Level



























	Class Level	
	Percent indicating "Strongly Agree"/"Agree"	
	Undergrad	Grad/Prof
Career counseling within specific academic areas	 81	 66
Career-based experiential learning and internship opportunities for juniors and seniors	 81	 62
Professional mentoring programs for juniors and seniors	 71	 50
Online learning tools and options	 61	 48
Funding for graduate student academic travel, presentations, and professional development	 54	 86
A University Testing Center where students could take exams outside of the classroom with a broad option of testing times	 53	 31
Programming that trains/supports juniors and seniors as peer mentors	 50	 36
Expanding film options in the Gallagher Theater	 37	 22

Figure 6. Differences between Race/Ethnicity

	Race/Ethnicity	
	Percent indicating "Strongly Agree"/"Agree"	
	Minority	Non-minority
On-campus job opportunities within the Division of Student Affairs for undergraduate and graduate students	 79	 66
Student retention and success programs to transition students to university life, improve academic standing, and develop new skills	 68	 56
Leadership training for student workers who have jobs providing direct services to fellow students	 63	 48
Supporting specific campus populations	 57	 45
Social justice programs	 43	 30

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 student 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 2011

Page - 2011 Student Services Fee Survey

The Student Services Fee allocates approximately \$2.5 million each year to departments in the Student Affairs division. We want to know what types of programs and services you think should receive funding priority for 2012 - 2013.

All responses to this survey will remain confidential. Once you complete the survey, you can enter a drawing to win one of three iPod Nanos with Multi-Touch.

Thank you for your participation!

Required answers: 0

Allowed answers: 0

Next Page:

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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

Q1 Outside of the classroom faculty-student interaction programs (e.g., course-related activities such as film screenings, performances, meals with topical discussions)

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 1

Allowed answers: 1

Q2 A University Testing Center where students could take exams outside of the classroom with a broad option of testing times

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 1

Allowed answers: 1

Q3 Funding for graduate student academic travel, presentations, and professional development

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 1

Allowed answers: 1

Q4 Access to scholarships and financial aid information

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 1 Allowed answers: 1

Q5 Orientation sessions for transfer and readmitted students

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 1 Allowed answers: 1

Q6 Academic support services (including tutoring, supplemental instruction, and educational planning) that teach the skills needed to be a successful student

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 1 Allowed answers: 1

Q7 Student retention and success programs to transition students to university life, improve academic standing, and develop new skills (i.e., leadership, connecting to campus)

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 1 Allowed answers: 1

Q8 Online learning tools and options (e.g., online tutoring, podcasts, apps)

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 1 Allowed answers: 1

Q9 Programming that trains/supports juniors and seniors as peer mentors	
Strongly agree[Code = 5]	
Agree[Code = 4]	
Neutral[Code = 3]	
Disagree[Code = 2]	
Strongly disagree[Code = 1]	
	Required answers: 1 Allowed answers: 1

Q10 Supporting specific campus populations (i.e., veterans, transfers, commuters, students with disabilities, women's initiatives, cultural centers, LGBTQ, non-traditional students)	
Strongly agree[Code = 5]	
Agree[Code = 4]	
Neutral[Code = 3]	
Disagree[Code = 2]	
Strongly disagree[Code = 1]	
	Required answers: 1 Allowed answers: 1

Q11 Social justice programs (e.g., 3-day social justice retreats; heritage months; speaker series)	
Strongly agree[Code = 5]	
Agree[Code = 4]	
Neutral[Code = 3]	
Disagree[Code = 2]	
Strongly disagree[Code = 1]	
	Required answers: 1 Allowed answers: 1

Q12 Personal leadership development opportunities and programs	
Strongly agree[Code = 5]	
Agree[Code = 4]	
Neutral[Code = 3]	
Disagree[Code = 2]	
Strongly disagree[Code = 1]	
	Required answers: 1 Allowed answers: 1

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

Q13 Campus safety/security enhancements (e.g., safety program enhancements; increased security on campus; additional security at campus events)	
Strongly agree[Code = 5]	
Agree[Code = 4]	
Neutral[Code = 3]	
Disagree[Code = 2]	
Strongly disagree[Code = 1]	
	Required answers: 1 Allowed answers: 1

Q14 Free legal advice to students	
Strongly agree[Code = 5]	
Agree[Code = 4]	
Neutral[Code = 3]	
Disagree[Code = 2]	
Strongly disagree[Code = 1]	
	<i>Required answers: 1 Allowed answers: 1</i>

Q15 Health and wellness programs and initiatives (e.g., healthy eating initiatives, alcohol awareness initiatives, sexual education programming)	
Strongly agree[Code = 5]	
Agree[Code = 4]	
Neutral[Code = 3]	
Disagree[Code = 2]	
Strongly disagree[Code = 1]	
	<i>Required answers: 1 Allowed answers: 1</i>

Q16 Providing childcare initiatives and programs (e.g., support of child-friendly events; KidzKorner)	
Strongly agree[Code = 5]	
Agree[Code = 4]	
Neutral[Code = 3]	
Disagree[Code = 2]	
Strongly disagree[Code = 1]	
	<i>Required answers: 1 Allowed answers: 1</i>

Q17 Expanding film options in the Gallagher Theater	
Strongly agree[Code = 5]	
Agree[Code = 4]	
Neutral[Code = 3]	
Disagree[Code = 2]	
Strongly disagree[Code = 1]	
	<i>Required answers: 1 Allowed answers: 1</i>

Q18 Opportunities to engage in fine arts activities outside of the classroom	
Strongly agree[Code = 5]	
Agree[Code = 4]	
Neutral[Code = 3]	
Disagree[Code = 2]	
Strongly disagree[Code = 1]	
	<i>Required answers: 1 Allowed answers: 1</i>

Q19 Career counseling within specific academic areas

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 1 Allowed answers: 1

Q20 Professional mentoring programs for juniors and seniors

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 1 Allowed answers: 1

Q21 Career-based experiential learning and internship opportunities for juniors and seniors

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 1 Allowed answers: 1

Q22 Expanded career-related opportunities (e.g., greater availability of internships, job preparation experiences, and employers interviewing on campus)

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 1 Allowed answers: 1

Q23 Access to alumni for career advice and mentoring

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 1 Allowed answers: 1

Q24 On-campus job opportunities within the Division of Student Affairs for undergraduate and graduate students

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 1 Allowed answers: 1

Q25 Leadership training for student workers who have jobs providing direct services to fellow students

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 1 Allowed answers: 1

Q26 Student-run news organizations (e.g., Daily Wildcat, Wildcat Online/Mobile)

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 1 Allowed answers: 1

Next Page: Sequential

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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 level for funding the following special campus populations?

Q27 Commuter students

Essential[Code = 5]

High priority[Code = 4]

Medium priority[Code = 3]

Low priority[Code = 2]

Not a priority[Code = 1]

Required answers: 1 Allowed answers: 1

Q28 Cultural centers (African American, Native American, Chicano/Hispanic, Asian American)

Essential[Code = 5]

High priority[Code = 4]

Medium priority[Code = 3]

Low priority[Code = 2]

Not a priority[Code = 1]

Required answers: 1 Allowed answers: 1

Q29 LGBTQ (Lesbian, Gay, Bisexual, Transgender, Questioning)	
Essential[Code = 5]	
High priority[Code = 4]	
Medium priority[Code = 3]	
Low priority[Code = 2]	
Not a priority[Code = 1]	
	<i>Required answers: 1 Allowed answers: 1</i>

Q30 Non-traditional students (age 25 and over)	
Essential[Code = 5]	
High priority[Code = 4]	
Medium priority[Code = 3]	
Low priority[Code = 2]	
Not a priority[Code = 1]	
	<i>Required answers: 1 Allowed answers: 1</i>

Q31 Students with disabilities	
Essential[Code = 5]	
High priority[Code = 4]	
Medium priority[Code = 3]	
Low priority[Code = 2]	
Not a priority[Code = 1]	
	<i>Required answers: 1 Allowed answers: 1</i>

Q32 Transfer students	
Essential[Code = 5]	
High priority[Code = 4]	
Medium priority[Code = 3]	
Low priority[Code = 2]	
Not a priority[Code = 1]	
	<i>Required answers: 1 Allowed answers: 1</i>

Q33 Veterans	
Essential[Code = 5]	
High priority[Code = 4]	
Medium priority[Code = 3]	
Low priority[Code = 2]	
Not a priority[Code = 1]	
	<i>Required answers: 1 Allowed answers: 1</i>

Q34 Women's initiatives	
Essential[Code = 5]	
High priority[Code = 4]	
Medium priority[Code = 3]	
Low priority[Code = 2]	
Not a priority[Code = 1]	
	<i>Required answers: 1 Allowed answers: 1</i>

Display if Q10='Strongly agree' OR Q10='Agree'

Q35 Which types of films should be given priority funding? (Check all that apply)

Blockbusters[Code = 1]

Cult classics[Code = 2]

Cultural films[Code = 3]

Social justice films[Code = 4]

None of the above[Code = 5]

Required answers: 1 Allowed answers: 5

Display if Q17='Strongly agree' OR Q17='Agree'

Q36 Which types of fine arts activities should be given priority funding? (Check all that apply)

Drawing/painting[Code = 1]

Ceramics[Code = 2]

Printmaking[Code = 3]

Photography[Code = 4]

Sculpture[Code = 5]

Collage[Code = 6]

Discussions with artists[Code = 7]

None of the above[Code = 8]

Required answers: 1 Allowed answers: 8

Display if Q18='Strongly agree' OR Q18='Agree'

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Page - Demographics

Q37 Age:

17[Code = 1]

18[Code = 2]

19[Code = 3]

20[Code = 4]

21[Code = 5]

22[Code = 6]

23[Code = 7]

24[Code = 8]

25[Code = 9]

26[Code = 10]

27[Code = 11]

28[Code = 12]

29[Code = 13]

30[Code = 14]

31[Code = 15]

32[Code = 16]

33[Code = 17]

34[Code = 18]

35[Code = 19]

36[Code = 20]

37[Code = 21]

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58[Code = 42]
59[Code = 43]
60[Code = 44]
61[Code = 45]
62[Code = 46]
63[Code = 47]
64[Code = 48]
65[Code = 49]
Over 65[Code = 50]
Prefer not to respond[Code = 51]
<i>Required answers: 1 Allowed answers: 1</i>

Q38 Sex/gender:
Female[Code = 1]
Male[Code = 2]
Transgender[Code = 3]
Prefer not to respond[Code = 4]
<i>Required answers: 1 Allowed answers: 1</i>

Q39 Race/ethnicity:
African American/Black[Code = 1]
Asian/Pacific Islander[Code = 2]
Hispanic/Latino[Code = 3]
Multiracial [Code = 4]
Native American/American Indian[Code = 5]
White [Code = 6]
Not listed (please specify)[Code = 7] [Textbox]
Prefer not to respond[Code = 8]

<i>Required answers: 1</i>		<i>Allowed answers: 1</i>
Q40 Class status:		
Freshman[Code = 1]		
Sophomore [Code = 2]		
Junior[Code = 3]		
Senior[Code = 4]		
Graduate/professional student[Code = 5]		
Continuing education student[Code = 6]		
<i>Required answers: 1</i>		<i>Allowed answers: 1</i>
Q41 Are you a:		
Full-time student[Code = 1]		
Part-time student[Code = 2]		
<i>Required answers: 1</i>		<i>Allowed answers: 1</i>
Q42 Which best describes where you currently live?		
Residence hall[Code = 1]		
Off-campus housing[Code = 2]		
Fraternity/sorority housing[Code = 3]		
Living at home with family[Code = 4]		
<i>Required answers: 1</i>		<i>Allowed answers: 1</i>
<i>Next Page: Sequential</i>		

Appendix B: Follow-up Items

The following questions were administered to respondents who strongly agreed or agreed (N=2,730) 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=2,730				
	Essential	High priority	Medium priority	Low priority	Not a priority
Students with disabilities	44	40	14	2	1
Veterans	28	36	28	6	2
Women's initiatives	22	33	34	9	3
Cultural centers (African American, Native American, Chicano/Hispanic, Asian American)	21	29	32	10	8
LGBTQ (Lesbian, Gay, Bisexual, Transgender, Questioning)	21	29	32	10	8
Commuter students	17	26	38	15	4
Non-traditional students (age 25 and over)	15	26	40	15	4
Transfer students	15	29	40	14	3

Source: Student Services Fee Survey 2011

*Row percents might not sum to 100% due to rounding.

The following question was administered to respondents who strongly agreed or agreed (N=1,814) that funding priority should be given to expanding film options in the Gallagher Theater:

Which types of films should be given priority funding? (Check all that apply)	Number responding	Percent
• Blockbusters	1208	67
• Cultural films	1052	58
• Social justice films	804	44
• Cult classics	707	39
• None of the above	75	4

Source: Student Services Fee Survey 2011

The following question was administered to respondents who strongly agreed or agreed (N=2,615) 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	1855	71
• Drawing/painting	1588	61
• Sculpture	1169	45
• Collage	1159	44
• Ceramics	1053	40
• Discussions with artists	962	37
• Printmaking	921	35
• None of the above	271	10

Source: Student Services Fee Survey 2011