

Results of the Entering Freshmen Survey 2007-2008

Office of Institutional Research & Assessment
Southeastern Louisiana University

November 2008

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Introduction

All students who enter Southeastern with fewer than 30 hours are required to participate in Orientation. The program is filled with informative and fun activities that introduce students and their families to college life and the great programs Southeastern has to offer. Students are assigned to small groups with student Orientation Leaders to experience college life first hand and to learn what it takes to be successful at Southeastern. From policies and procedures to meeting with faculty advisors and registering for classes, participants get a crash course in College 101. Students are required to take Orientation 101 whether they enter Southeastern in the Summer, Fall or Spring semester.

During Orientation, the Entering Freshmen Survey is administered to all participating students. 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. A copy of the Entering Freshmen Survey can be found in Appendix A.

Student Characteristics

Questions 61 - 68

The majority of respondents were single (95%, n=2,532), while 2% (n=50) were married and 1% (n=29) were previously married. Also, the majority of students had no children (93%, n=2,489), while 3% (n=70) had one child, 1% (n=24) had two children, 0.3% (n=9) had three children, and 0.3% (n=7) 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, 6% (n=163) of the entering freshmen were non-traditional students, while 85% (n=2,269) were traditional students.

The survey results support the notion that Southeastern has a large commuter population. The majority of respondents (34%, n=909) 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	19%	495
Less than 5 miles	8%	210
Between 5 and 10 miles	8%	222
Between 11 and 20 miles	10%	254
Between 21 and 30 miles	19%	501
More than 30 miles	34%	909

The majority of students (56%, n=1,492) plan to work off campus, while 16% (n=428) plan to work on campus, 9% (n=244) plan to work both on and off campus, and 16% (n=430) do not plan to work at all. Of those students who indicated they plan on working while attending Southeastern, 14\5% (n=326) plan to work no more than 10 hours per week, 45% (n=957) plan to work 11-20 hours per week, 27% (n=573) plan to work 21-30 hours per week, and 13% (n=275) plan to work more than 30 hours per week.

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, 27% (n=633) of entering students are first generation college students.

For the majority of entering freshmen (79%, n=2,101), their goal in attending Southeastern is to obtain a degree from Southeastern. Eleven percent (11%, n=293) plan to take a few courses and then transfer to another university. Three percent (3%, n=73) had no definite goal in mind, while 2% (n=62) plan to take a few courses in order to learn specific job skills or for their own personal interests. An additional 1% (n=32) indicated that their goal was some other goal not listed, and 4% (n=113) did not respond to the question.

Section I
Sources of Information about Southeastern

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, a visit to Southeastern’s campus had the largest influence on the decision to attend Southeastern (mean=3.93). College guide books and/or rankings had the least influence in the decision to attend Southeastern (mean=2.12).

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	45% (998)	15% (342)	23% (507)	10% (213)	7% (164)	2.19 (2,224)
	Transfer	56% (82)	14% (20)	18% (26)	8% (11)	5% (8)	1.93 (147)
	Did Not Attend	51% (133)	11% (28)	22% (58)	9% (24)	7% (18)	2.10 (261)
College publications (catalogs, brochures, etc.)	Beginning	18% (401)	16% (366)	32% (727)	19% (416)	15% (331)	2.96 (2,241)
	Transfer	25% (36)	14% (21)	28% (41)	15% (22)	18% (27)	2.88 (147)
	Did not Attend	24% (64)	17% (45)	27% (70)	17% (44)	15% (39)	2.81 (262)
Communications about financial aid (not the aid decision)	Beginning	23% (507)	17% (366)	28% (620)	19% (425)	14% (305)	2.84 (2,223)
	Transfer	38% (54)	16% (23)	22% (32)	13% (18)	12% (17)	2.45 (144)
	Did not Attend	27% (71)	19% (49)	24% (64)	14% (36)	16% (42)	2.73 (262)
Visit to Southeastern’s campus	Beginning	7% (154)	5% (106)	17% (376)	28% (611)	44% (971)	3.96 (2,218)
	Transfer	14% (20)	6% (9)	14% (20)	32% (47)	34% (50)	3.67 (146)
	Did not Attend	12% (30)	6% (16)	17% (43)	23% (60)	43% (110)	3.79 (259)

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% (198)	8% (174)	20% (447)	27% (600)	36% (795)	3.73 (2,214)
	Transfer	15% (22)	8% (11)	18% (27)	24% (35)	35% (52)	3.57 (147)
	Did not Attend	10% (27)	6% (16)	21% (56)	25% (66)	38% (99)	3.73 (264)
Accessing the Southeastern World Wide Web site	Beginning	10% (226)	11% (236)	25% (554)	27% (603)	27% (596)	3.50 (2,215)
	Transfer	15% (21)	10% (14)	23% (33)	22% (31)	31% (44)	3.44 (143)
	Did not Attend	13% (34)	10% (26)	24% (62)	24% (63)	29% (74)	3.45 (259)
Information about Southeastern in the newspaper, on television or on the radio	Beginning	35% (769)	26% (567)	25% (562)	9% (200)	5% (118)	2.25 (2,216)
	Transfer	41% (59)	24% (35)	19% (27)	9% (13)	7% (10)	2.17 (144)
	Did not Attend	44% (115)	20% (53)	23% (60)	8% (20)	5% (12)	2.08 (260)
College guide books and/or rankings such as Peterson's or U.S. News and World Report	Beginning	42% (936)	22% (485)	22% (492)	9% (192)	6% (122)	2.14 (2,227)
	Transfer	46% (68)	20% (30)	20% (30)	9% (13)	7% (10)	2.07 (147)
	Did not Attend	51% (135)	18% (46)	17% (44)	8% (21)	7% (17)	2.01 (263)

Section II Personal and Social Development

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 3, 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 am very committed to finishing college, no matter what problems I encounter” (mean=4.72). The item with the lowest overall agreement was “I can think of many things I would rather do than go to college” (mean=1.78).

**Table 3
Personal and Social Development**

		Strongly Disagree (1)	(2)	(3)	(4)	Strongly Agree (5)	Mean
I am a capable, self-reliant person	Beginning	0% (4)	1% (17)	10% (214)	35% (789)	54% (1,222)	4.42 (2,251)
	Transfer	0% (0)	3% (4)	9% (13)	27% (40)	61% (90)	4.47 (147)
	Did not Attend	1% (5)	1% (3)	10% (67)	36% (237)	53% (346)	4.45 (266)
I know my own capabilities and interests	Beginning	0% (5)	1% (26)	8% (171)	30% (676)	61% (1,371)	4.50 (2,249)
	Transfer	0% (0)	1% (2)	5% (7)	24% (35)	71% (105)	4.63 (149)
	Did not Attend	1% (3)	1% (4)	10% (67)	32% (211)	57% (371)	4.43 (266)
I meet deadlines	Beginning	1% (17)	2% (46)	12% (266)	37% (824)	49% (1,093)	4.30 (2,246)
	Transfer	0% (0)	3% (4)	14% (21)	25% (37)	58% (87)	4.39 (149)
	Did not Attend	1% (4)	1% (9)	18% (116)	35% (231)	45% (297)	4.31 (264)

Table 3 Continued
Personal and Social Development

		Strongly Disagree (1)	(2)	(3)	(4)	Strongly Agree (5)	Mean
I take responsibility for my own actions	Beginning	0% (10)	0% (7)	6% (122)	25% (560)	69% (1,538)	4.61 (2,237)
	Transfer	0% (0)	1% (1)	5% (7)	20% (30)	75% (111)	4.68 (149)
	Did not Attend	1% (6)	1% (3)	6% (38)	24% (158)	69% (447)	4.59 (261)
I interact comfortably with others who are different from myself	Beginning	1% (21)	4% (93)	20% (445)	35% (783)	40% (893)	4.09 (2,235)
	Transfer	1% (2)	5% (7)	15% (22)	30% (44)	50% (74)	4.21 (149)
	Did not Attend	1% (8)	5% (30)	17% (114)	35% (226)	42% (278)	4.14 (265)
I have strong leadership and management skills	Beginning	1% (31)	5% (121)	25% (563)	36% (815)	32% (712)	3.92 (2,242)
	Transfer	3% (4)	6% (9)	22% (32)	29% (42)	41% (60)	3.99 (147)
	Did not Attend	1% (5)	5% (32)	26% (171)	34% (223)	34% (224)	3.92 (264)
I am dependable and punctual	Beginning	0% (9)	2% (35)	13% (281)	37% (832)	45% (1,084)	4.32 (2,241)
	Transfer	0% (0)	2% (3)	15% (23)	28% (41)	55% (82)	4.36 (149)
	Did not Attend	1% (3)	2% (13)	16% (105)	37% (244)	44% (288)	4.33 (263)
I accept new responsibilities willingly	Beginning	1% (15)	3% (72)	20% (453)	41% (923)	34% (768)	4.06 (2,231)
	Transfer	1% (1)	3% (4)	18% (26)	38% (56)	41% (61)	4.16 (148)
	Did not Attend	1% (5)	3% (19)	24% (155)	38% (251)	35% (226)	4.04 (265)
I place great importance on being active in public and community affairs	Beginning	4% (85)	16% (348)	36% (794)	27% (614)	18% (397)	3.40 (2,238)
	Transfer	5% (7)	10% (15)	41% (61)	26% (39)	18% (26)	3.42 (148)
	Did not Attend	4% (24)	13% (83)	39% (255)	26% (168)	19% (123)	3.41 (263)

Table 3 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)	3% (66)	19% (421)	41% (901)	37% (813)	4.09 (2,220)
	Transfer	2% (3)	3% (5)	21% (31)	33% (48)	41% (60)	4.07 (147)
	Did not Attend	0% (1)	3% (19)	21% (132)	42% (271)	34% (220)	4.03 (262)
I have financial problems, and the need to earn money will probably hinder my studies	Beginning	29% (646)	29% (643)	22% (489)	12% (274)	8% (189)	2.43 (2,241)
	Transfer	33% (49)	26% (38)	20% (30)	11% (16)	10% (15)	2.39 (148)
	Did not Attend	26% (169)	24% (154)	27% (175)	15% (99)	9% (56)	2.58 (261)
My studying is irregular and unpredictable	Beginning	25% (561)	29% (646)	27% (594)	13% (298)	6% (143)	2.47 (2,242)
	Transfer	33% (48)	30% (44)	21% (30)	11% (16)	5% (7)	2.24 (145)
	Did not Attend	25% (164)	28% (178)	26% (169)	13% (87)	8% (49)	2.46 (263)
I am very committed to finishing college, no matter what problems I encounter	Beginning	1% (17)	1% (23)	4% (86)	14% (321)	80% (1,798)	4.72 (2,245)
	Transfer	1% (2)	1% (1)	3% (5)	13% (19)	82% (121)	4.73 (148)
	Did not Attend	2% (10)	2% (10)	6% (42)	16% (102)	75% (188)	4.70 (263)
I have family commitments that may interfere with my studies	Beginning	39% (881)	36% (795)	17% (381)	5% (119)	3% (58)	1.96 (2,234)
	Transfer	44% (64)	29% (42)	18% (26)	6% (9)	4% (6)	1.99 (147)
	Did not Attend	38% (248)	32% (210)	19% (121)	6% (41)	5% (30)	2.03 (264)
I can think of many things I would rather do than go to college	Beginning	53% (1,186)	28% (622)	11% (240)	5% (104)	4% (85)	1.78 (2,237)
	Transfer	52% (77)	27% (40)	11% (16)	7% (10)	3% (5)	1.82 (148)
	Did not Attend	54% (349)	26% (166)	12% (77)	6% (37)	4% (23)	1.77 (264)

Table 3 Continued
Personal and Social Development

		Strongly Disagree (1)	(2)	(3)	(4)	Strongly Agree (5)	Mean
I dread the thought of going to school for several more years	Beginning	37% (830)	31% (694)	21% (464)	7% (162)	4% (97)	2.11 (2,247)
	Transfer	41% (60)	32% (47)	19% (28)	6% (9)	3% (4)	1.99 (148)
	Did not Attend	38% (245)	27% (176)	22% (142)	8% (52)	6% (38)	2.12 (262)

**General Education
Section III**

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 4, 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=4.26). Students had the least confidence in their “acquaintance with and enjoyment of literature” (mean=3.47).

**Table 4
Confidence in General Education Skills**

		Not Confident at all (1)	(2)	(3)	(4)	Very Confident (5)	Mean
Ability to write well	Beginning	3% (69)	6% (142)	27% (606)	35% (760)	29% (656)	3.80 (2,233)
	Transfer	1% (5)	3% (4)	21% (31)	32% (48)	43% (64)	4.13 (149)
	Did not Attend	2% (6)	7% (17)	27% (70)	34% (88)	31% (82)	3.85 (263)
Ability to speak effectively	Beginning	2% (41)	8% (169)	27% (603)	36% (799)	28% (625)	3.80 (2,237)
	Transfer	5% (8)	3% (5)	28% (41)	30% (44)	34% (51)	3.84 (149)
	Did not Attend	2% (5)	6% (16)	24% (63)	29% (77)	39% (101)	3.97 (262)
Ability to comprehend reading material and to analyze its meaning	Beginning	2% (44)	8% (183)	25% (550)	37% (823)	29% (637)	3.82 (2,237)
	Transfer	0%	7% (10)	21% (31)	33% (49)	39% (57)	4.04 (147)
	Did not Attend	2% (4)	7% (18)	22% (57)	32% (83)	38% (100)	3.98 (262)

Table 4 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	0% (10)	4% (79)	22% (484)	41% (917)	33% (738)	4.03 (2,228)
	Transfer	0%	2% (3)	16% (24)	42% (63)	40% (59)	4.19 (149)
	Did not Attend	0%	2% (6)	20% (53)	38% (100)	40% (104)	4.15 (263)
Ability to see relationships, similarities, and distinctions between ideas	Beginning	0% (6)	2% (39)	18% (409)	45% (1,010)	34% (764)	4.12 (2,228)
	Transfer	0%	0%	16% (24)	36% (53)	48% (71)	4.32 (148)
	Did not Attend	0%	1% (3)	21% (55)	41% (106)	37% (98)	4.14 (262)
Ability to apply problem solving techniques	Beginning	1% (15)	5% (108)	24% (531)	42% (926)	29% (646)	3.93 (2,226)
	Transfer	0%	5% (7)	21% (31)	38% (56)	37% (55)	4.07 (149)
	Did not Attend	0% (1)	6% (15)	21% (55)	39% (103)	34% (88)	4.00 (262)
Ability to use mathematical and statistical concepts and tools	Beginning	4% (82)	14% (301)	27% (609)	31% (683)	25% (553)	3.59 (2,228)
	Transfer	7% (10)	13% (20)	30% (45)	24% (35)	26% (39)	3.49 (149)
	Did not Attend	4% (11)	13% (34)	29% (75)	29% (75)	26% (68)	3.59 (263)
Understanding the nature of science and the scientific method	Beginning	2% (54)	12% (268)	33% (727)	33% (740)	20% (437)	3.56 (2,226)
	Transfer	3% (4)	7% (10)	34% (51)	30% (44)	27% (40)	3.71 (149)
	Did not Attend	3% (8)	10% (25)	37% (98)	29% (76)	21% (55)	3.55 (262)
Familiarity with key applications of the basic sciences	Beginning	2% (44)	11% (238)	34% (765)	35% (770)	18% (409)	3.57 (2,226)
	Transfer	3% (5)	7% (10)	28% (42)	34% (50)	28% (42)	3.77 (149)
	Did not Attend	2% (6)	9% (23)	34% (89)	36% (95)	18% (48)	3.60 (261)

Table 4 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	0% (10)	4% (79)	21% (458)	41% (915)	34% (767)	4.05 (2,229)
	Transfer	1% (1)	3% (5)	17% (25)	34% (50)	46% (68)	4.20 (149)
	Did not Attend	0% (1)	3% (7)	21% (55)	41% (106)	35% (92)	4.08 (261)
Recognition of the value of coming into contact with people different from you	Beginning	0% (5)	2% (54)	19% (432)	38% (850)	40% (885)	4.15 (2,226)
	Transfer	1% (1)	2% (3)	18% (27)	30% (44)	50% (74)	4.26 (149)
	Did not Attend	1% (3)	3% (7)	18% (48)	36% (94)	42% (110)	4.15 (262)
Understanding the nature and value of at least one of the performing arts	Beginning	3% (56)	8% (166)	25% (548)	28% (625)	37% (826)	3.90 (2,221)
	Transfer	2% (3)	7% (10)	20% (29)	32% (48)	40% (59)	4.01 (149)
	Did not Attend	2% (6)	7% (18)	24% (61)	30% (77)	38% (98)	3.93 (260)
Wider acquaintance with and enjoyment of literature	Beginning	4% (93)	14% (330)	34% (752)	26% (578)	21% (465)	3.45 (2,218)
	Transfer	1% (2)	13% (19)	30% (44)	27% (40)	30% (44)	3.70 (149)
	Did not Attend	2% (6)	14% (36)	34% (88)	29% (75)	21% (55)	3.53 (260)
Personal set of values and ethical standards	Beginning	0% (9)	3% (60)	17% (377)	31% (684)	49% (1,091)	4.26 (2,221)
	Transfer	1% (2)	2% (3)	13% (20)	31% (46)	52% (78)	4.31 (149)
	Did not Attend	0%	2% (6)	16% (41)	34% (88)	48% (126)	4.28 (261)
Awareness of how political and economic trends impact families and communities	Beginning	2% (43)	8% (184)	30% (661)	35% (771)	25% (563)	3.72 (2,222)
	Transfer	3% (4)	6% (9)	24% (35)	29% (43)	39% (58)	3.95 (149)
	Did not Attend	3% (7)	9% (23)	32% (83)	32% (85)	24% (64)	3.67 (262)

Table 4 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% (38)	10% (212)	31% (693)	35% (778)	23% (505)	3.67 (2,226)
	Transfer	3% (4)	8% (12)	23% (34)	40% (59)	27% (40)	3.80 (149)
	Did not Attend	3% (9)	8% (21)	33% (87)	31% (81)	24% (63)	3.64 (261)
Ability to utilize computers	Beginning	1% (19)	3% (73)	16% (349)	34% (767)	46% (1,021)	4.21 (2,229)
	Transfer	1% (2)	3% (5)	15% (22)	34% (51)	46% (69)	4.21 (149)
	Did not Attend	2% (5)	5% (14)	17% (43)	29% (75)	48% (124)	4.15 (261)

Reasons for Attending Southeastern Section IV

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 5, 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 "I met the admission requirements at Southeastern" (mean=4.22). The least important reason was "Southeastern offered me a scholarship" (mean=2.46).

Table 5
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	3% (56)	5% (111)	18% (402)	22% (487)	53% (1,175)	4.17 (2,231)
	Transfer	4% (6)	2% (3)	11% (16)	24% (35)	60% (88)	4.32 (148)
	Did not Attend	4% (10)	4% (11)	20% (52)	22% (57)	50% (129)	4.10 (259)
Southeastern is the university closest to my home	Beginning	19% (426)	12% (257)	19% (432)	16% (358)	34% (757)	3.34 (2,230)
	Transfer	23% (34)	8% (12)	16% (24)	15% (22)	37% (55)	3.35 (147)
	Did not Attend	22% (56)	9% (24)	23% (60)	15% (38)	32% (83)	3.26 (261)
Southeastern's cost is lower than other schools I considered	Beginning	13% (288)	12% (261)	26% (581)	22% (492)	27% (605)	3.39 (2,227)
	Transfer	13% (19)	8% (12)	28% (42)	19% (28)	32% (47)	3.49 (148)
	Did not Attend	15% (39)	9% (24)	32% (82)	22% (57)	22% (57)	3.27 (259)
Southeastern has a good academic reputation	Beginning	2% (54)	3% (57)	19% (430)	35% (775)	41% (909)	4.09 (2,225)
	Transfer	3% (5)	1% (2)	17% (25)	37% (55)	41% (60)	4.11 (147)
	Did not Attend	2% (5)	5% (12)	19% (50)	31% (80)	43% (111)	4.09 (258)

Table 5 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	4% (88)	4% (90)	13% (285)	23% (499)	57% (1,255)	4.24 (2,217)
	Transfer	8% (12)	5% (8)	13% (19)	24% (36)	49% (73)	4.01 (148)
	Did not Attend	6% (14)	5% (12)	15% (37)	21% (54)	54% (139)	4.14 (256)
Southeastern offered me a scholarship	Beginning	42% (939)	14% (302)	18% (392)	8% (177)	18% (404)	2.46 (2,214)
	Transfer	47% (70)	11% (16)	15% (22)	8% (12)	19% (28)	2.41 (148)
	Did not Attend	45% (113)	9% (24)	18% (46)	7% (18)	21% (53)	2.50 (254)
Southeastern seemed to be a friendly place	Beginning	3% (56)	3% (63)	17% (371)	31% (678)	47% (1,052)	4.17 (2,220)
	Transfer	8% (11)	6% (9)	16% (23)	27% (39)	44% (64)	3.93 (146)
	Did not Attend	3% (7)	4% (10)	23% (59)	27% (70)	43% (112)	4.05 (258)
My parents have a good opinion of Southeastern	Beginning	8% (177)	6% (140)	22% (477)	27% (597)	37% (829)	3.79 (2,220)
	Transfer	20% (29)	7% (11)	16% (24)	23% (34)	34% (50)	3.44 (148)
	Did not Attend	14% (36)	7% (18)	21% (53)	23% (59)	35% (91)	3.59 (257)
Southeastern's size seemed right for me	Beginning	5% (107)	6% (123)	17% (385)	26% (569)	47% (1,040)	4.04 (2,224)
	Transfer	10% (15)	6% (9)	17% (25)	24% (36)	43% (63)	3.83 (148)
	Did not Attend	11% (27)	6% (15)	19% (49)	22% (57)	43% (110)	3.81 (258)
My friends and/or relatives recommended Southeastern	Beginning	9% (200)	10% (213)	24% (522)	25% (546)	33% (744)	3.64 (2,225)
	Transfer	10% (15)	11% (16)	16% (24)	23% (34)	39% (57)	3.70 (146)
	Did not Attend	11% (28)	7% (17)	20% (51)	26% (67)	37% (94)	3.71 (257)

Table 5 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	5% (112)	6% (122)	22% (498)	28% (630)	39% (861)	3.90 (2,223)
	Transfer	7% (11)	5% (7)	17% (25)	27% (40)	44% (65)	3.95 (148)
	Did not Attend	8% (21)	7% (17)	25% (64)	23% (58)	38% (96)	3.75 (256)
My high school teachers or advisors recommended Southeastern	Beginning	19% (418)	15% (323)	29% (636)	19% (418)	19% (417)	3.04 (2,212)
	Transfer	38% (56)	13% (19)	18% (27)	18% (27)	12% (18)	2.54 (147)
	Did not Attend	26% (67)	15% (37)	24% (60)	17% (42)	19% (49)	2.88 (255)
I visited the Southeastern campus and really liked it	Beginning	7% (164)	7% (152)	19% (412)	23% (511)	44% (973)	3.89 (2,212)
	Transfer	17% (25)	7% (11)	22% (32)	19% (28)	35% (52)	3.48 (148)
	Did not Attend	11% (28)	5% (14)	22% (56)	24% (61)	38% (98)	3.73 (257)
The campus is far enough away from home so I do not have to live at home	Beginning	40% (875)	11% (242)	18% (387)	12% (275)	20% (434)	2.62 (2,213)
	Transfer	43% (63)	6% (9)	16% (24)	14% (20)	21% (31)	2.64 (147)
	Did not Attend	39% (100)	11% (28)	18% (47)	12% (31)	19% (49)	2.61 (255)
Some of my friends decided to attend Southeastern	Beginning	17% (371)	10% (231)	21% (463)	23% (503)	29% (653)	3.38 (2,221)
	Transfer	30% (44)	9% (13)	11% (16)	21% (31)	30% (44)	3.12 (148)
	Did not Attend	23% (60)	8% (21)	20% (52)	21% (54)	28% (71)	3.21 (258)

Extra Curricular Activities
Question 70

Students were asked whether they participated in a variety of activities while in High School and whether they planned to participate in them at Southeastern. Results are reported in Table 6, separately for beginning freshmen, transfer freshmen, and those who attended Orientation but were not enrolled as of the 14th class day. Overall, students were most likely to have participated in Varsity Athletics (44.8%) in High School and were most likely to participate in a Fraternity or Sorority (39.9%) at Southeastern.

Table 6
Participation in Extra Curricular Activities

		High School	Southeastern
Instrumental Music	Beginning	16% (340)	8% (158)
	Transfer	13% (19)	9% (12)
	Did not Attend	17% (42)	7% (16)
Vocal Music	Beginning	15% (317)	8% (168)
	Transfer	15% (22)	7% (10)
	Did not Attend	15% (37)	6% (15)
Student Government	Beginning	17% (369)	20% (417)
	Transfer	17% (25)	19% (27)
	Did not Attend	22% (56)	17% (41)
Publications (Newspaper, Yearbook)	Beginning	17% (358)	13% (277)
	Transfer	18% (25)	14% (19)
	Did not Attend	13% (32)	12% (28)

Table 6 Continued
Participation in Extracurricular Activities

		High School	Southeastern
Debate	Beginning	6% (120)	7% (147)
	Transfer	8% (11)	4% (6)
	Did not Attend	6% (14)	5% (13)
Departmental Clubs	Beginning	31% (661)	23% (487)
	Transfer	32% (45)	22% (31)
	Did not Attend	24% (60)	14% (34)
Dramatics, Theater	Beginning	17% (366)	14% (288)
	Transfer	24% (35)	10% (14)
	Did not Attend	20% (51)	13% (32)
Religious Organizations	Beginning	26% (563)	21% (439)
	Transfer	26% (36)	12% (17)
	Did not Attend	29% (73)	20% (48)
Racial or Ethnic Organizations	Beginning	3% (55)	5% (111)
	Transfer	1% (2)	5% (7)
	Did not Attend	3% (8)	5% (11)
Intramural Athletics	Beginning	17% (355)	27% (503)
	Transfer	16% (23)	26% (36)
	Did not Attend	18% (45)	24% (58)

Table 6 Continued
Participation in Extracurricular Activities

		High School	Southeastern
Varsity Athletics	Beginning	47% (1,021)	22% (464)
	Transfer	47% (66)	25% (35)
	Did not Attend	47% (118)	21% (52)
Political Organizations	Beginning	4% (77)	6% (131)
	Transfer	5% (7)	7% (10)
	Did not Attend	4% (10)	6% (15)
Radio, TV	Beginning	4% (89)	9% (193)
	Transfer	3% (4)	11% (15)
	Did not Attend	4% (11)	9% (21)
Fraternity or Sorority	Beginning	2% (46)	33% (700)
	Transfer	1% (1)	30% (42)
	Did not Attend	3% (7)	27% (65)
Special-interest groups (writing group, rodeo, etc.)	Beginning	10% (206)	13% (266)
	Transfer	7% (10)	11% (15)
	Did not Attend	8% (20)	13% (31)
Campus or community service organizations	Beginning	30% (640)	29% (618)
	Transfer	30% (42)	29% (41)
	Did not Attend	31% (76)	28% (69)

**Expectations At Southeastern
Questions 60 & 61**

Students were asked whether they thought they would need assistance in several areas while at Southeastern. Results are reported in Table 7, separately for beginning freshmen, transfer freshmen, and those who attended Orientation but were not enrolled as of the 14th class day. Overall, students anticipated needing the most help with improving their math skills (64.7%). Students were also asked how much time they expect to spend studying outside of the classroom. The majority (26.1%) expected to spend 7-9 hours a week studying. The results for this question are reported in Table 8.

**Table 7
Expectations at Southeastern**

		Need Assistance
Deciding my educational and occupational plans	Beginning	67% (1,466)
	Transfer	62% (89)
	Did not Attend	64% (164)
Expressing my ideas in writing	Beginning	41% (895)
	Transfer	37% (54)
	Did not Attend	37% (93)
Improving my reading speed and comprehension	Beginning	47% (1,026)
	Transfer	40% (57)
	Did not Attend	44% (110)

Table 7 Continued
Expectations at Southeastern

		Need Assistance
Improving my study skills	Beginning	65% (1,432)
	Transfer	58% (85)
	Did not Attend	68% (172)
Improving my mathematical skills	Beginning	67% (1,479)
	Transfer	63% (91)
	Did not Attend	65% (163)
Improving my ability to speak in public	Beginning	55% (1,201)
	Transfer	54% (7)
	Did not Attend	54% (136)
Improving my ability to think critically	Beginning	43% (951)
	Transfer	40% (58)
	Did not Attend	43% (108)
Personal concerns	Beginning	25% (547)
	Transfer	21% (31)
	Did not Attend	31% (77)

Table 8
Amount of Time Expecting to Study

	3 hours or less a week	4-6 hours	7-9 hours	10-12 hours	13-15 hours	16-18 hours	19-21 hours	More than 21 hours a week
Beginning	4% (92)	22% (492)	27% (602)	23% (503)	14% (298)	5% (118)	2% (53)	2% (45)
Transfer	3% (5)	20% (29)	27% (40)	25% (37)	12% (18)	6% (9)	3% (5)	3% (4)
Did Not Attend	7% (17)	23% (58)	24% (60)	23% (58)	15% (38)	7% (17)	1% (3)	2% (4)

Athletic Participation
Questions 57 - 59

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. 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 9 provides the percent of students interested in each sport, broken down by female and male students, and total.

Table 9
Athletic Interest

		Intramural	Club	Varsity	Not Interested
Archery	Females	5% (64)	3% (34)	1% (7)	92% (1,161)
	Males	10% (87)	7% (56)	3% (24)	80% (671)
	Total	7% (151)	4% (90)	2% (31)	87% (1,832)
Baseball	Females	3% (36)	1% (11)	1% (9)	96% (1,206)
	Males	17% (140)	5% (41)	11% (96)	67% (572)
	Total	8% (176)	3% (52)	5% (105)	84% (1,778)
Basketball	Females	8% (96)	2% (26)	3% (38)	87% (1,096)
	Males	22% (187)	6% (49)	8% (72)	64% (546)
	Total	13% (283)	4% (75)	5% (110)	78% (1,642)

**Table 9 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Bowling	Females	10% (64)	6% (71)	1% (18)	83% (1,042)
	Males	17% (140)	7% (60)	5% (39)	72% (602)
	Total	13% (269)	6% (131)	3% (57)	78% (1,644)
Cheerleading	Females	4% (49)	3% (35)	10% (124)	84% (1,054)
	Males	1% (5)	1% (5)	1% (8)	98% (819)
	Total	3% (54)	2% (40)	6% (132)	89% (1,873)
Crew	Females	0% (5)	1% (6)	0% (4)	99% (1,243)
	Males	2% (16)	1% (8)	1% (5)	97% (805)
	Total	1% (21)	1% (14)	0% (9)	98% (2,048)
Cross Country	Females	2% (29)	1% (14)	2% (21)	95% (1,203)
	Males	3% (28)	2% (16)	3% (27)	92% (766)
	Total	3% (57)	1% (30)	2% (48)	94% (1,969)
Equestrian	Females	2% (28)	2% (20)	1% (14)	95% (1,196)
	Males	2% (15)	1% (6)	1% (4)	97% (811)
	Total	2% (43)	1% (26)	1% (18)	96% (2,007)
Fencing	Females	3% (40)	3% (33)	1% (7)	94% (1,178)
	Males	5% (45)	4% (35)	3% (23)	88% (736)
	Total	4% (85)	3% (68)	1% (30)	91% (1,914)

**Table 9 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Field Hockey	Females	1% (15)	1% (9)	0% (2)	98% (1,233)
	Males	4% (30)	1% (10)	2% (16)	94% (784)
	Total	2% (45)	1% (19)	1% (15)	96% (2,017)
Football	Females	5% (58)	1% (17)	1% (11)	93% (1,170)
	Males	23% (195)	6% (52)	17% (143)	55% (470)
	Total	12% (253)	3% (69)	7% (154)	78% (1,640)
Golf	Females	2% (26)	2% (23)	1% (8)	96% (1,203)
	Males	13% (107)	5% (43)	5% (41)	78% (649)
	Total	6% (133)	3% (66)	2% (49)	88% (1,852)
Gymnastics	Females	6% (80)	4% (49)	3% (41)	87% (1,093)
	Males	2% (13)	1% (10)	1% (11)	96% (802)
	Total	4% (93)	3% (59)	3% (52)	90% (1,895)
Ice Hockey	Females	2% (21)	1% (10)	0% (5)	97% (1,226)
	Males	5% (38)	2% (20)	2% (20)	91% (757)
	Total	3% (59)	1% (30)	1% (25)	95% (1,983)
Lacrosse	Females	1% (13)	1% (9)	0% (5)	98% (1,230)
	Males	7% (60)	3% (23)	3% (21)	88% (731)
	Total	4% (73)	2% (32)	1% (26)	94% (1,961)

**Table 9 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Rifle	Females	3% (39)	2% (19)	1% (10)	95% (1,193)
	Males	11% (95)	6% (48)	7% (58)	76% (638)
	Total	6% (134)	3% (67)	3% (68)	87% (1,831)
Skiing	Females	4% (44)	2% (24)	1% (9)	94% (1,185)
	Males	4% (37)	3% (27)	2% (20)	90% (748)
	Total	4% (81)	2% (51)	1% (29)	92% (1,933)
Soccer	Females	6% (81)	3% (36)	3% (33)	88% (1,113)
	Males	10% (85)	4% (30)	4% (30)	83% (694)
	Total	8% (166)	3% (66)	3% (63)	86% (1,807)
Softball	Females	13% (161)	5% (58)	6% (78)	76% (973)
	Males	11% (88)	2% (14)	1% (6)	87% (733)
	Total	12% (252)	3% (72)	4% (84)	81% (1,706)
Squash	Females	1% (8)	0% (2)	0% (1)	99% (1,243)
	Males	1% (10)	0% (2)	1% (6)	98% (814)
	Total	1% (18)	0% (4)	0% (7)	99% (2,057)
Swimming	Females	10% (130)	6% (78)	4% (51)	80% (1,004)
	Males	9% (77)	3% (24)	3% (27)	85% (711)
	Total	10% (207)	5% (102)	4% (78)	82% (1,715)

**Table 9 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Synchronized Swimming	Females	2% (27)	1% (11)	1% (13)	96% (1,209)
	Males	1% (11)	1% (4)	1% (5)	98% (814)
	Total	2% (38)	1% (15)	1% (18)	97% (2,023)
Team Handball	Females	2% (19)	1% (7)	0% (3)	98% (1,232)
	Males	6% (47)	1% (10)	2% (13)	92% (767)
	Total	3% (66)	1% (17)	1% (16)	95% (1,999)
Tennis	Females	9% (113)	6% (71)	3% (32)	83% (1,049)
	Males	10% (84)	3% (27)	3% (21)	84% (707)
	Total	9% (197)	5% (98)	3% (53)	84% (1,756)
Track	Females	4% (51)	2% (24)	5% (57)	90% (1,133)
	Males	4% (34)	3% (23)	9% (74)	85% (716)
	Total	4% (85)	2% (47)	6% (131)	88% (1,849)
Volleyball	Females	15% (191)	5% (66)	5% (68)	74% (943)
	Males	9% (76)	4% (30)	2% (16)	85% (716)
	Total	13% (267)	5% (96)	4% (84)	79% (1,659)
Water Polo	Females	1% (14)	1% (13)	0% (4)	98% (1,227)
	Males	2% (16)	1% (5)	1% (12)	96% (799)
	Total	1% (30)	1% (18)	1% (16)	97% (2,026)

Table 9 Continued
Athletic Interest

		Intramural	Club	Varsity	Not Interested
Wrestling	Females	0% (5)	0% (1)	1% (11)	99% (1,241)
	Males	3% (24)	2% (14)	3% (26)	92% (768)
	Total	1% (29)	1% (15)	2% (37)	96% (2,009)

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
Entering Freshman Survey

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Section III

On a scale of 1 through 5, indicate the level of confidence you feel regarding each skill or ability. **Not at all**

How confident are you in your:

Very
Confident

	1	2	3	4	5
25. Ability to write well	1	2	3	4	5
26. Ability to speak effectively	1	2	3	4	5
27. Ability to comprehend reading material and to analyze its meaning	1	2	3	4	5
28. Ability to use logic and critical thinking skills	1	2	3	4	5
29. Ability to see relationships, similarities and distinctions between ideas	1	2	3	4	5
30. Ability to apply problem solving techniques	1	2	3	4	5
31. Ability to use mathematical and statistical concepts and tools	1	2	3	4	5
32. Understanding the nature of science and the scientific method	1	2	3	4	5
33. Familiarity with key applications of the basic sciences	1	2	3	4	5
34. Ability to learn on your own, to pursue ideas and to find the information you need	1	2	3	4	5
35. Recognition of the value of coming into contact with people different from you	1	2	3	4	5
36. Understanding the nature and value of at least one of the performing arts	1	2	3	4	5
37. Wider acquaintance with and enjoyment of literature	1	2	3	4	5
38. Personal set of values and ethical standards	1	2	3	4	5
39. Awareness of how political and economic trends impact families and communities	1	2	3	4	5
40. Awareness of historical trends which influence current events	1	2	3	4	5
41. Ability to utilize computers	1	2	3	4	5

Section IV

On a scale of 1 through 5, indicate how important each reason was in your decision to attend Southeastern Louisiana University

I decided to attend Southeastern Louisiana University rather than another institution because:

Not at all
Important **Very**
Important

	1	2	3	4	5
42. Southeastern has a good degree program in the field I want to study	1	2	3	4	5
43. Southeastern is the university closest to my home	1	2	3	4	5
44. Southeastern's cost is lower than other schools I considered	1	2	3	4	5
45. Southeastern has a good academic reputation	1	2	3	4	5
46. I met the admission requirements at Southeastern	1	2	3	4	5
47. Southeastern offered me a scholarship	1	2	3	4	5
48. Southeastern seemed to be a friendly place	1	2	3	4	5
49. My parents have a good opinion of Southeastern	1	2	3	4	5
50. Southeastern's size seemed right for me	1	2	3	4	5
51. My friends and/or relatives recommended Southeastern	1	2	3	4	5
52. I expect to be more successful in my courses at Southeastern than at another university	1	2	3	4	5
53. My high school teachers or advisors recommended Southeastern	1	2	3	4	5
54. I visited the Southeastern campus and really liked it	1	2	3	4	5
55. The campus is far enough away from home so I do not have to live at home	1	2	3	4	5
56. Some of my friends decided to attend Southeastern	1	2	3	4	5

Section V

57. At what level have you had previous participation experience in sports? (Mark all that apply)

- High School
- Club
- Community/Recreation League
- Other

58. Did you receive any of the following awards or honors as a result of your participation in sports? (Mark all that apply)

- All-State
- All-Region or Conference
- Select Team
- Team Captain
- Other _____

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59. For each of the following sports, please indicate at what level you would be interested in participating.

	Intramural	Club	Varsity	Not Interested		Intramural	Club	Varsity	Not Interested
Archery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Rifle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Baseball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Skiing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basketball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bowling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Softball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cheerleading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Squash	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crew	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Swimming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cross Country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Synchronized Swimming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equestrian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Team Handball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fencing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tennis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field Hockey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Track	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Football	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Volleyball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Golf	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Water Polo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gymnastics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Wrestling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ice Hockey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lacrosse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

60. For each of the following areas, please indicate whether or not you think you might seek assistance while at Southeastern.

	Yes	No
Deciding my educational and occupational plans	<input type="radio"/>	<input type="radio"/>
Expressing my ideas in writing	<input type="radio"/>	<input type="radio"/>
Improving my reading speed and comprehension	<input type="radio"/>	<input type="radio"/>
Improving my study skills	<input type="radio"/>	<input type="radio"/>
Improving my mathematical skills	<input type="radio"/>	<input type="radio"/>
Improving my ability to speak in public	<input type="radio"/>	<input type="radio"/>
Improving my ability to think critically	<input type="radio"/>	<input type="radio"/>
Personal concerns	<input type="radio"/>	<input type="radio"/>

61. While attending Southeastern, how much time do you expect to spend studying outside of class?

- 3 hours or less a week
- 4-6 hours a week
- 7-9 hours a week
- 10-12 hours a week
- 13-15 hours a week
- 16-18 hours a week
- 19-21 hours a week
- More than 21 hours a week

62. While attending Southeastern, do you plan to be employed?

- I do not plan to be employed
- I plan to work regularly, but not more than 10 hours per week
- I plan to work between 11 and 20 hours per week
- I plan to work between 21 and 30 hours per week
- I plan to work more than 30 hours per week

63. Will your employment be on campus (e.g. work study) or off campus?

- I do not plan to be employed
- I plan to have a job on campus
- I plan to have a job off campus
- I plan to be employed both on and off campus

