



STUDENT SERVICES FEE SURVEY 2015

The University of Arizona (UA) Student Services Fee (SSF) Board allocates approximately \$2 million each year to departments in the Division of Student Affairs, Enrollment Management, Academic Initiatives, and Student Success. The goal of the 2015 SSF Survey was to receive undergraduate and graduate student opinion to assist in the prioritization of services that should be considered for fee funding for 2016-2017.

The Survey

The online SSF Survey was administered in October 2015 to all UA students (see Appendix A). An invitation email with an incentive prize drawing was sent to all 41,624 enrolled students and 5,637 responses were obtained for an overall response rate of 13.5%. Table 1 describes the demographic characteristics of the survey respondents as compared to the Fall 2015 UA student population.

Table 1. Respondent demographics compared to Fall 2015 UA student population*

		<u>Percent**</u>	
		Survey Respondents N=5,637	Fall 2015 UA Students N=41,624
Gender	Female	63%	51%
	Male	33%	49%
	Transgender	<1%	–
	Prefer not to respond	3%	–
Race/Ethnicity	African American/Black	3%	5%
	Asian American/Pacific Islander	13%	10%
	Hispanic/Latino	21%	22%
	Multiracial	6%	–
	Native American/American Indian	2%	3%
	White	48%	52%
	Other	2%	–
	Prefer not to respond	6%	9%

Table 1 (continued)

		Percent**	
		Survey Respondents N=5,637	Fall 2015 UA Students N=41,624,
Class Level	Undergraduate	73%	80%
	Graduate/professional student	26%	20%
Enrollment Status	Full-time	94%	73%
	Part-time	6%	27%
Current Residence	Living at home with family	16%	–
	Residence hall	19%	17%
	Fraternity/sorority housing	2%	–
	Off-campus housing	64%	–

Sources:

Student Services Fee Survey 2015, SASG Fall 2015 Enrolled Students as of 9/29/2015

*Given the survey's response rate of 13.5%, a 2% margin of error (with 95% confidence), and the comparability between the major comparison areas highlighted in this table, the Student Services Fee 2015 results can be considered reasonably representative of the UA student population as a whole

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

Overall Support for Initiatives

UA students were asked to rate 25 potential funding initiatives to gauge if 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.” Five 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 preparation opportunities (86%), academic support services (86%), on-campus job opportunities (85%), access to scholarships and financial aid information (84%), career counseling within specific academic areas (82%), career-based experiential learning and internship opportunities (80%), campus safety and security enhancements (77%), professional mentoring programs (75%), and health and wellness programs and initiatives (75%).

About two-thirds or approximately 60% to 74% of all students indicated support for seven initiatives while six initiatives received support from approximately half or about 45-60% of the respondents. Three initiatives 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 (86%)
- Academic support services (including tutoring, supplemental instruction, and educational planning) that teach the skills needed to be a successful student (86%)
- On-campus job opportunities (85%)
- Access to scholarships and financial aid information (84%)
- Career counseling within specific academic areas (82%)
- Career-based experiential learning and internship opportunities (80%)
- Campus safety/security enhancements (77%)
- Professional mentoring programs (75%)
- Health and wellness programs and initiatives (75%)

Half of Students Support:

- Personal leadership development opportunities and programs (59%)
- Outside of the classroom faculty-student interaction programs (58%)
- Online learning tools and options (57%)
- Opportunities to engage in fine arts activities outside of the classroom (54%)
- Childcare initiatives and programs (52%)
- Student-run news and media organizations (53%)

Two-thirds of Students Support:

- Funding for graduate student academic travel, presentations, and professional development (71%)
- Student retention and success programs to transition students to university life, improve academic standing, and develop new skills (68%)
- Sustainability projects and initiatives (67%)
- Free legal advice to students (67%)
- Access to alumni for career advice and mentoring (65%)
- Leadership training for student workers who have jobs providing direct services to fellow students (65%)
- Supporting specific campus populations (60%)

One-third of Students Support:

- Peer mentoring training (48%)
- Social justice programs (42%)
- Expanding film and speaker options in the Gallagher Theater (41%)

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

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 (86%)• Expanded career-related preparation opportunities (86%)• On-campus job opportunities (85%)• Access to scholarships and financial aid information (84%)• Career counseling within specific academic areas (82%)• Campus safety/security enhancements (77%)• Health and wellness programs and initiatives (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 (65%)• Supporting specific campus populations (60%)• Personal leadership development opportunities and programs (59%)• Outside of the classroom faculty-student interaction programs (58%)• Online learning tools and options (57%)• Opportunities to engage in fine arts activities outside of the classroom (54%)	<ul style="list-style-type: none">• Career-based experiential learning and internship opportunities (80%)• Professional mentoring programs (75%)• Funding for graduate student academic travel, presentations, and professional development (71%)• Free legal advice to students (67%)• Leadership training for student workers who have jobs providing direct services to fellow students (65%)• Student-run news and media organizations (53%)• Providing childcare initiatives and programs (52%)• Peer mentoring training (48%)• Social justice programs (42%)• Expanding film and speaker options in the Gallagher Theater (41%)

*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 25 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. 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 minority students as compared to non-minority students.

Figure 3. Undergraduate and graduate 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 (89%)• Expanded career-related opportunities (87%)• Access to scholarships and financial aid information (86%)• Career counseling within specific academic areas (85%)• Career-based experiential learning and internship opportunities (84%)	<ul style="list-style-type: none">• Funding for graduate student academic travel, presentations, and professional development (89%)• Access to scholarships and financial aid information (80%)• Expanded career-related opportunities (80%)• Academic support services (including tutoring, supplemental instruction, and educational planning) that teach the skills needed to be a successful student (78%)• Career counseling within specific academic areas (73%)

*Support is defined as the percentage of students who indicated they “strongly agree” or “agree” with a particular funding initiative; Undergraduate N=4,142, Graduate N=1,495

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

Top 5 Initiatives for MINORITY Students:	Top 5 Initiatives for NON-MINORITY Students:
<ul style="list-style-type: none"> • Expanded career-related opportunities (88%) • Access to scholarships and financial aid information (88%) • 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 (87%) • Career-based experiential learning and internship opportunities (84%) 	<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 opportunities (85%) • Access to scholarships and financial aid information (83%) • Career counseling within specific academic areas (81%) • Career-based experiential learning and internship opportunities for (79%)

*Support is defined as the percentage of students who indicated they “strongly agree” or “agree” with a particular funding initiative; Minority N=2,525, Non-minority N=2,680

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.

Student Services Fee Findings Compared to Previous Years

The Student Services Fee Survey is administered annually, permitting a year-to-year comparison of student support for initiatives. The 2015 findings saw notable increase (8% to 14%) in support for a wide range of services compared to previous years. The strongest increases of student support for initiatives this year include: on-campus job opportunities, student media organizations, opportunities to engage in fine-arts outside the classroom, support for specific-campus populations, leadership training for student workers, access to alumni for career advice and mentoring, outside the classroom faculty-student interaction programs, and expanding the Gallagher Theater films and speakers series.

Appendix A: Student Services Fee Survey 2015

Student Services Fee Survey

Student Services Fee Survey 2015 The Student Services Fee allocates approximately \$2 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 2016 - 2017.

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
- 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?

- Female
- Male
- Transgender
- Not listed (Please specify) _____
- Prefer not to respond

With which race/ethnicity do you identify?

- African American/Black
- Asian
- Hispanic/Latino/a
- Native American/American Indian
- Pacific Islander
- White
- Multiracial
- 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	43%	40%	15%	2%	1%
Students of Color	31%	34%	29%	4%	2%
Women	30%	32%	32%	4%	2%
Veterans	29%	39%	27%	4%	1%
LGBTQ	25%	32%	32%	7%	5%
Commuter students	17%	23%	41%	15%	4%
Non-traditional students (age 25 and over)	17%	27%	39%	14%	2%
Transfer students	16%	27%	43%	11%	3%

Source: Student Services Fee Survey 2015

*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=3,114) 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	2,055	66%
Drawing/painting	1,812	58%
Sculpture	1,314	42%
Discussions with artists	1,262	41%
Ceramics	1,227	39%
Printmaking	1,033	33%
Collage	689	22%
None of the above	424	14%

Source: Student Services Fee Survey 2015

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=694).

Programs/services not seen on the survey that should be given funding priority	Number responding	Percent
Arts & Entertainment	199	29%
Concerns	28	4%
Building Maintenance	24	3%
Transportation	35	5%
Scholarships & Financial Aid	55	8%
Experiences Outside of Campus	29	4%
Technology	24	3%
Academics	59	9%
Professional Development	42	6%
Student Services	204	29%

Source: Student Services Fee Survey 2015

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, infrastructure updates
Transportation	Affordable parking, better bicycle services, pollution/sustainability initiatives, better, 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