STUDENT SERVICES FEE SURVEY SUMMARY | FALL 2021

In Fall 2021, the Students Services Fee Survey was deployed to all enrolled Fall 2021 Main Campus students. The survey was conducted November 1 to 14, 2021. Students received an email inviting them to participate in the survey with 2,461 responding and included in analysis representing a 6.4% response rate. Participating students were offered the option of entering a drawing for a $50 gift certificate upon completion.

The University of Arizona Student Services Fee (SSF) Board allocates approximately $3 million each year to departments within UArizona. The Student Services Fee funds projects that enhance the student experience and positively impact student life.

The survey gathers undergraduate and graduate student opinion to assist in the prioritization of services considered for fee funding.

UArizona students were asked to indicate how much they would support student services fees being invested across 26 potential priority areas including academic support, career related opportunities, financial aid and basic needs, and student safety and support initiatives.

Students were asked to indicate their level of support for priority funding on a five-point scale of "Do not Support, Slightly Support, Somewhat Support, Strongly Support, and This is Essential". Student support was calculated based on the percentage of respondents who indicated "Strongly Support" or "This is Essential."

Women and graduate students were overrepresented in the survey respondents compared to the Fall 2021 Census Main campus student population. Results in this report were weighted to account for non-response bias and generalize results to the UArizona population. A complete table of respondent demographics and weighted adjustments can be found in Appendix A.

Table 1.	Fall 2021 Main Campus (N=38,534) %	Survey Respondents Weighted (N=2,461) %
Career*		
Undergraduate	82%	82%
Grad. / Professional	18%	18%
IPEDS Sex: Women*	**56%**	**56%**
IPEDS Ethnicity		
Black or African American	4%	2%
Asian or Asian American	5%	6%
Hispanic/Latinx	27%	26%
International	8%	9%
Native American	1%	1%
Pacific Islander	< 1%	<1%
Two or more races	5%	5%
Unknown / Other	2%	2%
White	49%	49%
Arizona Resident	61%	63%
First Generation[1]	30%	30%
Pell Recipient in term[1]	24%	28%
Age Groups		
21 or Under	67%	68%
22-24	15%	11%
25-29	10%	11%
30 or More	8%	9%
Living on-campus	19%	25%

*Used to generate weights
1) Represents undergraduate students only

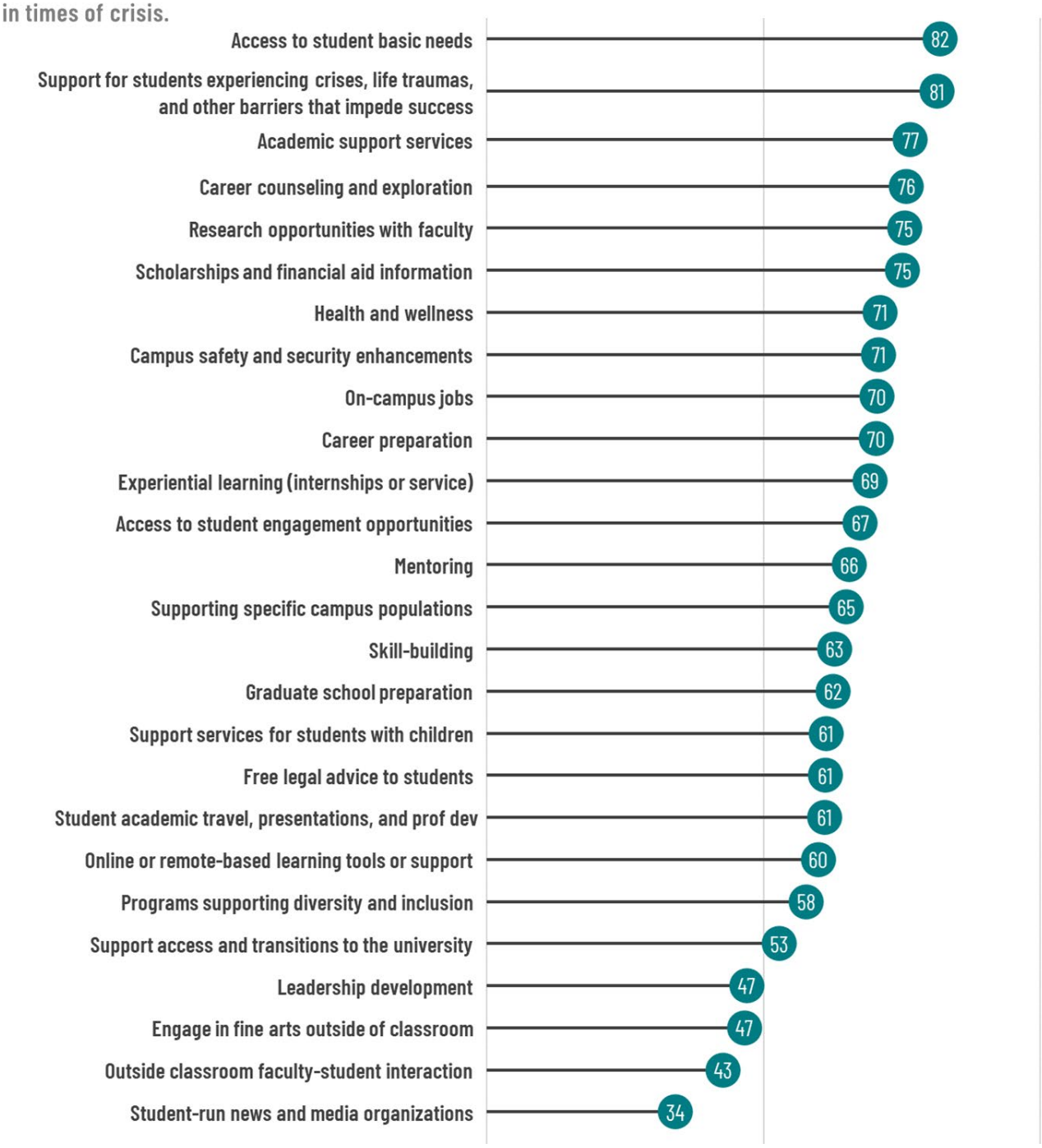
Results have a 95% confidence level and +/- 2%margin of error. That is, if the survey was conducted 100 times, the actual percentages of the population would be within 2 percentage points above or below the percentages reported here in 95 out of 100 surveys. Full survey results can be found in Appendix B. For more information, email AssessmentResearch@arizona.edu.

Student Priorities

Students overwhelmingly support initiatives that ensure students have access to basic needs such as food and housing (82%), support students who are experiencing crises, life traumas, and other barriers that impede success (81%), academic support services (77%), career counseling and exploration (76%), research opportunities with faculty (75%), and scholarships and financial aid information (75%).

Students indicating strong support or identifying an initiative as essential.

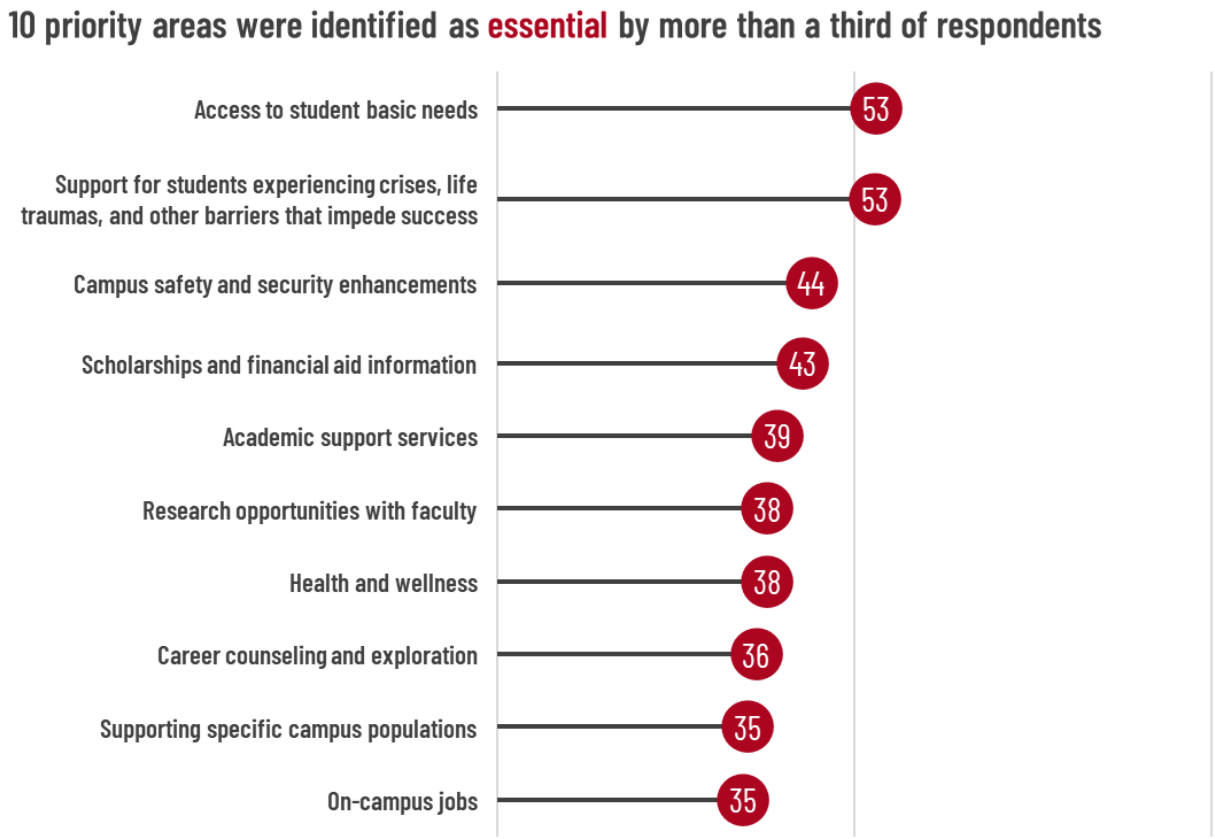
Eight in ten students would prioritize initiatives that ensure students have access to basic needs and support in times of crisis.



Essential Initiatives

The visual below shows the top 10 initiatives with the most students rating as 'essential'. Unsurprisingly, many of the initiatives that saw high support in Figure 1 also rank among the top 10 when considering those who expressed they were essential for funding.

However, while campus safety and security received 71% support and ranked 8th among overall student support, it is ranked 3rd among essential initiatives with 44% of respondents identifying it as essential.



Female students were far more likely to indicate that campus security was a priority than male students.

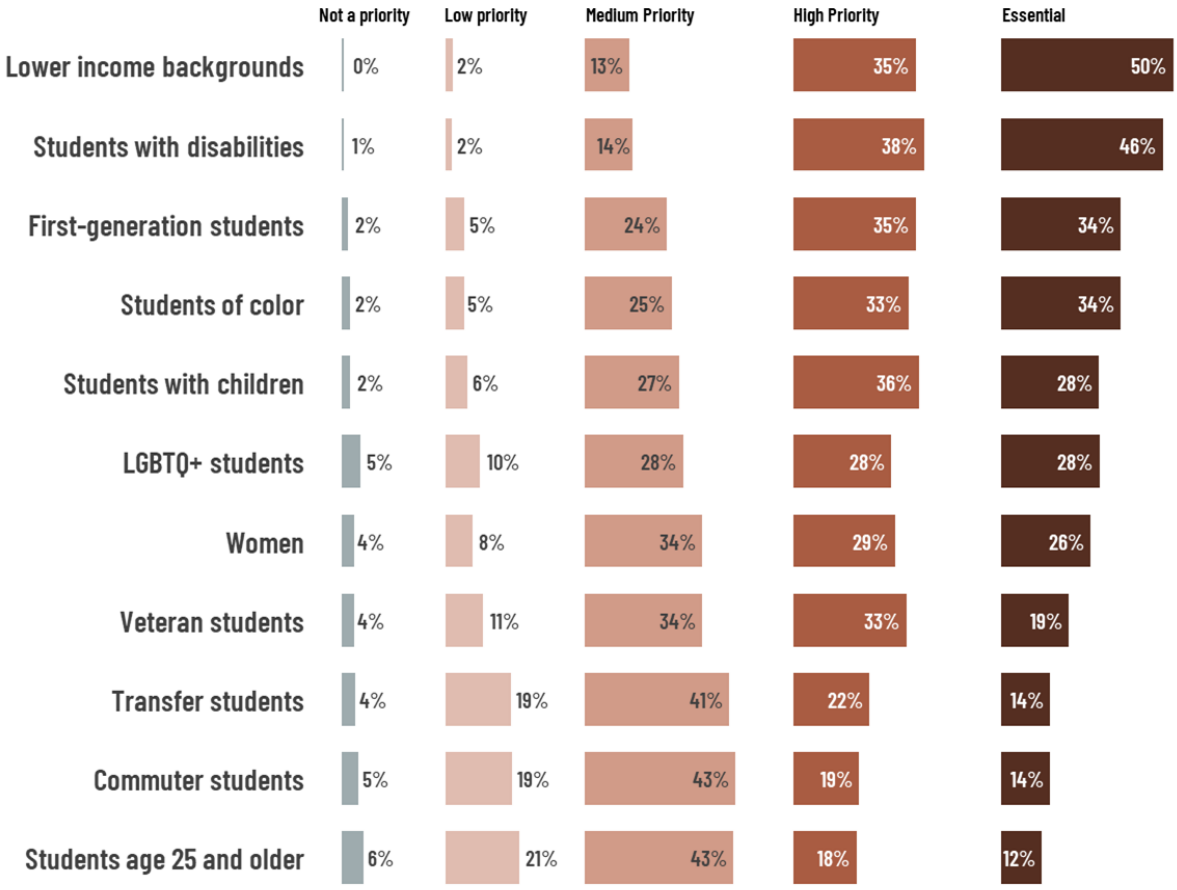
78% of female students support funding and 50% said it was essential, compared to male students with 61% expressing support and 37% identifying it as essential.

Support for Specific Campus Populations

Initiatives supporting specific campus populations received support from 65% of students.

The vast majority (93%) of students reported they generally supported initiatives focused on these groups from slightly support to this is essential. These students were then asked to indicate their level of support for priority funding on a five-point scale of "Not a priority" to "Essential" to inform prioritization of Student Service Fee investment.

Support for funding initiatives focused on special campus populations was highest for programs assisting historically under-represented students.



Students from lower income backgrounds received the most support (85% rated as high priority). Similarly, 84% support initiatives focused on students with disabilities and 70% support first-generation students.

International students (10%) and graduate students (5%) were identified in open-response feedback as groups not currently solicited within the survey, but these groups expressed a need for engagement opportunities, and financial and academic support.

Comparison of Priorities By Student Groups

Top 10 Supported Initiatives by Academic Career

The top supported initiatives identified as strongly supported or essential by students were similar by academic career, though graduate and professional students highly rated support for academic travel and professional development (73%) compared to undergraduates (58%).

Undergraduate	
Student basic needs	83%
Students experiencing crises	82%
Academic support services	79%
Career counseling	78%
Financial aid information	78%
Research opportunities with faculty	76%
Campus safety and security	74%
On-campus jobs	73%
Health and wellness	73%
Career preparation	72%

Graduate/Professional	
Students experiencing crises	77%
Student basic needs	75%
Research opportunities with faculty	75%
Academic travel and professional development	73%
Career counseling	65%
Health and wellness	64%
Financial aid information	63%
Academic support services	63%
Career preparation	62%
Experiential Learning (Internships, Service)	62%

Graduate students were far more likely to support funding for academic travel, presentations, and professional development initiatives.

73% of graduate students support funding, and 38% indicate it is essential. Compared to 58% support among undergraduates with only 18% essential.

Top 10 Supported Initiatives by Ethnicity

The top supported initiatives identified as strongly supported or essential by students are reported by student ethnicity.

African American	
Student basic needs	92%
Students experiencing crises	90%
Career counseling	85%
On-campus jobs	84%
Specific campus populations	83%
Engagement opportunities	82%
Financial aid information	81%
Academic support services	81%
Health and Wellness	79%
Mentoring	78%

Asian American	
Academic support services	83%
Student basic needs	82%
Students experiencing crises	81%
Financial aid information	81%
Research opportunities with faculty	79%
Health and Wellness	77%
Experiential Learning (Internships, Service)	77%
Campus safety and security	77%
Career counseling	76%
Career preparation	76%

Hispanic	
Student basic needs	87%
Students experiencing crises	86%
Financial aid information	84%
Academic support services	82%
Career counseling	81%
On-campus jobs	78%
Health and wellness	76%
Campus safety and security	75%
Career preparation	75%
Research opportunities with faculty	75%

International	
Research opportunities with faculty	87%
Students experiencing crises	80%
Career preparation	79%
On-campus jobs	78%
Academic travel and professional development	78%
Student basic needs	77%
Engagement opportunities	77%
Career counseling	76%
Experiential Learning (Internships, Service)	76%
Health and wellness	75%

Native American	
Financial aid information	95%
Career counseling	86%
Students experiencing crises	83%
Specific campus populations	83%
Research opportunities with faculty	83%
Academic support services	80%
On-campus jobs	79%
Experiential Learning (Internships, Service)	79%
Skill-building	79%
Student Basic Needs	79%

Pacific Islander	
On-campus jobs	100%
Student basic needs	100%
Students with children	100%
Students experiencing crises	86%
Online learning tools/support	86%
Academic support services	86%
Mentoring	86%
Skill-building	72%
Academic travel and professional development	72%
Financial aid information	72%

Two or More Races	
Students experiencing crises	87%
Student basic needs	86%
Financial aid information	80%
Campus safety and security	79%
Career counseling	77%
Academic support services	75%
Health and wellness	72%
Research opportunities with faculty	72%
Specific campus populations	71%
Career preparation	69%

White	
Student basic needs	79%
Students experiencing crises	79%
Academic support services	74%
Research opportunities with faculty	73%
Career counseling	72%
Financial aid information	69%
Health and wellness	68%
Campus safety and security	66%
Career preparation	66%
On-campus jobs	66%

Open Ended Response Categorizations

An open-ended question was included to capture any programs or services that students did not see on the survey but felt should be given Student Services Fee funding priority in the future. Of the 2,461 survey respondents, 325 contributed additional insights. Responses were categorized by theme here and further described with frequently reported examples.

Major Themes

Health and Wellness	123 (38%)
Campus Safety/ EMS	23%
Mental Health	21%
Nutritious Food	19%
Cultural Engagement and Outreach	15%
Medical/Physical Wellness	12%
Affordable Housing	9%
Environmental	8%
Childcare Support	7%
Clothing	2%
Legal Services	2%

UAEMS - The volunteer EMS agency on campus was specifically mentioned 16 times

Academic	44 (14%)
Tutoring and Academic Skills	41%
Technology and Equipment	20%
Library Services	11%
Academic Outreach and Engagement	9%
Advising	7%

Financial	65 (20%)
Academic Financial Aid	35%
Living Expenses	18%
Emergency Assistance	15%
Better Paid Opportunities	15%
Transportation/Parking Costs	12%
Financial Literacy	9%

Extracurricular	51 (16%)
Student Clubs or Associations	29%
Sports/Recreation	27%
Creative Expression	18%
Cultural Engagement/Outreach	18%
Research / Experiential	12%

Post-Graduation	9 (3%)
Career Counseling	33%
Licensing/Certifications and Skills Training	33%
Mentorship/Networking	22%
Graduate Degree Advising	11%

"Bereavement Services for students who are grieving, travelling for funerary services, free grief counselling for students, policy for academic responses to grieving students. Currently there is nothing in place to support students in this situation, and it is unfortunately common for students to experience, especially since the pandemic."

– Senior

"The week at a glance"... "A central master calendar where the University, Athletics Department, all Academic Units, the Wildcat Events Board and possibly some of the larger clubs would be amazing."

– First-Year

"Services like Compost Cats. The current student body wants to make more sustainable choices, the campus must provide more services like compost cats throughout campus."

– Sophomore

"Environmental programs and clubs such as The Restoration Club and The School Garden Program who do work and projects around UA campus."

– Senior

Open Response Submissions of Major Themes

Health and Wellness	
Campus Safety/ EMS	University of Arizona Emergency Medical Services (UAEMS), security cameras, parking garage safety, blue-light stations, safety training/courses
Mental Health	CAPS, counseling, psychiatric, students in crises, medication, bereavement, depression, anxiety
Nutritious Food	Affordable healthier options, campus pantry, community gardens, affordable groceries on campus, vegan options
Cultural Engagement and Outreach	Community building, social events, promoting diversity within programs, support for students with undocumented family, DACA students. Mentions of specific campus groups
Medical/Physical Wellness	Medical care costs, access to care, disability support, exercise, health awareness events
Affordable Housing	Housing aid, rent assistance, displaced students, asylum seekers, homelessness
Environmental	Sustainability, environmental impact, recycling, waste reduction
Childcare Support	Daycare/preschool on campus, single parents
Clothing	Campus Closet, Queer closet, promotion
Legal Services	Legal assistance for international students and on-campus victims

Financial	
Academic Financial Aid	Tuition waivers, scholarships, program fee scholarships (SALT and Tutoring), school fee assistance beyond tuition. Mentions of specific populations needing assistance.
Living Expenses	Comments related to financial support for rent and other basic needs. These were specifically mentions of financial assistance
Emergency Assistance	Student Emergency Fund, unexpected expenses and crises that carry a financial component.
Better Paid Opportunities	Higher wages for student workers, Residence Assistances, and Graduate Assistants. Summer job opportunities, legal work for international students
Transportation/Parking Costs	Cheaper parking, Cat Tran services, financial and logistic struggles of commuter students
Financial Literacy	Budgets, loan counseling, financial advice

Extracurricular	
Student Clubs or Associations	Club fairs and booth events, ASUA, Greek Life, social, interest based and cultural clubs
Sports/Recreation	Intramural sports, game spaces, festivals, tailgates, event promotion, swings
Creative Expression	Fine arts, maker spaces, woodworking, dance, music
Cultural Engagement/Outreach	Social engagement/outreach to local cultural groups, mentions of specific cultural or religion
Research / Experiential	Study abroad, local volunteer and internship, research opportunities

Academic	
Tutoring and Academic Skills	Student support programs, DRC, ASEMS, Think Tank programs, expanded tutoring hours
Technology and Equipment	Wi-Fi stability, printing services, Canvas LMS Suggestion, lecture recordings, lab equipment
Library Services	Expanded library hours, printing fees
Academic Outreach / Engagement	Outreach to community to promote access and pathways
Advising	Access to academic advising and help with major selection

Post-Graduation	
Career Counseling	Advising on career / major alignment, career placement and planning
Mentorship/Networking	Mentoring related to graduate studies, networking resources
Licensing/Certifications and Skills Training	Practical skills building, partnership with local trade organizations, licensing exams
Graduate Degree Advising	Preparing for careers after graduate school

APPENDICES

APPENDIX A: SURVEY RESPONDENTS & POPULATION DEMOGRAPHICS

Women and undergraduate students were overrepresented among survey respondents compared to the campus population, which was accounted for with survey weighting to generalize to the student population.

	Fall 2021 Main Campus (N= 38,534)		Survey Respondents (N=2,461)		
	#	%	#	%	Weighted
Career					
Undergraduate	31,638	82.1%	1,699	69.0%	*82.1%*
Grad. / Professional	6,896	17.9%	762	31.0%	*17.9%*
Graduate	5,415	14.1%	652	26.5%	*15.4%*
Law	456	1.2%	43	1.8%	*1.0%*
Medicine	495	1.3%	23	*<1%*	*<1%*
Pharmacy	310	*<1%*	17	*<1%*	*<1%*
Veterinary Medicine	220	*<1%*	27	1.1%	*<1%*
Race/Ethnicity					
African American	1,352	3.5%	59	2.4%	*2.3%*
Asian	2,095	5.4%	152	6.2%	*6.1%*
Hispanic	10,191	26.5%	593	24.1%	*26.0%*
International	3,079	8.0%	238	9.7%	*8.5%*
Native American	505	1.3%	29	1.2%	*1.1%*
Pacific Islander	58	*<1%*	6	*<1%*	*<1%*
Two or more races	1,843	4.8%	113	4.6%	*4.7%*
Unknown / Other	732	1.9%	64	2.6%	*2.4%*
White	18,679	48.5%	1,207	49.1%	*48.7%*
Arizona Resident	23,339	60.6%	1,476	60.0%	*62.5%*
IPEDS Sex: Women	21,428	55.6%	1,710	69.5%	*55.6%*
Age Groups					
19 or Under	13,917	36.1%	856	34.8%	*40.6%*
20-29	21,533	55.9%	1,287	52.3%	*50.1%*
30-39	2,299	6.0%	224	9.1%	*6.5%*
40-49	549	1.4%	56	2.3%	*1.8%*
50-59	183	*<1%*	30	1.2%	*<1%*
60-69	46	*<1%*	6	*<1%*	*<1%*
70-79	7	*<1%*	1	*<1%*	*<1%*
Living on-campus	7,233	18.8%	546	22.2%	*25.3%*
College					
Col Arch Plan & Landscape Arch	727	1.9%	32	1.3%	*1.3%*
College of Agric and Life Sci	3,001	7.8%	217	8.8%	*8.3%*
College of Education	1,309	3.4%	123	5.0%	*3.7%*
College of Engineering	3,058	7.9%	220	8.9%	*10.9%*
College of Fine Arts	1,593	4.1%	79	3.2%	*3.4%*
College of Humanities	989	2.6%	60	2.4%	*2.4%*
College of Medicine - Tucson	2,262	5.9%	146	5.9%	*5.8%*

College of Nursing	970	2.5%	70	2.8%	*2.8%*
College of Pharmacy	769	2.0%	59	2.4%	*2.1%*
College of Public Health	871	2.3%	71	2.9%	*2.2%*
College of Science	7,992	20.7%	539	21.9%	*23.5%*
College of Social & Behavioral Sci	5,921	15.4%	375	15.2%	*14.7%*
College of Veterinary Medicine	220	*<1%*	27	1.1%	*<1%*
Colleges of Letters Arts & Sci	1,380	3.6%	54	2.2%	*2.6%*
Eller College of Management	5,961	15.5%	240	9.8%	*11.8%*
Graduate College	585	1.5%	58	2.4%	*1.3%*
James C Wyant Coll Optical Sci	349	*<1%*	36	1.5%	*1.2%*
James E Rogers College of Law	456	1.2%	43	1.8%	*1.0%*
Letters Arts & Sci Division	119	*<1%*	11	*<1%*	*<1%*
Academic Class Standing					
Freshman	9,782	25.4%	502	20.4%	*24.3%*
Sophomore	6,184	16.1%	323	13.1%	*15.6%*
Junior	6,943	18.0%	336	13.7%	*16.3%*
Senior	8,729	22.7%	538	21.9%	*25.9%*
Masters	43	*<1%*	2	*<1%*	*<1%*
Graduate	5,415	14.1%	652	26.5%	*15.4%*
Doctoral	18	*<1%*	2	*<1%*	*<1%*
Professional Year 1	673	1.8%	61	2.5%	*1.4%*
Professional Year 2	291	*<1%*	17	*<1%*	*<1%*
Professional Year 3	341	*<1%*	22	*<1%*	*<1%*
Professional Year 4	115	*<1%*	6	*<1%*	*<1%*
First Generation[1]	9,377	29.6%	505	29.7%	*n/a*
Pell Recipient in term[1]	7,655	24.2%	472	27.8%	*n/a*

1. Represents undergraduate students only

Survey Participant Self-Reported Demographics (n=2,461) Unweighted Percentage of Question Respondents (Percentages may exceed 100% due to multi-select and rounding)	#	%
Gender Identity		
Woman	1,570	64.8%
Man	659	27.2%
Trans Man	16	0.7%
Trans Woman	11	0.5%
Genderqueer	54	2.2%
Nonbinary	79	3.3%
Agender	17	0.7%
Gender Questioning	30	1.2%
Sexual Orientation		
Heterosexual	1,632	68.1%
Gay or Lesbian	108	4.5%
Bisexual	327	13.6%
Asexual	75	3.1%
Queer	127	5.3%
Questioning or unsure	81	3.4%
Self Reported Race/Ethnicity		
Black or African American	94	4.3%
American Indian or Alaska Native	78	3.6%
Asian or Asian American	241	11.0%
Hispanic or Latinx	531	24.3%
Middle Eastern or North African	36	1.7%
Pacific Islander or Native Hawaiian	25	1.1%
White or Caucasian	1,378	63.0%
Hispanic or Latinx Nationalities and Identity	**531**	
Mexican American, Mexican, or Chicano/a	445	83.8%
Puerto Rican	17	3.2%
Cuban	10	1.9%
Dominican	3	0.6%
Salvadoran	2	0.4%
Central or South American	33	6.2%
Another Hispanic or Latinx identity	33	6.2%

Asian Nationalities and Identity	**241**	
Asian Indian	55	22.8%
Bangladeshi	3	1.2%
Cambodian	4	1.7%
Chinese	53	22.0%
Filipino	32	13.3%
Indonesian	3	1.2%
Japanese	32	13.3%
Korean	31	12.9%
Malaysian	4	1.7%
Pakistani	7	2.9%
Sri Laken	1	0.4%
Taiwanese	6	2.5%
Vietnamese	27	11.2%
Another Asian or Asian American identity	3	1.2%
Pacific Island Nationalities and Identity	**25**	
Native Hawaiian	7	28.0%
Guamanian/Chamorro	2	8.0%
Samoan	5	20.0%
Fijian	1	4.0%
Another Pacific Islander identity	5	20.0%

APPENDIX B: SURVEY RESULTS

SUPPORT FOR POTENTIAL STUDENT SERVICE FEE INITIATIVES	#	%
Please indicate your level of support with the following: I believe Student Services Fee funding priority should be given to...		
Funding for student academic travel, presentations, and professional development		
Question Respondents		*2,460*
Do not Support	83	*3%*
Slightly Support	225	*9%*
Somewhat Support	580	*24%*
Strongly Support	983	*40%*
This is Essential	589	*24%*
Online or remote-based learning tools or support services		
Question Respondents		2,456
Do not Support	92	4%
Slightly Support	249	10%
Somewhat Support	613	25%
Strongly Support	853	35%
This is Essential	649	26%
Outside of the classroom faculty-student interaction programs (e.g., course-related activities such as film screenings, performances, meals with topical discussions)		
Question Respondents		2,459
Do not Support	200	8%
Slightly Support	476	19%
Somewhat Support	768	31%
Strongly Support	704	29%
This is Essential	311	13%
Initiatives that support students who are experiencing crises, life traumas, and other barriers that impede success		
Question Respondents		2,454
Do not Support	52	2%
Slightly Support	116	5%
Somewhat Support	271	11%
Strongly Support	688	28%
This is Essential	1327	54%

Mentoring programs		
Question Respondents		2,455
Do not Support	84	3%
Slightly Support	216	9%
Somewhat Support	550	22%
Strongly Support	1034	42%
This is Essential	571	23%

Career counseling and exploration opportunities		
Question Respondents		2,458
Do not Support	50	2%
Slightly Support	152	6%
Somewhat Support	410	17%
Strongly Support	995	40%
This is Essential	851	35%

Experiential learning such as internships or service opportunities working with a local community partner to solve real-world challenges over a semester or longer		
Question Respondents		2,459
Do not Support	63	3%
Slightly Support	168	7%
Somewhat Support	537	22%
Strongly Support	1025	42%
This is Essential	666	27%

Career preparation opportunities (e.g., resume review, resources for job listings, career fair, interviewing opportunities on campus)		
Question Respondents		2,458
Do not Support	60	2%
Slightly Support	162	7%
Somewhat Support	515	21%
Strongly Support	1013	41%
This is Essential	708	29%

Leadership development programs		
Question Respondents		2,455
Do not Support	148	6%
Slightly Support	375	15%
Somewhat Support	786	32%
Strongly Support	811	33%
This is Essential	335	14%

Skill-building programs (e.g., Excel, Photoshop, and transferable skills such as professional communication and collaboration)		
Question Respondents		2,456
Do not Support	98	4%
Slightly Support	247	10%
Somewhat Support	598	24%
Strongly Support	947	39%
This is Essential	566	23%

On-campus job opportunities		
Question Respondents		2,456
Do not Support	108	4%
Slightly Support	206	8%
Somewhat Support	437	18%
Strongly Support	874	36%
This is Essential	831	34%

Research opportunities with faculty		
Question Respondents		2,460
Do not Support	54	2%
Slightly Support	139	6%
Somewhat Support	398	16%
Strongly Support	936	38%
This is Essential	933	38%

Graduate school preparation opportunities (e.g., test preparation support, statement of purpose review, resources to support graduate school exploration and application)		
Question Respondents		2,458
Do not Support	79	3%
Slightly Support	214	9%
Somewhat Support	613	25%
Strongly Support	956	39%
This is Essential	596	24%

Supporting specific campus populations (e.g.,veterans, transfers, commuters, students with disabilities, women's initiatives, cultural centers, LGBTQ, students 25 and older, students with children, first-generation, and lower-income students)		
Question Respondents		2,456
Do not Support	151	6%
Slightly Support	211	9%
Somewhat Support	448	18%
Strongly Support	748	30%
This is Essential	898	37%

Access to information on scholarships and financial aid opportunities		
Question Respondents		2,453
Do not Support	52	2%
Slightly Support	147	6%
Somewhat Support	412	17%
Strongly Support	798	33%
This is Essential	1044	43%

Academic support services (including tutoring, supplemental instruction, study skills)		
Question Respondents		2,450
Do not Support	53	2%
Slightly Support	143	6%
Somewhat Support	384	16%
Strongly Support	919	38%
This is Essential	951	39%

Programs supporting diversity and inclusion (e.g., social justice retreats, heritage months, speaker series, diversity & inclusion trainings)		
Question Respondents		2,453
Do not Support	198	8%
Slightly Support	261	11%
Somewhat Support	507	21%
Strongly Support	736	30%
This is Essential	751	31%

Campus safety and security enhancements		
Question Respondents		2,453
Do not Support	127	5%
Slightly Support	165	7%
Somewhat Support	430	18%
Strongly Support	667	27%
This is Essential	1064	43%

Free legal advice to students

Question Respondents		2,459
Do not Support	94	4%
Slightly Support	264	11%
Somewhat Support	594	24%
Strongly Support	885	36%
This is Essential	622	25%

Health and wellness programs and initiatives (e.g., mental health support, healthy eating initiatives, alcohol awareness initiatives)

Question Respondents		2,455
Do not Support	81	3%
Slightly Support	179	7%
Somewhat Support	433	18%
Strongly Support	822	33%
This is Essential	940	38%

Opportunities to engage in fine arts activities (e.g., dance, theater, art) outside of the classroom

Question Respondents		2,458
Do not Support	215	9%
Slightly Support	393	16%
Somewhat Support	690	28%
Strongly Support	770	31%
This is Essential	390	16%

Programs to support access and transitions to the university (e.g., pre-college outreach, orientation, new student programming, networking opportunities and mentoring programs for new students)

Question Respondents		2,461
Do not Support	137	6%
Slightly Support	358	15%
Somewhat Support	672	27%
Strongly Support	820	33%
This is Essential	474	19%

Initiatives that increase access to student engagement opportunities (e.g., internships, undergraduate research, student organization involvement)

Question Respondents		2,458
Do not Support	63	3%
Slightly Support	181	7%
Somewhat Support	576	23%
Strongly Support	1046	43%
This is Essential	592	24%

Programs and initiatives to provide access to student basic needs (e.g., food, housing, transportation services, academic materials)		
Question Respondents		2,458
Do not Support	49	2%
Slightly Support	104	4%
Somewhat Support	280	11%
Strongly Support	683	28%
This is Essential	1342	55%

Student-run news and media organizations (e.g., Daily Wildcat, Wildcat Online/Mobile, UATA Channel 3, KAMP Student Radio)		
Question Respondents		2,460
Do not Support	261	11%
Slightly Support	567	23%
Somewhat Support	811	33%
Strongly Support	575	23%
This is Essential	246	10%

Support services for students with children (e.g., childcare initiatives, family-friendly programming)		
Question Respondents		2,453
Do not Support	113	5%
Slightly Support	274	11%
Somewhat Support	526	21%
Strongly Support	828	34%
This is Essential	712	29%

You indicated that you think funding priority should be given to supporting specific campus populations. Given the following special campus populations, how would you prioritize funding to address unique needs?

Commuter students

Question Respondents		2,253
Not a Priority	114	5%
Low Priority	424	19%
Medium Priority	982	44%
High Priority	421	19%
Essential	312	14%

Students of color (African American, Black, Native American, Hispanic/Latinx, Asian American, and Pacific Islander students)

Question Respondents		2,262
Not a Priority	41	2%
Low Priority	102	5%
Medium Priority	525	23%
High Priority	768	34%
Essential	826	37%

LGBTQ+ students (Lesbian, Gay, Bisexual, Queer, Transgender, Questioning or unsure, Asexual, Pansexual students)

Question Respondents		2,269
Not a Priority	93	4%
Low Priority	204	9%
Medium Priority	618	27%
High Priority	672	30%
Essential	682	30%

Students who are age 25 and older

Question Respondents		2,261
Not a Priority	129	6%
Low Priority	460	20%
Medium Priority	964	43%
High Priority	432	19%
Essential	276	12%

Students with disabilities

Question Respondents		2,264
Not a Priority	9	0%
Low Priority	35	2%
Medium Priority	283	13%
High Priority	859	38%
Essential	1078	48%

Transfer students

Question Respondents		2,262
Not a Priority	88	4%
Low Priority	425	19%
Medium Priority	960	42%

High Priority	490	22%
Essential	299	13%
Veteran students		
Question Respondents		2,269
Not a Priority	84	4%
Low Priority	245	11%
Medium Priority	780	34%
High Priority	743	33%
Essential	417	18%
Women		
Question Respondents		2,265
Not a Priority	61	3%
Low Priority	156	7%
Medium Priority	774	34%
High Priority	699	31%
Essential	575	25%
Students with children		
Question Respondents		2,266
Not a Priority	46	2%
Low Priority	136	6%
Medium Priority	608	27%
High Priority	831	37%
Essential	645	28%
First-generation students		
Question Respondents		2,271
Not a Priority	28	1%
Low Priority	116	5%
Medium Priority	507	22%
High Priority	803	35%
Essential	817	36%
Students from lower income backgrounds		
Question Respondents		2,273
Not a Priority	9	0%
Low Priority	38	2%
Medium Priority	276	12%
High Priority	805	35%
Essential	1145	50%