John Jay Vs. Columbia: What is the difference?
How socio-economic status influence educational success and employment?
Margarita Bartasanaite, Lorena Munoz, Ashley Rodriguez, Catherine Costa, Carla Estrella, Chhentse Lama, Leonardo Leon, Erick Asadobay, Remi Diaz, Jackie Jimenez, Jacey Friedlander, Josh Meltzer, Valentina Henriquez, Alma Aquino
Learning Community ANT 101 and ENG 101, Professors Anthony Marcus and Maria Grewe & First Year Seminar ANT 101, Professor Ric Curtis

Introduction
This multi-method research project examines differences that exist, or that are thought to exist, between public and private institutions of higher education. The study compared two such institutions – John Jay College and Columbia University – to examine a variety of similarities and differences, and to draw conclusions about them based upon an analysis of the data. This poster examines differences in how socio-economic status between students at John Jay College and Columbia may affect their educational experiences and influence their present and future employment.

Methods & Materials
1. Literature and data search: search of academic and popular articles that compare and contrast public and private higher education.
2. Ethnographic Observations at both schools: fieldnotes of observations at Columbia and John Jay focused on differential experience of students
3. Confidential survey of students (n=568): analysis of survey data focused on demographics, economics, study and work
4. In-depth interviews: with students at both institutions provided context to better understand differences and similarities

Discussion
Students at John Jay and Columbia differ in how they finance their education. Parents pay for tuition far more at Columbia than at John Jay, where students are far more dependent upon other sources of income. Columbia students also get more scholarships and loans than John Jay students, though the cost of tuition is much higher than John Jay. More John Jay College students report working than Columbia students, but among those that say they work, the average number of hours worked by Columbia students is reported to be higher than John Jay students.

An examination of the types of work they report reveals that students at the two colleges occupy different yet overlapping worlds, even at this stage of their careers. Many Columbia students have jobs with a potential future or that require relatively high levels of skill. John Jay students, by contrast, work at jobs that are more unskilled and are not typically seen as long term or leading to careers.

The reported number of study hours is quite different, but: 1) John Jay is a commuter school and students have comparatively less time to study as compared with Columbia students, 2) the expectation that private college students are going to study a lot may be the source of some generous estimates by Columbia students, and 3) there is considerable pressure on Columbia students to succeed and many push themselves because of that.

Conclusions
Students at both colleges are stressed by the demands of paying for school, but for somewhat different reasons: John Jay students are more financially independent from parents and must often balance earning money and school to succeed. Columbia students are more financially dependent upon parents and have additional expectations of success that come with attending an Ivy League school.

The jobs that students already have may be better predictors of future success than any other variable that was collected for our study. Students appear to be tracked into particular types of employment and at particular levels very early in their academic careers.