



# **2015 Quality of Life**

Report and Recommendations of the  
Student Affairs Committee of the University Senate

**March 2, 2016**

# Acknowledgements

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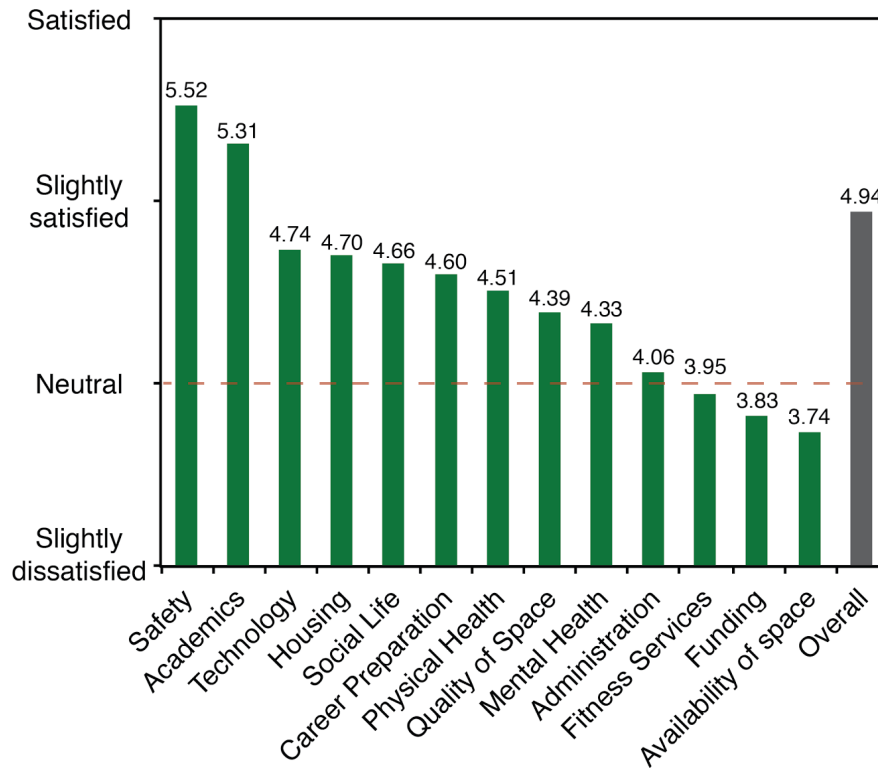
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# Executive Summary

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*Satisfaction was rated on a scale of 1 to 7, with 1 being “very dissatisfied,” 4 being “neutral,” and 7 being “very satisfied.”*

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**Overall, students were slightly satisfied with their experience at Columbia and more satisfied than they were in 2013.** This was relatively consistent across undergraduate, non-PhD graduate, and PhD-track graduate students, although undergraduate and PhD-track students were less satisfied than their non-PhD graduate peers. In general, categories such as Safety and Academics consistently ranked higher across all populations than other survey categories such as Fitness, Funding, and Space.

However, the survey findings also highlighted a number of areas of concern, including notably less satisfaction among three student demographics: **low-income students, students with physical disabilities, and transgender students.** In particular:

- Statistical analysis suggests that **low-income students are less satisfied with their social lives and perceive greater academic struggles** than higher-income students. A breakdown of the Funding category also revealed dissatisfaction with the amount of financial aid available and the ability to manage basic daily expenses.
- Students with physical disabilities were primarily concerned with **accessibility of classrooms and buildings** and their overall ability to physically navigate the Morningside campus.
- Transgender students remain **significantly less satisfied** compared to their peers, suggesting further action is required beyond the changes implemented following the 2013 survey.

Moving forward, SAC is in the process of forming two subcommittees focusing on financial insecurity and disability services. These subcommittees will consist of student, administrative, and faculty stakeholders and will develop policy recommendations for Senate action.

Furthermore, although positive strides were made to accommodate transgender students—such as the creation of gender-neutral bathrooms, email aliases, and SSOL’s preferred name policy—it is clear that SAC must continue to work closely with relevant groups to investigate specific areas of improvement and implement policy initiatives that better support the transgender population.

The report will begin with a demographic breakdown, followed by analyses of each category (e.g., Housing, Academics, etc.); the report will then conclude with analyses of four relevant demographic sections: Disabilities, Ethnicity, Transgender/Genderqueer, and Socioeconomic Status.

# Introduction

The Student Quality of Life (QoL) initiative is a biennial University-wide survey administered by the Senate Student Affairs Committee (SAC) that aims to better understand and enhance the student experience at Columbia by collecting and analyzing statistics on student satisfaction. The first iteration of the survey, released in 2013, provided valuable insights that helped drive substantive improvements to many facets of Columbia life and operations, including the implementation of a global printing system and email alias feature, the introduction of gender-neutral bathrooms in Columbia buildings, and improvements in Public Safety training to increase sensitivity towards minority groups. Trustees, deans, students, and faculty derived value from the survey's unique breadth of data and its accompanying analysis; given the established success of the 2013 survey, we believe that the 2015 survey will have a similar impact.

The second and most recent iteration of the survey was sent to students in February 2015, and over 9,500 students from across Columbia's twenty-one schools and affiliated institutions responded. The 2015 survey addressed a broad spectrum of categories including financial aid, housing, social life, academics, and administration. SAC implemented numerous modifications to the 2015 survey that yielded even more useful results including significantly shortening the survey to increase response rate and adding more demographic categories, such as disability status and religion. Finally, SAC removed two sections--Libraries because it duplicated an internal Libraries survey already shared with SAC, and Transportation because it focused primarily on structural issues under the jurisdiction of the Metropolitan Transportation Authority (MTA) and beyond the University's purview.

Drawing on student feedback, we have also changed the format of our report. Rather than a regurgitation of figures, SAC's final report will be more focused on explaining important data and drawing recommendations from them. We hope this more dynamic approach will make it easier for students, faculty, and administrators to effectively use the results to further policy initiatives.

# Population Breakdown

The reported data are based on the number of respondents who answered each identification question.

School	Respondents	Overall Satisfaction
Barnard College	472	4.81
College of Dental Medicine	116	4.81
College of Physicians and Surgeons	328	5.02
Columbia College	1,275	4.86
Columbia Business School	438	5.54
Columbia Law School	338	5.10
Graduate School of Architecture, Planning and Preservation	258	4.85
Graduate School of Arts and Sciences	1,045	4.75
Graduate School of Journalism	58	4.98
Jewish Theological Seminary	63	5.33
School of the Arts	158	4.98
School of Continuing Education	413	5.29
School of Engineering and Applied Science, Graduate	515	5.01
School of Engineering and Applied Science, Undergraduate	559	4.79
School of General Studies	1,319	4.85
School of International and Public Affairs	431	5.15
School of Nursing	160	4.91
School of Public Health	360	4.92
School of Social Work	335	4.81
Teachers College	495	4.96
Union Theological Seminary	44	4.88

Gender	Respondents	Percentage	Overall Satisfaction
Male	3,806	41%	5.01
Female	5,331	58%	4.90
Transgender/Genderqueer	50	1%	4.04

Sexuality	Respondents	Percentage	Overall Satisfaction
Straight	8126	89%	4.97
LGBTQ	1051	11%	4.70

Ethnicity	Respondents	Percentage	Overall Satisfaction
Asian-Pacific (e.g., Japan, Korea, China, Thailand, etc.)	2,110	24%	4.85
Black or African-American	679	8%	4.74
Hispanic, Latin American, or Spanish origin	1,042	12%	4.95
Native American (e.g. American Indian, Alaska Native, Native Hawaiian)	105	1%	4.63

Other Pacific Islander (e.g. Fijian, Samoan)	37	0%	4.72
South Asian (e.g., India, Pakistan, Bangladesh, etc.)	556	6%	4.91
White	4,977	56%	5.01
Other	405	5%	4.66

Marital Status	Respondents	Percentage	Overall Satisfaction
Single (never married)	7,532	85%	4.92
Married	1,048	12%	5.04
Divorced	132	1%	4.98
Widowed	3	0%	5.50
Domestic Partnership	195	2%	5.01

Degree Status	Respondents	Percentage	Overall Satisfaction
Undergraduate	3673	41.91%	4.86
Graduate (Non-PhD track)	4016	45.82%	5.06
Graduate (PhD track)	1075	12.27%	4.73

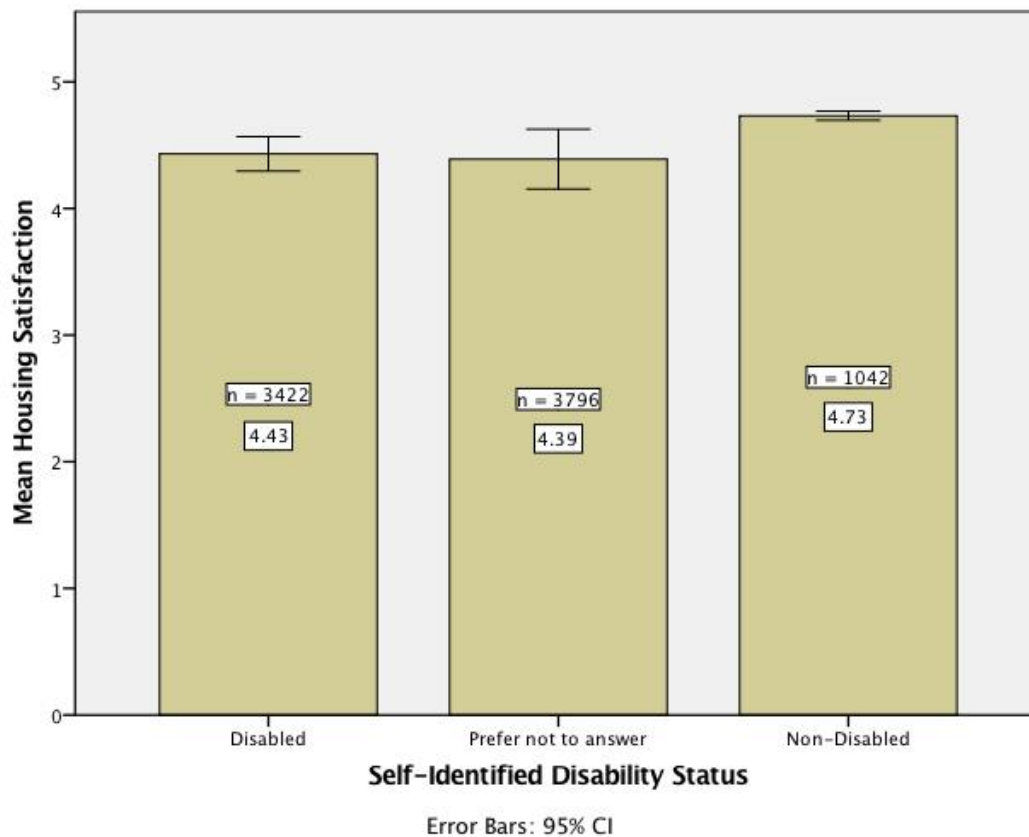
Religion	Respondents	Percentage	Overall Satisfaction
Atheist/Agnostic	3,055	34%	4.88
The Baha'i Faith	11	0%	4.30
Buddhism	249	3%	4.84
Confucianism	80	1%	5.06
Christianity	2,633	30%	5.02
Hinduism	242	3%	5.02
Islam	246	3%	4.79
Jainism	17	0%	5.00
Judaism	925	10%	5.12
Latter Day Saints	31	0%	4.97
Shintoism	7	0%	5.00
Sikhism	30	0%	4.86
Spiritual- but not religious	834	9%	4.84
Unitarianism	48	1%	4.55
Zoroastrianism	7	0%	4.57
Other	495	6%	4.77

## Housing

Students were asked to rate their satisfaction with Housing on a seven-point scale, 1 being very dissatisfied and 7 being very satisfied. Across all respondents, mean housing satisfaction was **4.70** with a standard deviation of 1.63. The median was 5 and the mode was 4. It is important to note that for students who live in Columbia-affiliated housing (residence halls, brownstones, and university apartment housing), the mean was **5.02**, the median 5, and the mode 6. For respondents who do not live in Columbia-affiliated housing, the mean housing satisfaction was **4.45**, with a median and mode of 4. These responses exhibit a **relatively high satisfaction with housing, especially Columbia-affiliated housing**.

Respondents who live in Columbia-affiliated housing were able to rate their satisfaction with five housing sub-items: (1) Amenities, (2) Access (Transportation), (3) Size of Living Space, (4) Quality of Construction and (5) Housing Community. Students were highly satisfied with access (transportation and commute) to housing (mean of 5.60) and the size of living space (5.25). Students were least satisfied with the quality of construction (4.69).

Data were also analyzed across various demographic categories; most important, the data showed that students who live in Columbia-affiliated housing and who identified as disabled were significantly less satisfied with their housing (mean of 4.43) than average. Anecdotal responses suggest that this disparity exists largely due to physical accessibility issues, both with the building itself (entrances and elevators) and with its rooms (stairs and steps within rooms).



## Policy Recommendations

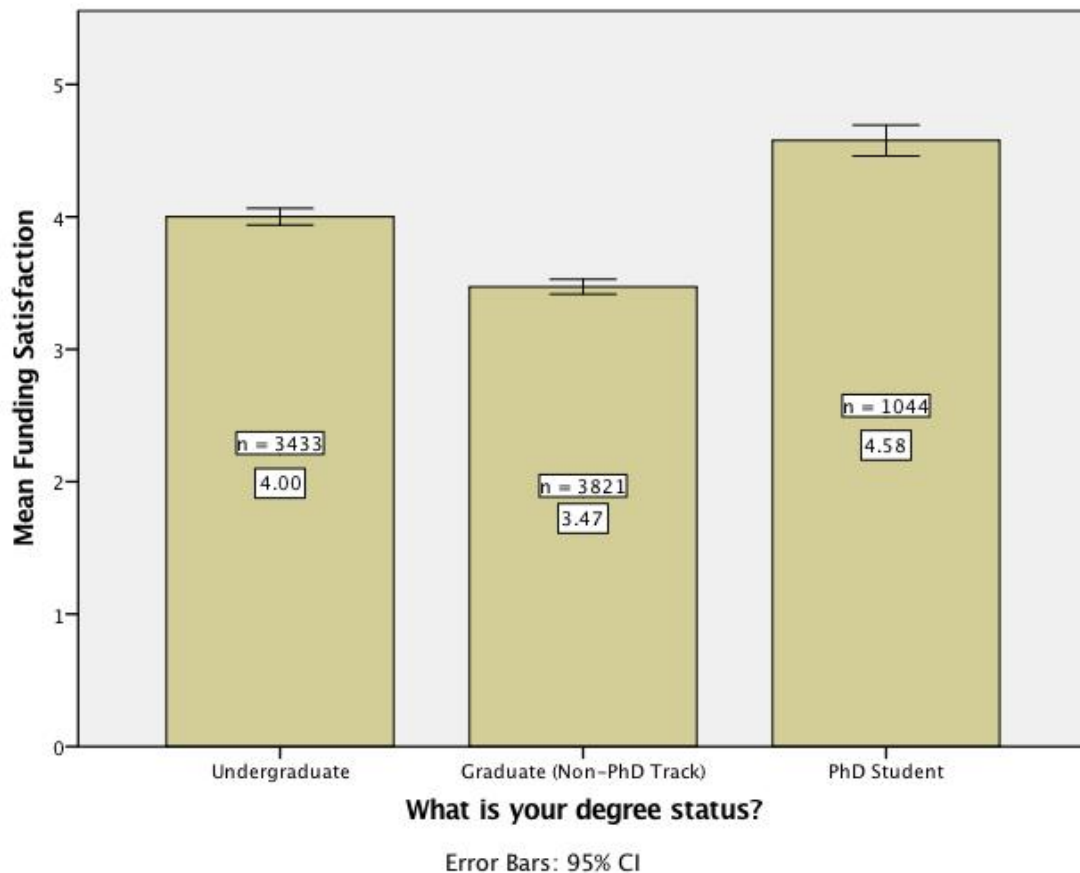
1. ***Improve Accessibility:*** Columbia's campus and its buildings are relatively old, which presents many infrastructural difficulties with regards to accessibility. Columbia University Facilities should constantly reevaluate the accessibility of Columbia-Affiliated Housing buildings, accelerate its retrofitting procedures, and be especially accommodating to ad hoc requests from students with disabilities.
2. ***Strive for LEED Platinum:*** For future housing construction projects, Columbia should strive for LEED Platinum certification in building design and construction.

## Funding

Students were asked to rate their satisfaction with funding on a seven-point scale, 1 being very dissatisfied and 7 being very satisfied. Across all respondents, mean funding satisfaction was **3.83** with a standard deviation of 1.88. The median and mode were both 4. These responses exhibit a **slight dissatisfaction with Funding resources**.

The Funding section of the report was divided into three sub-items: (1) Resources without repayment (e.g., grants, scholarships, etc.), (2) Resources with a work component (e.g., fellowships, teaching assistantships, work-study, etc.), and (3) Amount of loans used. Students were neither satisfied nor dissatisfied with Resources without repayment and Resources with a work component (mean of 4.08 and 4.03, respectively); however, students were relatively dissatisfied with the Amount of loans used (3.38). Students were also asked to rate their satisfaction with (1) Available information on financing and (2) the timely disbursement of funds. On the former sub-item, students reported a mean of 3.77; on the latter, students reported a mean of 3.99.

Data was also analyzed across different demographic categories; when stratified by degree status, the data showed that graduate students were least satisfied with their funding, followed by undergraduate students and then Ph.D. candidates (who were significantly more satisfied than their graduate and undergraduate peers). Anecdotal responses suggest that there are significantly fewer scholarship and grant opportunities for non-Ph.D. graduate students.



## Policy Recommendations

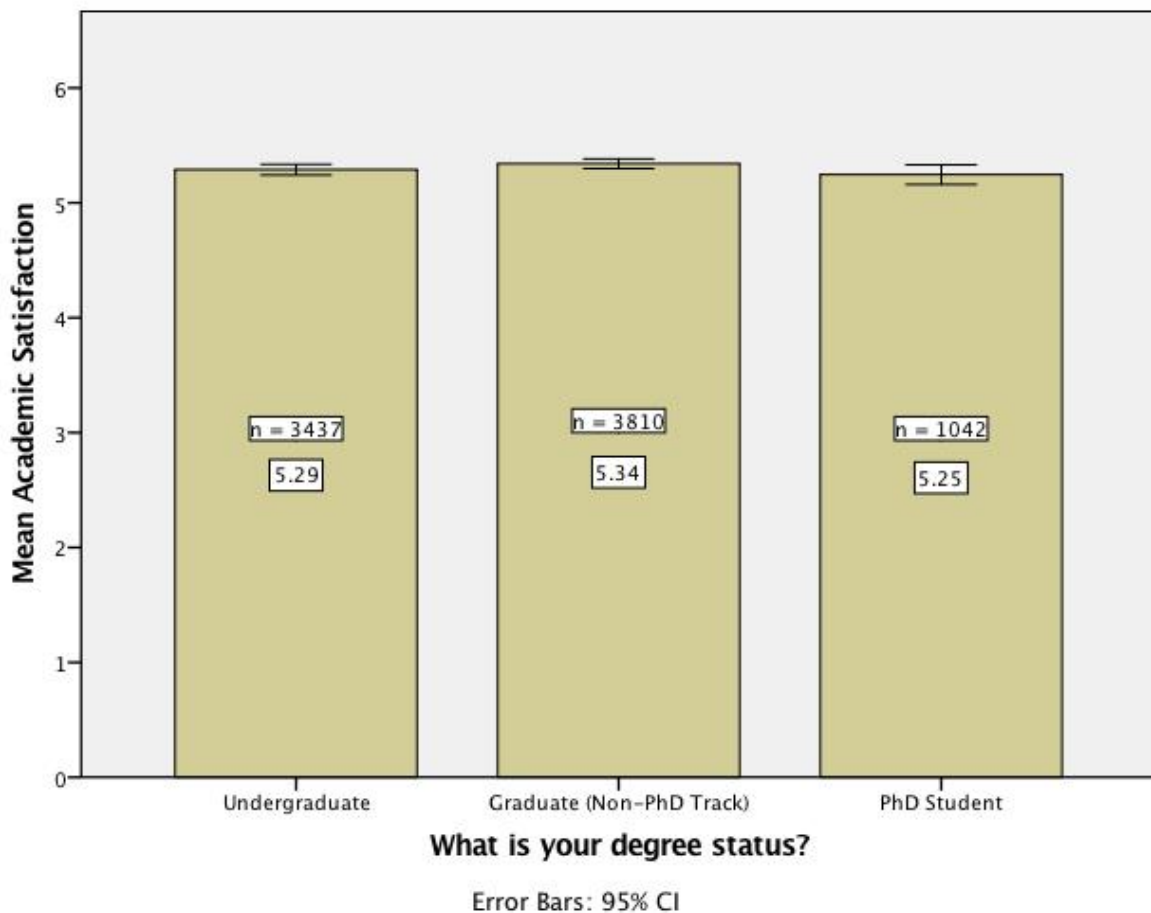
1. ***Improve Advertisement:*** Schools and departments should place more emphasis on researching and advertising outside loan, scholarship, and grant opportunities for its students. They should also consider methods of more effectively advertising this information.
2. ***Increase Inside Scholarship Opportunities:*** Schools and departments should allocate more funds to providing scholarships to their students; schools that host graduate programs should especially consider this recommendation.
3. ***Financial Aid Capital Campaign:*** As Columbia explores potential areas for new capital campaigns, we suggest that the University or its individual schools strongly consider launching a capital campaign for financial aid. An expanded financial aid program will reduce barriers to entry and will significantly reduce financial stress.

## Academics

Students were asked to rate their satisfaction with academics on a seven-point scale, 1 being very dissatisfied and 7 being very satisfied. Across all respondents, mean academics satisfaction was **5.31** with a standard deviation of 1.36. The median and mode were both 6. These responses exhibit a **relatively high satisfaction with academics**.

The academics section of the report was divided into six sub-items: (1) Academic advising, (2) Faculty, (3) Teaching assistants, (4) Academic rigor, (5) Relevance of academics to professional/academic goals, and (6) Mandatory classes for your program. Notably, students were least satisfied with academic advising (mean of 4.78), followed closely by mandatory classes (4.83); students were most satisfied with faculty (5.48) and academic rigor (5.47).

Data were also analyzed across different demographic categories; when stratified by degree status, the data showed that all students were nearly equally satisfied with their academics. There was negligible significant difference in mean satisfaction between international students and their domestic peers. Among first-generation students, satisfaction was slightly lower than average (5.18).



## Policy Recommendations

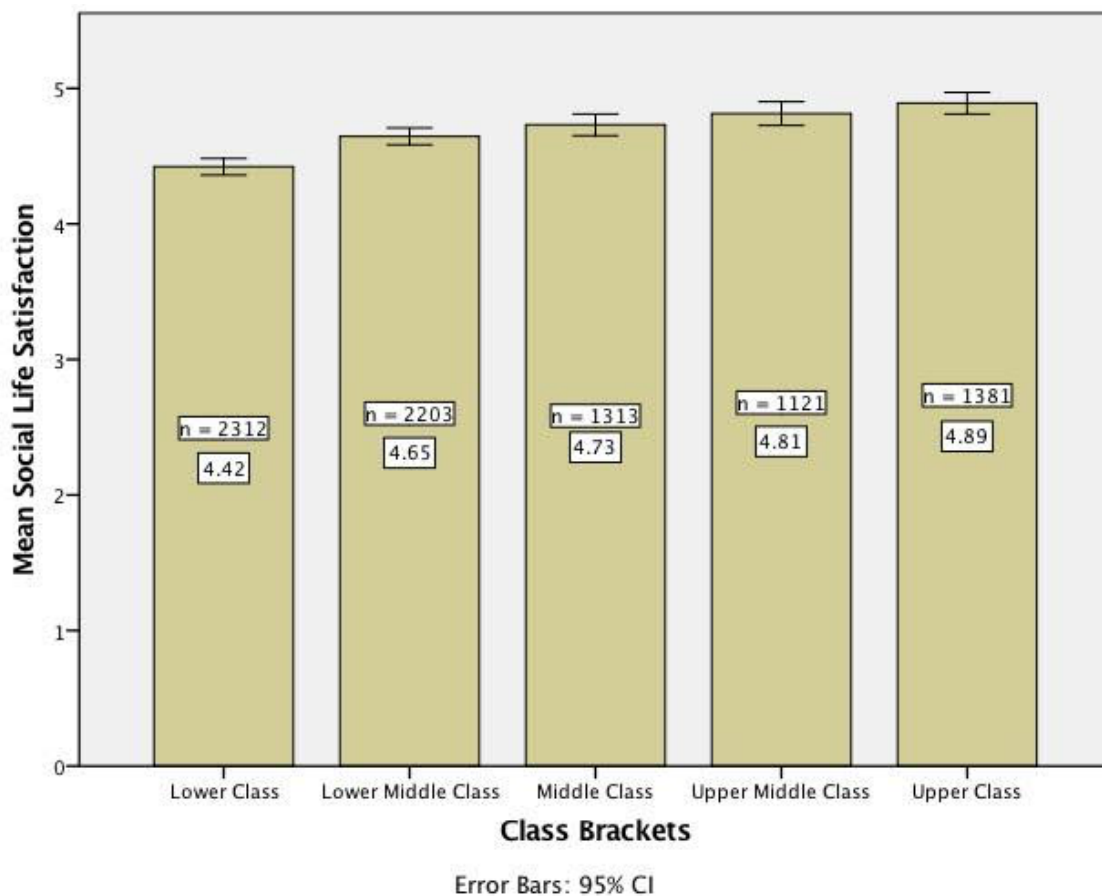
1. ***Reform Academic Advising:*** Students across degree statuses were least satisfied with their academic advisors. Many shared that their advisors were irrelevant to their academic planning and overall academic experience. Others said their advisors weren't knowledgeable about the specifics of their major, degree, or interest area, and thus could not advise them adequately. Thus, schools should consider restructuring their advising programs such that advisors have degree or major specializations; advising offices may also consider involving faculty in specialized advising.
2. ***First-Gen and Low-Income Support Planning:*** Schools should create programming targeted toward helping first-generation and lower-income students transition to college or graduate school and succeed academically.

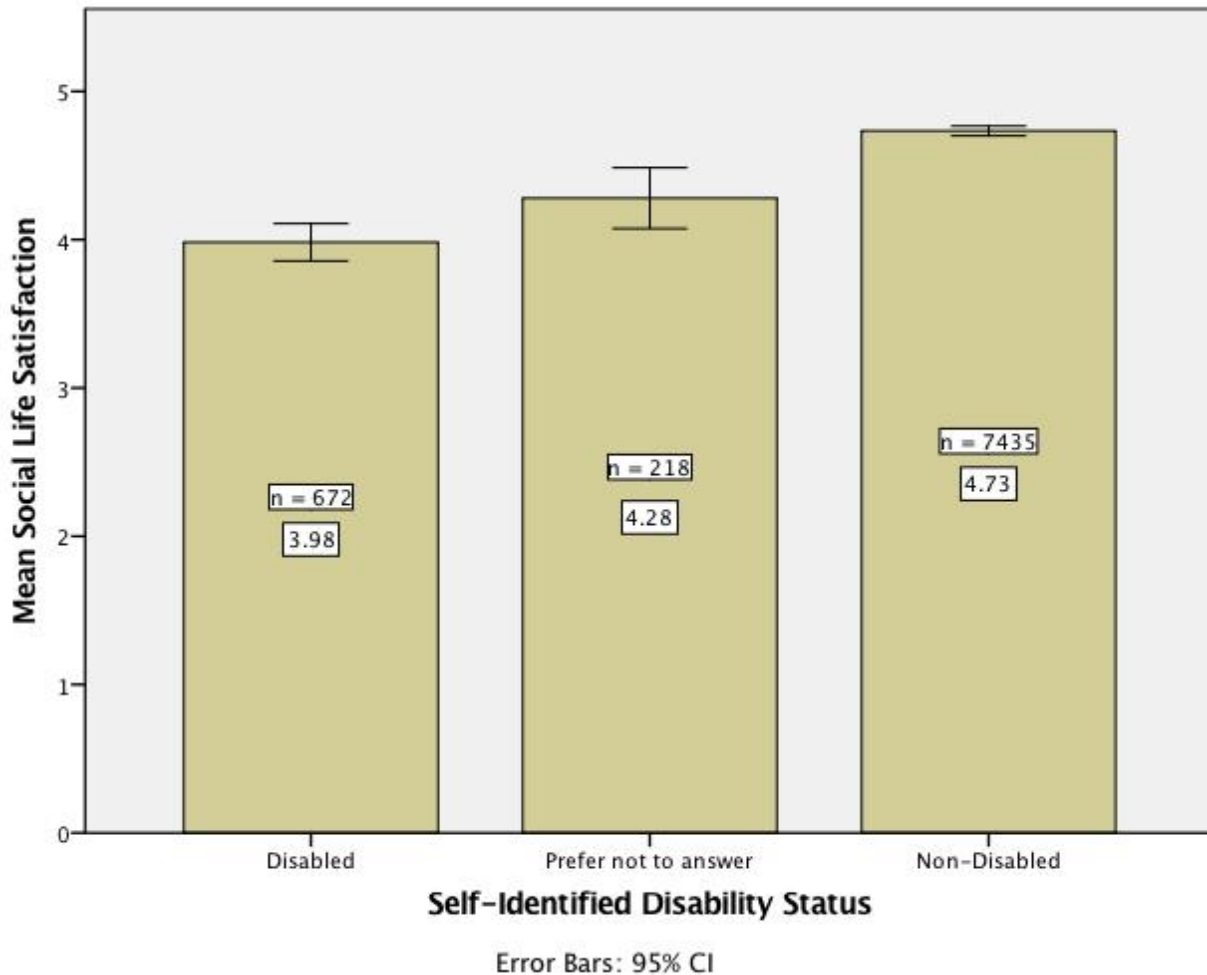
## Social Life

Students were asked to rate their satisfaction with social life on a seven-point scale, 1 being very dissatisfied and 7 being very satisfied. Across all respondents, mean social life satisfaction was **4.66** with a standard deviation of 1.50. The median and mode were both 5. These responses exhibit a **slight satisfaction with social life**.

The social life section of the report was divided into nine sub-items: (1) Student groups, (2) Intramural sports, (3) On-campus events, (4) Off-campus events, (5) Greek life, (6) Special interest communities, (7) Multicultural affairs, (8) Residential community, and (9) Restaurants and other local attractions. Students were most satisfied with student groups and on-campus events (mean of 5.12 and 5.00, respectively). Students were least satisfied with Greek life and intramural sports (4.15 and 4.38, respectively); however, the means for these latter categories represent only the respondents who participate in them (less than half of respondents).

Data were also analyzed across various demographic categories; most important, the data showed that satisfaction with social life steadily increased with every income bracket. Students who identified as lower class had a mean satisfaction of 4.42, whereas those who identified as upper-class boasted a mean satisfaction of 4.89. Furthermore, the data showed that disabled students were significantly less satisfied than their able-bodied peers.





### Policy Recommendations

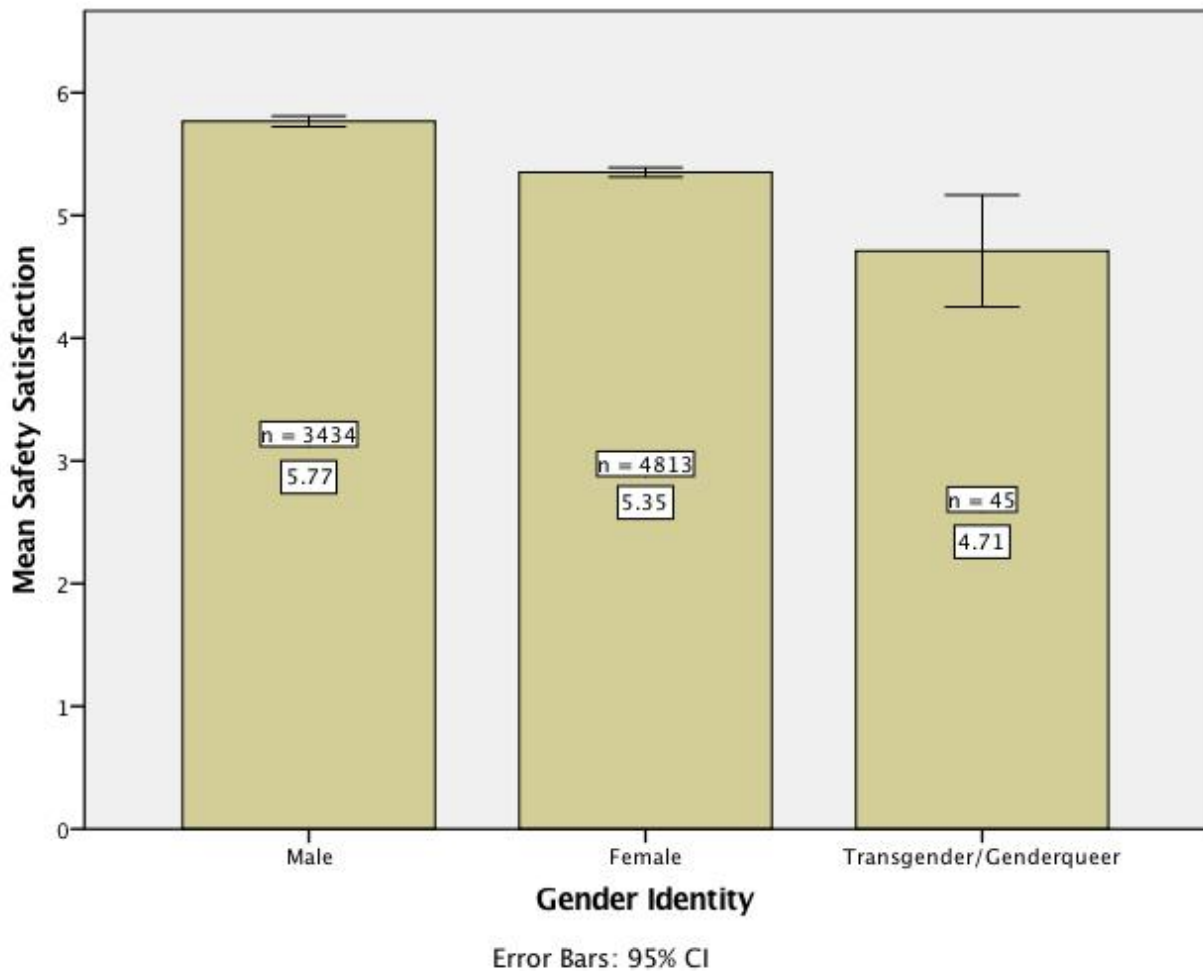
1. **Accommodate Lower-Income Students:** The University, when planning or sponsoring on-campus social events, should ensure that lower income students can afford to attend events, either by lowering the price of entry or participation, or by subsidizing lower-income students. This is especially important for seniors, whose graduation-related social events are quite expensive (e.g., events during Senior Week).
2. **CUMC Attractions:** Although restaurants and other local attractions were rated highest overall, mean satisfaction drops by nearly one full point when schools at Columbia University Medical Center are isolated. Many anecdotal responses call for CUMC to attract more local restaurants and bars to the area in order to foster a more active and cohesive CUMC social life.

# Safety

Students were asked to rate their satisfaction with safety on a seven-point scale, 1 being very dissatisfied and 7 being very satisfied. Across all respondents, mean safety satisfaction was **5.52** with a standard deviation of 1.34. The median and mode were both 6. These responses exhibit a **relatively high satisfaction with safety resources**.

The Safety section of the report was divided into four subitems: (1) Professionalism and courtesy of Public Safety employees and contractors, (2) Campus escort services, (3) Late night shuttle service, and (4) Effectiveness of Columbia Public Safety. Students were generally more satisfied with Public Safety's professionalism and effectiveness (5.50 and 5.42, respectively), but were only slightly satisfied with escort and shuttle services (5.05 and 4.91, respectively).

Data were also analyzed across various demographic categories; importantly, the data showed that female students felt less safe than their male counterparts, and that transgender students felt less safe than both their female and male counterparts. We found little significant difference among ethnicity groups, but many anecdotal responses spoke to Black, Latinx, and Muslim populations being unfairly targeted by Public Safety officers.



## Policy Recommendations

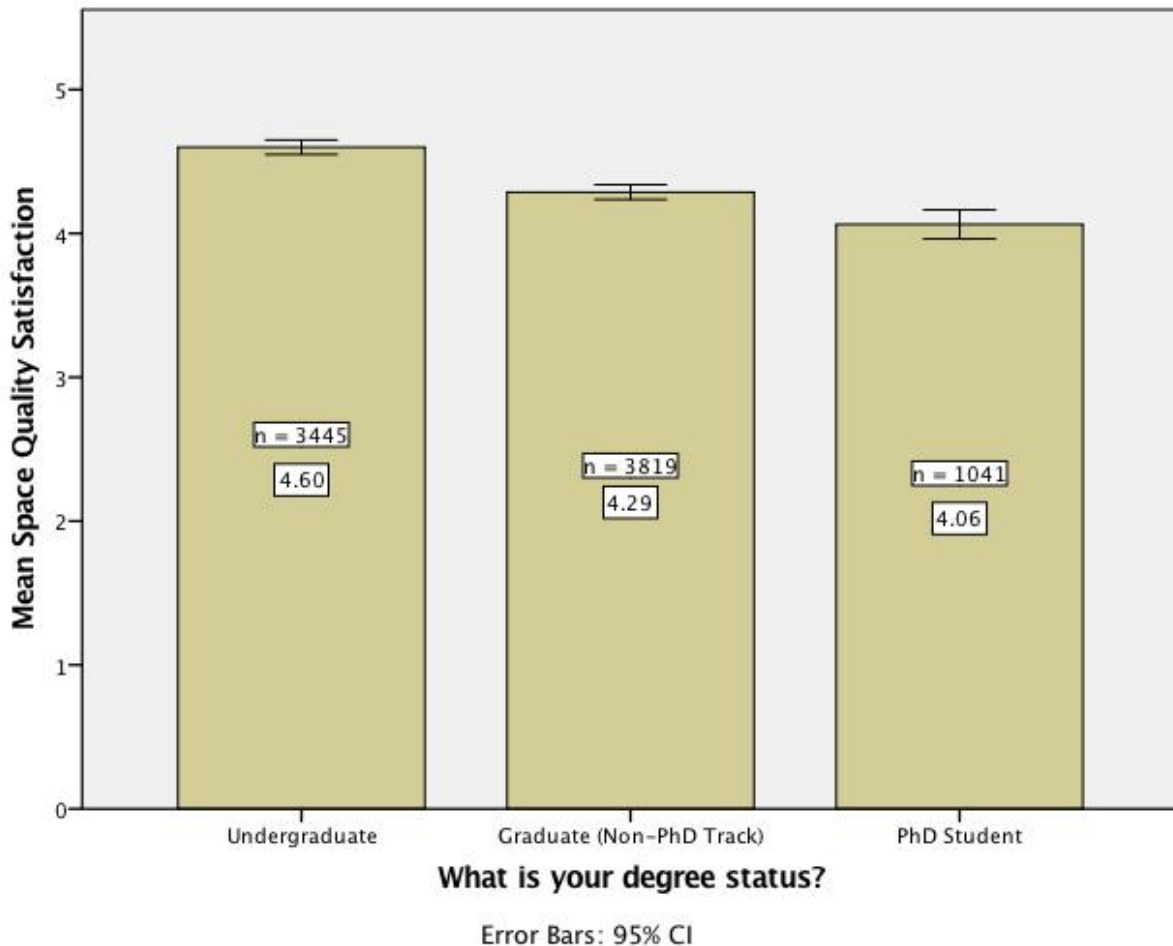
1. ***Counteract Unfair Targeting:*** While satisfaction was relatively high for Public Safety services, various anecdotal responses point to individual or group dissatisfaction with Public Safety's respect for certain student populations. To counteract these negative interactions, Public Safety should communicate with student groups to identify areas for improvement, and collaborate with them on possible solutions (e.g., awareness workshops, cultural sensitivity trainings).
2. ***More Transparency:*** Many anecdotal responses spoke to confusion over Public Safety's protocols and practices, especially with regard to its relationship with the New York Police Department (NYPD). Public Safety should be as transparent as possible about how it conducts its services and determines its priorities; its annual Security and Fire Safety Report could be expanded and more highly publicized.

## Space (Quality and Accessibility)

Students were asked to rate their satisfaction with the quality and accessibility of space on a seven-point scale, 1 being very dissatisfied and 7 being very satisfied. Across all respondents, mean space quality satisfaction was **4.39** with a standard deviation of 1.59. The median and mode were both 5. Mean space availability satisfaction was **3.74** with a standard deviation of 1.64. The median was 4, and mode was 3. These responses exhibit a **slight satisfaction with space quality and a slight dissatisfaction with space availability.**

The Space section of the report was divided into four sub-items: (1) Study spaces, (2) Common/meeting spaces, (3) Event spaces, and (4) Outdoor spaces. Students were least satisfied with the quality of common/meeting spaces (4.53), and least satisfied with the availability of study spaces (3.78). Notably, the availability of common/meeting spaces was also relatively low (3.85). Students were most satisfied with the quality and availability of outdoor spaces (4.86 and 4.40, respectively).

Data were also analyzed across different demographic categories; importantly, PhD students were least satisfied with the quality of space, followed by graduate students and then undergraduate students.



## Policy Recommendations

1. ***Increase Study Space:*** Libraries and common areas (Lerner Hall, academic buildings) should identify and allocate space for group and individual study. These buildings should also make a stronger effort to accommodate more students during midterm and final exam periods.
2. ***Improve PhD Space and Provide More Offices:*** Facilities and academic departments should communicate with PhD students about the quality of their study spaces, carrels, and offices. Anecdotally, most PhD students spoke about the lack of quality offices (or any offices at all) for PhD students.
3. ***Support an Actual Student Union:*** Columbia is one of few universities that does not feature a recreational student union. Students primarily use Lerner Hall for its meeting rooms, dining hall, and computer labs; however, they rarely use it for leisure. An “actual”—that is, recreational and lounge-centered—student union should be strongly considered in upcoming discussions about space in light of the Manhattanville expansion.

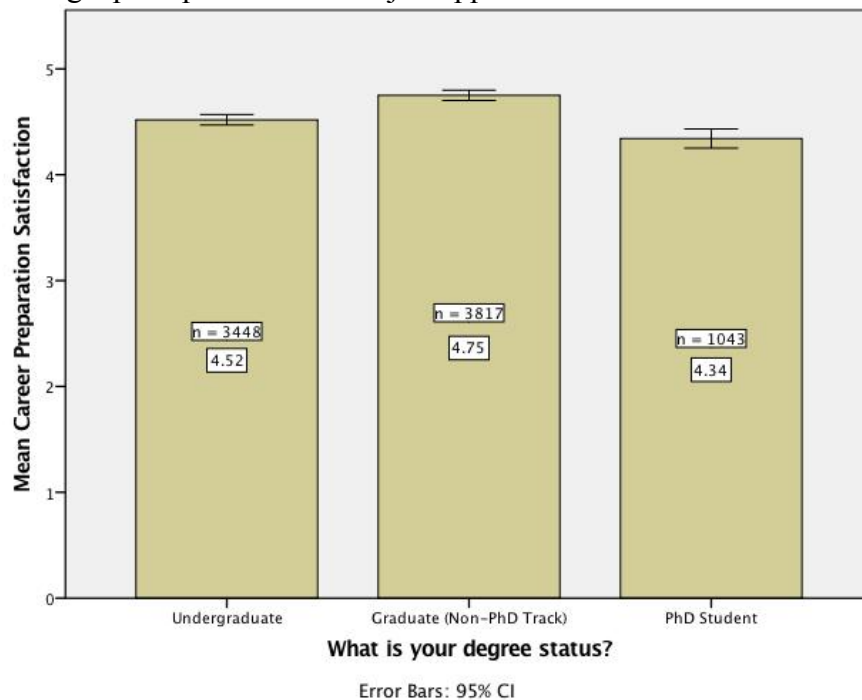
# Career Preparation

Students were asked to rate their satisfaction with Career Preparation on a seven-point scale, 1 being very dissatisfied and 7 being very satisfied. Across all respondents, mean career preparation satisfaction was **4.60** with a standard deviation of 1.52. The median was 5, and the mode was 4. These responses exhibit a **slight satisfaction with Career Preparation resources**.

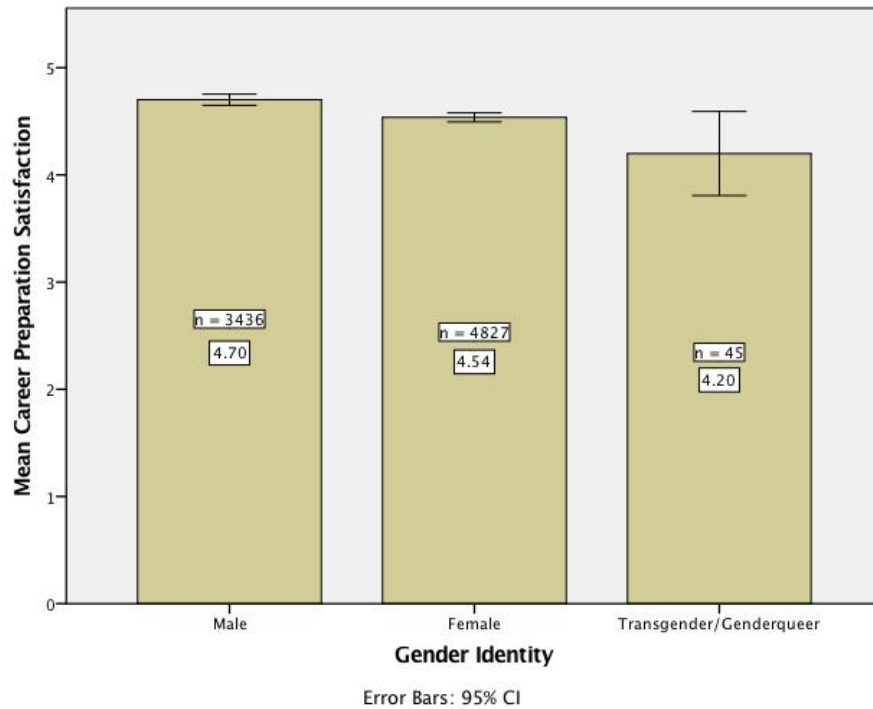
The Career Preparation section of the report was divided into five sub-items: (1) Career fairs, (2) Information sessions, (3) Relevance of career services programming, (4) On-campus interviews and recruiting, and (5) Counseling and advising services. Students were most satisfied with information sessions (4.86) and least satisfied with on-campus interviewing and recruiting (4.51). It is interesting to note, however, that very few anecdotal responses discussed on-campus interviewing and recruiting. The bulk of anecdotal responses urged Columbia's career services and programming (including career fairs and information sessions) to think beyond finance and consulting sectors and more about job opportunities for all majors and interest areas.

Students were also asked to estimate how confident they were of having a desirable job by graduation on a four-point scale, 1 being Not at All Confident and 4 being Very Confident. Mean confidence was 2.60 with a standard deviation of 1.01—this response falls between Somewhat Confident and Confident.

Data were also analyzed across different demographic categories; when stratified by degree type, PhD students were least satisfied with career preparation and least confident of getting a desirable job following graduation. Non-PhD graduate students, on the other hand, were most satisfied and confident. Some qualitative responses suggested career services for PhD students did not adequately expose students to non-academic career paths, therefore potentially causing a perception of limited job opportunities.



For each sub-item and for career preparation overall, trans\* students felt much less satisfied than women, who were themselves less satisfied than men. In the sub-item of relevance of career service programming, trans\* students felt more than one full point lower in satisfaction than men. Among other demographics, international students were nearly as satisfied with career preparation as were domestic students (4.57 and 4.61, respectively). Self-identifying disabled students, on the other hand, were notably less satisfied than able-bodied students (4.27 and 4.64, respectively).



### Policy Recommendations

1. ***Diversify Opportunities:*** Many students reported that Columbia’s Center for Career Education (CCE) overwhelmingly offers finance and consulting opportunities, especially during on-campus recruiting. CCE should actively compile and offer more opportunities outside of these two popular fields, using student input to focus on relevant interest areas.
2. ***Expand PhD Career Opportunities:*** Many PhD students reported that they would like to see more non-academic career opportunities provided by their departments. These opportunities could include jobs in policymaking, consulting, or other career paths. Departments should make an effort to explore and provide career opportunities outside of academia for its PhD students.
3. ***Standardize quality of Career Services:*** On a school-specific level, many schools (e.g., Teachers College, whose satisfaction with on-campus interviews and recruiting was a half-point lower than that sub-item’s overall satisfaction) reported that their school’s career services were significantly worse than those offered at CCE. CCE or a relevant administrative office should survey all of Columbia’s career service centers and ensure that they satisfy their constituencies’ needs.

# Technology

Students were asked to rate their satisfaction with technology resources and services on a seven-point scale, 1 being very dissatisfied and 7 being very satisfied. Across all respondents, mean technology satisfaction was **4.74** with a standard deviation of 1.48. The median and mode were both 5. These responses exhibit a **slight satisfaction with technology**.

The Technology section of the report was divided into nine sub-items: (1) Wi-Fi, (2) Printing, (3) Desktop terminals, (4) University email, (5) Course management software, (6) Student Services Online (SSOL), (7) Columbia websites, (8) Innovativeness, and (9) IT customer support. Students were most satisfied with university email (mean of 5.46), and were least satisfied with innovativeness (4.44).

Data were also analyzed across various demographic categories; most notably, international students were significantly more satisfied (both in general and across all nine sub-items) than their domestic peers.



## Policy Recommendations

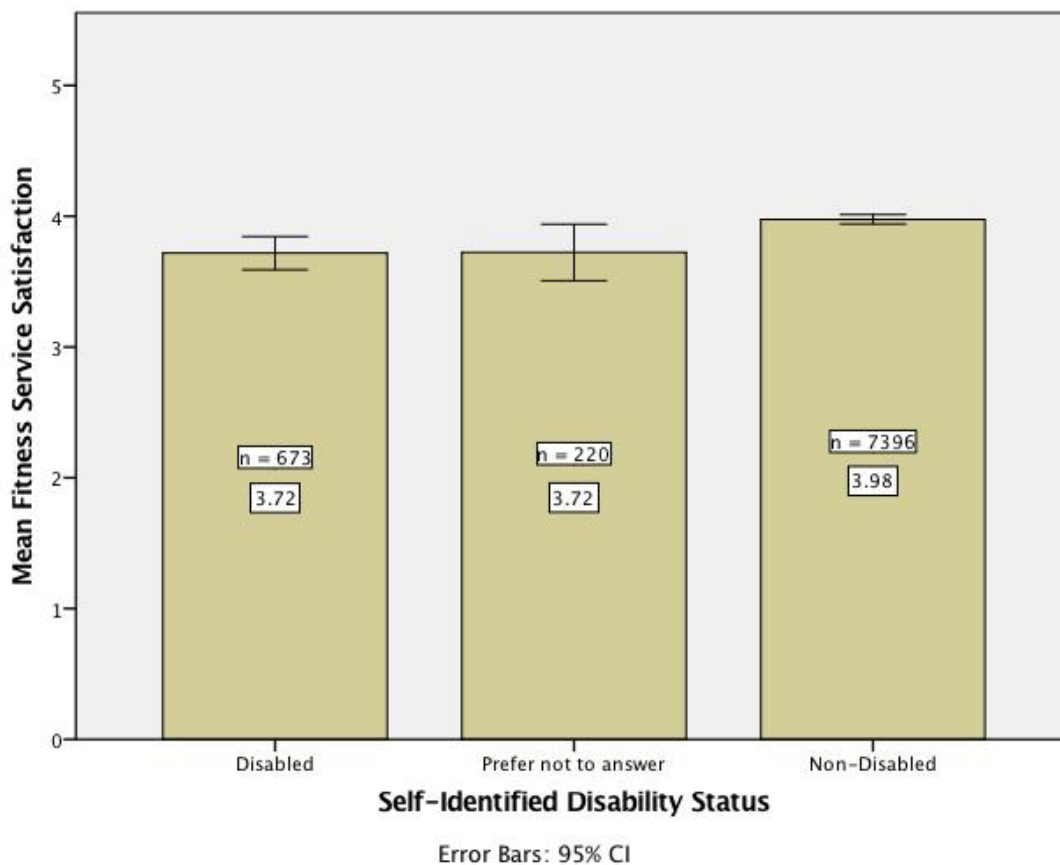
1. ***Innovate:*** Anecdotal responses suggest that student dissatisfaction with innovativeness could be combated by upgrading desktop terminals at libraries (preferably to Macintosh terminals) and making color printing more widely available.
2. ***Improve Wi-Fi:*** While Wi-Fi was rated relatively high, many students anecdotally complained about Wi-Fi coverage in various parts of Columbia's campus. Notably, Wi-Fi signals seem to be weak in the Law School, Hamilton and Kent halls, and outdoors.
3. ***Standardize Online Services:*** Online academic services available to Columbia students are currently divided among multiple online platforms, such as Canvas, Courseworks and Blackboard. Standardizing our online academic platform would make navigation and organization easier for students.

# Fitness

Students were asked to rate their satisfaction with fitness services on a seven-point scale, 1 being very dissatisfied and 7 being very satisfied. Across all respondents, mean fitness satisfaction was **3.95** with a standard deviation of 1.62. The median and mode were both 4. These responses exhibit that students were **neither satisfied nor dissatisfied (neutral) with fitness services.**

The fitness section of the report was divided into six sub-items: (1) Dodge Fitness Center, (2) Bard Athletic Center, (3) Baker Athletic Complex, (4) Cost of services, (5) Fitness classes, and (6) Club/intramural sports. Students were least satisfied with Dodge Fitness Center and the cost of services (mean of 3.91 and 3.92, respectively). With regard to Dodge, anecdotal responses frequently noted crowding, poor maintenance, insufficient free weights, unsafe conditions, and uncleanliness. Students were most satisfied with club/intramural sports and Baker Athletic Complex (4.32 and 4.31, respectively); however, the mean satisfaction for these latter categories only represents the students who have used these services (less than half of respondents for Baker, and slightly more than half for club/intramural sports).

Data was also analyzed across various demographic categories; importantly, students with disabilities were notably less satisfied than their able-bodied peers. With regard to gender identity, female respondents were most satisfied (mean of 4.01), followed by male respondents (3.86) and transgender respondents (3.67).



## Policy Recommendations

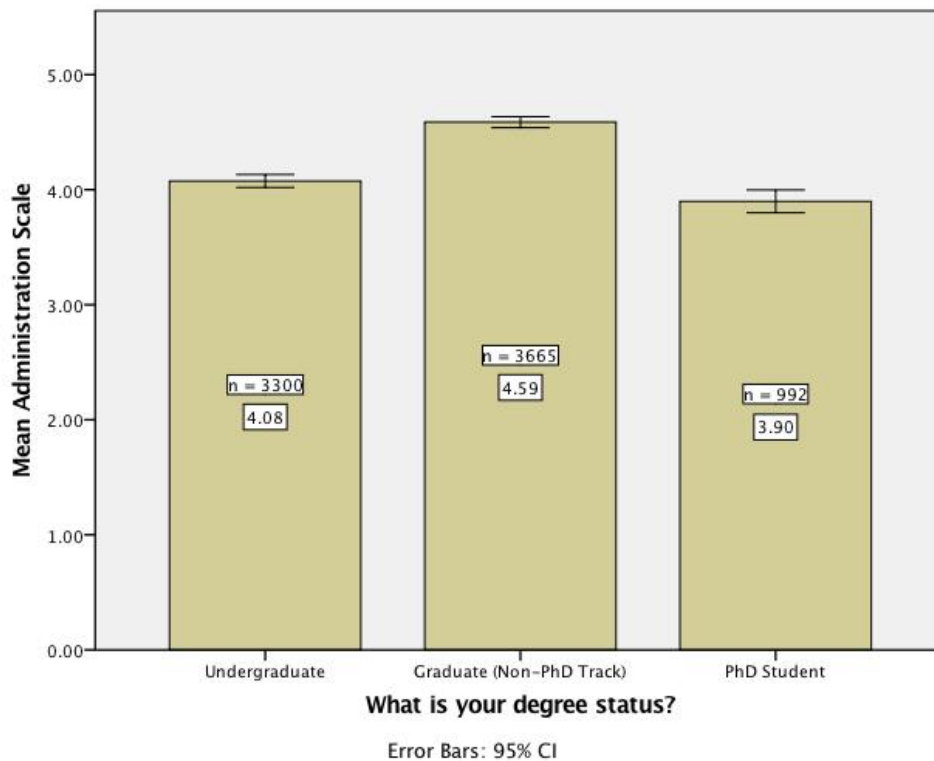
1. ***Increase Floor Space:*** Crowding, safety concerns, and lack of equipment are largely functions of Dodge's small size relative to the population it serves. Space is the perennial challenge of providing services in Manhattan and at Columbia. However, evaluating the current use of space and exploring options to expand space available to recreational fitness users is a necessary long-term step.
2. ***Allow Dodge Users to Book Cardio Equipment Online:*** Dodge currently requires its users to book time on cardio machines via paper sign-up; moving the sign-up online will simplify the process and provide users with more accessible information about usage and traffic.
3. ***Evaluate and Revise Maintenance Procedures:*** Anecdotal responses indicate that equipment and critical amenities such as water fountains and locker rooms frequently fall into and remain in disrepair. Qualified staff should regularly monitor and repair facilities, particularly when safety is a concern.

# Administration

Students were asked to rate their satisfaction with administration on a seven-point scale, 1 being very dissatisfied and 7 being very satisfied. Across all respondents, mean administration satisfaction was **4.06** with a standard deviation of 1.59. The median and mode were both 4. These responses exhibit that students were **neither satisfied nor dissatisfied (neutral) with administration.**

The administration section of the report was divided into four sub-items: (1) Accessibility; (2) Communication of information; (3) Follow-through on requests/recommendations; and (4) Vision, strategy, and goals. Across the board, students were rather lukewarm towards administration; however, students were least satisfied with administration’s vision, strategy, and goals (mean of 4.19). Anecdotal responses revealed a desire for increased transparency in administrative decision-making, a desire for increased student involvement in policy decisions, and dissatisfaction with the Columbia administration’s bureaucracy. Many responses also indicated dissatisfaction with the administration’s handling of gender-based misconduct adjudication and prevention education (namely, the Sexual Respect and Community Citizenship Initiative). Students also expressed their desire to see high-level administrators, particularly President Bollinger, present at more community events.

Data was also analyzed across various demographic categories; when stratified by degree status, the data showed that graduate students were significantly more satisfied than their undergraduate and Ph.D. counterparts. Also notable was that transgender students were significantly less satisfied with administration than their male and female peers.



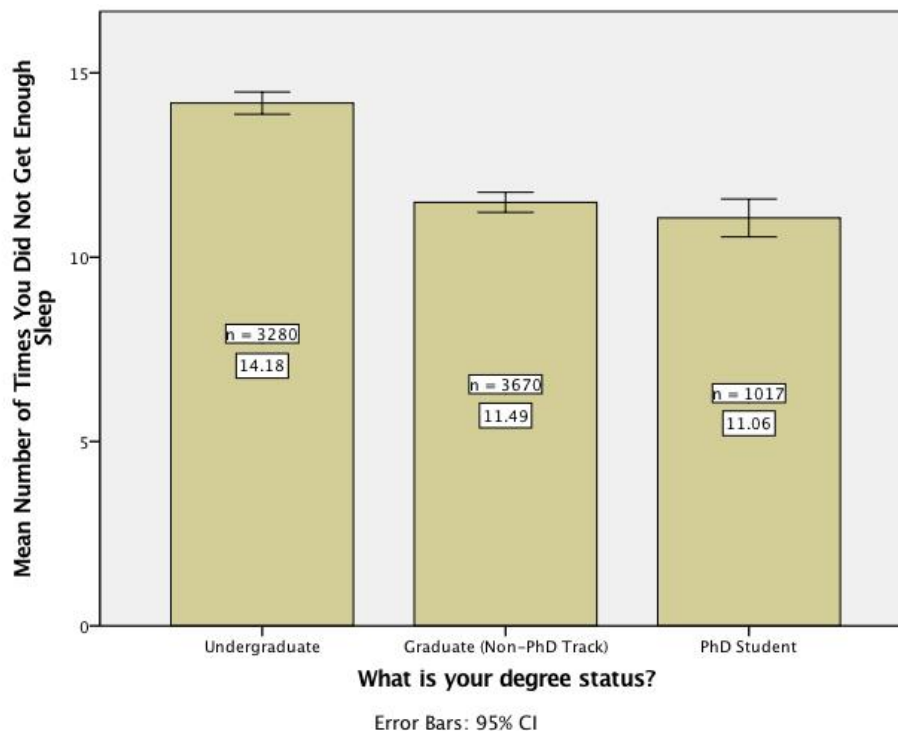
## Policy Recommendations

1. ***More Admin-Sponsored Community Events:*** The Office of University Life and other relevant administrative offices should organize more recreational and social events to build community, reduce stress, and strengthen the bond between students and administrators.
2. ***More Interaction with President Bollinger:*** The President's Office should consider organizing more events at which President Bollinger and other high-level administrators can speak to and interact with a large body of students.
3. ***Clearer statement of goals:*** If school deans do not do so already, they should consider issuing a yearly or semesterly set of goals to improve student and academic life.
4. ***Issue an Organizational Chart:*** The University and its schools should create, distribute, and periodically update an org chart outlining the chain of command and decision-making processes.

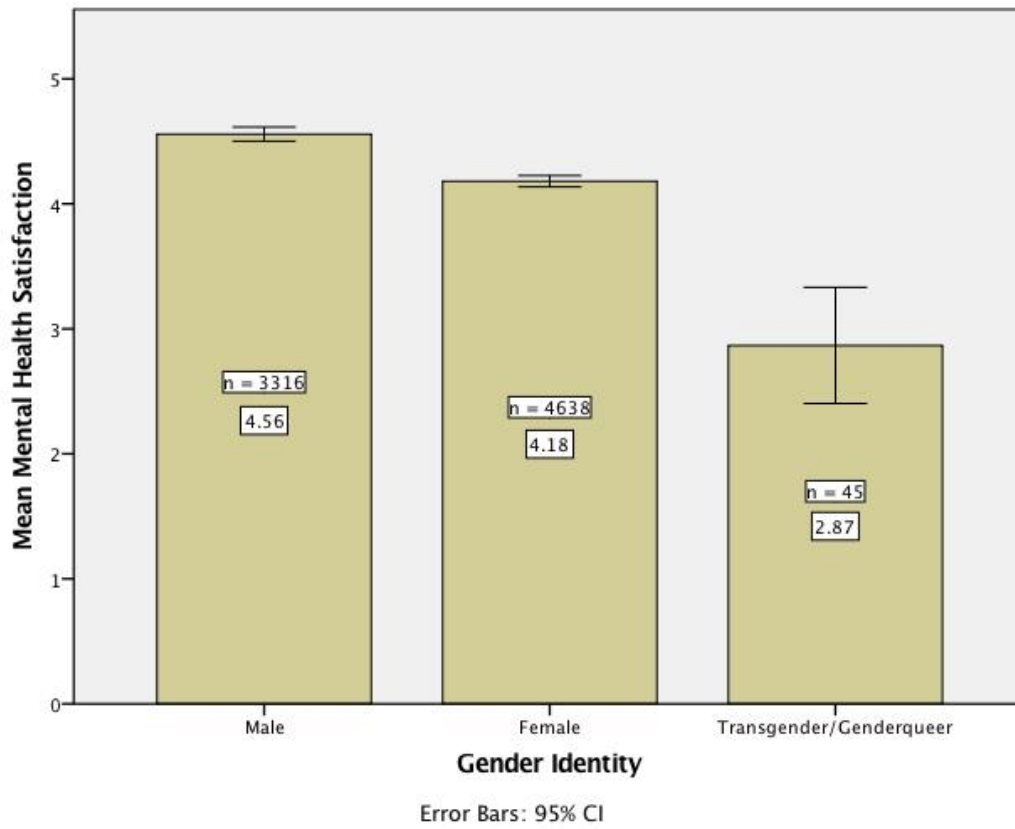
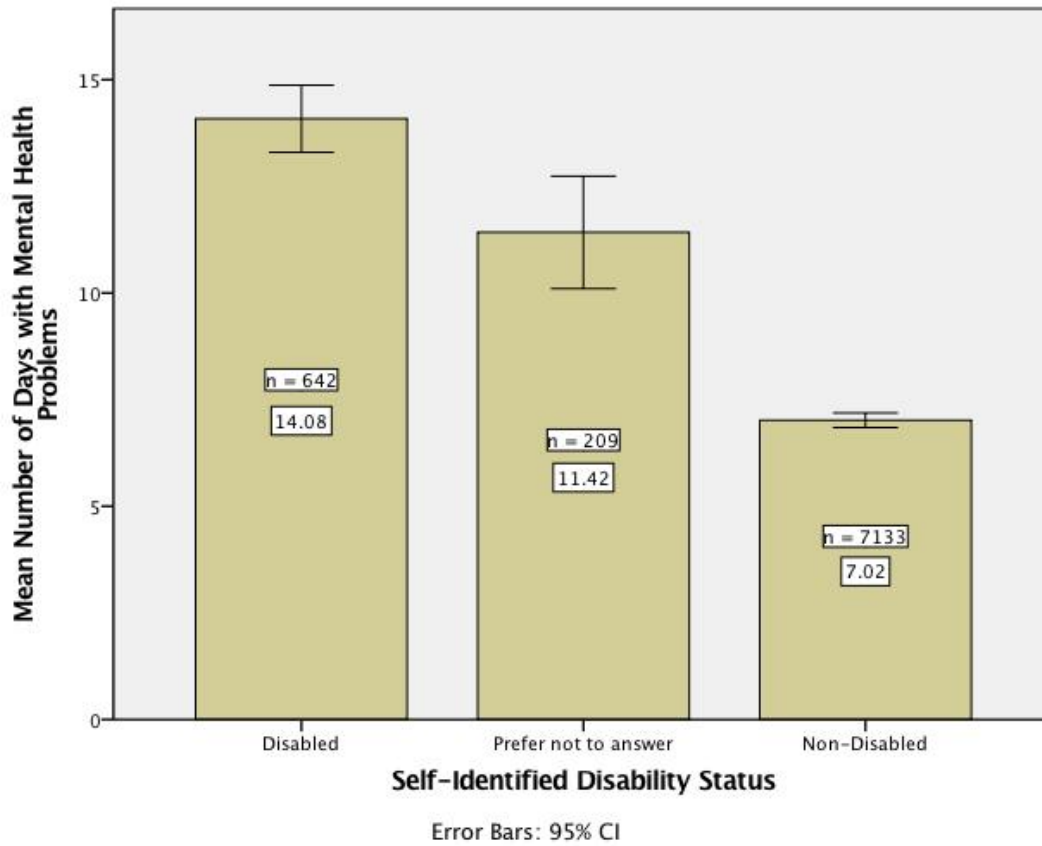
## Health (Physical and Mental)

Students were asked to rate their satisfaction with physical health and mental health on a seven-point scale, 1 being very dissatisfied and 7 being very satisfied. Across all respondents, mean physical health satisfaction was **4.70** with a standard deviation of 1.48; the median and mode were both 5. Mean mental health satisfaction was **4.53** with a standard deviation of 1.54; the median and mode were both 5. These responses exhibit that students were **slightly satisfied with their physical and mental health**. Students were also asked to rate their health on a five-point scale, 1 being very poor and 5 being very good. Across all respondents, mean health was **4.03** (“Good”).

The Health section of the report asked students to estimate the number of days per month that they faced issues with their (1) Physical Health and (2) Mental Health. Across all respondents, students averaged 4.04 days of physical health issues and 6.68 days of mental health issues per month. Students were then asked to estimate the number of days per month that they felt (1) Sad, blue, or depressed; (2) Worried, tense, anxious; (3) That you did not get enough rest or sleep; (4) Very healthy and full of energy. Respondents averaged 4.90 days of feeling sad, blue, or depressed, and 9.32 days of feeling worried, tense, or anxious. Respondents also estimated a nearly equal number of days that they did not get enough sleep and that they felt very healthy and full of energy (12.25 and 12.90 days, respectively). When stratified by degree status, however, undergraduate students reported more days of not getting enough sleep than their graduate peers.



Data were also analyzed across various demographic categories; notably, students with disabilities reported a significantly lower satisfaction than their able-bodied peers with regard to both their physical and mental health; the number of days with mental health problems also skyrockets for students with disabilities. Furthermore, transgender students reported a much lower satisfaction with mental health than their cisgendered peers, especially men.



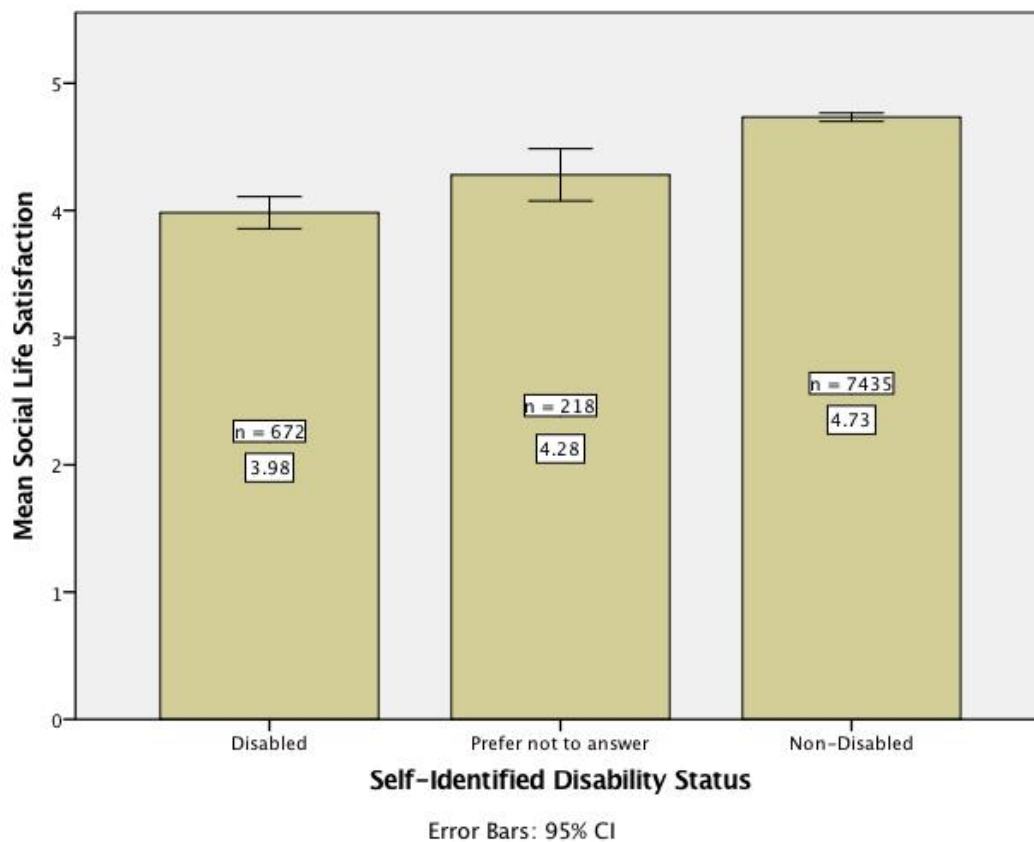
## Policy Recommendations

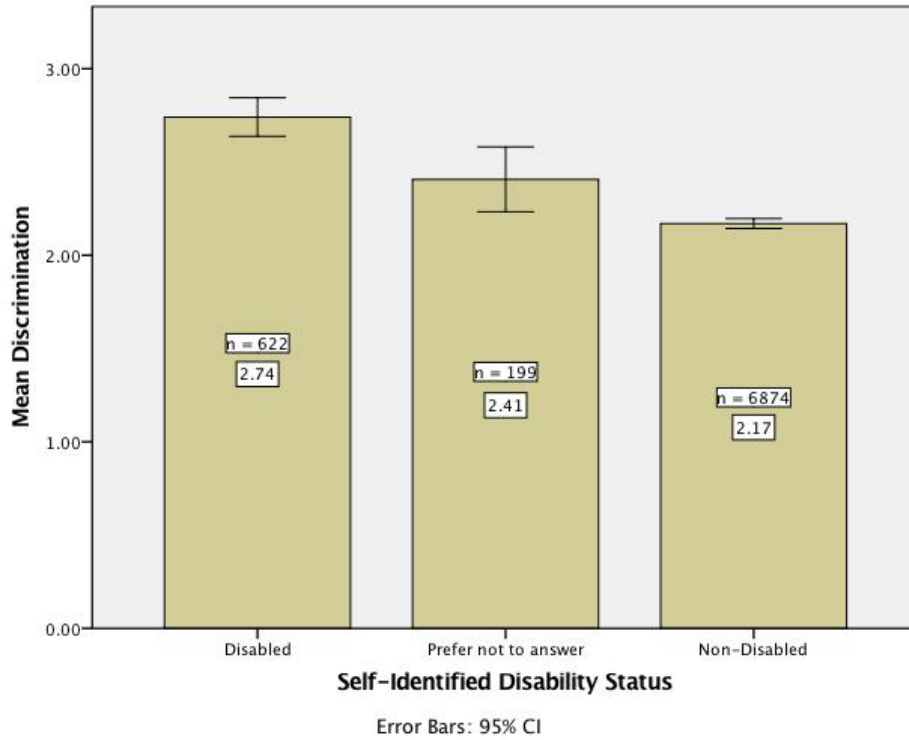
1. ***Fight the Mental Health Stigma:*** The University, at its highest levels, must actively and constantly engage in conversations about mental health awareness with students and other constituencies. This could take the form of events, awareness campaigns, and academic publications. This campaign should also include information specifically catered to especially affected groups, such as students with disabilities and transgender students.
2. ***Mental Health Education:*** Fostering a positive culture around mental health must start on day one. Schools should incorporate mental health awareness and peer support workshops into their new student orientation programs.
3. ***Increase Fitness Equipment:*** Not only should the University prioritize increasing the amount of fitness equipment in Dodge, but it should also diversify the type of equipment available in residence halls.
4. ***Improve Healthy Food Options:*** Many students, in their anecdotal responses, called for dining halls to serve more healthy food; while all dining halls have some healthy food options, students claim that entrees and meal options should be healthier.

## Disabilities Services

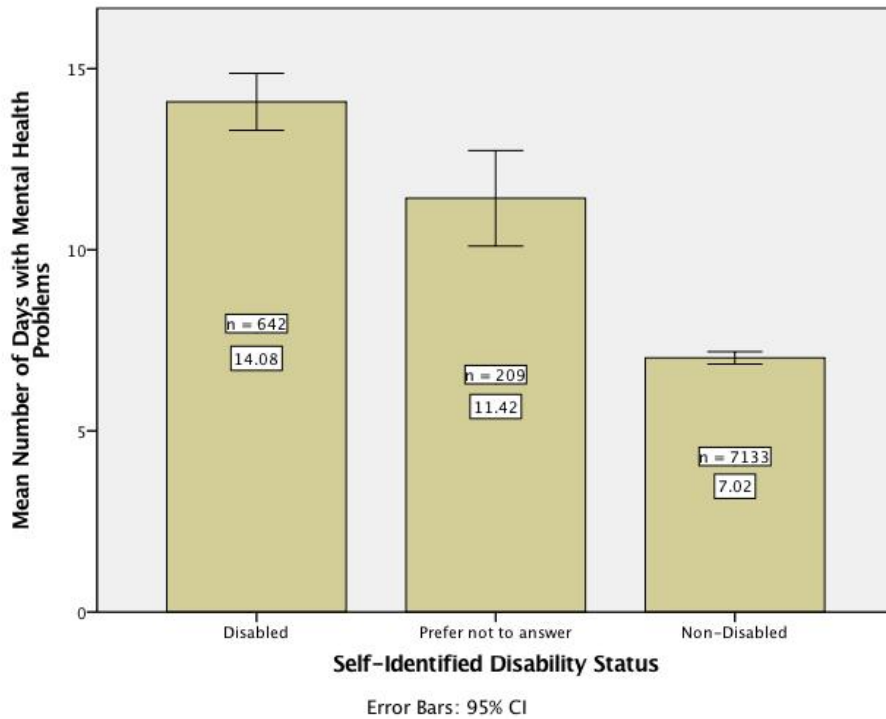
The Disabilities Services section of the Quality of Life report asked respondents whether they identify as a student with (mental or physical) disabilities. Eight percent of respondents identified as disabled; among those who identified as disabled, nearly half (44%) of respondents said that they had not sought accommodations or support from Disability Services.

Our analysis revealed that students who identified as disabled are less satisfied with every facet of their Columbia experience than those who did not. Overall, disabled students indicated being .7 points less satisfied than their able-bodied peers, a difference that is not only significant in post-hoc analyses but is also quite large relative to this dataset. Self-identifying disabled students were .75 points less satisfied with their social lives as well. Additionally, self-identifying disabled students felt discriminated against more often than other students did, and they also felt that discrimination acted as a barrier to their success more often than other students did.





A final component in which self-identifying disabled students fell short was mental and physical health; notably, their mental and physical health was rated a full point lower than students who did not identify as disabled. Additionally, disabled students on average experienced more days with mental health problems than their peers.



## Policy Recommendations

1. **Accessibility:** Students with disabilities expressed frequent frustration with getting around campus, particularly on the Morningside Campus. The University should further its efforts to provide accessible entrances and access points for upper campus, especially in getting from lower campus to upper campus (there is currently only one elevator by Dodge Hall).
2. **Communication:** If an accessible entrance or elevator is not functioning, students should be immediately notified by Disability Services and provided with an approximate timeline for service. Improved communication between Disability Services and students first requires improved communication between Disability Services and Facilities.
3. **Outreach:** Outreach to students with disabilities should be increased by Counseling and Psychological Services and other relevant offices on campus, especially around exam periods, to ensure that their needs are being met.
4. **Student Group Events:** Both the University's offices and student groups should note accessibility information when advertising events.

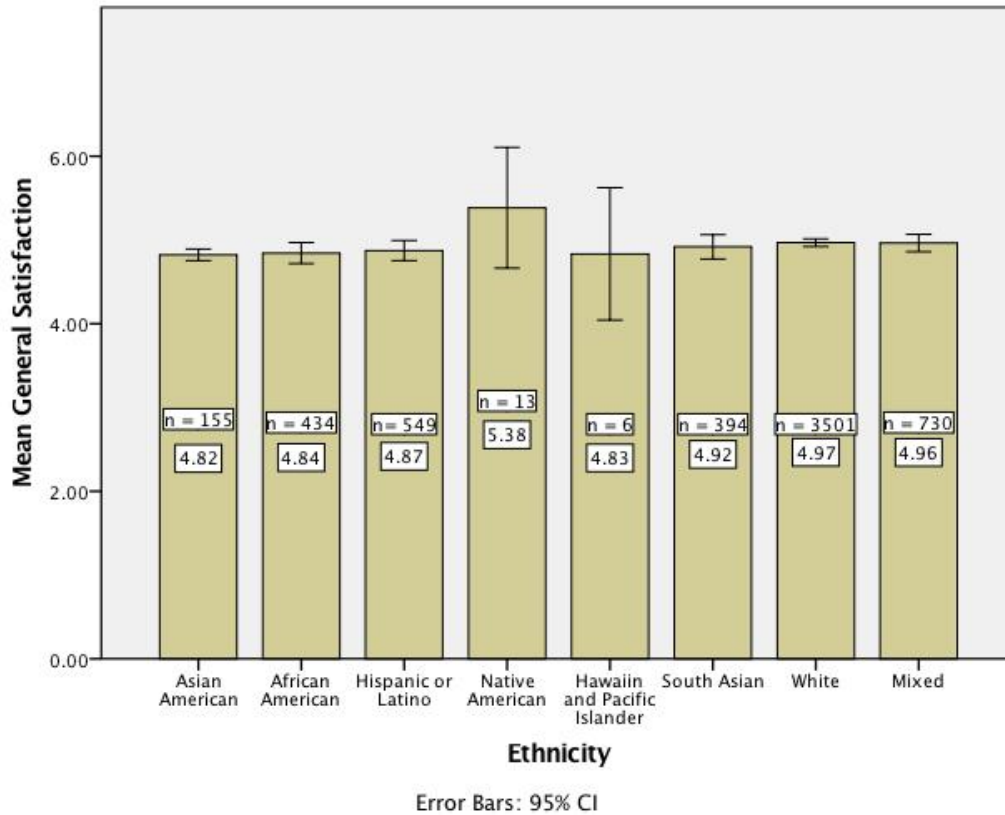
## Ethnicity

Students were asked a series of demographic questions, one of which was “What do you [racially/ethnically] identify as?” For convenience, the results are reiterated here:

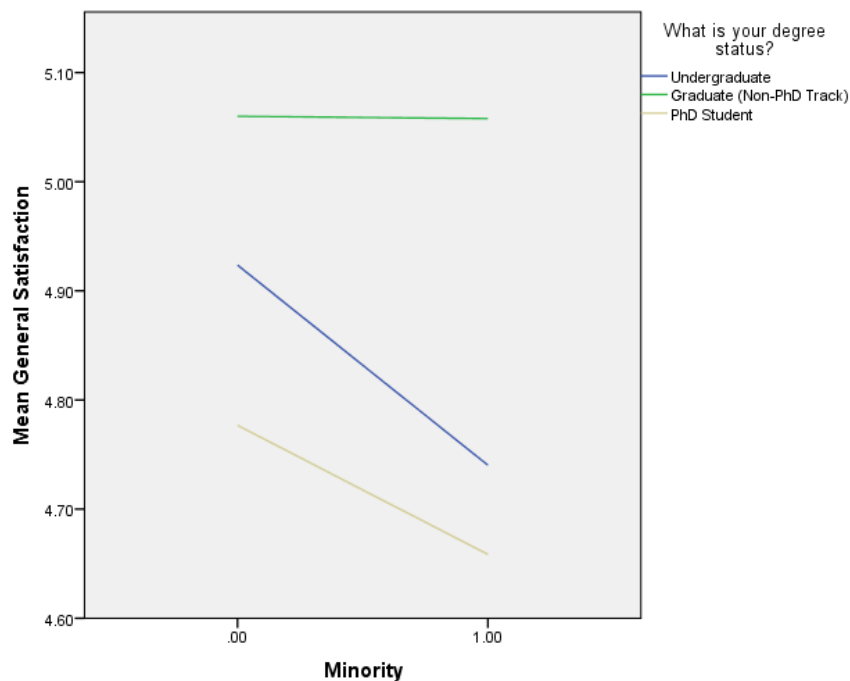
Category	Respondents	%
Asian-Pacific	2110	24%
Black or African-American	679	8%
Hispanic, Latin American, or Spanish Origin	1,042	12%
Native American	105	1%
Native Hawaiian and Other Pacific Islander	37	0%
South Asian	556	6%
White	4977	56%
Other	405	5%

Please note that analyses from this data did not include Other because the responses were too diverse to categorize; participants who identified with more than one category were placed into a Mixed category. Please also note that results for the Native American and Native Hawaiian and Other Pacific Islander categories were **not statistically significant** due to a relatively low number of respondents, and are thus discounted when reporting satisfaction rates in this section. Finally, it is important to add that many of our analyses were not statistically significant (and thus not included in this report) due to the relatively small sample size of some categories (e.g., 679 Black or African-American respondents vs. 4977 White respondents); we attempted to counteract this issue by collapsing categories into buckets (e.g., White and Non-White), but could still not attain statistical significance for many potentially useful trends, such as an analysis of the intersection of Race and Class.

The only statistically significant differences that emerged were in “General Satisfaction” and “Number of Times Not Getting Enough Sleep.” On a seven-point scale—1 being very dissatisfied and 7 being very satisfied—the data showed that there was **little difference in general satisfaction across categories**. Mean satisfaction ranged from **4.82** (Asian-Pacific) to **4.97** (White). Mean satisfaction remained similar when the categories were collapsed into White and Non-White buckets. The difference in “Number of Times Not Getting Enough Sleep” was **marginal**: in a thirty-day period, data showed that the Black or African-American category reported the highest frequency (13.09 days), while the Hispanic, Latin American, or Spanish Origin category reported the lowest (11.41).



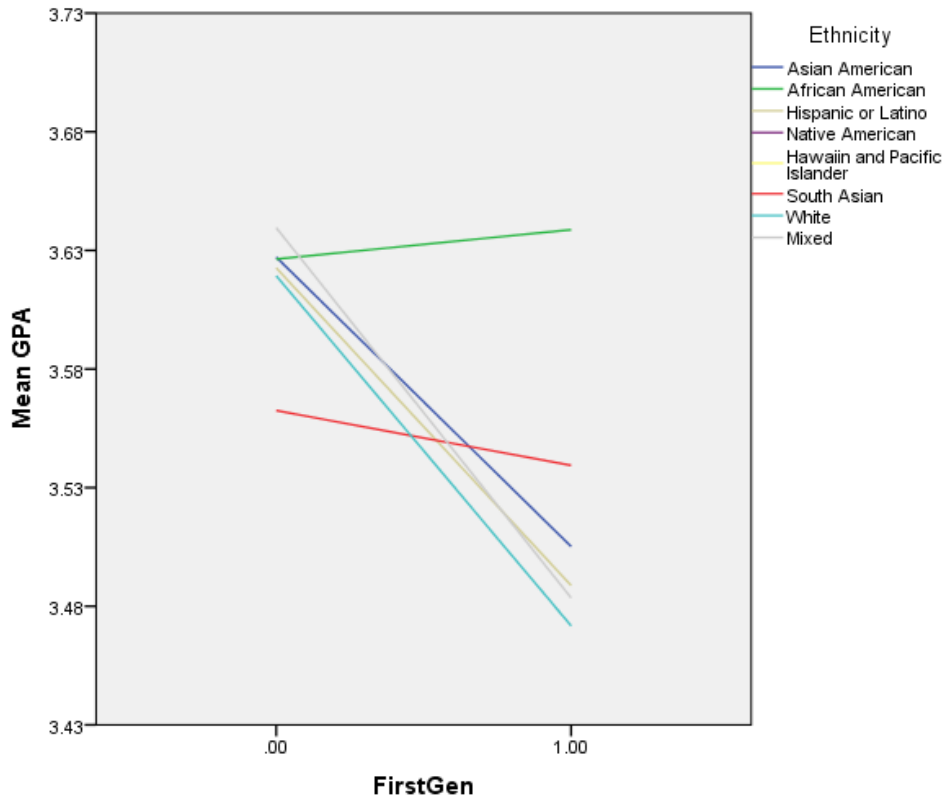
When stratified by degree type (presented below), the data showed that mean general satisfaction was lower for Minority (Non-White) Undergraduate and PhD students than it was for their White counterparts; for graduate students, the data showed that satisfaction remained nearly equal.



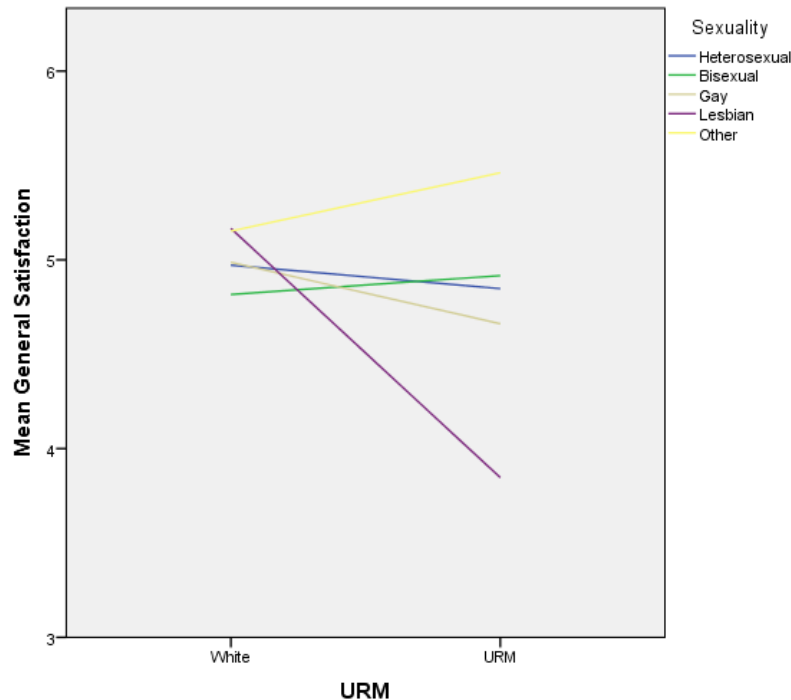
A comparison with data from the 2013 Quality of Life Report reveals that, across all racial categories, there has been a **decrease in mental and physical health satisfaction**; however, the comparison of data also shows that there has been a **decrease in the feeling of being discriminated against**.

## Intersectional Analysis

Ethnicity is often complicated by other identities, such as class and sexuality. An intersectional analysis of Ethnicity and First Generation status found that identifying as First Generation resulted in a decreased GPA for all racial categories except African-American, which slightly increased. (Please note: the trend for South Asian respondents was not statistically significant.)



When examining the intersection of Underrepresented Minorities (all categories except White, South Asian, and Asian-Pacific) and Sexuality, data showed that there was a marked decrease in mean general satisfaction between White Lesbian and URM Lesbian respondents. A similar, but subtler, trend also existed for Heterosexual and Gay respondents. There was no significant interaction between Race and Class, and Race and Disability Status.



### Policy Recommendations

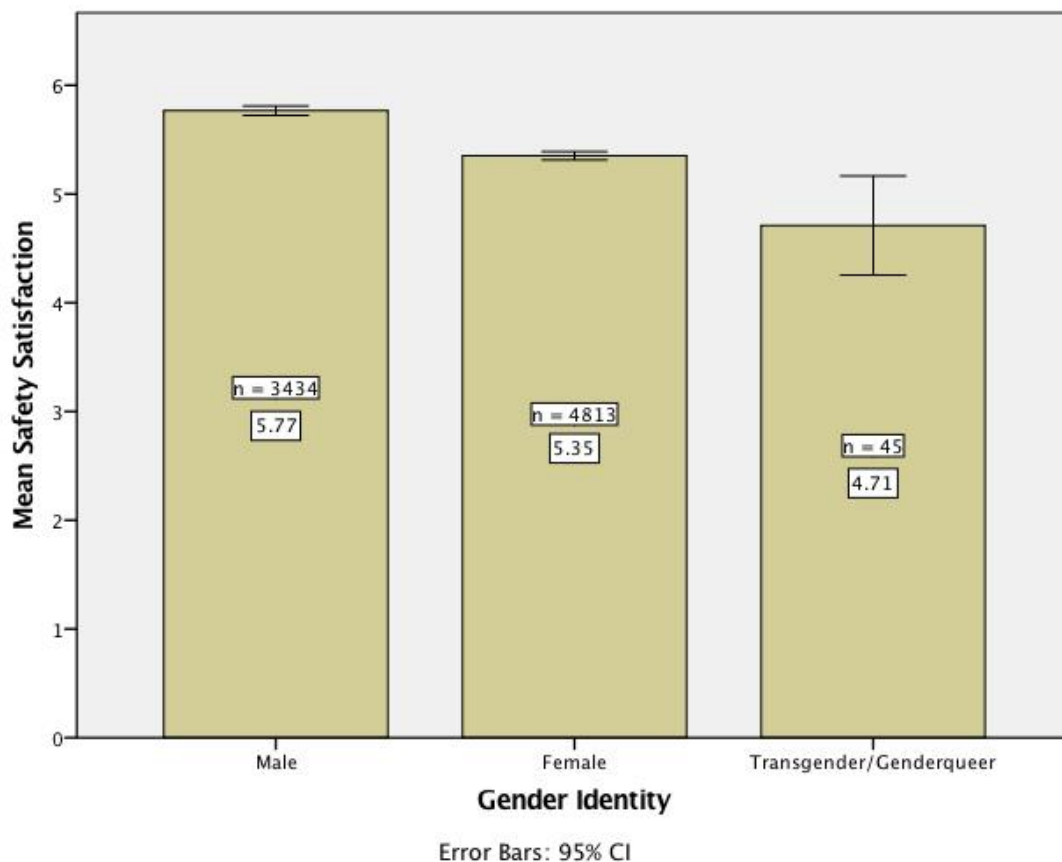
1. **More administrative channels:** Many anecdotal responses about the experiences of minority students revealed a perceived distrust of “the administration.” Key student-facing administrators should more actively interact with underrepresented communities on campus; more frequent and consistent meetings with students and student groups would greatly improve student-administrator relationships.
2. **Increased digital communication:** Central student-facing administrative offices would also benefit from opening digital channels of communication through which students could share their race-related experiences on campus. A submission form or anonymous online forum may fulfill this need, and could substantially inform policymaking and programming on the administrative level.
3. **Increased central support:** Most of Columbia’s schools host offices and administrators dedicated to multicultural affairs and diversity, who effectively design their resources and programming for their unique communities. However, more institutional and central support for these school-based efforts—whether financial or administrative—is necessary in order to ensure quality resources are provided to all of Columbia’s constituencies and communities.
4. **Commission on Diversity:** We hope that the new Senate Commission on Diversity affirms Columbia’s commitment to recruiting and retaining a diverse student and faculty body, and urge the greater Columbia community to support and actively engage with the Commission. The Commission consists of six students, four faculty members, and two administrators, and will be open to student-generated agenda items.

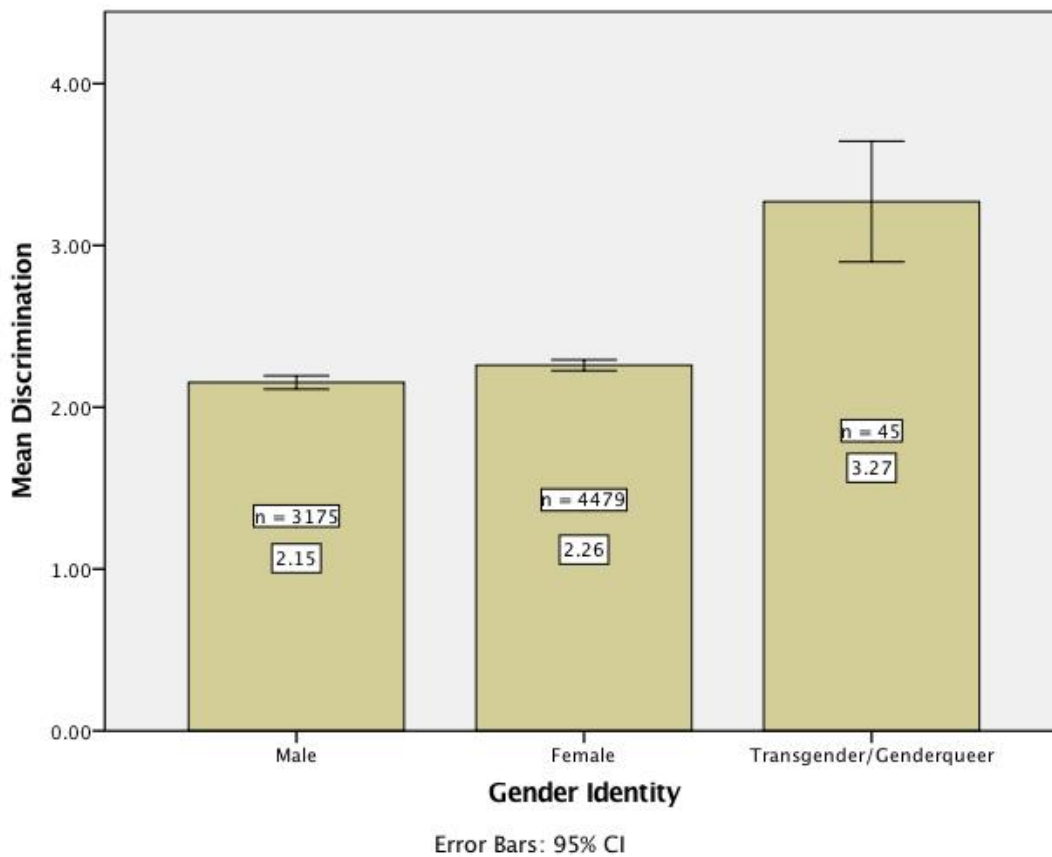
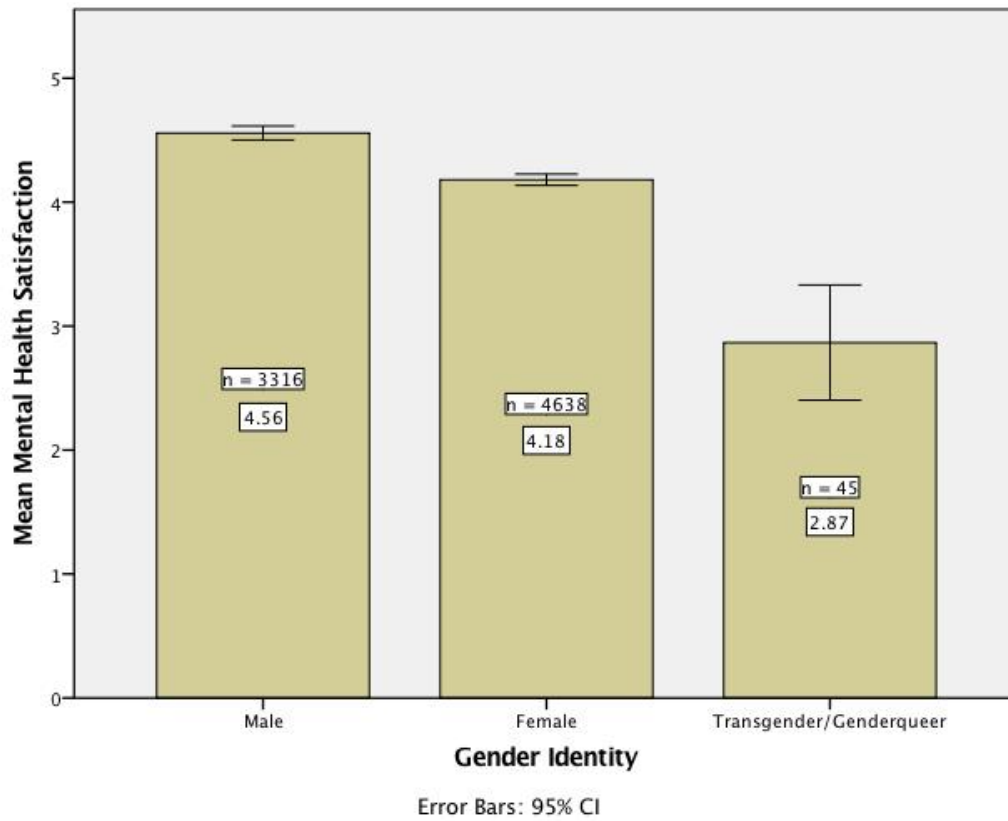
# Transgender/Genderqueer

Although a relatively small population at Columbia (roughly 50 respondents identify as transgender/genderqueer out of the 9,187 who responded to the gender identity question), the transgender community is among the least satisfied with their overall Columbia experience. Indeed, on a seven-point scale—1 being very dissatisfied and 7 being very satisfied—transgender students are approximately one full point less satisfied than their cisgendered peers. This dissatisfaction is reflected in almost all question categories: Funding, Social Life, Safety, Career Preparation, Administration, Technology, Physical Health, and Mental Health. The only categories where differences in satisfaction were either small or insignificant were Academics and Space (though large error bars due to low sample size obscure what is likely significant dissatisfaction in Academics as well).

(It is important to note that the general trend across almost all question categories is that men have the highest satisfaction of any gender group, followed by women, and then trans students, who are significantly less satisfied than both men and women.)

The level of dissatisfaction in the transgender population is of particular concern in that they do not feel Columbia meets their basic health and safety needs. Three representative graphs showing overall safety satisfaction, mental health satisfaction, and discrimination by gender are included to highlight this phenomenon:





Anecdotal responses support this quantitative analysis. These responses reveal that many official University forms still do not allow students to identify as transgender/genderqueer. Furthermore, graduate students who identify as transgender expressed great dissatisfaction with administrative support for transgender students; some mentioned the lack of an administrative position that promotes LGBTQ graduate life. Other graduate

transgender students argued that the primary—or only—LGBTQ administrative support was through Counseling and Psychological Services (CPS), which implied that the University saw transgender identity as a psychological issue.

There is little national data on the transgender student population's overall happiness and satisfaction, though the LGBTQ community suffers from well-documented stigmatization.<sup>1</sup> Relative to our peers, Columbia's LGBTQ policies are regarded relatively favorably according to the Campus Pride Index; however, we also lack many of the LGBTQ policies that are of particular importance to the trans community, such as easy and accessible gender and name self-identification processes.<sup>2</sup> There are still a number of policy improvements that peer institutions have made that Columbia should also make to improve the lives of trans students on campus.

### **Policy Recommendations**

1. ***Official Forms:*** The University and its constituent schools should ensure that all official student forms provide an option for identifying as transgender/genderqueer.
2. ***Gender-Neutral Bathrooms:*** The University should continue its move towards gender-neutral bathrooms by accelerating the pace at which such bathrooms are implemented in common buildings (e.g., Butler Library, Low Library, Hamilton Hall).
3. ***Communication and Awareness:*** Relevant offices within the University administration must better advertise the resources available to transgender people and in communicating with transgender students about their experiences on campus.

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<sup>1</sup> Pew Research Center. *A Survey of LGBT Americans: Attitudes, Experiences and Values in Changing Times*. Washington, D.C.: 2013.

<sup>2</sup> "Columbia University." *Campus Pride Index*. [www.campusprideindex.org](http://www.campusprideindex.org).

## Socioeconomic Status

Columbia touts itself as the most economically diverse university in the country, perhaps even the world; however, students of lower socioeconomic backgrounds face a number of issues upon beginning their time on campus. In order to explore these issues, the Quality of Life report asked students to estimate their family's household income; this demographic data was then used to investigate the effect of respondents' socioeconomic status on their satisfaction with a range of categories. Median family income indicates that the **average Columbia student comes from a family making between \$75,001 and \$100,000**. Nearly half of respondents (46%) belong to families that boast incomes higher than \$100,000; this also means that a slight majority of students belong to middle and lower class income brackets (according to U.S. Census data, middle class signifies anyone earning below \$100,000 and lower class signifies anyone who earns below \$32,500).

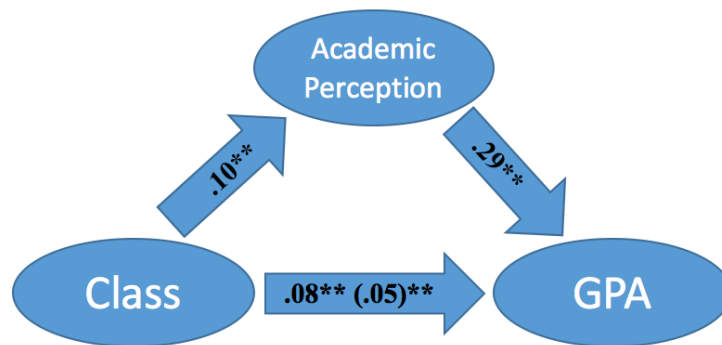
Across the board, lower-income students were less satisfied than higher-income students in all categories except Space, Fitness, Administration, and Technology. The effect size of these differences was relatively small, with the largest difference being Social Life (mean difference of .3 between lower and higher income students). Because of the relatively small effect size for most differences, the categories examined below are those that are potentially most affected by income status.

### *Career Preparation*

This category was evaluated on each of its sub-items; the data showed that lower-income students were less satisfied than their higher-income peers in all sub-items, with on-campus interviewing exhibiting the highest difference. Additionally, lower-income students felt significantly less confident about receiving a desirable job following graduation.

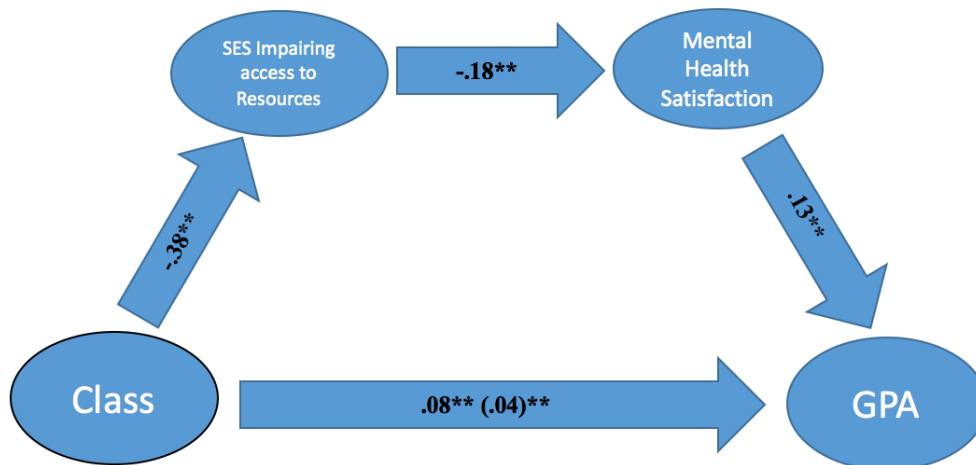
### *Academic Performance/GPA*

The data showed a significantly lower GPA for lower-income students as well as a significantly decreased perception of their own academic performance. Further mediation analyses were run to examine some of the causal mechanisms of this effect. One such mediation demonstrated that class significantly predicted one's perception of academic performance, which then significantly predicted the decrease in GPA. Below is a visualization of this relationship.



*(\*\*p<.01)* Note: Because the Direct Effect is still significant after the mediation, this is a partial mediation. The mediation is significant at the .001 level using a Sobel Z test.

Sixty-eight percent of responders faced problems with accessibility to resources due to socioeconomic status, whether minor or serious. Of them, 36% faced a moderate or serious problem. The path analysis below shows that dichotomized class identity (lower vs. upper class) positively predicts GPA, such that the movement from lower to upper class increases GPA. However, the same movement decreases one’s belief that socioeconomic status impairs access to resources, indicating that upper-class students feel less so that their socioeconomic status has impaired their access to resources. For lower-class students, as this impairment increases, mental health satisfaction decreases; and as mental health satisfaction decreases, so does GPA. This reveals that the impairment socioeconomic status causes to resource accessibility for lower-income students negatively affects mental health, thereby negatively affecting academic performance by virtue of GPA.



*(\*\*p<.01)* Note: Because the Direct Effect is still significant after taking this into account, this is considered a partial mediation.

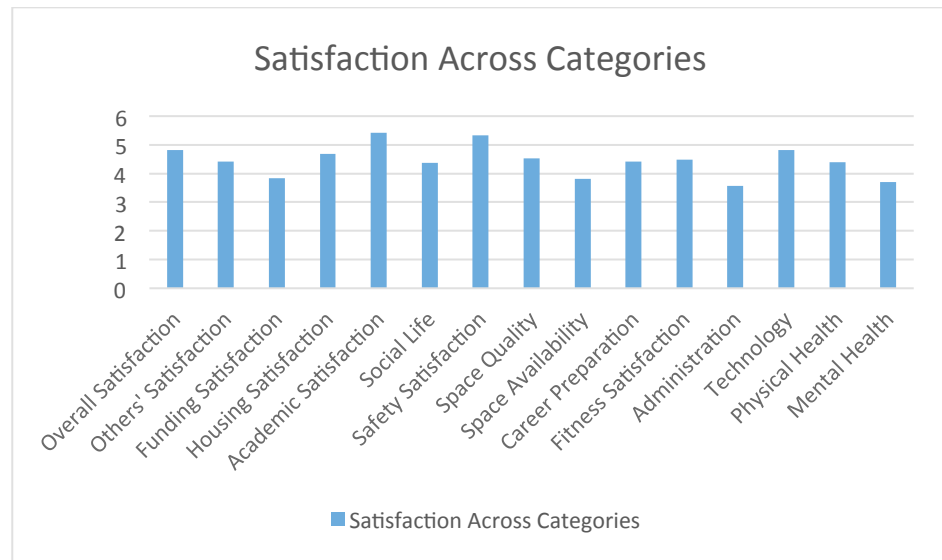
## Policy Recommendations

1. ***Financial Literacy:*** Students would benefit from learning how to best finance their education, manage loans, and live on a budget in New York. Columbia's financial aid offices should consider hosting financial literacy workshops and advertise individual advice. Furthermore, we hope the support and establishment of the Lion Credit Union will contribute to students' financial literacy.
2. ***Lower or Subsidize Costs of Resources and Events:*** Textbooks, academic materials, and in-class trips are increasingly expensive. Event entry or participation costs are prohibitive for many lower-income students as well. Whenever charging students for resources or events, departments, schools, and administrative offices should either set reasonable prices or subsidize costs for lower-income students.
3. ***Targeted Lower-Income Career Services:*** Lower-income students expressed lower levels of satisfaction with CCE; thus, it would also be helpful if CCE could work closely and more actively with students from lower-income backgrounds to assure they leave the university with a desirable job or other opportunity.

## Barnard College

<i>Demographics of Sample</i>	<i>%/value</i>
<i>Gender</i>	
Male	1%
Female	97%
Transgender/Genderqueer	2%
<i>LGBT</i>	14%
<i>Ethnicity</i>	
Asian-Pacific	20%
Black or African-American	10%
Hispanic/LatAm/Spanish	10%
Native American	1%
Native Hawaiian/Pacific Islander	0%
South Asian	5%
White	62%
Other	6%
<i>English First Language</i>	85%
<i>International Student</i>	13%
<i>Marital Status</i>	
Single (never married)	99%
Married	0%
Divorced	0%
Widowed	0%
Domestic Partnership	0%
<i>Has child/spouse/dependent</i>	
Yes	2%
No	98%
Prefer not to disclose	0%
<i>Commuter</i>	7%
<i>Military Veteran</i>	0%
<i>Disabled</i>	
Yes	16%
No	82%
Prefer not to answer	3%
<i>Parents' Highest Education</i>	
No high school	2%
High school	7%
Two year/technical	3%
Some college, no degree	5%
Bachelor's	24%
Master's	30%
Doctoral	27%

- **Overall respondents for Barnard College = 472**
  - **This represents 18% of the total student body\***  
\*only an estimate was available



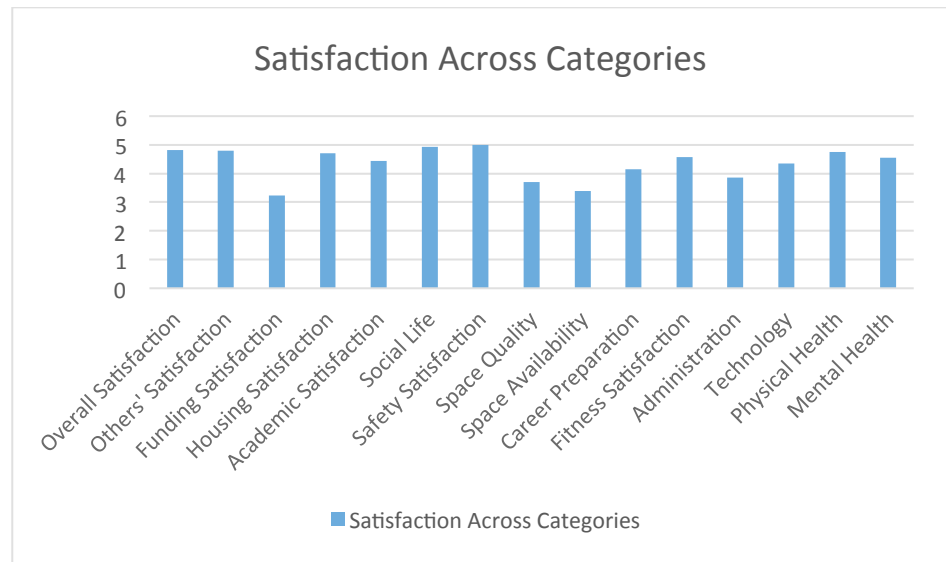
<b>Survey Results</b>	<b>Mean</b>	<b>Variance</b>	<b>SD</b>
Overall Satisfaction	4.81	1.65	1.29
Others' Satisfaction	4.42	1.27	1.13
Funding Satisfaction	3.84	3.00	1.73
Housing Satisfaction	4.68	2.68	1.64
Academic Satisfaction	5.41	1.44	1.20
Social Life Satisfaction	4.38	2.35	1.53
Safety Satisfaction	5.33	1.83	1.35
Space Quality Satisfaction	4.53	2.07	1.44
Space Availability Satisfaction	3.81	2.21	1.49
Career Preparation Satisfaction	4.41	2.02	1.42
Fitness Satisfaction	4.48	2.22	1.49
Administration Satisfaction	3.56	2.04	1.43
Technology Satisfaction	4.82	1.58	1.26
Physical Health Satisfaction	4.39	2.20	1.48
Mental Health Satisfaction	3.70	2.40	1.55
<b>AVG</b>	<b>4.44</b>		

**Mean** is the average score given and denotes the satisfaction (on a 1-7 scale).

## College of Dental Medicine

<i>Demographics of Sample</i>	<i>%/value</i>
<i>Gender</i>	
Male	46%
Female	54%
Transgender/Genderqueer	0%
<i>LGBT</i>	3%
<i>Ethnicity</i>	
Asian-Pacific	34%
Black or African-American	8%
Hispanic/LatAm/Spanish	12%
Native American	1%
Native Hawaiian/Pacific Islander	0%
South Asian	7%
White	49%
Other	2%
<i>English First Language</i>	86%
<i>International Student</i>	4%
<i>Marital Status</i>	
Single (never married)	88%
Married	11%
Divorced	1%
Widowed	0%
Domestic Partnership	0%
<i>Has child/spouse/dependent</i>	
Yes	9%
No	90%
Prefer not to disclose	2%
<i>Commuter</i>	24%
<i>Military Veteran</i>	3%
<i>Disabled</i>	
Yes	1%
No	95%
Prefer not to answer	4%
<i>Parents' Highest Education</i>	
No high school	2%
High school	7%
Two year/technical	4%
Some college, no degree	3%
Bachelor's	29%
Master's	29%
Doctoral	27%

- **Overall respondents for School of Dental Medicine = 116**
  - **This represents 27% of the total student body\***  
\*only an estimate was available



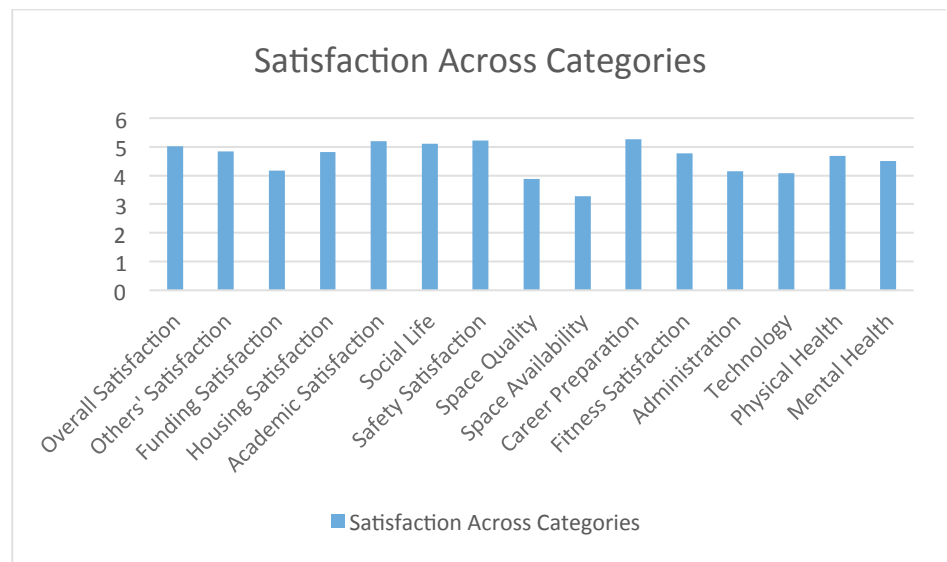
<b>Survey Results</b>	<b>Mean</b>	<b>Variance</b>	<b>SD</b>
Overall Satisfaction	4.81	1.66	1.29
Others' Satisfaction	4.79	1.14	1.07
Funding Satisfaction	3.23	2.48	1.58
Housing Satisfaction	4.70	3.12	1.77
Academic Satisfaction	4.44	2.42	1.56
Social Life Satisfaction	4.94	2.15	1.47
Safety Satisfaction	4.99	2.08	1.44
Space Quality Satisfaction	3.71	2.62	1.62
Space Availability Satisfaction	3.39	2.22	1.49
Career Preparation Satisfaction	4.15	2.33	1.53
Fitness Satisfaction	4.58	2.36	1.54
Administration Satisfaction	3.86	2.76	1.66
Technology Satisfaction	4.36	2.60	1.61
Physical Health Satisfaction	4.76	2.30	1.52
Mental Health Satisfaction	4.56	2.58	1.61
<b>AVG</b>	<b>4.35</b>		

**Mean** is the average score given and denotes the satisfaction (on a 1-7 scale).

## College of Physicians and Surgeons

<i>Demographics of Sample</i>	<i>%/value</i>
<i>Gender</i>	
Male	42%
Female	58%
Transgender/Genderqueer	0%
<i>LGBT</i>	7%
<i>Ethnicity</i>	
Asian-Pacific	13%
Black or African-American	6%
Hispanic/LatAm/Spanish	9%
Native American	1%
Native Hawaiian/Pacific Islander	0%
South Asian	8%
White	68%
Other	5%
<i>English First Language</i>	91%
<i>International Student</i>	3%
<i>Marital Status</i>	
Single (never married)	82%
Married	16%
Divorced	0%
Widowed	0%
Domestic Partnership	2%
<i>Has child/spouse/dependent</i>	
Yes	13%
No	86%
Prefer not to disclose	1%
<i>Commuter</i>	27%
<i>Military Veteran</i>	2%
<i>Disabled</i>	
Yes	3%
No	96%
Prefer not to answer	1%
<i>Parents' Highest Education</i>	
No high school	2%
High school	4%
Two year/technical	3%
Some college, no degree	1%
Bachelor's	20%
Master's	26%
Doctoral	44%

- **Overall respondents for School of Physicians and Surgeons = 328**
  - **This represents 18% of the total student body\***  
\*only an estimate was available



<b>Survey Results</b>	<b>Mean</b>	<b>Variance</b>	<b>SD</b>
Overall Satisfaction	5.02	1.92	1.39
Others' Satisfaction	4.83	1.29	1.14
Funding Satisfaction	4.18	3.11	1.76
Housing Satisfaction	4.82	2.71	1.65
Academic Satisfaction	5.19	1.84	1.36
Social Life Satisfaction	5.11	1.83	1.35
Safety Satisfaction	5.21	2.02	1.42
Space Quality Satisfaction	3.87	2.57	1.60
Space Availability Satisfaction	3.28	2.53	1.59
Career Preparation Satisfaction	5.27	1.80	1.34
Fitness Satisfaction	4.77	2.38	1.54
Administration Satisfaction	4.15	2.28	1.51
Technology Satisfaction	4.09	2.85	1.69
Physical Health Satisfaction	4.68	2.13	1.46
Mental Health Satisfaction	4.50	2.30	1.52
<b>AVG</b>	<b>4.6</b>		

**Mean** is the average score given and denotes the satisfaction (on a 1-7 scale).

## Columbia College

<b>Demographics of Sample</b>	<b>%/value</b>
<i>Gender</i>	
Male	42%
Female	57%
Transgender/Genderqueer	1%
<i>LGBT</i>	17%
<i>Ethnicity</i>	
Asian-Pacific	24%
Black or African-American	13%
Hispanic/LatAm/Spanish	14%
Native American	3%
Native Hawaiian/Pacific Islander	1%
South Asian	5%
White	55%
Other	4%
<i>English First Language</i>	85%
<i>International Student</i>	15%
<i>Marital Status</i>	
Single (never married)	100%
Married	0%
Divorced	0%
Widowed	0%
Domestic Partnership	0%
<i>Has child/spouse/dependent</i>	
Yes	1%
No	99%
Prefer not to disclose	1%
<i>Commuter</i>	3%
<i>Military Veteran</i>	0%
<i>Disabled</i>	
Yes	8%
No	89%
Prefer not to answer	3%
<i>Parents' Highest Education</i>	
No high school	2%
High school	7%
Two year/technical	4%
Some college, no degree	3%
Bachelor's	19%
Master's	35%
Doctoral	30%

- **Overall respondents for Columbia College = 1,275**
  - **This represents 27% of the total student body\***  
\*only an estimate was available



<b>Survey Results</b>	<b>Mean</b>	<b>Variance</b>	<b>SD</b>
Overall Satisfaction	4.86	1.95	1.40
Others' Satisfaction	4.34	1.50	1.22
Funding Satisfaction	4.38	3.45	1.86
Housing Satisfaction	5.09	2.42	1.56
Academic Satisfaction	5.33	1.62	1.27
Social Life Satisfaction	4.81	2.42	1.56
Safety Satisfaction	5.73	1.62	1.27
Space Quality Satisfaction	4.57	2.19	1.48
Space Availability Satisfaction	3.67	2.51	1.58
Career Preparation Satisfaction	4.37	2.10	1.45
Fitness Satisfaction	4.18	2.47	1.57
Administration Satisfaction	3.34	2.35	1.53
Technology Satisfaction	4.77	1.74	1.32
Physical Health Satisfaction	4.45	2.13	1.46
Mental Health Satisfaction	3.89	2.97	1.72
<b>AVG</b>	<b>4.52</b>		

**Mean** is the average score given and denotes the satisfaction (on a 1-7 scale).

## Business

<b>Demographics of Sample</b>	<b>%/value</b>
<i>Gender</i>	
Male	61%
Female	39%
Transgender/Genderqueer	0%
<i>LGBT</i>	5%
<i>Ethnicity</i>	
Asian-Pacific	19%
Black or African-American	4%
Hispanic/LatAm/Spanish	10%
Native American	0%
Native Hawaiian/Pacific Islander	0%
South Asian	10%
White	62%
Other	2%
<i>English First Language</i>	68%
<i>International Student</i>	34%
<i>Marital Status</i>	
Single (never married)	68%
Married	29%
Divorced	0%
Widowed	0%
Domestic Partnership	3%
<i>Has child/spouse/dependent</i>	
Yes	20%
No	79%
Prefer not to disclose	1%
<i>Commuter</i>	34%
<i>Military Veteran</i>	3%
<i>Disabled</i>	
Yes	3%
No	97%
Prefer not to answer	0%
<i>Parents' Highest Education</i>	
No high school	2%
High school	6%
Two year/technical	2%
Some college, no degree	2%
Bachelor's	25%
Master's	44%
Doctoral	19%

- **Overall respondents for Columbia Business School= 438**
  - **This represents 20% of the total student body\***  
\*only an estimate was available



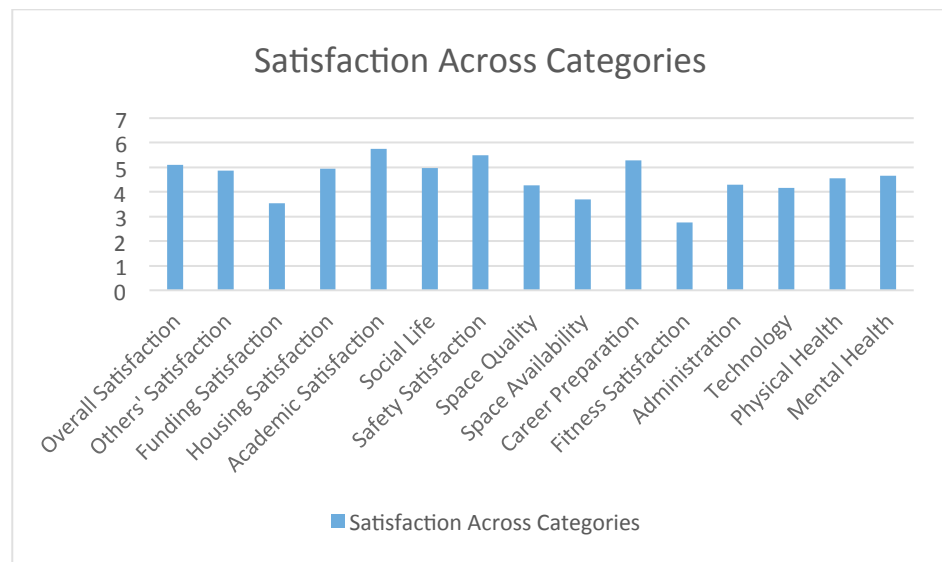
<b>Survey Results</b>	<b>Mean</b>	<b>Variance</b>	<b>SD</b>
Overall Satisfaction	5.54	1.32	1.15
Others' Satisfaction	5.37	0.91	0.95
Funding Satisfaction	3.96	2.80	1.67
Housing Satisfaction	4.84	2.38	1.54
Academic Satisfaction	5.42	1.57	1.25
Social Life Satisfaction	5.66	1.62	1.27
Safety Satisfaction	5.78	1.48	1.22
Space Quality Satisfaction	3.73	2.91	1.70
Space Availability Satisfaction	3.20	2.76	1.66
Career Preparation Satisfaction	5.33	1.92	1.39
Fitness Satisfaction	3.37	2.44	1.56
Administration Satisfaction	4.87	1.83	1.35
Technology Satisfaction	4.39	2.60	1.61
Physical Health Satisfaction	4.72	2.24	1.50
Mental Health Satisfaction	5.18	1.87	1.37
<b>AVG</b>	<b>4.76</b>		

**Mean** is the average score given and denotes the satisfaction (on a 1-7 scale).

## Law

<b>Demographics of Sample</b>	<b>%/value</b>
<i>Gender</i>	
Male	49%
Female	51%
Transgender/Genderqueer	0%
<i>LGBT</i>	10%
<i>Ethnicity</i>	
Asian-Pacific	21%
Black or African-American	7%
Hispanic/LatAm/Spanish	11%
Native American	0%
Native Hawaiian/Pacific Islander	0%
South Asian	7%
White	62%
Other	4%
<i>English First Language</i>	77%
<i>International Student</i>	24%
<i>Marital Status</i>	
Single (never married)	85%
Married	12%
Divorced	0%
Widowed	0%
Domestic Partnership	2%
<i>Has child/spouse/dependent</i>	
Yes	12%
No	87%
Prefer not to disclose	1%
<i>Commuter</i>	19%
<i>Military Veteran</i>	1%
<i>Disabled</i>	
Yes	4%
No	95%
Prefer not to answer	1%
<i>Parents' Highest Education</i>	
No high school	1%
High school	5%
Two year/technical	3%
Some college, no degree	1%
Bachelor's	22%
Master's	34%
Doctoral	33%

- **Overall respondents for Columbia Law School = 338**
  - **This represents 22% of the total student body\***  
\*only an estimate was available



<b>Survey Results</b>	<b>Mean</b>	<b>Variance</b>	<b>SD</b>
Overall Satisfaction	5.10	1.78	1.33
Others' Satisfaction	4.86	1.16	1.08
Funding Satisfaction	3.55	2.92	1.71
Housing Satisfaction	4.95	2.26	1.50
Academic Satisfaction	5.76	1.16	1.08
Social Life Satisfaction	4.98	2.03	1.42
Safety Satisfaction	5.48	1.74	1.32
Space Quality Satisfaction	4.28	2.25	1.50
Space Availability Satisfaction	3.69	2.51	1.58
Career Preparation Satisfaction	5.27	2.16	1.47
Fitness Satisfaction	2.76	2.65	1.63
Administration Satisfaction	4.29	2.12	1.46
Technology Satisfaction	4.16	2.32	1.52
Physical Health Satisfaction	4.55	2.23	1.49
Mental Health Satisfaction	4.65	2.40	1.55
<b>AVG</b>	<b>4.56</b>		

**Mean** is the average score given and denotes the satisfaction (on a 1-7 scale)

## Graduate School of Architecture, Planning, and Preservation

<i>Demographics of Sample</i>	<i>%/value</i>
<i>Gender</i>	
Male	44%
Female	55%
Transgender/Genderqueer	1%
<i>LGBT</i>	14%
<i>Ethnicity</i>	
Asian-Pacific	34%
Black or African-American	2%
Hispanic/LatAm/Spanish	10%
Native American	0%
Native Hawaiian/Pacific Islander	0%
South Asian	3%
White	55%
Other	3%
<i>English First Language</i>	58%
<i>International Student</i>	43%
<i>Marital Status</i>	
Single (never married)	84%
Married	12%
Divorced	2%
Widowed	0%
Domestic Partnership	2%
<i>Has child/spouse/dependent</i>	
Yes	13%
No	86%
Prefer not to disclose	1%
<i>Commuter</i>	26%
<i>Military Veteran</i>	2%
<i>Disabled</i>	
Yes	4%
No	94%
Prefer not to answer	2%
<i>Parents' Highest Education</i>	
No high school	1%
High school	5%
Two year/technical	5%
Some college, no degree	2%
Bachelor's	37%
Master's	29%
Doctoral	20%

- **Overall respondents for Graduate School of Architecture, Planning and Preservation = 258**
  - **This represents 38% of the total student body\***  
\*only an estimate was available



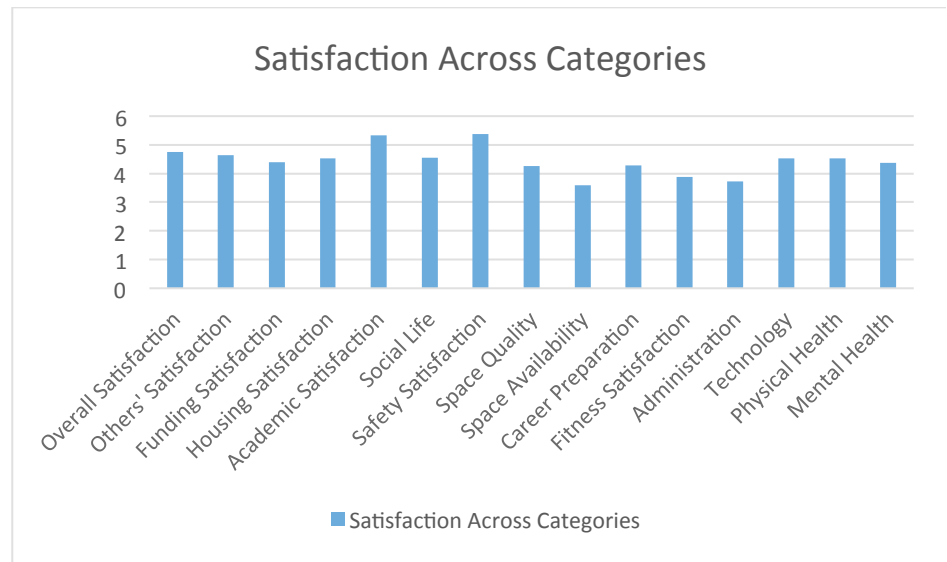
<b>Survey Results</b>	<b>Mean</b>	<b>Variance</b>	<b>SD</b>
Overall Satisfaction	4.85	1.86	1.36
Others' Satisfaction	4.77	1.36	1.17
Funding Satisfaction	3.18	2.99	1.73
Housing Satisfaction	4.72	2.53	1.59
Academic Satisfaction	5.43	1.62	1.27
Social Life Satisfaction	4.58	2.19	1.48
Safety Satisfaction	5.50	1.66	1.29
Space Quality Satisfaction	3.43	2.76	1.66
Space Availability Satisfaction	3.03	2.98	1.73
Career Preparation Satisfaction	3.95	2.72	1.65
Fitness Satisfaction	3.88	2.47	1.57
Administration Satisfaction	4.00	2.49	1.58
Technology Satisfaction	4.55	2.21	1.49
Physical Health Satisfaction	4.16	2.46	1.57
Mental Health Satisfaction	4.17	2.61	1.62
<b>AVG</b>	<b>4.284.284.28</b>		

**Mean** is the average score given and denotes the satisfaction (on a 1-7 scale).

## Graduate School of Arts and Sciences

<b>Demographics of Sample</b>	<b>%/value</b>
<i>Gender</i>	
Male	43%
Female	56%
Transgender/Genderqueer	1%
<i>LGBT</i>	13%
<i>Ethnicity</i>	
Asian-Pacific	25%
Black or African-American	3%
Hispanic/LatAm/Spanish	8%
Native American	1%
Native Hawaiian/Pacific Islander	0%
South Asian	6%
White	61%
Other	5%
<i>English First Language</i>	63%
<i>International Student</i>	37%
<i>Marital Status</i>	
Single (never married)	77%
Married	19%
Divorced	1%
Widowed	0%
Domestic Partnership	3%
<i>Has child/spouse/dependent</i>	
Yes	19%
No	79%
Prefer not to disclose	2%
<i>Commuter</i>	30%
<i>Military Veteran</i>	1%
<i>Disabled</i>	
Yes	6%
No	91%
Prefer not to answer	3%
<i>Parents' Highest Education</i>	
No high school	2%
High school	7%
Two year/technical	3%
Some college, no degree	4%
Bachelor's	24%
Master's	33%
Doctoral	26%

- **Overall respondents for School of Arts and Sciences = 1,045**
  - **This represents 30% of the total student body\***  
\*only an estimate was available



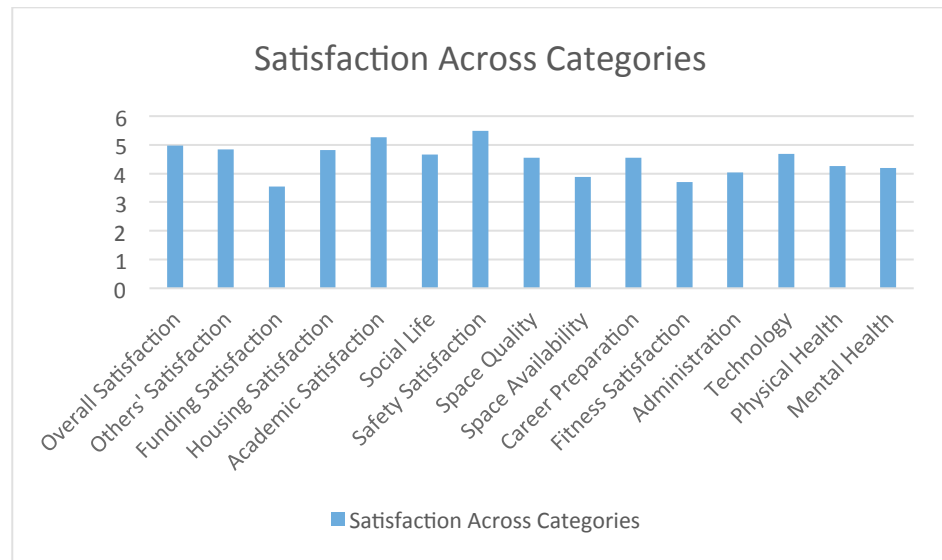
<b>Survey Results</b>	<b>Mean</b>	<b>Variance</b>	<b>SD</b>
Overall Satisfaction	4.75	2.11	1.45
Others' Satisfaction	4.65	1.45	1.20
Funding Satisfaction	4.39	3.72	1.93
Housing Satisfaction	4.53	3.05	1.75
Academic Satisfaction	5.33	1.87	1.37
Social Life Satisfaction	4.54	2.12	1.46
Safety Satisfaction	5.37	1.94	1.39
Space Quality Satisfaction	4.27	2.66	1.63
Space Availability Satisfaction	3.58	2.73	1.65
Career Preparation Satisfaction	4.29	2.16	1.47
Fitness Satisfaction	3.89	2.50	1.58
Administration Satisfaction	3.72	2.66	1.63
Technology Satisfaction	4.52	2.42	1.56
Physical Health Satisfaction	4.52	2.29	1.51
Mental Health Satisfaction	4.37	2.58	1.61
<b>AVG</b>	<b>4.45</b>		

**Mean** is the average score given and denotes the satisfaction (on a 1-7 scale).

## Journalism

<i>Demographics of Sample</i>	<i>%/value</i>
<i>Gender</i>	
Male	24%
Female	74%
Transgender/Genderqueer	2%
<i>LGBT</i>	9%
<i>Ethnicity</i>	
Asian-Pacific	12%
Black or African-American	10%
Hispanic/LatAm/Spanish	9%
Native American	2%
Native Hawaiian/Pacific Islander	0%
South Asian	14%
White	59%
Other	9%
<i>English First Language</i>	78%
<i>International Student</i>	34%
<i>Marital Status</i>	
Single (never married)	83%
Married	14%
Divorced	2%
Widowed	0%
Domestic Partnership	2%
<i>Has child/spouse/dependent</i>	
Yes	19%
No	81%
Prefer not to disclose	0%
<i>Commuter</i>	40%
<i>Military Veteran</i>	0%
<i>Disabled</i>	
Yes	7%
No	90%
Prefer not to answer	3%
<i>Parents' Highest Education</i>	
No high school	2%
High school	5%
Two year/technical	3%
Some college, no degree	9%
Bachelor's	31%
Master's	33%
Doctoral	17%

- **Overall respondents for Journalism = 58**
  - **This represents 14% of the total student body\***  
\*only an estimate was available



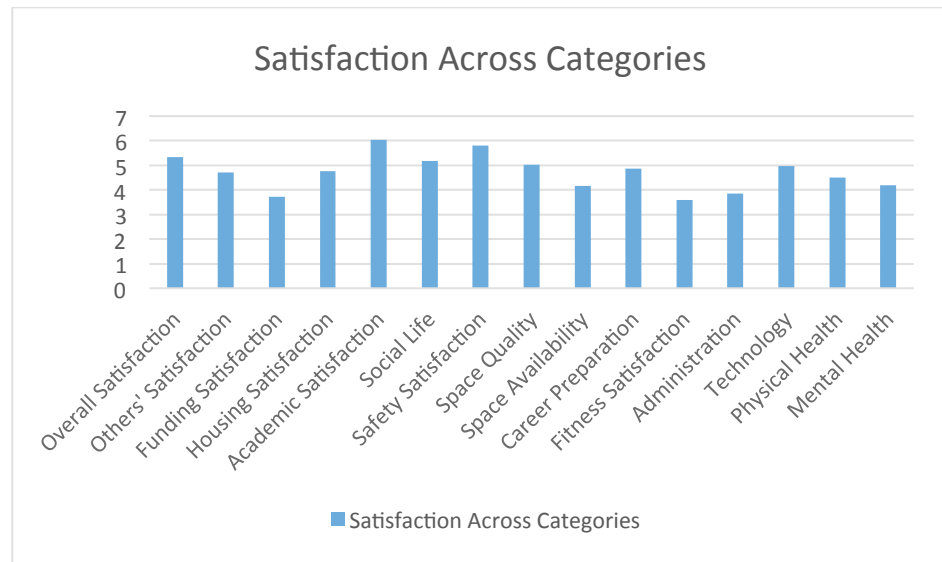
<b>Survey Results</b>	<b>Mean</b>	<b>Variance</b>	<b>SD</b>
Overall Satisfaction	4.98	2.09	1.44
Others' Satisfaction	4.84	1.43	1.20
Funding Satisfaction	3.55	3.97	1.99
Housing Satisfaction	4.82	2.15	1.47
Academic Satisfaction	5.27	2.36	1.54
Social Life Satisfaction	4.67	2.42	1.55
Safety Satisfaction	5.48	1.55	1.24
Space Quality Satisfaction	4.55	2.64	1.62
Space Availability Satisfaction	3.89	3.03	1.74
Career Preparation Satisfaction	4.56	2.37	1.54
Fitness Satisfaction	3.70	2.74	1.66
Administration Satisfaction	4.04	3.26	1.81
Technology Satisfaction	4.68	1.95	1.40
Physical Health Satisfaction	4.27	2.32	1.52
Mental Health Satisfaction	4.20	2.29	1.51
<b>AVG</b>	<b>4.54</b>		

**Mean** is the average score given and denotes the satisfaction (on a 1-7 scale).

## Jewish Theological Seminary (JTS)

<i>Demographics of Sample</i>	<i>%/value</i>
<i>Gender</i>	
Male	54%
Female	46%
Transgender/Genderqueer	0%
<i>LGBT</i>	6%
<i>Ethnicity</i>	
Asian-Pacific	2%
Black or African-American	0%
Hispanic/LatAm/Spanish	2%
Native American	2%
Native Hawaiian/Pacific Islander	0%
South Asian	0%
White	89%
Other	13%
<i>English First Language</i>	97%
<i>International Student</i>	5%
<i>Marital Status</i>	
Single (never married)	100%
Married	0%
Divorced	0%
Widowed	0%
Domestic Partnership	0%
<i>Has child/spouse/dependent</i>	
Yes	0%
No	100%
Prefer not to disclose	0%
<i>Commuter</i>	2%
<i>Military Veteran</i>	2%
<i>Disabled</i>	
Yes	16%
No	81%
Prefer not to answer	3%
<i>Parents' Highest Education</i>	
No high school	2%
High school	2%
Two year/technical	0%
Some college, no degree	2%
Bachelor's	16%
Master's	46%
Doctoral	33%

- **Overall respondents for Jewish Theological Seminary = 63**
  - **This represents 11% of the total student body\***  
\*only an estimate was available



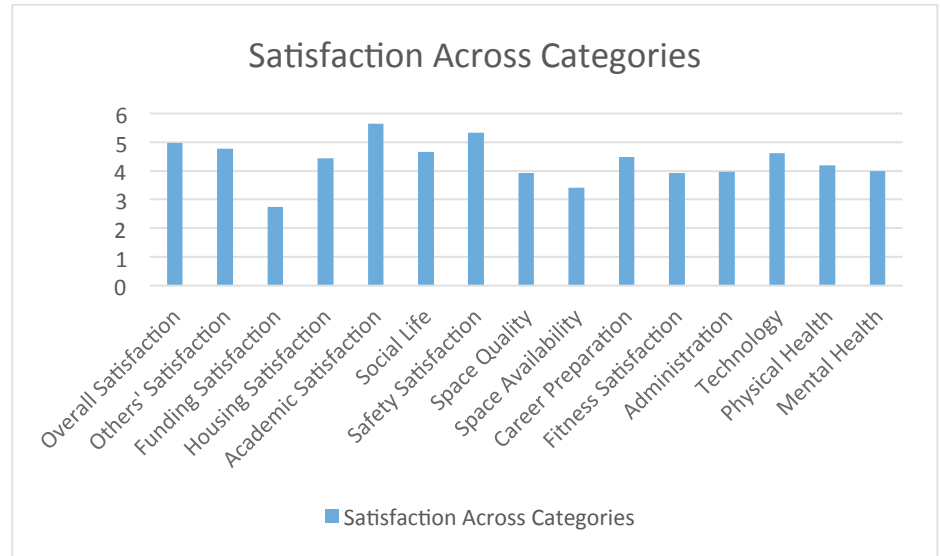
<b>Survey Results</b>	<b>Mean</b>	<b>Variance</b>	<b>SD</b>
Overall Satisfaction	5.33	1.42	1.19
Others' Satisfaction	4.70	1.18	1.09
Funding Satisfaction	3.73	3.06	1.75
Housing Satisfaction	4.75	4.23	2.06
Academic Satisfaction	6.05	0.91	0.95
Social Life Satisfaction	5.19	2.54	1.59
Safety Satisfaction	5.81	1.42	1.19
Space Quality Satisfaction	5.02	1.84	1.36
Space Availability Satisfaction	4.17	2.50	1.58
Career Preparation Satisfaction	4.86	1.88	1.37
Fitness Satisfaction	3.60	3.61	1.90
Administration Satisfaction	3.84	2.48	1.58
Technology Satisfaction	4.97	1.96	1.40
Physical Health Satisfaction	4.51	1.93	1.39
Mental Health Satisfaction	4.18	2.11	1.45
<b>AVG</b>	<b>4.71</b>		

**Mean** is the average score given and denotes the satisfaction (on a 1-7 scale).

## School of the Arts

<i>Demographics of Sample</i>	<i>%/value</i>
<i>Gender</i>	
Male	35%
Female	65%
Transgender/Genderqueer	1%
<i>LGBT</i>	18%
<i>Ethnicity</i>	
Asian-Pacific	17%
Black or African-American	6%
Hispanic/LatAm/Spanish	9%
Native American	1%
Native Hawaiian/Pacific Islander	1%
South Asian	3%
White	68%
Other	6%
<i>English First Language</i>	73%
<i>International Student</i>	35%
<i>Marital Status</i>	
Single (never married)	82%
Married	11%
Divorced	2%
Widowed	0%
Domestic Partnership	4%
<i>Has child/spouse/dependent</i>	
Yes	15%
No	84%
Prefer not to disclose	1%
<i>Commuter</i>	39%
<i>Military Veteran</i>	1%
<i>Disabled</i>	
Yes	8%
No	89%
Prefer not to answer	3%
<i>Parents' Highest Education</i>	
No high school	2%
High school	10%
Two year/technical	5%
Some college, no degree	5%
Bachelor's	26%
Master's	28%
Doctoral	25%

- **Overall respondents for School of the Arts = 158**
  - **This represents 19% of the total student body\***  
\*only an estimate was available



<b>Survey Results</b>	<b>Mean</b>	<b>Variance</b>	<b>SD</b>
Overall Satisfaction	4.98	1.80	1.34
Others' Satisfaction	4.77	1.27	1.13
Funding Satisfaction	2.74	3.09	1.76
Housing Satisfaction	4.43	2.87	1.69
Academic Satisfaction	5.65	1.50	1.23
Social Life Satisfaction	4.67	1.87	1.37
Safety Satisfaction	5.34	1.87	1.37
Space Quality Satisfaction	3.93	2.75	1.66
Space Availability Satisfaction	3.42	2.79	1.67
Career Preparation Satisfaction	4.49	2.69	1.64
Fitness Satisfaction	3.92	2.15	1.47
Administration Satisfaction	3.97	2.57	1.60
Technology Satisfaction	4.61	2.58	1.61
Physical Health Satisfaction	4.19	2.63	1.62
Mental Health Satisfaction	4.00	2.70	1.64
<b>AVG</b>	<b>4.34</b>		

**Mean** is the average score given and denotes the satisfaction (on a 1-7 scale).

## School of Professional Studies (formerly School of Continuing Education)

<i>Demographics of Sample</i>	<i>%/value</i>
<i>Gender</i>	
Male	44%
Female	55%
Transgender/Genderqueer	0%
<i>LGBT</i>	10%
<i>Ethnicity</i>	
Asian-Pacific	27%
Black or African-American	7%
Hispanic/LatAm/Spanish	14%
Native American	1%
Native Hawaiian/Pacific Islander	1%
South Asian	5%
White	49%
Other	7%
<i>English First Language</i>	65%
<i>International Student</i>	30%
<i>Marital Status</i>	
Single (never married)	72%
Married	21%
Divorced	2%
Widowed	0%
Domestic Partnership	5%
<i>Has child/spouse/dependent</i>	
Yes	21%
No	77%
Prefer not to disclose	2%
<i>Commuter</i>	62%
<i>Military Veteran</i>	3%
<i>Disabled</i>	
Yes	5%
No	93%
Prefer not to answer	1%
<i>Parents' Highest Education</i>	
No high school	4%
High school	12%
Two year/technical	6%
Some college, no degree	5%
Bachelor's	30%
Master's	28%
Doctoral	14%

- **Overall respondents for Continuing Education = 413**
  - **This represents 18% of the total student body\***  
\*only an estimate was available



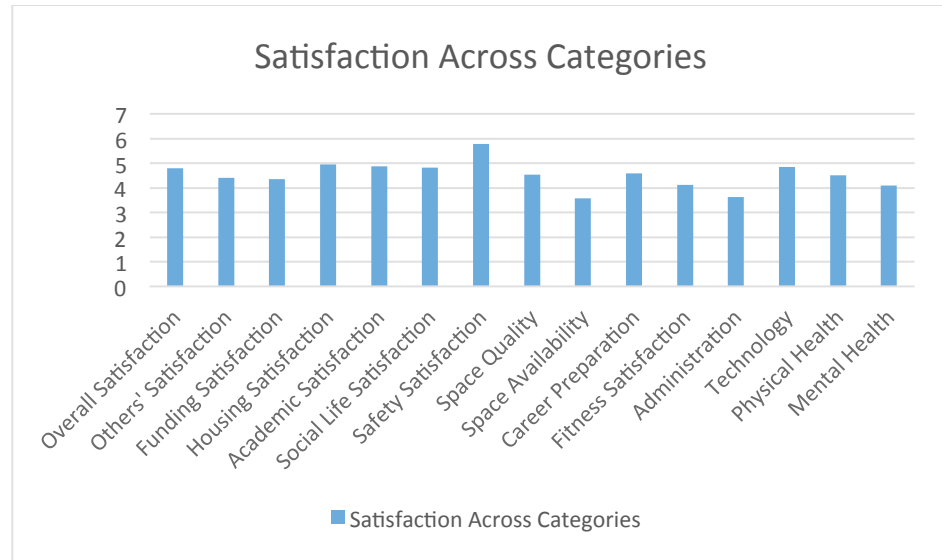
<b>Survey Results</b>	<b>Mean</b>	<b>Variance</b>	<b>SD</b>
Overall Satisfaction	5.29	1.83	1.35
Others' Satisfaction	5.19	1.48	1.22
Funding Satisfaction	4.09	3.42	1.85
Housing Satisfaction	4.29	2.01	1.42
Academic Satisfaction	5.47	1.92	1.39
Social Life Satisfaction	4.63	1.95	1.40
Safety Satisfaction	5.58	1.69	1.30
Space Quality Satisfaction	4.76	2.56	1.60
Space Availability Satisfaction	4.30	2.88	1.70
Career Preparation Satisfaction	4.82	2.20	1.48
Fitness Satisfaction	4.14	2.13	1.46
Administration Satisfaction	4.63	2.11	1.45
Technology Satisfaction	5.09	1.94	1.39
Physical Health Satisfaction	4.97	2.09	1.45
Mental Health Satisfaction	4.93	2.28	1.51
<b>AVG</b>	<b>4.81</b>		

**Mean** is the average score given and denotes the satisfaction (on a 1-7 scale).

## SEAS (undergraduate)

<i>Demographics of Sample</i>	<i>%/value</i>
<i>Gender</i>	
Male	52%
Female	48%
Transgender/Genderqueer	0%
<i>LGBT</i>	9%
<i>Ethnicity</i>	
Asian-Pacific	36%
Black or African-American	9%
Hispanic/LatAm/Spanish	17%
Native American	2%
Native Hawaiian/Pacific Islander	0%
South Asian	8%
White	38%
Other	3%
<i>English First Language</i>	81%
<i>International Student</i>	16%
<i>Marital Status</i>	
Single (never married)	99%
Married	1%
Divorced	0%
Widowed	0%
Domestic Partnership	3%
<i>Has child/spouse/dependent</i>	
Yes	1%
No	99%
Prefer not to disclose	1%
<i>Commuter</i>	3%
<i>Military Veteran</i>	0%
<i>Disabled</i>	
Yes	5%
No	93%
Prefer not to answer	2%
<i>Parents' Highest Education</i>	
No high school	2%
High school	7%
Two year/technical	2%
Some college, no degree	5%
Bachelor's	22%
Master's	35%
Doctoral	28%

- **Overall respondents for SEAS Undergraduate = 559**
  - **This represents 35% of the total student body\***  
\*only an estimate was available



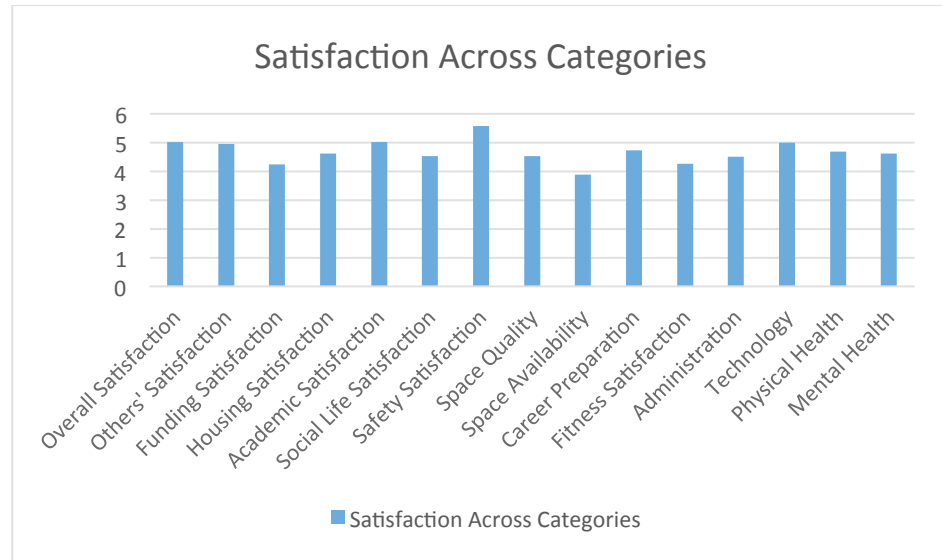
<b>Survey Results</b>	<b>Mean</b>	<b>Variance</b>	<b>SD</b>
Overall Satisfaction	4.79	1.91	1.38
Others' Satisfaction	4.40	1.52	1.23
Funding Satisfaction	4.36	3.42	1.85
Housing Satisfaction	4.96	2.43	1.56
Academic Satisfaction	4.86	2.06	1.44
Social Life Satisfaction	4.82	2.33	1.53
Safety Satisfaction	5.77	1.43	1.20
Space Quality Satisfaction	4.54	1.97	1.41
Space Availability Satisfaction	3.58	2.30	1.52
Career Preparation Satisfaction	4.58	2.28	1.51
Fitness Satisfaction	4.12	2.56	1.60
Administration Satisfaction	3.62	2.13	1.46
Technology Satisfaction	4.84	1.77	1.33
Physical Health Satisfaction	4.51	2.29	1.51
Mental Health Satisfaction	4.08	2.80	1.67
<b>AVG</b>	<b>4.52</b>		

**Mean** is the average score given and denotes the satisfaction (on a 1-7 scale).

## SEAS (graduate)

<i>Demographics of Sample</i>	<i>%/value</i>
<i>Gender</i>	
Male	65%
Female	35%
Transgender/Genderqueer	0%
<i>LGBT</i>	6%
<i>Ethnicity</i>	
Asian-Pacific	46%
Black or African-American	3%
Hispanic/LatAm/Spanish	8%
Native American	0%
Native Hawaiian/Pacific Islander	0%
South Asian	11%
White	35%
Other	2%
<i>English First Language</i>	38%
<i>International Student</i>	64%
<i>Marital Status</i>	
Single (never married)	89%
Married	9%
Divorced	0%
Widowed	0%
Domestic Partnership	2%
<i>Has child/spouse/dependent</i>	
Yes	9%
No	90%
Prefer not to disclose	1%
<i>Commuter</i>	27%
<i>Military Veteran</i>	1%
<i>Disabled</i>	
Yes	2%
No	96%
Prefer not to answer	1%
<i>Parents' Highest Education</i>	
No high school	2%
High school	6%
Two year/technical	6%
Some college, no degree	3%
Bachelor's	33%
Master's	34%
Doctoral	17%

- **Overall respondents for SEAS Graduate = 515**
  - **This represents 17% of the total student body\***  
\*only an estimate was available



<b>Survey Results</b>	<b>Mean</b>	<b>Variance</b>	<b>SD</b>
Overall Satisfaction	5.01	1.84	1.36
Others' Satisfaction	4.96	1.40	1.18
Funding Satisfaction	4.24	3.27	1.81
Housing Satisfaction	4.61	3.03	1.74
Academic Satisfaction	5.01	2.17	1.47
Social Life Satisfaction	4.53	2.25	1.50
Safety Satisfaction	5.57	1.71	1.31
Space Quality Satisfaction	4.53	2.53	1.59
Space Availability Satisfaction	3.89	2.84	1.69
Career Preparation Satisfaction	4.73	2.09	1.45
Fitness Satisfaction	4.26	2.71	1.65
Administration Satisfaction	4.52	2.44	1.56
Technology Satisfaction	5.00	2.15	1.47
Physical Health Satisfaction	4.68	2.08	1.44
Mental Health Satisfaction	4.61	2.41	1.55
<b>AVG</b>	<b>4.68</b>		

**Mean** is the average score given and denotes the satisfaction (on a 1-7 scale).

## School of General Studies

<i>Demographics of Sample</i>	<i>%/value</i>
<i>Gender</i>	
Male	54%
Female	45%
Transgender/Genderqueer	1%
<i>LGBT</i>	12%
<i>Ethnicity</i>	
Asian-Pacific	15%
Black or African-American	8%
Hispanic/LatAm/Spanish	12%
Native American	1%
Native Hawaiian/Pacific Islander	0%
South Asian	3%
White	65%
Other	7%
<i>English First Language</i>	76%
<i>International Student</i>	16%
<i>Marital Status</i>	
Single (never married)	77%
Married	15%
Divorced	6%
Widowed	0%
Domestic Partnership	3%
<i>Has child/spouse/dependent</i>	
Yes	17%
No	82%
Prefer not to disclose	1%
<i>Commuter</i>	48%
<i>Military Veteran</i>	22%
<i>Disabled</i>	
Yes	20%
No	73%
Prefer not to answer	6%
<i>Parents' Highest Education</i>	
No high school	5%
High school	13%
Two year/technical	7%
Some college, no degree	6%
Bachelor's	25%
Master's	26%
Doctoral	16%

- **Overall respondents for School of General Studies = 1319**
  - **This represents 57% of the total student body\***  
\*only an estimate was available



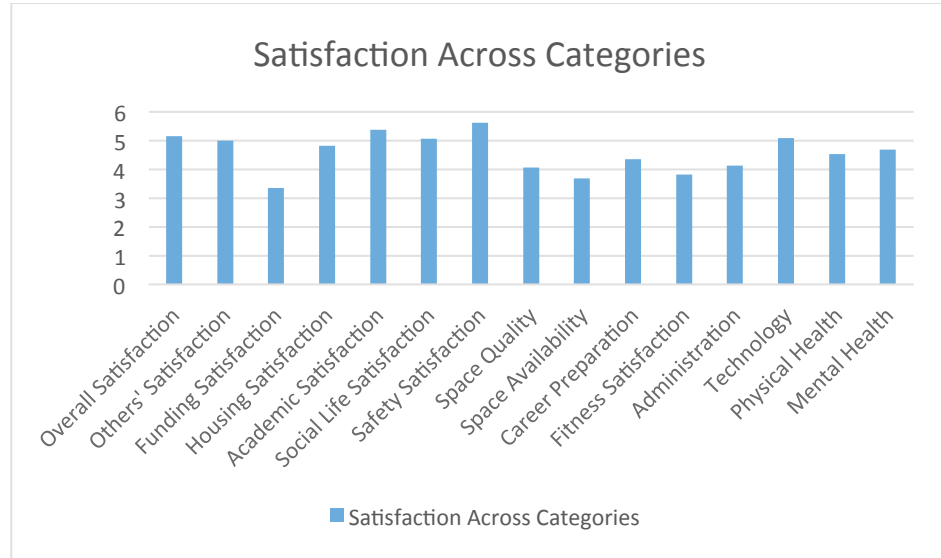
<b>Survey Results</b>	<b>Mean</b>	<b>Variance</b>	<b>SD</b>
Overall Satisfaction	4.85	2.29	1.51
Others' Satisfaction	4.71	1.74	1.32
Funding Satisfaction	3.59	3.57	1.89
Housing Satisfaction	4.44	2.99	1.73
Academic Satisfaction	5.38	2.16	1.47
Social Life Satisfaction	4.22	2.53	1.59
Safety Satisfaction	5.64	1.99	1.41
Space Quality Satisfaction	4.69	2.48	1.57
Space Availability Satisfaction	4.01	2.79	1.67
Career Preparation Satisfaction	4.63	2.30	1.52
Fitness Satisfaction	3.69	2.90	1.70
Administration Satisfaction	4.61	2.55	1.60
Technology Satisfaction	4.99	2.15	1.47
Physical Health Satisfaction	4.29	2.66	1.63
Mental Health Satisfaction	4.09	2.84	1.68
<b>AVG</b>	<b>4.52</b>		

**Mean** is the average score given and denotes the satisfaction (on a 1-7 scale).

## School of International Affairs (SIPA)

<i>Demographics of Sample</i>	<i>%/value</i>
<i>Gender</i>	
Male	40%
Female	59%
Transgender/Genderqueer	1%
<i>LGBT</i>	8%
<i>Ethnicity</i>	
Asian-Pacific	23%
Black or African-American	7%
Hispanic/LatAm/Spanish	15%
Native American	0%
Native Hawaiian/Pacific Islander	0%
South Asian	11%
White	48%
Other	5%
<i>English First Language</i>	53%
<i>International Student</i>	49%
<i>Marital Status</i>	
Single (never married)	76%
Married	20%
Divorced	1%
Widowed	0%
Domestic Partnership	3%
<i>Has child/spouse/dependent</i>	
Yes	18%
No	81%
Prefer not to disclose	1%
<i>Commuter</i>	32%
<i>Military Veteran</i>	3%
<i>Disabled</i>	
Yes	3%
No	94%
Prefer not to answer	2%
<i>Parents' Highest Education</i>	
No high school	4%
High school	10%
Two year/technical	5%
Some college, no degree	4%
Bachelor's	22%
Master's	35%
Doctoral	19%

- **Overall respondents for SIPA = 431**
  - **This represents 31% of the total student body\***  
\*only an estimate was available



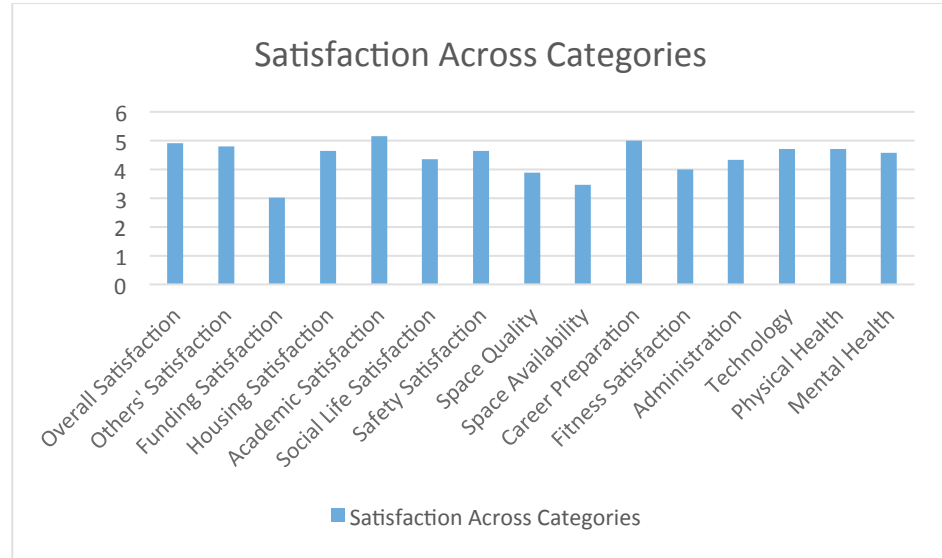
<b>Survey Results</b>	<b>Mean</b>	<b>Variance</b>	<b>SD</b>
Overall Satisfaction	5.15	1.50	1.23
Others' Satisfaction	5.00	1.13	1.06
Funding Satisfaction	3.35	3.50	1.87
Housing Satisfaction	4.81	2.67	1.64
Academic Satisfaction	5.38	1.40	1.18
Social Life Satisfaction	5.07	1.61	1.27
Safety Satisfaction	5.63	1.46	1.21
Space Quality Satisfaction	4.07	2.70	1.64
Space Availability Satisfaction	3.68	2.61	1.62
Career Preparation Satisfaction	4.36	2.32	1.52
Fitness Satisfaction	3.83	2.52	1.59
Administration Satisfaction	4.13	2.30	1.52
Technology Satisfaction	5.09	1.85	1.36
Physical Health Satisfaction	4.53	2.13	1.46
Mental Health Satisfaction	4.68	2.17	1.47
<b>AVG</b>	<b>4.58</b>		

**Mean** is the average score given and denotes the satisfaction (on a 1-7 scale).

## School of Nursing

<b>Demographics of Sample</b>	<b>%/value</b>
<i>Gender</i>	
Male	10%
Female	89%
Transgender/Genderqueer	1%
<i>LGBT</i>	10%
<i>Ethnicity</i>	
Asian-Pacific	26%
Black or African-American	4%
Hispanic/LatAm/Spanish	11%
Native American	0%
Native Hawaiian/Pacific Islander	1%
South Asian	2%
White	59%
Other	3%
<i>English First Language</i>	82%
<i>International Student</i>	4%
<i>Marital Status</i>	
Single (never married)	78%
Married	16%
Divorced	4%
Widowed	0%
Domestic Partnership	3%
<i>Has child/spouse/dependent</i>	
Yes	18%
No	80%
Prefer not to disclose	2%
<i>Commuter</i>	53%
<i>Military Veteran</i>	1%
<i>Disabled</i>	
Yes	5%
No	94%
Prefer not to answer	1%
<i>Parents' Highest Education</i>	
No high school	4%
High school	6%
Two year/technical	12%
Some college, no degree	3%
Bachelor's	30%
Master's	28%
Doctoral	18%

- **Overall respondents for School of Nursing = 160**
  - **This represents 23% of the total student body\***  
\*only an estimate was available



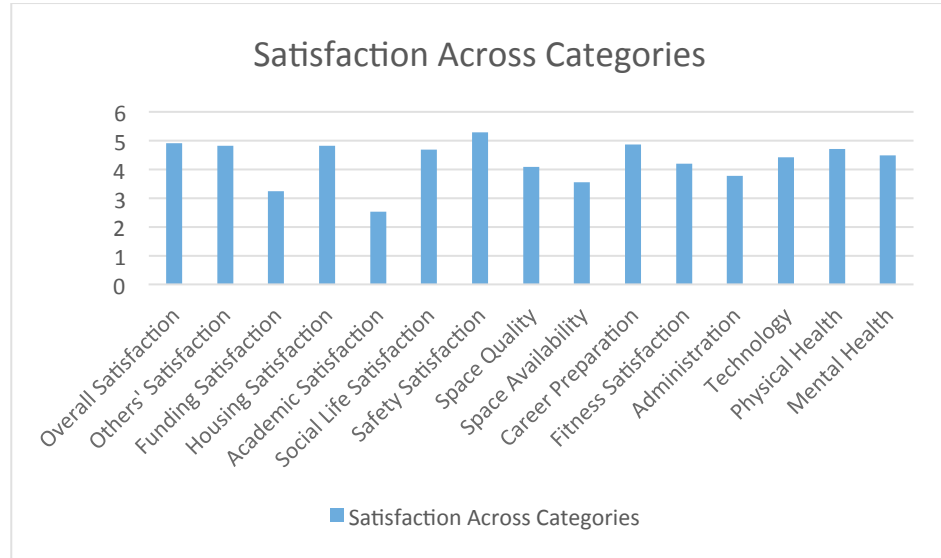
<b>Survey Results</b>	<b>Mean</b>	<b>Variance</b>	<b>SD</b>
Overall Satisfaction	4.91	1.83	1.32
Others' Satisfaction	4.79	1.26	1.12
Funding Satisfaction	3.01	2.59	1.61
Housing Satisfaction	4.65	2.49	1.58
Academic Satisfaction	5.15	2.08	1.44
Social Life Satisfaction	4.35	2.05	1.43
Safety Satisfaction	4.65	2.26	1.50
Space Quality Satisfaction	3.88	2.49	1.58
Space Availability Satisfaction	3.47	2.26	1.50
Career Preparation Satisfaction	4.99	1.94	1.39
Fitness Satisfaction	3.99	2.20	1.48
Administration Satisfaction	4.32	1.82	1.35
Technology Satisfaction	4.71	1.86	1.37
Physical Health Satisfaction	4.71	2.26	1.50
Mental Health Satisfaction	4.57	2.42	1.56
<b>AVG</b>	<b>4.41</b>		

**Mean** is the average score given and denotes the satisfaction (on a 1-7 scale).

## School of Public Health

<i>Demographics of Sample</i>	<i>%/value</i>
<i>Gender</i>	
Male	18%
Female	81%
Transgender/Genderqueer	1%
<i>LGBT</i>	13%
<i>Ethnicity</i>	
Asian-Pacific	20%
Black or African-American	8%
Hispanic/LatAm/Spanish	9%
Native American	0%
Native Hawaiian/Pacific Islander	0%
South Asian	9%
White	59%
Other	3%
<i>English First Language</i>	84%
<i>International Student</i>	12%
<i>Marital Status</i>	
Single (never married)	86%
Married	11%
Divorced	1%
Widowed	0%
Domestic Partnership	3%
<i>Has child/spouse/dependent</i>	
Yes	11%
No	89%
Prefer not to disclose	1%
<i>Commuter</i>	36%
<i>Military Veteran</i>	0%
<i>Disabled</i>	
Yes	6%
No	92%
Prefer not to answer	2%
<i>Parents' Highest Education</i>	
No high school	3%
High school	6%
Two year/technical	4%
Some college, no degree	4%
Bachelor's	22%
Master's	35%
Doctoral	27%

- **Overall respondents for School of Public Health = 360**
  - **This represents 25% of the total student body\***  
\*only an estimate was available



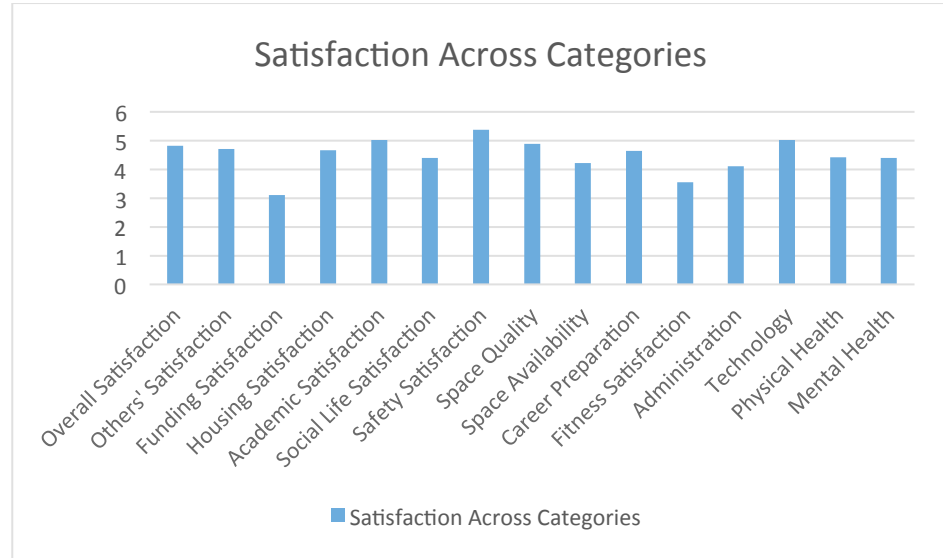
<b>Survey Results</b>	<b>Mean</b>	<b>Variance</b>	<b>SD</b>
Overall Satisfaction	4.92	1.59	1.26
Others' Satisfaction	4.83	1.21	1.10
Funding Satisfaction	3.24	3.30	1.82
Housing Satisfaction	4.82	2.21	1.49
Academic Satisfaction	2.53	0.50	0.70
Social Life Satisfaction	4.69	1.67	1.29
Safety Satisfaction	5.28	1.60	1.26
Space Quality Satisfaction	4.08	2.47	1.57
Space Availability Satisfaction	3.56	2.45	1.56
Career Preparation Satisfaction	4.86	1.92	1.39
Fitness Satisfaction	4.20	2.03	1.42
Administration Satisfaction	3.77	2.46	1.57
Technology Satisfaction	4.41	2.41	1.55
Physical Health Satisfaction	4.70	2.02	1.42
Mental Health Satisfaction	4.49	2.37	1.54
<b>AVG</b>	<b>4.29</b>		

**Mean** is the average score given and denotes the satisfaction (on a 1-7 scale).

## School of Social Work

<b>Demographics of Sample</b>	<b>%/value</b>
<i>Gender</i>	
Male	13%
Female	86%
Transgender/Genderqueer	1%
<i>LGBT</i>	12%
<i>Ethnicity</i>	
Asian-Pacific	16%
Black or African-American	12%
Hispanic/LatAm/Spanish	15%
Native American	1%
Native Hawaiian/Pacific Islander	0%
South Asian	4%
White	58%
Other	6%
<i>English First Language</i>	85%
<i>International Student</i>	7%
<i>Marital Status</i>	
Single (never married)	86%
Married	10%
Divorced	1%
Widowed	0%
Domestic Partnership	2%
<i>Has child/spouse/dependent</i>	
Yes	11%
No	87%
Prefer not to disclose	1%
<i>Commuter</i>	46%
<i>Military Veteran</i>	1%
<i>Disabled</i>	
Yes	11%
No	88%
Prefer not to answer	2%
<i>Parents' Highest Education</i>	
No high school	6%
High school	12%
Two year/technical	6%
Some college, no degree	6%
Bachelor's	21%
Master's	33%
Doctoral	15%

- **Overall respondents for School of Social Work = 335**
  - **This represents 37% of the total student body\***  
\*only an estimate was available



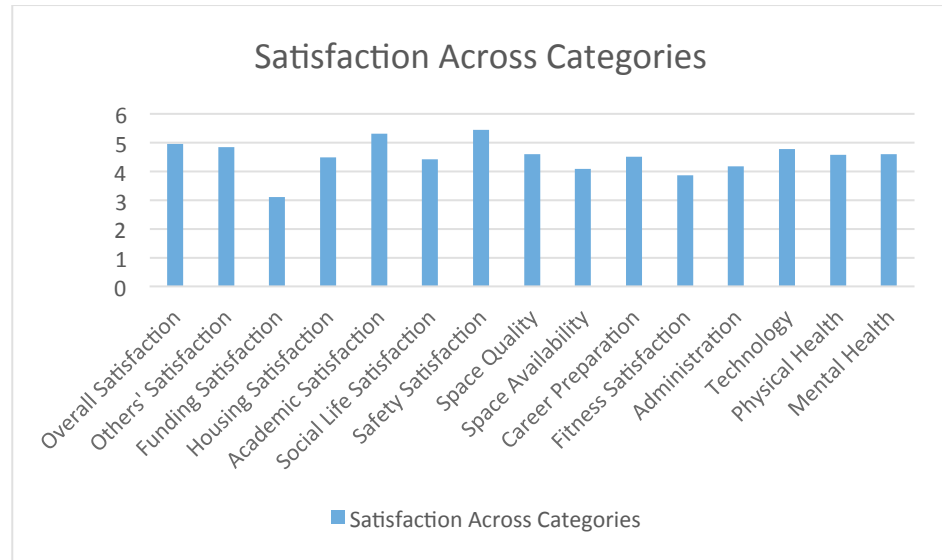
<b>Survey Results</b>	<b>Mean</b>	<b>Variance</b>	<b>SD</b>
Overall Satisfaction	4.81	1.57	1.25
Others' Satisfaction	4.71	1.10	1.05
Funding Satisfaction	3.10	2.62	1.62
Housing Satisfaction	4.66	2.05	1.43
Academic Satisfaction	5.01	1.94	1.39
Social Life Satisfaction	4.40	1.98	1.41
Safety Satisfaction	5.38	1.56	1.25
Space Quality Satisfaction	4.88	2.05	1.43
Space Availability Satisfaction	4.23	2.46	1.57
Career Preparation Satisfaction	4.64	2.19	1.48
Fitness Satisfaction	3.56	2.49	1.58
Administration Satisfaction	4.10	2.19	1.48
Technology Satisfaction	5.02	1.76	1.33
Physical Health Satisfaction	4.41	2.07	1.44
Mental Health Satisfaction	4.39	2.14	1.46
<b>AVG</b>	<b>4.49</b>		

**Mean** is the average score given and denotes the satisfaction (on a 1-7 scale).

## Teachers College

<i>Demographics of Sample</i>	<i>%/value</i>
<i>Gender</i>	
Male	23%
Female	77%
Transgender/Genderqueer	0%
<i>LGBT</i>	14%
<i>Ethnicity</i>	
Asian-Pacific	25%
Black or African-American	10%
Hispanic/LatAm/Spanish	13%
Native American	1%
Native Hawaiian/Pacific Islander	0%
South Asian	6%
White	48%
Other	5%
<i>English First Language</i>	74%
<i>International Student</i>	21%
<i>Marital Status</i>	
Single (never married)	80%
Married	15%
Divorced	1%
Widowed	0%
Domestic Partnership	3%
<i>Has child/spouse/dependent</i>	
Yes	16%
No	82%
Prefer not to disclose	2%
<i>Commuter</i>	51%
<i>Military Veteran</i>	1%
<i>Disabled</i>	
Yes	7%
No	90%
Prefer not to answer	3%
<i>Parents' Highest Education</i>	
No high school	3%
High school	10%
Two year/technical	9%
Some college, no degree	8%
Bachelor's	25%
Master's	30%
Doctoral	15%

- **Overall respondents for Teachers College = 495**
  - **This represents 10% of the total student body\***  
\*only an estimate was available



<b>Survey Results</b>	<b>Mean</b>	<b>Variance</b>	<b>SD</b>
Overall Satisfaction	4.96	1.68	1.30
Others' Satisfaction	4.84	1.31	1.15
Funding Satisfaction	3.11	2.99	1.73
Housing Satisfaction	4.48	2.10	1.45
Academic Satisfaction	5.32	1.89	1.37
Social Life Satisfaction	4.42	1.95	1.40
Safety Satisfaction	5.45	1.65	1.29
Space Quality Satisfaction	4.60	2.13	1.46
Space Availability Satisfaction	4.09	2.48	1.58
Career Preparation Satisfaction	4.51	2.50	1.58
Fitness Satisfaction	3.87	1.99	1.41
Administration Satisfaction	4.18	1.94	1.39
Technology Satisfaction	4.77	2.27	1.51
Physical Health Satisfaction	4.57	2.32	1.52
Mental Health Satisfaction	4.59	2.11	1.45
<b>AVG</b>	<b>4.52</b>		

**Mean** is the average score given and denotes the satisfaction (on a 1-7 scale).