

Results of the Entering Freshmen Survey 2000-2001

Office of Institutional Research & Assessment
Southeastern Louisiana University

January 2002

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Introduction

All students who enter Southeastern with fewer than 30 hours are required to take Orientation 101. This one hour course, administered by The Office of Admissions, is designed to acquaint students with Southeastern and help them adjust to campus life. As a part of the course, all students must take and pass the Orientation 101 Final Exam. Students are required to take Orientation 101 whether they enter Southeastern in the Summer, Fall or Spring semester. However, because of the implementation of quality admissions standards in Fall 2000, this report does not include those students who entered in Summer 2000, but only those who entered in Fall 2000 or Spring 2001.

The Final Exam consists of 50 questions about Southeastern's history, policies, and campus activities, along with the Entering Freshmen Survey (questions 51-108). The Entering Freshmen Survey asks students about sources of information that influenced their decision to attend Southeastern, their reasons for attending Southeastern, as well as questions about their personal and social development. Also included are sections that ask the students about their level of confidence in their general education skills (based on the Board of Regents general education goals), and demographic information not available in the Student Record System. The exam booklet informs students that there are no right or wrong answers for the survey portion of the exam. A complete copy of the Orientation 101 Final Exam, including the Entering Freshmen Survey, can be found in Appendix A.

Student Characteristics Questions 101 - 108

The majority of respondents were single (93%, n=2,439), while 4% (n=103) were married and 2% (n=45) were previously married. Also, the majority of students had no children (90%, n=2,349), while 5% (n=136) had one child, 2% (n=572) had two children, 1% (n=28) had three children, and 1% (n=13) had four or more children.

Traditional college students are often considered to be undergraduate students that are single, with no children and between the ages of 18 and 22. However, due to changing societal and economic conditions, more non-traditional students are entering into universities. Defining non-traditional students as those undergraduate students who are over the age of 22 or married or have children, 11% (n=300) of the entering freshmen were non-traditional students, while 89% (n=2,326) were traditional students.

The survey results support the notion that Southeastern has a large commuter population. The majority of respondents (43%, n=1,122) travel more than 30 miles (one way) to Southeastern's main campus. The breakdown for travel to campus can be found in Table 1.

Table 1
Miles Traveled One Way to Southeastern's Main Campus

Miles Traveled One Way to Southeastern's Main Campus	Percent	Number of Respondents
Live on Campus	10%	272
Less than 5 miles	9%	233
Between 5 and 10 miles	8%	208
Between 11 and 20 miles	11%	281
Between 21 and 30 miles	18%	475
More than 30 miles	43%	1,122

The majority of students (62%, n=1,615) plan to work off campus, while 17% (n=451) plan to work on campus, 8% (n=215) plan to work both on and off campus, and 11% (n=296) do not plan to work at all. Of those students who indicated they plan on working while attending Southeastern, 11% (n=230) plan to work no more than 10 hours per week, 44% (n=971) plan to work 11-20 hours per week, 31% (n=682) plan to work 21-30 hours per week, and 14% (n=305) plan to work more than 30 hours per week. Over half (59%, n=1,555) of the entering freshmen had applied for financial aid.

According to Terenzini et al. (1996), a first generation student is one who has no parent with any college or university experience. Using this definition, 34% (n=813) of entering students are first generation college students.

For the majority of entering freshmen (74%, n=1,955), their goal in attending Southeastern is to obtain a degree from Southeastern. Thirteen percent (13%, n=333) plan to take a few courses and then transfer to another university. Six percent (6%, n=147) had no definite goal in mind, while 3% (n=67) plan to take a few courses in order to learn specific job skills or for their own personal interests. An additional 2% (n=58) indicated that their goal was some other goal not listed, and 3% (n=66) did not respond to the question.

**Sources of Information about Southeastern
Questions 51 - 58**

Students were asked to indicate the level to which different information sources influenced their decision to attend Southeastern rather than another university. Results are reported in Table 2, separately for beginning freshmen, transfer freshmen, and those who attended Orientation but were not enrolled as of the 14th class day.

Overall, contact with Southeastern’s students and graduates had the largest influence on the decision to attend Southeastern (mean=3.79). Visits by Southeastern’s admissions staff at their high school had the least influence in the decision to attend Southeastern (mean=2.15).

**Table 2
Information Sources Which Influenced Decisions to Attend Southeastern**

		No Influence (1)	(2)	(3)	(4)	Major Influence (5)	Mean
Visits by Southeastern’s admissions staff at your high school	Beginning	47% (1,035)	13% (280)	25% (542)	8% (168)	8% (179)	2.17 (2,204)
	Transfer	57% (151)	7% (18)	25% (65)	5% (13)	7% (18)	1.98 (265)
	Did Not Attend	51% (72)	8% (11)	24% (33)	6% (8)	11% (16)	2.18 (140)
College publications (catalogs, brochures, etc.)	Beginning	19% (407)	14% (313)	33% (718)	17% (384)	17% (379)	3.01 (2,201)
	Transfer	25% (66)	9% (24)	36% (94)	16% (41)	15% (40)	2.87 (265)
	Did not Attend	20% (27)	16% (22)	31% (43)	17% (23)	16% (22)	2.93 (137)
Communications about financial aid (not the aid decision)	Beginning	24% (519)	15% (331)	29% (635)	17% (378)	15% (326)	2.85 (2,189)
	Transfer	34% (89)	12% (31)	31% (82)	10% (26)	13% (35)	2.57 (263)
	Did not Attend	27% (37)	14% (19)	33% (45)	12% (17)	15% (21)	2.76 (139)
Visit to Southeastern’s campus	Beginning	11% (247)	7% (161)	21% (465)	23% (513)	37% (809)	3.67 (2,195)
	Transfer	16% (42)	7% (19)	23% (60)	23% (62)	31% (82)	3.46 (265)
	Did not Attend	13% (19)	6% (8)	23% (32)	26% (37)	32% (46)	3.58 (142)

Table 2 Continued
Information Sources Which Influenced Decisions to Attend Southeastern

		No Influence (1)	(2)	(3)	(4)	Major Influence (5)	Mean
Contact with Southeastern's students and graduates	Beginning	8% (178)	7% (147)	21% (449)	24% (527)	41% (890)	3.82 (2,191)
	Transfer	12% (32)	9% (25)	23% (60)	22% (58)	34% (91)	3.57 (266)
	Did not Attend	10% (14)	7% (10)	25% (35)	25% (35)	33% (47)	3.65 (141)
Accessing the Southeastern World Wide Web site	Beginning	26% (578)	13% (288)	25% (541)	17% (370)	19% (410)	2.88 (2,187)
	Transfer	25% (66)	11% (28)	22% (59)	16% (43)	26% (69)	3.08 (265)
	Did not Attend	28% (38)	13% (18)	24% (33)	18% (25)	17% (24)	2.85 (138)
Information about Southeastern in the newspaper, on television or on the radio	Beginning	35% (771)	22% (476)	25% (551)	10% (213)	8% (184)	2.35 (2,195)
	Transfer	41% (108)	13% (33)	29% (76)	7% (20)	10% (27)	2.34 (264)
	Did not Attend	40% (57)	11% (16)	27% (38)	10% (14)	12% (17)	2.42 (142)
College guide books and/or rankings such as Peterson's or U.S. News and World Report	Beginning	39% (864)	17% (372)	24% (517)	11% (247)	9% (200)	2.34 (2,200)
	Transfer	48% (126)	10% (26)	25% (66)	9% (25)	8% (22)	2.21 (265)
	Did not Attend	40% (56)	13% (18)	27% (38)	9% (13)	11% (15)	2.38 (140)

**Reasons for Attending Southeastern
Questions 86 - 100**

In this section, students were asked to indicate how important a list of reasons were in their decision to attend Southeastern. Results are reported in Table 3, separately for beginning freshmen, transfer freshmen, and those who attended Orientation but were not enrolled as of the 14th class day.

Overall, the most important reason for students' decision to attend Southeastern was "Southeastern seemed to be a friendly place" (mean=3.99). The least important reason was "Southeastern offered me a scholarship" (mean=2.28).

**Table 3
Reasons for Attending Southeastern Rather than Another Institution**

		No Influence (1)	(2)	(3)	(4)	Major Influence (5)	Mean
Southeastern has a good degree program in the field I want to study	Beginning	6% (138)	6% (124)	27% (582)	21% (462)	41% (890)	3.84 (2,196)
	Transfer	6% (17)	6% (16)	22% (59)	17% (46)	48% (128)	3.95 (266)
	Did not Attend	7% (10)	6% (9)	24% (34)	24% (34)	39% (55)	3.81 (142)
Southeastern is the university closest to my home	Beginning	16% (350)	9% (197)	20% (435)	17% (383)	38% (833)	3.52 (2,198)
	Transfer	17% (46)	8% (21)	23% (60)	16% (42)	36% (96)	3.46 (265)
	Did not Attend	24% (33)	12% (16)	19% (26)	17% (23)	29% (40)	3.15 (138)
Southeastern's cost is lower than other schools I considered	Beginning	16% (339)	8% (185)	27% (599)	20% (440)	29% (630)	3.38 (2,193)
	Transfer	13% (34)	5% (13)	28% (75)	22% (59)	32% (84)	3.55 (265)
	Did not Attend	15% (21)	9% (13)	31% (44)	17% (24)	28% (40)	3.35 (142)
Southeastern has a good academic reputation	Beginning	4% (81)	4% (83)	28% (616)	30% (661)	34% (751)	3.88 (2,192)
	Transfer	7% (18)	4% (10)	27% (71)	29% (78)	34% (89)	3.79 (266)
	Did not Attend	6% (8)	8% (11)	24% (33)	34% (47)	29% (40)	3.72 (139)

Table 3 Continued
Reasons for Attending Southeastern Rather than Another Institution

		No Influence (1)	(2)	(3)	(4)	Major Influence (5)	Mean
I met the admission requirements at Southeastern	Beginning	7% (153)	5% (104)	19% (410)	20% (446)	49% (1,074)	4.00 (2,187)
	Transfer	11% (29)	4% (10)	22% (59)	24% (64)	39% (103)	3.76 (265)
	Did not Attend	11% (15)	6% (8)	22% (31)	21% (30)	40% (57)	3.75 (141)
Southeastern offered me a scholarship	Beginning	51% (1,103)	8% (170)	19% (415)	9% (194)	14% (304)	2.28 (2,186)
	Transfer	52% (135)	5% (14)	19% (49)	12% (30)	13% (34)	2.29 (266)
	Did not Attend	52% (71)	6% (8)	15% (20)	10% (14)	17% (23)	2.34 (136)
Southeastern seemed to be a friendly place	Beginning	4% (77)	4% (80)	23% (495)	27% (593)	43% (943)	4.03 (2,188)
	Transfer	7% (18)	5% (12)	26% (70)	27% (73)	35% (93)	3.79 (266)
	Did not Attend	9% (13)	6% (8)	21% (30)	26% (37)	38% (54)	3.78 (142)
My parents have a good opinion of Southeastern	Beginning	13% (280)	7% (149)	25% (542)	23% (504)	33% (719)	3.56 (2,194)
	Transfer	22% (58)	7% (18)	22% (58)	21% (54)	28% (74)	3.26 (262)
	Did not Attend	18% (25)	9% (12)	31% (44)	21% (30)	21% (30)	3.20 (141)
Southeastern's size seemed right for me	Beginning	7% (157)	5% (98)	21% (457)	22% (477)	46% (1,005)	3.95 (2,194)
	Transfer	11% (29)	8% (21)	22% (58)	26% (68)	34% (89)	3.63 (265)
	Did not Attend	10% (14)	6% (9)	21% (29)	26% (37)	37% (52)	3.74 (141)
My friends and/or relatives recommended Southeastern	Beginning	10% (224)	7% (142)	23% (493)	24% (516)	37% (815)	3.71 (2,190)
	Transfer	12% (32)	5% (14)	25% (66)	25% (66)	33% (87)	3.61 (265)
	Did not Attend	14% (20)	5% (7)	26% (37)	26% (36)	29% (41)	3.50 (141)

Table 3 Continued
Reasons for Attending Southeastern Rather than Another Institution

		No Influence (1)	(2)	(3)	(4)	Major Influence (5)	Mean
I expect to be more successful in my courses at Southeastern than at another university	Beginning	8% (165)	6% (129)	25% (542)	24% (531)	38% (824)	3.79 (2,191)
	Transfer	7% (19)	3% (9)	24% (62)	23% (60)	43% (114)	3.91 (264)
	Did not Attend	9% (13)	8% (11)	33% (47)	24% (34)	26% (36)	3.49 (141)
My high school teachers or advisors recommended Southeastern	Beginning	22% (475)	11% (243)	29% (633)	16% (354)	22% (479)	3.05 (2,184)
	Transfer	32% (84)	9% (24)	28% (74)	14% (38)	17% (45)	2.76 (265)
	Did not Attend	27% (38)	15% (21)	27% (38)	17% (24)	15% (21)	2.78 (142)
I visited the Southeastern campus and really liked it	Beginning	12% (248)	8% (166)	26% (560)	20% (442)	35% (771)	3.59 (2,196)
	Transfer	16% (41)	8% (20)	26% (68)	21% (54)	30% (79)	3.42 (262)
	Did not Attend	15% (21)	9% (13)	25% (35)	25% (36)	26% (37)	3.39 (142)
The campus is far enough away from home so I do not have to live at home	Beginning	44% (958)	7% (158)	19% (422)	11% (238)	19% (406)	2.53 (2,182)
	Transfer	48% (124)	4% (11)	17% (44)	12% (32)	19% (50)	2.51 (261)
	Did not Attend	45% (64)	7% (10)	19% (27)	10% (14)	19% (27)	2.51 (142)
Some of my friends decided to attend Southeastern	Beginning	21% (459)	9% (187)	24% (521)	19% (426)	28% (606)	3.24 (2,199)
	Transfer	30% (79)	5% (14)	22% (58)	16% (42)	26% (69)	3.03 (262)
	Did not Attend	24% (34)	11% (15)	20% (28)	21% (30)	25% (35)	3.12 (142)

**Personal and Social Development
Questions 59 - 68**

Students were asked to indicate the extent to which they agreed or disagreed with statements regarding their personal and social development. Results are reported in Table 4, separately for beginning freshmen, transfer freshmen, and those who attended Orientation but were not enrolled as of the 14th class day.

Overall, students entering Southeastern believe they are well-adjusted, productive individuals. The item with the highest overall agreement was “I take responsibility for my own actions” (mean=4.55). The item with the lowest overall agreement was “I place great importance on being active in public and community affairs” (mean=3.53).

**Table 4
Personal and Social Development**

		Strongly Disagree (1)	(2)	(3)	(4)	Strongly Agree (5)	Mean
I am a capable, self-reliant person	Beginning	1% (19)	1% (27)	13% (289)	30% (666)	55% (1,205)	4.36 (2,206)
	Transfer	2% (6)	2% (5)	9% (25)	27% (72)	59% (158)	4.39 (266)
	Did not Attend	1% (2)	1% (2)	15% (21)	33% (47)	50% (71)	4.28 (143)
I know my own capabilities and interests	Beginning	1% (20)	1% (23)	11% (243)	28% (623)	59% (1,299)	4.43 (2,208)
	Transfer	3% (7)	1% (3)	9% (23)	25% (65)	63% (166)	4.44 (264)
	Did not Attend	1% (2)	2% (3)	13% (18)	34% (49)	50% (71)	4.29 (143)
I meet deadlines	Beginning	1% (13)	4% (81)	18% (394)	35% (768)	43% (948)	4.16 (2,204)
	Transfer	3% (7)	3% (8)	17% (45)	31% (82)	47% (124)	4.16 (266)
	Did not Attend	1% (2)	5% (7)	18% (26)	40% (57)	35% (50)	4.03 (142)

Table 4 Continued
Personal and Social Development

		Strongly Disagree (1)	(2)	(3)	(4)	Strongly Agree (5)	Mean
I take responsibility for my own actions	Beginning	1% (22)	1% (20)	8% (175)	21% (457)	69% (1,530)	4.57 (2,204)
	Transfer	3% (7)	0% (1)	8% (21)	22% (57)	67% (177)	4.51 (263)
	Did not Attend	2% (3)	1% (2)	11% (15)	25% (35)	62% (88)	4.42 (143)
I interact comfortably with others who are different from myself	Beginning	1% (29)	4% (98)	19% (417)	30% (666)	45% (993)	4.13 (2,203)
	Transfer	4% (10)	3% (8)	19% (49)	27% (72)	48% (126)	4.12 (265)
	Did not Attend	1% (2)	4% (5)	19% (27)	34% (48)	43% (61)	4.13 (143)
I have strong leadership and management skills	Beginning	2% (41)	7% (145)	26% (572)	32% (697)	34% (749)	3.89 (2,204)
	Transfer	2% (5)	8% (20)	22% (59)	25% (67)	43% (114)	4.00 (265)
	Did not Attend	1% (1)	6% (9)	26% (37)	30% (43)	37% (53)	3.97 (143)
I am dependable and punctual	Beginning	1% (23)	3% (54)	15% (329)	33% (731)	48% (1,066)	4.25 (2,203)
	Transfer	3% (7)	2% (5)	10% (26)	34% (90)	51% (135)	4.30 (263)
	Did not Attend	2% (3)	1% (1)	17% (24)	41% (58)	39% (56)	4.15 (142)
I accept new responsibilities willingly	Beginning	1% (20)	3% (72)	21% (465)	36% (799)	38% (841)	4.08 (2,197)
	Transfer	3% (8)	2% (6)	18% (49)	27% (72)	49% (131)	4.17 (266)
	Did not Attend	1% (2)	3% (4)	24% (34)	31% (44)	40% (56)	4.06 (140)
I place great importance on being active in public and community affairs	Beginning	4% (96)	12% (271)	34% (736)	26% (565)	24% (526)	3.53 (2,194)
	Transfer	6% (16)	10% (27)	33% (87)	25% (65)	26% (70)	3.55 (265)
	Did not Attend	4% (5)	9% (13)	32% (46)	36% (51)	20% (28)	3.59 (143)

Table 4 Continued
Personal and Social Development

		Strongly Disagree (1)	(2)	(3)	(4)	Strongly Agree (5)	Mean
I have the capacity to begin and sustain important interpersonal relationships	Beginning	1% (24)	2% (53)	19% (420)	34% (740)	44% (960)	4.16 (2,197)
	Transfer	3% (7)	3% (9)	16% (42)	29% (76)	49% (131)	4.19 (265)
	Did not Attend	2% (3)	1% (1)	22% (32)	40% (57)	35% (50)	4.05 (143)

**General Education
Questions 69 - 85**

The items in this section were developed on the basis of the general education goals provided by the Board of Regents. Students were asked to indicate the level of confidence they felt regarding each skill or ability. Results are reported in Table 5, separately for beginning freshmen, transfer freshmen, and those who attended Orientation but were not enrolled as of the 14th class day.

Overall, students had the most confidence in their “personal set of values and ethical standards” (mean=4.25). Students had the least confidence in their “ability to use mathematical and statistical concepts and tools” (mean=3.44).

**Table 5
Confidence in General Education Skills**

		Not Confident at all (1)	(2)	(3)	(4)	Very Confident (5)	Mean
Ability to write well	Beginning	3% (73)	9% (196)	28% (625)	29% (645)	30% (663)	3.74 (2,202)
	Transfer	2% (6)	5% (13)	27% (72)	28% (74)	38% (101)	3.94 (266)
	Did not Attend	2% (3)	8% (11)	32% (45)	25% (34)	33% (46)	3.78 (139)
Ability to speak effectively	Beginning	2% (53)	8% (176)	29% (626)	33% (731)	28% (612)	3.78 (2,198)
	Transfer	1% (3)	3% (8)	27% (71)	33% (87)	36% (96)	4.00 (265)
	Did not Attend	1% (2)	7% (10)	26% (37)	35% (49)	30% (42)	3.85 (140)
Ability to comprehend reading material and to analyze its meaning	Beginning	2% (46)	8% (170)	29% (635)	33% (715)	29% (626)	3.78 (2,192)
	Transfer	1% (3)	6% (15)	21% (55)	35% (93)	37% (98)	4.02 (264)
	Did not Attend	0%	6% (9)	38% (53)	23% (33)	33% (46)	3.82 (141)

Table 5 Continued
Confidence in General Education Skills

		Not Confident at all (1)	(2)	(3)	(4)	Very Confident (5)	Mean
Ability to use logic and critical thinking skills	Beginning	1% (20)	4% (91)	25% (556)	37% (809)	33% (723)	3.97 (2,199)
	Transfer	0% (1)	1% (3)	21% (56)	34% (89)	44% (115)	4.19 (264)
	Did not Attend	0%	4% (5)	30% (41)	30% (42)	37% (51)	4.00 (139)
Ability to see relationships, similarities, and distinctions between ideas	Beginning	1% (11)	2% (48)	21% (466)	39% (745)	37% (814)	4.10 (2,195)
	Transfer	1% (2)	1% (3)	16% (43)	36% (96)	46% (121)	4.25 (265)
	Did not Attend	1% (2)	2% (3)	28% (39)	31% (44)	38% (54)	4.02 (142)
Ability to apply problem solving techniques	Beginning	1% (29)	6% (123)	30% (646)	36% (780)	28% (611)	3.83 (2,189)
	Transfer	0% (1)	3% (9)	25% (65)	32% (85)	39% (104)	4.07 (264)
	Did not Attend	0%	9% (12)	35% (49)	30% (42)	28% (39)	3.76 (142)
Ability to use mathematical and statistical concepts and tools	Beginning	6% (138)	15% (319)	32% (704)	26% (269)	21% (464)	3.41 (2,194)
	Transfer	5% (13)	10% (26)	28% (75)	29% (77)	28% (73)	3.65 (264)
	Did not Attend	7% (10)	7% (10)	35% (49)	23% (32)	27% (38)	3.56 (139)
Understanding the nature of science and the scientific method	Beginning	3% (66)	12% (255)	33% (717)	31% (685)	22% (471)	3.57 (2,194)
	Transfer	2% (6)	11% (28)	32% (85)	28% (74)	27% (72)	3.67 (265)
	Did not Attend	2% (4)	5% (7)	39% (56)	28% (40)	25% (35)	3.67 (142)
Familiarity with key applications of the basic sciences	Beginning	2% (53)	10% (214)	34% (746)	32% (690)	22% (486)	3.61 (2,189)
	Transfer	2% (4)	9% (23)	31% (81)	30% (79)	29% (77)	3.77 (264)
	Did not Attend	1% (2)	12% (17)	34% (48)	28% (39)	24% (34)	3.61 (140)

Table 5 Continued
Confidence in General Education Skills

		Not Confident at all (1)	(2)	(3)	(4)	Very Confident (5)	Mean
Ability to learn on your own, to pursue ideas and to find the information you need	Beginning	1% (19)	3% (73)	24% (422)	38% (835)	34% (747)	4.01 (2,196)
	Transfer	1% (2)	3% (9)	20% (53)	31% (82)	45% (118)	4.16 (264)
	Did not Attend	1% (1)	2% (3)	26% (37)	28% (40)	43% (60)	4.10 (141)
Recognition of the value of coming into contact with people different from you	Beginning	1% (16)	3% (61)	21% (449)	35% (768)	41% (896)	4.13 (2,190)
	Transfer	1% (2)	2% (5)	17% (46)	32% (84)	48% (128)	4.25 (265)
	Did not Attend	1% (1)	3% (4)	26% (37)	28% (40)	42% (60)	4.08 (142)
Understanding the nature and value of at least one of the performing arts	Beginning	2% (40)	7% (149)	27% (594)	28% (613)	36% (796)	3.90 (2,192)
	Transfer	2% (5)	4% (10)	20% (53)	29% (77)	45% (118)	4.11 (263)
	Did not Attend	1% (1)	10% (14)	36% (50)	22% (31)	31% (44)	3.74 (140)
Wider acquaintance with and enjoyment of literature	Beginning	3% (73)	14% (303)	32% (706)	25% (555)	25% (555)	3.55 (2,192)
	Transfer	3% (7)	8% (21)	27% (71)	27% (72)	36% (94)	3.85 (65)
	Did not Attend	7% (10)	10% (14)	37% (53)	23% (33)	23% (32)	3.44 (142)
Personal set of values and ethical standards	Beginning	1% (15)	3% (63)	18% (400)	27% (599)	51% (1,115)	4.25 (2,192)
	Transfer	0% (1)	1% (3)	16% (42)	23% (60)	60% (159)	4.41 (265)
	Did not Attend	4% (2)	5% (7)	24% (33)	27% (38)	43% (60)	4.05 (140)
Awareness of how political and economic trends impact families and communities	Beginning	2% (48)	8% (169)	31% (672)	33% (717)	27% (589)	3.74 (2,195)
	Transfer	2% (4)	3% (7)	28% (74)	30% (80)	38% (99)	4.00 (264)
	Did not Attend	2% (3)	6% (9)	35% (49)	29% (41)	28% (39)	3.74 (141)

Table 5 Continued
Confidence in General Education Skills

		Not Confident at all (1)	(2)	(3)	(4)	Very Confident (5)	Mean
Awareness of historical trends which influence current events	Beginning	2% (45)	8% (184)	33% (714)	32% (707)	25% (542)	3.69 (2,192)
	Transfer	2% (6)	3% (9)	28% (74)	30% (80)	36% (95)	3.94 (264)
	Did not Attend	1% (2)	7% (10)	37% (52)	26% (37)	29% (41)	3.74 (142)
Ability to utilize computers	Beginning	2% (49)	7% (150)	25% (556)	33% (726)	33% (715)	3.87 (2,196)
	Transfer	2% (4)	5% (13)	24% (64)	27% (71)	42% (111)	4.03 (263)
	Did not Attend	1% (2)	6% (9)	31% (44)	29% (41)	32% (46)	3.85 (142)

References

Terenzini, P.T. , Springer, L., Yaeger, P.M., Pascarella, E.T., & Nora, A. (1996). First-generation college students: Characteristics, experiences, and cognitive development. Research in Higher Education, 37(1), 1-22.

Appendix A

Final Exam
Orientation 101