



STUDENT SERVICES FEE SURVEY SUMMARY | FALL 2023

In Fall 2023, the Student Services Fee Survey was sent to all enrolled Fall 2023 main campus students. The survey was conducted November 1 to 15, 2023. Students received an email inviting them to participate in the survey with 2,990 respondents for a 7.5% 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 university departments. 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. UA students were asked to indicate how much they would support student services fees being invested across 26 potential priority areas that included 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 based on the percentage of respondents who indicated “strongly support” or “this is essential”.

Women, graduate students, and Arizona residents were overrepresented in the survey respondents compared to the Fall 2023 census main campus student population, while first-generation students were under-represented. Results in this report were weighted to account for non-response bias and generalize results to the Arizona main campus population. A complete table of respondent demographics and weighted adjustments can be found in [Appendix A](#).

Table 1.	Fall 2023 Main Campus (N=40,027) %	Survey Respondents Weighted (N=2,990) %
Career*		
Undergraduate	83%	82%
Grad. / Professional	17%	18%
IPEDS Women*	57%	56%
IPEDS Ethnicity		
Black or African-American	4%	2%
Asian	5%	6%
Hispanic/Latinx	26%	26%
International	9%	10%
Native American	2%	1%
Pacific Islander	<1%	<1%
Two or more races	5%	5%
Unknown / Other	2%	3%
White	47%	47%
Arizona Resident*	58%	58%
First Generation*	22%	23%
Pell Recipient¹	23%	21%
Over 25	17%	20%
Live on-campus	19%	23%

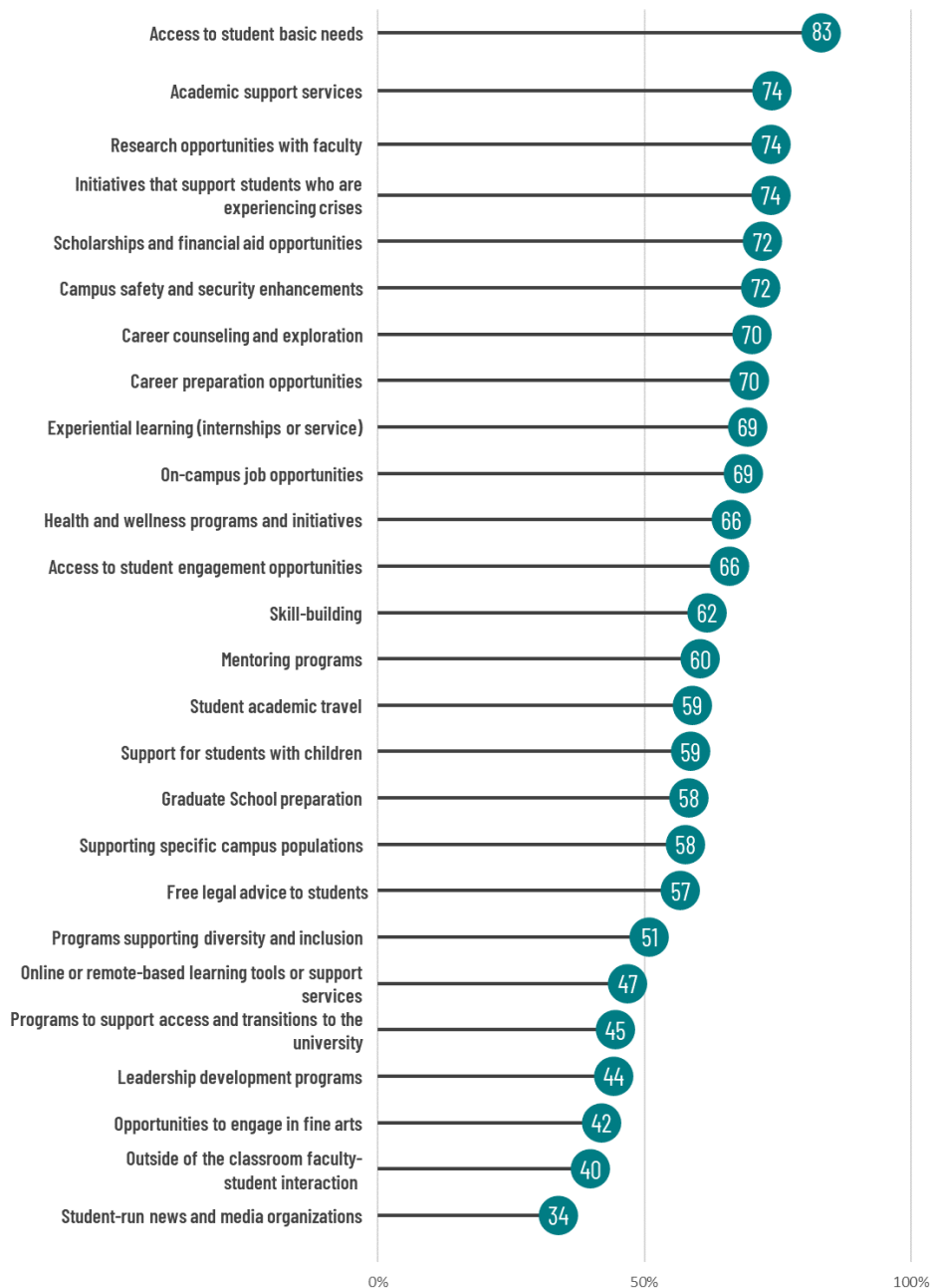
*Used to generate weights.
¹ Pell figures represent undergraduate students only

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 (83%), academic support services, research opportunities with faculty, and initiatives that support students who are experiencing crises, life traumas, and other barriers that impede success (all 74%). Access to information on scholarships and financial aid opportunities, campus safety and security enhancements (both 72%) also have strong support as well as two initiatives related to post-graduation outcomes: career counseling & exploration opportunities and career preparation opportunities (both 70%).



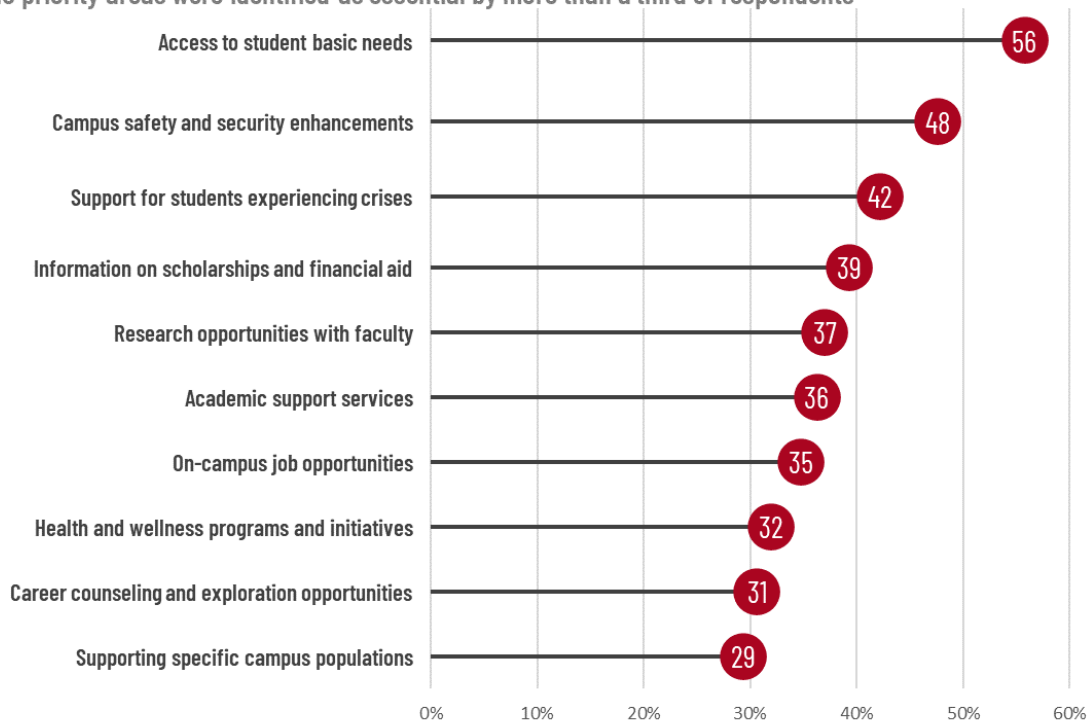


ESSENTIAL INITIATIVES

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, with access to student basic needs ranked as essential by 56% of respondents.

While campus safety and security received 72% support and ranked 4th among overall student support, it is ranked 2nd among essential initiatives with 48% of respondents identifying it as essential. Supporting specific campus populations ranks only 18th in overall student support (58%), however it ranks 10th among initiatives respondents deem essential (29%).

56% of students said it was essential to support student basic needs and those experiencing crises. 10 priority areas were identified as essential by more than a third of respondents



Women¹ were far more likely to indicate that campus security was a priority than men. 78% of women support funding and 54% said it was essential, compared to 63% of men expressing support and 39% identifying it as essential. These results are almost identical to the previous SSF survey in 2021 when 78% of women and 61% of men indicated that campus security was a priority.



¹This comparison uses the IPEDS measure of gender.

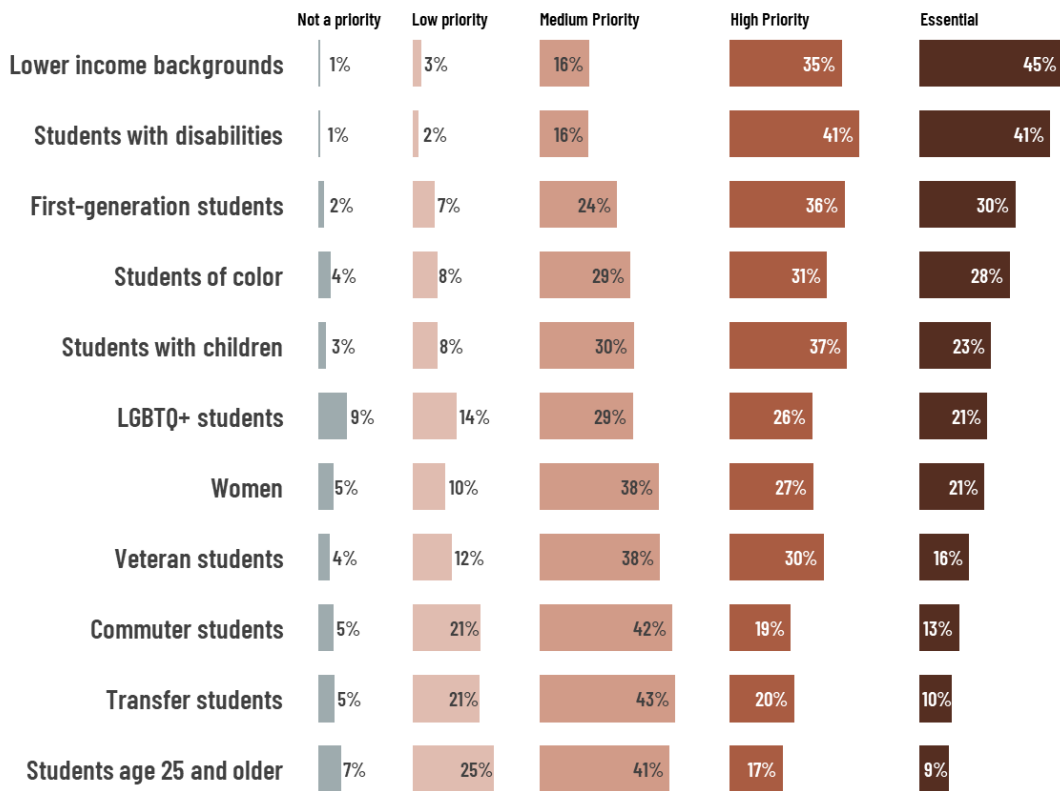


SUPPORT FOR SPECIFIC CAMPUS POPULATIONS

The vast majority (91%) of students reported they have some support for initiatives focused on specific populations, with 58% noting ‘strongly support’ or ‘essential’.

The 91% of survey-takers who indicated any support for specific campus populations were asked a follow-up question asking their prioritization for specific student groups on a five-point scale of “not a priority” to “essential” shown below.

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



Students from lower income backgrounds (80% rated as high priority or essential) and students with disabilities (82%) received the most support. Similarly, 67% support initiatives focused on supporting first-generation students, while initiatives to support students with children (60%) and students of color (59%) are also strongly supported.



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 2,990 survey respondents, 280 submitted open-ended responses. Responses were coded by theme, with responses featuring 2 or more suggestions being assigned a code for each emergent theme. 287 suggestions were identified through thematic analysis, with the prevalence of each recurring theme (3+ appearances) shown below. Detailed explanations for each theme and examples are reported in the appendix.

MAJOR THEMES

Student life, health, and safety	89 (32%)
Support for minoritized student groups	28%
Immigration and international students	24%
Mental health	15%
Food access	15%
Resources for caregivers	9%
Medical physical wellness	7%
Legal services	6

Academic	51 (21%)
Academic programs and research	29%
Library services	18%
Student support services	16%
Technology and equipment	12%
Accessibility	10%
Post-graduation preparation	10%
Advising and mentoring	3%

Financial	59 (21%)
Student services fee	29%
Academic financial aid	27%
Better paid opportunities	19
Learning materials	10%
Living expenses	8%
Emergency assistance	7%

Campus	51 (18%)
Campus safety/EMS	29%
Built-environment improvements	27%
Parking and transportation	22%

Extra-curricular	29 (10%)
Student clubs or associations	41%
Cultural and religious engagement	21%
Sports and recreation	21%
Creative expression	17%
	22%

“Programs that demonstrate an ability to innovate for the campus in specific areas. I would love to see some of this funding used to support the sharing of best practices from successful initiatives or programs in specific colleges with the rest of campus. That way innovation and support for new ideas doesn’t have an isolated impact alone.”

– Graduate student

“Can someone put together a directory or navigator position to help point students to city and county resources that they might need? EBT, housing, and healthcare stand out but needs vary and finding out about them much less applying and getting approved is a nightmare.”

– Senior

“University emergency services should be given more funding. These people are literally saving students’ lives in times of medical emergency. To fund EMS is to fund the safety of all students, faculty, and visitors on campus.”

– Senior



OPEN RESPONSE SUBMISSIONS OF MAJOR THEMES

Student Life, Health, and Safety	
Medical physical wellness	Cost of medical care, free STD screenings, physical therapy, substance abuse recovery programs
Mental health	CAPS, counseling, psychiatric, neurodivergency screenings, support for students in crises, counseling for students with eating disorders
Food access	Campus Pantry, nutritious and inclusive food options on campus, affordable meals, more water fountains, food carts around campus
Resources for caregivers	Affordable daycare options for UA students, support for students caring for children, adult dependents, elderly parents.
Legal services	Legal aid for students and assistance for on-campus victims
Expanded support for specific student groups	Support for non-traditional students, commuters, transfer students, graduate students. Support for minoritized student groups including men of color, Native American students, Asian students, and rural/low-income students. All groups represented in this theme were individually mentioned 3 or fewer times
Immigration and international students	Support for immigrant students, international students, and their families
Extracurricular	
Creative expression	Fine arts, ceramics, theatre, more hands-on activities
Student clubs or associations	Support for specific groups including ASUA, Greek life, clubs that are social, interest-based, or cultural (e.g. Pride of Arizona, BGPSA, GPSC, etc.). More collaboration across groups and ways to share student-led programming.
Cultural and religious engagement	Social engagement and campus outreach to minority cultural and religious groups
Sports and recreation	Club sports, intermural leagues, recreation center, athletics
Financial	
Academic financial aid	Tuition waivers, merit scholarships, need-based scholarships and tuition assistance
Living expenses	More affordable housing, decreasing laundry costs, funding to help with housing costs, help accessing state and federal social programs and subsidies



Emergency assistance	Funds for unexpected expenses and crisis situations, a communal fund to offset fees for students in crisis
Learning materials	Cost of textbooks, printing on campus, online learning materials
Better paid opportunities	Higher wages for student workers, graduate students, instructional staff, more funding for internships, graduate degree completion
Student services fee	Complaints about the cost or current administration of the SSF, comments naming programs that the SSF should NOT be directed towards
Academics	
Accessibility	Student accommodations, DRC, investment in accessibility technologies
Library services	Libraries and study rooms, CATalyst Studios, subscriptions to academic journals
Student support services	Tutoring, Think Tank, SOS, Writing Center, Thrive Center, Transfer Student Center
Academic programs and research	Expanded class offerings, support for specific academic programs, experiential learning, study abroad funding, research funding, Honors College
Technology and equipment	Technology borrowing sources, acquisition of new technology or equipment
Post-graduation preparation	Career counseling, courses to prepare for licenses/certifications/entry exams, networking
Advising and mentoring	Academic advising, mentor matching, training for advisors working with under-represented students
Campus	
Parking and transportation	SafeRide, CatTran, more parking, free public transport for students if Sunlink fees are reinstated, improved transportation to and from campus
Built-environment improvements	Improvements to roadways, dorms and educational facilities, needed campus additions including more prayer rooms, student workplaces
Campus safety/EMS	University of Arizona Emergency Medical Services (UAEMS), garage safety, cameras, safety trainings



TOP 10 SUPPORTED INITIATIVES BY ACADEMIC CAREER

Both undergraduate (84%) and graduate or professional (80%) students supported funding to support student basic needs. Similarly, 75% of graduate/professional students supported students experiencing crises, alongside 73% of undergraduates. Research opportunities with faculty were also strongly supported or identified as essential for both undergraduate (74%) and graduate/professional (72%) students. While academic support services appear on both lists, a higher proportion of undergraduates (76%) support this compared to 63% of graduate/professional students; there is a similar gap (74% vs 62%) in terms of campus safety and security. Seventy-five percent of graduate/professional students either supported funding for academic travel and professional development, compared to just 56% of undergraduate students.

Undergraduate		Graduate/Professional	
Student basic needs	84%	Student basic needs	80%
Academic support services	76%	Students experiencing crises	75%
Research opportunities with faculty	74%	Academic travel and professional development	75%
Campus safety and security	74%	Research opportunities with faculty	72%
Financial aid information	74%	Career counseling & exploration	64%
Students experiencing crises	73%	Health and wellness	64%
On-campus jobs	72%	Financial aid information	64%
Career preparation opportunities	72%	Academic support services	63%
Career counseling & exploration	71%	Career preparation opportunities	62%
Experiential learning (internships, service)	71%	Campus safety and security	62%

% of students who check the box marked "strongly support" or "this is essential" for each initiative



TOP 10 SUPPORTED INITIATIVES BY IPEDS RACE/ETHNICITY

Below we report the top ten priorities ('strongly support' or 'essential') of each student group by IPEDS race/ethnicity. Please note that the Pacific Islander breakout is not included here due to confidentiality concerns related to the low (<10) number of responses from Pacific Islander students. In order to still represent these students' voices, these students are included in the unknown/other category alongside those students whose IPEDS race/ethnicity is unknown/other.

Black or African American

Student basic needs	92%
Students experiencing crises	86%
Financial aid information	84%
Academic support services	84%
Campus safety and security	82%
On-campus jobs	81%
Health and wellness	80%
Student engagement opportunities	79%
Experiential learning (internships, service)	77%
Career preparation opportunities	76%

Asian

Student basic needs	76%
Research opportunities with faculty	75%
Students experiencing crises	73%
Experiential learning (internships, service)	73%
Campus safety and security	71%
Financial aid information	71%
Academic support services	71%
Career preparation opportunities	70%
On-campus jobs	68%
Student engagement opportunities	67%

Hispanic or Latino

Student basic needs	90%
Financial aid information	82%
Academic support services	81%
Students experiencing crises	79%
Campus safety and security	78%
On-campus jobs	76%
Career counseling & exploration	75%
Health and wellness	75%
Career preparation opportunities	74%
Experiential learning (internships, service)	74%

Non-Resident Alien

Student basic needs	84%
Research opportunities with faculty	81%
Campus safety and security	79%
Financial aid information	77%
Academic travel and professional development	74%
Student engagement opportunities	73%
On-campus jobs	72%
Students experiencing crises	70%
Experiential learning (internships, service)	70%
Free legal advice to students	69%



American Indian or Alaska Native

Students experiencing crises	90%
Campus safety and security	84%
Health and wellness	82%
Financial aid information	82%
Academic support services	80%
Student basic needs	80%
Career counseling & exploration	79%
Students with children	70%
Specific campus populations	69%
On-campus jobs	66%

Two or More Races

Research opportunities with faculty	80%
Student basic needs	80%
Students experiencing crises	74%
Academic support services	73%
Financial aid information	68%
Experiential learning (internships, service)	68%
Campus safety and security	68%
Career counseling & exploration	67%
Career preparation opportunities	67%
Student engagement opportunities	67%

Unknown or Other¹

Research opportunities with faculty	75%
Students experiencing crises	73%
Academic support services	69%
Skill-building programs	69%
Career counseling & exploration	69%
Student engagement opportunities	67%
Experiential learning (internships, service)	66%
Students experiencing crises	64%
Career preparation opportunities	62%
On-campus jobs	60%

White

Student basic needs	81%
Academic support services	72%
Research opportunities with faculty	72%
Students experiencing crises	71%
Career preparation opportunities	68%
Career counseling & exploration	68%
Campus safety and security	68%
Financial aid information	66%
Experiential learning (internships, service)	66%
On-campus jobs	64%

¹ Unknown or Other IPEDS category is combined with Pacific Islander IPEDS category due to confidentiality concerns with the low number of Pacific Islander respondents.

APPENDICES

APPENDIX A: SURVEY RESPONDENTS & POPULATION DEMOGRAPHICS

Women and graduate students were overrepresented among survey respondents compared to the campus population, while first-generation college students and non-Arizona residents were underrepresented compared to the campus population. This was accounted for by weighting on these four characteristics.

	Fall 2023 Main Campus (N=40,027)		Survey Respondents (N=2,990)		Weighted
	#	%	#	%	
Career					
Undergraduate	33,179	82.9%	2,003	67.0%	81.6%
Grad. / Professional	6,848	17.1%	987	33.0%	18.4%
<i>Graduate</i>	5,302	13.3%	807	27.0%	15.3%
<i>Law</i>	444	1.1%	61	2.0%	1.2%
<i>Medicine</i>	499	1.3%	55	1.8%	<1%
<i>Pharmacy</i>	275	0.7%	24	0.8%	<1%
<i>Veterinary Medicine</i>	328	0.9%	40	1.3%	<1%
Race/Ethnicity					
African American	1,404	3.5%	71	2.4%	2.4%
Asian	2,184	5.5%	180	6.0%	6.0%
Hispanic	10,602	26.5%	767	25.7%	25.7%
International	3,587	9.0%	319	10.7%	10.1%
Native American	634	1.6%	37	1.2%	1.1%
Pacific Islander	75	<1%	<10	<1%	<1%
Two or more races	1,988	5.0%	139	4.7%	4.8%
Unknown / Other	691	1.7%	74	2.5%	2.7%
White	18,862	47.1%	1,400	46.8%	47.1%
Arizona Resident	23,097	57.7%	1,857	62.1%	57.7%
IPEDS Sex: Women	22,538	56.3%	1,985	69.4%	56.6%
Under 25	33,530	83.8%	2,140	70.6%	80.0%
Living on-campus	7,748	19.0%	576	19.3%	22.7%
College					
Col Arch Plan & Landscape Arch	827	2.1%	62	2.1%	2.1%
College of Agric and Life Sci	3,149	7.9%	248	8.3%	8.0%
College of Education	1,299	3.3%	144	4.8%	3.7%
College of Engineering	3,215	8.0%	285	9.6%	11.4%
College of Fine Arts	1,644	4.1%	125	4.2%	4.4%
College of Health Sciences	30	<1%	<10	<1%	2.8%
College of Humanities	884	2.2%	93	3.1%	<1%
College of Medicine - Tucson	2,716	6.8%	206	6.9%	6.6%
College of Nursing	1,027	2.6%	56	1.9%	1.8%
R Ken Coit College of Pharmacy	739	1.9%	66	2.2%	1.8%



College of Public Health	735	1.8%	73	2.4%	1.7%
College of Science	8,123	20.3%	654	21.9%	24.3%
College of Social & Behavioral Sci	4,924	12.3%	378	12.6%	12.7%
College of Veterinary Medicine	328	<1%	40	1.3%	<1%
Colleges of Letters Arts & Sci	1,501	3.8%	48	1.6%	1.9%
Eller College of Management	6,722	16.8%	270	9.0%	10.5%
Graduate College	551	1.4%	77	2.6%	1.5%
iSchool	678	1.7%	47	1.6%	1.6%
James C Wyant Coll Optical Sci	338	<1%	45	1.5%	1.3%
James E Rogers College of Law	444	1.1%	61	2.0%	1.2%
Undergraduate Education	150	<1%	<10	<1%	<1%
Academic Class Standing					
Freshman	11,030	27.6%	487	16.3%	20.2%
Sophomore	7,333	18.3%	430	14.4%	17.8%
Junior	6,792	17%	434	14.6%	17.5%
Senior	8,024	20.1%	651	21.8%	26.3%
Masters	52	<1%	<10	<1%	<1%
Graduate	5,302	13.3%	801	26.9%	15.3%
Professional Year 1	559	1.4%	68	2.3%	1.1%
Professional Year 2	442	1.1%	60	2.0%	1.0%
Professional Year 3	405	1.0%	39	1.3%	<1%
Professional Year 4	77	<1%	<10	<1%	<1%
First Generation	10,049	25.1%	643	21.5%	22.8%
Pell Recipient in term¹	7,748	28.3%	564	28.2%	26.2%

¹Represents undergraduate students only.



SURVEY PARTICIPANT SELF-REPORTED DEMOGRAPHICS (N=2,990)		
UNWEIGHTED PERCENTAGE OF QUESTION RESPONDENTS (PERCENTAGES MAY EXCEED 100% DUE TO MULTI-SELECT AND ROUNDING)	#	%
Gender Identity		
Woman	1,518	50.8%
Man	735	24.6%
Trans Man	29	1.0%
Trans Woman	10	<1%
Genderqueer	82	2.7%
Nonbinary	109	3.7%
Agender	21	<1%
Gender Questioning	27	<1%
Sexual Orientation		
Heterosexual	1,588	53.1%
Gay or Lesbian	137	4.6%
Bisexual	324	10.8%
Asexual	79	2.6%
Queer	170	5.7%
Questioning or unsure	68	2.3%
Pansexual	76	2.5%
Self Reported Race/Ethnicity		
Black or African American	125	4.2%
American Indian or Alaska Native	78	2.6%
Asian or Asian American	352	11.8%
Hispanic or Latinx	632	21.1%
Middle Eastern or North African	55	1.8%
Pacific Islander or Native Hawaiian	21	<1%
White or Caucasian	1,432	47.9%
Hispanic or Latinx Nationalities and Identity		
Mexican American, Mexican, or Chicano/a	504	79.8%
Puerto Rican	21	3.3%
Cuban	<10	
Dominican	<10	



Salvadoran	<10	
Central or South American	63	10.0%
Another Hispanic or Latinx identity	56	9%
Asian Nationalities and Identity	352	
Asian Indian	91	25.9%
Bangladeshi	14	4.0%
Cambodian	<10	
Chinese	94	26.7%
Filipino	46	13.1%
Indonesian	<10	
Japanese	21	6.0%
Korean	24	6.8%
Malaysian	<10	
Pakistani	<10	
Sri Laken	<10	
Taiwanese	19	5.4%
Thai	<10	
Vietnamese	24	6.8%
Another Asian or Asian American identity	10	2.84%
Pacific Island Nationalities and Identity	21	
Native Hawaiian	<10	
Guamanian/Chamorro	<10	
Samoaan	<10	
Fijian	<10	
Another Pacific Islander identity	<10	



APPENDIX B: SURVEY RESULTS

Funding for student academic travel, presentations, and professional development

Question Respondents		2,952
Do not Support	117	4%
Slightly Support	319	11%
Somewhat Support	698	24%
Strongly Support	1,110	38%
This is Essential	708	24%

Online or remote-based learning tools or support services

Question Respondents		2,945
Do not Support	189	6%
Slightly Support	477	16%
Somewhat Support	878	30%
Strongly Support	920	31%
This is Essential	481	16%

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

Question Respondents		2,948
Do not Support	276	9%
Slightly Support	615	21%
Somewhat Support	905	31%
Strongly Support	864	29%
This is Essential	288	10%

Initiatives that support students who are experiencing crises, life traumas, and other barriers that impede success

Question Respondents		2,951
Do not Support	100	3%
Slightly Support	200	7%
Somewhat Support	424	14%
Strongly Support	920	31%
This is Essential	1,307	44%



Mentoring programs

Question Respondents		2,948
Do not Support	111	4%
Slightly Support	305	10%
Somewhat Support	746	25%
Strongly Support	1,201	41%
This is Essential	585	20%

Career counseling and exploration opportunities

Question Respondents		2,948
Do not Support	79	3%
Slightly Support	222	8%
Somewhat Support	599	20%
Strongly Support	1,155	40%
This is Essential	893	30%

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		2,778
Do not Support	87	3%
Slightly Support	223	8%
Somewhat Support	560	20%
Strongly Support	1,163	42%
This is Essential	745	27%

Career preparation opportunities (e.g., resume review, resources for job listings, career fair, interviewing opportunities on campus)

Question Respondents		2,775
Do not Support	69	2%
Slightly Support	236	9%
Somewhat Support	568	20%
Strongly Support	1,113	40%
This is Essential	789	28%



Leadership development programs

Question Respondents		2,767
Do not Support	171	6%
Slightly Support	481	17%
Somewhat Support	896	32%
Strongly Support	874	32%
This is Essential	345	12%

Skill-building programs (e.g., Excel, Photoshop, and transferable skills such as professional communication and collaboration)

Question Respondents		2,773
Do not Support	105	4%
Slightly Support	296	11%
Somewhat Support	671	24%
Strongly Support	1,063	38%
This is Essential	638	23%

On-campus job opportunities

Question Respondents		2,768
Do not Support	119	4%
Slightly Support	244	9%
Somewhat Support	551	20%
Strongly Support	927	33%
This is Essential	927	33%

Research opportunities with faculty

Question Respondents		2,773
Do not Support	69	2%
Slightly Support	183	7%
Somewhat Support	487	18%
Strongly Support	1,015	37%
This is Essential	1,019	37%



Graduate School preparation opportunities (e.g., test preparation support, statement of purpose review, resources to support graduate school exploration and application)

Question Respondents		2,678
Do not Support	93	3%
Slightly Support	324	12%
Somewhat Support	677	25%
Strongly Support	994	37%
This is Essential	590	22%

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		2,678
Do not Support	206	8%
Slightly Support	326	12%
Somewhat Support	519	19%
Strongly Support	800	30%
This is Essential	827	31%

Access to information on scholarships and financial aid opportunities

Question Respondents		2,667
Do not Support	84	3%
Slightly Support	193	7%
Somewhat Support	469	18%
Strongly Support	884	33%
This is Essential	1,037	39%

Academic support services (including tutoring, supplemental instruction, study skills)

Question Respondents		2,671
Do not Support	69	3%
Slightly Support	159	6%
Somewhat Support	475	18%
Strongly Support	1,011	38%
This is Essential	957	36%



Programs supporting diversity and inclusion (e.g., social justice retreats, heritage months, speaker series, diversity & inclusion trainings)

Question Respondents		2,673
Do not Support	277	10%
Slightly Support	351	13%
Somewhat Support	612	23%
Strongly Support	784	29%
This is Essential	655	24%

Campus safety and security enhancements

Question Respondents		2,673
Do not Support	148	6%
Slightly Support	180	7%
Somewhat Support	442	17%
Strongly Support	648	24%
This is Essential	1,255	47%

Free legal advice to students

Question Respondents		2,640
Do not Support	110	4%
Slightly Support	322	12%
Somewhat Support	700	27%
Strongly Support	931	35%
This is Essential	577	22%

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

Question Respondents		2,640
Do not Support	93	4%
Slightly Support	238	9%
Somewhat Support	529	20%
Strongly Support	910	34%
This is Essential	870	33%



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

Question Respondents		2,639
Do not Support	272	10%
Slightly Support	489	19%
Somewhat Support	756	29%
Strongly Support	747	28%
This is Essential	375	14%

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		2,637
Do not Support	180	7%
Slightly Support	499	19%
Somewhat Support	775	29%
Strongly Support	763	29%
This is Essential	420	16%

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

Question Respondents		2,578
Do not Support	67	3%
Slightly Support	235	9%
Somewhat Support	627	24%
Strongly Support	1,051	41%
This is Essential	598	23%

Programs and initiatives to provide access to student basic needs (e.g., food, housing, transportation services, academic materials)

Question Respondents		2,576
Do not Support	49	2%
Slightly Support	112	4%
Somewhat Support	261	10%
Strongly Support	698	27%
This is Essential	1,456	57%



Student-run news and media organizations (e.g., Daily Wildcat, Wildcat Online/Mobile, UATA Channel 3, KAMP Student Radio)

Question Respondents		2,575
Do not Support	303	12%
Slightly Support	573	22%
Somewhat Support	848	33%
Strongly Support	596	23%
This is Essential	255	10%

Support services for students with children (e.g., childcare initiatives, family-friendly programming)

Question Respondents		2,576
Do not Support	130	5%
Slightly Support	317	12%
Somewhat Support	574	22%
Strongly Support	908	35%
This is Essential	647	25%

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		2,266
Not a Priority	114	5%
Low Priority	481	21%
Medium Priority	946	42%
High Priority	441	19%
Essential	284	13%

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

Question Respondents		2,327
Not a Priority	78	3%
Low Priority	162	7%
Medium Priority	632	27%
High Priority	735	32%
Essential	720	31%



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

Question Respondents		2,330
Not a Priority	185	8%
Low Priority	297	13%
Medium Priority	673	29%
High Priority	636	27%
Essential	539	23%

Students who are age 25 and older

Question Respondents		2,328
Not a Priority	158	7%
Low Priority	553	24%
Medium Priority	945	41%
High Priority	433	19%
Essential	239	10%

Students with disabilities

Question Respondents		2,333
Not a Priority	16	1%
Low Priority	36	2%
Medium Priority	340	15%
High Priority	945	41%
Essential	996	43%

Transfer students

Question Respondents		2,327
Not a Priority	123	5%
Low Priority	484	21%
Medium Priority	985	42%
High Priority	491	21%
Essential	244	10%

Veteran students

Question Respondents		2,329
Not a Priority	100	4%
Low Priority	298	13%
Medium Priority	869	37%
High Priority	695	30%
Essential	367	16%



Women

Question Respondents		2,329
Not a Priority	97	4%
Low Priority	219	9%
Medium Priority	857	37%
High Priority	651	28%
Essential	505	22%

Students with children

Question Respondents		2,332
Not a Priority	58	2%
Low Priority	163	7%
Medium Priority	663	28%
High Priority	878	38%
Essential	570	24%

First-generation students

Question Respondents		2,335
Not a Priority	48	2%
Low Priority	140	6%
Medium Priority	536	23%
High Priority	837	36%
Essential	774	33%

Students from lower income backgrounds

Question Respondents		2,340
Not a Priority	18	1%
Low Priority	56	2%
Medium Priority	332	14%
High Priority	812	35%
Essential	1,122	48%