Columbia Engineering
Graduate Student
Quality of Life Survey

7th Annual
Graduate Student Town Hall Meeting
May 2, 2016
Introduction

- Survey Design and Analysis Methodology
- Results and Key Insights
  - Overview
  - Academics and Mentoring
  - Academic Integrity
  - Professional Development
  - Career Development
  - Student Life
  - Libraries and Facilities
- Question and Answer Panel
Survey Overview
Survey Design and Analysis

- Likert scale
- Randomized sections, options in matrix questions

1) State the research question
2) State the null hypothesis
3) Conduct appropriate statistical analysis
4) Draw statistical conclusions
5) Draw research conclusions
Demographics

SURVEY RESPONDENTS ARE REPRESENTATIVE OF DEGREE PROGRAMS AND DEPARTMENTS
Representation by Degree Program

2016 Student Body

- MS: 71%
- PhD: 24%
- MS/PhD: 5%
- PD: 0%
- EngScD: 0%

2016 Survey

- MS: 74%
- PhD: 19%
- MS/PhD: 6%
- EngScD: 1%

Survey Response Rate: 555 / 2,405 (27.1%)
Representation by Degree Program

2015 Survey

- MS: 67%
- PhD: 23%
- MS/PhD: 8%
- PD: 1%
- EngScD: 1%

Survey Response Rate: 431 / 2,038 (21.1%)

2016 Survey

- MS: 74%
- PhD: 19%
- MS/PhD: 6%
- PD: 1%
- EngScD: 1%

Survey Response Rate: 555 / 2,405 (27.1%)

Survey Response Rate: 431 / 2,038 (21.1%)
Survey Response Rate: 555 / 2,405 (27.1%)  \[ \chi^2 = 17.20, p = 0.07 \]
Overview of Student Satisfaction
Importance vs. Satisfaction

- Academics
- Professional Development
- Library Services
- Technology Services
- Career Services
- Student Life and Advising
- Mental Health
- Social Life
- Physical Health
- Housing
- Intercampus Shuttle
- Funding Opportunities

Importance vs. Satisfaction scatter plot.
The overall student satisfaction in 2016 is 75% ± 1%.

Error bars are the standard error of the mean.
Student Satisfaction by Department

<table>
<thead>
<tr>
<th>Department</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAEE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMEN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEOR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APAM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEEM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MECE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- Dark gray: Strongly disagree
- Orange: Disagree
- Blue: Neutral
- Green: Agree
- Beige: Strongly agree

Sample sizes for 2015 and 2016 are provided in the figure.
Student Satisfaction by Department

<table>
<thead>
<tr>
<th>Department</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAEE</td>
<td>101</td>
<td>13</td>
</tr>
<tr>
<td>BMEN</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>COMS</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>CHEN</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>IEOR</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>ELEN</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>APAM</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>DSI</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>CEEM</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>MECE</td>
<td>12</td>
<td>5</td>
</tr>
</tbody>
</table>

Legend:
- Dark gray: Strongly disagree
- Orange: Disagree
- Blue: Neutral
- Green: Agree
- Beige: Strongly agree

Survey years: 2015-2016
Academics

STUDENT SATISFACTION WITH ACADEMICS AND COURSEWORK
Academic Satisfaction

Importance vs. Satisfaction

- DSI
- APAM
- BMEN
- PhD
- COMS
- EAEE
- CHEN
- ELEN
- MECE
- MS
- IEO
## SEAS Classes and Academics

<table>
<thead>
<tr>
<th>Area</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Requirements</td>
<td>8%</td>
<td>12%</td>
<td>80%</td>
</tr>
<tr>
<td>Teaching Assistance</td>
<td>9%</td>
<td>17%</td>
<td>74%</td>
</tr>
<tr>
<td>Quality of Seminars</td>
<td>8%</td>
<td>21%</td>
<td>71%</td>
</tr>
<tr>
<td>Manageable Courseload</td>
<td>13%</td>
<td>16%</td>
<td>70%</td>
</tr>
<tr>
<td>Theory/Practical Balance</td>
<td>13%</td>
<td>20%</td>
<td>67%</td>
</tr>
<tr>
<td>TA Preparation</td>
<td>14%</td>
<td>22%</td>
<td>64%</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>14%</td>
<td>22%</td>
<td>64%</td>
</tr>
<tr>
<td>Career Preparation</td>
<td>12%</td>
<td>24%</td>
<td>64%</td>
</tr>
<tr>
<td>Department Websites</td>
<td>12%</td>
<td>26%</td>
<td>62%</td>
</tr>
<tr>
<td>Course Availability</td>
<td>21%</td>
<td>17%</td>
<td>62%</td>
</tr>
<tr>
<td>Degree Flexibility</td>
<td>18%</td>
<td>21%</td>
<td>61%</td>
</tr>
<tr>
<td>Selection of Electives</td>
<td>27%</td>
<td>21%</td>
<td>52%</td>
</tr>
</tbody>
</table>

- **Strongly Disagree**
- **Disagree**
- **Neutral**
- **Agree**
- **Strongly Agree**
Error bars are the standard error of the mean.
Course Availability to Fulfill Degree Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEN</td>
<td>1 5 11 51 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAEE</td>
<td>0 2 4 11 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEOR</td>
<td>4 11 18 58 18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEEM</td>
<td>0 5 7 19 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APAM</td>
<td>1 2 5 8 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEN</td>
<td>1 6 5 14 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMEN</td>
<td>2 10 6 22 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MECE</td>
<td>1 12 12 22 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMS</td>
<td>1 11 21 15 34 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DSI</td>
<td>4 6 4 11 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

n:
- ELEN: 75
- EAEE: 22
- IEOR: 109
- CEEM: 37
- APAM: 22
- CHEN: 31
- BMEN: 43
- MECE: 52
- COMS: 87
- DSI: 25

0% 20% 40% 60% 80% 100%
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
Selection of Electives

<table>
<thead>
<tr>
<th>Department</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEOR</td>
<td>5</td>
<td>10</td>
<td>20</td>
<td>53</td>
<td>21</td>
<td>109</td>
</tr>
<tr>
<td>EAEE</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>11</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>ELEN</td>
<td>3</td>
<td>10</td>
<td>16</td>
<td>39</td>
<td>7</td>
<td>75</td>
</tr>
<tr>
<td>MECE</td>
<td>5</td>
<td>10</td>
<td>9</td>
<td>23</td>
<td>5</td>
<td>52</td>
</tr>
<tr>
<td>CEEM</td>
<td>2</td>
<td>4</td>
<td>13</td>
<td>17</td>
<td>1</td>
<td>37</td>
</tr>
<tr>
<td>CHEN</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>11</td>
<td>2</td>
<td>31</td>
</tr>
<tr>
<td>COMS</td>
<td>8</td>
<td>25</td>
<td>18</td>
<td>27</td>
<td>9</td>
<td>87</td>
</tr>
<tr>
<td>DSI</td>
<td>4</td>
<td>9</td>
<td>3</td>
<td>8</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>BMEN</td>
<td>3</td>
<td>16</td>
<td>10</td>
<td>11</td>
<td>3</td>
<td>43</td>
</tr>
<tr>
<td>APAM</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>22</td>
</tr>
</tbody>
</table>

0% Strongly disagree | 20% Disagree | 40% Neutral | 60% Agree | 80% Strongly agree | 100%
“The level of mentorship and guidance provided by my advisor is adequate.”

Error bars are the standard error of the mean
PhD Advisor Mentorship

2015

- APAM: Strongly disagree (11), Disagree (5), Neutral (10), Agree (25), Strongly agree (22)
- ELEN: Strongly disagree (14), Disagree (5), Neutral (34), Agree (11), Strongly agree (26)
- CEEM: Strongly disagree (14), Disagree (5), Neutral (34), Agree (11), Strongly agree (26)
- EAEE: Strongly disagree (14), Disagree (5), Neutral (34), Agree (11), Strongly agree (26)
- BMEN: Strongly disagree (14), Disagree (5), Neutral (34), Agree (11), Strongly agree (26)
- MECE: Strongly disagree (14), Disagree (5), Neutral (34), Agree (11), Strongly agree (26)
- CHEN: Strongly disagree (14), Disagree (5), Neutral (34), Agree (11), Strongly agree (26)
- IEOR: Strongly disagree (14), Disagree (5), Neutral (34), Agree (11), Strongly agree (26)
- COMS: Strongly disagree (14), Disagree (5), Neutral (34), Agree (11), Strongly agree (26)

2016

- APAM: Strongly disagree (18), Disagree (7), Neutral (13), Agree (10), Strongly agree (2)
- ELEN: Strongly disagree (18), Disagree (7), Neutral (13), Agree (10), Strongly agree (2)
- CEEM: Strongly disagree (18), Disagree (7), Neutral (13), Agree (10), Strongly agree (2)
- EAEE: Strongly disagree (18), Disagree (7), Neutral (13), Agree (10), Strongly agree (2)
- BMEN: Strongly disagree (18), Disagree (7), Neutral (13), Agree (10), Strongly agree (2)
- MECE: Strongly disagree (18), Disagree (7), Neutral (13), Agree (10), Strongly agree (2)
- CHEN: Strongly disagree (18), Disagree (7), Neutral (13), Agree (10), Strongly agree (2)
- IEOR: Strongly disagree (18), Disagree (7), Neutral (13), Agree (10), Strongly agree (2)
- COMS: Strongly disagree (18), Disagree (7), Neutral (13), Agree (10), Strongly agree (2)
## PhD Advisor Mentorship

<table>
<thead>
<tr>
<th>Department</th>
<th>2015</th>
<th></th>
<th></th>
<th>2016</th>
<th></th>
<th></th>
<th>n</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>APAM</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td></td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>ELEN</td>
<td>3</td>
<td>20</td>
<td>14</td>
<td>6</td>
<td></td>
<td></td>
<td>25</td>
<td>22</td>
</tr>
<tr>
<td>CEEM</td>
<td>1</td>
<td>4</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>EAEE</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>BMEN</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>14</td>
<td>6</td>
<td></td>
<td>34</td>
<td>26</td>
</tr>
<tr>
<td>MECE</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td></td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>CHEN</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td></td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>IEOR</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>9</td>
<td>2</td>
<td></td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>COMS</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>9</td>
<td></td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- **Strongly disagree**
- **Disagree**
- **Neutral**
- **Agree**
- **Strongly agree**

<table>
<thead>
<tr>
<th>Year</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>11</td>
</tr>
<tr>
<td>2016</td>
<td>10</td>
</tr>
</tbody>
</table>

- 0% to 100% represent the percentage distribution among the categories.
"I find the following features of Canvas useful":

<table>
<thead>
<tr>
<th>Feature</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Materials</td>
<td>6%</td>
<td>9%</td>
<td>84%</td>
</tr>
<tr>
<td>Assignment Submissions</td>
<td>6%</td>
<td>10%</td>
<td>84%</td>
</tr>
<tr>
<td>Course Announcements</td>
<td>7%</td>
<td>9%</td>
<td>84%</td>
</tr>
<tr>
<td>Piazza</td>
<td>9%</td>
<td>28%</td>
<td>62%</td>
</tr>
<tr>
<td>Canvas Mobile App</td>
<td>10%</td>
<td>31%</td>
<td>59%</td>
</tr>
<tr>
<td>Discussions</td>
<td>15%</td>
<td>34%</td>
<td>51%</td>
</tr>
<tr>
<td>Collaborations</td>
<td>18%</td>
<td>40%</td>
<td>43%</td>
</tr>
<tr>
<td>Chat</td>
<td>18%</td>
<td>43%</td>
<td>39%</td>
</tr>
</tbody>
</table>

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
New CourseWorks (Canvas) versus Old CourseWorks (Sakai)

<table>
<thead>
<tr>
<th></th>
<th>Course materials</th>
<th>Assignment submissions</th>
<th>Course announcements</th>
<th>Communication features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courseworks is convenient</td>
<td>88%</td>
<td>83%</td>
<td>81%</td>
<td>41%</td>
</tr>
<tr>
<td>Canvas is convenient</td>
<td>84%</td>
<td>84%</td>
<td>84%</td>
<td>49%</td>
</tr>
<tr>
<td>Courseworks is inconvenient</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>29%</td>
</tr>
<tr>
<td>Canvas is inconvenient</td>
<td>6%</td>
<td>6%</td>
<td>7%</td>
<td>15%</td>
</tr>
</tbody>
</table>
New CourseWorks: Comments

• User Experience
  o “The method to log on is so tedious and redundant. I have to click many times in order to enter one course's page.”
  o “Don't understand the rationale behind using box (which is horribly slow, laggy and at times outright buggy) as the default pdf file viewer.”
  o “Announcements don't read well-courses all mixed up together, old announcements continue to be marked new.”
  o “The mobile app makes all the difference! I love it!”
  o “Still cannot ask for the desktop version of Canvas; Cannot submit any Word or PDF file through the mobile access(Canvas app)”
  o “Canvas can establish groups. It is really cool.”
New CourseWorks: Comments

- **Use by professors/instructors**
  - “Professors still aren't quite sure how Canvas works, or still aren't familiar with the system. The location of course content isn't as intuitive as with Courseworks.”
  - “Many functions were underutilized. Students and lecturers should be familiarized with the various features.”

- **TA Experience**
  - “When using Canvas as TA, it would be nice if editing of the grade book was embedded in the site, not through Excel downloads/re-uploads”
  - “Sending emails to specific people is impossible - can't even look up the students uni.”
  - “When you send an email to the class as a TA on Canvas, you don't get that email yourself as you did on the older courseworks. This is really inconvenient [sic] and needs update asap!”
  - “Grading tools are horrible.”
“I find the following features of SSOL useful”:

- **Course Registration**
  - Disagree: 12%
  - Neutral: 13%
  - Agree: 75%

- **Accounts and Billing**
  - Disagree: 12%
  - Neutral: 17%
  - Agree: 72%

- **Transcript Requests**
  - Disagree: 6%
  - Neutral: 23%
  - Agree: 71%

- **Academic Certification Requests**
  - Disagree: 4%
  - Neutral: 32%
  - Agree: 64%

- **Waitlist**
  - Disagree: 10%
  - Neutral: 28%
  - Agree: 62%

- **Vergil Course Planning**
  - Disagree: 8%
  - Neutral: 34%
  - Agree: 58%
SSOL: Comments

- “I found billing difficult -- the names of the items being billed are not intuitive and things are not itemized clearly. Sometimes multiple items are grouped together as one item.”
- “There is time lag for the waitlist. And it is kind of hard to know the sequence.”
- “Very annoying that registration database is frequently offline so I can't even check registration status for courses between registration appointments a lot of the time”
- “Looks outdated”
- “Wish it was easier to get an unofficial transcript”
- “Vergil is a good idea, poorly executed. I am restricted to only take courses from certain departments, but you cannot search by department!”
Academic Integrity
• Academic Code of Honor passed in March 2014 by COI, EGSC, and ESC
• Presented to incoming students at orientation of August 2014
• Added the online Academic Integrity Module in August 2015

“We, the engineering graduate students of Columbia University, pledge to uphold the values of integrity, honesty, and dignity in the pursuit of common scholastic goals, both at Columbia and beyond.”
Academic Integrity Policies

- Policies were clearly communicated: 81%, 84%, 85%
- Policies were enforced: 67%, 67%, 70%
- Classmates followed policies: 58%, 62%, 68%

18.2% of students (n=80) have observed an academic integrity violation.

Violations reported to:
- Instructor/Professor: 58%
- TA & Instructor: 23%
- TA: 16%
- Office of GSA: 3%

Reason for not reporting:
- Uncertain of confidentiality: 22%
- Uncomfortable approaching authority figures: 18%
- Unknown how to report: 12%
- Unclear how to report: 12%
- Lack of severity of violation: 10%
- Classmate: 26%
32% of students provided reasoning as to why they may violate the Academic Integrity policies.
“Do you believe that peer reporting should play a role in enforcing Academic Integrity policies?”

- Yes: 46%
- No: 25%
- Not sure: 29%
Academic Integrity: Comments

- **Cultural**
  - 2016: “From my experience, it seems certain aspects of Academic Integrity are not followed by all students due to **cultural norms**. During exams, the same groups of students are consistently the ones communicating during exams in the back of the room.”
  - 2015: “A specific session should be held for international students due to **cultural differences** in the concepts surrounding academic integrity violations.”
  - 2014: “[...] perhaps making Academic Integrity policies available in as many **native languages** as feasible would ensure that all students come to a similar understanding of the Academic Integrity Policies.”

- **Suggestions**
  - “More transparency on actions that have been taken.”
Professional Development Satisfaction

![Graph showing the relationship between importance and satisfaction for different programs.]

- BMEN
- CHEN
- COMS
- CEEM
- DSI
- APAM
- PhD
- EAEE
- ELEN
- MECE

The graph indicates the importance and satisfaction levels for various professional development programs, with the size of the bubbles representing the importance and the position along the axes indicating satisfaction.
Improved/Enhanced Skills at SEAS

Strongly agree

Strongly disagree

- Speaking to a large audience
- Leadership skills
- Technical writing skills
- Presentation skills
- Facilitating discussions
- Communication skills
- Working in a team
- Time management
- Keeping up with the latest...
- Expertise in my field
Career Development

NETWORKING AND CAREER DEVELOPMENT
74.0% of students are actively developing alumni contacts.

- Friends
- Events organized by EGSC or Office of Graduate Student Affairs
- Faculty
- Events organized by student groups (GradSWE, DGE, CLASS, SFB, CEEC, etc.)
- Department administration
- Events organized by the Alumni Affairs Office
- Alumni Associations (CEAA, CEYA, CAA)
School and Department Career Activities

“The following have been useful in my job search”:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal contacts</td>
<td>7.2%</td>
<td>29.5%</td>
<td>63.4%</td>
</tr>
<tr>
<td>Department sponsored career events</td>
<td>13.7%</td>
<td>36.2%</td>
<td>50.1%</td>
</tr>
<tr>
<td>Department administration/ Career placement officer</td>
<td>16.4%</td>
<td>37.5%</td>
<td>46.1%</td>
</tr>
<tr>
<td>Faculty</td>
<td>20.2%</td>
<td>37.5%</td>
<td>42.3%</td>
</tr>
<tr>
<td>Alumni networking events</td>
<td>18.1%</td>
<td>40.4%</td>
<td>41.5%</td>
</tr>
<tr>
<td>EGSC career related events</td>
<td>14.9%</td>
<td>44.6%</td>
<td>40.4%</td>
</tr>
</tbody>
</table>

Legend:
- **Strongly Disagree**
- **Disagree**
- **Neutral**
- **Agree**
- **Strongly agree**
“The following resources provided by CCE have been useful in my job search and application process:”

<table>
<thead>
<tr>
<th>Resource</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCE Career Fairs</td>
<td>12%</td>
<td>37%</td>
<td>51%</td>
</tr>
<tr>
<td>CCE Website</td>
<td>11%</td>
<td>38%</td>
<td>50%</td>
</tr>
<tr>
<td>LionShare</td>
<td>11%</td>
<td>41%</td>
<td>49%</td>
</tr>
<tr>
<td>Weekly Newsletters</td>
<td>12%</td>
<td>42%</td>
<td>46%</td>
</tr>
<tr>
<td>Workshops</td>
<td>10%</td>
<td>45%</td>
<td>45%</td>
</tr>
<tr>
<td>2015-2016 Career Planning Guide</td>
<td>11%</td>
<td>44%</td>
<td>44%</td>
</tr>
<tr>
<td>Mock Interviews</td>
<td>9%</td>
<td>53%</td>
<td>38%</td>
</tr>
<tr>
<td>Counseling Sessions</td>
<td>10%</td>
<td>53%</td>
<td>38%</td>
</tr>
</tbody>
</table>

*Strongly Disagree* 0%  *Disagree* 50%  *Neutral* 100%  *Agree* 100%  *Strongly agree* 100%
Relevance of Career Fairs

- PhD
- MS
- COMS
- DSI
- ELEN
- EAEE
- IECR
- CEEM
- APPH
- MECE
- BMEN
- CHEN

1. Strongly Disagree
2. Neutral
3. Strongly Agree

Scores for each program are shown on the graph.
Career Development: Comments

- “My degree isn’t well-represented in career fairs.”
- “Host them at different times of day. I wasn’t able to attend any of them this semester because I always had class at that time.”
- “Services for people with experience would be helpful. Most of the jobs are internships.”
- “...separate events for different degree programs...”
- “The more tailored the better. I found immense use from the All-Ivy Sustainability Career Fair. For the large generic ones, I waited in line for over an hour to talk to 1-2 relevant companies.”
- “Efforts to setup a segregated organization of employer tables in the fair, based on the specialization of the hiring pool they are targeting, eg: zones of tables can be allotted for each of Computer Science, Mechanical Engineering, Electrical Engineering etc.”
- “When filtering in the iOS app for the Career fair, it’d be useful to have the option of not including those employers that do not list details about the desired majors or degrees.”
Student Life
“I feel safe on campus”

- Strongly disagree: 1%
- Disagree: 1%
- Neutral: 8%
- Strongly agree: 43%
- Agree: 47%
SVR and Gender-Based Misconduct

“I think the following resources are effective”:

- Small discussion groups & case studies: 14% Disagree, 28% Neutral, 58% Agree
- Sexual Respect Website: 18% Disagree, 28% Neutral, 54% Agree
- Live film screening and discussion: 15% Disagree, 36% Neutral, 49% Agree
- Workshops and trainings: 15% Disagree, 37% Neutral, 48% Agree
- Individual online movie viewing and reflection: 16% Disagree, 38% Neutral, 46% Agree
- Presentation at orientation: 14% Disagree, 42% Neutral, 44% Agree

Legend:
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
Health Services: Columbia Psychological Services

USE OF SERVICES

- Yes: 14%
- No: 86%

Reasons for non-use:
- I did not know about them: 9%
- I am too embarrassed: 3%
- I am too busy: 12%
- I was not aware of the confidentiality in the process: 2%
- I do not need them: 60%
Dental Insurance

Have you ever deferred needed dental work while at Columbia due to lack of dental insurance?

- No: 30%
- Yes: 46%
- Not applicable: 24%

86% of students are enrolled in a voluntary dental plan.
Health Services: Usefulness

Alice organized workshops

Go Ask Alice!

Medical services at Columbia

Strongly disagree Disagree Neutral Agree Strongly agree
Health Comments

- “The two-to-three-week waiting time is too long.”
- “More dental and vision coverage needed, especially for PhDs. The plan for PhDs needs to be on par with post-docs/staff/faculty.”
- “I need dental! Stress causes me to grind my teeth at night.”
- “Please keep a cheaper option available for students who don't really get sick all that often and don't need medical treatment much.”
- “I chose a better and cheaper insurance than the one provided by Columbia.”
Social: Satisfaction

I am satisfied with the overall sense of community:

- Strongly Agree: 8%
- Agree: 43%
- Neutral: 31%
- Disagree: 13%
- Strongly Disagree: 5%

Bar chart showing satisfaction levels for different departments:

- EAEE: Strongly agree
- ELEN: Strongly agree
- DSI: Strongly agree
- BMEN: Strongly agree
- CHEN: Strongly agree
- IES: Strongly agree
- APPH: Strongly agree
- CEEM: Strongly agree
- COMS: Strongly agree
- MECE: Strongly agree
Social: Satisfaction with Community Building Efforts

- Strongly Agree: 11%
- Agree: 46%
- Neutral: 32%
- Disagree: 7%
- Strongly Disagree: 4%

- Diversity of social events and programs
- Number of social events and programs
- Diversity of student groups
- Sense of community
- EGSC/GSA event capacity

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
Social: Event Preference

- Performance Arts
- Entertainment/Sports games/AMC movie nights
- Off Campus socials
- Organized sporting activities
- Small on-campus gatherings
- Events organized by student groups
- Themed social events
- Interschool events

Disagree Neutral Agree
Social: Peer Networking

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department sponsored events</td>
<td>8%</td>
<td>28%</td>
<td>64%</td>
</tr>
<tr>
<td>EGSC events</td>
<td>8%</td>
<td>35%</td>
<td>57%</td>
</tr>
<tr>
<td>GSA events (including orientation)</td>
<td>8%</td>
<td>40%</td>
<td>52%</td>
</tr>
<tr>
<td>Student group sponsored events</td>
<td>11%</td>
<td>43%</td>
<td>46%</td>
</tr>
</tbody>
</table>

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
**Orientation Programming**

“Orientation helped me become acclimated with”:

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My department</td>
<td>5%</td>
<td>21%</td>
<td>74%</td>
</tr>
<tr>
<td>University resources</td>
<td>9%</td>
<td>22%</td>
<td>70%</td>
</tr>
<tr>
<td>SEAS</td>
<td>7%</td>
<td>25%</td>
<td>68%</td>
</tr>
<tr>
<td>Columbia campus</td>
<td>10%</td>
<td>25%</td>
<td>66%</td>
</tr>
<tr>
<td>Student groups</td>
<td>12%</td>
<td>35%</td>
<td>53%</td>
</tr>
<tr>
<td>New York City</td>
<td>16%</td>
<td>36%</td>
<td>48%</td>
</tr>
</tbody>
</table>

- **Strongly disagree**
- **Disagree**
- **Neutral**
- **Agree**
- **Strongly agree**
Orientation: Comments

- “It was hard to catch all of the information presented during orientation. There should be a website or handout given that recaps on all of the information that was discussed.”

- “More comprehensive view of resources/student groups on campus.”

- “Anything that would serve as a guide to students on how they can manage their time the best, would be very useful.”

- “Should provide them with suggestions about where to eat good food.”

- “Student-led shopping trips for new students.”

- “Invite more continuing students.”
Libraries/Facilities
“How many times per week do you frequent the Northwest Corner library?”

2015

- 0: 37.8%
- 1-2: 40.1%
- 3-4: 12.1%
- 4+: 10.0%

“How many times per week do you frequent the following libraries?”

- **SEL**: 0-1x: 40%, 1-2x: 30%, 2-3x: 20%, 3-4x: 5%, >4x: 5%
- **Uris**: 0-1x: 35%, 1-2x: 45%, 2-3x: 10%, 3-4x: 5%, >4x: 5%
- **Butler**: 0-1x: 50%, 1-2x: 35%, 2-3x: 10%, 3-4x: 5%, >4x: 0%
- **Avery**: 0-1x: 60%, 1-2x: 20%, 2-3x: 10%, 3-4x: 5%, >4x: 5%
“The following resources at the Northwest Corner Library are useful to me”:

- Hours of operation
- Printing and scanning facilities
- Computer terminals
- Reference materials
- Group study and/or workspace
- Individual study and/or workspace

Responses:

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

PhD
MS

61
Library Services: Comments

- “The online resources are a [sic] great [tools] for engineers.”
- “Library hours are too short!” “24/7 library during midterms and finals.” “Open the engineering library at 8am.”
- “I find the amount of study space on campus insufficient. More individual and group study space is needed.”
- “More scanning facilities need to be introduced.”
- “We need more outlets to plug in our computers”
- “Library computers need engineering software on all computers. Please make Matlab, Solidworks, and CATIA available.”
- “Put carpet in the engineering library. I stopped studying there because the sound of people in heavy shoes constantly walking on wood floors was distracting. Also, the soundproofing is inadequate when people speak loudly in the group study rooms.”
Space Facilities: Satisfaction

- Carleton Commons
- Columbia Makerspace
- Quality and maintenance of equipment in labs
- Cleanliness of laboratory and office space
- Department lounge
- Mudd classroom cleanliness

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
Technical Facilities: Satisfaction

- Quality of CUIT technical support
  - Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree

- Availability of advanced computing resources

- Availability of engineering software in computer labs

- Availability of engineering software for personal computers

- Wired internet speed

- Wireless internet speed

- Wireless internet coverage
Blue Java Café: Satisfaction

- Variety of food options
- Cleanliness
- Cost
- Friendliness of staff
- Availability of food for dietary restrictions
- Hours of operation
- Availability of healthy food options

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
“I am satisfied with the service provided by the Off-Campus Housing Assistance Office (OCHA)”:

- Strongly disagree: 8%
- Disagree: 14%
- Neutral: 37%
- Agree: 32%
- Strongly agree: 9%
Housing: UAH

- Cost
- Apartment renovations
- Quality of Internet service
- Building maintenance
- UAH helpful in issue resolution
- Helpful superintendent
- Building security
- Helpful doorperson

0% 20% 40% 60% 80% 100%

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree