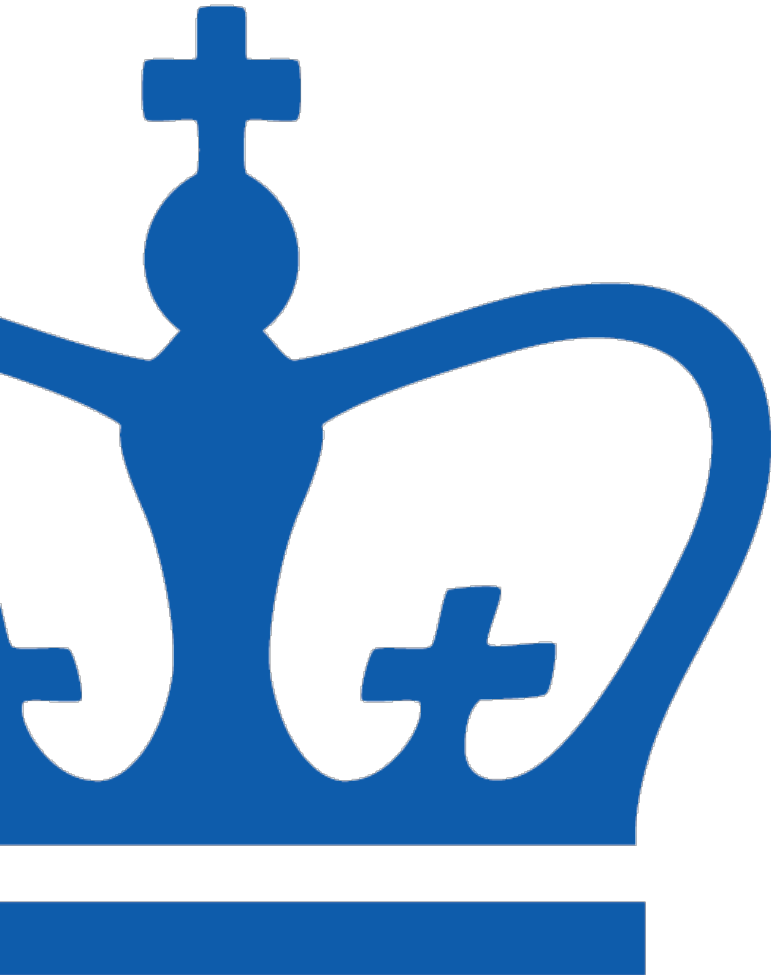


# Quality of Life Survey – Key Findings

Student Affairs Committee

March 30<sup>th</sup>, 2014



# Quality of Life

## What?

- **University-wide survey designed to measure student quality of life on qualitative and quantitative levels.**
  - Recommendations derived from data will drive short-, mid-, and long-term projects to improve student quality of life.

## Why?

- **There has never been a comprehensive, campus-wide assessment of Columbia students' quality of life.**
  - Several schools and departments have surveys for specific needs, but they sometimes lack rigor and the ability to draw conclusions from a broad network of variables.

# Quality of Life

## How?

- **13 Categories:**
  - Funding, Housing, Academics, Social Life, Transportation, Safety, Libraries, Space, Career Preparation, Administration, Fitness, Technology, and Health
- **Four parts in each category:**
  - Satisfaction
  - Specific satisfaction questions per category
  - Importance
  - $\text{Satisfaction} * \text{Importance} = \text{Impact}$
  - Open-ended recommendation question per category
- **Randomized order of categories**
- **Wide variety of variables:**
  - 16 Demographic Variables
  - 84 Satisfaction Variables
  - 13 Importance Variables
  - 55 Personality Variables

# Quality of Life — Timeline

- **Fall 2012: Survey Design and Development**
  - Behavioral Research Lab at the Columbia Business School
- **February 2013: Pilot to selected students**
- **February – April 2013: Engaged stakeholders and Improved Survey**
- **April 2013: Launched Survey**
- **2013-2014: Analysis and Recommendations**

# Number of Responses

Emailed to **36,000** students

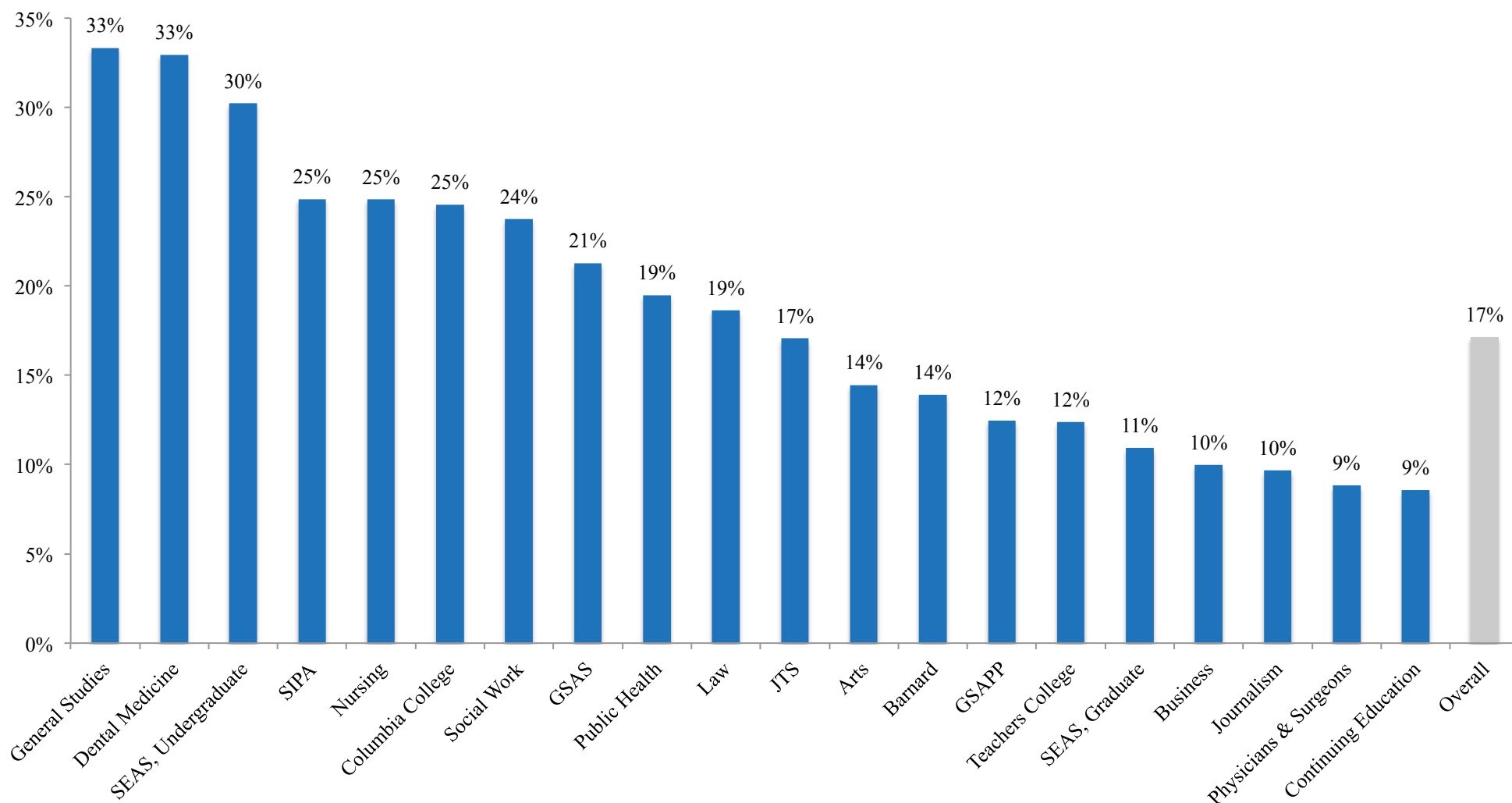
In **20** different schools

Over **8,650** surveys started

Over **6,250** completed responses

Overall response rate of **17.1%**

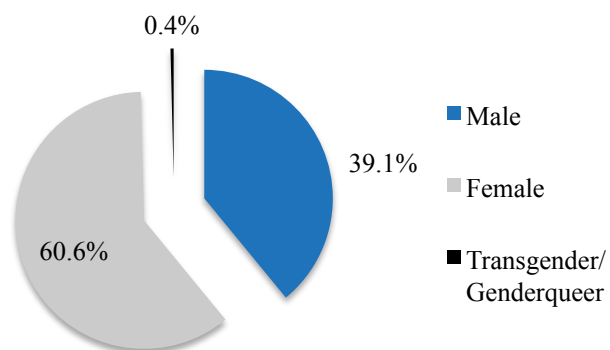
# School Response Rates



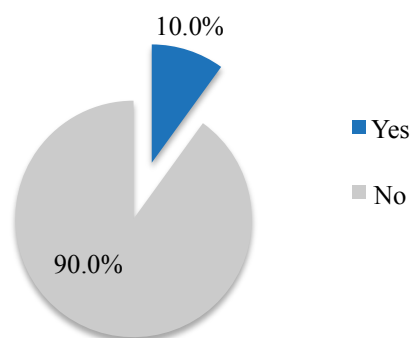
*Altogether, out of Columbia's 2012 enrollment of over 36,000 full-time and part-time students, we received 6,276 complete responses. The survey took about 20 minutes to complete.*

# Diversity of Responses

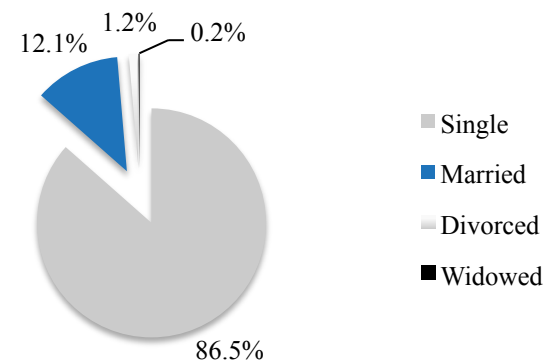
## Gender



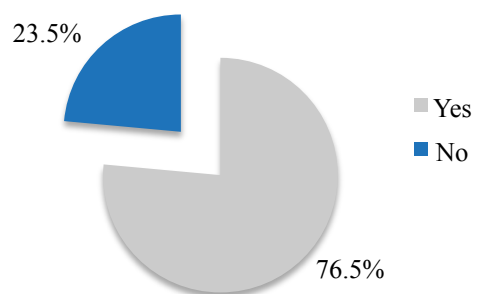
## LGBTQ Identified



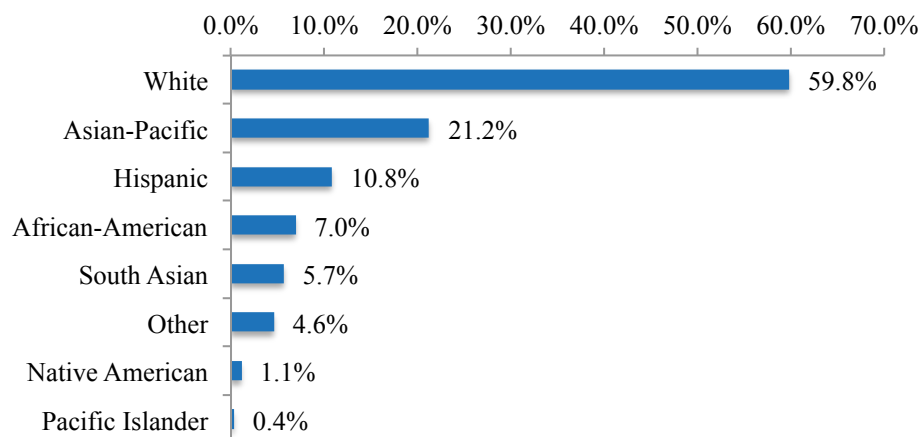
## Marital Status



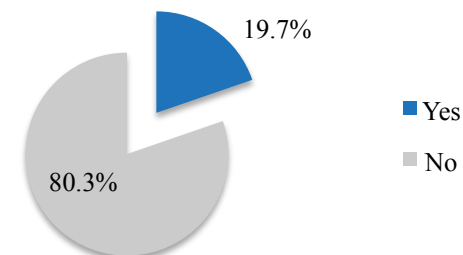
## English First Language



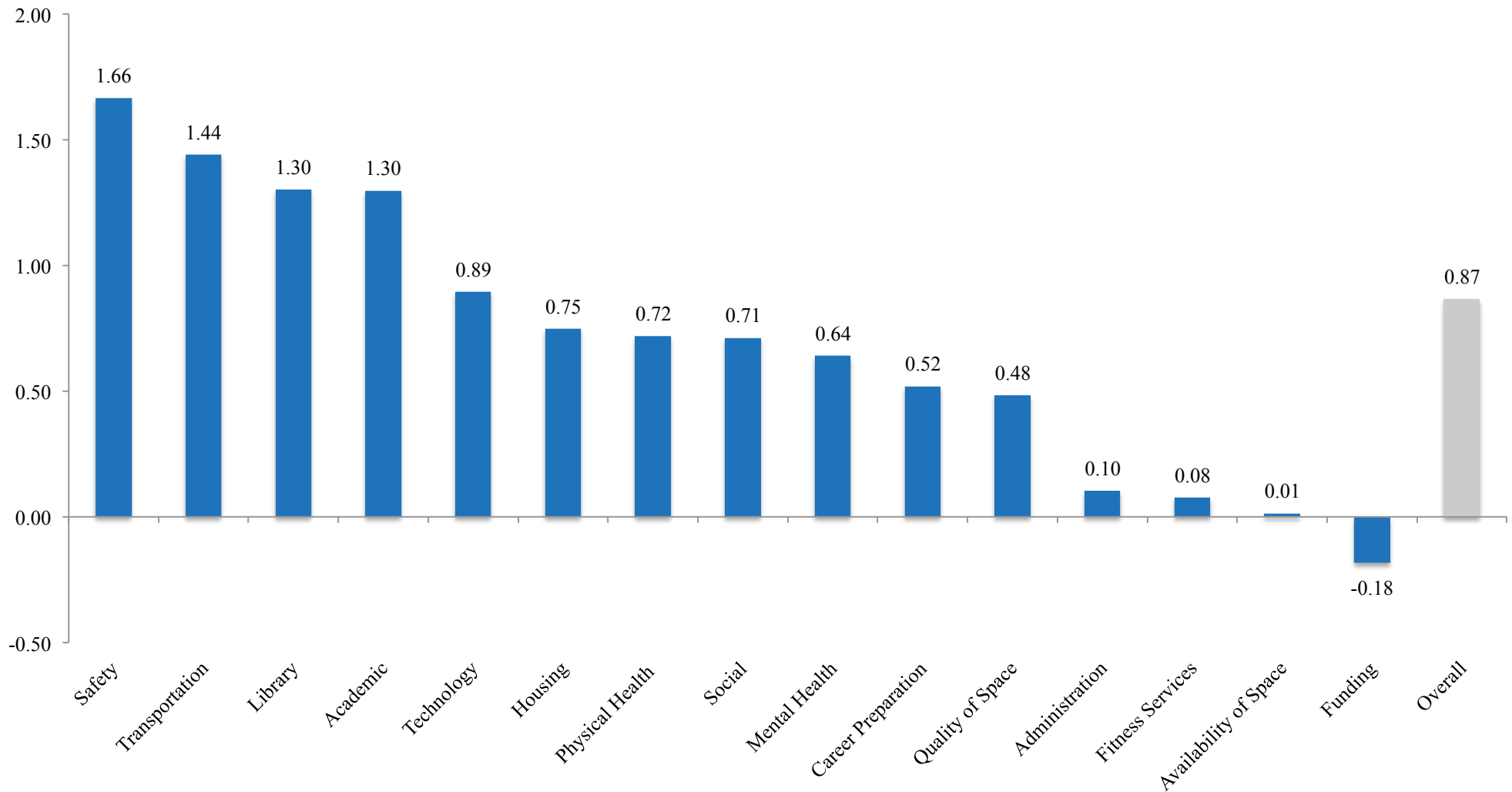
## Ethnicity



## International Student



# Overall Results

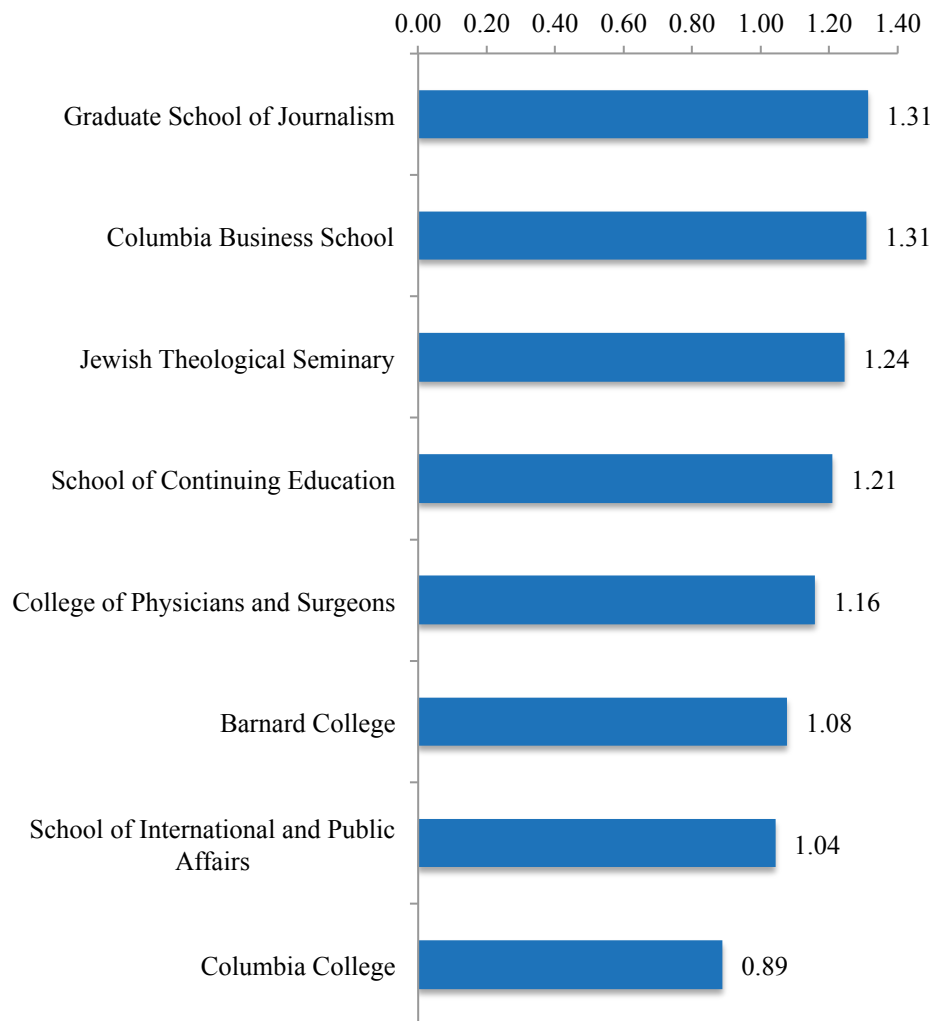


*Satisfaction is on a scale of -3 to 3, with -3 being "very dissatisfied," 0 being "neutral," and 3 being "very satisfied."*

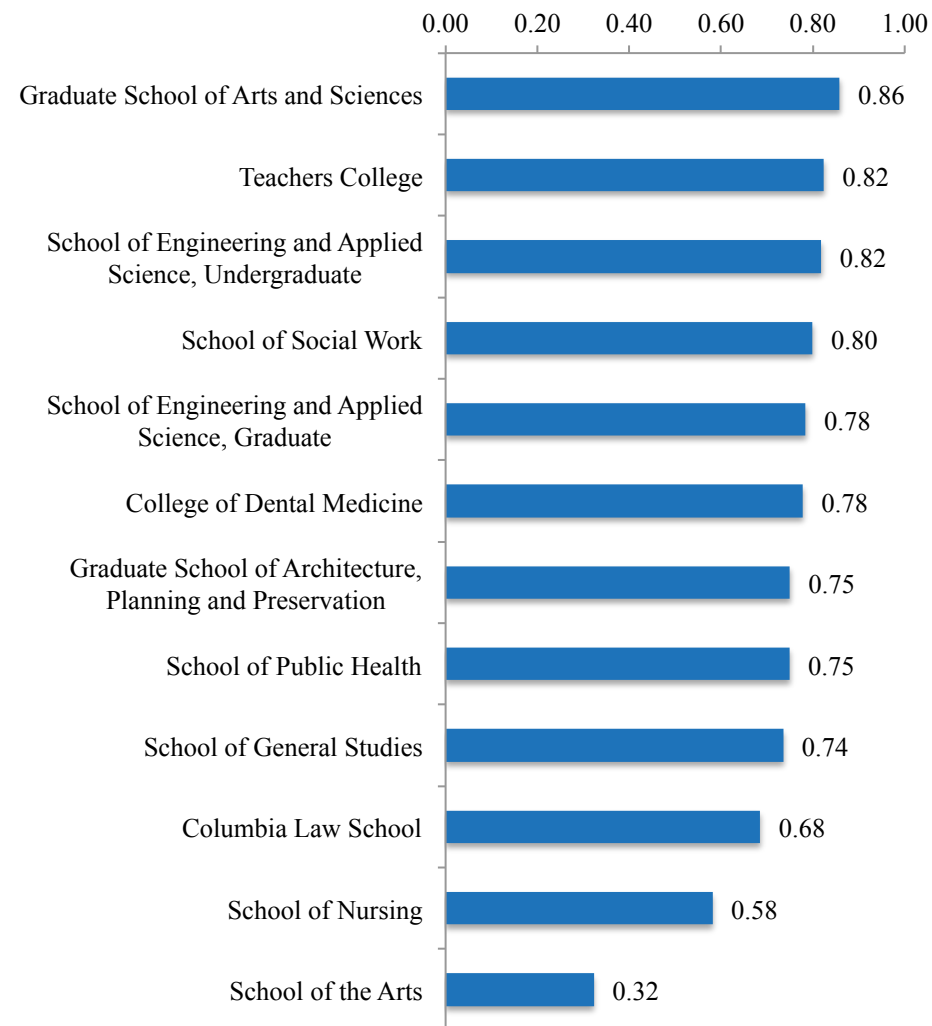


# Overall Results by School

## Above Average Overall Satisfaction

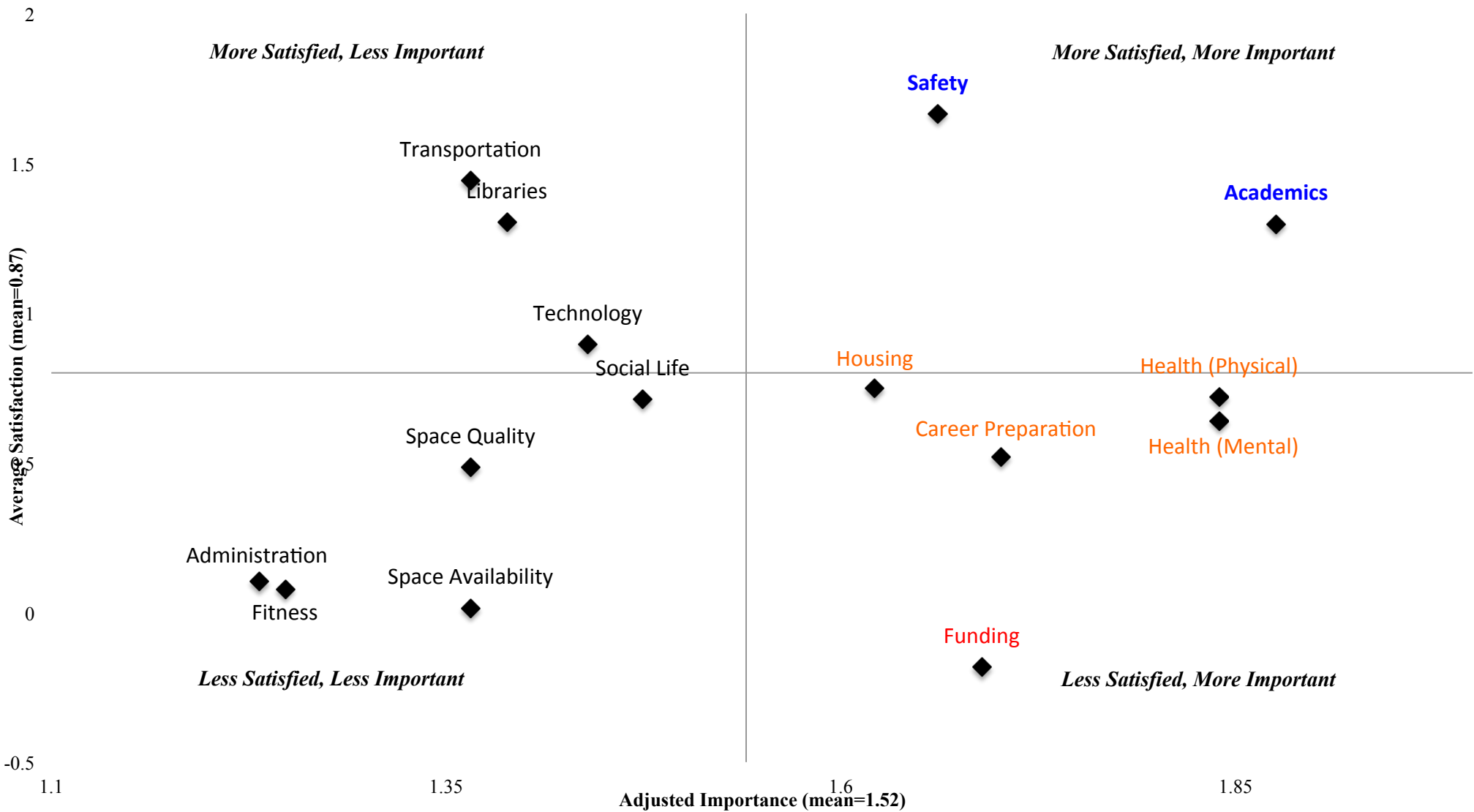


## Below Average Overall Satisfaction



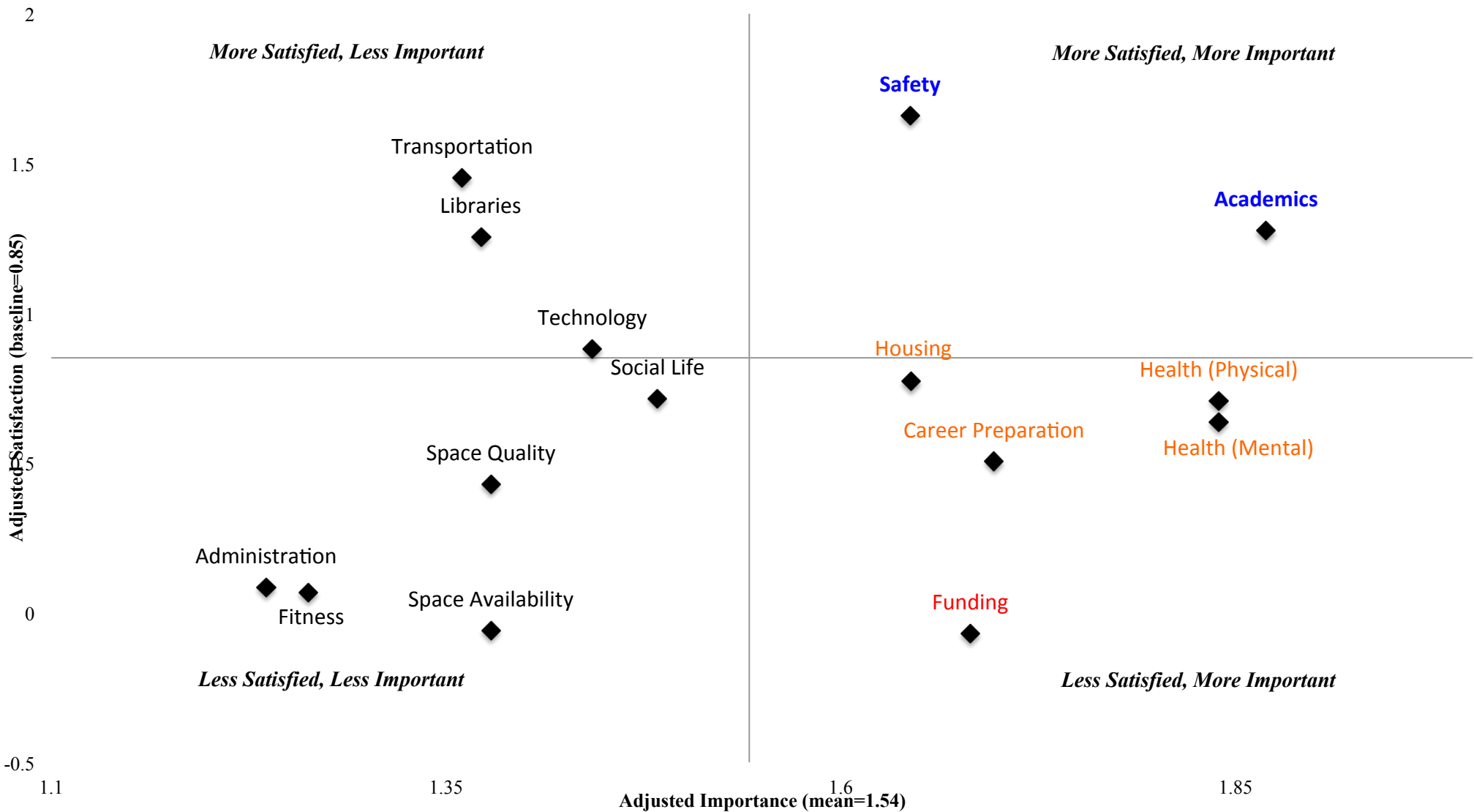
# Overall Results

## Overall Satisfaction vs. Importance

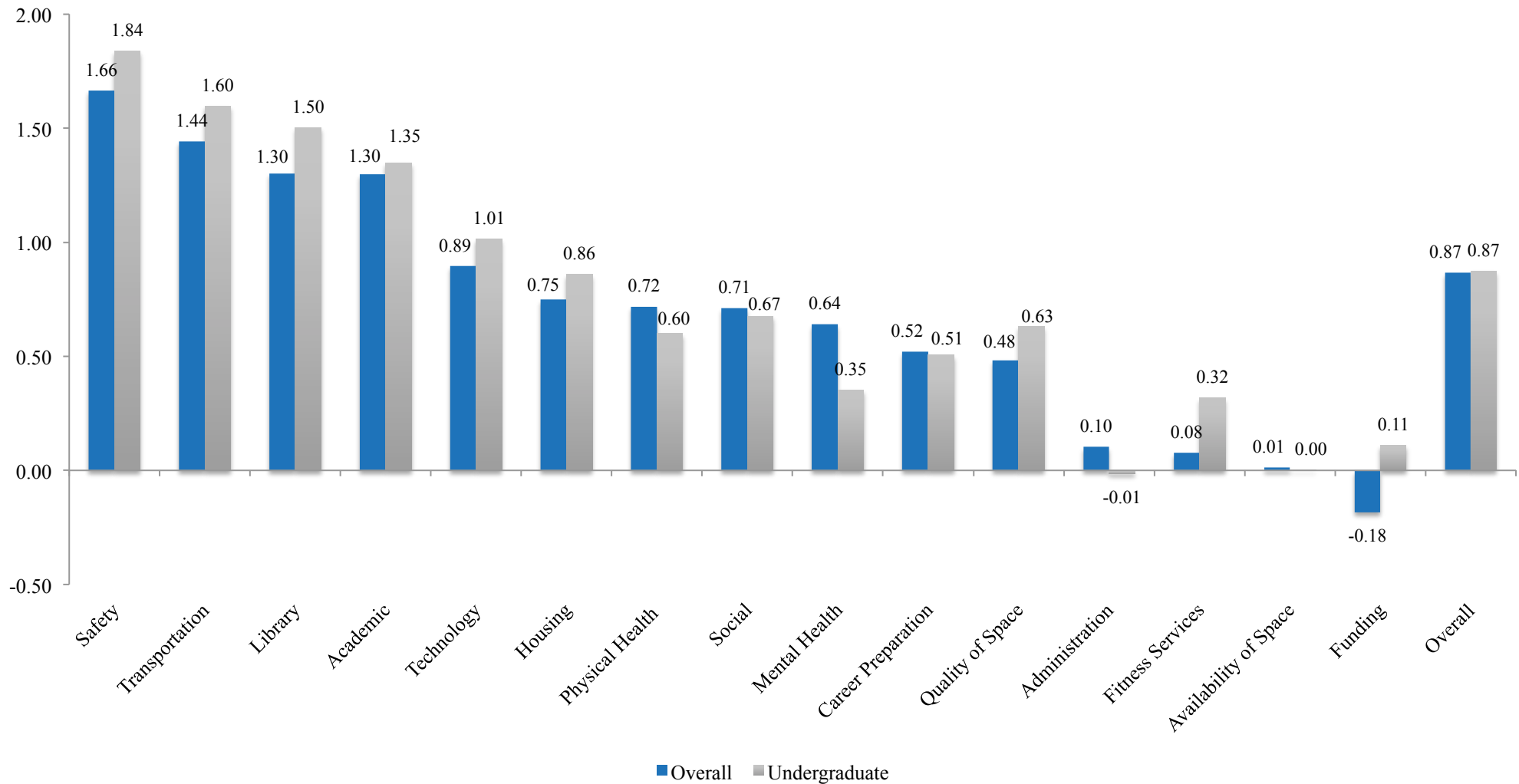


# Overall Results with No Affiliates

## Overall Satisfaction vs. Importance (No Affiliates)

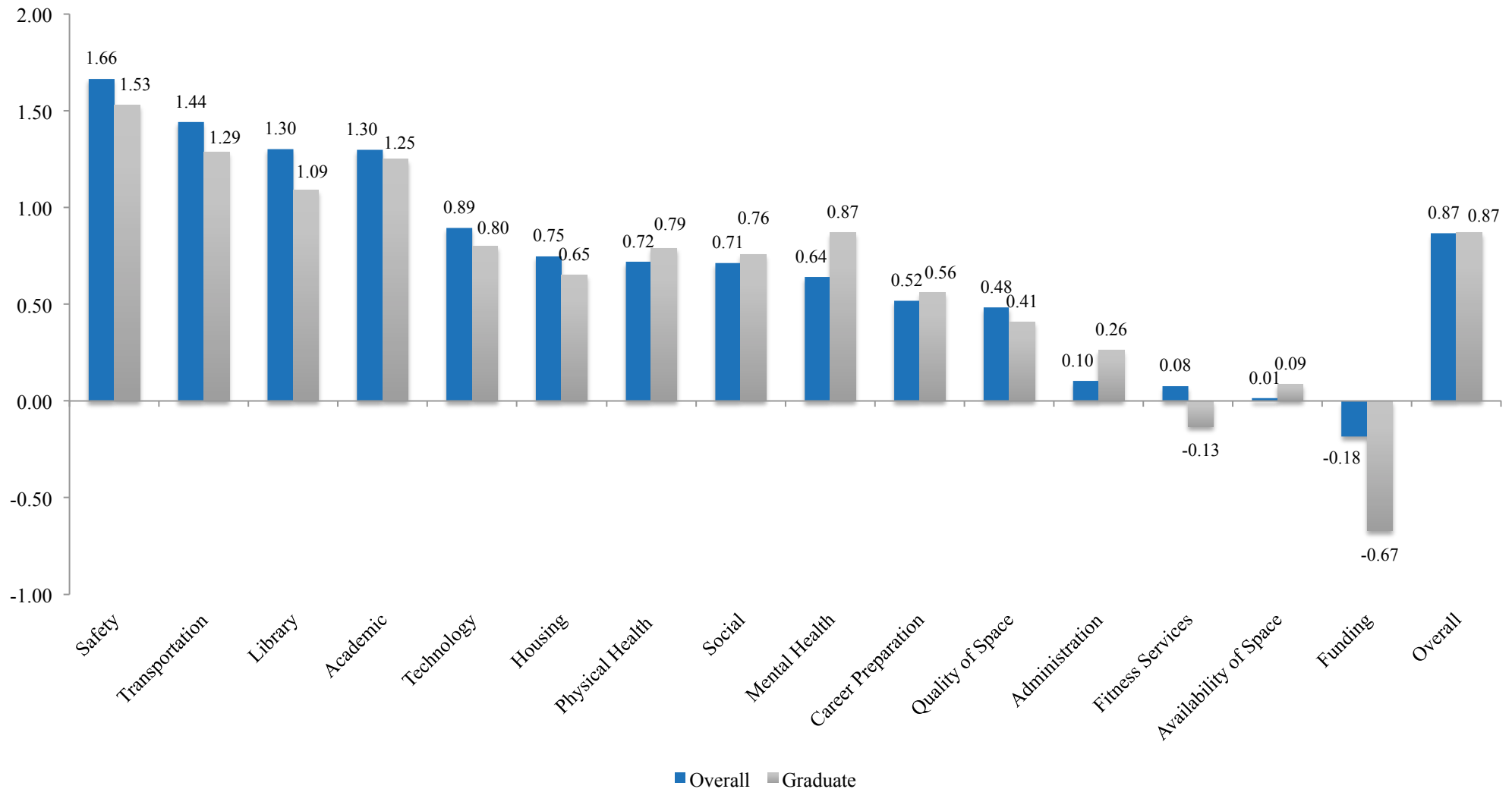


# Undergraduate Students Satisfaction



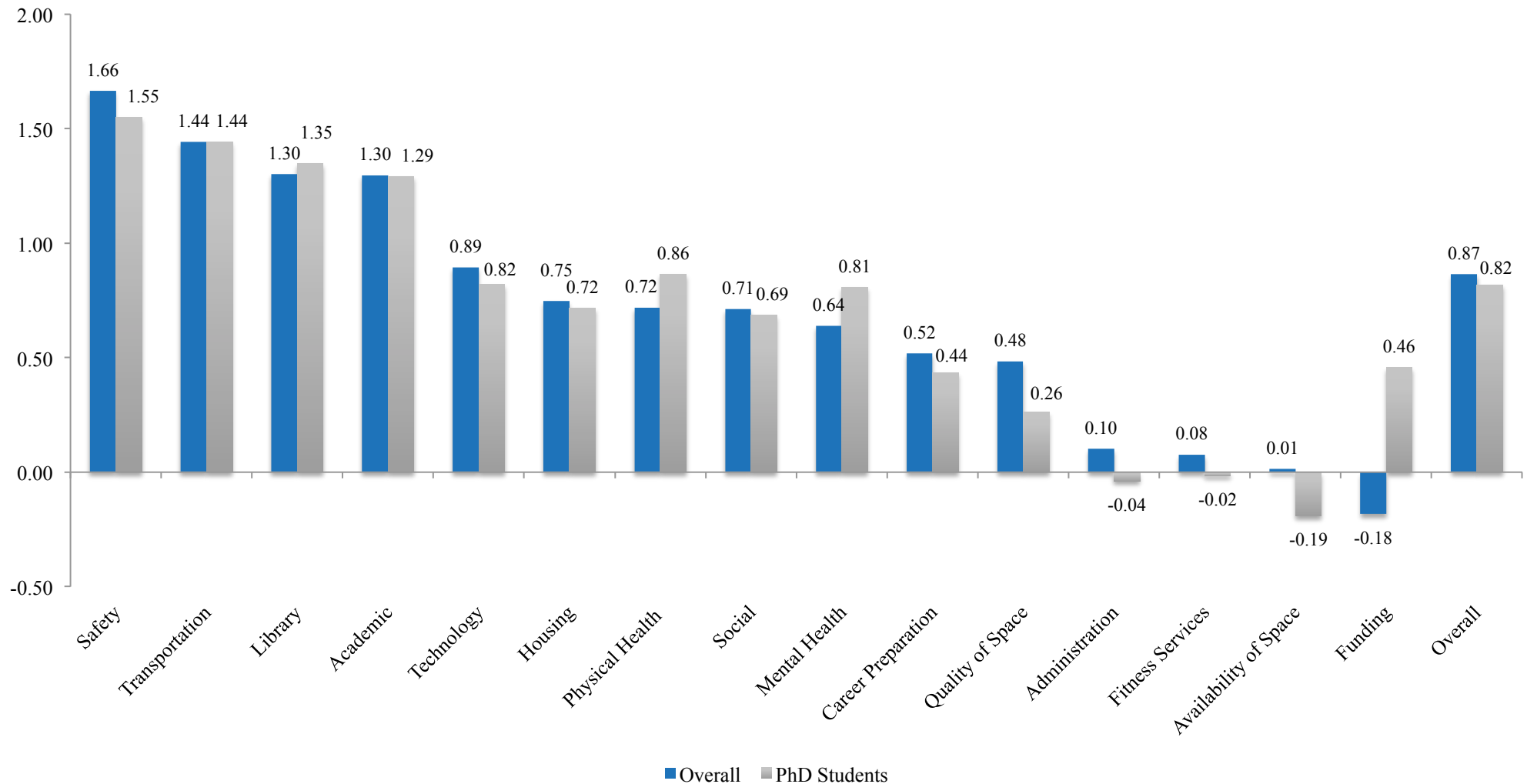
*Satisfaction is on a scale of -3 to 3, with -3 being "very dissatisfied," 0 being "neutral," and 3 being "very satisfied."*

# Graduate Non-PhD Students Satisfaction



*Satisfaction is on a scale of -3 to 3, with -3 being "very dissatisfied," 0 being "neutral," and 3 being "very satisfied."*

# PhD Students Satisfaction



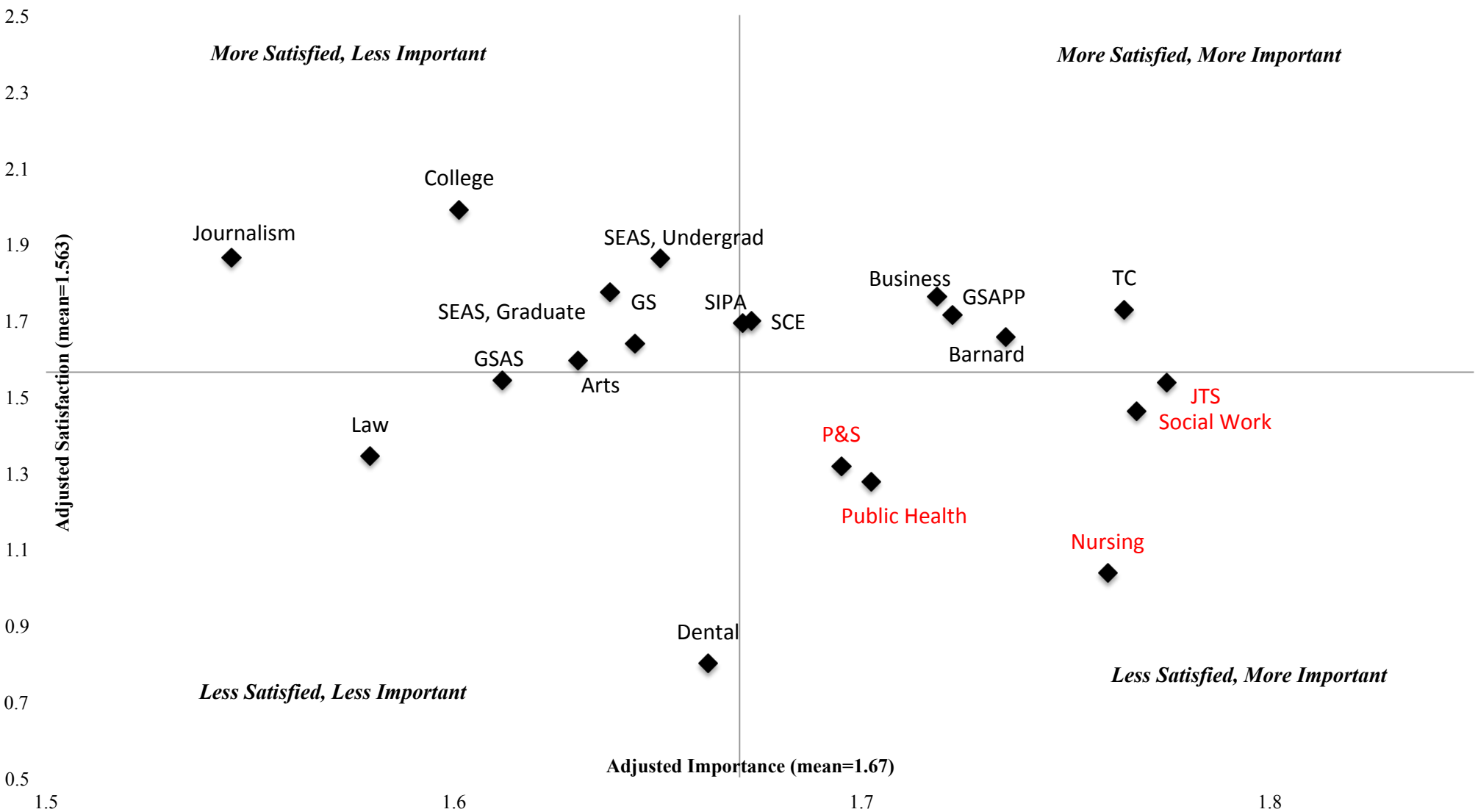
*Satisfaction is on a scale of -3 to 3, with -3 being "very dissatisfied," 0 being "neutral," and 3 being "very satisfied."*

# In-Depth Analysis

- **Example of a Key Strength**
  - Safety
- **Opportunity Areas**
  - Health
  - Graduate Housing

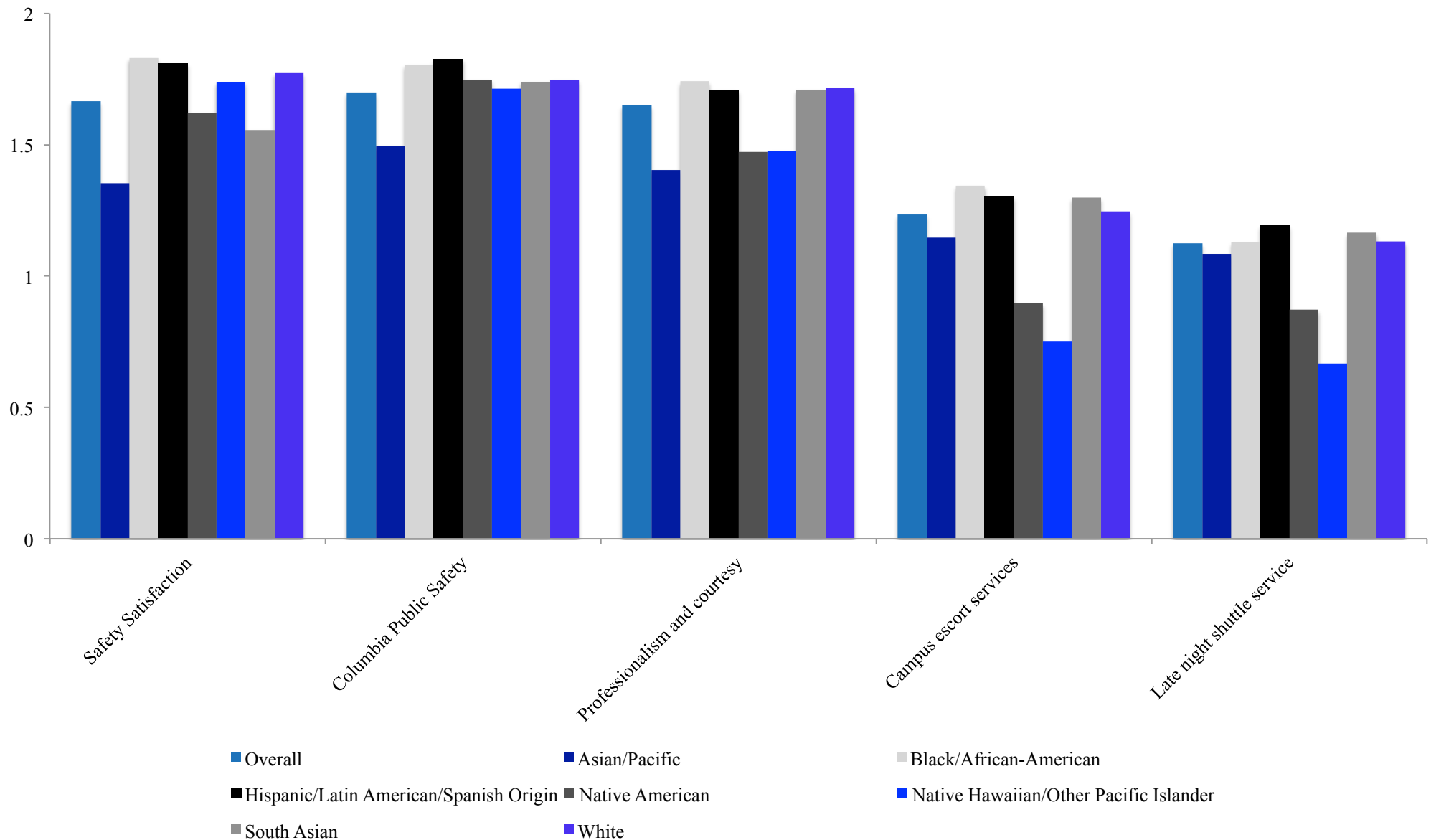
# Strength: Safety

Safety Satisfaction vs. Importance





# Safety Satisfaction by Ethnicity



# Safety: Regression Analysis

## 1. School

- Being from the Dental School dwarfs all other effects, and is strongly negative. Students from other medical campus schools (P&S, Nursing, and Public Health) also have lower satisfaction with safety, all else being equal.

## 2. Gender

- Females have lower satisfaction.

## 3. Degree type

- PhD students and non-PhD graduate students have lower satisfaction.

## 4. Race

- Asians and Pacific Islanders have lower satisfaction. Blacks, Hispanics, and Whites have higher satisfaction.
- Being Asian has the single largest effect on satisfaction with Public Safety. This effect is negative.

## 5. Marital status

- Married individuals have lower satisfaction.

# Respondent Recommendations

- **Lighting, the 168<sup>th</sup> St homeless shelter, and officer patrols**

Improved lighting along 168th, 169th, and 170th streets. – *Nursing Student*

I am able to compare the uptown campus to the downtown campus since I have attended both. I lived on La Salle street and Broadway when I attended the Morningside campus and there were campus police everywhere all the time. I have never seen a public safety patrol in Washington Heights. – *P&S Student*

Security in front of the homeless shelter on 168<sup>th</sup>. – *Nursing Student*

The armory constantly has people loitering around the area, towards student housing (Georgian residence) to the point that most students I know [...] cross to the opposite side of the street [...] – *Dental Student*

- **Security Escorts and Shuttle**

I wish the campus escort service would extend its services past 181 street – *SPH Student*

Late night intercampus shuttle could make more stops nearer to the Towers/Bard hall instead of just at the subway station exit. – *SPH Student*

Have campus shuttle buses to and from the Social Work school. Specially late in the night. – *SSW Student*

Bigger range of late night escort services, I lived 10 blocks away and was ineligible. – *P&S Student*

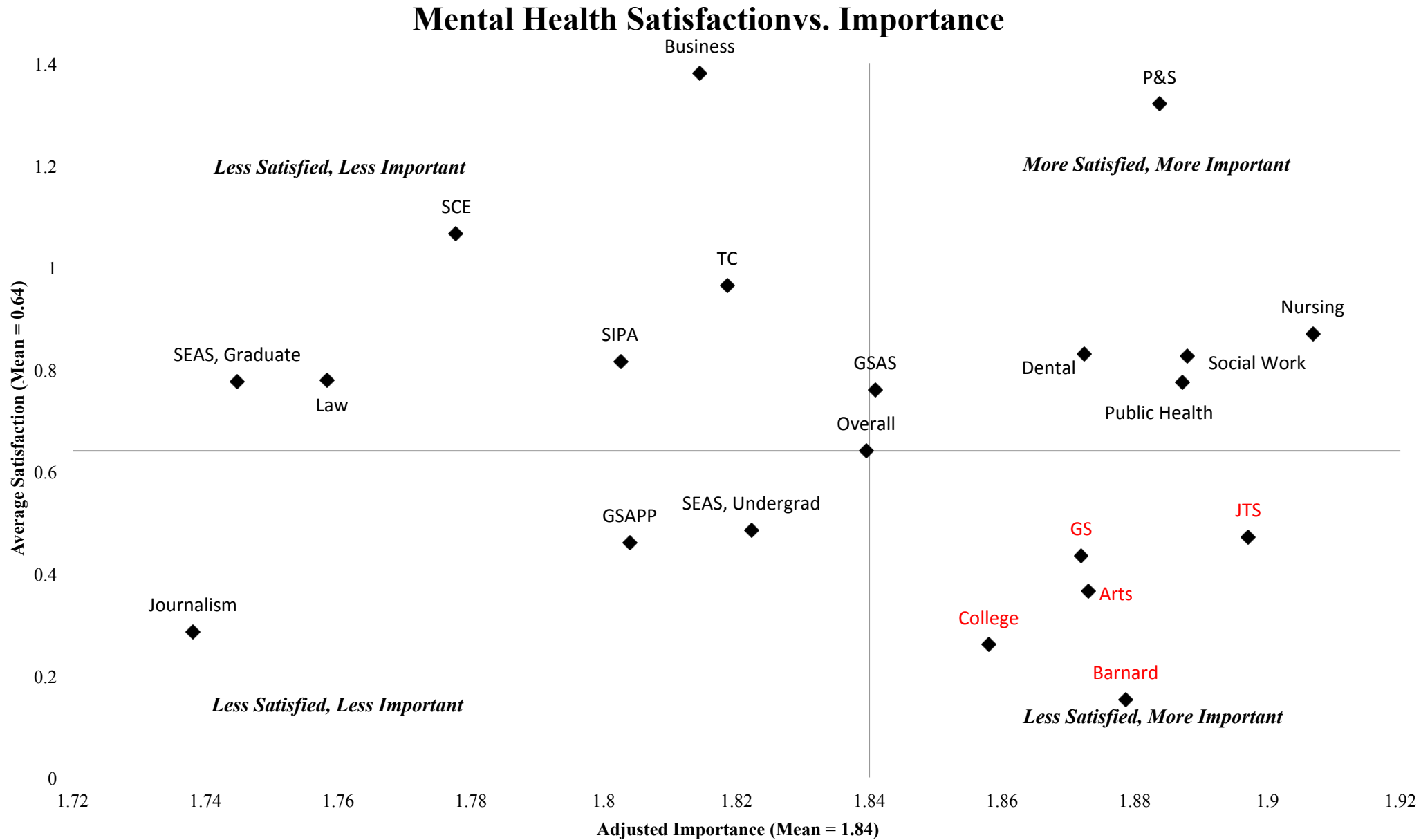
[...] whenever a student requests the campus escort service (no matter the time or place), the escort should oblige. I was once walking with a classmate on Haven Ave when we came across a campus escort and she asked if she could be escorted to where she lives (3 blocks away). The escort seemed to avoid the request initially until my classmate asserted her friend had been attacked recently [...] – *Dental Student*

# Opportunity Area: Physical Health

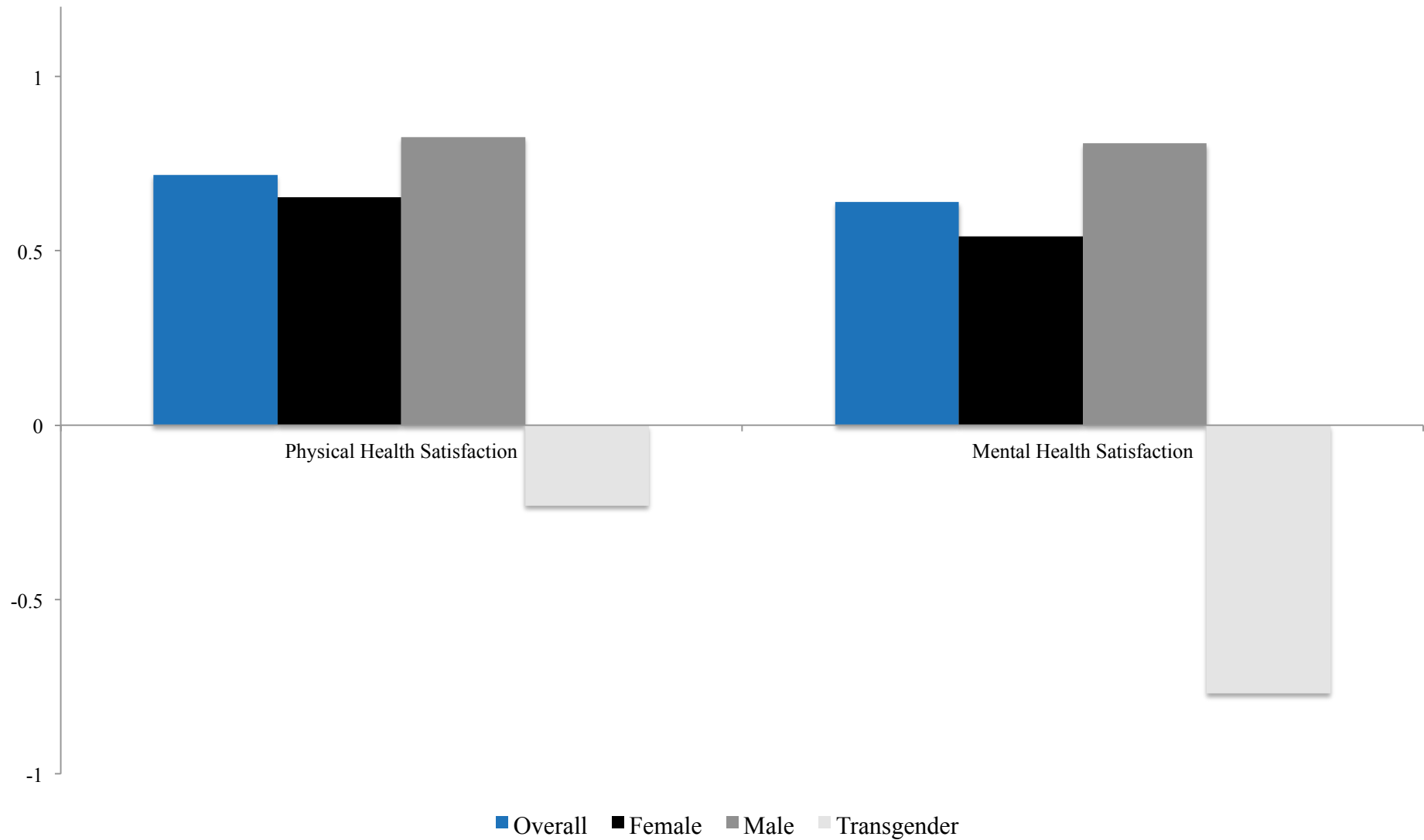
## Physical Health Satisfaction vs. Importance



# Opportunity Area: Mental Health



# Health Satisfaction by Gender



# Health: A Key Driver of Stress

The five strongest statistically-significant drivers of a College or SEAS undergraduate student's stress level:

1. Physical Health
2. Social Life
3. Academics
4. Career Preparation
5. Administration

\*This holds when controlling for socioeconomic status, parental education, race, gender, sexual orientation, whether one is international, and whether English is one's native language. Stress was measured with a tailored version of the 10-item Perceived Stress Scale, which has been psychometrically validated in numerous studies (e.g. Roberti et al. 2006 and Cohen et al. 1983).

# Respondent Recommendations

- **CPS resources and improving out-of-network referrals**

[...] I really dislike [CPS'] policy of ceasing to see you after a certain period of time [...] Furthermore, I've had a lot of difficulty with finding outside doctors that work for me, [...] It would have been very nice if I had someone who would keep seeing me even periodically to keep tabs on [how] I liked my outside doctors and how I should handle it if I didn't. / Also, Columbia took my insurance, but my insurance doesn't have a network in the majority if not all places in the city, so I have to go out of network and jump through hoops after hoops and pay a lot of money out of pocket [...] – *CC Student*

- **Communication with academic departments**

Professors need to be more understanding of what campus life is like. I had one professor require doctor's notes upon an absence from class (we only were allowed to miss once class), so I dragged my very sick self to Health Services, where the doctor lectured me that they don't provide notes. [...] Work with profs so they understand policies and can be more understanding. – *GS/JTS Student*

- **Transitioning from previous doctors**

[...] I had a GP for at least 4 years prior to coming to Columbia who I now can't see because it's a service provided by Columbia. This GP has my history in terms of medical history as well as the personal relationship we've built up. The way Columbia handles health is also affecting my prescription for a mental health issue. [...] since I cannot get a referral to my GP, I have had to go through multiple steps to get my prescription refilled. It is NOT easy, NOT quick, and is problematic. I would suggest that Columbia re-examine its policy on giving referrals to GPs when students have existing relationships with them. – *Arts Student*



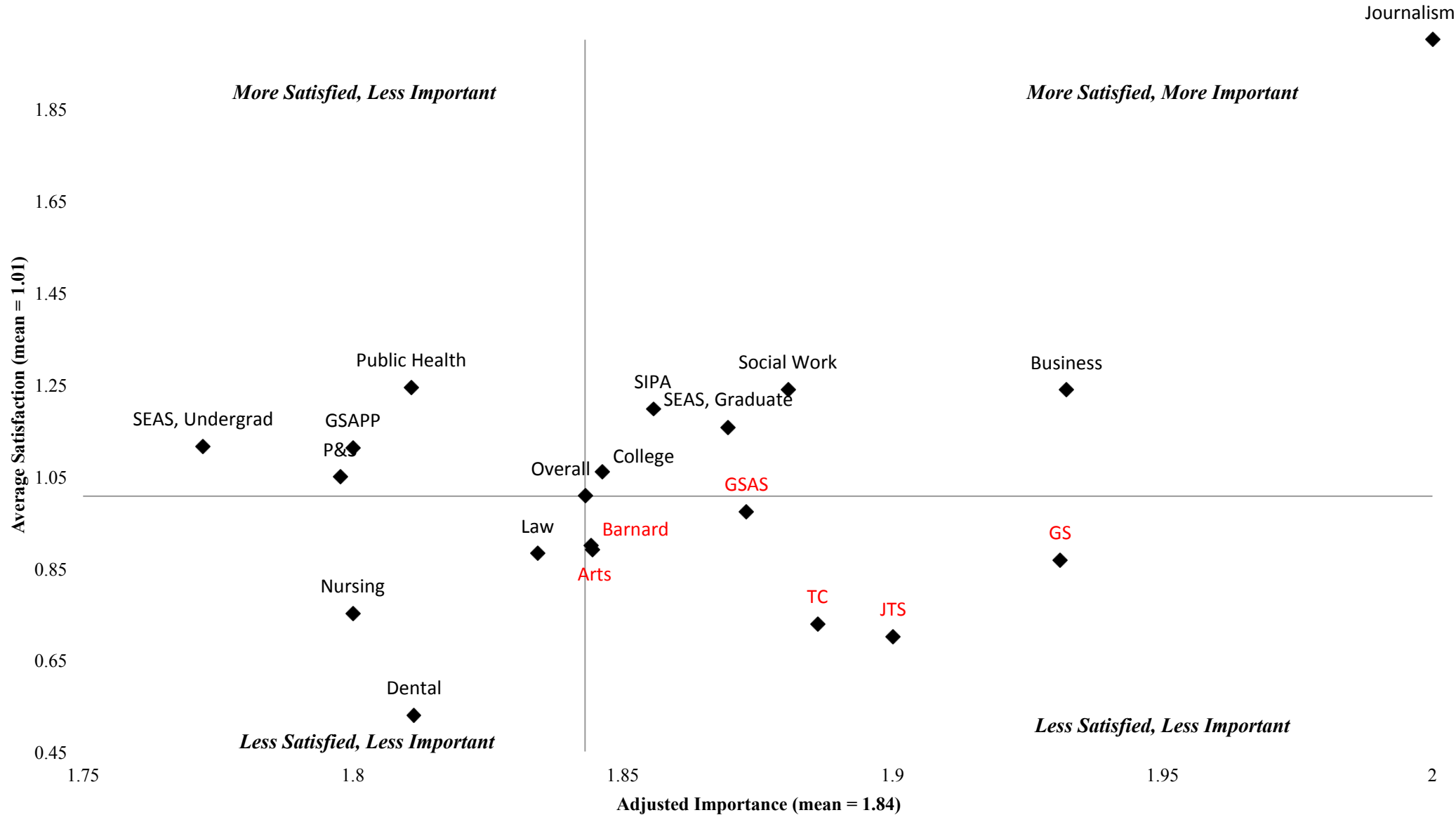
# Opportunity Area: Housing

## Housing Satisfaction vs. Importance



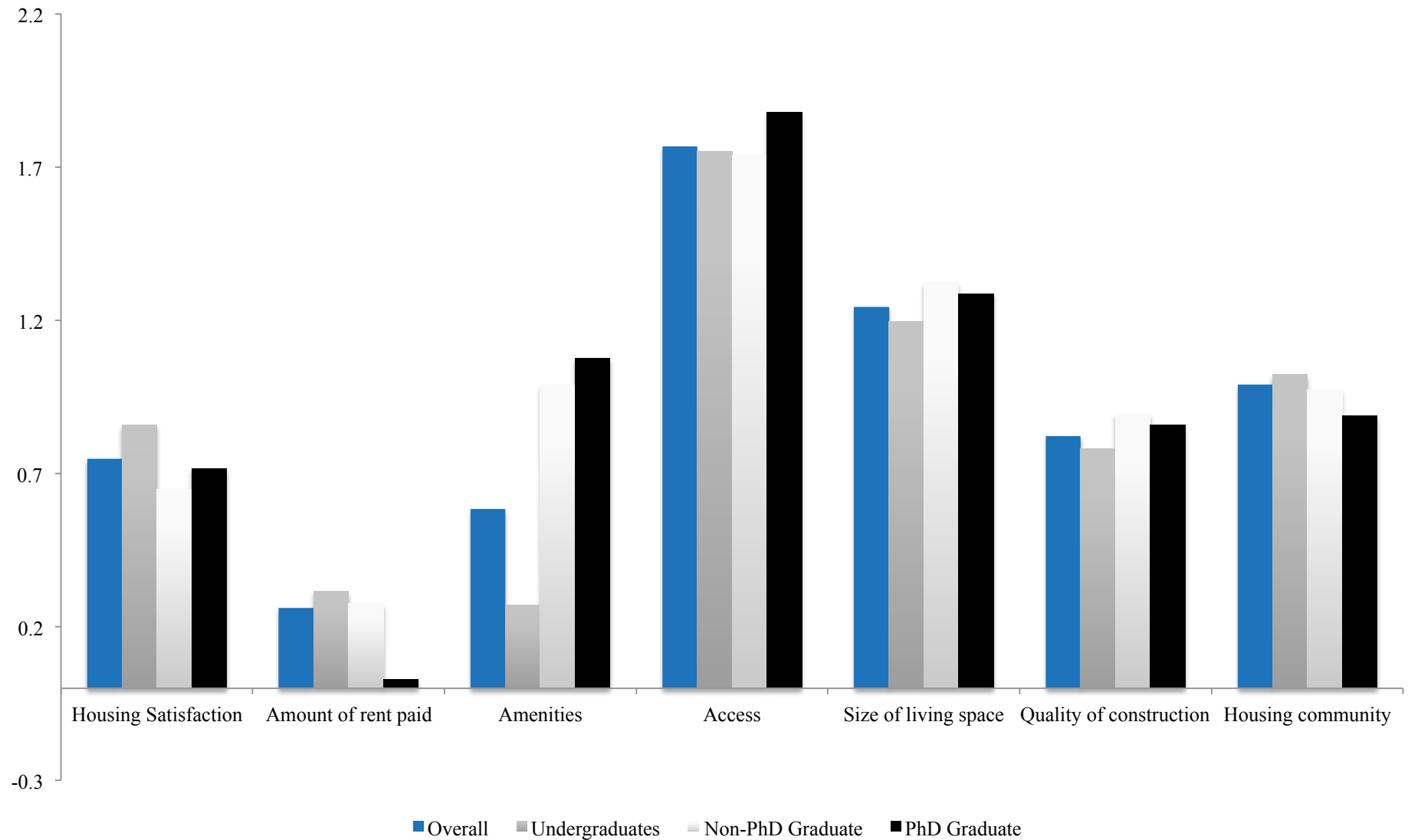
# Strength: Columbia Housing

## Housing Satisfaction vs. Importance



Note: 45.52% of respondents said they lived in Columbia Housing

# Housing Satisfaction by Degree Status



# Regression Analysis of Housing Units

| Housing Unit      | Change in Housing Satisfaction |
|-------------------|--------------------------------|
| Cathedral Gardens | 1.39                           |
| Furnald           | 0.77                           |
| East Campus       | 0.77                           |
| 600 W 116th St    | 0.72                           |
| Hogan             | 0.71                           |
| Ruggles           | 0.45                           |
| Towers 1, 2, 3    | 0.37                           |
| Hartley           | -0.47                          |
| Plimpton Hall     | -0.66                          |
| Georgian          | -0.70                          |
| McBain            | -0.80                          |
| Schapiro          | -0.81                          |
| Bard Hall         | -0.87                          |
| Wien              | -0.88                          |
| 616 W 116th St    | -0.91                          |
| 154 Haven         | -0.94                          |
| Elliott Hall      | -1.57                          |

- Results controlled for demographic variables and are significant at the 5% level.
- Units not listed did not have a statistically significant effect on housing satisfaction.

# Respondent Recommendations

- **Streamlining apartment transfers**

Columbia's UAH only has two transfer periods -- February and October -- which make it very difficult for someone with a regular lease (expiring in, say, August) to transfer [...]. Moreover -- and more importantly -- UAH administration is often extremely opaque, giving transferring students no more than four or five days to organize a move. [...] – *GSAS Student*

- **Service requests, timing of repair work**

Service requests should be fulfilled in under one year (yup, a year... I've been waiting years for some requests without them being fulfilled). [...] Don't start disruptive renovation work BEFORE the building is closed! – *GSAS/TC Student*

- **Cost, noise, and sustainability**

Waive yearly automatic 4% rent increase. Increase number of housing transfer opportunities. Improve noise control measurements for apt units situated above businesses or for those businesses (my unit is over a bar and it gets very very loud). Participate in municipal composting opportunities such as the one managed by NYC greenmarkets to improve sustainability and reduce waste. – *GSAS Student*

- **Inflexible housing pool for some academic programs**

I am only in UAH housing because my husband is a General Studies student. I am a GSAS PhD student in Sociomedical Sciences, and as such, I am not eligible for UAH housing - only housing at CUMC. [...] My first 3 years I spent equal times between Morningside and CUMC, and these last two years I have spent far more time at Morningside than I have at CUMC's campus. [...] – *GSAS/SPH Student*

# Preliminary Recommendations

- Celebrate strengths – safety, academics, housing, and libraries
  - E.g., the College has the highest safety and housing satisfactions of all Columbia schools and affiliates
- Explore opportunity areas – administration, career preparation, and funding
  - E.g., the administration’s “vision, strategy, and goals” is the most important factor of overall satisfaction with administration
- Collaborate with other Columbia schools on best practices
  - E.g., Journalism’s career preparation and P&S’ social life

# Next Steps

- Institutionalize the survey so that it's conducted every two years through a possible Senate resolution.
  - Working with EVP Ienuso's and Provost's office
  - Ensuring the survey has permanent funding
- Circulate QoL Report to the Columbia community.

# Thank You!

## Questions?

- **Matthew Chou, CC '14: [mc3429@columbia.edu](mailto:mc3429@columbia.edu)**
- **Akshay Shah, SEAS '14: [ars2212@columbia.edu](mailto:ars2212@columbia.edu)**
- **Jared Odessky, CC' 14: [jho2115@columbia.edu](mailto:jho2115@columbia.edu)**





# Acknowledgements

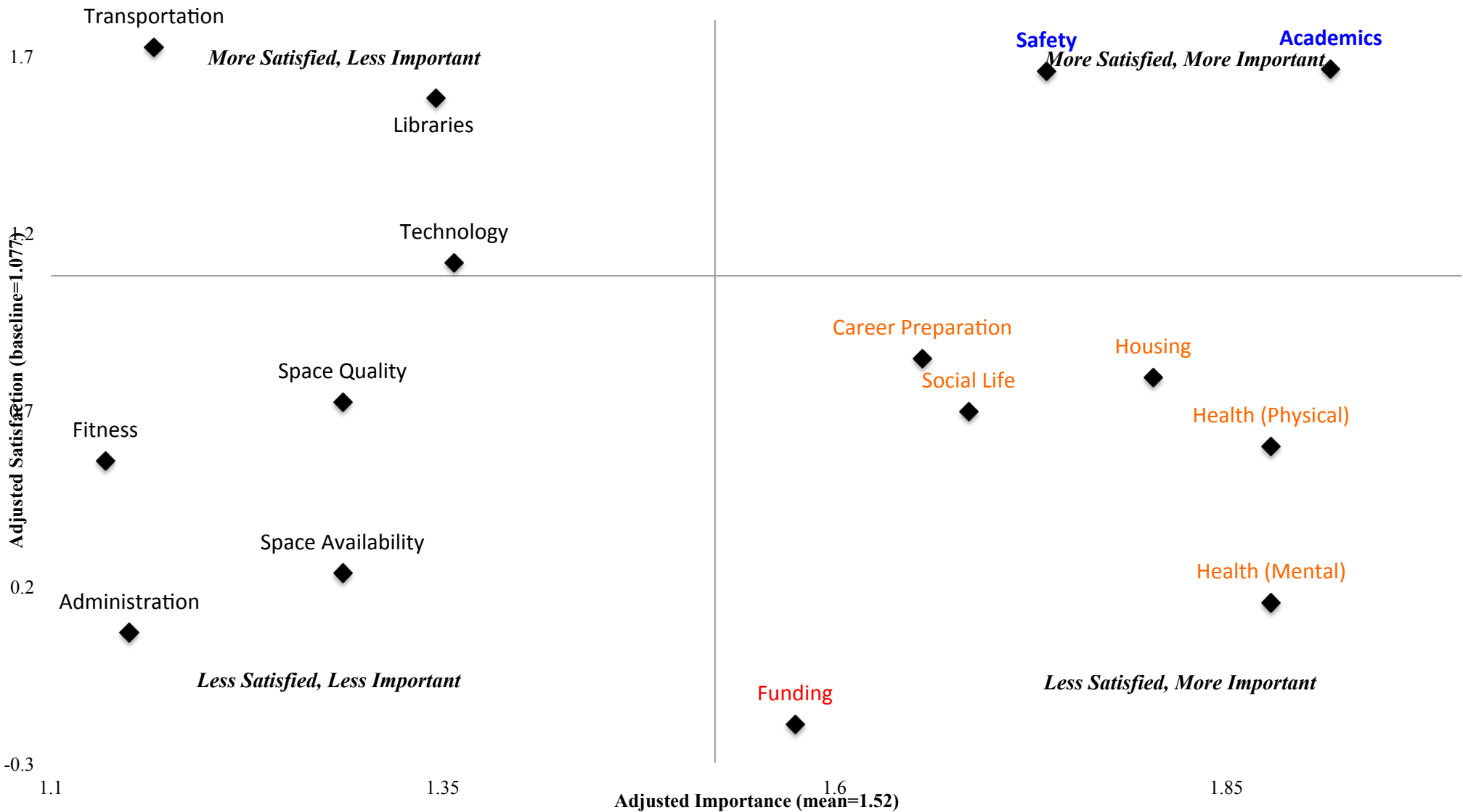
**The Quality of Life Survey would not have been possible without the help of:**

- The Behavioral Research Lab at Columbia Business School – Professor Katherine Phillips, Professor Modupe Akinola, Alia Crum and Ashley Martin.
- Professor Sharyn O'Halloran
- The Office of the Provost – Roxie Smith, Lucy Drotning and Stephen Rittenberg
- The Office of the President
- The Board of Trustees
- Department of Statistics
- Senators Aly Jiwani and Adil Ahamed
- Student Councils
- Senate Staffers – Amna Pervez, Ramis Wadood, Hector Polanco, Zander Daniel, Saaketh Pradhan and Ben Spener
- Zan Gilani

# Appendix: School Scatterplots

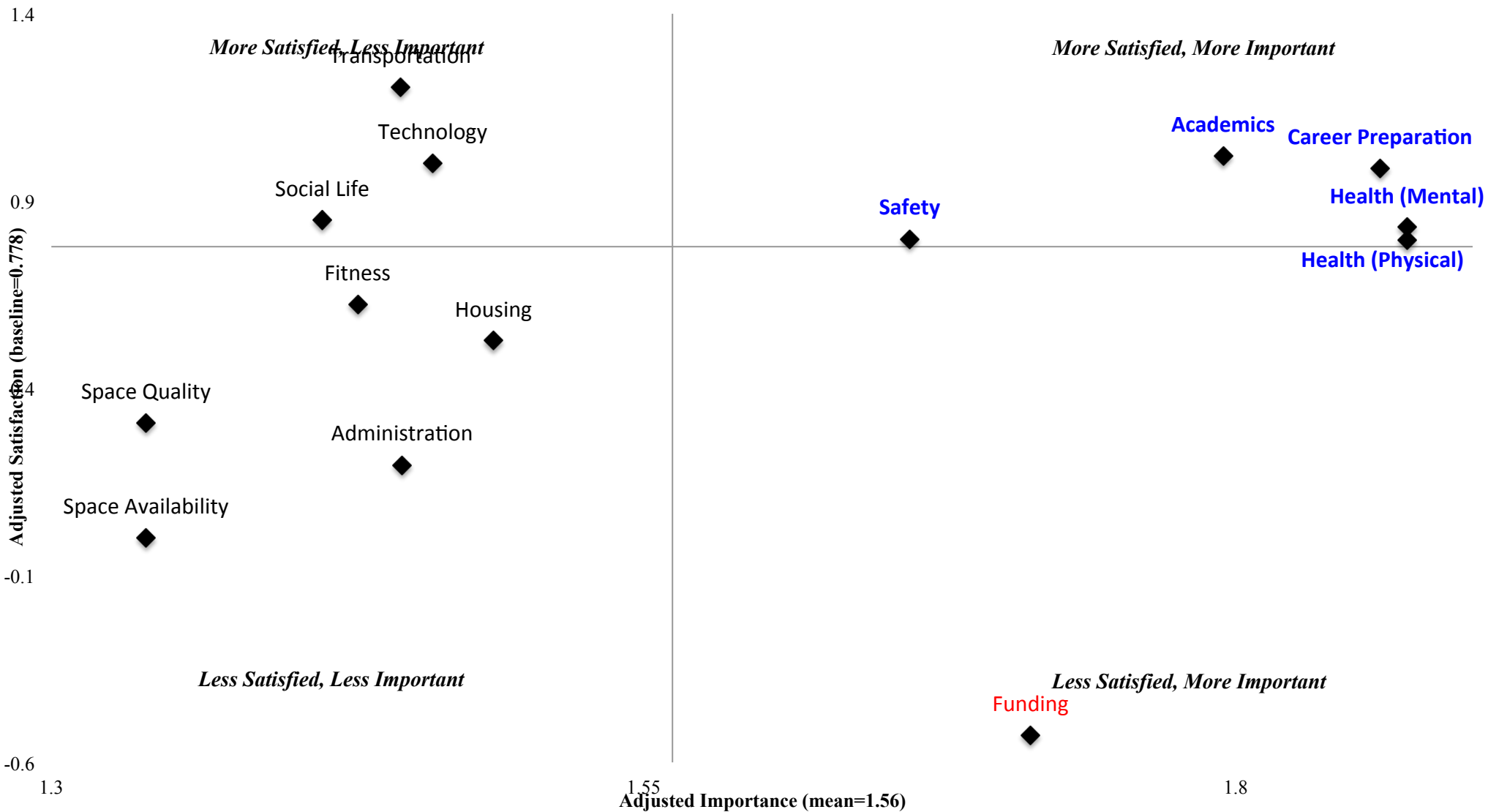
# Barnard

## Satisfaction vs. Importance (Barnard)



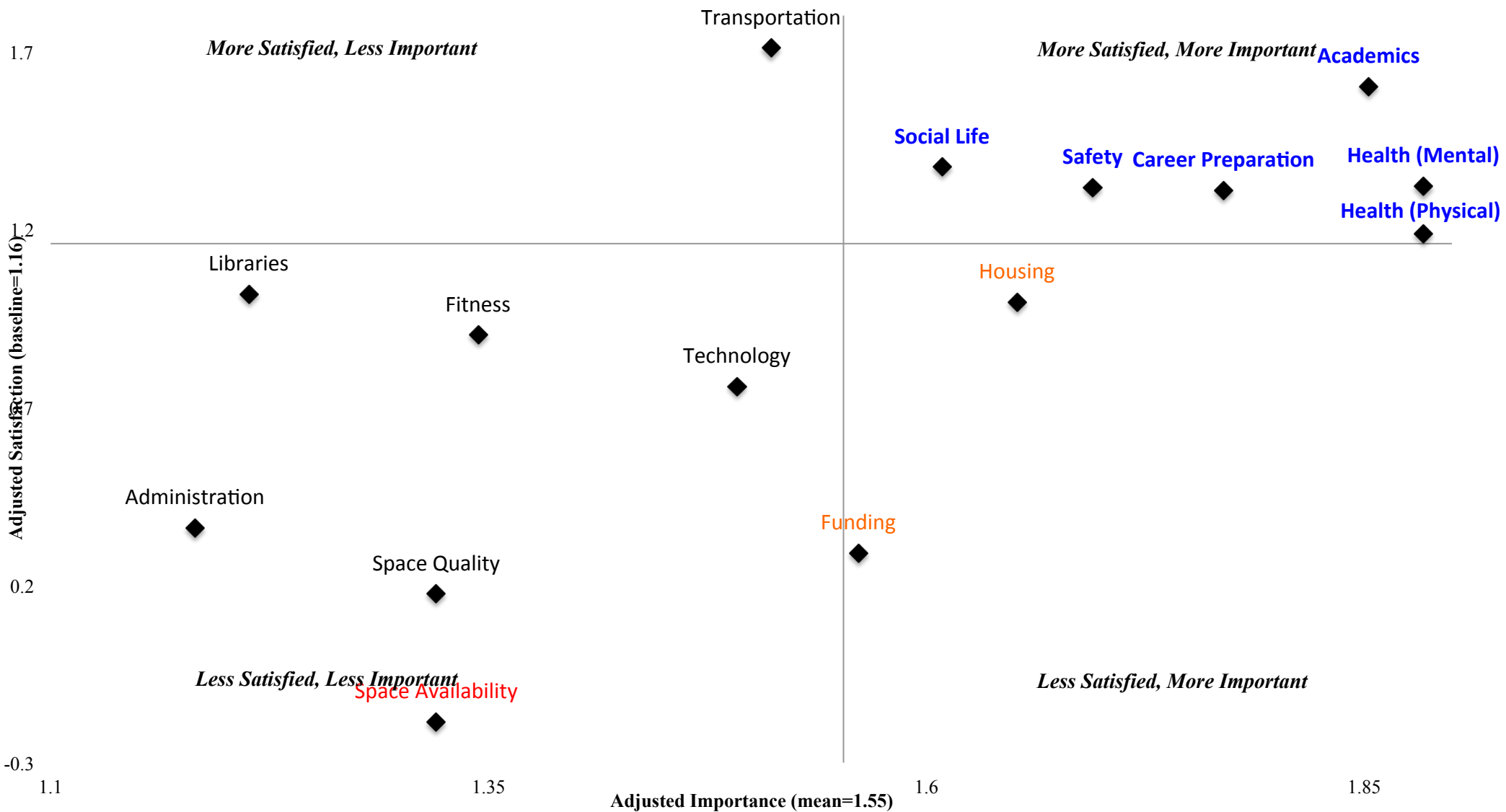
# Dental

Satisfaction vs. Importance (Dental)



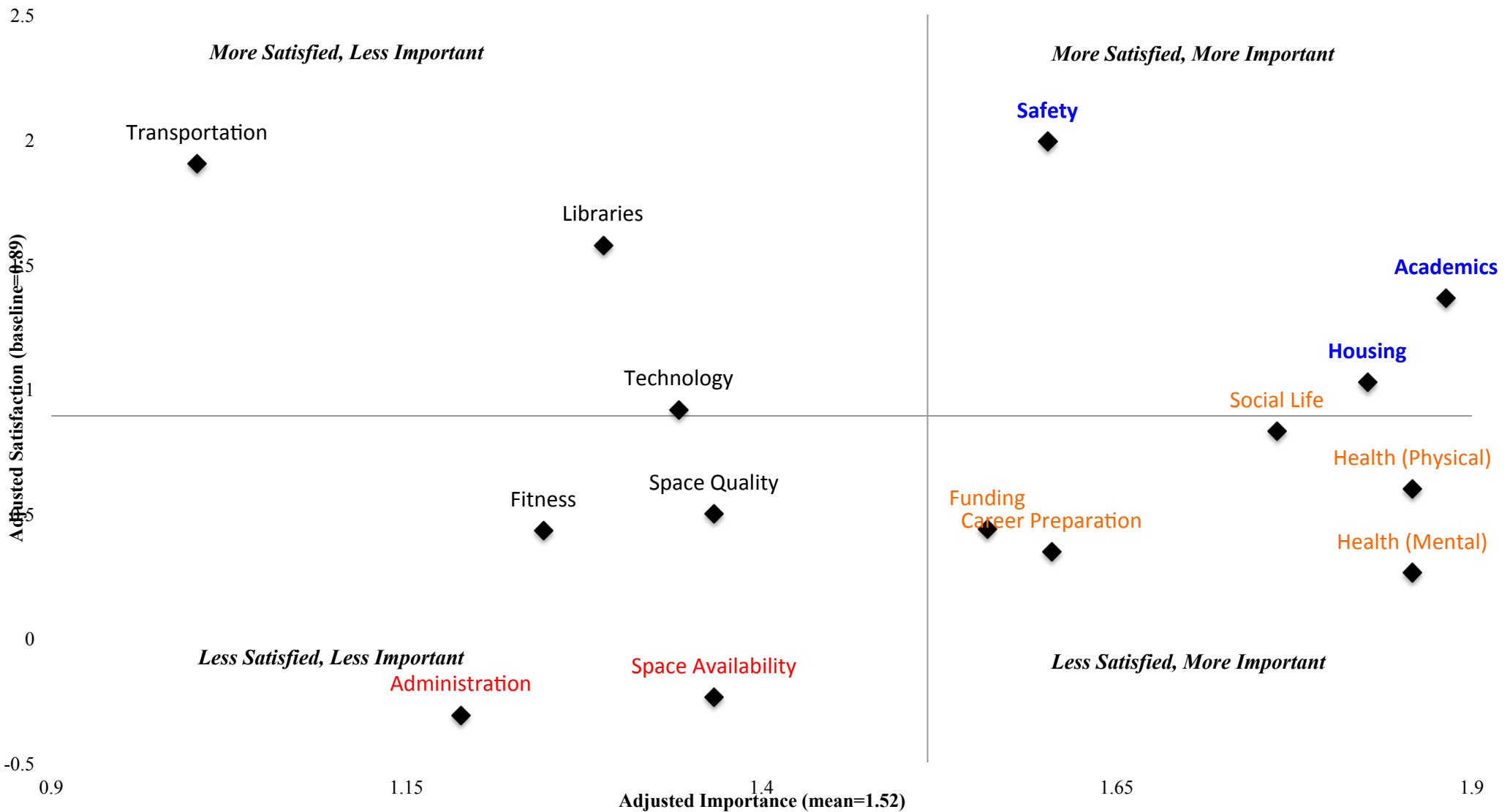
# Physicians and Surgeons

## Satisfaction vs. Importance (P&S)



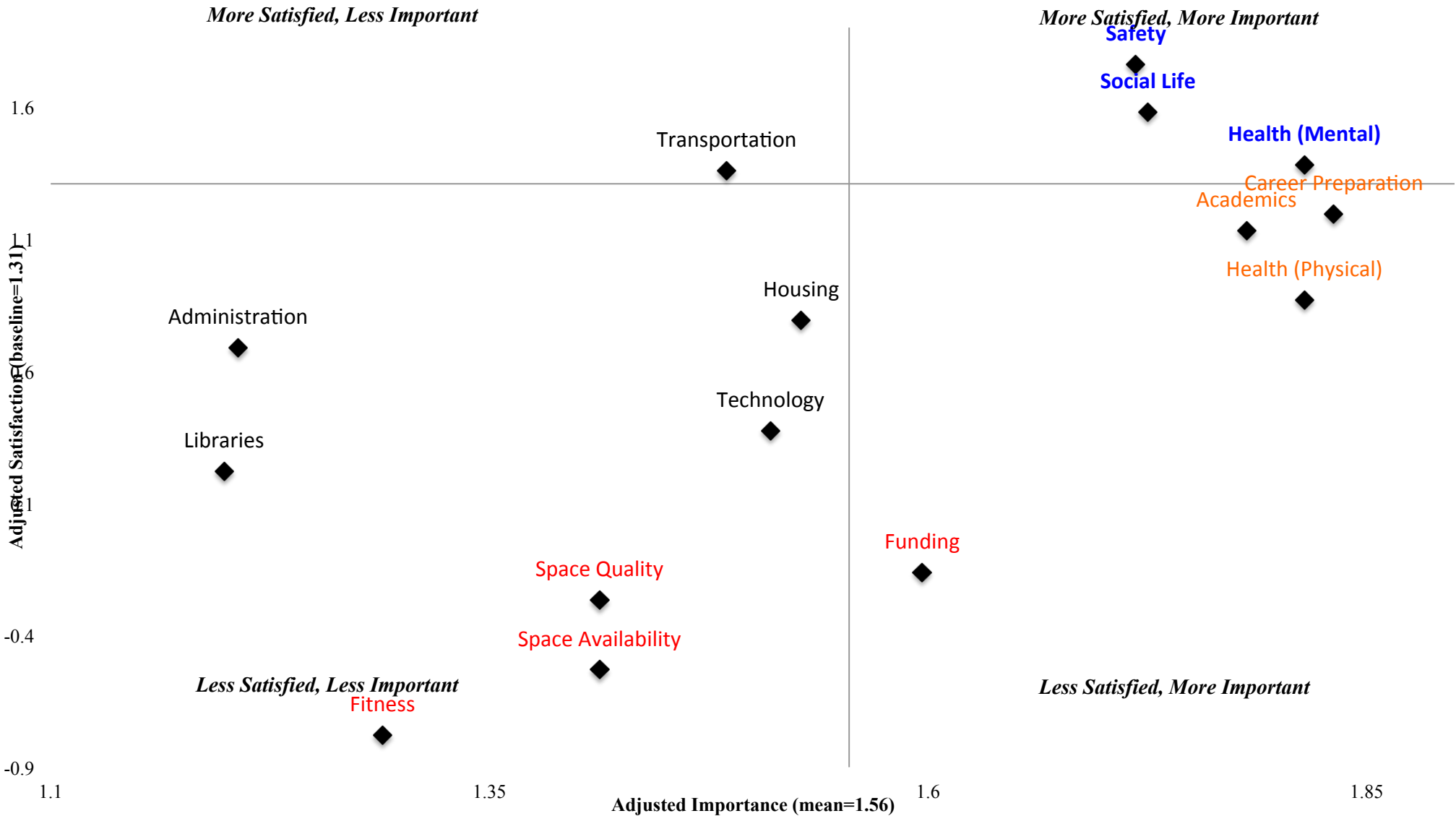
# Columbia College

## Satisfaction vs. Importance (College)

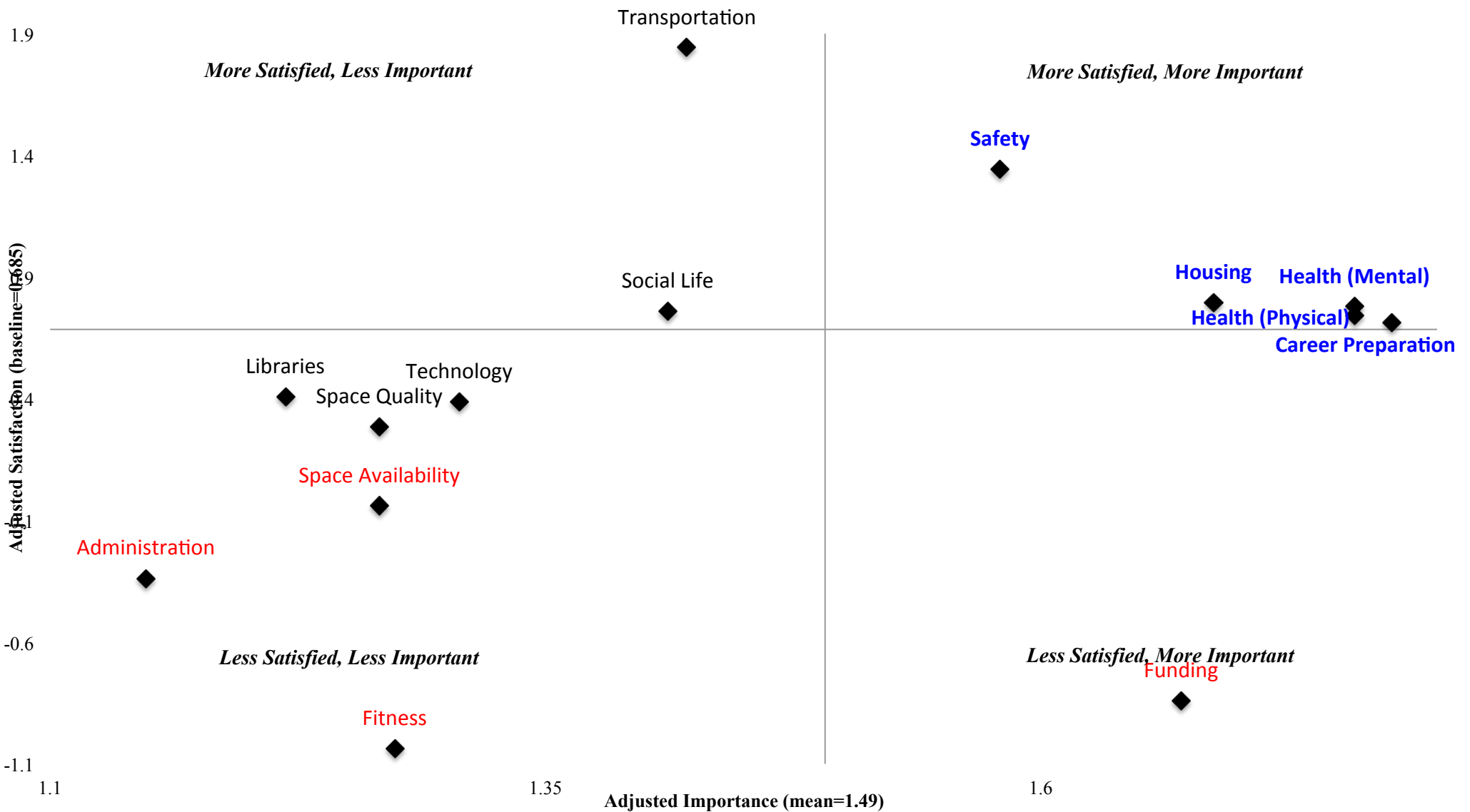


# Business

## Satisfaction vs. Importance (Business)

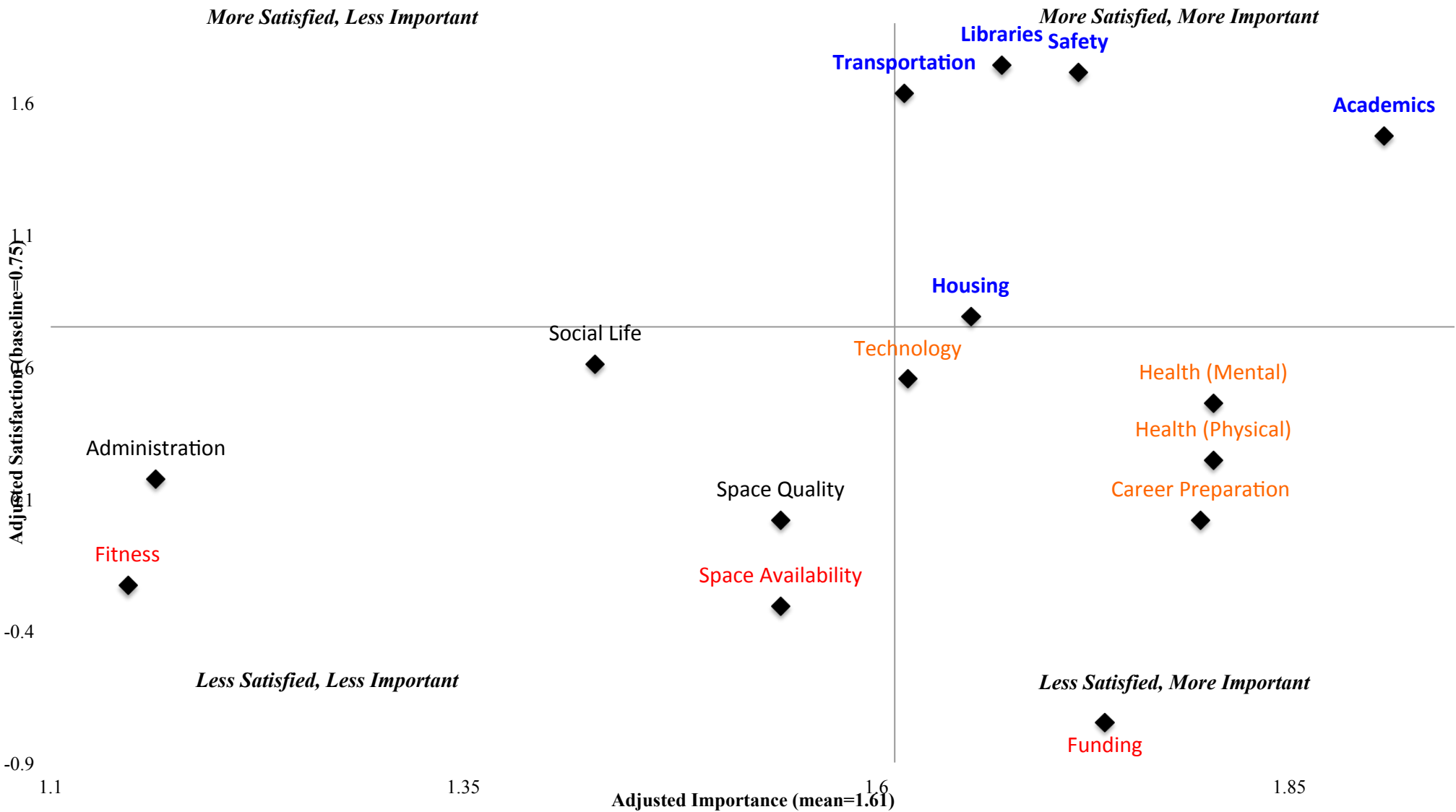


## Satisfaction vs. Importance (Law)

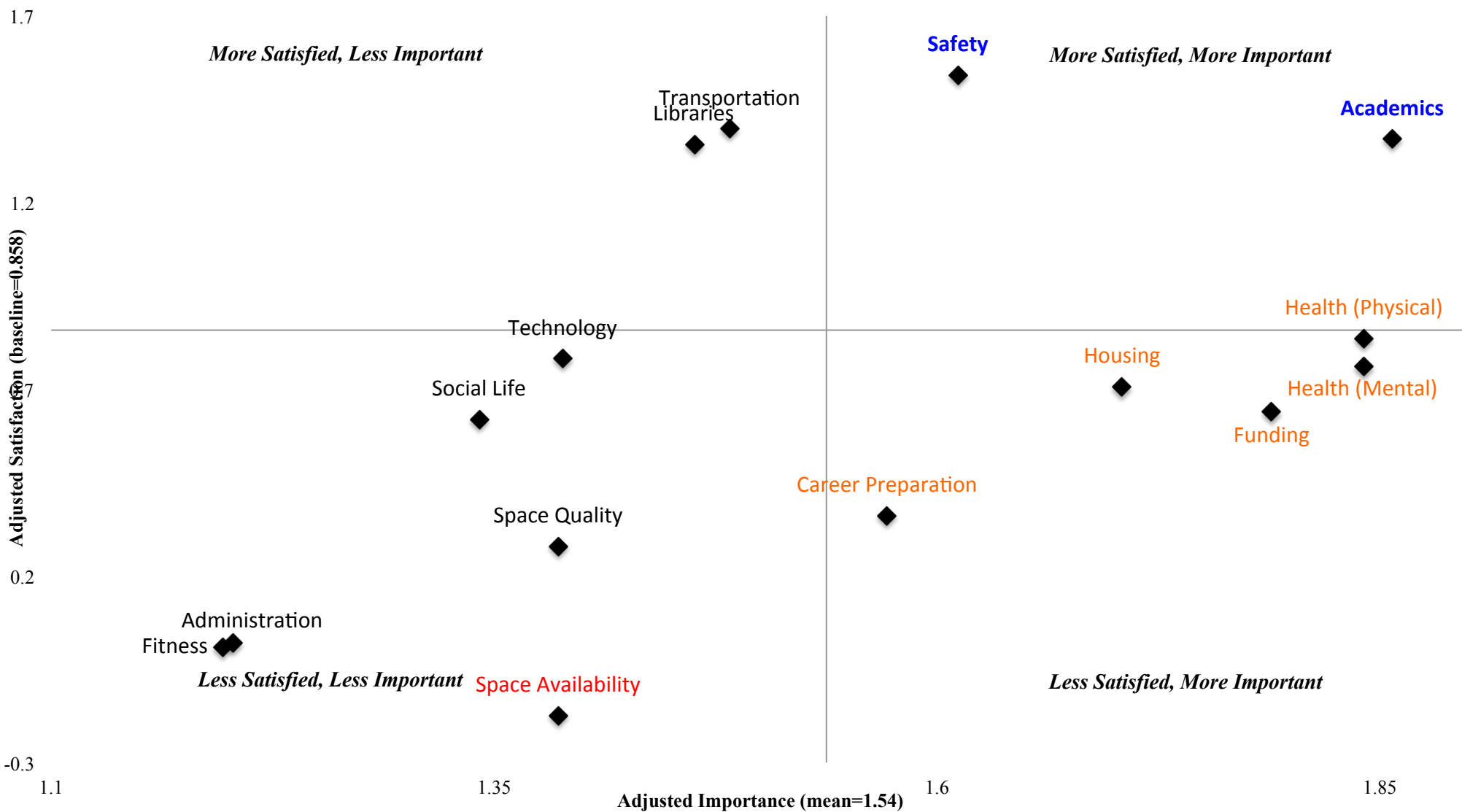




## Dimensional Satisfaction vs. Importance (GSAPP)

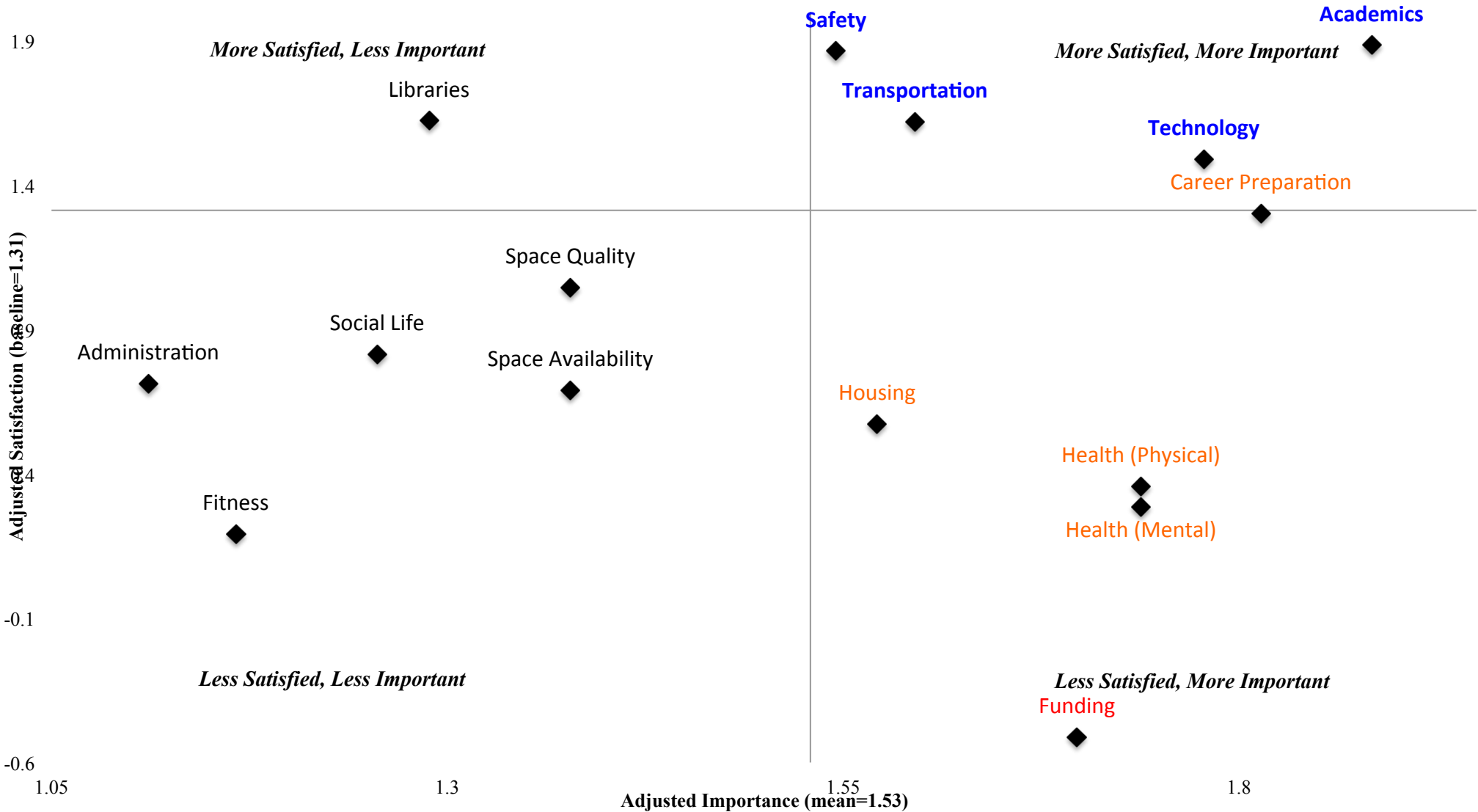


## Satisfaction vs. Importance (GSAS)

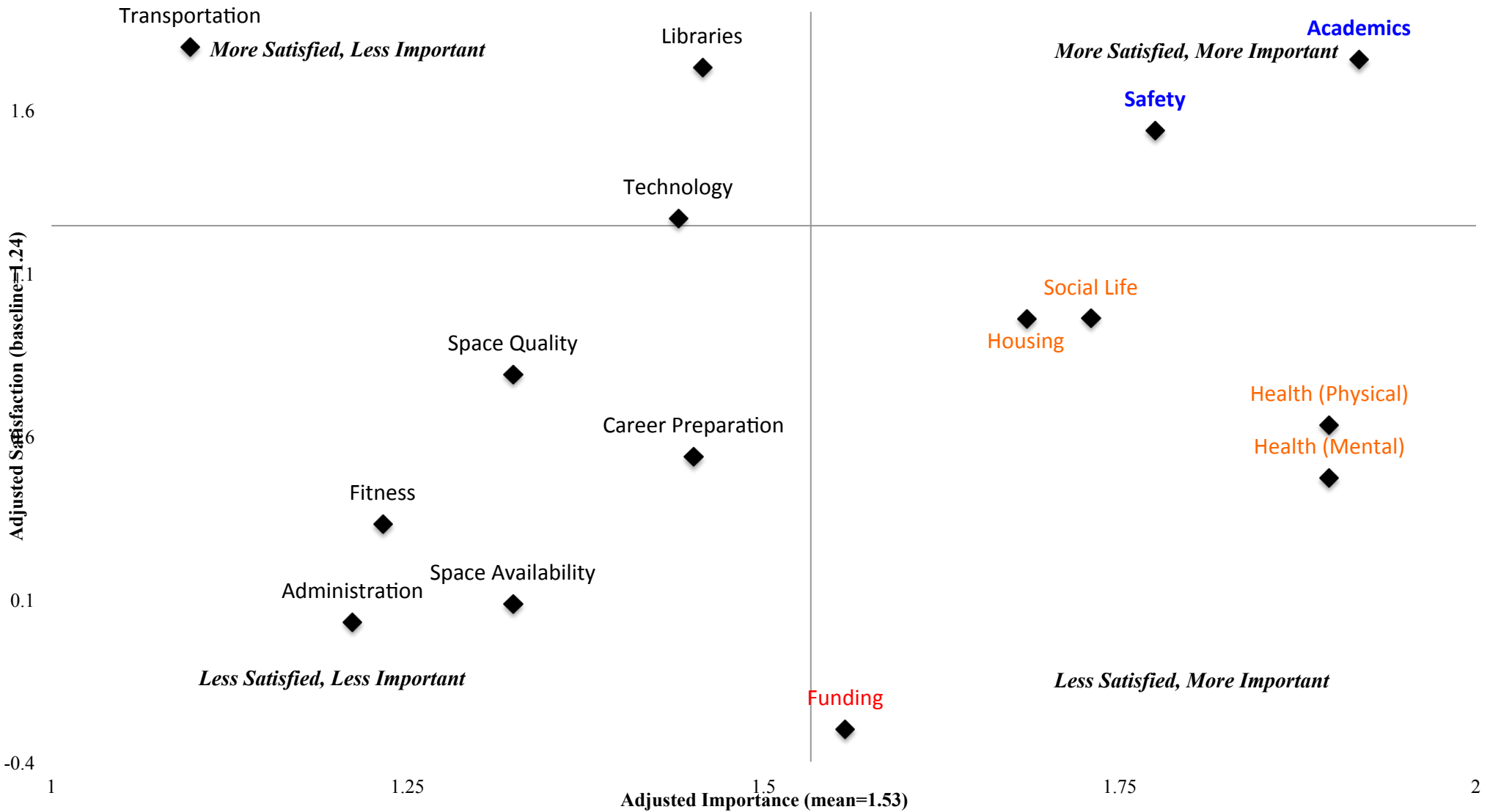


# Journalism

## Satisfaction vs. Importance (Journalism)

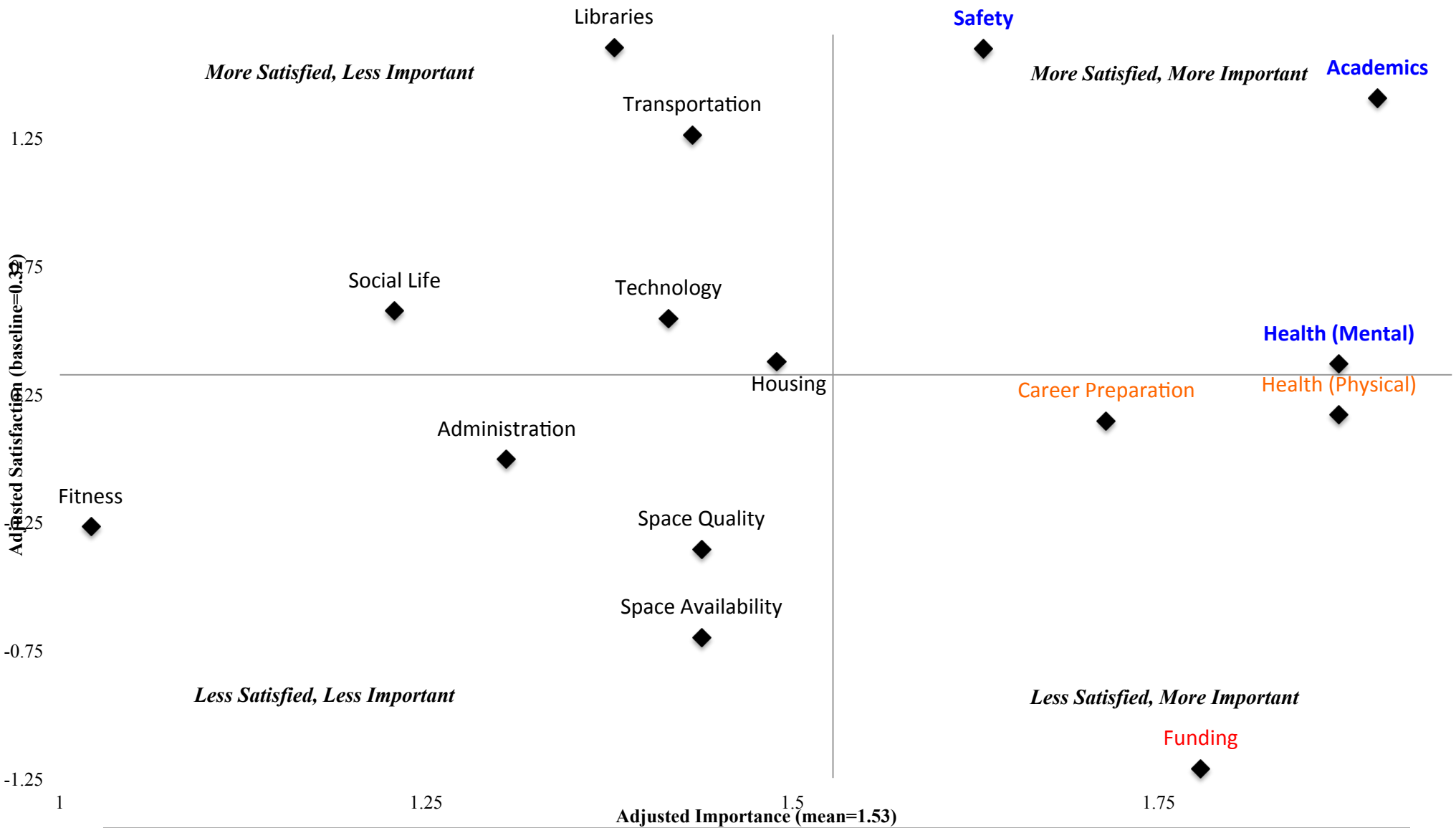


## Satisfaction vs. Importance (JTS)

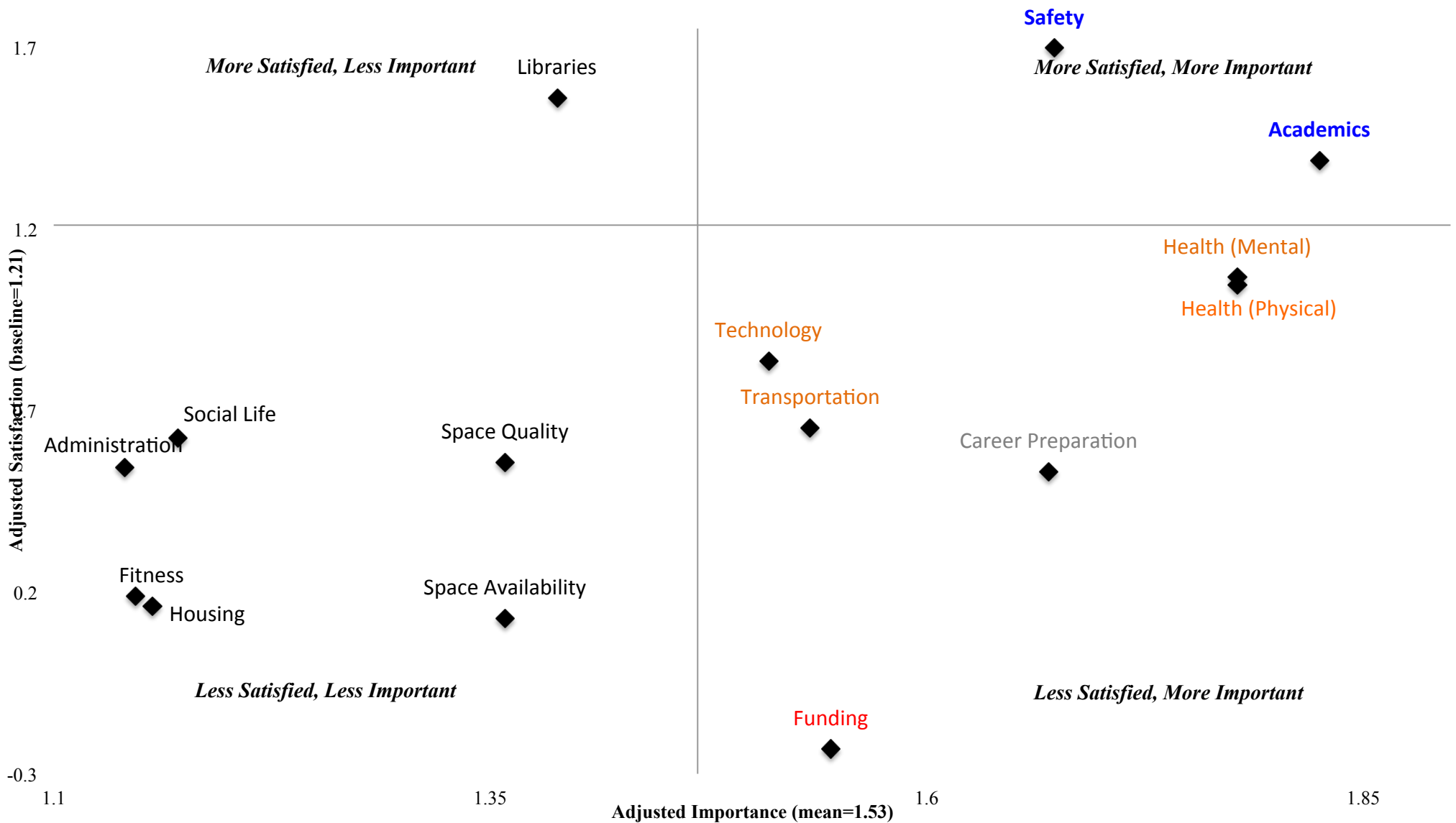


# School of Arts

## Satisfaction vs. Importance (School of Arts)

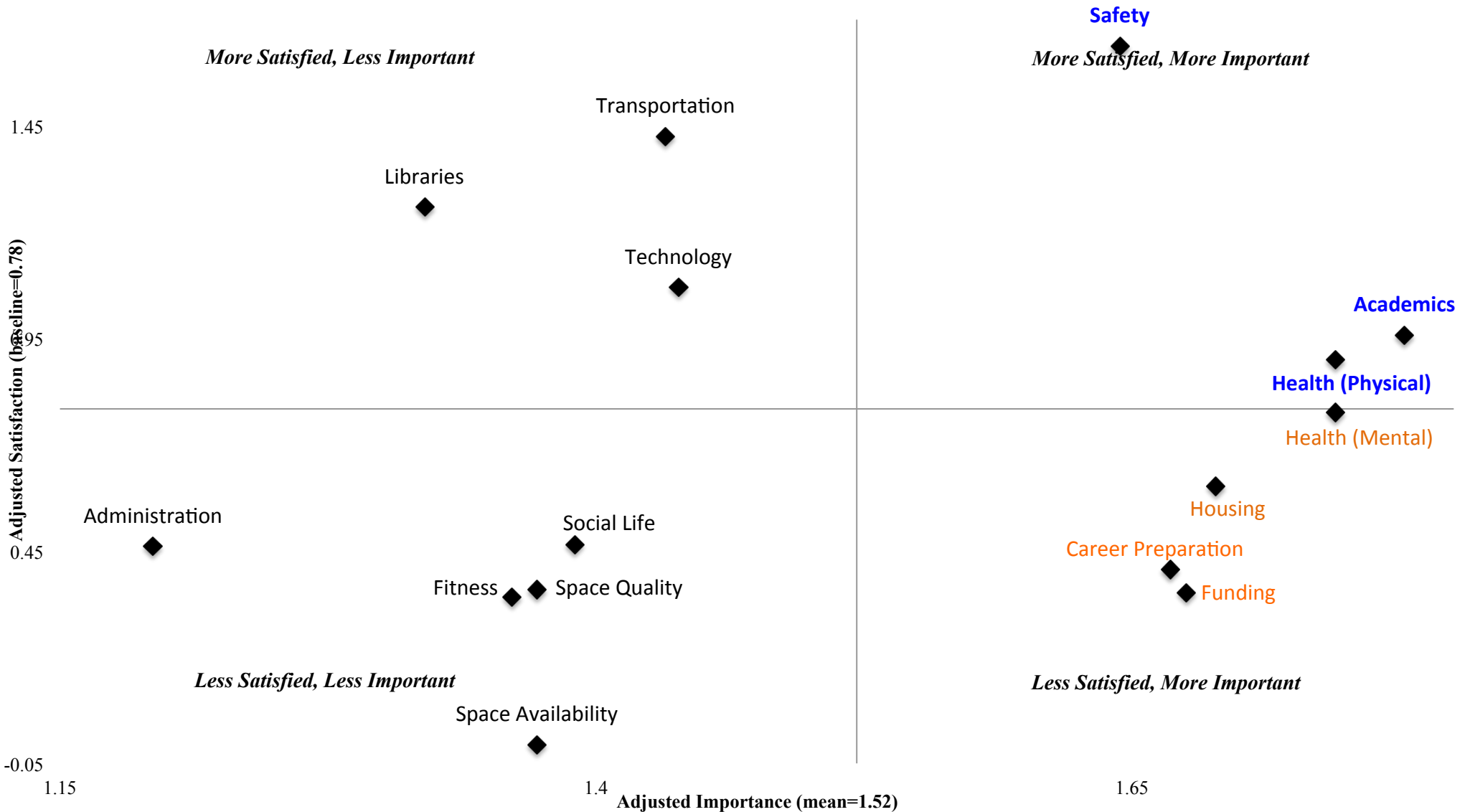


## Satisfaction vs. Importance (School of Continuing Education)



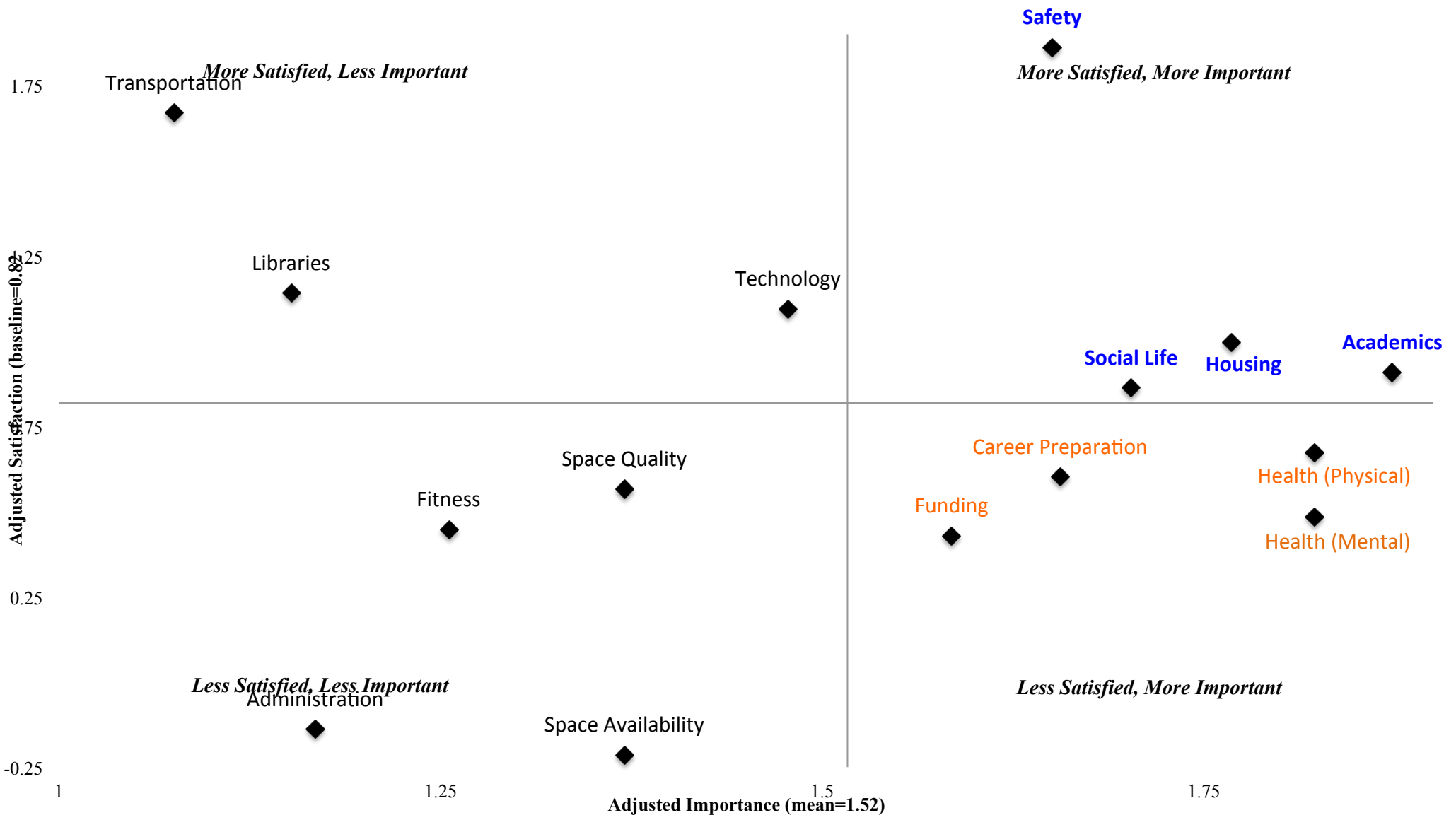
# SEAS, Graduate

## Satisfaction vs. Importance (School of Engineering, Graduate)



# SEAS Undergraduate Satisfaction

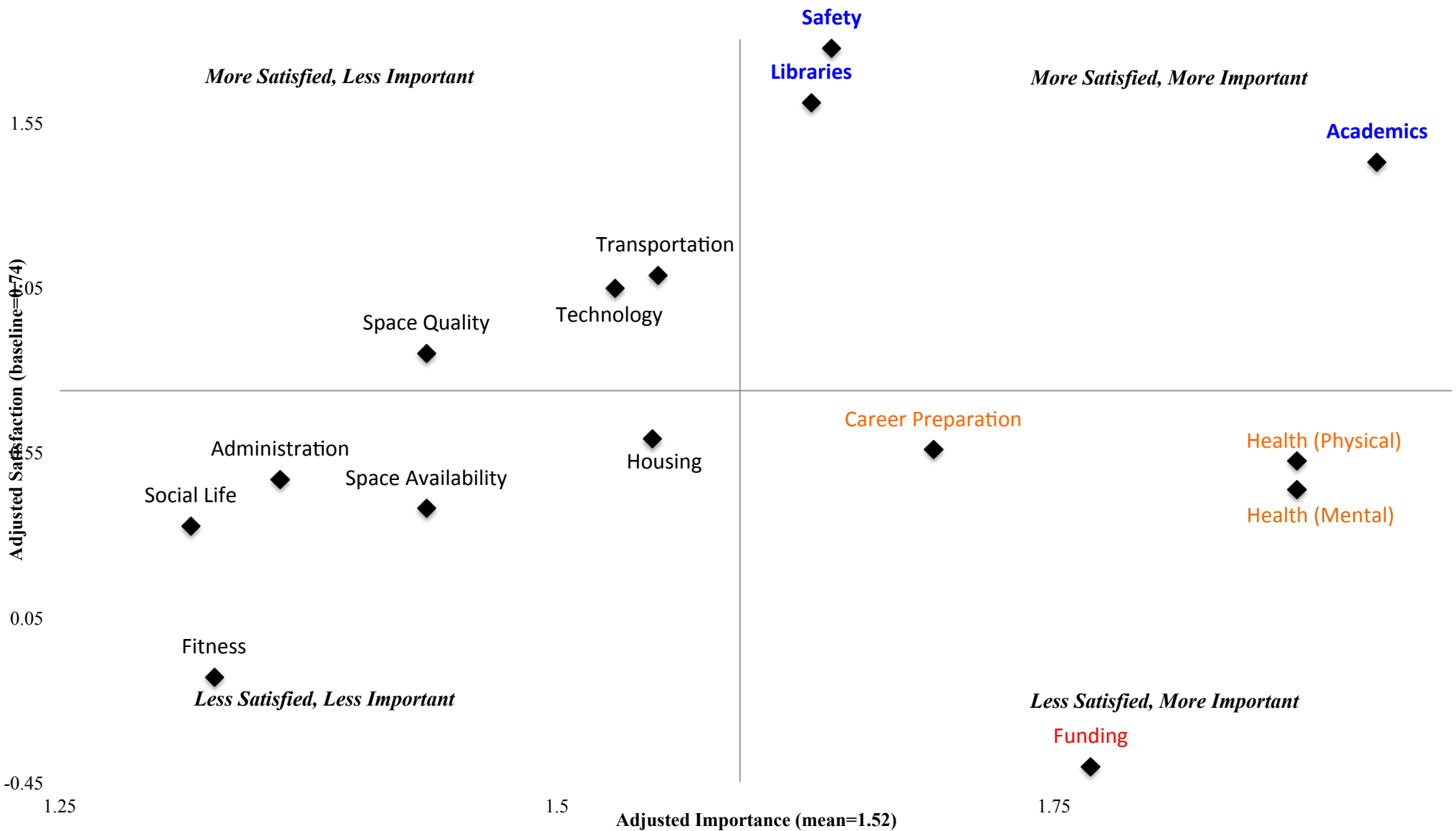
## Satisfaction vs. Importance (School of Engineering, Undergraduate)



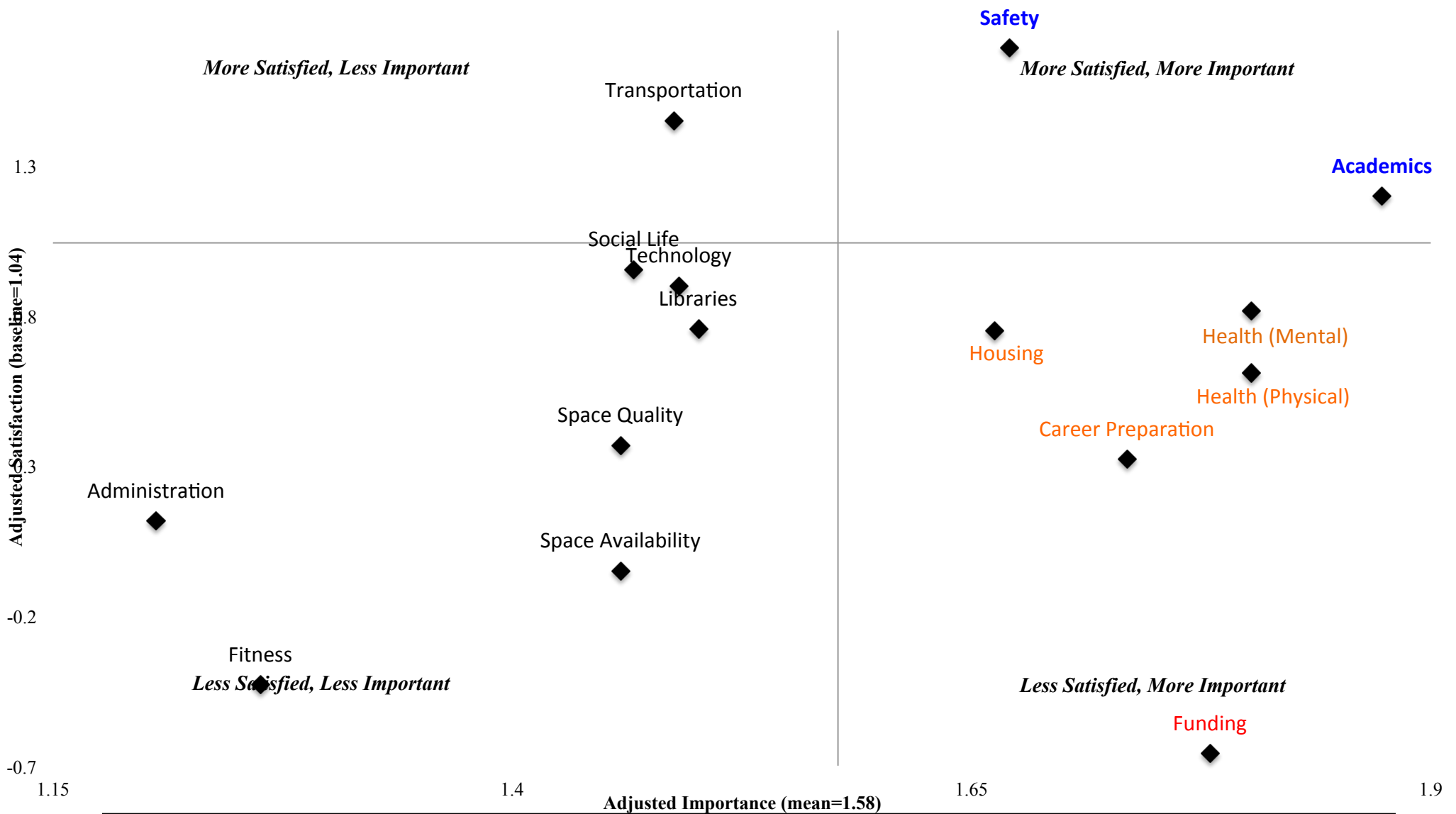


# School of General Studies

## Satisfaction vs. Importance (School of General Studies)

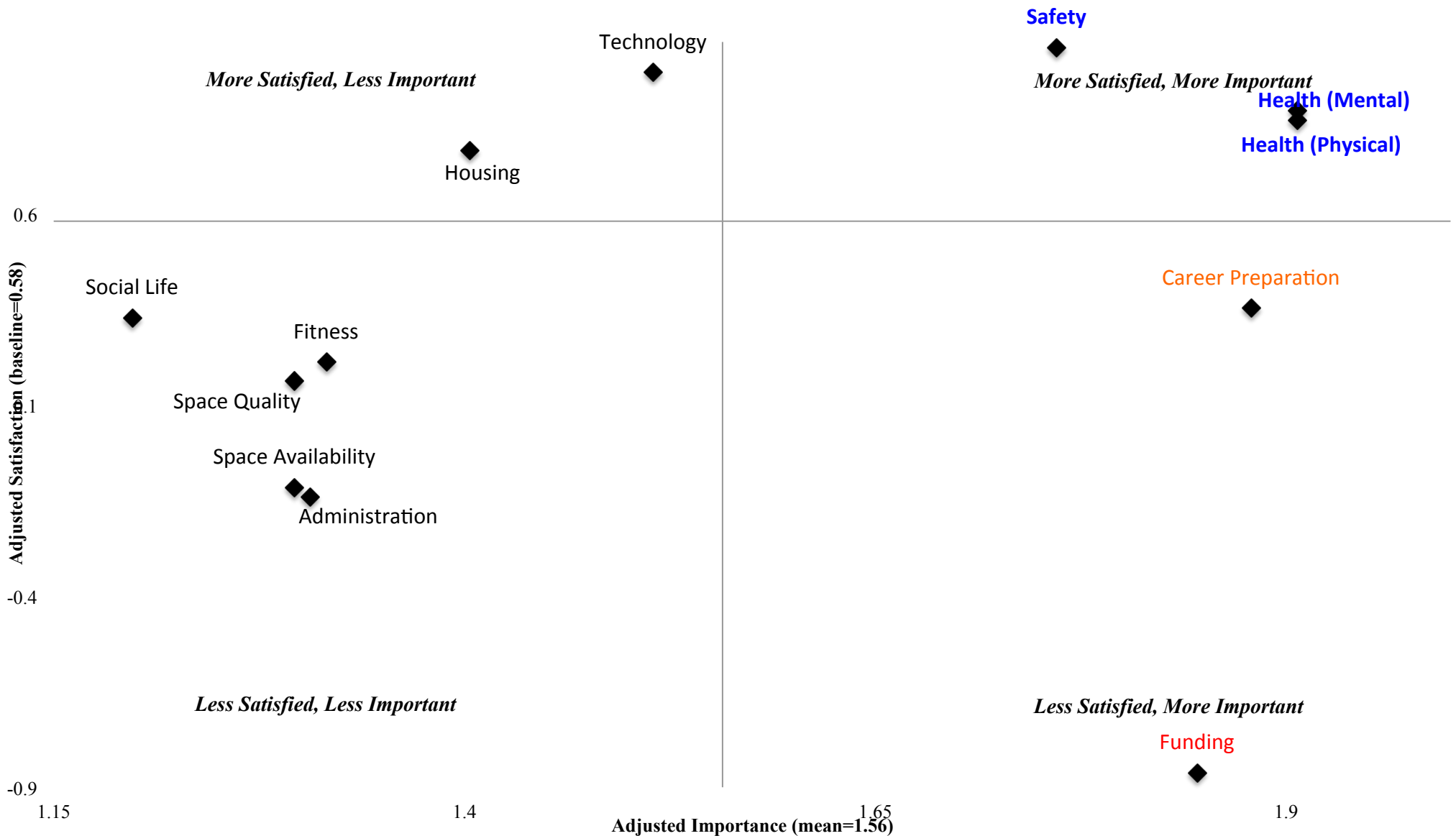


## Satisfaction vs. Importance (SIPA)



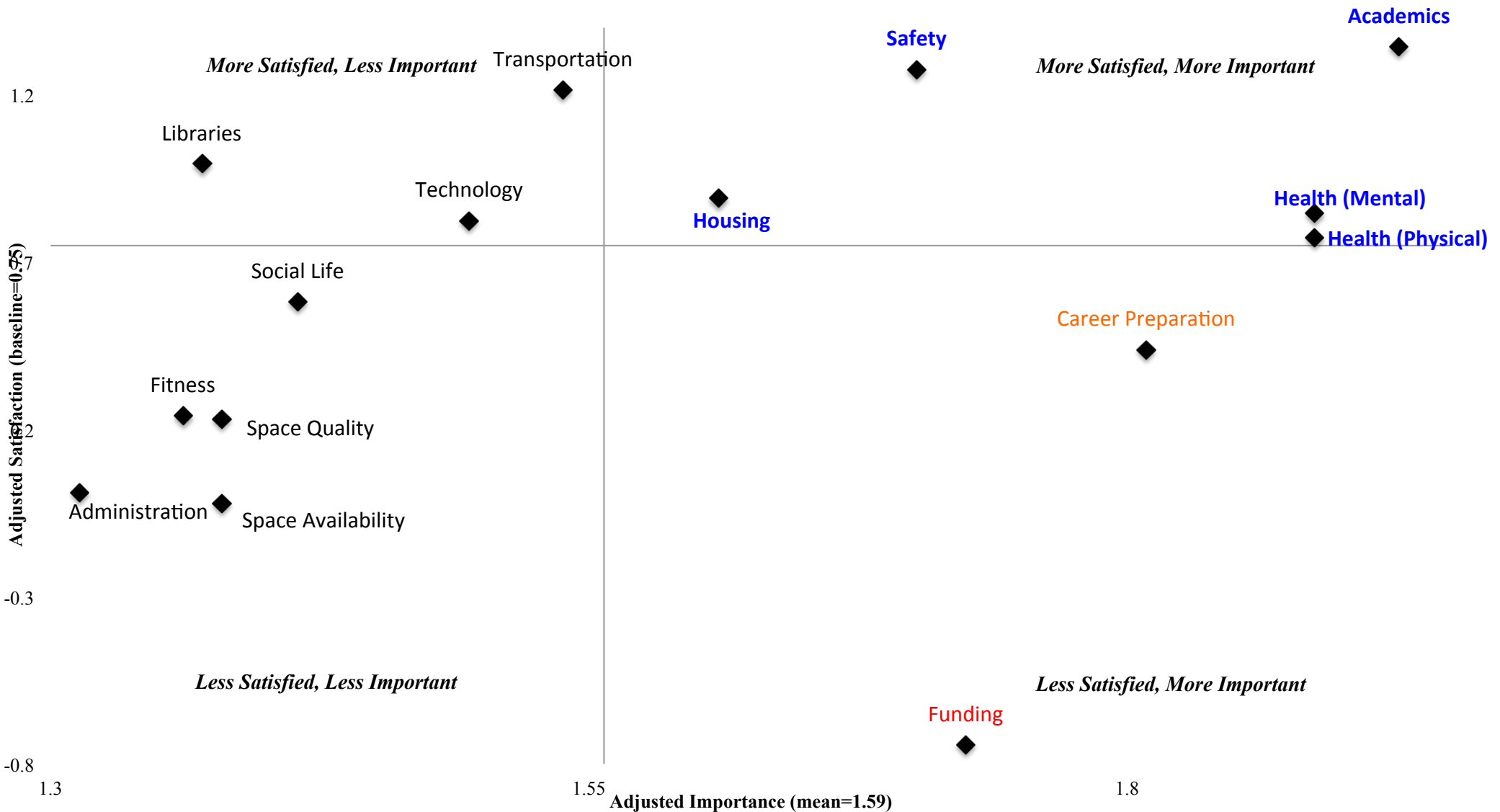
# School of Nursing

## Satisfaction vs. Importance (School of Nursing)



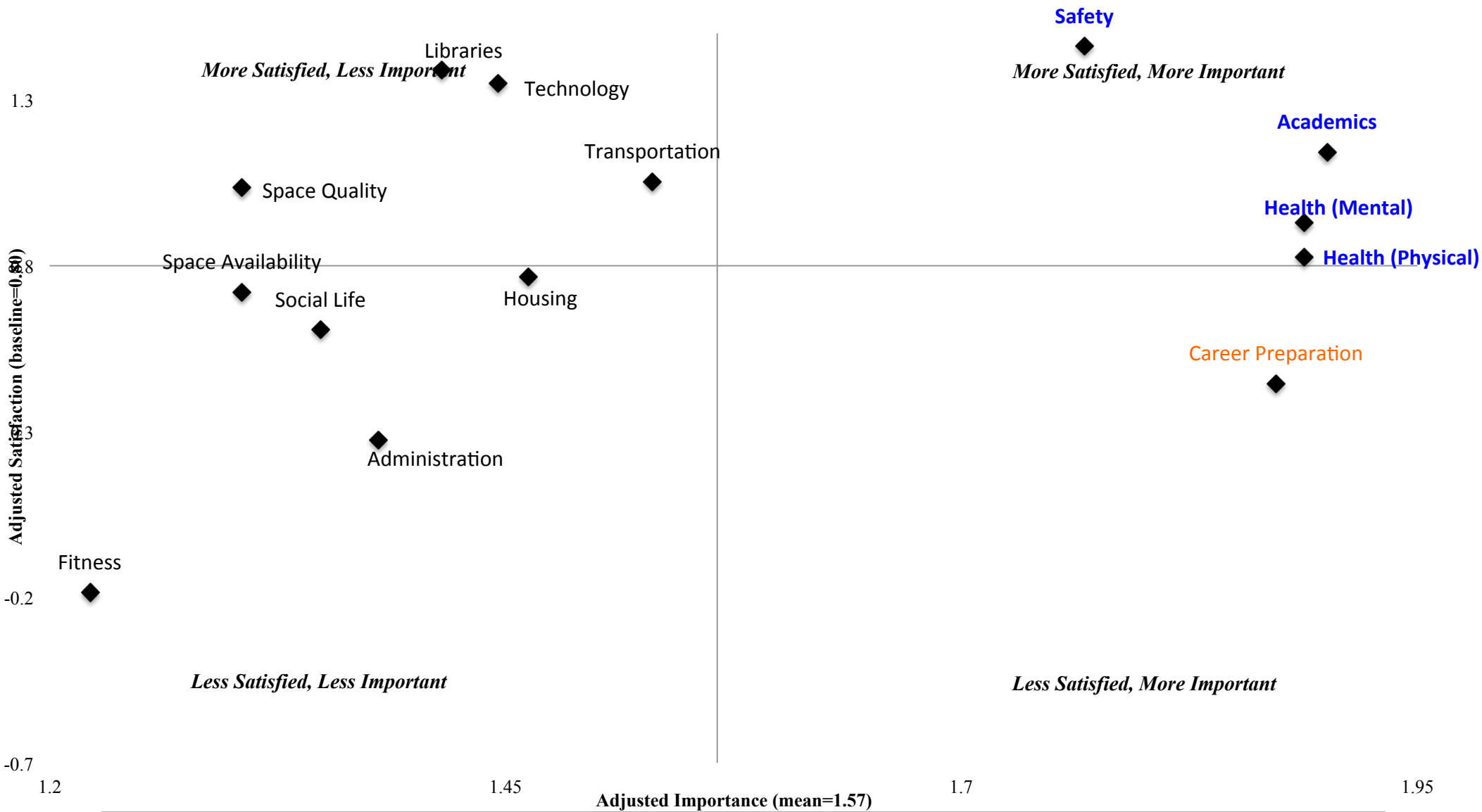
# School of Public Health

## Satisfaction vs. Importance (School of Public Health)



# School of Social Work

## Satisfaction vs. Importance (School of Social Work)



# Teachers College

## Satisfaction vs. Importance (Teachers College)

