The Orange Survey

What's your slice?

2015
Initial Findings

OIRA

SYRACUSE UNIVERSITY
OFFICE OF INSTITUTIONAL RESEARCH & ASSESSMENT

The Orange Survey

- The Orange Survey is a longitudinal study of undergraduate students at SU, designed to identify predictors of persistence and graduation.
- The first wave of the survey was administered in fall 2015, and ensuing waves will be administered annually.
- The survey was administered to all undergraduates, and had a response rate of 43% (6,298 respondents).
- The survey contained 102 forced-choice items and three open-ended questions. General topic areas in the survey were academics, advising, social life, life balance, finances, on-campus support, family support, off-campus work, and general feedback.
- Statistical analysis of the responses from the first wave revealed the following core factors in the data which may be associated with persistence: academic course experiences, academic integration, academic motivation, academic preparedness, academic satisfaction, financial strain, institutional support, interpersonal academic experiences, social integration, and support awareness and willingness.

Key Results

Because this is the first wave of data, we do not yet have actual persistence and graduation data. Therefore, our initial analyses focused on declared intent to graduate as the outcome of interest.

- Most students who intend to earn a bachelor's degree intend to do so at SU.
- Academic matching, academic experiences and satisfaction, social integration, and whether students feel their SU education is worth the cost are correlated with students' intent to earn their degree at SU.
- SU students are less likely to agree that their education is worth the cost than the average student at a private, non-profit university.
  - The value of an SU education is only weakly related to how much students can afford to pay or are asked to pay.
  - Rather, how well matched students feel academically, as well as their experiences and satisfaction with academics, social life, and support predict how much they value their SU education.



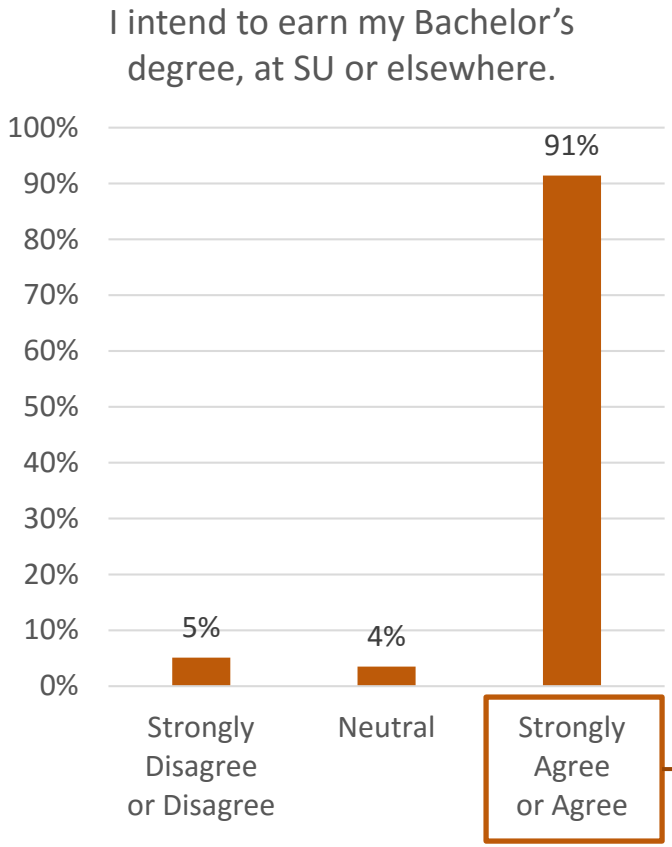
INTENT TO EARN A DEGREE

Intent to Earn a Degree

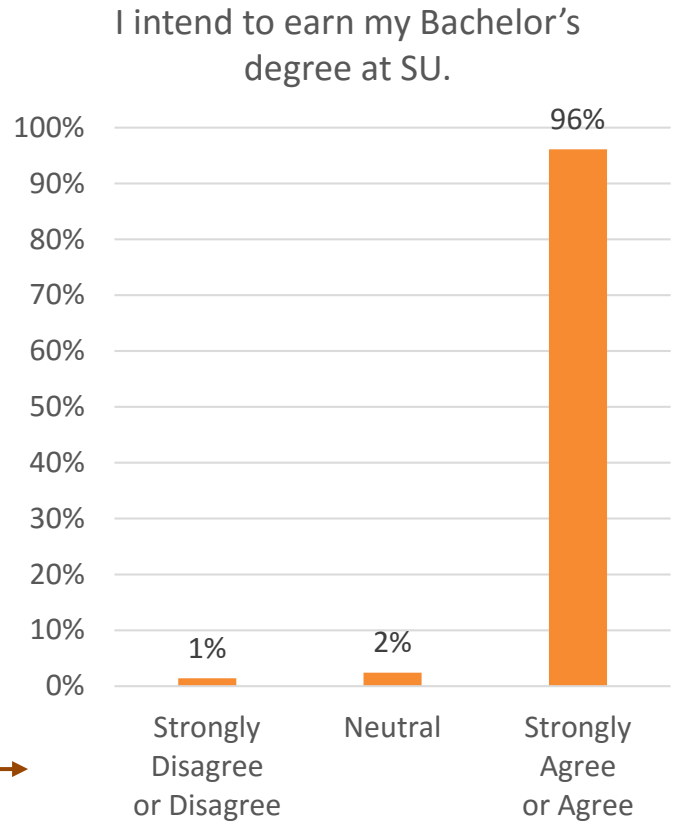
- In 30 years of research, intent to earn a degree has proven to be the best single predictor of persistence. We asked:
  - I intend to earn my bachelor's degree, at SU or elsewhere
  - I intend to earn my bachelor's degree at SU
- 91% of students intend to earn a bachelor's degree at SU or elsewhere.
- Of these students, 96% intend to earn a degree at SU.
- Academic and social experiences, academic matching, and perceived value of an SU education are related to intent to earn a degree at SU.

Intent to Earn a Degree

Almost all students who intend to earn a bachelor's degree intend to do so at SU.



The second graph includes only students who intend to earn a Bachelor's degree.

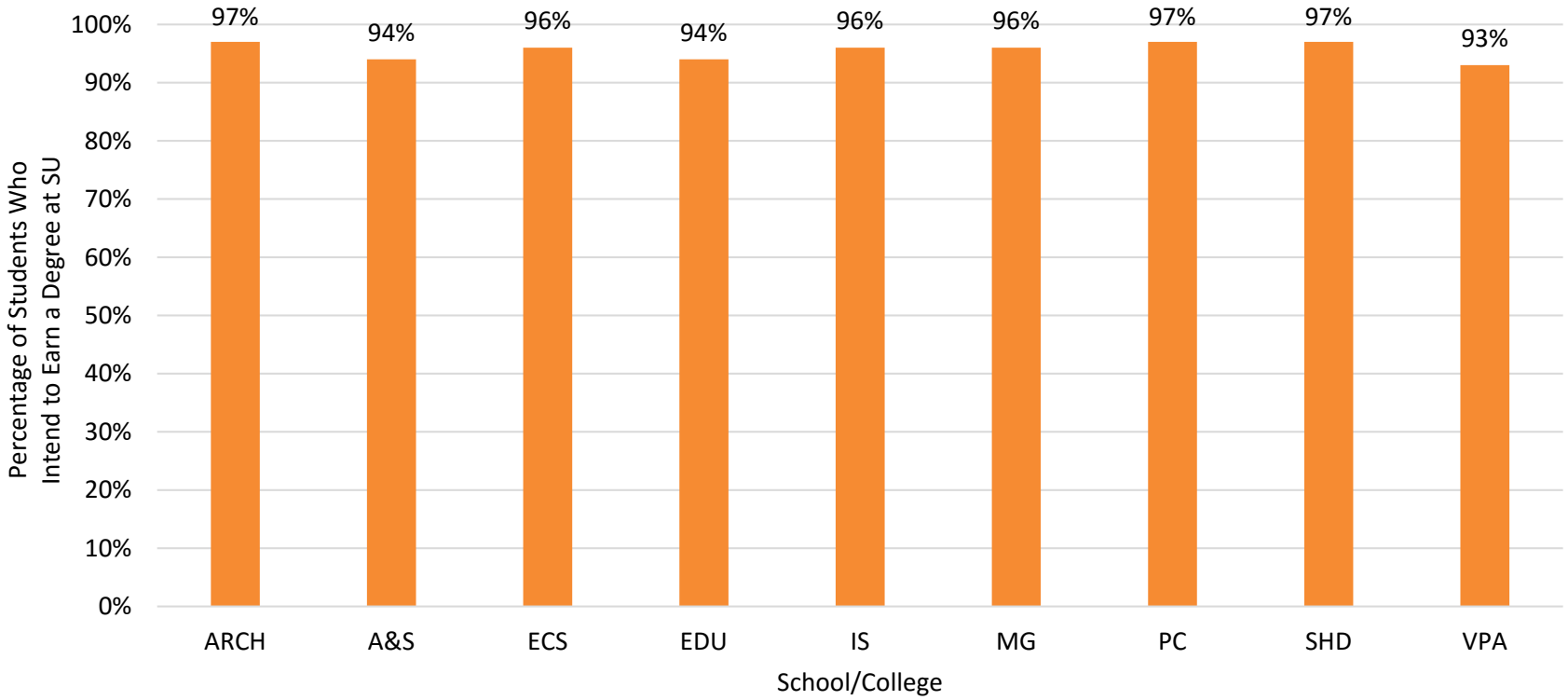


Percentages do not add up to 100 due to rounding.

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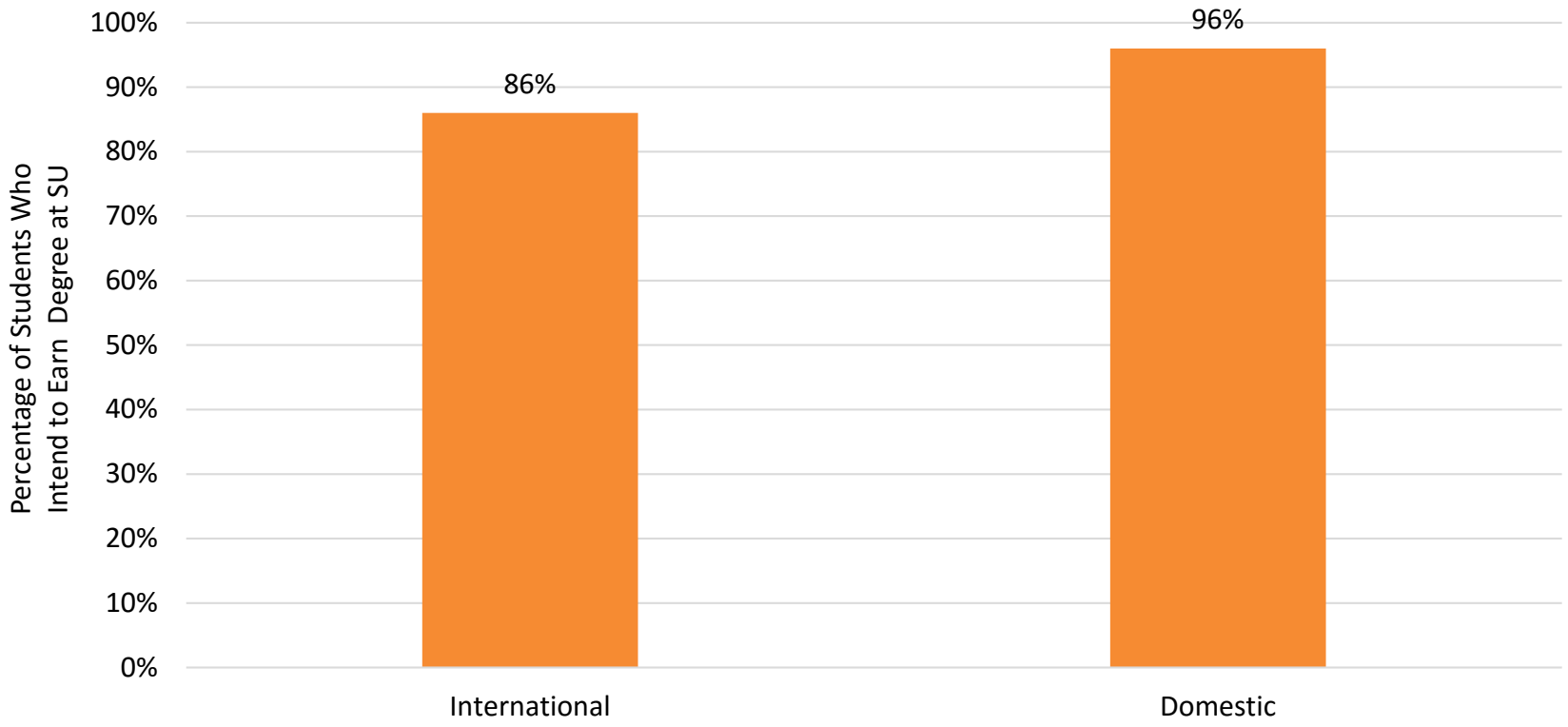
School/College and Intent to Earn Degree at SU

Fewer Arts and Sciences, Education, and VPA students intend to earn a degree at SU than students in other schools/colleges.



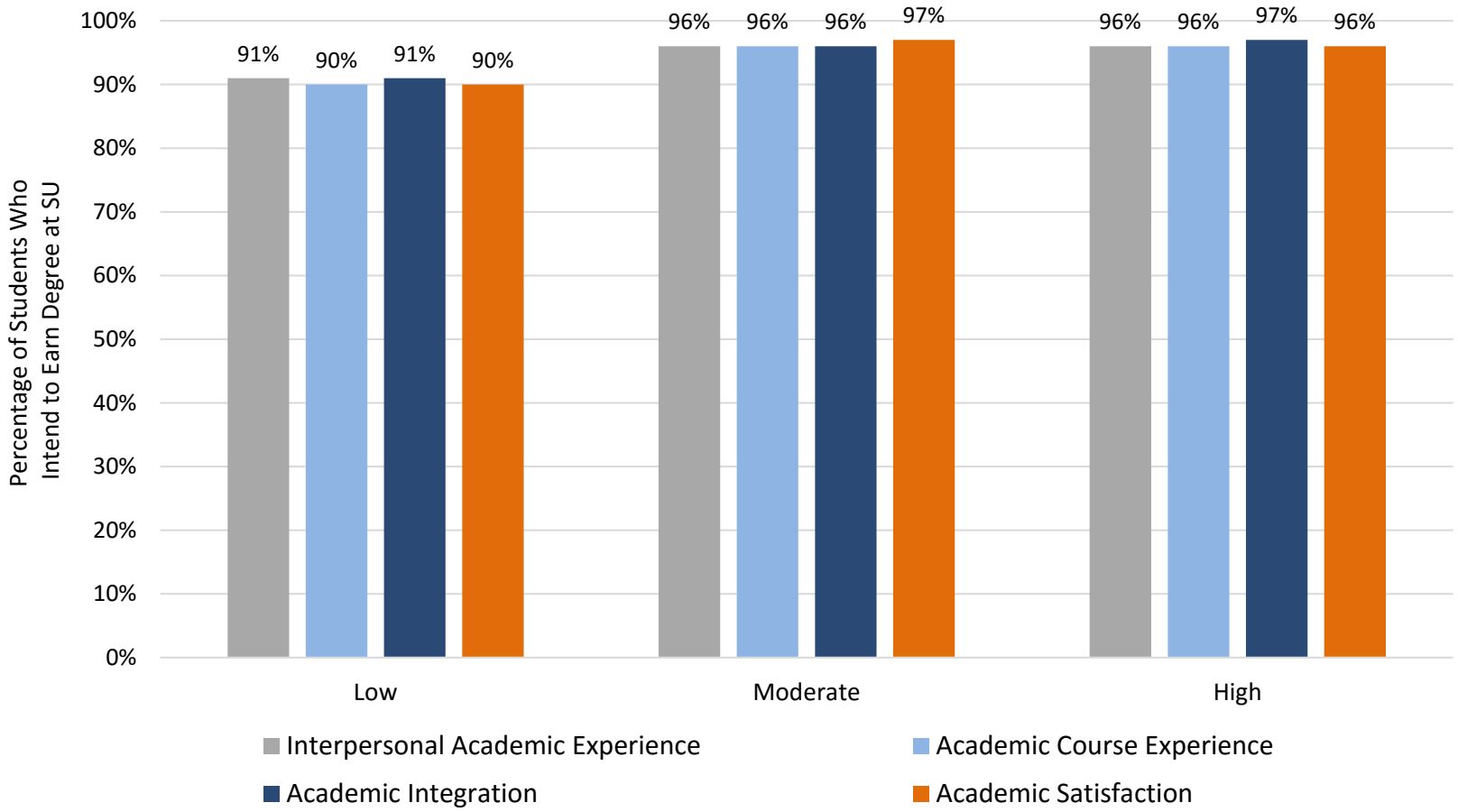
International Students and Intent to Earn Degree at SU

International students are less likely than domestic students to intend to earn a degree at SU.



Academic Experiences and Intent to Earn Degree at SU

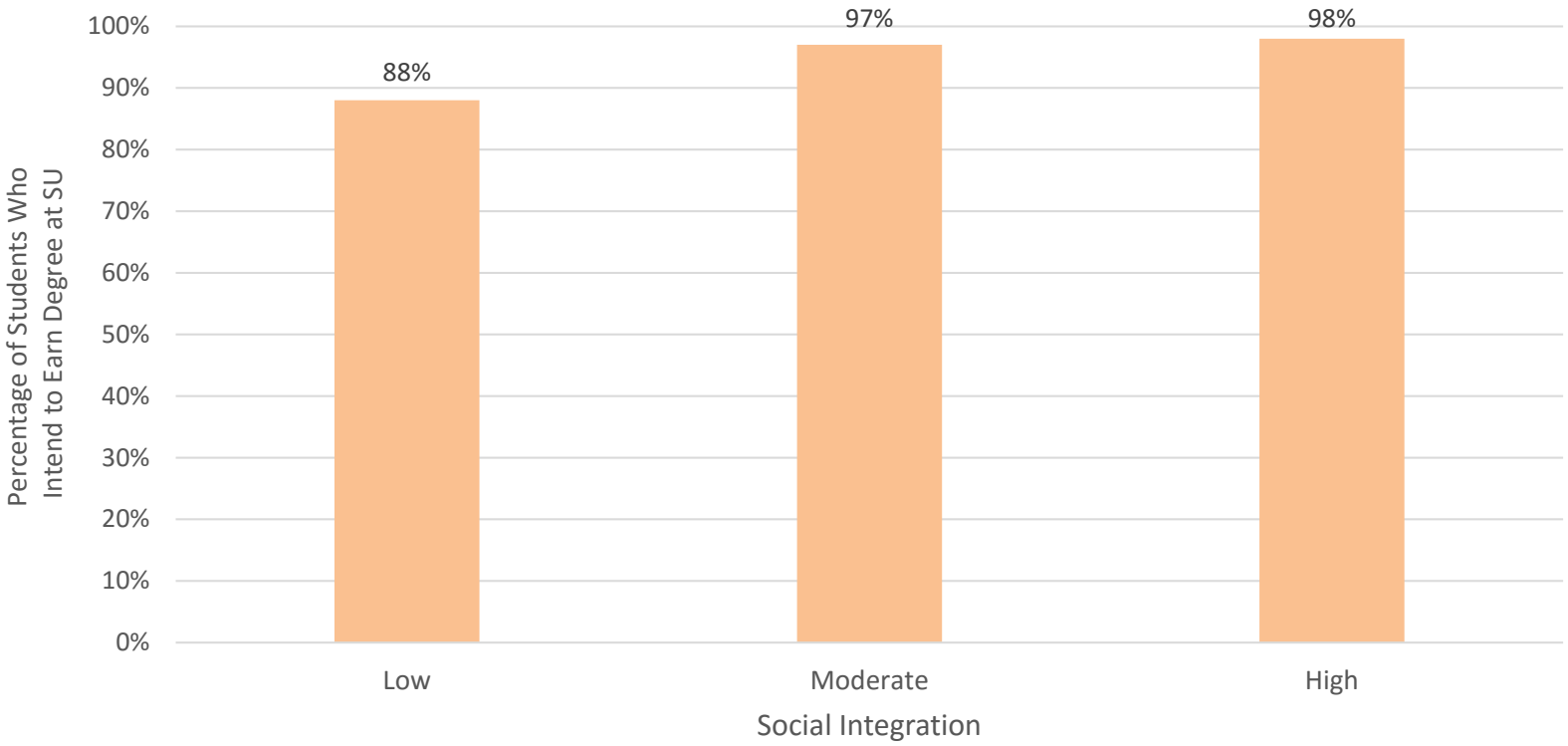
Students who have more positive academic experiences are more likely to intend to earn their degrees at SU.



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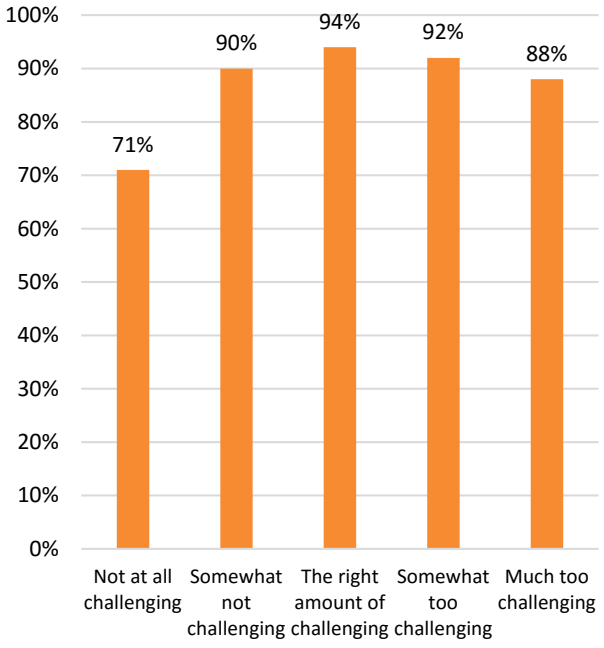
Social Experiences and Intent to Earn Degree at SU

Students who are more socially integrated are more likely to intend to earn their degrees at SU.

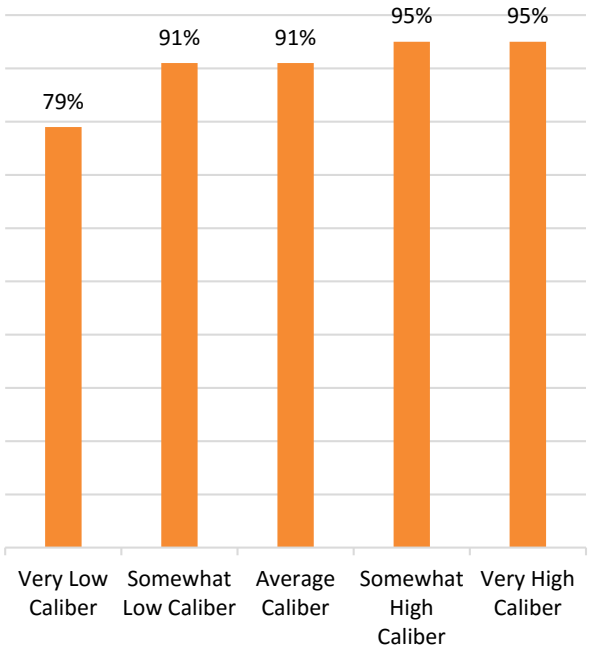


Academic Matching and Intent to Earn Degree at SU

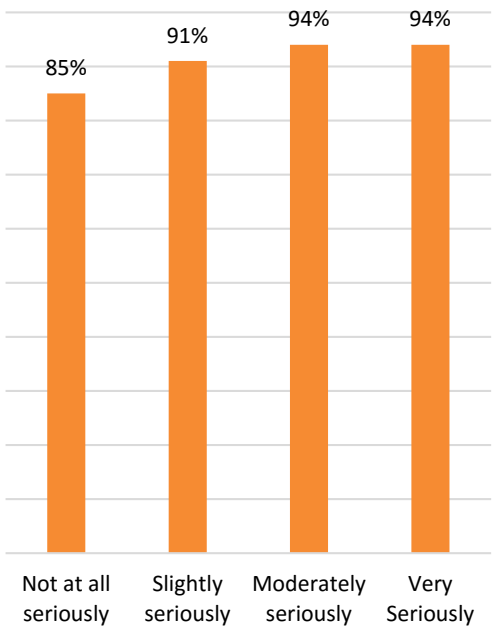
Students who are do not feel academically challenged, those who feel that other students are of very low academic caliber, and those who feel that other students are not serious about their studies are less likely to intend to earn their degrees at SU than other students.



In terms of academics, I feel that SU has been . . .



What is your overall impression of the academic caliber of other students at SU?

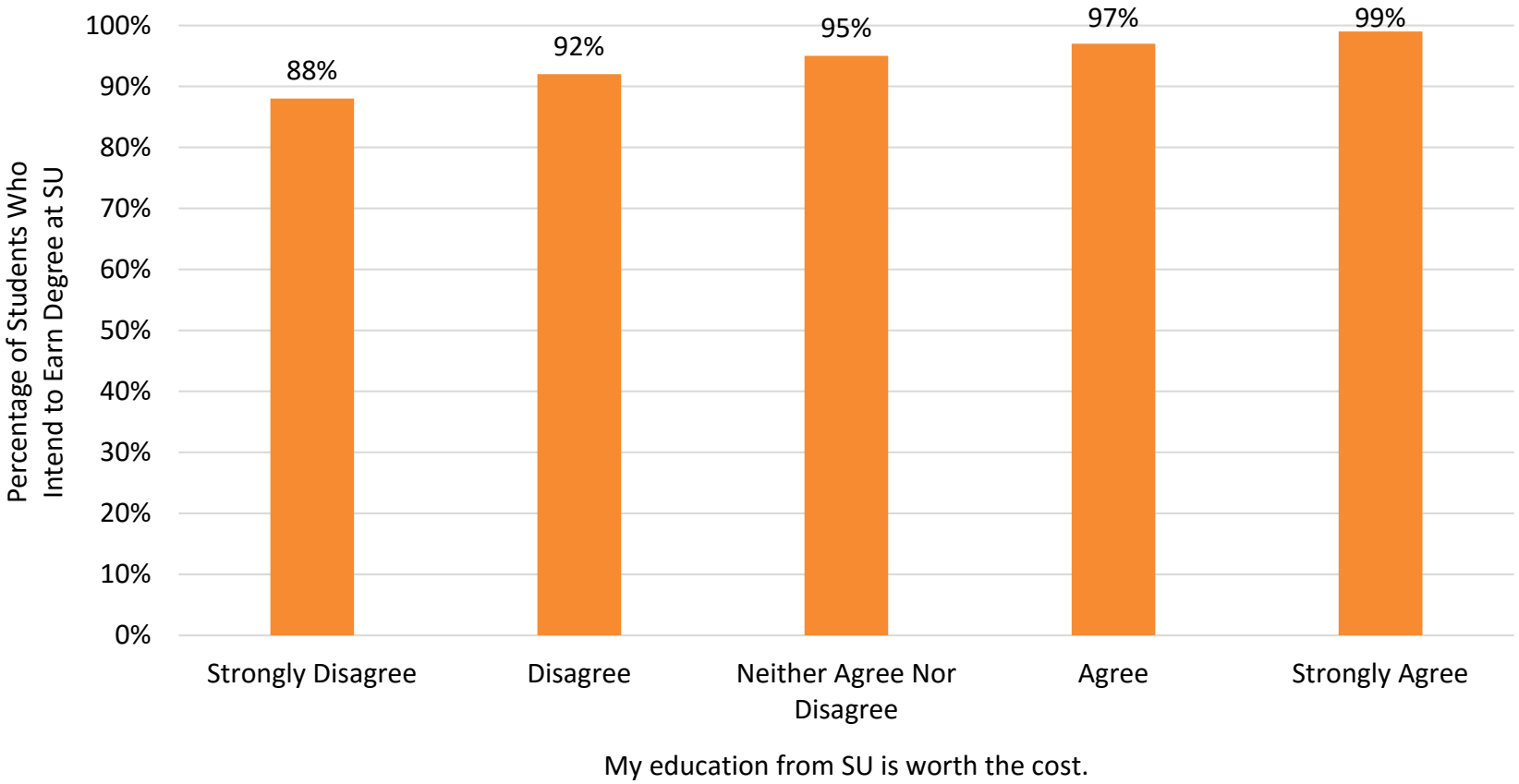


How seriously do you feel that other students at SU take their academic responsibilities?

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Value and Intent to Earn Degree at SU

The more students feel that their SU education is worth the cost, the more likely they are to intend to earn their degree at SU.





ACADEMIC MATCHING

Academic matching

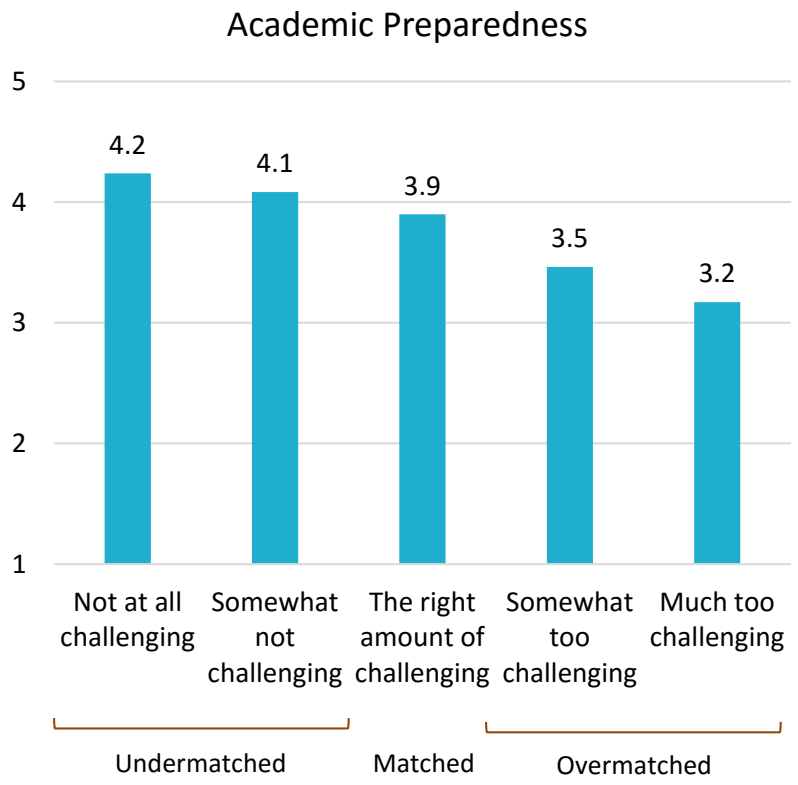
- Academic matching is the degree to which students' academic capabilities match the academic experiences provided at SU.

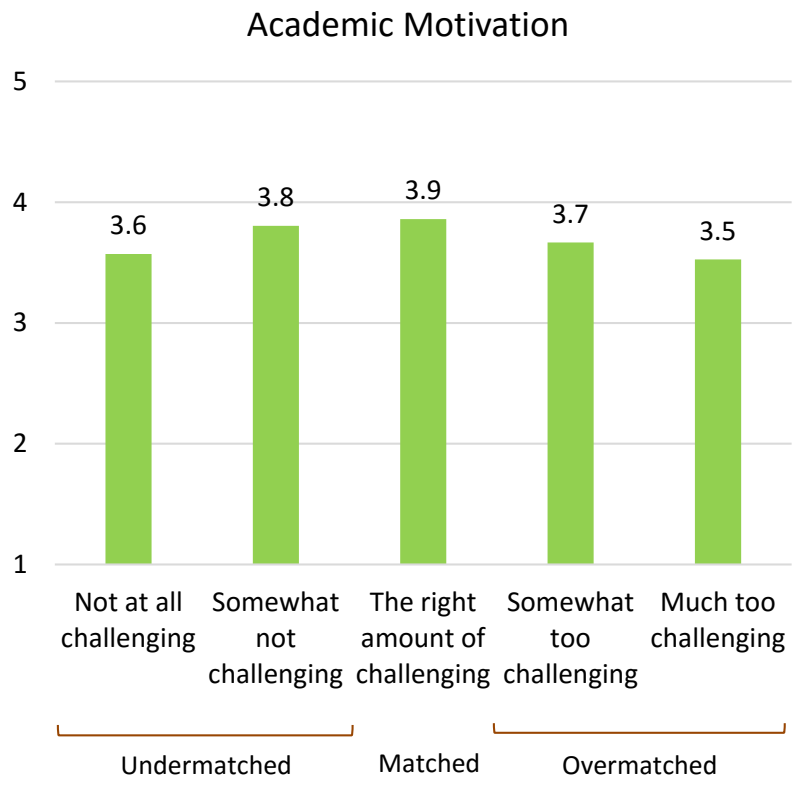
- Students who are evenly matched are the most motivated, have the most positive academic experiences, the highest levels of academic satisfaction, and the highest levels of academic and social integration.

Academic Matching
Preparation and Motivation

Academically undermatched students are the most prepared, but those who are evenly matched are the most motivated.

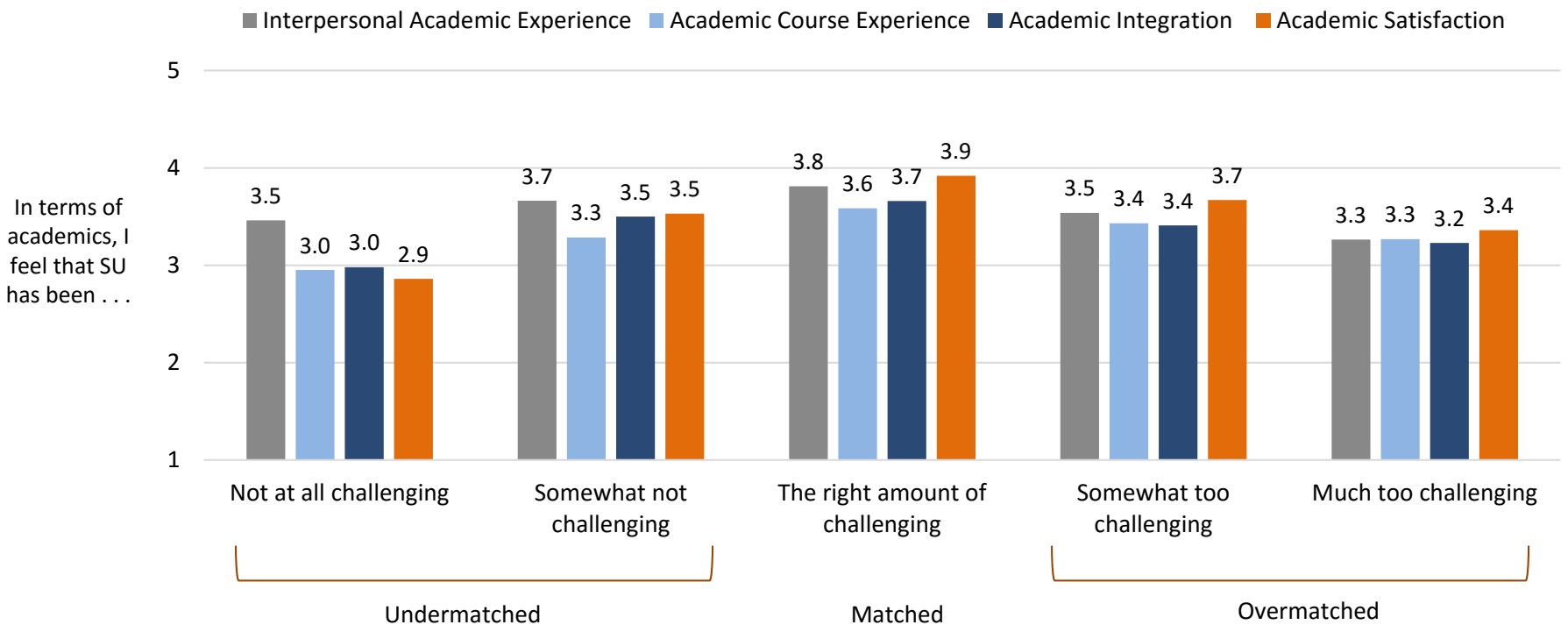
In terms of academics, I feel that SU has been . . .





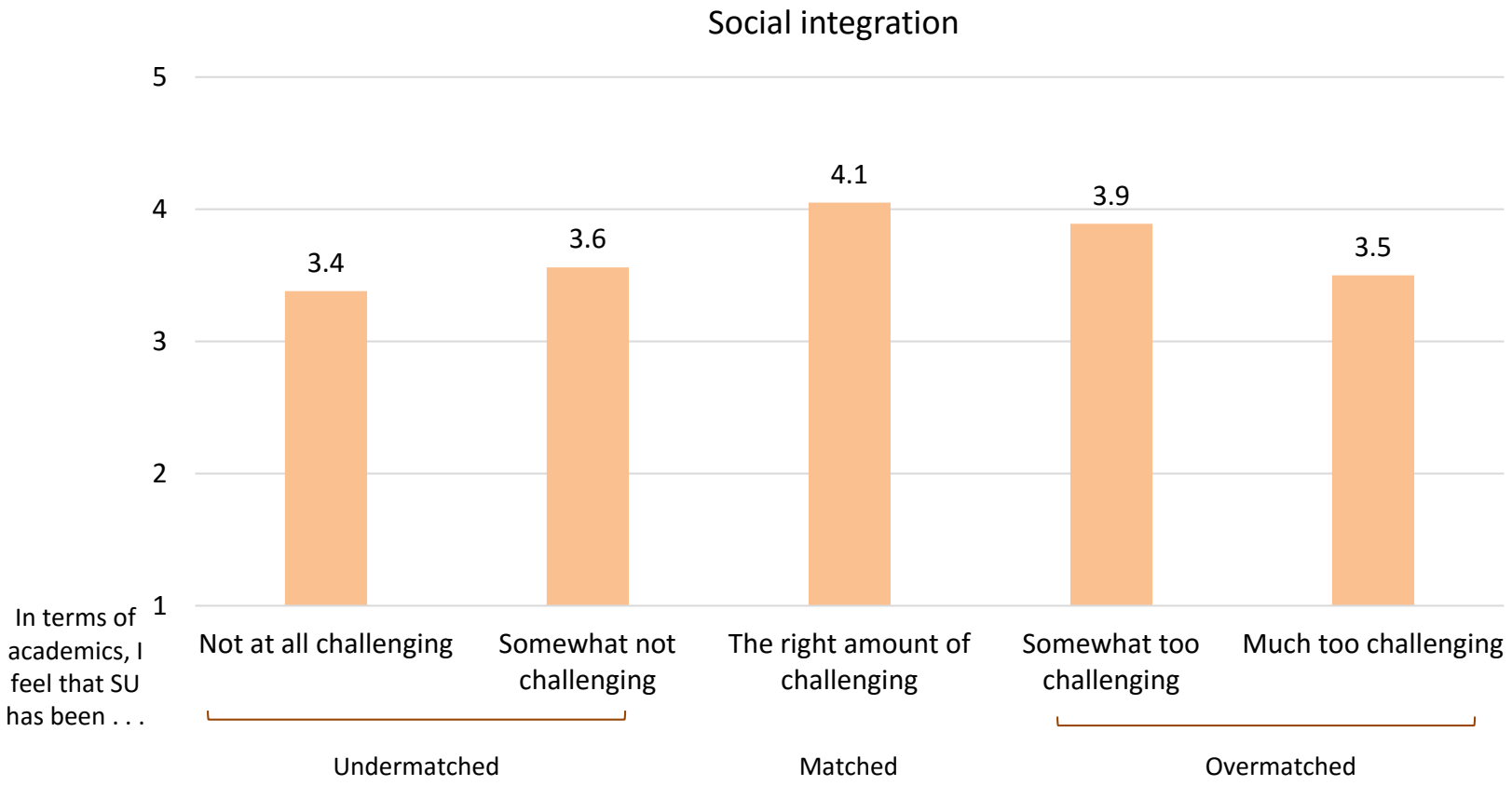
Academic Matching – Amount of Challenge

Academically matched students have the most positive interpersonal academic experiences and academic course experiences, and are the most academically integrated and satisfied.



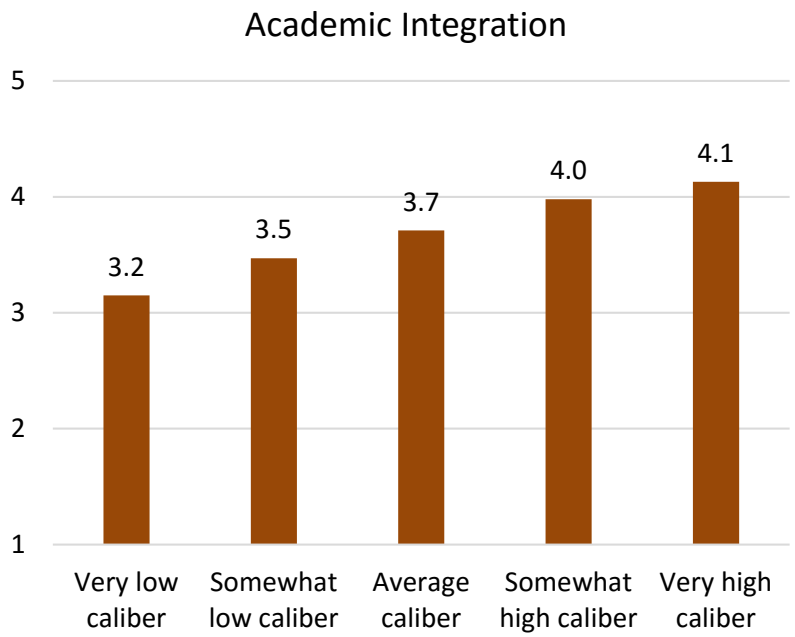
Academic Matching – Amount of Challenge

Academically matched students are also more socially integrated than undermatched and overmatched students.

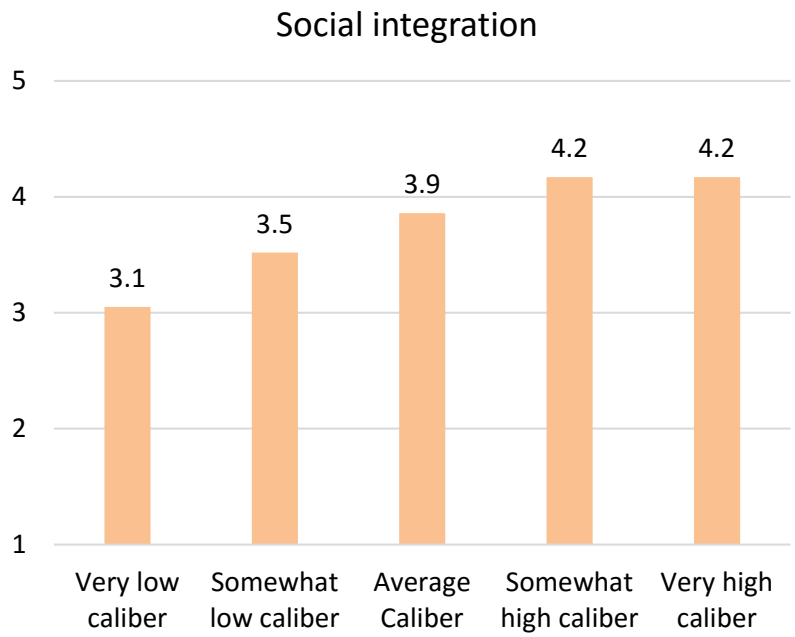


Academic Matching – Caliber of Other Students

The more academically capable students perceive other students to be, the more academically and socially integrated they are.



What is your overall impression of the academic caliber of other students at SU?



What is your overall impression of the academic caliber of other students at SU?



THE VALUE PROPOSITION

The Value Proposition

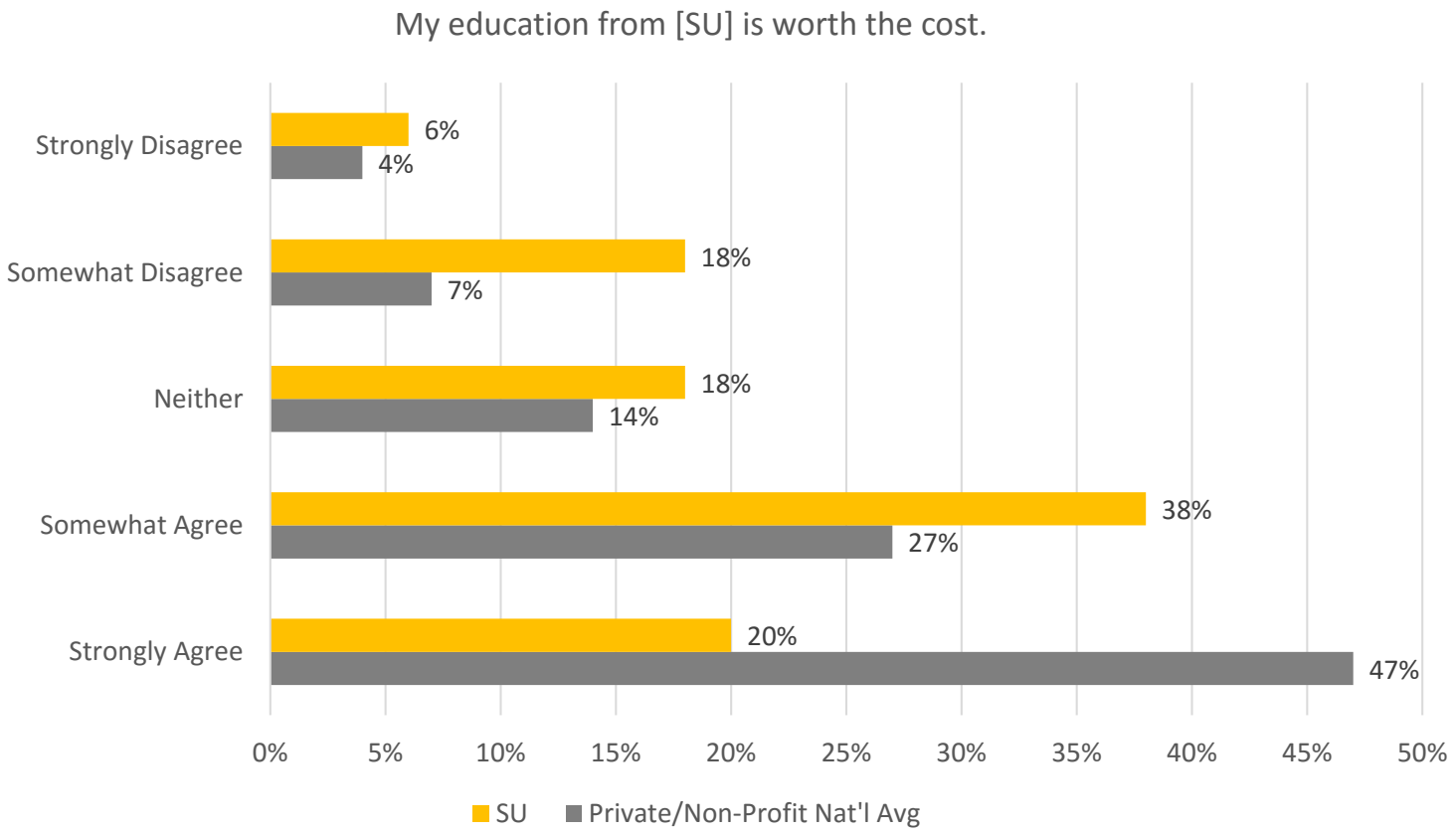
- Compared to the average private, non-profit student, SU students are less likely to feel that their education is worth the cost.

- How much value students place on their education at SU is only weakly related to how much they can afford to pay or are asked to pay.

- Students are more likely to agree that their education from SU is worth the cost when they are evenly academically matched, have positive academic experiences, high levels of satisfaction and integration, and feel supported.

The Value Proposition

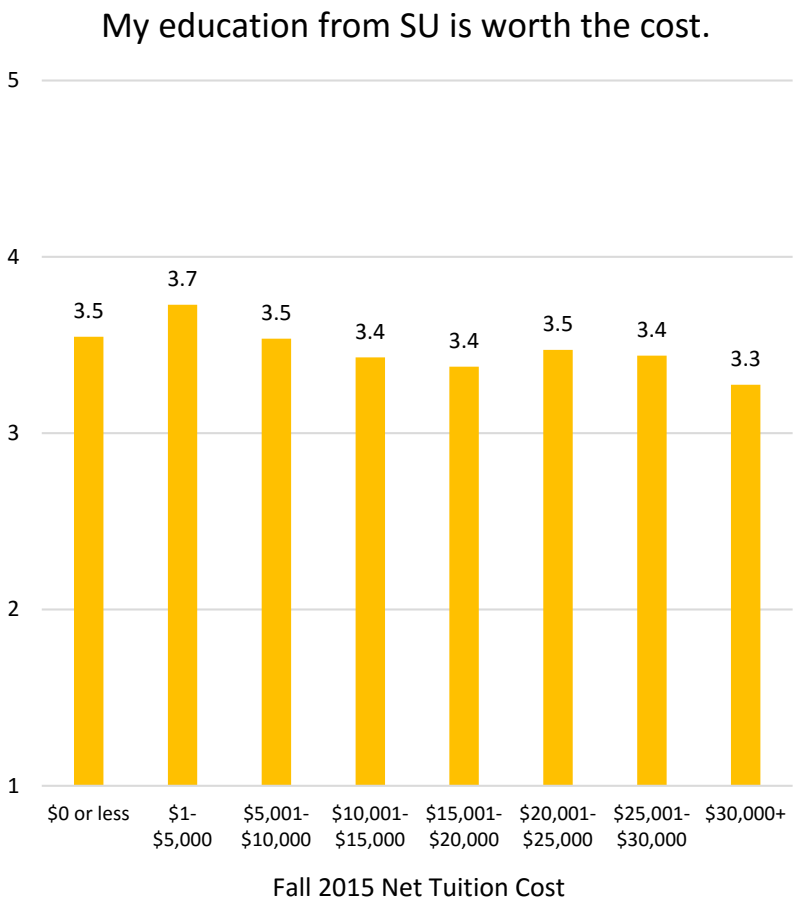
SU students are considerably less likely to feel that their education is worth the cost than the average student at a private, non-profit university.*

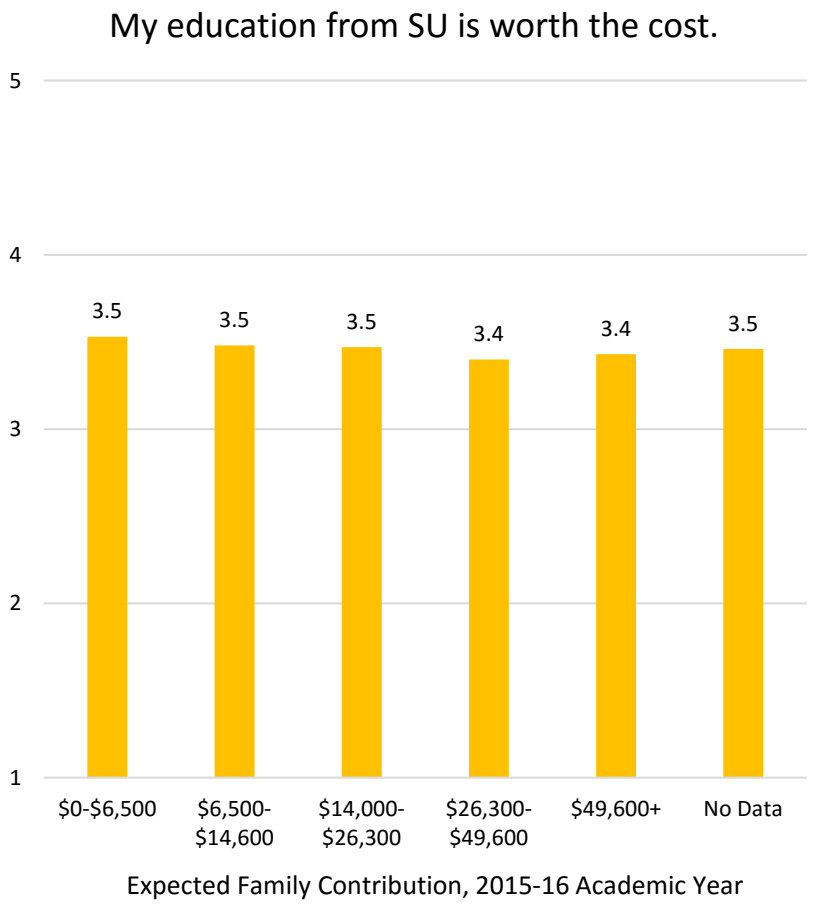


**Great Jobs, Great Lives. The Relationship between Student Debt, Experiences and Perceptions of College Worth.*
Gallup-Purdue Index 2015 Report

The Value Proposition
Cost and Ability to Pay

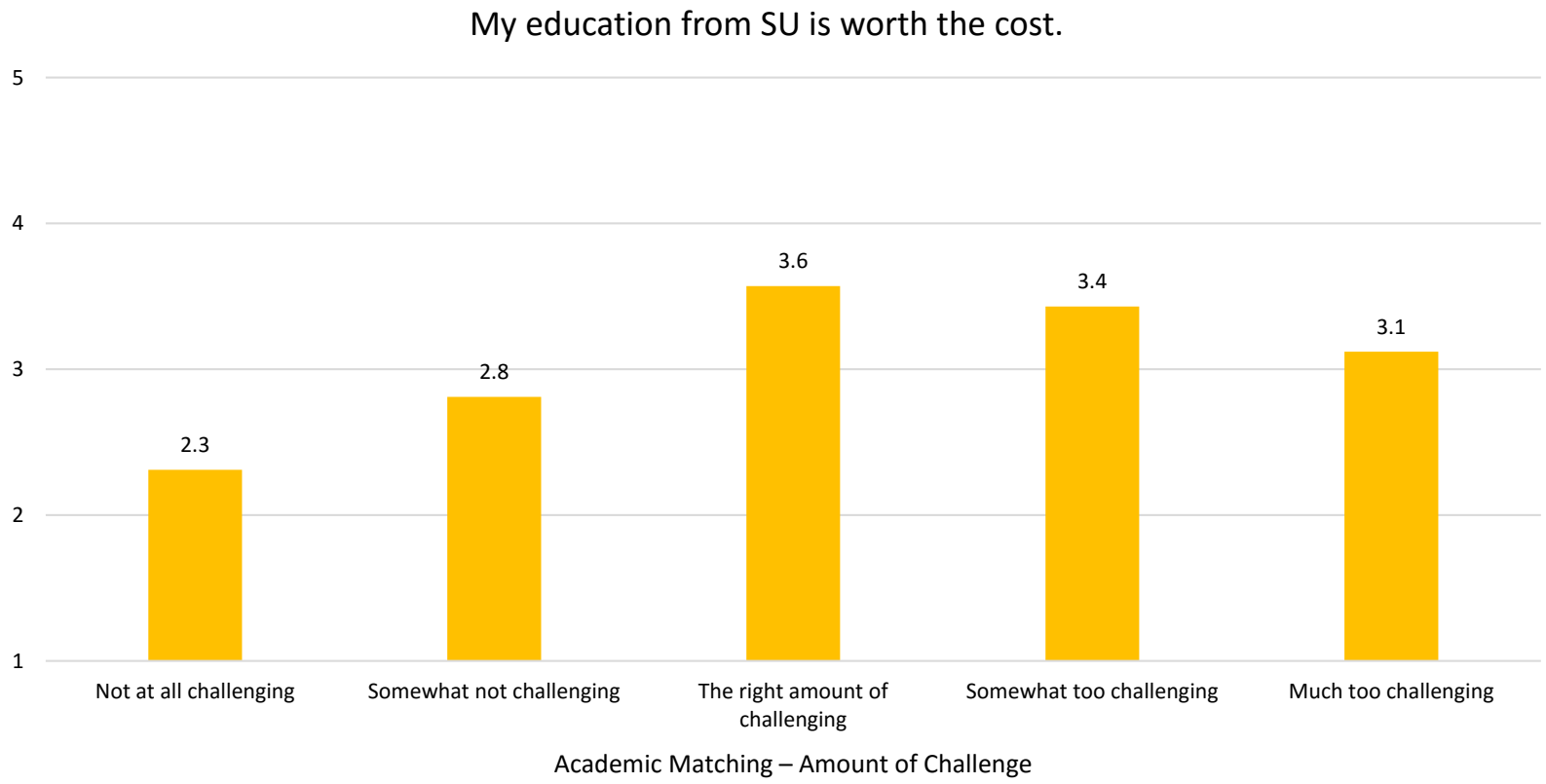
The perceived value of an SU education is only weakly related to how much students are asked to pay or can afford to pay.





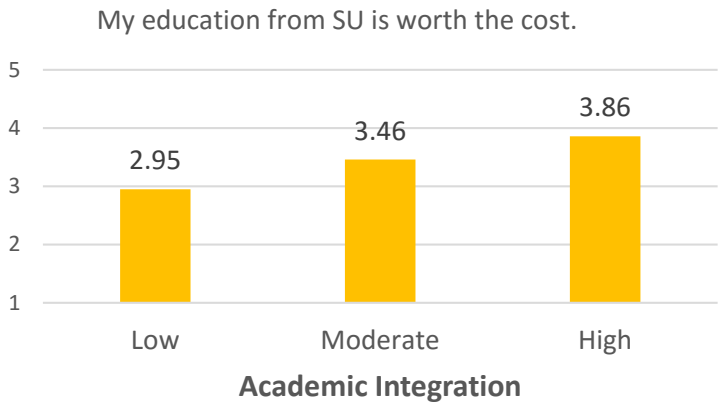
The Value Proposition
Academic Matching

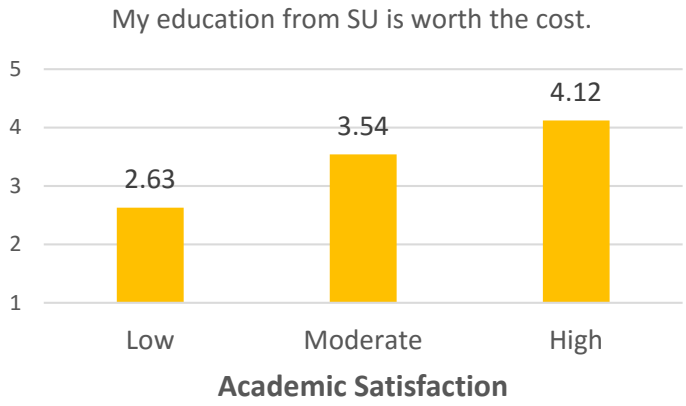
Students who are most evenly matched have the highest average level of feeling that their education from SU is worth the cost.

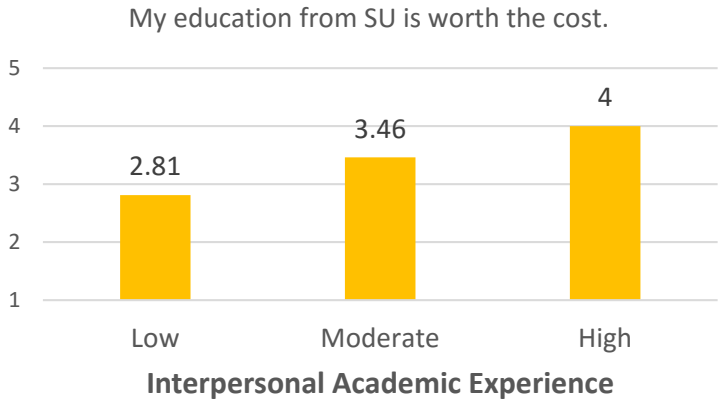


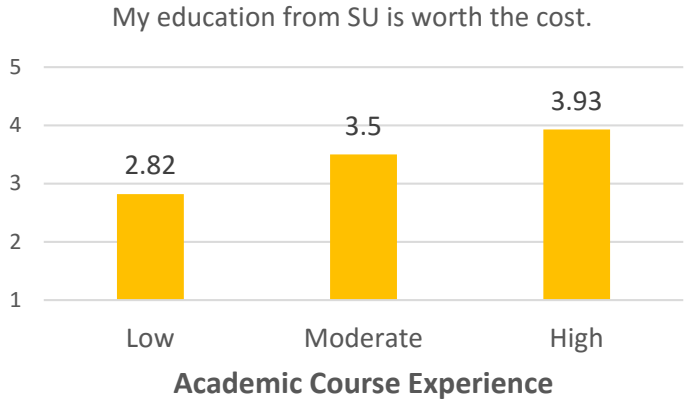
The Value Proposition
Academic Experiences and Satisfaction

Students who are most evenly matched have the highest average response to feeling that their education from SU is worth the cost. They have positive academic experiences, are more highly integrated academically, and are more academically satisfied.



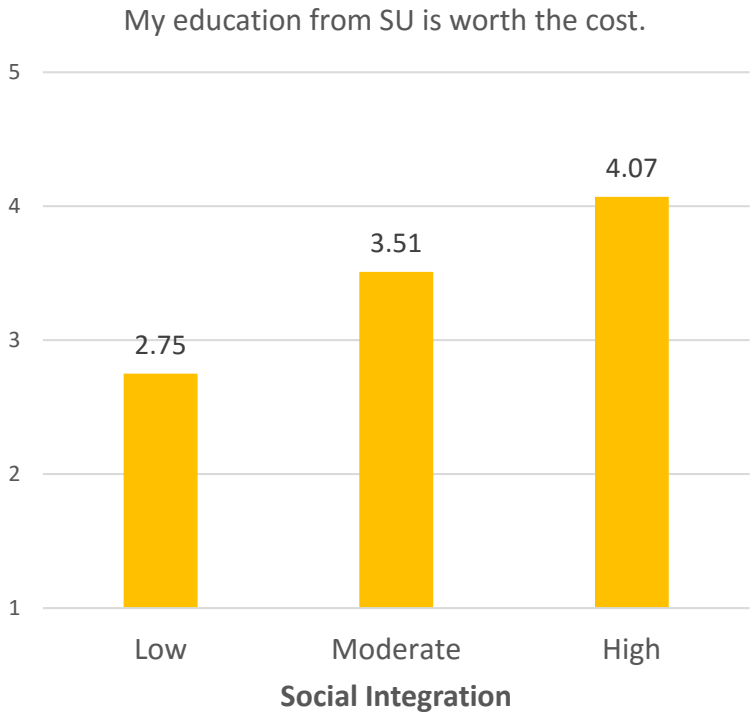


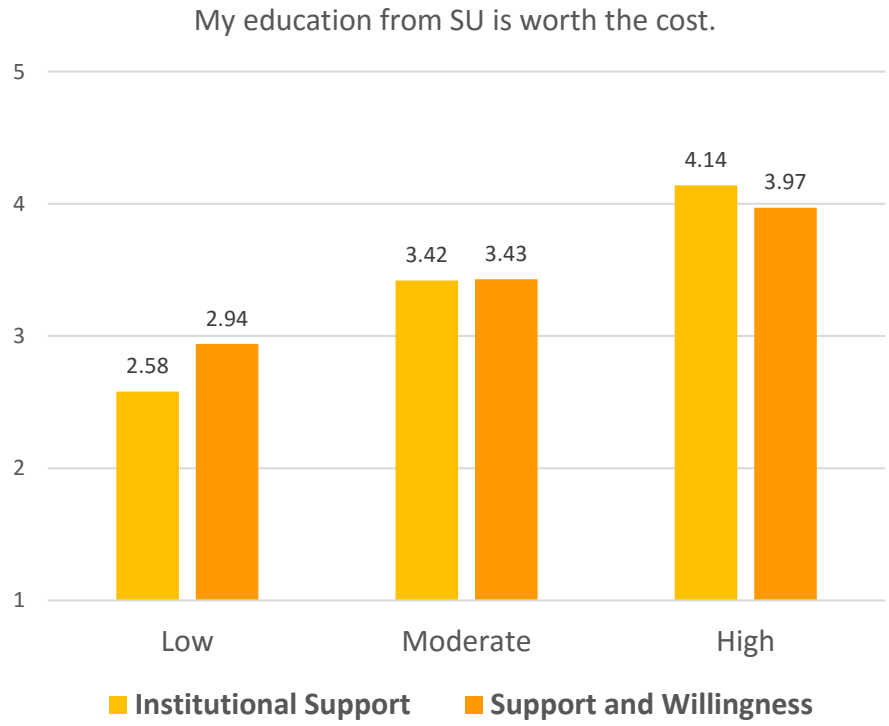




The Value Proposition
and Social Integration, Institutional Support

The more socially integrated students are, as well as the more supported they feel, the more they agree that their education from SU is worth the cost.



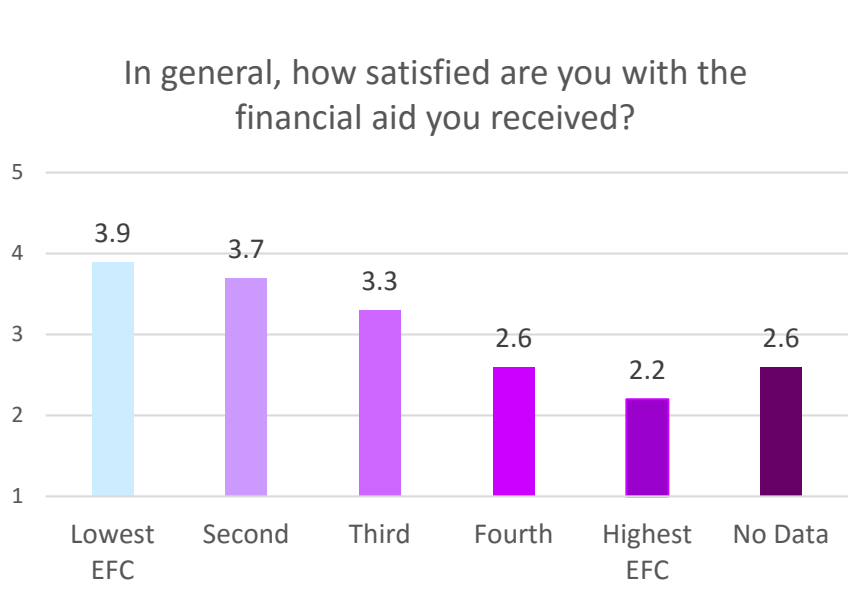


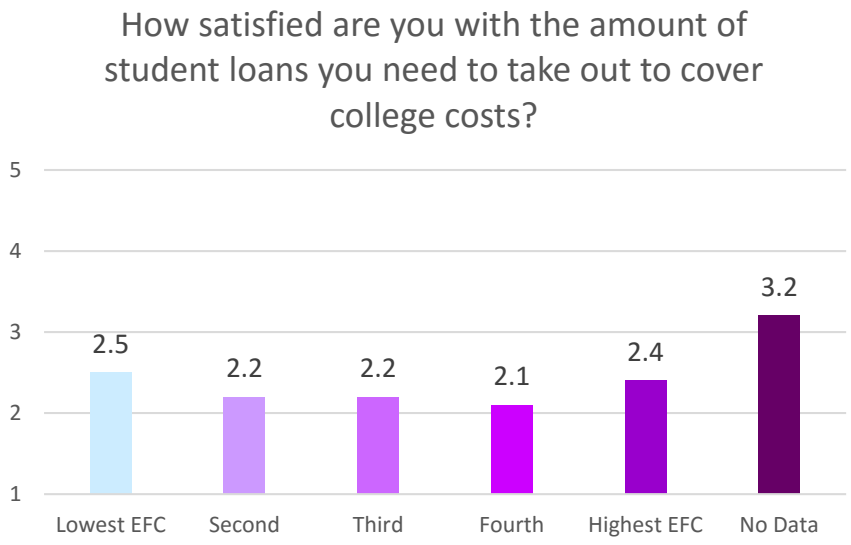


FINANCES

Satisfaction with Financial Aid

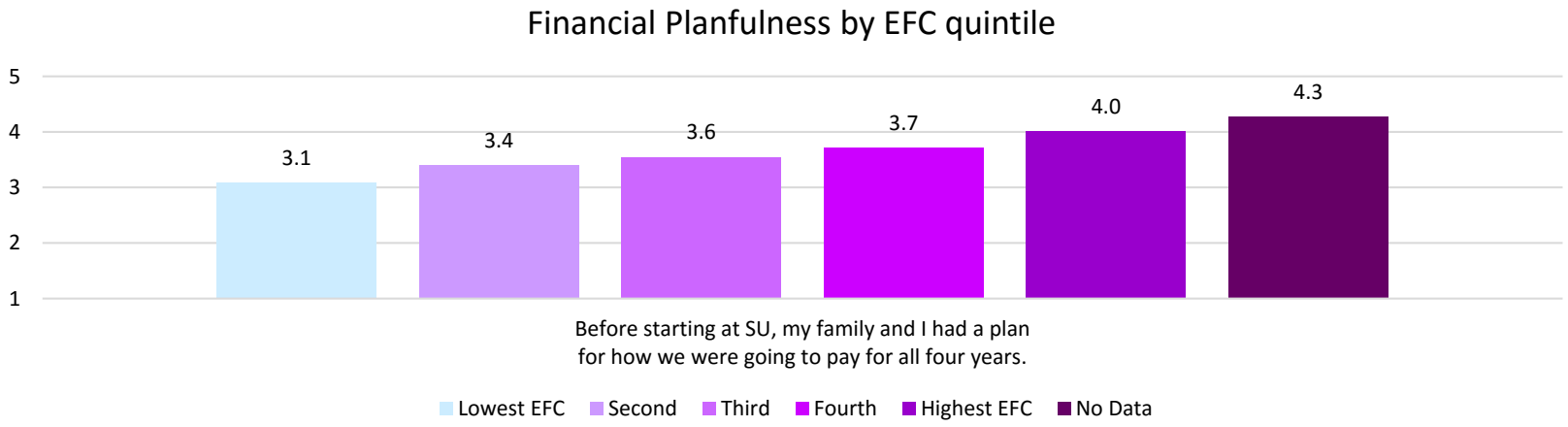
Students with lower expected family contributions (EFC) are the most generally satisfied with the financial aid they receive. Students in general are dissatisfied with the amount of loans they need to take out.

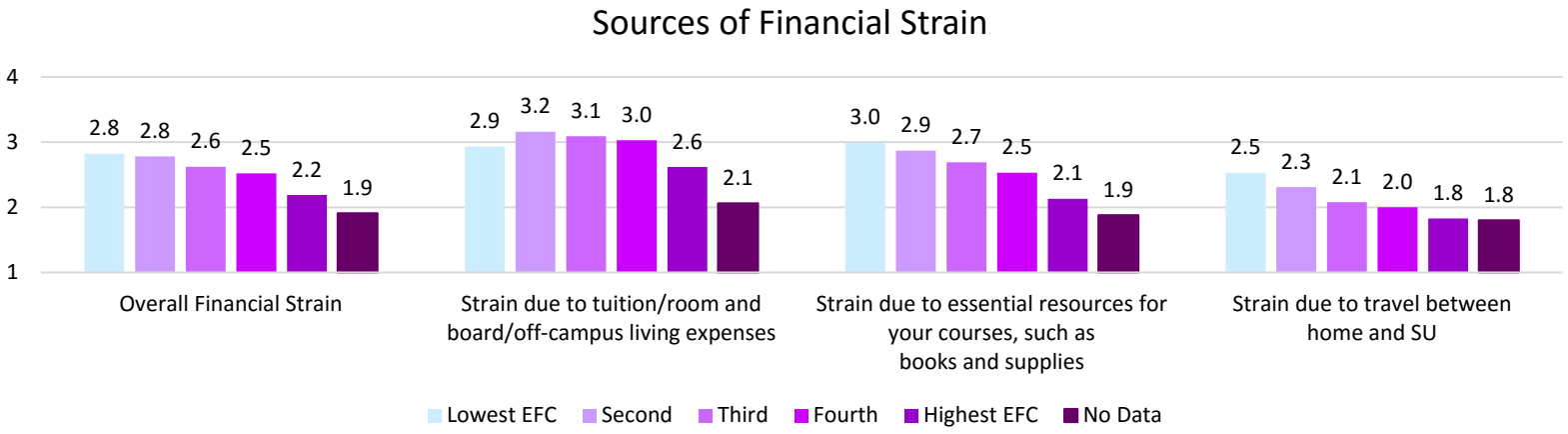




Financial Strain and Planning

Students with low EFC are the least likely to have a plan to pay for all 4 years of study at SU, and despite generally having the highest levels of financial aid, still report the most financial strain.







OPEN-ENDED COMMENTS

What is the best thing about SU?

Campus Culture & Community

18%

caring

friendly

supportive

"How family oriented and supportive the community is."

"Everyone is very happy and accepting. I was able to make friends very easily and they have continued to stay by my side. Most people are nice and genuinely care about each other so that makes it an easier environment to live in."

"Being a student at SU makes you feel like you are a member of a cmmunity, everyone bleeds orange, and it makes you feel like you are a part of something special."

"Friendly people, great academic programs. SU supplies you with anything that you would need to be a successful undergraduate student."

"All colleges are filled with passionate people. It's very inspiring to be a part of a community of learners and doers."

"Amazing and supportive atmosphere that enhances pride or provides challenging academics."

Opportunities

13%

involvement

academic

social

events

activities

clubs

"There are always 50 things going on at a given time for a person to get involved in if they want to."

"All the opportunities to further your learning outside of the classroom."

"From all the speakers the come to the concerts and comedians that come through University Union and other organizations is amazing and shows how strong of a connection SU has with the music and entertainment world. Through working in SU Catering I have met many alumni who are also still deeply passionate about (and involved in) this university and I can't wait to be one of those alums that goes out into the world proud to say I was a student at SU. Syracuse will have my heart forever."

"How I have been able to have so many opportunities to broaden my horizon. Being a member of three colleges and multiple clubs helps me enjoy my time here. Also the extras such as Alternative Spring Break, and studying abroad help me connect what I learn at SU with larger issues worldwide and for my future.

"If you need academic help its there, if you need personal help its there, if you need a place to study or a place to just chill out its there. SU excels in providing for students."



4159 respondents

What is the best thing about SU?

The People

my friends
are family
10%

"My friends who have become my family. The faculty and staff who have become my parents."

"The group of friends you make that make the cold days a little warmer"

"The bonds that you make with people and that there is a new face everywhere you look."

"The people are really amazing. School spirit and pride are what drives most of the students here. They want to show everyone what they're working on and collaborate with you."

"Being part of a team and a family of great friends."

"I met some of my best friends here and I always have a smile on my face when I return. I never want college to end."

Everything

can't pick just one
9%
happy with almost everything

Orange Spirit

9%
atmosphere
community
pride
passion

Academics

9%
options
classes
support
flexibility
prepared
research opportunities

My Program

8%
major
degree
internships
career path

Faculty

7%
Staff
amazing
inspiring
caring
dedicated
genuine

Campus

beautiful
6%
location
facilities
historic
architecture

Social Life

4%
positive energy
campus life
parties
M Street

Athletics

3%
basketball
big sports

4159 respondents

OIRA

What is the worst thing about SU?

The Cost

25%

expensive
debt
not enough aid
not worth it

"The cost is unbearably high and it makes me feel guilty how much my family has to pay."

"The cost. It's atrocious."

"Lack of financial assistance for middle class families."

"My parents and I will be drowning in loans by the time I graduate."

"It's not worth the cost of attendance."

"The decline in grants and increase in loans."

"Lack of financial aid."

"High tuition for an education that could be received at any other college that is far cheaper than Syracuse."

"Extra costs associated with coming here. As if tuition wasn't enough . . ."

Location

20%

far from home
cold
snow
city of Syracuse
middle of nowhere

"There is nothing to do on and around SU campus."

"Living in a city that is surrounded by crime and poverty."

"Not enough is done to accommodate students who aren't used to the Syracuse winter."

"Lack of engagement with the Syracuse community."

"Class is NEVER canceled even when conditions are extremely treacherous."

Campus Climate

14%

racism
entitlement
negative
segregation
lack of diversity

"There's a bunch of rich white kids that all act and dress alike and think they're better than everyone."

"The classism and separation between ethinc groups."

"Income inequality is too real here."

"There is a lack of integration between international and U.S. students."

"Students who remain unaware of diversity and inclusivity and the existence of oppression and discrimination."

"Isolating when you're not only a first-generation college student, but a student of color."

"Issues of diversity and inclusion are swept under the rug."

"The negativity that has surfaced (via yikyak, other social medias, on campus) towards students who do not identify as white."



3600 respondents

OIRA

What is the worst thing about SU?

Greek Life

13%

exclusive

divisive

Partying

too much

"If you are not a part of Greek life, you do not have a soical life."

"There are no social activities unless you are in Greek life."

"Greek life controls the school."

"The pressure to party and participate in Greek life."

"Everyone bases their social lifearound getting as drunk as possible."

"Many fraternities condone sexual assault and violence toward females."

Dining

9%

unhealthy

not enough options

low quality

Academics

7%

grading curve

classes too large

professors can't teach

teaching assistants

professors don't care

Safety

6%

campus unsafe

surrounding area unsafe

DPS uncaring

rape

DPS unhelpful

Student Living

5%

dorms are outdated

bathrooms

noisy

living on South Campus/ The Mount

2-Year Rule

Commuting

4%

parking

hills/steps

difficult for disabled

busses infrequent

busses off schedule

Social Life

3%

cliques

social scene

difficult to meet people

information about events not widespread

Requirements

3%

difficult to IUT

required classes are uninteresting

Enrollment

can't get into classes

can't enroll in classes in other schools/colleges

3600 respondents

OIRA

What would ensure your success at SU?

My Own Effort/ Skills

25%

resourcefulness
can-do attitude
commitment
hard work

"I ensure my own success here. If you want to succeed anywhere, you can, you just have to be willing to put in work to do so. Most people who fail do so on their own terms."

"Dedication to learning. And I mean actually learning. Not just for the grade."

"Going to class and listening while also staying on top of all my work and also getting new connections everywhere I go and having fun with my overall experience here. You get out what you put in so simply attending all of the things I can that will make me meet new people, have fun, and learn at the highest level I can."

"My own attitude and ability to use the resources available to me."

Relief from Financial Stress

20%

more aid
fewer loans
less worry

"Not stressing about money."

"Not being worried about paying loans after I graduate."

"More financial aid would definitely ensure my success because I would spend less time worrying if I could return the next semester and how my family is going to pay for that and I could spend more time focusing on my academics."

"I feel that a higher financial aid award would ensure my success at SU. Syracuse University is a place that allows me to thrive both personally and academically. I have already made some great networking connections, I am maintaining a 3.8 GPA, and I work two jobs. However, I feel that I could be more successful through my participation in programs such as SU Abroad; however it is hard to afford such things with my financial situation, and I struggle to feel secure financially."



3025 respondents

What would ensure your success at SU?

Support

15%

advising
mentoring
academic
social
emotional
mental

"I feel like I need a mentor so that I would have someone professional to talk to about various aspects of my college experience so far. I feel like I need advice."

"Being checked on by advisors over the next four years."

Connections

11%

alumni
professional
access
jobs
internships

Opportunities

Faculty

10%

more supportive understanding
focus on student success
focus on learning, not just teaching

Social Engagement

7%

involvement
extracurriculars
closer friends
better social life

Academic Courses/ Expectations

6%

easier classes
less homework
more interesting classes

Academic Skills

5%

support and improvement

Physical and Mental Well-Being

5%

improved mental health resources
campus safety

Campus Climate

5%

more caring
inclusive
open
respectful

The Right Major

4%

getting into the program that I want



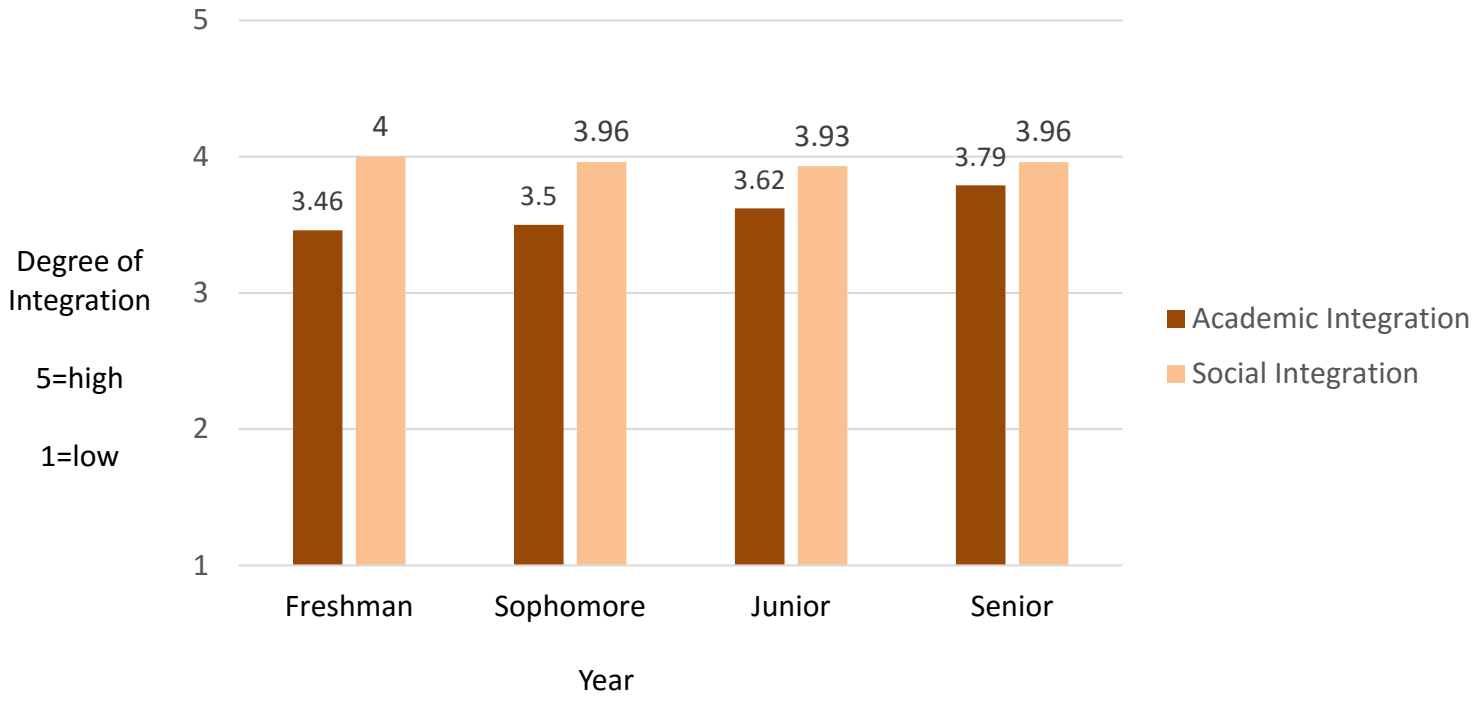
3025 respondents



ADDITIONAL FINDINGS

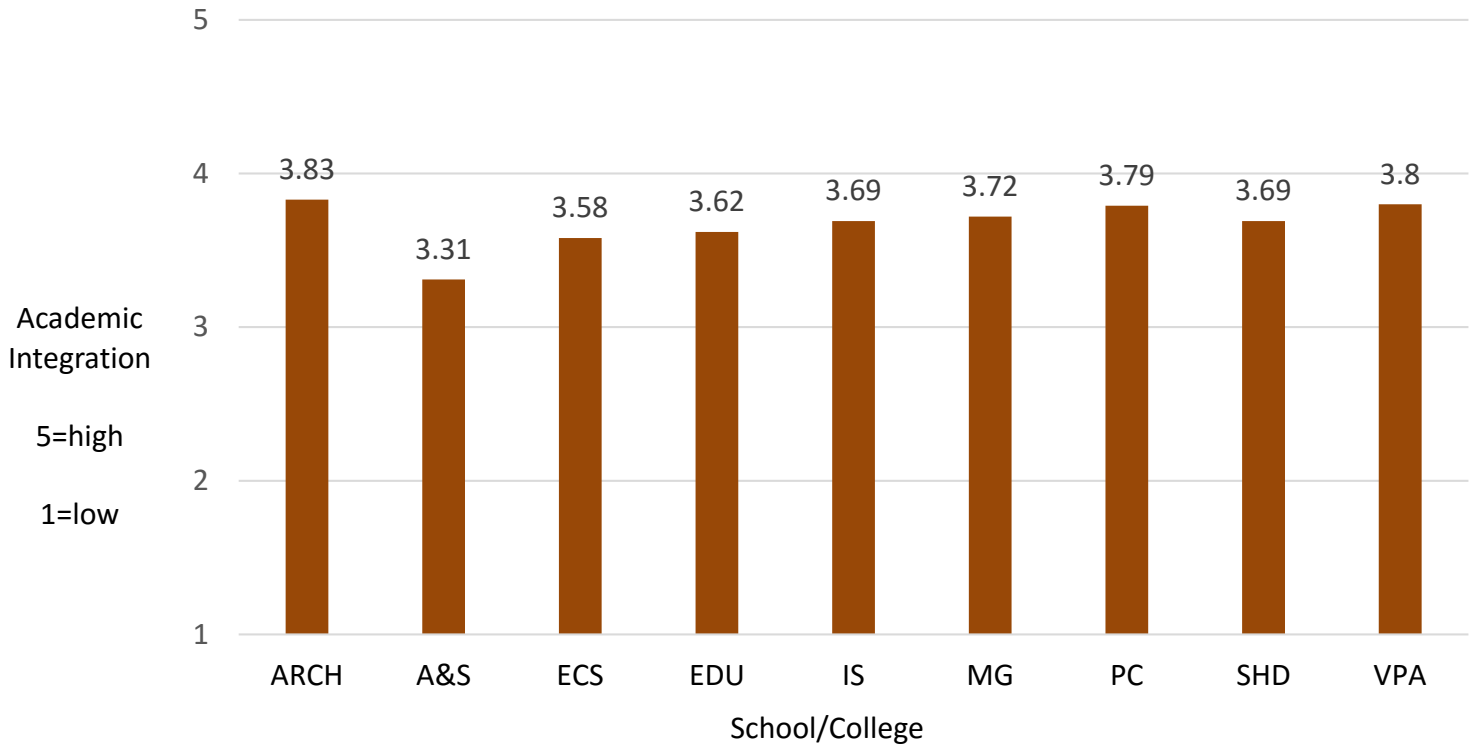
Development of Academic and Social Integration

Social integration remains constant from freshman to senior year, on average. Academic integration increases, on average.



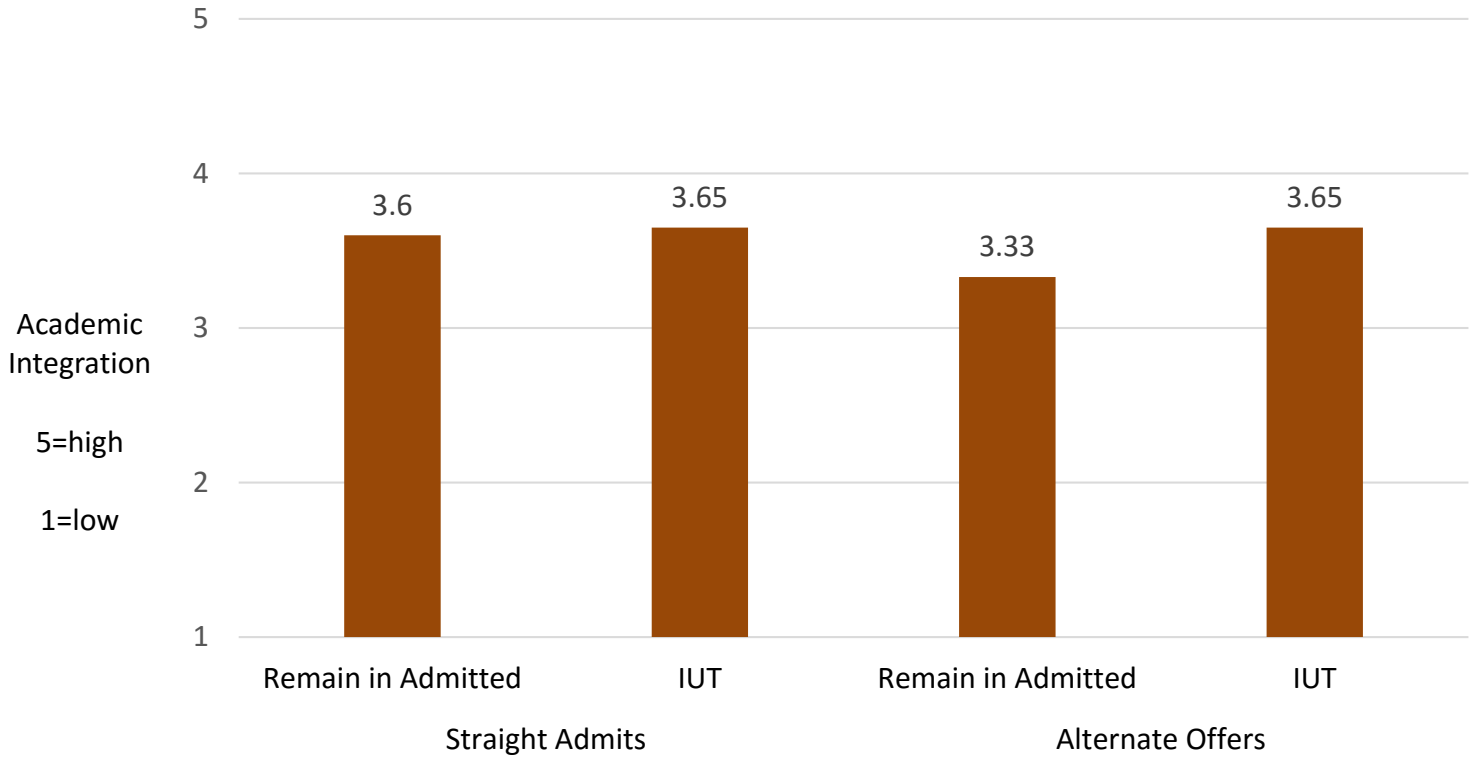
Academic Integration per School/College

Arts and Sciences students feel less academically integrated than students in other schools/colleges.



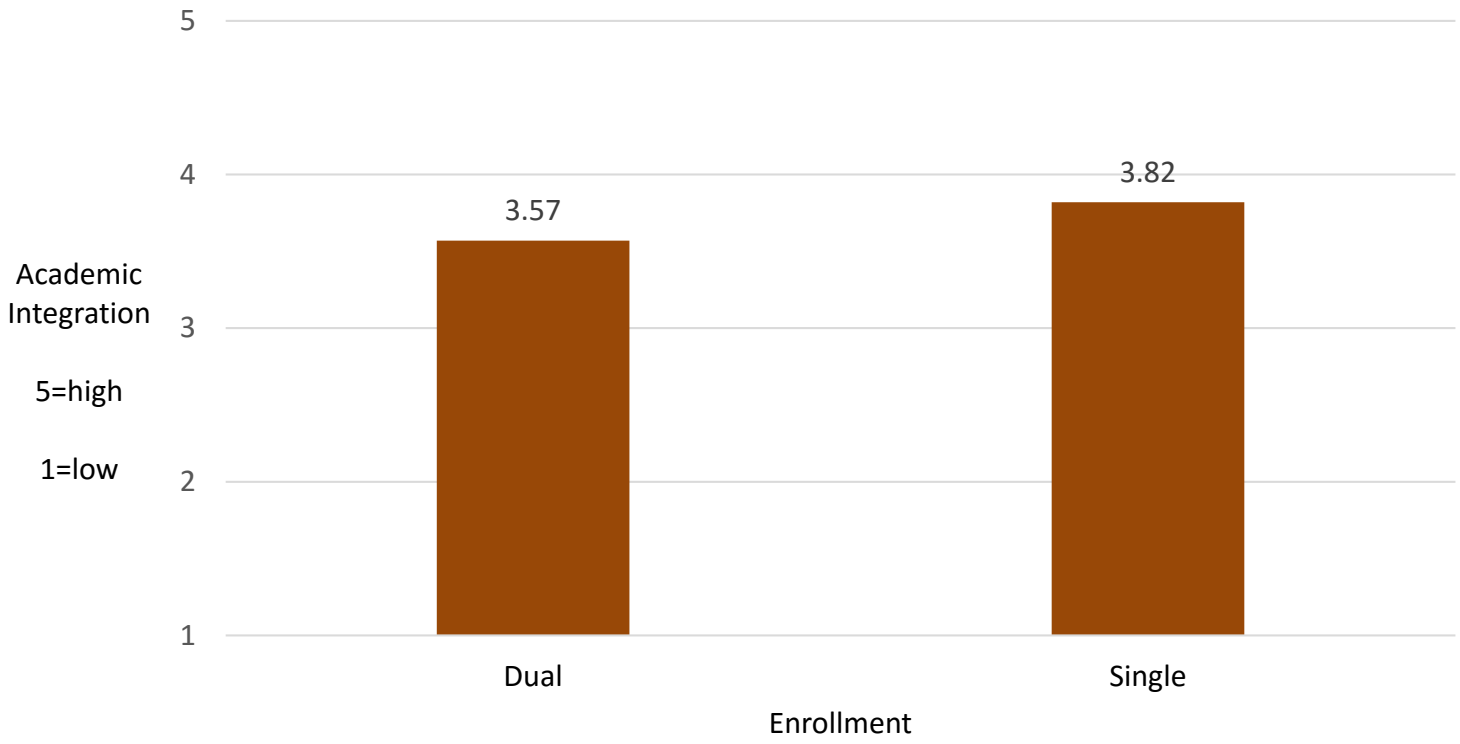
Academic Integration and Admit Status

While straight admits are equally academically integrated regardless of whether they remain in their admitted program or IUT, alternate offers who remain in their admitted program are less academically integrated than alternate offers who IUT.



Academic Integration and Dual vs. Single Enrollment

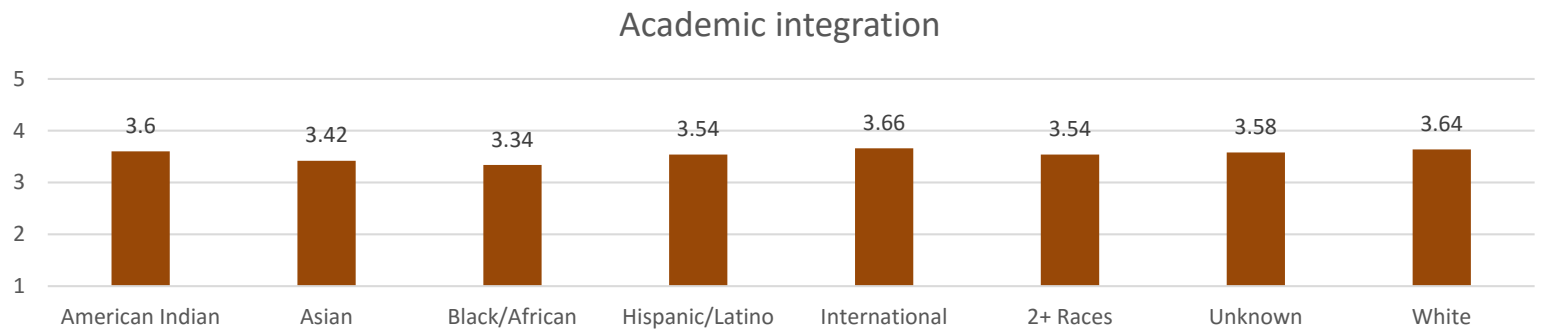
Dual-enrolled students are less academically integrated than single-enrolled students.

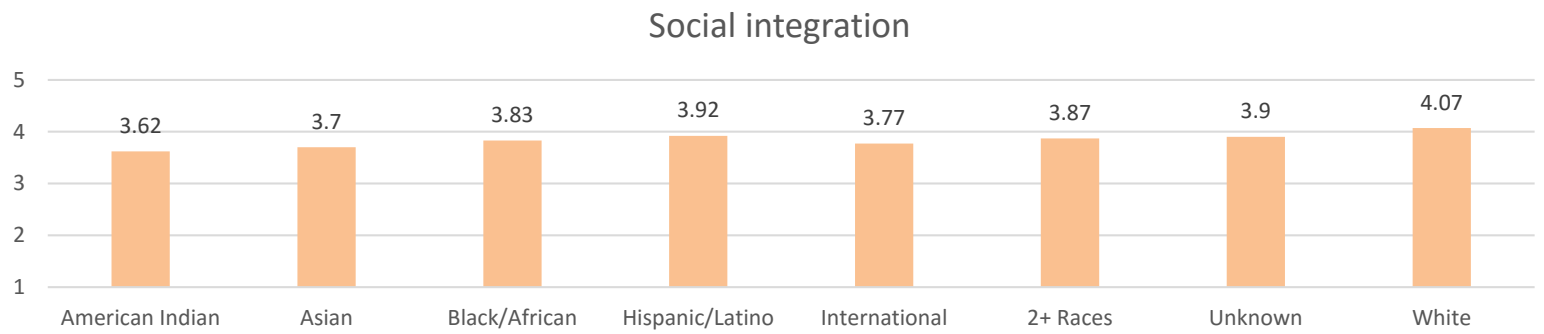


Race/Ethnicity

Black/African-American students are less academically integrated than other students.

White students are more socially integrated than other students.





Seeking Greek Membership Rates and Reactions

How many times have you participated in a fraternity or sorority recruitment or informational process?

Never: 54.5%

Once: 32.9%

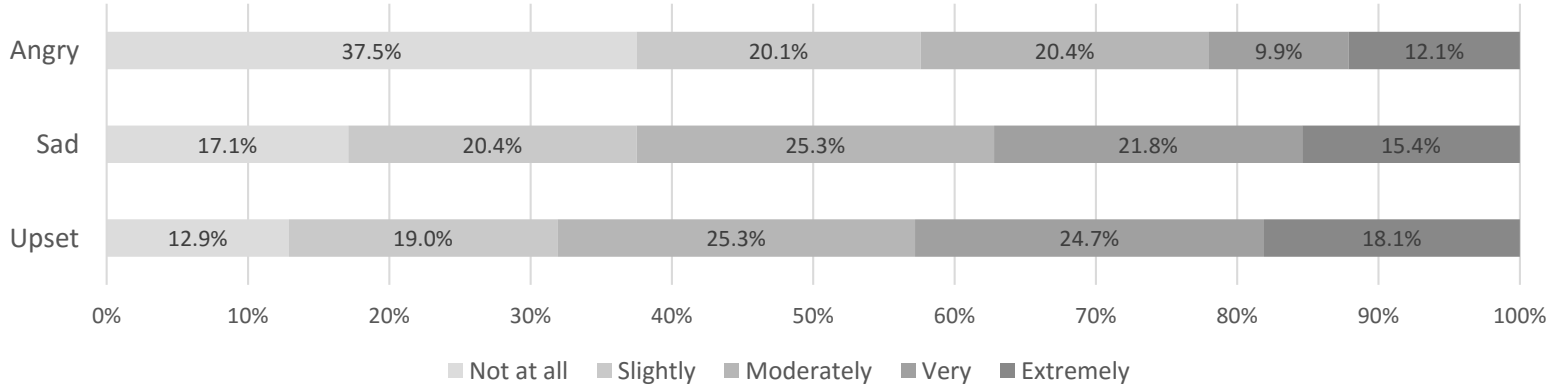
More than once: 12.5%

During any of the times that you participated, were you NOT extended membership?

Yes: 26.5%

No: 73.5%

What was your reaction to not being extended membership?

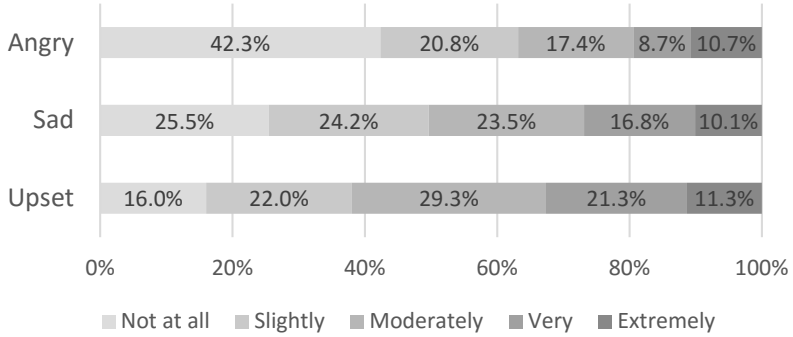


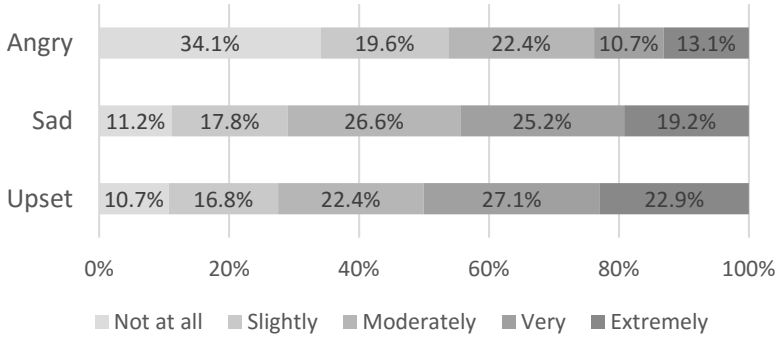
OIRA

Seeking Greek Membership Rates and Reactions per Gender

	MEN	WOMEN
How many times have you participated in a fraternity or sorority recruitment or informational process?		
Never:	56.9%	53.2%
Once:	28.5%	35.4%
More than once:	14.6%	11.4%
During any of the times that you participated, were you NOT extended membership?		
Yes:	33.4%	23.3%

What was your reaction to not being extended membership?

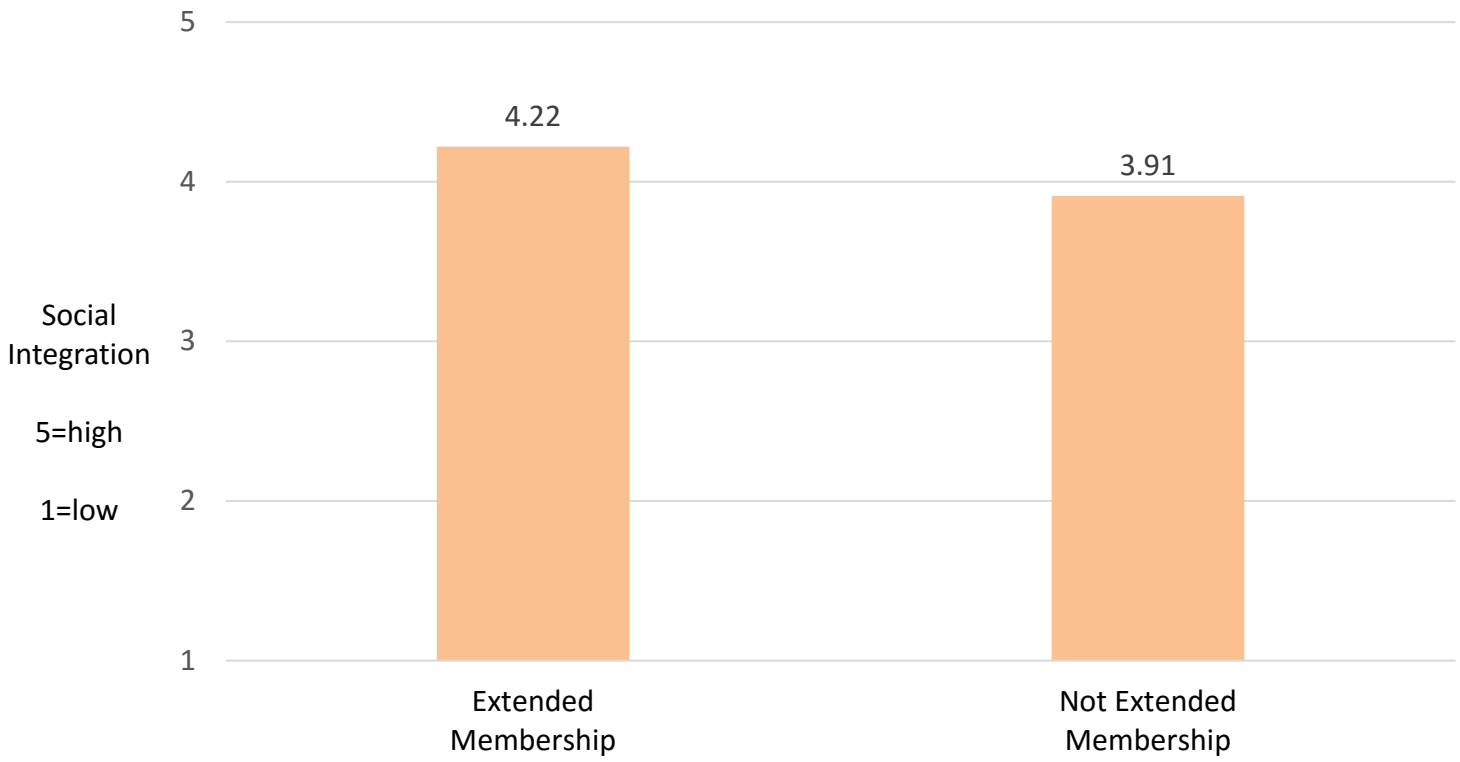




OIRA

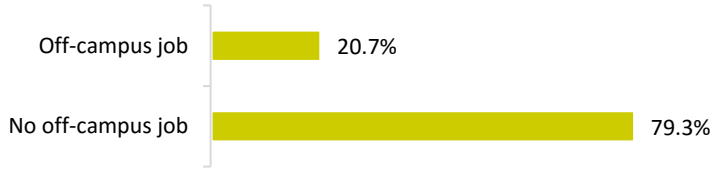
Social Integration and Greek Membership

Students extended membership in a Greek organization are more socially integrated than those not extended membership. No gender differences were found.

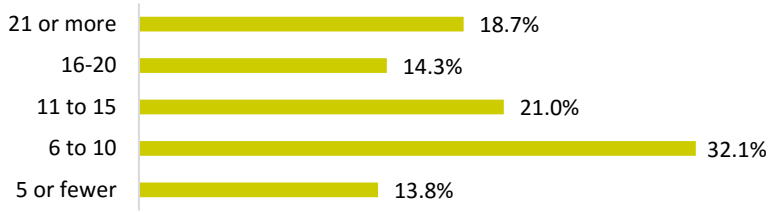


Working Off Campus Interferes with School

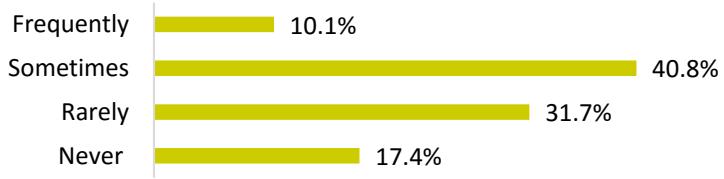
One in five undergraduates have an off-campus job that is not associated with academic requirements.



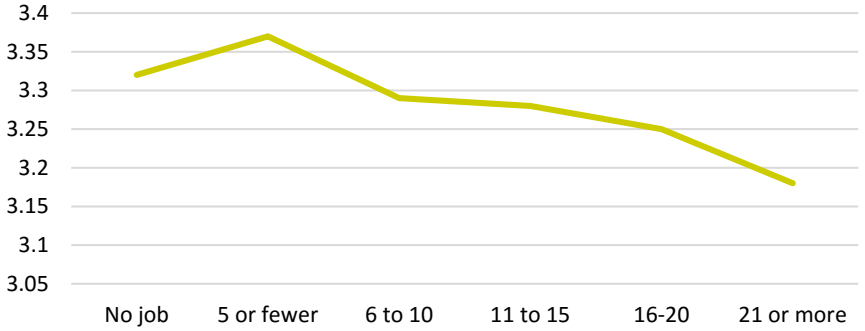
Approximately one in three students working off campus work more than 15 hours a week.



Half of the students working off campus report that work sometimes or frequently interferes with their academic responsibilities.



On average, students who work more hours off campus have a lower cumulative GPA.



Students who work more hours are more likely to report that their job interferes with their academic responsibilities.

How often does your off-campus job interfere with your academic responsibilities?

Hours Worked	Never	Rarely	Sometimes	Frequently
5 or fewer	41.6%	39.4%	18.2%	.7%
6 to 10	16.9%	41.7%	38.6%	2.8%
11 to 15	13.4%	32.5%	48.3%	5.7%
16 to 20	9.9%	21.8%	52.8%	15.5%
21 or more	10.8%	15.6%	43.0%	30.6%

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APPENDIX

Items within Constructs

- **Academic Integration**
  - Please indicate the degree to which you agree or disagree with each of the following statements.
    - I've had a mentor at SU who encouraged me to pursue my goals and dreams.
    - I have a strong sense of connectedness to my major.
    - I've had at least one professor, staff member, or coach at SU who was a role model to me.

- **Academic Satisfaction**
  - Please indicate your degree of satisfaction with:
    - the *amount* of interaction you have with professors.
    - the *quality* of the interaction you have with professors.
    - the *quality* of the interaction you have with teaching assistants.
    - the overall quality of teaching at SU.
    - the overall quality of your education at SU.

Items within Constructs

- **Interpersonal Academic Experience**
  - Please indicate the degree to which you agree or disagree with each of the following statements.
    - My professors care about me as a person.
    - I've had at least one professor who made me feel excited about learning.
    - I feel valued by SU faculty.
    - I feel valued by faculty in the classroom.
    - I feel valued by other students in the classroom.
    - My professors make me feel that I am capable of succeeding in their courses.
    - My teaching assistants make me feel that I am capable of succeeding in courses.

- **Academic Course Experience**
  - Please indicate the degree to which you agree or disagree with each of the following statements.
    - My courses include group activities that happen during or outside of class.
    - I find my courses to be intellectually challenging.
    - Courses that I need are generally available in the semesters that I need to take them.
    - My courses include experiences that allow me to apply what I learn in the classroom to real-world situations.

Items within Constructs

- **Academic Preparedness**
  - Please indicate the degree to which you agree or disagree with each of the following statements.
    - I am confident that I can get good grades in my courses.
    - The courses I took in high school prepared me well for my courses at SU.
    - I had good study habits before coming to SU.

- **Academic Motivation**
  - In general, how *motivated* are you to engage in academics, such as attending class, completing assignments and readings, and preparing for exams?

    (not at all motivated → very motivated)
  - In general, how *reluctant* are you to engage in academics, such as attending class, completing assignments and readings, and preparing for exams?

    (not at all reluctant → very reluctant)
  - How often do you miss class for reasons other than illness or participation in school-related activities?

    (never, rarely, sometimes, frequently)

Items within Constructs

- **Institutional Support**
  - Please indicate the degree to which you agree or disagree with each of the following statements.
    - In general, SU staff members who provide services to students are friendly and caring.
    - SU provides me with the support I need to succeed academically.
    - SU provides me with the support I need to succeed personally.
    - I am satisfied with the non-academic facilities at SU.
    - I feel valued by SU staff members.
    - I feel valued by SU senior administrators (e.g., dean, vice president, provost).
    - I believe that the campus climate encourages free and open discussion of difficult topics.

- **Support Awareness and Willingness**
  - Please indicate the degree to which you agree or disagree with each of the following statements.
    - I am aware of where to go on campus if I were struggling academically and needed help.
    - I am aware of where to go on campus if I were struggling personally and needed help.
    - I would be willing to use resources on campus to help me if I were struggling academically.
    - I would be willing to use resources on campus to help me if I were struggling personally.

Items within Constructs

- **Social Integration**
  - Please indicate the degree to which you agree or disagree with each of the following statements.
    - I feel like I fit in at SU.
    - I am comfortable at SU.
    - I have developed close relationships with other students at SU.
    - I have things in common/share common interests with other students at SU.
    - I feel socially accepted on campus.
    - In general, the social activities at SU are appealing to me.
    - I feel valued by other students outside of the classroom.

Financial Strain and Wealth

- **Financial Strain Scale**
  - Please indicate how financially strained you and your family are when it comes to handling costs associated with:
    - tuition, room, and board (or off-campus living expenses)
    - essential resources for your courses, such as books and supplies
    - travel between home and SU

- **Wealth Level**
  - Wealth was approximated from students' highest Expected Family Contribution (EFC).
  - Students were categorized into 5 levels of wealth (based on dividing EFC into quintiles).
  - Students who did not apply for financial aid and for whom EFC is therefore unavailable were categorized as "No Data."