



STUDENT SERVICES FEE SURVEY 2014

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 2014 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 2015-2016.

The Survey

The online SSF Survey consisted of 41 questions and was administered in October 2014 to all UA students. An invitation email with an incentive prize drawing was sent to all 42,127 currently enrolled students who paid the Student Services Fee, and 6,851 responses were obtained for an overall response rate of 16.3%. Table 1 describes the demographic characteristics of the survey respondents as compared to the Fall 2014 UA student population.

Table 1. Respondent demographics compared to Fall 2014 UA student population*

		<u>Percent**</u>	
		Survey Respondents N=6,851	Fall 2014 UA Students N=42,127
Gender	Female	62%	52%
	Male	36%	48%
	Transgender	<1%	–
	Prefer not to respond	2%	–
Race/Ethnicity	African American/Black	4%	4%
	Asian American/Pacific Islander	13%	9%
	Hispanic/Latino	20%	22%
	Multiracial	4%	–
	Native American/American Indian	2%	3%
	White	48%	53%
	Other	2%	–
	Prefer not to respond	8%	9%

Table 1 (continued)

		Percent**	
		Survey Respondents N=6,851	Fall 2014 UA Students N=42,127
Age	Under 25	71%	76%
	Age 25 and older	28%	24%
	Prefer not to respond	1%	–
Class Level	Undergraduate	72%	78%
	Graduate/professional student	28%	22%
Enrollment Status	Full-time	94%	84%
	Part-time	6%	16%
Current Residence	Living at home with parents	16%	–
	Residence hall	18%	16%
	Fraternity/sorority housing	1%	–
	Off-campus housing	64%	–

Sources: Student Services Fee Survey 2014, OIRPS Enrollment Highlights Fall 2014

*Given the survey's response rate of 16.3%, a 1.1% margin of error (with 95% confidence), and the comparability between the major comparison areas highlighted in this table, the Student Services Fee 2014 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 they should receive SSF 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 (84%), expanded career related opportunities (83%), career-based experiential learning and internship opportunities (82%), academic support services (81%), and career counseling (77%).

About two-thirds or approximately 60% to 74% of all students indicated moderately strong support for six initiatives while 12 initiatives received support from approximately half or about 45-60% of the respondents. Two 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:

- Access to scholarships and financial aid information (84%)
- Expanded career-related opportunities (83%)
- Career-based experiential learning and internship opportunities (82%)
- Academic support services (including tutoring, supplemental instruction, and educational planning) that teach the skills needed to be a successful student (81%)
- Career counseling within specific academic areas (77%)



Half of Students Support:

- Free legal advice to students (59%)
- Access to alumni for career advice and mentoring (57%)
- Leadership training for student workers who have jobs providing direct services to fellow students (56%)
- Supporting specific campus populations (55%)
- Online learning tools and options (55%)
- Personal leadership development opportunities and programs (54%)
- Outside of the classroom faculty-student interaction programs (50%)
- Providing childcare initiatives and programs (50%)
- Peer mentoring training (48%)
- Student-run news and media organizations (48%)
- Transfer and readmitted student orientation and services (47%)
- Opportunities to engage in fine arts activities outside of the classroom (45%)



Two-thirds of Students Support:

- Campus safety/security enhancements (73%)
- Professional mentoring programs (72%)
- Health and wellness programs and initiatives (71%)
- On-campus job opportunities (71%)
- Funding for graduate student academic travel, presentations, and professional development (65%)
- Student retention and success programs to transition students to university life, improve academic standing, and develop new skills (63%)



One-third of Students Support:

- Social justice programs (38%)
- Expanding film and speaker 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

Support for General vs. Specific Initiatives

Figure 2 below outlines undergraduate and graduate 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"> • Access to scholarships and financial aid information (84%) • Expanded career-related opportunities (83%) • Academic support services (including tutoring, supplemental instruction, and educational planning) that teach the skills needed to be a successful student (81%) • Career counseling within specific academic areas (77%) • Campus safety/security enhancements (73%) • On-campus job opportunities (71%) • Health and wellness programs and initiatives (71%) • Student retention and success programs to transition students to university life, improve academic standing, and develop new skills (63%) • Access to alumni for career advice and mentoring (57%) • Personal leadership development opportunities and programs (54%) • Online learning tools and options (55%) • Supporting specific campus populations (55%) • Outside of the classroom faculty-student interaction programs (50%) • Opportunities to engage in fine arts activities outside of the classroom (45%) • Social justice programs (38%) 	<ul style="list-style-type: none"> • Career-based experiential learning and internship opportunities (82%) • Professional mentoring programs (72%) • Funding for graduate student academic travel, presentations, and professional development (65%) • Free legal advice to students (59%) • Leadership training for student workers who have jobs providing direct services to fellow students (56%) • Providing childcare initiatives and programs (50%) • Student-run news and media organizations (48%) • Transfer and readmitted student orientation and services (47%) • Peer mentoring training (48%) • Expanding film and speaker 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 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 to 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. Continuing education students were excluded from class level analysis due to their small response rate, while those who responded “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*

Top 5 Initiatives for UNDERGRADUATE Students:	Top 5 Initiatives for GRADUATE Students:
<ul style="list-style-type: none"> • Expanded career-related opportunities (87%) • Access to scholarships and financial aid information (86%) • Academic support services (including tutoring, supplemental instruction, and educational planning) that teach the skills needed to be a successful student (84%) • Career-based experiential learning and internship opportunities (86%) • Career counseling within specific academic areas (81%) 	<ul style="list-style-type: none"> • Funding for graduate student academic travel, presentations, and professional development (86%) • Access to scholarships and financial aid information (81%) • Expanded career-related opportunities (76%) • Career-based experiential learning and internship opportunities (75%) • Academic support services (including tutoring, supplemental instruction, and educational planning) that teach the skills needed to be a successful student (74%)

*Support is defined as the percentage of students who indicated they “strongly agree” or “agree” with a particular funding initiative; Undergraduate N=4,578, Graduate N=1,657

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 (85%) • Academic support services (including tutoring, supplemental instruction, and educational planning) that teach the skills needed to be a successful student (84%) • Career-based experiential learning and internship opportunities (84%) • On Campus jobs opportunities (79%) • Career counseling within specific academic areas (78%) 	<ul style="list-style-type: none"> • Access to scholarships and financial aid information (85%) • Expanded career-related opportunities (83%) • Career-based experiential learning and internship opportunities for (82%) • 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%)

*Support is defined as the percentage of students who indicated they “strongly agree” or “agree” with a particular funding initiative; Minority N=3,006, Non-minority N=3,229

Further statistical analyses were conducted to determine if statistically significant difference existed by class level and race/ethnicity in the respective groups’ support for a specific SSF funding initiative. No significant differences existed between minority and non-minority students, yet Table 2 outlines the initiative that produced statistically significant differences between undergraduate and graduate students:

<u>Initiative</u>	Percent(%) indicating <u>“Strongly Agree”/”Agree”</u>	
	<u>Undergrad</u>	<u>Grad/Prof</u>
<ul style="list-style-type: none"> • Funding for graduate student academic travel, presentations, and professional development 	56	86

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 2014

Page - 2014 Student Services Fee Survey

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 2015 - 2016.

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!

Required answers: 0 Allowed answers: 0

Next Page:

Page - 2

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] [Numeric Value = 5]

Agree[Code = 4] [Numeric Value = 4]

Neutral[Code = 3] [Numeric Value = 3]

Disagree[Code = 2] [Numeric Value = 2]

Strongly disagree[Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Q2 Funding for graduate student academic travel, presentations, and professional development

Strongly agree[Code = 5] [Numeric Value = 5]

Agree[Code = 4] [Numeric Value = 4]

Neutral[Code = 3] [Numeric Value = 3]

Disagree[Code = 2] [Numeric Value = 2]

Strongly disagree[Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Q3 Access to scholarships and financial aid information

Strongly agree[Code = 5] [Numeric Value = 5]

Agree[Code = 4] [Numeric Value = 4]

Neutral[Code = 3] [Numeric Value = 3]

Disagree[Code = 2] [Numeric Value = 2]

Strongly disagree[Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Q4 Orientation and support programming for transfer and readmitted students

Strongly agree[Code = 5] [Numeric Value = 5]

Agree[Code = 4] [Numeric Value = 4]

Neutral[Code = 3] [Numeric Value = 3]
Disagree[Code = 2] [Numeric Value = 2]
Strongly disagree[Code = 1] [Numeric Value = 1]
<i>Required answers: 1 Allowed answers: 1</i>

Q5 Academic support services (including tutoring, supplemental instruction, and educational planning) that teach the skills needed to be a successful student
Strongly agree[Code = 5] [Numeric Value = 5]
Agree[Code = 4] [Numeric Value = 4]
Neutral[Code = 3] [Numeric Value = 3]
Disagree[Code = 2] [Numeric Value = 2]
Strongly disagree[Code = 1] [Numeric Value = 1]
<i>Required answers: 1 Allowed answers: 1</i>

Q6 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] [Numeric Value = 5]
Agree[Code = 4] [Numeric Value = 4]
Neutral[Code = 3] [Numeric Value = 3]
Disagree[Code = 2] [Numeric Value = 2]
Strongly disagree[Code = 1] [Numeric Value = 1]
<i>Required answers: 1 Allowed answers: 1</i>

Q7 Online learning tools and options (e.g., online tutoring, podcasts, apps)
Strongly agree[Code = 5] [Numeric Value = 5]
Agree[Code = 4] [Numeric Value = 4]
Neutral[Code = 3] [Numeric Value = 3]
Disagree[Code = 2] [Numeric Value = 2]
Strongly disagree[Code = 1] [Numeric Value = 1]
<i>Required answers: 1 Allowed answers: 1</i>

Q8 Programming that trains/supports students as peer mentors
Strongly agree[Code = 5] [Numeric Value = 5]
Agree[Code = 4] [Numeric Value = 4]
Neutral[Code = 3] [Numeric Value = 3]
Disagree[Code = 2] [Numeric Value = 2]
Strongly disagree[Code = 1] [Numeric Value = 1]
<i>Required answers: 1 Allowed answers: 1</i>

Q9 Supporting specific campus populations (i.e., veterans, transfers, commuters, students with disabilities, women, students of color, cultural centers, LGBTQ, non-traditional students)
Strongly agree[Code = 5] [Numeric Value = 5]
Agree[Code = 4] [Numeric Value = 4]
Neutral[Code = 3] [Numeric Value = 3]
Disagree[Code = 2] [Numeric Value = 2]
Strongly disagree[Code = 1] [Numeric Value = 1]
<i>Required answers: 1 Allowed answers: 1</i>

Q10 Social justice programs (e.g., 3-day social justice retreats; hunger banquet; speaker series)	
Strongly agree[Code = 5] [Numeric Value = 5]	
Agree[Code = 4] [Numeric Value = 4]	
Neutral[Code = 3] [Numeric Value = 3]	
Disagree[Code = 2] [Numeric Value = 2]	
Strongly disagree[Code = 1] [Numeric Value = 1]	
	Required answers: 1 Allowed answers: 1

Q11 Personal leadership development opportunities and programs	
Strongly agree[Code = 5] [Numeric Value = 5]	
Agree[Code = 4] [Numeric Value = 4]	
Neutral[Code = 3] [Numeric Value = 3]	
Disagree[Code = 2] [Numeric Value = 2]	
Strongly disagree[Code = 1] [Numeric Value = 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

Q12 Campus safety/security enhancements (e.g., safety program enhancements; increased security on campus; additional security at campus events)	
Strongly agree[Code = 5] [Numeric Value = 5]	
Agree[Code = 4] [Numeric Value = 4]	
Neutral[Code = 3] [Numeric Value = 3]	
Disagree[Code = 2] [Numeric Value = 2]	
Strongly disagree[Code = 1] [Numeric Value = 1]	
	Required answers: 1 Allowed answers: 1

Q13 Free legal advice to students	
Strongly agree[Code = 5] [Numeric Value = 5]	
Agree[Code = 4] [Numeric Value = 4]	
Neutral[Code = 3] [Numeric Value = 3]	
Disagree[Code = 2] [Numeric Value = 2]	
Strongly disagree[Code = 1] [Numeric Value = 1]	
	Required answers: 1 Allowed answers: 1

Q14 Health and wellness programs and initiatives (e.g., healthy eating initiatives, alcohol awareness initiatives, sexual education programming)	
Strongly agree[Code = 5] [Numeric Value = 5]	
Agree[Code = 4] [Numeric Value = 4]	
Neutral[Code = 3] [Numeric Value = 3]	
Disagree[Code = 2] [Numeric Value = 2]	
Strongly disagree[Code = 1] [Numeric Value = 1]	
	Required answers: 1 Allowed answers: 1

Q15 Providing childcare initiatives and programs (e.g., childcare facilities and support)		
Strongly agree	[Code = 5] [Numeric Value = 5]	
Agree	[Code = 4] [Numeric Value = 4]	
Neutral	[Code = 3] [Numeric Value = 3]	
Disagree	[Code = 2] [Numeric Value = 2]	
Strongly disagree	[Code = 1] [Numeric Value = 1]	
		Required answers: 1 Allowed answers: 1

Q16 Expanding film and speaker options in the Gallagher Theater		
Strongly agree	[Code = 5] [Numeric Value = 5]	
Agree	[Code = 4] [Numeric Value = 4]	
Neutral	[Code = 3] [Numeric Value = 3]	
Disagree	[Code = 2] [Numeric Value = 2]	
Strongly disagree	[Code = 1] [Numeric Value = 1]	
		Required answers: 1 Allowed answers: 1

Q17 Opportunities to engage in fine arts activities outside of the classroom		
Strongly agree	[Code = 5] [Numeric Value = 5]	
Agree	[Code = 4] [Numeric Value = 4]	
Neutral	[Code = 3] [Numeric Value = 3]	
Disagree	[Code = 2] [Numeric Value = 2]	
Strongly disagree	[Code = 1] [Numeric Value = 1]	
		Required answers: 1 Allowed answers: 1

Q18 Career counseling within specific academic areas		
Strongly agree	[Code = 5] [Numeric Value = 5]	
Agree	[Code = 4] [Numeric Value = 4]	
Neutral	[Code = 3] [Numeric Value = 3]	
Disagree	[Code = 2] [Numeric Value = 2]	
Strongly disagree	[Code = 1] [Numeric Value = 1]	
		Required answers: 1 Allowed answers: 1

Q19 Professional mentoring programs for students		
Strongly agree	[Code = 5] [Numeric Value = 5]	
Agree	[Code = 4] [Numeric Value = 4]	
Neutral	[Code = 3] [Numeric Value = 3]	
Disagree	[Code = 2] [Numeric Value = 2]	
Strongly disagree	[Code = 1] [Numeric Value = 1]	
		Required answers: 1 Allowed answers: 1

Q20 Career-based experiential learning and internship opportunities for students		
Strongly agree	[Code = 5] [Numeric Value = 5]	
Agree	[Code = 4] [Numeric Value = 4]	
Neutral	[Code = 3] [Numeric Value = 3]	
Disagree	[Code = 2] [Numeric Value = 2]	
Strongly disagree	[Code = 1] [Numeric Value = 1]	
		Required answers: 1 Allowed answers: 1

Q21 Expanded career-related opportunities (e.g., greater availability of internships, job preparation experiences, and employers interviewing on campus)		
Strongly agree	[Code = 5] [Numeric Value = 5]	
Agree	[Code = 4] [Numeric Value = 4]	
Neutral	[Code = 3] [Numeric Value = 3]	
Disagree	[Code = 2] [Numeric Value = 2]	
Strongly disagree	[Code = 1] [Numeric Value = 1]	
		Required answers: 1 Allowed answers: 1

Q22 Access to alumni for career advice and mentoring		
Strongly agree	[Code = 5] [Numeric Value = 5]	
Agree	[Code = 4] [Numeric Value = 4]	
Neutral	[Code = 3] [Numeric Value = 3]	
Disagree	[Code = 2] [Numeric Value = 2]	
Strongly disagree	[Code = 1] [Numeric Value = 1]	
		Required answers: 1 Allowed answers: 1

Q23 On-campus job opportunities within the Division of Student Affairs for undergraduate and graduate students		
Strongly agree	[Code = 5] [Numeric Value = 5]	
Agree	[Code = 4] [Numeric Value = 4]	
Neutral	[Code = 3] [Numeric Value = 3]	
Disagree	[Code = 2] [Numeric Value = 2]	
Strongly disagree	[Code = 1] [Numeric Value = 1]	
		Required answers: 1 Allowed answers: 1

Q24 Leadership training for student workers who have jobs providing direct services to fellow students		
Strongly agree	[Code = 5] [Numeric Value = 5]	
Agree	[Code = 4] [Numeric Value = 4]	
Neutral	[Code = 3] [Numeric Value = 3]	
Disagree	[Code = 2] [Numeric Value = 2]	
Strongly disagree	[Code = 1] [Numeric Value = 1]	
		Required answers: 1 Allowed answers: 1

Q25 Student-run news and media organizations (e.g., Daily Wildcat, Wildcat Online/Mobile, UATA Channel 3, KAMP Student Radio)		
Strongly agree	[Code = 5] [Numeric Value = 5]	
Agree	[Code = 4] [Numeric Value = 4]	
Neutral	[Code = 3] [Numeric Value = 3]	
Disagree	[Code = 2] [Numeric Value = 2]	
Strongly disagree	[Code = 1] [Numeric Value = 1]	
		Required answers: 1 Allowed answers: 1

Next Page: Sequential

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?

Q26 Commuter students	
Essential[Code = 5] [Numeric Value = 5]	
High priority[Code = 4] [Numeric Value = 4]	
Medium priority[Code = 3] [Numeric Value = 3]	
Low priority[Code = 2] [Numeric Value = 2]	
Not a priority[Code = 1] [Numeric Value = 1]	
	<i>Required answers: 1 Allowed answers: 1</i>

Q27 Students of color (African American, Native American, Chicano/Hispanic, Asian American)	
Essential[Code = 5] [Numeric Value = 5]	
High priority[Code = 4] [Numeric Value = 4]	
Medium priority[Code = 3] [Numeric Value = 3]	
Low priority[Code = 2] [Numeric Value = 2]	
Not a priority[Code = 1] [Numeric Value = 1]	
	<i>Required answers: 1 Allowed answers: 1</i>

Q28 LGBTQ (Lesbian, Gay, Bisexual, Transgender, Questioning)	
Essential[Code = 5] [Numeric Value = 5]	
High priority[Code = 4] [Numeric Value = 4]	
Medium priority[Code = 3] [Numeric Value = 3]	
Low priority[Code = 2] [Numeric Value = 2]	
Not a priority[Code = 1] [Numeric Value = 1]	
	<i>Required answers: 1 Allowed answers: 1</i>

Q29 Non-traditional students (age 25 and over)	
Essential[Code = 5] [Numeric Value = 5]	
High priority[Code = 4] [Numeric Value = 4]	
Medium priority[Code = 3] [Numeric Value = 3]	
Low priority[Code = 2] [Numeric Value = 2]	
Not a priority[Code = 1] [Numeric Value = 1]	
	<i>Required answers: 1 Allowed answers: 1</i>

Q30 Students with disabilities	
Essential[Code = 5] [Numeric Value = 5]	
High priority[Code = 4] [Numeric Value = 4]	
Medium priority[Code = 3] [Numeric Value = 3]	
Low priority[Code = 2] [Numeric Value = 2]	
Not a priority[Code = 1] [Numeric Value = 1]	
	<i>Required answers: 1 Allowed answers: 1</i>

Q31 Transfer students	
Essential[Code = 5] [Numeric Value = 5]	
High priority[Code = 4] [Numeric Value = 4]	
Medium priority[Code = 3] [Numeric Value = 3]	
Low priority[Code = 2] [Numeric Value = 2]	
Not a priority[Code = 1] [Numeric Value = 1]	
	<i>Required answers: 1 Allowed answers: 1</i>

Q32 Veterans	
Essential[Code = 5] [Numeric Value = 5]	
High priority[Code = 4] [Numeric Value = 4]	
Medium priority[Code = 3] [Numeric Value = 3]	
Low priority[Code = 2] [Numeric Value = 2]	
Not a priority[Code = 1] [Numeric Value = 1]	
	Required answers: 1 Allowed answers: 1

Q33 Women	
Essential[Code = 5] [Numeric Value = 5]	
High priority[Code = 4] [Numeric Value = 4]	
Medium priority[Code = 3] [Numeric Value = 3]	
Low priority[Code = 2] [Numeric Value = 2]	
Not a priority[Code = 1] [Numeric Value = 1]	
	Required answers: 1 Allowed answers: 1

Display if Q9='Strongly agree' OR Q9='Agree'

Q34 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 Q17='Strongly agree' OR Q17='Agree'

Q35 Are there any programs or services that you have NOT seen on this survey that you feel Student Services Fee finding priority should be given to in the future?	
[Code = 1] [Textbox]	
	Required answers: 0 Allowed answers: 1

Next Page: Sequential

Page - Demographics

Q36 Age:	
17[Code = 1] 65[Code = 50]	
Over 65[Code = 50]	
Prefer not to respond[Code = 51]	
	Required answers: 1 Allowed answers: 1

Q37 Sex/gender:	
Female[Code = 1]	
Male[Code = 2]	
Transgender[Code = 3]	
Prefer not to respond[Code = 4]	

<i>Required answers: 1</i>		<i>Allowed answers: 1</i>
Q38 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]		
Other (please specify)[Code = 7] [Textbox]		
Prefer not to respond[Code = 8]		
<i>Required answers: 1</i>		<i>Allowed answers: 1</i>
Q39 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>
Q40 Are you a:		
Full-time student[Code = 1]		
Part-time student[Code = 2]		
<i>Required answers: 1</i>		<i>Allowed answers: 1</i>
Q41 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>

Next Page: Sequential

Appendix B: Follow-up Findings

Support for specific campus populations

The following questions were administered to respondents who strongly agreed or agreed (N=3,739) 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=3,739				
	Essential	High priority	Medium priority	Low priority	Not a priority
Students with disabilities	45%	39%	14%	2%	1%
Veterans	32%	37%	25%	5%	2%
Students of Color	31%	31%	30%	5%	4%
Women	28%	30%	33%	6%	4%
LGBTQ	23%	29%	33%	8%	7%
Commuter students	16%	23%	39%	16%	6%
Non-traditional students (age 25 and over)	17%	24%	40%	14%	4%
Transfer students	14%	26%	44%	13%	4%

Source: Student Services Fee Survey 2014

*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=3,062) 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	1,981	24%
Drawing/painting	1,773	21%
Sculpture	1,301	16%
Discussions with artists	1,299	16%
Ceramics	1,139	14%
Printmaking	973	12%
Collage	639	8%
None of the above	404	5%

Source: Student Services Fee Survey 2014

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=1,046).

Programs/services not seen on the survey that should be given funding priority	Number responding	Percent
Arts & Entertainment	109	10%
Concerns	30	3%
Building Maintenance	18	2%
Transportation	51	5%
Scholarships & Financial Aid	107	10%
Experiences Outside of Campus	18	2%
Technology	50	5%
Academics	205	20%
Professional Development	60	6%
Student Services	398	38%

Source: Student Services Fee Survey 2014

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

Examples of Open-Ended Responses Categorized by Theme

Arts & Entertainment	Music, entertainment, student showcases
Concerns	Making some fees optional (Rec-Center), reducing cost of fees, making clubs more financially independent to decrease dependency on SSF, less spending on entertainment and more on education opportunities
Building Maintenance	Updating classrooms, remodeling bathrooms, better laundry services in the residence halls
Transportation	More frequent CatTran services, more affordable parking, better bicycle services, pollution/sustainability initiatives, better transportation for students with disabilities, transportation services outside campus
Scholarships & Financial Aid	Funding for research, textbook funding, financial aid and loan counseling
Experiences Outside of Campus	Community engagement, travel opportunities, study abroad, conferences
Technology	Software discounts, better printing services, Microsoft Office workshops, better wifi
Academics	Increasing quality of online courses, better laboratories
Professional Development	More student jobs, career and graduate school advising, undergraduate research opportunities and internships, after PhD placement
Student Services	Advising, nutrition services, drug/alcohol/trauma/metal health services, tutoring, on-campus daycare, student-faculty mentorship opportunities, peer mentorship, better academic services for online students, special interest residence hall communities, student media (Daily Wildcat, AZPM), summer access to rec-center, specific initiatives for student populations (minority, adult/parenting students, students with disabilities, international students, freshmen, first-generation, veterans), upper division course tutoring