

Results of the Entering Freshmen Survey 2002-2003

Office of Institutional Research & Assessment
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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.

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), their future participation in college sports, 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 104 - 111

The majority of respondents were single (89%, n=2,705), while 5% (n=139) were married and 2% (n=64) were previously married. Also, the majority of students had no children (86%, n=2,621), while 5% (n=153) had one child, 3% (n=84) had two children, 1% (n=37) had three children, and 0.4% (n=12) 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, 13% (n=395) of the entering freshmen were non-traditional students, while 87% (n=2,657) were traditional students.

The survey results support the notion that Southeastern has a large commuter population. The majority of respondents (41%, n=1,248) 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	7%	215
Less than 5 miles	10%	290
Between 5 and 10 miles	8%	251
Between 11 and 20 miles	10%	303
Between 21 and 30 miles	19%	585
More than 30 miles	41%	1,248

The majority of students (58%, n=1,757) plan to work off campus, while 17% (n=508) plan to work on campus, 11% (n=344) plan to work both on and off campus, and 11% (n=323) do not plan to work at all. Of those students who indicated they plan on working while attending Southeastern, 9% (n=239) plan to work no more than 10 hours per week, 42% (n=1,069) plan to work 11-20 hours per week, 32% (n=822) plan to work 21-30 hours per week, and 17% (n=429) plan to work more than 30 hours per week. Over half (61%, n=1,853) 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, 35% (n=919) of entering students are first generation college students.

For the majority of entering freshmen (74%, n=2,258), their goal in attending Southeastern is to obtain a degree from Southeastern. Ten percent (10%, n=314) plan to take a few courses and then transfer to another university. Five percent (5%, n=140) had no definite goal in mind, while 3% (n=81) plan to take a few courses in order to learn specific job skills or for their own personal interests. An additional 2% (n=70) indicated that their goal was some other goal not listed, and 6% (n=189) 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=3.74). Visits by Southeastern’s admissions staff at their high school had the least influence in the decision to attend Southeastern (mean=2.02).

**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	52% (1,269)	13% (328)	21% (518)	7% (167)	7% (177)	2.05 (2,459)
	Transfer	61% (219)	10% (37)	17% (62)	5% (18)	6% (23)	1.86 (359)
	Did Not Attend	53% (81)	12% (19)	22% (34)	5% (7)	8% (13)	2.04 (154)
College publications (catalogs, brochures, etc.)	Beginning	21% (510)	16% (391)	30% (734)	17% (426)	16% (393)	2.92 (2,454)
	Transfer	31% (112)	12% (43)	29% (105)	14% (49)	14% (51)	2.68 (360)
	Did not Attend	18% (28)	14% (21)	37% (57)	17% (26)	14% (22)	2.95 (154)
Communications about financial aid (not the aid decision)	Beginning	25% (620)	15% (376)	26% (636)	17% (421)	16% (395)	2.83 (2,448)
	Transfer	40% (144)	14% (51)	25% (91)	10% (34)	11% (39)	2.37 (359)
	Did not Attend	27% (40)	21% (31)	28% (42)	14% (21)	11% (17)	2.63 (151)
Visit to Southeastern’s campus	Beginning	12% (300)	7% (164)	22% (541)	24% (575)	35% (863)	3.63 (2,443)
	Transfer	16% (56)	9% (31)	28% (99)	19% (67)	29% (105)	3.37 (358)
	Did not Attend	18% (27)	5% (7)	22% (33)	28% (42)	28% (42)	3.43 (151)

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	9% (222)	8% (190)	20% (491)	24% (590)	39% (950)	3.76 (2,443)
	Transfer	15% (52)	6% (22)	17% (62)	23% (83)	39% (137)	3.65 (356)
	Did not Attend	11% (17)	7% (11)	21% (33)	25% (38)	36% (56)	3.68 (155)
Accessing the Southeastern World Wide Web site	Beginning	21% (509)	14% (334)	26% (626)	20% (480)	20% (489)	3.04 (2,438)
	Transfer	24% (84)	13% (46)	26% (94)	13% (48)	24% (86)	3.02 (358)
	Did not Attend	22% (34)	12% (19)	28% (43)	16% (25)	21% (32)	3.01 (153)
Information about Southeastern in the newspaper, on television or on the radio	Beginning	36% (863)	23% (554)	23% (566)	10% (242)	8% (195)	2.32 (2,420)
	Transfer	41% (148)	16% (58)	24% (87)	10% (37)	8% (28)	2.27 (358)
	Did not Attend	42% (64)	20% (30)	22% (34)	8% (12)	8% (12)	2.20 (152)
College guide books and/or rankings such as Peterson's or U.S. News and World Report	Beginning	39% (966)	19% (467)	23% (554)	10% (235)	9% (230)	2.31 (2,452)
	Transfer	54% (192)	12% (42)	20% (73)	7% (24)	8% (28)	2.04 (359)
	Did not Attend	39% (60)	16% (24)	30% (46)	7% (10)	9% (14)	2.31 (154)

**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=3.94). The least important reason was "Southeastern offered me a scholarship" (mean=2.03).

**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% (127)	6% (140)	26% (601)	22% (500)	41% (939)	3.86 (2,307)
	Transfer	7% (22)	6% (20)	23% (77)	24% (79)	41% (137)	3.86 (335)
	Did not Attend	9% (13)	6% (9)	28% (40)	20% (28)	37% (53)	3.69 (143)
Southeastern is the university closest to my home	Beginning	18% (412)	9% (206)	20% (455)	16% (355)	38% (863)	3.46 (2,291)
	Transfer	21% (71)	9% (31)	24% (82)	18% (62)	29% (100)	3.26 (346)
	Did not Attend	19% (28)	12% (17)	19% (28)	14% (21)	36% (53)	3.37 (147)
Southeastern's cost is lower than other schools I considered	Beginning	15% (341)	10% (227)	25% (582)	23% (532)	27% (629)	3.38 (2,311)
	Transfer	17% (57)	10% (33)	30% (103)	24% (82)	20% (67)	3.20 (342)
	Did not Attend	16% (24)	10% (15)	25% (36)	22% (32)	27% (40)	3.33 (147)
Southeastern has a good academic reputation	Beginning	3% (73)	4% (99)	25% (556)	34% (778)	34% (762)	3.91 (2,268)
	Transfer	6% (19)	7% (23)	25% (85)	33% (110)	29% (97)	3.73 (334)
	Did not Attend	6% (9)	3% (4)	23% (34)	33% (49)	35% (51)	3.88 (147)

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	9% (186)	5% (112)	16% (359)	24% (523)	46% (1,021)	3.95 (2,201)
	Transfer	11% (34)	5% (17)	23% (76)	22% (72)	39% (129)	3.72 (331)
	Did not Attend	8% (11)	2% (3)	26% (37)	17% (24)	47% (66)	3.93 (141)
Southeastern offered me a scholarship	Beginning	57% (1,349)	9% (211)	16% (364)	8% (181)	11% (247)	2.05 (2,352)
	Transfer	66% (230)	7% (26)	14% (50)	6% (21)	6% (22)	1.79 (349)
	Did not Attend	56% (83)	5% (8)	15% (23)	11% (16)	13% (19)	2.19 (149)
Southeastern seemed to be a friendly place	Beginning	4% (99)	4% (90)	22% (793)	30% (665)	40% (893)	3.97 (2,240)
	Transfer	8% (26)	5% (17)	25% (82)	29% (97)	33% (110)	3.75 (332)
	Did not Attend	5% (8)	5% (8)	22% (32)	25% (36)	43% (63)	3.94 (147)
My parents have a good opinion of Southeastern	Beginning	14% (319)	7% (167)	23% (531)	25% (559)	31% (702)	3.51 (2,278)
	Transfer	22% (75)	8% (27)	23% (78)	25% (86)	22% (78)	3.19 (344)
	Did not Attend	12% (18)	9% (14)	30% (45)	17% (26)	32% (48)	3.48 (151)
Southeastern's size seemed right for me	Beginning	9% (188)	5% (112)	20% (434)	26% (575)	41% (902)	3.86 (2,211)
	Transfer	12% (41)	5% (15)	21% (69)	25% (83)	37% (123)	3.70 (331)
	Did not Attend	6% (9)	3% (4)	25% (35)	24% (33)	42% (59)	3.92 (140)
My friends and/or relatives recommended Southeastern	Beginning	11% (248)	8% (183)	21% (470)	25% (553)	35% (794)	3.65 (2,248)
	Transfer	15% (49)	5% (17)	21% (67)	25% (80)	35% (114)	3.59 (327)
	Did not Attend	13% (19)	9% (13)	18% (26)	22% (31)	38% (54)	3.62 (143)

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% (177)	7% (154)	23% (511)	26% (588)	36% (805)	3.76 (2,235)
	Transfer	10% (31)	5% (15)	20% (67)	26% (84)	40% (131)	3.82 (328)
	Did not Attend	10% (15)	8% (11)	24% (35)	23% (33)	36% (52)	3.66 (146)
My high school teachers or advisors recommended Southeastern	Beginning	26% (587)	13% (297)	25% (582)	18% (416)	18% (424)	2.91 (2,306)
	Transfer	41% (144)	10% (34)	26% (90)	13% (45)	10% (35)	2.41 (348)
	Did not Attend	24% (36)	13% (19)	28% (42)	16% (23)	19% (28)	2.92 (148)
I visited the Southeastern campus and really liked it	Beginning	13% (297)	9% (211)	23% (524)	23% (519)	31% (706)	3.50 (2,257)
	Transfer	20% (68)	9% (30)	28% (94)	16% (54)	27% (90)	3.20 (336)
	Did not Attend	18% (25)	8% (12)	23% (33)	21% (30)	30% (43)	3.38 (143)
The campus is far enough away from home so I do not have to live at home	Beginning	49% (1,151)	10% (230)	15% (342)	11% (252)	15% (354)	2.33 (2,329)
	Transfer	50% (172)	9% (31)	17% (57)	10% (33)	14% (49)	2.29 (342)
	Did not Attend	52% (77)	8% (11)	16% (24)	8% (12)	16% (23)	2.27 (147)
Some of my friends decided to attend Southeastern	Beginning	24% (556)	8% (191)	20% (467)	20% (467)	27% (616)	3.17 (2,297)
	Transfer	30% (102)	9% (32)	22% (74)	17% (59)	22% (74)	2.91 (341)
	Did not Attend	25% (36)	6% (9)	21% (31)	18% (26)	30% (43)	3.14 (145)

**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=4.64). The item with the lowest overall agreement was “I place great importance on being active in public and community affairs” (mean=3.57).

**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% (17)	1% (25)	11% (262)	31% (754)	57% (1,405)	4.42 (2,463)
	Transfer	1% (2)	4% (4)	11% (40)	26% (92)	62% (223)	4.47 (361)
	Did not Attend	2% (3)	1% (2)	13% (20)	26% (40)	58% (90)	4.37 (155)
I know my own capabilities and interests	Beginning	1% (14)	1% (21)	8% (192)	27% (664)	64% (1,570)	4.43 (2,461)
	Transfer	1% (2)	1% (5)	10% (37)	26% (93)	62% (223)	4.47 (360)
	Did not Attend	1% (2)	2% (3)	10% (15)	24% (38)	63% (98)	4.46 (156)
I meet deadlines	Beginning	1% (18)	2% (60)	15% (367)	35% (862)	47% (1,149)	4.25 (2,456)
	Transfer	1% (3)	3% (9)	14% (50)	36% (128)	47% (171)	4.26 (361)
	Did not Attend	1% (1)	2% (3)	19% (29)	31% (49)	47% (74)	4.23 (156)

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% (12)	1% (15)	5% (123)	22% (550)	72% (1,752)	4.64 (2,452)
	Transfer	1% (2)	1% (3)	4% (15)	19% (67)	76% (273)	4.68 (360)
	Did not Attend	1% (2)	3% (4)	5% (7)	24% (37)	68% (106)	4.54 (156)
I interact comfortably with others who are different from myself	Beginning	1% (30)	4% (88)	17% (419)	30% (742)	48% (1,176)	4.20 (2,455)
	Transfer	1% (3)	4% (13)	15% (53)	31% (113)	50% (179)	4.25 (361)
	Did not Attend	2% (3)	5% (7)	14% (22)	25% (39)	54% (84)	4.25 (155)
I have strong leadership and management skills	Beginning	2% (38)	6% (146)	24% (580)	34% (836)	35% (853)	3.95 (2,453)
	Transfer	1% (5)	6% (23)	24% (85)	30% (107)	39% (140)	3.98 (360)
	Did not Attend	2% (3)	10% (16)	24% (37)	30% (46)	34% (53)	3.84 (155)
I am dependable and punctual	Beginning	1% (16)	2% (43)	13% (323)	34% (830)	51% (1,242)	4.32 (2,454)
	Transfer	1% (2)	2% (6)	10% (37)	38% (137)	50% (179)	4.34 (361)
	Did not Attend	1% (2)	3% (5)	10% (16)	39% (60)	47% (73)	4.26 (156)
I accept new responsibilities willingly	Beginning	1% (21)	3% (74)	17% (422)	37% (909)	42% (1,025)	4.16 (2,451)
	Transfer	1% (3)	2% (7)	18% (63)	36% (129)	43% (155)	4.19 (357)
	Did not Attend	1% (2)	5% (7)	16% (25)	37% (57)	41% (62)	4.11 (153)
I place great importance on being active in public and community affairs	Beginning	3% (74)	13% (309)	32% (773)	28% (692)	25% (602)	3.59 (2,450)
	Transfer	4% (13)	13% (47)	35% (124)	26% (93)	23% (82)	3.51 (359)
	Did not Attend	7% (10)	16% (24)	23% (36)	29% (44)	26% (40)	3.52 (154)

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% (19)	2% (50)	18% (439)	34% (840)	45% (1,108)	4.21 (2,456)
	Transfer	1% (2)	1% (3)	15% (53)	35% (125)	49% (178)	4.31 (361)
	Did not Attend	1% (2)	3% (5)	16% (25)	33% (51)	47% (72)	4.20 (155)

**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=4.22). Students had the least confidence in their “ability to use mathematical and statistical concepts and tools” (mean=3.35).

**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% (71)	7% (170)	30% (710)	33% (762)	27% (623)	3.73 (2,336)
	Transfer	4% (14)	7% (23)	25% (85)	34% (116)	31% (108)	3.81 (346)
	Did not Attend	2% (3)	10% (15)	25% (37)	31% (47)	33% (49)	3.82 (151)
Ability to speak effectively	Beginning	3% (57)	7% (170)	30% (681)	36% (823)	25% (571)	3.73 (2,302)
	Transfer	2% (7)	9% (30)	24% (81)	33% (113)	33% (111)	3.85 (342)
	Did not Attend	3% (4)	5% (8)	31% (46)	32% (48)	28% (42)	3.78 (148)
Ability to comprehend reading material and to analyze its meaning	Beginning	2% (50)	8% (187)	29% (661)	35% (800)	26% (606)	3.75 (2,304)
	Transfer	2% (5)	6% (20)	23% (76)	39% (130)	31% (104)	3.92 (335)
	Did not Attend	1% (2)	6% (9)	27% (40)	35% (52)	30% (45)	3.87 (148)

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% (12)	4% (89)	26% (583)	41% (937)	29% (653)	3.94 (2,274)
	Transfer	0% (1)	2% (7)	19% (65)	46% (154)	32% (109)	4.08 (336)
	Did not Attend	2% (3)	4% (6)	22% (32)	36% (53)	37% (54)	4.01 (148)
Ability to see relationships, similarities, and distinctions between ideas	Beginning	0% (6)	2% (53)	20% (450)	44% (985)	33% (747)	4.08 (2,241)
	Transfer	0% (1)	2% (6)	16% (51)	48% (158)	34% (113)	4.14 (329)
	Did not Attend	1% (2)	1% (2)	20% (29)	37% (55)	55% (40)	4.14 (147)
Ability to apply problem solving techniques	Beginning	1% (19)	6% (136)	29% (652)	40% (909)	25% (575)	3.82 (2,291)
	Transfer	1% (3)	4% (13)	23% (79)	46% (154)	26% (88)	3.92 (337)
	Did not Attend	2% (3)	11% (16)	22% (33)	32% (47)	33% (48)	3.82 (147)
Ability to use mathematical and statistical concepts and tools	Beginning	6% (139)	16% (369)	33% (778)	28% (641)	17% (403)	3.34 (2,330)
	Transfer	7% (25)	13% (43)	28% (95)	32% (110)	21% (71)	3.46 (344)
	Did not Attend	8% (12)	19% (28)	35% (52)	22% (32)	16% (24)	3.19 (148)
Understanding the nature of science and the scientific method	Beginning	3% (59)	12% (276)	34% (793)	34% (778)	18% (413)	3.52 (2,319)
	Transfer	3% (11)	11% (38)	30% (101)	35% (119)	20% (69)	3.58 (338)
	Did not Attend	1% (2)	11% (17)	37% (55)	30% (44)	21% (31)	3.57 (149)
Familiarity with key applications of the basic sciences	Beginning	3% (60)	10% (231)	35% (820)	34% (793)	18% (415)	3.55 (2,319)
	Transfer	3% (11)	9% (31)	32% (110)	35% (119)	21% (71)	3.61 (242)
	Did not Attend	2% (3)	9% (14)	36% (53)	36% (54)	17% (25)	3.56 (149)

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)	4% (83)	24% (544)	39% (896)	32% (734)	3.99 (2,276)
	Transfer	0%	4% (14)	21% (71)	40% (132)	35% (116)	4.05 (333)
	Did not Attend	1% (2)	6% (8)	22% (32)	34% (50)	37% (54)	4.00 (146)
Recognition of the value of coming into contact with people different from you	Beginning	1% (11)	3% (63)	21% (476)	37% (832)	38% (855)	4.10 (2,237)
	Transfer	0%	2% (5)	20% (66)	38% (127)	41% (137)	4.18 (335)
	Did not Attend	1% (2)	1% (2)	22% (31)	36% (51)	40% (57)	4.11 (143)
Understanding the nature and value of at least one of the performing arts	Beginning	2% (39)	8% (169)	28% (633)	29% (664)	33% (752)	3.85 (2,257)
	Transfer	1% (2)	6% (22)	24% (83)	34% (117)	35% (118)	3.96 (342)
	Did not Attend	2% (3)	5% (7)	26% (38)	31% (46)	37% (54)	3.95 (148)
Wider acquaintance with and enjoyment of literature	Beginning	3% (74)	15% (342)	34% (782)	28% (640)	20% (460)	3.47 (2,298)
	Transfer	2% (7)	15% (50)	31% (107)	30% (105)	22% (76)	3.56 (345)
	Did not Attend	4% (6)	12% (18)	40% (59)	24% (36)	20% (29)	3.43 (148)
Personal set of values and ethical standards	Beginning	1% (15)	3% (63)	18% (404)	32% (701)	46% (1,025)	4.20 (2,208)
	Transfer	0%	2% (5)	16% (52)	35% (113)	47% (152)	4.28 (322)
	Did not Attend	1% (2)	1% (1)	15% (22)	35% (51)	48% (71)	4.28 (147)
Awareness of how political and economic trends impact families and communities	Beginning	1% (22)	7% (155)	30% (671)	38% (851)	25% (568)	3.79 (2,267)
	Transfer	2% (7)	6% (19)	26% (86)	40% (134)	26% (87)	3.83 (333)
	Did not Attend	3% (5)	6% (9)	26% (38)	42% (62)	23% (34)	3.75 (148)

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	1% (30)	8% (176)	31% (703)	36% (862)	24% (546)	3.74 (2,287)
	Transfer	2% (8)	6% (19)	27% (92)	40% (139)	25% (88)	3.81 (346)
	Did not Attend	2% (3)	5% (7)	30% (44)	37% (54)	27% (39)	3.74 (147)
Ability to utilize computers	Beginning	2% (42)	5% (122)	25% (569)	33% (752)	34% (764)	3.92 (2,249)
	Transfer	2% (5)	5% (16)	23% (78)	36% (120)	35% (119)	3.98 (338)
	Did not Attend	3% (5)	6% (9)	20% (30)	31% (46)	39% (57)	3.96 (147)

Athletic Participation
Questions 101 - 103

The items in this section were asked about students previous participation in sports and their potential participation while in college. Only students who actually attended Southeastern were included in these analyses. Approximately one-third (33.4%, n=541) of the female students indicated that they had participated in sports at the high school level, while 2.8% (n=45) participated at the club level, 11.0% (n=178) participated at the community/recreation league level, and 16.9% (n=274) participated at some other level. Over 40% of the male students (41.5%, n=529) had participated in sports at the high school level, while 0.8% (n=10) participated at the club level, 9.3% (n=1118) participated at the community/recreation league level, and 10.0% (n=128) participated at some other level. When asked about awards, 2.0% (n=33) of the female students indicated they had achieved All-State, while 0.8% (n=13) had achieved All-Region or Conference, 4.8% (n=77) had been on a Select Team, 8.8% (n=143) had been Team Captain, and 24.0% (n=389) indicated they had received some other type of award or honor. For male students, 2.6% (n=33) indicated they had achieved All-State, while 4.1% (n=52) had achieved All-Region or Conference, 5.7% (n=72) had been on a Select Team, 9.7% (n=123) had been Team Captain, and 16.9% (n=215) indicated they had received some other type of award or honor.

Next students were asked at what level they might be interested in participating in 28 sports while in college. Overall, students expressed the most interest in Football at the varsity level and the least interest in Squash. At the intramural level, students were most interested in Basketball and least interested in Squash. At the club level, students expressed the most interest in Bowling and the least interest in Squash. Table 6 provides the percent of students interested in each sport, broken down by female and male students, and total.

Table 6
Athletic Interest

		Intramural	Club	Varsity	Not Interested
Archery	Females	4% (61)	2% (22)	0% (2)	94% (1,315)
	Males	11% (114)	6% (62)	2% (23)	81% (829)
	Total	7% (175)	4% (84)	1% (25)	88% (2,144)

**Table 6 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Baseball	Females	4% (56)	2% (21)	1% (8)	94% (1,310)
	Males	17% (180)	7% (69)	16% (171)	60% (621)
	Total	10% (236)	4% (90)	7% (179)	79% (1,931)
Basketball	Females	7% (103)	3% (40)	4% (60)	85% (1,184)
	Males	23% (245)	6% (63)	12% (126)	59% (611)
	Total	14% (348)	4% (103)	8% (186)	74% (1,795)
Bowling	Females	9% (129)	4% (48)	2% (22)	86% (1,183)
	Males	17% (173)	7% (69)	4% (42)	73% (749)
	Total	13% (302)	5% (117)	3% (64)	80% (1,932)
Cheerleading	Females	4% (56)	4% (50)	13% (182)	79% (1,106)
	Males	2% (15)	0% (3)	3% (28)	96% (978)
	Total	3% (71)	2% (53)	9% (210)	86% (2,084)
Crew	Females	1% (14)	1% (12)	0% (3)	98% (1,359)
	Males	2% (22)	1% (11)	1% (7)	96% (974)
	Total	2% (36)	1% (23)	0% (10)	97% (2,333)
Cross Country	Females	2% (26)	2% (27)	2% (24)	94% (1,308)
	Males	4% (37)	1% (13)	2% (20)	93% (948)
	Total	3% (63)	2% (40)	2% (44)	94% (2,256)

**Table 6 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Equestrian	Females	3% (45)	1% (19)	1% (11)	95% (1,318)
	Males	2% (21)	1% (10)	1% (6)	96% (980)
	Total	3% (66)	1% (29)	1% (17)	95% (2,298)
Fencing	Females	2% (30)	1% (18)	0% (4)	96% (1,337)
	Males	5% (55)	4% (41)	2% (15)	89% (906)
	Total	4% (85)	3% (59)	1% (19)	93% (2,243)
Field Hockey	Females	1% (15)	0% (6)	0% (6)	98% (1,358)
	Males	6% (58)	3% (27)	1% (11)	91% (915)
	Total	3% (73)	1% (33)	1% (17)	95% (2,273)
Football	Females	6% (77)	2% (24)	1% (9)	92% (1,274)
	Males	20% (217)	6% (67)	32% (349)	41% (447)
	Total	12% (294)	4% (91)	15% (358)	70% (1,721)
Golf	Females	3% (38)	1% (13)	1% (8)	96% (1,323)
	Males	13% (129)	5% (52)	5% (55)	77% (783)
	Total	7% (167)	3% (65)	3% (63)	88% (2,106)
Gymnastics	Females	6% (88)	4% (55)	4% (55)	86% (1,185)
	Males	3% (25)	2% (15)	2% (15)	95% (964)
	Total	5% (113)	3% (70)	3% (70)	90% (2,149)

**Table 6 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Ice Hockey	Females	2% (23)	1% (9)	0% (4)	97% (1,346)
	Males	6% (59)	4% (45)	3% (29)	87% (883)
	Total	3% (82)	2% (54)	1% (33)	93% (2,229)
Lacrosse	Females	1% (13)	1% (7)	0% (2)	98% (1,362)
	Males	7% (66)	4% (35)	2% (20)	88% (890)
	Total	3% (79)	2% (42)	1% (22)	94% (2,252)
Rifle	Females	1% (15)	2% (21)	1% (9)	97% (1,336)
	Males	11% (107)	9% (89)	8% (81)	73% (746)
	Total	5% (122)	5% (110)	4% (90)	87% (2,082)
Skiing	Females	4% (51)	2% (32)	1% (13)	93% (1,292)
	Males	6% (63)	4% (40)	2% (24)	88% (888)
	Total	5% (114)	3% (72)	2% (37)	91% (2,180)
Soccer	Females	6% (86)	4% (48)	3% (40)	88% (1,213)
	Males	9% (95)	4% (42)	5% (53)	82% (835)
	Total	8% (181)	4% (90)	4% (93)	85% (2,048)
Softball	Females	13% (184)	4% (60)	8% (113)	74% (1,027)
	Males	11% (112)	2% (22)	2% (18)	85% (860)
	Total	12% (296)	3% (82)	6% (131)	79% (1,887)

**Table 6 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Squash	Females	1% (10)	0% (1)	0% (4)	99% (1,355)
	Males	1% (14)	1% (7)	1% (5)	97% (989)
	Total	1% (24)	0% (8)	0% (9)	98% (2,344)
Swimming	Females	11% (150)	6% (78)	4% (60)	79% (1,104)
	Males	8% (82)	4% (37)	3% (26)	86% (869)
	Total	10% (232)	5% (115)	4% (86)	82% (1,973)
Synchronized Swimming	Females	1% (18)	2% (21)	1% (14)	96% (1,331)
	Males	2% (21)	1% (10)	1% (9)	96% (977)
	Total	2% (39)	1% (31)	1% (23)	96% (2,308)
Team Handball	Females	1% (15)	1% (11)	0% (5)	98% (1,347)
	Males	4% (39)	2% (21)	1% (9)	93% (940)
	Total	2% (54)	1% (32)	1% (14)	96% (2,287)
Tennis	Females	7% (97)	3% (43)	3% (37)	87% (1,208)
	Males	9% (95)	3% (28)	3% (31)	85% (860)
	Total	8% (192)	3% (71)	3% (68)	86% (2,070)
Track	Females	5% (63)	3% (37)	4% (55)	89% (1,226)
	Males	6% (57)	3% (31)	9% (96)	82% (839)
	Total	5% (120)	3% (68)	6% (151)	86% (2,065)

**Table 6 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Volleyball	Females	15% (207)	6% (84)	7% (95)	72% (1,008)
	Males	10% (102)	3% (32)	2% (21)	85% (856)
	Total	13% (309)	5% (116)	5% (116)	78% (1,864)
Water Polo	Females	1% (13)	1% (8)	0% (4)	98% (1,360)
	Males	3% (32)	1% (12)	1% (12)	95% (960)
	Total	2% (45)	1% (20)	1% (16)	97% (2,320)
Wrestling	Females	1% (14)	1% (7)	0% (5)	98% (1,356)
	Males	7% (66)	3% (31)	6% (56)	85% (869)
	Total	3% (80)	2% (38)	3% (61)	93% (2,225)

References

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