

Results of the Entering Freshmen Survey 2018-2019

Office of Institutional Research
Southeastern Louisiana University

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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.

All students are sent a link to the Entering Freshmen Survey just before the semester begins. 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. For 2018-19, the survey was sent to 2,852 students and 865 took the survey, for a response rate of 30.3%.

Student Characteristics

The majority of respondents were single (98%, n=695), while 2% (n=11) were married and 0.3% (n=2) were previously married. Also, the majority of students had no children (98%, n=693), while 2% (n=11) had one child, 1% (n=4) had two children, and 0.1% (n=1) had three children. Four percent (4%, n=29) of the respondents are a veteran of the U.S. Armed Forces. The majority, 85% (n=600) had applied for financial aid at Southeastern.

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, 4% (n=35) of the entering freshmen were non-traditional students, while 96% (n=830) were traditional students.

The survey results support the notion that Southeastern has a large commuter population. The majority of respondents who commute (69%, n=486) 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	32%	223
Less than 5 miles	9%	63
Between 5 and 10 miles	9%	67
Between 11 and 20 miles	11%	77
Between 21 and 30 miles	16%	111
More than 30 miles	24%	168

The majority of students (52%, n=370) plan to work off campus, while 23% (n=162) plan to work on campus, 9% (n=64) plan to work both on and off campus, and 16% (n=112) do not plan to work at all. Of those students who indicated they plan on working while attending Southeastern, 28% (n=164) plan to work no more than 10 hours per week, 48% (n=287) plan to work 11-20 hours per week, 19% (n=110) plan to work 21-30 hours per week, and 4% (n=25) 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, 21% (n=145) of entering students are first generation college students.

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 and transfer freshmen.

Overall, a visit to Southeastern’s campus had the largest influence on the decision to attend Southeastern (mean=3.91). U.S. Department of Education’s College Navigator had the least influence in the decision to attend Southeastern (mean=2.11).

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	36.6% (315)	14.8% (127)	21.0% (181)	12.5% (108)	15.1% (130)	2.57
	Transfer	50.0% (25)	16.0% (8)	12.0% (6)	8.0% (4)	14.0% (7)	2.20
College publications (catalogs, brochures, etc.)	Beginning	27.7% (238)	16.3% (140)	27.0% (232)	14.2% (122)	14.8% (127)	2.73
	Transfer	36.0% (18)	12.0% (6)	24.0% (12)	8.0% (4)	20.0% (10)	2.64
Communications about financial aid (not the aid decision)	Beginning	20.8% (179)	13.6% (117)	29.7% (255)	17.2% (148)	18.7% (161)	3.02
	Transfer	29.2% (14)	12.0% (6)	26.0% (13)	12.0% (6)	16.0% (8)	2.64
Visit to Southeastern’s campus	Beginning	7.8% (67)	5.2% (45)	20.4% (176)	21.8% (188)	44.8% (386)	3.95
	Transfer	20.0% (10)	12.0% (6)	24.0% (12)	12.0% (6)	32.0% (16)	3.24
Contact with Southeastern’s students and graduates	Beginning	11.1% (96)	6.3% (54)	24.6% (212)	21.0% (181)	36.9% (318)	3.66
	Transfer	16.0% (8)	4.0% (2)	16.0% (8)	24.0% (12)	40.0% (20)	3.68
Accessing the Southeastern website	Beginning	14.8% (128)	11.0% (95)	23.9% (206)	19.5% (168)	30.8% (266)	3.39
	Transfer	8.0% (4)	14.0% (7)	22.0% (11)	20.0% (10)	36.0% (18)	3.62

Table 2 Continued
Information Sources Which Influenced Decisions to Attend Southeastern

		No Influence (1)	(2)	(3)	(4)	Major Influence (5)	Mean
Information about Southeastern in the newspaper, on television or on the radio	Beginning	41.5% (356)	18.1% (155)	21.2% (182)	10.2% (87)	9.0% (77)	2.26
	Transfer	40.0% (20)	12.0% (6)	26.0% (13)	6.3% (3)	12.0% (6)	2.35
College guide books and/or rankings such as Peterson's or U.S. News and World Report	Beginning	41.1% (354)	16.4% (141)	22.5% (194)	9.3% (80)	10.7% (92)	2.32
	Transfer	40.0% (20)	14.0% (7)	26.0% (13)	8.0% (4)	12.0% (6)	2.38
U.S. Department of Education's College Navigator website	Beginning	49.4% (424)	13.4% (115)	21.9% (188)	7.0% (60)	8.3% (71)	2.11
	Transfer	49.0% (24)	16.0% (8)	18.4% (9)	8.0% (4)	8.0% (4)	2.10

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 and transfer freshmen.

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=4.54). The item with the lowest overall agreement was “I have family commitments that may interfere with my studies” (mean=2.04).

**Table 3
Personal and Social Development**

		Strongly Disagree (1)	(2)	(3)	(4)	Strongly Agree (5)	Mean
I am a capable, self-reliant person	Beginning	1.1% (8)	2.5% (18)	18.0% (130)	32.5% (235)	45.9% (332)	4.20
	Transfer	0.0%	0.0%	15.9% (7)	20.5% (9)	63.6% (28)	4.48
I know my own capabilities and interests	Beginning	0.7% (5)	2.4% (17)	19.1% (138)	27.3% (197)	50.6% (365)	4.25
	Transfer	0.0%	2.3% (1)	11.4% (5)	25.0% (11)	61.4% (27)	4.45
I meet deadlines	Beginning	0.8% (6)	2.8% (20)	17.1% (124)	28.0% (203)	51.2% (371)	4.26
	Transfer	0.0%	0.0%	6.8% (3)	25.0% (11)	68.2% (30)	4.61
I take responsibility for my own actions	Beginning	0.3% (2)	1.1% (8)	11.5% (83)	23.6% (171)	63.5% (460)	4.49
	Transfer	0.0%	0.0%	6.8% (3)	15.9% (7)	77.3% (34)	4.70
I interact comfortably with others who are different from myself	Beginning	2.9% (21)	9.1% (66)	29.6% (214)	24.4% (177)	34.0% (246)	3.77
	Transfer	2.3% (1)	4.5% (2)	13.6% (6)	29.5% (13)	50.0% (22)	4.20
I have strong leadership and management skills	Beginning	3.2% (23)	7.6% (55)	30.3% (219)	26.4% (191)	32.5% (235)	3.77
	Transfer	0.0%	2.3% (1)	29.5% (13)	25.0% (11)	43.2% (19)	4.09

Table 3 Continued
Personal and Social Development

		Strongly Disagree (1)	(2)	(3)	(4)	Strongly Agree (5)	Mean
I am dependable and punctual	Beginning	0.7% (5)	2.1% (15)	21.7% (157)	28.0% (202)	47.5% (343)	4.20
	Transfer	0.0%	0.0%	20.5% (9)	20.5% (9)	59.1% (26)	4.39
I accept new responsibilities willingly	Beginning	1.1% (8)	3.6% (26)	27.3% (197)	30.7% (222)	37.3% (269)	3.99
	Transfer	0.0%	0.0%	15.9% (7)	29.5% (13)	54.5% (24)	4.39
I place great importance on being active in public and community affairs	Beginning	5.5% (40)	16.1% (116)	41.1% (297)	18.3% (132)	19.0% (137)	3.29
	Transfer	4.5% (2)	13.6% (6)	36.4% (16)	20.5% (9)	25.0% (11)	3.48
I have the capacity to begin and sustain important interpersonal relationships	Beginning	1.4% (10)	4.3% (31)	31.3% (225)	25.1% (180)	37.9% (272)	3.94
	Transfer	2.3% (1)	4.5% (2)	27.3% (12)	29.5% (13)	36.4% (16)	3.93
I have financial problems, and the need to earn money will probably hinder my studies	Beginning	25.4% (184)	24.3% (176)	28.0% (203)	11.3% (82)	10.9% (79)	2.58
	Transfer	27.3% (12)	38.6% (17)	19.6% (9)	6.8% (3)	11.4% (5)	2.59
My studying is irregular and unpredictable	Beginning	22.6% (163)	24.4% (176)	32.0% (231)	12.5% (90)	8.6% (62)	2.60
	Transfer	41.9% (18)	23.3% (10)	27.3% (12)	4.5% (2)	2.3% (1)	2.02
I am very committed to finishing college, no matter what problems I encounter	Beginning	0.7% (5)	1.5% (11)	10.9% (79)	17.7% (128)	69.2% (500)	4.53
	Transfer	0.0%	2.3% (1)	6.8% (3)	18.2% (8)	72.7% (32)	4.61
I have family commitments that may interfere with my studies	Beginning	40.8% (295)	29.0% (210)	20.3% (147)	5.5% (40)	4.3% (31)	2.03
	Transfer	38.6% (17)	29.5% (13)	20.5% (9)	6.8% (3)	4.5% (2)	2.09
I can think of many things I would rather do than go to college	Beginning	38.5% (278)	28.7% (207)	20.6% (149)	5.7% (41)	6.5% (47)	2.13
	Transfer	45.5% (20)	18.2% (8)	25.0% (11)	6.8% (3)	4.5% (2)	2.07

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	22.0% (159)	27.4% (198)	30.8% (223)	9.7% (70)	10.1% (73)	2.59
	Transfer	31.8% (14)	25.0% (11)	36.4% (16)	0.0%	6.8% (3)	2.25

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=4.11). Students had the least confidence in their ability to use mathematical and statistical concepts and tools (mean=3.35).

**Table 4
Confidence in General Education Skills**

		Not Confident at all (1)	(2)	(3)	(4)	Very Confident (5)	Mean
Ability to write well	Beginning	3.9% (28)	10.6% (76)	32.1% (231)	24.7% (178)	28.7% (207)	3.64
	Transfer	0.0%	7.0% (3)	27.9% (12)	27.9% (12)	37.2% (16)	3.95
Ability to speak effectively	Beginning	4.0% (29)	11.3% (81)	29.7% (214)	23.9% (172)	31.1% (224)	3.67
	Transfer	2.3% (1)	2.3% (1)	27.9% (12)	27.9% (12)	39.5% (17)	4.00
Ability to comprehend reading material and to analyze its meaning	Beginning	3.8% (27)	8.3% (60)	32.0% (228)	28.3% (202)	27.9% (199)	3.69
	Transfer	0.0%	2.3% (1)	30.2% (13)	23.3% (10)	44.2% (19)	4.09
Ability to use logic and critical thinking skills	Beginning	1.4% (10)	3.3% (24)	26.6% (191)	31.4% (226)	37.3% (268)	4.00
	Transfer	0.0%	2.3% (1)	16.3% (7)	30.2% (13)	51.2% (22)	4.30
Ability to see relationships, similarities, and distinctions between ideas	Beginning	1.1% (8)	3.3% (24)	27.% (198)	29.1% (209)	38.9% (280)	4.01
	Transfer	0.0%	0.0%	20.9% (9)	32.6% (14)	46.5% (20)	4.26

Table 4 Continued
Confidence in General Education Skills

		Not Confident at all (1)	(2)	(3)	(4)	Very Confident (5)	Mean
Ability to apply problem solving techniques	Beginning	1.8% (13)	4.7% (34)	26.1% (188)	31.4% (226)	36.0% (259)	3.95
	Transfer	2.3% (1)	0.0%	20.9% (9)	25.6% (11)	51.2% (22)	4.23
Ability to use mathematical and statistical concepts and tools	Beginning	8.3% (60)	13.2% (95)	33.1% (238)	26.3% (189)	19.1% (137)	3.34
	Transfer	7.0% (3)	14.0% (6)	30.2% (13)	27.9% (12)	20.9% (9)	3.42
Understanding the nature of science and the scientific method	Beginning	2.5% (18)	11.3% (81)	35.0% (252)	27.9% (199)	23.7% (171)	3.59
	Transfer	0.0%	7.0% (3)	27.9% (12)	37.2% (16)	27.9% (12)	3.86
Familiarity with key applications of the basic sciences	Beginning	2.4% (17)	10.7% (77)	38.9% (280)	25.5% (183)	22.% (162)	3.55
	Transfer	0.0%	4.7% (2)	32.6% (14)	23.3% (10)	39.5% (17)	3.98
Ability to learn on your own, to pursue ideas and to find the information you need	Beginning	1.0% (7)	5.8% (42)	29.5% (212)	29.2% (210)	34.5% (248)	3.90
	Transfer	0.0%	0.0%	23.3% (10)	27.9% (12)	48.8% (21)	4.26
Recognition of the value of coming into contact with people different from you	Beginning	1.3% (9)	4.6% (33)	25.4% (182)	26.1% (188)	42.5% (305)	4.04
	Transfer	0.0%	4.7% (2)	11.6% (5)	34.9% (15)	48.8% (21)	4.28
Understanding the nature and value of at least one of the performing arts	Beginning	4.6% (33)	15.4% (111)	30.1% (217)	21.5% (155)	28.3% (204)	3.54
	Transfer	2.3% (1)	9.3% (4)	32.6% (14)	14.0% (6)	41.9% (18)	3.84
Wider acquaintance with and enjoyment of literature	Beginning	6.0% (43)	16.3% (117)	36.0% (259)	20.0% (144)	21.7% (156)	3.35
	Transfer	2.3% (1)	11.6% (5)	34.9% (15)	20.9% (9)	30.2% (13)	3.65

Table 4 Continued
Confidence in General Education Skills

		Not Confident at all (1)	(2)	(3)	(4)	Very Confident (5)	Mean
Personal set of values and ethical standards	Beginning	1.0% (7)	3.9% (28)	24.3% (175)	25.8% (186)	45.0% (324)	4.10
	Transfer	0.0%	2.3% (1)	18.6% (8)	25.6% (11)	53.5% (23)	4.30
Awareness of how political and economic trends impact families and communities	Beginning	5.0% (36)	11.1% (80)	34.7% (250)	23.0% (166)	26.3% (189)	3.54
	Transfer	0.0%	2.3% (1)	32.6% (14)	25.6% (11)	37.2% (16)	3.93
Awareness of historical trends which influence current events	Beginning	5.6% (40)	13.9% (10)	33.7% (242)	23.0% (165)	23.7% (171)	3.46
	Transfer	2.3% (1)	4.7% (2)	37.2% (16)	20.9% (9)	34.9% (15)	3.81
Ability to utilize computers	Beginning	2.2% (16)	4.7% (34)	26.7% (193)	30.3% (219)	36.0% (260)	3.93
	Did not Attend	0.0%	9.3% (4)	16.3% (7)	27.9% (12)	46.5% (20)	4.12

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 and transfer freshmen.

Overall, the most important reason for students' decision to attend Southeastern was "Southeastern's seemed to be a friendly place" (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	5.0% (41)	3.9% (32)	19.9% (162)	20.9% (170)	50.2% (409)	4.07
	Transfer	0.0%	8.0% (4)	12.0% (6)	16.0% (8)	64.0% (32)	4.36
Southeastern is the university closest to my home	Beginning	22.2% (180)	8.4% (68)	18.8% (153)	13.3% (108)	37.3% (303)	3.35
	Transfer	10.0% (5)	6.0% (3)	20.0% (10)	14.0% (7)	50.0% (25)	3.88
Southeastern's cost is lower than other schools I considered	Beginning	8.4% (68)	6.7% (54)	20.3% (165)	17.8% (144)	46.9% (380)	3.88
	Transfer	14.0% (7)	6.0% (3)	20.0% (10)	16.0% (8)	44.0% (22)	3.70
Southeastern has a good academic reputation	Beginning	3.0% (24)	4.7% (38)	21.9% (177)	27.7% (224)	42.8% (347)	4.03
	Transfer	2.0% (1)	4.0% (2)	16.0% (8)	26.0% (13)	52.0% (26)	4.22
I met the admission requirements at Southeastern	Beginning	6.2% (50)	4.6% (37)	17.1% (139)	18.2% (148)	53.9% (437)	4.09
	Transfer	8.0% (4)	4.0% (2)	18.0% (9)	10.0% (5)	60.0% (30)	4.10

Table 5 Continued
Reasons for Attending Southeastern Rather than Another Institution

		No Influence (1)	(2)	(3)	(4)	Major Influence (5)	Mean
Southeastern offered me a scholarship	Beginning	46.3% (376)	8.5% (69)	16.5% (134)	8.1% (66)	20.6% (167)	2.48
	Transfer	55.1% (27)	10.0% (5)	14.0% (7)	2.0% (1)	18.0% (9)	2.18
Southeastern seemed to be a friendly place	Beginning	3.1% (25)	1.6% (13)	17.5% (142)	25.5% (207)	52.3% (424)	4.22
	Transfer	2.0% (1)	6.0% (3)	14.0% (7)	34.0% (17)	44.0% (22)	4.12
My parents have a good opinion of Southeastern	Beginning	11.1% (90)	8.2% (67)	21.4% (174)	21.0% (171)	38.3% (311)	3.67
	Transfer	24.0% (12)	16.0% (8)	16.0% (8)	16.0% (8)	28.0% (14)	3.08
Southeastern's size seemed right for me	Beginning	4.9% (40)	3.3% (27)	17.2% (140)	20.3% (165)	4.2% (441)	4.16
	Transfer	8.0% (4)	6.0% (3)	14.0% (7)	22.0% (11)	50.0% (25)	4.00
My friends and/or relatives recommended Southeastern	Beginning	11.5% (94)	6.5% (53)	23.7% (193)	21.0% (174)	37.2% (303)	3.67
	Transfer	16.0% (8)	8.0% (4)	14.0% (7)	24.0% (12)	38.0% (19)	3.60
I expect to be more successful in my courses at Southeastern than at another university	Beginning	7.6% (62)	6.6% (54)	22.0% (179)	20.4% (166)	43.3% (352)	3.85
	Transfer	10.0% (5)	2.0% (1)	24.0% (12)	22.0% (11)	42.0% (21)	3.84
My high school teachers or advisors recommended Southeastern	Beginning	25.0% (202)	13.1% (106)	24.2% (196)	18.4% (149)	19.3% (156)	2.94
	Transfer	42.0% (21)	10.0% (5)	14.0% (7)	6.0% (3)	28.0% (14)	2.68
I visited the Southeastern campus and really liked it	Beginning	5.7% (46)	5.8% (47)	20.4% (166)	20.0% (163)	48.1% (391)	3.99
	Transfer	14.0% (7)	4.0% (2)	32.0% (16)	12.0% (6)	38.0% (19)	3.56

Table 5 Continued
Reasons for Attending Southeastern Rather than Another Institution

		No Influence (1)	(2)	(3)	(4)	Major Influence (5)	Mean
The campus is far enough away from home so I do not have to live at home	Beginning	45.1% (367)	8.1% (66)	17.2% (140)	9.6% (78)	19.9% (162)	2.51
	Transfer	52.0% (26)	8.0% (4)	18.0% (9)	6.0% (3)	16.0% (8)	2.26
Some of my friends decided to attend Southeastern	Beginning	21.6% (175)	8.9% (72)	23.2% (188)	17.4% (141)	29.0% (335)	3.23
	Transfer	30.0% (1)	8.0% (4)	14.0% (7)	14.0% (7)	34.0% (17)	3.14

**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. Overall, students were most likely to have participated in varsity athletics (33.4%) and service organizations (30.8%) in High School and were most likely to participate in service organizations (29.4%) and intramural athletics (19.9%) at Southeastern.

**Table 6
Participation in Extra Curricular Activities**

		High School	Southeastern
Instrumental Music	Beginning	13.7% (84)	8.4% (50)
	Transfer	21.1% (8)	5.3% (2)
Vocal Music	Beginning	13.3% (82)	7.9% (47)
	Transfer	7.9% (3)	2.6% (1)
Student Government	Beginning	11.7% (72)	11.9% (71)
	Transfer	10.3% (4)	15.8% (6)
Publications (Newspaper, Yearbook)	Beginning	13.2% (81)	14.5% (86)
	Transfer	13.2% (5)	18.4% (7)
Debate	Beginning	4.9% (30)	6.6% (39)
	Transfer	2.6% (1)	7.9% (3)
Departmental Clubs	Beginning	19.3% (119)	24.6% (146)
	Transfer	21.1% (8)	21.6% (8)

Table 6 Continued
Participation in Extracurricular Activities

		High School	Southeastern
Dramatics, Theater	Beginning	15.3% (95)	10.6% (63)
	Transfer	26.3% (10)	18.4% (7)
Religious Organizations	Beginning	25.2% (156)	21.6% (129)
	Transfer	20.5% (8)	23.1% (9)
Racial or Ethnic Organizations	Beginning	3.3% (20)	10.8% (64)
	Transfer	0.0%	2.6% (1)
Intramural Athletics	Beginning	17.2% (106)	26.3% (158)
	Transfer	30.8% (12)	35.9% (14)
Varsity Athletics	Beginning	44.3% (277)	17.4% (105)
	Transfer	31.6% (12)	13.2% (5)
Political Organizations	Beginning	5.1% (31)	7.1% (42)
	Transfer	0.0%	5.3% (2)
Radio, TV	Beginning	5.3% (33)	9.0% (54)
	Transfer	2.6% (1)	15.8% (6)
Fraternity or Sorority	Beginning	0.8% (5)	25.0% (150)
	Transfer	2.6% (1)	28.9% (11)
Special-interest groups (writing group, rodeo, etc.)	Beginning	10.3% (63)	14.5% (86)
	Transfer	18.4% (7)	23.7% (9)

Table 6 Continued
Participation in Extracurricular Activities

		High School	Southeastern
Campus or community service organizations	Beginning	40.7% (253)	39.9% (240)
	Transfer	34.2% (13)	36.8% (14)

**Expectations At Southeastern
Section 5**

Students were asked whether they thought they would need assistance in several areas while at Southeastern. Results are reported in Table 7. Overall, students anticipated needing the most help with improving their study skills and mathematical skills (66.4%). Students were also asked how much time they expect to spend studying outside of the classroom. The majority (27.8%) 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	67.2% (456)
	Transfer	63.4% (26)
Expressing my ideas in writing	Beginning	63.1% (430)
	Transfer	61.0% (25)
Improving my reading speed and comprehension	Beginning	58.5% (398)
	Transfer	51.2% (21)
Improving my study skills	Beginning	80.1% (545)
	Transfer	70.7% (29)
Improving my mathematical skills	Beginning	79.6% (542)
	Transfer	78.0% (32)
Improving my ability to speak in public	Beginning	67.6% (459)
	Transfer	63.4% (26)

Table 7 Continued
Expectations at Southeastern

		Need Assistance
Improving my ability to think critically	Beginning	62.5% (425)
	Transfer	56.1% (23)
Personal concerns	Beginning	41.4% (281)
	Transfer	41.5% (17)

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	3.1% (21)	20.5% (140)	28.0% (191)	21.6% (147)	15.1% (103)	7.0% (48)	1.9% (13)	2.8% (19)
Transfer	2.4% (1)	4.9% (2)	24.4% (10)	36.6% (15)	9.8% (4)	4.9% (2)	9.8% (4)	7.3% (3)

Athletic Interest & Participation

The items in this section were asked about students previous participation in sports and their potential participation while in college. Students were asked at what level they might be interested in participating in 27 sports while in college. Overall, students expressed the most interest in Cheerleading at the varsity level and the least interest in Water Polo. At the intramural level, students were most interested in Volleyball and least interested in Field Hockey. At the club level, students expressed the most interest in Beach Volleyball and the least interest in Water Polo. Table 9 provides the percent of students interested in each sport, broken down by female and male students, and total. For females, the only sports at the varsity level that 5% or more of the respondents showed an interest in were Cheerleading (10.7%), Softball (7.6%), and Volleyball (7.8%).

Table 9
Athletic Interest

		Intramural	Club	Varsity	Not Interested
Baseball	Females	4.8% (23)	2.3% (11)	2.5% (12)	90.3% (430)
	Males	15.4% (40)	6.5% (17)	7.7% (20)	70.4% (183)
	Total	8.6% (63)	3.8% (28)	4.3% (32)	83.3% (613)
Basketball	Females	6.1% (29)	3.6% (17)	4.6% (22)	85.7% (408)
	Males	20.8% (55)	6.0% (16)	8.7% (23)	64.5% (171)
	Total	11.3% (84)	4.5% (33)	6.1% (45)	78.1% (579)
Beach Volleyball	Females	14.9% (71)	12.0% (57)	4.4% (21)	68.7% (327)
	Males	13.4% (35)	6.5% (17)	2.3% (6)	77.9% (204)
	Total	14.4% (106)	10.0% (74)	3.7% (27)	72.0% (561)

**Table 9 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Bowling	Females	7.4% (35)	6.5% (31)	2.3% (11)	83.8% (399)
	Males	13.7% (36)	9.5% (25)	1.9% (5)	74.8% (196)
	Total	9.6% (71)	7.6% (56)	2.2% (16)	80.6% (595)
Cheerleading	Females	6.1% (29)	6.5% (31)	10.7% (51)	76.7% (365)
	Males	1.1% (3)	1.5% (4)	1.9% (5)	95.4% (250)
	Total	4.3% (32)	4.7% (35)	7.6% (56)	83.3% (615)
Cross Country	Females	3.2% (15)	4.4% (21)	1.9% (9)	90.5% (430)
	Males	4.5% (12)	3.4% (9)	1.9% (5)	90.2% (238)
	Total	3.7% (27)	4.1% (30)	1.9% (14)	90.4% (668)
Equestrian	Females	2.9% (14)	4.0% (19)	1.7% (8)	91.4% (435)
	Males	0.8% (2)	2.7% (7)	0.4% (1)	96.2% (252)
	Total	2.2% (16)	3.5% (26)	1.2% (9)	93.1% (687)
Fencing	Females	2.7% (13)	3.8% (18)	0.4% (2)	93.0% (441)
	Males	5.7% (15)	5.7% (15)	1.1% (3)	87.5% (230)
	Total	3.8% (28)	4.5% (33)	0.7% (5)	91.0% (671)
Field Hockey	Females	1.1% (5)	0.8% (4)	0.6% (3)	97.5% (463)
	Males	3.4% (9)	3.1% (8)	0.4% (1)	93.1% (244)
	Total	1.9% (14)	1.6% (12)	0.5% (4)	95.9% (707)

**Table 9 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Football	Females	5.5% (26)	2.9% (14)	2.9% (14)	88.7% (422)
	Males	17.5% (46)	6.0% (16)	14.8% (39)	61.6% (162)
	Total	9.7% (72)	4.1% (30)	7.2% (53)	79.0% (584)
Golf	Females	2.3% (11)	2.5% (12)	1.1% (5)	94.1% (448)
	Males	7.7% (20)	7.3% (19)	2.7% (7)	82.4% (216)
	Total	4.2% (31)	4.2% (31)	1.6% (12)	90.0% (664)
Gymnastics	Females	6.9% (33)	8.2% (39)	4.2% (20)	80.6% (383)
	Males	3.4% (9)	1.9% (5)	0.4% (1)	94.3% (246)
	Total	5.7% (42)	6.0% (55)	2.9% (21)	85.5% (629)
Ice Hockey	Females	1.5% (7)	1.9% (9)	0.6% (3)	96.0% (456)
	Males	5.7% (15)	3.1% (8)	1.1% (3)	90.0% (235)
	Total	3.0% (22)	2.3% (17)	0.8% (6)	93.9% (691)
Lacrosse	Females	1.9% (9)	1.9% (9)	0.8% (4)	95.4% (454)
	Males	6.5% (17)	2.3% (6)	2.3% (6)	88.9% (233)
	Total	3.5% (26)	2.0% (15)	1.4% (10)	93.1% (687)
Rifle	Females	1.1% (5)	3.6% (17)	1.7% (8)	93.7% (445)
	Males	6.5% (17)	12.7% (33)	4.2% (11)	76.5% (199)
	Total	3.0% (22)	6.8% (50)	2.6% (19)	87.6% (644)

**Table 9 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Rowing	Females	2.3% (11)	2.7% (13)	1.1% (5)	93.9% (447)
	Males	3.4% (9)	3.4% (9)	0.4% (1)	92.7% (243)
	Total	2.7% (20)	3.0% (22)	0.8% (6)	93.5% (690)
Rugby	Females	2.1% (10)	2.5% (12)	0.4% (2)	94.9% (450)
	Males	5.7% (15)	7.2% (19)	3.8% (10)	83.3% (219)
	Total	3.4% (25)	4.2% (31)	1.6% (12)	90.8% (669)
Skiing (Snow)	Females	5.9% (28)	3.8% (18)	1.5% (7)	88.8% (422)
	Males	8.0% (21)	6.5% (17)	1.5% (4)	84.0% (220)
	Total	6.6% (49)	4.7% (35)	1.5% (11)	87.1% (642)
Soccer	Females	8.4% (40)	6.9% (33)	3.2% (15)	81.5% (388)
	Males	15.4% (40)	5.0% (13)	4.5% (12)	75.2% (197)
	Total	10.8% (80)	6.2% (46)	3.7% (27)	79.3% (585)
Softball	Females	10.5% (50)	6.9% (33)	7.6% (36)	75.0% (357)
	Males	9.7% (25)	0.8% (2)	0.0%	89.6% (232)
	Total	10.2% (75)	4.8% (35)	4.9% (36)	80.1% (589)
Swimming & Diving	Females	8.0% (38)	8.8% (42)	2.9% (14)	80.3% (382)
	Males	5.3% (14)	7.3% (19)	1.5% (4)	85.9% (225)
	Total	7.0% (52)	8.3% (61)	2.4% (18)	82.2% (607)

**Table 9 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Tennis	Females	8.4% (40)	8.2% (39)	3.2% (15)	80.3% (382)
	Males	10.6% (28)	5.3% (14)	1.1% (3)	82.9% (218)
	Total	9.2% (68)	7.2% (53)	2.4% (18)	81.2% (600)
Triathlon	Females	2.9% (14)	2.1% (10)	0.8% (4)	94.1% (447)
	Males	5.0% (13)	0.4% (1)	1.1% (3)	93.5% (244)
	Total	3.7% (27)	1.5% (11)	1.0% (7)	93.9% (691)
Track & Field	Females	3.4% (16)	6.5% (31)	4.8% (23)	85.3% (406)
	Males	4.2% (11)	3.1% (8)	9.8% (26)	83.0% (219)
	Total	3.6% (27)	5.3% (39)	6.6% (49)	84.5% (625)
Volleyball	Females	14.5% (69)	11.1% (53)	7.8% (37)	66.7% (318)
	Males	14.5% (38)	6.0% (16)	1.1% (3)	78.2% (205)
	Total	14.5% (107)	9.3% (69)	5.4% (40)	70.8% (523)
Water Polo	Females	1.7% (8)	1.5% (7)	0.2% (1)	96.6% (460)
	Males	4.5% (12)	1.1% (3)	0.0%	94.3% (246)
	Total	2.7% (20)	1.4% (10)	0.1% (1)	95.8% (706)
Wrestling	Females	1.7% (8)	1.9% (9)	0.8% (4)	95.6% (455)
	Males	2.7% (7)	3.1% (8)	3.4% (9)	90.9% (240)
	Total	2.0% (15)	2.3% (17)	1.8% (13)	93.9% (695)

Students were then asked if they had previously participated in organized sports. Overall, 67.8% (n=507) of respondents had participated in organized sports, with 74.1% (n=20) of males and 64.2% (n=307) of the females. Those students who indicated they had participated in organized sports were then asked at what level for each of the sports they had participated. Below are the results of that question.

Athletic Participation

		High School Varsity	Junior High School Varsity	Club	Intramural	Recreational	Did Not Participate
Baseball	Females	1	0	2	0	8	283
	Males	11	32	11	9	41	89
	Total	12	32	13	9	49	372
Basketball	Females	9	30	5	5	25	220
	Males	17	39	6	4	33	96
	Total	26	69	11	9	58	316
Beach Volleyball	Females	0	1	6	5	37	245
	Males	0	2	3	5	20	159
	Total	0	3	9	10	57	404
Bowling	Females	1	3	4	1	18	268
	Males	0	3	4	5	28	150
	Total	1	6	8	6	46	418
Cheerleading	Females	12	58	8	4	25	191
	Males	0	6	0	1	0	182
	Total	12	64	8	5	25	373

		High School Varsity	Junior High School Varsity	Club	Intramural	Recreational	Did Not Participate
Cross Country	Females	5	18	2	0	6	263
	Males	3	6	2	1	3	176
	Total	8	24	4	1	9	439
Equestrian	Females	0	0	4	0	8	283
	Males	0	1	0	1	0	189
	Total	0	1	4	1	8	472
Fencing	Females	1	0	0	0	1	293
	Males	0	1	0	0	1	188
	Total	1	1	0	0	2	481
Field Hockey	Females	0	1	0	0	0	293
	Males	0	0	1	0	1	189
	Total	0	1	1	0	1	482
Football	Females	1	0	0	2	14	277
	Males	7	73	4	6	24	78
	Total	8	73	4	8	38	355
Golf	Females	1	1	2	1	9	279
	Males	1	6	4	1	22	158
	Total	2	7	6	2	31	437
Gymnastics	Females	2	6	5	4	36	242
	Males	0	1	2	4	6	178
	Total	2	7	7	8	42	420

		High School Varsity	Junior High School Varsity	Club	Intramural	Recreational	Did Not Participate
Ice Hockey	Females	1	0	0	0	2	291
	Males	0	0	2	0	0	188
	Total	1	0	2	0	2	479
Lacrosse	Females	1	0	1	0	1	290
	Males	1	0	0	2	4	182
	Total	2	0	1	2	5	472
Rifle	Females	0	1	5	0	3	285
	Males	0	2	3	2	19	165
	Total	0	3	8	2	22	450
Rowing	Females	1	0	0	0	1	288
	Males	0	0	1	0	3	187
	Total	1	0	1	0	4	475
Rugby	Females	1	0	0	0	0	294
	Males	0	1	2	2	5	181
	Total	1	1	2	2	5	475
Skiing (Snow)	Females	1	0	1	0	6	287
	Males	0	0	1	0	8	180
	Total	1	0	2	0	14	467
Soccer	Females	7	29	9	3	27	220
	Males	4	21	10	2	24	130
	Total	11	50	19	5	51	350

		High School Varsity	Junior High School Varsity	Club	Intramural	Recreational	Did Not Participate
Softball	Females	19	45	5	1	32	193
	Males	0	1	4	2	11	173
	Total	19	46	9	3	43	366
Swimming & Diving	Females	2	7	3	4	19	260
	Males	0	5	2	1	21	161
	Total	2	12	5	5	40	421
Tennis	Females	3	7	9	0	12	264
	Males	1	5	0	0	22	164
	Total	4	12	9	0	34	428
Triathlon	Females	1	0	1	1	2	289
	Males	0	0	1	0	3	186
	Total	1	0	2	1	5	475
Track & Field	Females	15	41	3	2	11	222
	Males	9	34	2	4	8	134
	Total	24	75	5	6	19	356
Volleyball	Females	15	37	11	2	39	191
	Males	0	0	6	9	24	151
	Total	15	37	17	11	63	342
Water Polo	Females	0	1	0	0	0	292
	Males	0	0	1	0	3	184
	Total	0	1	1	0	3	476

		High School Varsity	Junior High School Varsity	Club	Intramural	Recreational	Did Not Participate
Wrestling	Females	0	1	0	1	1	291
	Males	4	10	3	0	5	169
	Total	4	11	3	1	6	460

References

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Appendix A
Entering Freshman Survey