

Results of the Entering Freshmen Survey 2015-2016

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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 2015-16, the survey was sent to 2,921 students and 1,577 took the survey, for a response rate of 54.0%.

Student Characteristics

The majority of respondents were single (91%, n=1,434), while 1% (n=8) were married and 0.4% (n=5) were previously married. Also, the majority of students had no children (98%, n=1,410), while 1% (n=18) had one child, 0.4% (n=6) had two children, 0.2% (n=2) had three children, and 0.3% (5) had four or more children. Five percent (5%, n=65) of the respondents are a veteran of the U.S. Armed Forces. The majority, 85% (n=1,210) 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, 3% (n=53) of the entering freshmen were non-traditional students, while 97% (n=1,524) were traditional students.

The survey results support the notion that Southeastern has a large commuter population. The majority of respondents who commute (36%, n=354) 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	31%	453
Less than 5 miles	9%	129
Between 5 and 10 miles	8%	117
Between 11 and 20 miles	11%	163
Between 21 and 30 miles	16%	234
More than 30 miles	24%	354

The majority of students (52%, n=744) plan to work off campus, while 24% (n=348) plan to work on campus, 9% (n=134) plan to work both on and off campus, and 15% (n=220) do not plan to work at all. Of those students who indicated they plan on working while attending Southeastern, 25% (n=309) plan to work no more than 10 hours per week, 50% (n=608) plan to work 11-20 hours per week, 19% (n=238) plan to work 21-30 hours per week, and 4% (n=53) 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, 19% (n=257) of entering students are first generation college students.

For the majority of entering freshmen (82%, n=1,293), their goal in attending Southeastern is to obtain a degree from Southeastern. Eleven percent (10%, n=158) plan to take a few courses and then transfer to another university. Four percent (4%, n=59) had no definite goal in mind, while 3% (n=43) plan to take a few courses in order to learn specific job skills or for their own personal interests.

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=3.95). U.S. Department of Education's College Navigator had the least influence in the decision to attend Southeastern (mean=2.15).

Table 2
Information Sources Which Influenced Decisions to Attend Southeastern

		No Influence (1)	(2)	(3)	(4)	Major Influence (5)	Mean
Visits by Southeastern's admissions staff at your high school	Beginning	36.4% (544)	14.8% (221)	21.4% (320)	12.2% (182)	15.3% (228)	2.55
	Transfer	45.6% (31)	14.7% (10)	25.0% (17)	7.4% (5)	7.4% (5)	2.16
College publications (catalogs, brochures, etc.)	Beginning	23.5% (350)	14.7% (219)	28.4% (424)	17.4% (260)	16.0% (239)	2.88
	Transfer	29.4% (20)	11.8% (8)	26.5% (18)	11.8% (8)	20.6% (14)	2.82
Communications about financial aid (not the aid decision)	Beginning	19.3% (289)	15.7% (235)	27.0% (404)	18.9% (283)	19.1% (285)	3.03
	Transfer	28.4% (19)	11.9% (8)	23.9% (16)	10.4% (7)	25.4% (17)	2.93
Visit to Southeastern's campus	Beginning	6.1% (91)	5.8% (87)	19.7% (294)	22.4% (334)	46.0% (686)	3.96
	Transfer	16.2% (11)	7.4% (5)	14.7% (10)	14.7% (10)	47.1% (32)	3.69
Contact with Southeastern's students and graduates	Beginning	8.9% (133)	7.3% (109)	22.0% (329)	24.9% (377)	36.9% (552)	3.74
	Transfer	17.9% (12)	1.5% (1)	19.4% (13)	22.4% (15)	38.8% (26)	3.63
Accessing the Southeastern website	Beginning	10.7% (160)	10.1% (151)	22.5% (337)	24.6% (368)	32.1% (481)	3.57
	Transfer	10.4% (7)	6.0% (4)	17.9% (12)	17.9% (12)	47.8% (32)	3.87

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	36.4% (541)	18.9% (281)	23.9% (356)	10.6% (157)	10.2% (152)	2.39
	Transfer	41.2% (28)	10.3% (7)	23.5% (16)	8.8% (6)	16.2% (11)	2.49
College guide books and/or rankings such as Peterson's or U.S. News and World Report	Beginning	42.1% (630)	16.9% (253)	23.5% (352)	8.5% (127)	9.0% (134)	2.25
	Transfer	47.8% (32)	13.4% (9)	22.4% (15)	6.0% (4)	10.4% (7)	2.18
U.S. Department of Education's College Navigator website	Beginning	47.7% (712)	15.5% (231)	20.3% (303)	8.4% (125)	8.2% (123)	2.14
	Transfer	44.1% (30)	11.8% (8)	22.1% (15)	7.4% (5)	14.7% (10)	2.37

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=4.64). The item with the lowest overall agreement was “I can think of many things I would rather do than go to college” (mean=1.99).

Table 3
Personal and Social Development

		Strongly Disagree (1)	(2)	(3)	(4)	Strongly Agree (5)	Mean
I am a capable, self-reliant person	Beginning	0.3% (4)	1.7% (25)	16.3% (236)	31.1% (450)	50.6% (731)	4.30
	Transfer	0.0%	1.6% (1)	13.1% (8)	29.5% (18)	55.7% (34)	4.39
I know my own capabilities and interests	Beginning	0.2% (3)	2.0% (29)	14.3% (206)	29.4% (425)	54.1% (782)	4.35
	Transfer	0.0%	0.0%	13.1% (8)	26.2% (16)	60.7% (37)	4.48
I meet deadlines	Beginning	0.6% (8)	2.3% (33)	14.8% (214)	29.2% (423)	53.1% (769)	4.32
	Transfer	0.0%	3.3% (2)	13.1% (8)	27.9% (17)	55.7% (34)	4.36
I take responsibility for my own actions	Beginning	0.2% (3)	0.6% (9)	8.9% (129)	25.3% (365)	65.0% (938)	4.54
	Transfer	0.0%	0.0%	9.8% (6)	13.1% (8)	77.0% (47)	4.67
I interact comfortably with others who are different from myself	Beginning	1.7% (25)	6.4% (92)	26.4% (382)	29.2% (422)	36.4% (526)	3.92
	Transfer	1.6% (1)	8.2% (5)	26.2% (16)	19.7% (12)	44.3% (27)	3.97
I have strong leadership and management skills	Beginning	1.7% (24)	6.7% (97)	27.5% (398)	27.8% (403)	36.3% (526)	3.90
	Transfer	0.0%	1.6% (1)	24.6% (15)	19.7% (12)	54.1% (33)	4.26

Table 3 Continued
Personal and Social Development

		Strongly Disagree (1)	(2)	(3)	(4)	Strongly Agree (5)	Mean
I am dependable and punctual	Beginning	0.8% (12)	1.9% (28)	14.0% (203)	32.6% (472)	50.6% (732)	4.30
	Transfer	0.0%	1.6% (1)	14.8% (9)	23.0% (14)	60.7% (37)	4.43
I accept new responsibilities willingly	Beginning	0.3% (4)	2.1% (31)	20.3% (293)	31.8% (460)	45.5% (657)	4.20
	Transfer	0.0%	0.0%	21.3% (13)	24.6% (15)	54.1% (33)	4.33
I place great importance on being active in public and community affairs	Beginning	5.1% (73)	13.4% (194)	36.4% (525)	20.4% (295)	24.7% (357)	3.46
	Transfer	3.3% (2)	13.1% (8)	36.1% (22)	18.0% (11)	29.5% (18)	3.57
I have the capacity to begin and sustain important interpersonal relationships	Beginning	1.3% (19)	4.2% (60)	25.0% (361)	32.6% (471)	36.9% (533)	4.00
	Transfer	0.0%	3.3% (2)	23.0% (14)	18.0% (11)	55.7% (34)	4.26
I have financial problems, and the need to earn money will probably hinder my studies	Beginning	26.7% (386)	27.8% (402)	25.0% (362)	10.0% (145)	10.4% (151)	2.50
	Transfer	21.3% (13)	36.1% (22)	18.0% (11)	13.1% (8)	11.5% (7)	2.57
My studying is irregular and unpredictable	Beginning	23.2% (334)	27.5% (396)	27.7% (399)	12.7% (183)	8.9% (128)	2.57
	Transfer	37.7% (23)	21.3% (13)	23.0% (14)	8.2% (5)	9.8% (6)	2.31
I am very committed to finishing college, no matter what problems I encounter	Beginning	0.2% (2)	1.2% (18)	8.0% (115)	15.7% (227)	74.8% (1,080)	4.64
	Transfer	0.0%	0.0%	9.8% (6)	11.5% (7)	78.7% (48)	4.69
I have family commitments that may interfere with my studies	Beginning	38.4% (556)	32.5% (471)	17.3% (251)	6.7% (97)	5.1% (74)	2.08
	Transfer	43.3% (26)	21.7% (13)	23.3% (14)	6.7% (4)	5.0% (3)	2.08
I can think of many things I would rather do than go to college	Beginning	44.6% (644)	29.7% (429)	14.8% (213)	5.4% (78)	5.5% (80)	1.98
	Transfer	41.7% (25)	18.3% (11)	20.0% (12)	8.3% (5)	11.7% (7)	2.30

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	30.0% (433)	29.0% (419)	25.9% (374)	7.3% (105)	7.8% (112)	2.34
	Transfer	40.0% (24)	16.7% (10)	25.0% (15)	10.0% (6)	8.3% (5)	2.30

General Education

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 awareness of the impact of political and economic trends (mean=3.53).

Table 4
Confidence in General Education Skills

		Not Confident at all (1)	(2)	(3)	(4)	Very Confident (5)	Mean
Ability to write well	Beginning	2.8% (40)	8.0% (115)	26.0% (375)	30.7% (443)	32.6% (470)	3.82
	Transfer	0.0%	4.9% (3)	21.3% (13)	26.2% (16)	47.5% (29)	4.16
Ability to speak effectively	Beginning	2.5% (36)	8.4% (121)	26.6% (382)	27.8% (400)	34.7% (499)	3.84
	Transfer	3.3% (2)	1.6% (1)	23.0% (14)	27.9% (17)	44.3% (27)	4.08
Ability to comprehend reading material and to analyze its meaning	Beginning	1.9% (28)	7.8% (113)	24.9% (360)	32.5% (469)	32.8% (473)	3.86
	Transfer	4.9% (3)	9.8% (6)	14.8% (9)	29.5% (18)	41.0% (25)	3.92
Ability to use logic and critical thinking skills	Beginning	0.2% (3)	2.6% (38)	21.5% (309)	33.0% (474)	42.7% (614)	4.15
	Transfer	0.0%	8.2% (5)	16.4% (10)	16.4% (10)	59.0% (36)	4.26
Ability to see relationships, similarities, and distinctions between ideas	Beginning	0.6% (9)	2.3% (33)	20.4% (295)	35.6% (513)	41.1% (593)	4.14
	Transfer	0.0%	0.0%	24.6% (15)	24.6% (15)	50.8% (31)	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	0.5% (7)	3.5% (51)	23.0% (333)	35.5% (514)	37.4% (541)	4.06
	Transfer	0.0%	0.0%	26.2% (16)	23.0% (14)	50.8% (31)	4.25
Ability to use mathematical and statistical concepts and tools	Beginning	4.4% (64)	12.9% (187)	31.5% (456)	24.3% (352)	26.9% (389)	3.56
	Transfer	1.6% (1)	11.5% (7)	27.9% (17)	21.3% (13)	37.7% (23)	3.82
Understanding the nature of science and the scientific method	Beginning	2.1% (30)	7.9% (114)	31.1% (449)	31.5% (454)	27.4% (395)	3.74
	Transfer	1.6% (1)	1.6% (1)	24.6% (15)	32.8% (20)	39.3% (24)	4.07
Familiarity with key applications of the basic sciences	Beginning	1.5% (22)	9.0% (120)	34.6% (499)	29.6% (427)	25.2% (363)	3.68
	Transfer	0.0%	4.9% (3)	31.1% (19)	23.0% (14)	41.0% (25)	4.00
Ability to learn on your own, to pursue ideas and to find the information you need	Beginning	0.4% (6)	3.1% (45)	23.0% (332)	33.9% (489)	39.6% (571)	4.09
	Transfer	0.0%	1.7% (1)	16.7% (10)	23.3% (14)	58.3% (35)	4.38
Recognition of the value of coming into contact with people different from you	Beginning	0.5% (7)	4.0% (57)	20.2% (291)	32.4% (468)	43.0% (620)	4.13
	Transfer	0.0%	3.3% (2)	24.6% (15)	27.9% (17)	44.3% (27)	4.13
Understanding the nature and value of at least one of the performing arts	Beginning	3.8% (55)	10.8% (156)	26.2% (378)	25.4% (366)	33.8% (487)	3.74
	Transfer	1.7% (1)	13.3% (8)	28.3% (17)	15.0% (9)	41.7% (25)	3.82
Wider acquaintance with and enjoyment of literature	Beginning	4.0% (58)	13.6% (195)	32.6% (469)	23.1% (332)	26.7% (384)	3.55
	Transfer	6.6% (4)	14.8% (9)	27.9% (17)	19.7% (12)	31.1% (19)	3.54
Personal set of values and ethical standards	Beginning	0.5% (7)	2.6% (37)	17.6% (254)	29.9% (430)	49.4% (712)	4.25
	Transfer	0.0%	0.0%	11.5% (7)	23.0% (14)	65.6% (40)	4.54

Table 4 Continued
Confidence in General Education Skills

		Not Confident at all (1)	(2)	(3)	(4)	Very Confident (5)	Mean
Awareness of how political and economic trends impact families and communities	Beginning	3.5% (51)	13.2% (191)	33.5% (483)	27.0% (389)	22.7% (328)	3.52
	Transfer	4.9% (3)	3.3% (2)	36.1% (22)	16.4% (10)	39.3% (24)	3.82
Awareness of historical trends which influence current events	Beginning	3.6% (52)	12.9% (186)	33.3% (479)	27.0% (388)	23.2% (333)	3.53
	Transfer	0.0%	8.2% (5)	27.9% (17)	24.6% (15)	39.3% (24)	3.95
Ability to utilize computers	Beginning	1.2% (18)	6.4% (92)	20.5% (296)	30.0% (434)	41.9% (606)	4.05
	Did not Attend	1.6% (1)	0.0%	18.0% (11)	24.6% (15)	55.7% (34)	4.33

Reasons for Attending Southeastern

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 "Southeastern's size seemed right for me" (mean=4.20). The least important reason was "The campus is far enough away from home so I do not have to live at home" (mean=2.62).

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	5.7% (85)	5.3% (79)	18.5% (277)	18.6% (279)	52.0% (780)	4.06
	Transfer	9.0% (6)	4.5% (3)	14.9% (10)	14.9% (10)	56.7% (36)	4.06
Southeastern is the university closest to my home	Beginning	20.3% (305)	10.7% (160)	17.3% (259)	12.7% (190)	39.0% (585)	3.39
	Transfer	16.4% (11)	1.5% (1)	13.4% (9)	14.9% (10)	35.3% (24)	3.88
Southeastern's cost is lower than other schools I considered	Beginning	8.6% (129)	7.9% (118)	19.5% (292)	21.2% (317)	42.7% (639)	3.82
	Transfer	11.8% (8)	8.8% (6)	25.0% (17)	19.1% (13)	35.3% (24)	3.57
Southeastern has a good academic reputation	Beginning	3.6% (54)	4.9% (73)	20.6% (309)	28.1% (421)	42.8% (642)	4.02
	Transfer	5.9% (4)	5.9% (4)	22.1% (15)	19.1% (13)	47.1% (32)	3.96
I met the admission requirements at Southeastern	Beginning	5.1% (77)	5.0% (75)	18.2% (273)	21.7% (326)	50.0% (750)	4.06
	Transfer	5.9% (4)	1.5% (1)	17.6% (12)	25.0% (17)	50.0% (34)	4.12

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	37.3% (559)	9.5% (143)	14.0% (209)	10.8% (162)	28.4% (425)	2.83
	Transfer	52.9% (36)	8.8% (6)	11.8% (8)	8.8% (6)	17.6% (12)	2.29
Southeastern seemed to be a friendly place	Beginning	1.7% (26)	4.5% (67)	16.1% (242)	26.5% (398)	51.2% (768)	4.21
	Transfer	7.4% (5)	2.9% (2)	20.6% (14)	20.6% (14)	48.5% (33)	4.00
My parents have a good opinion of Southeastern	Beginning	9.4% (140)	7.3% (109)	22.2% (332)	23.4% (350)	37.8% (566)	3.73
	Transfer	22.1% (15)	10.3% (7)	17.6% (12)	16.2% (11)	33.8% (23)	3.29
Southeastern's size seemed right for me	Beginning	3.1% (46)	4.3% (65)	15.3% (230)	21.6% (324)	55.7% (835)	4.22
	Transfer	10.6% (7)	7.6% (5)	19.7% (13)	22.7% (15)	39.4% (26)	3.73
My friends and/or relatives recommended Southeastern	Beginning	9.6% (145)	9.9% (149)	20.0% (301)	24.2% (363)	36.3% (545)	3.67
	Transfer	14.7% (10)	8.8% (6)	14.7% (10)	22.1% (15)	39.7% (27)	3.63
I expect to be more successful in my courses at Southeastern than at another university	Beginning	6.2% (94)	7.3% (110)	21.3% (320)	22.5% (338)	42.7% (642)	3.88
	Transfer	9.0% (6)	3.0% (2)	22.4% (15)	23.9% (16)	41.8% (28)	3.87
My high school teachers or advisors recommended Southeastern	Beginning	18.3% (274)	13.4% (200)	25.2% (377)	19.4% (291)	23.8% (356)	3.17
	Transfer	39.7% (27)	14.7% (10)	10.3% (7)	19.1% (13)	16.2% (11)	2.57
I visited the Southeastern campus and really liked it	Beginning	6.1% (91)	6.9% (103)	20.1% (301)	20.8% (312)	46.1% (691)	3.94
	Transfer	10.3% (7)	14.7% (10)	14.7% (10)	13.2% (9)	47.1% (32)	3.72

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	39.8% (596)	11.2% (168)	16.2% (242)	10.5% (158)	22.3% (334)	2.64
	Transfer	54.4% (37)	10.3% (7)	11.8% (8)	8.8% (6)	14.7% (10)	2.19
Some of my friends decided to attend Southeastern	Beginning	16.6% (249)	11.4% (170)	20.4% (306)	22.0% (329)	29.6% (443)	3.37
	Transfer	16.2% (11)	8.8% (6)	17.6% (12)	25.0% (17)	32.4% (22)	3.49

**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 and service organizations (43.9%) in High School and were most likely to participate in service organizations (46.2%) at Southeastern.

**Table 6
Participation in Extra Curricular Activities**

		High School	Southeastern
Instrumental Music	Beginning	15.3% (203)	8.0% (104)
	Transfer	11.5% (6)	2.0% (1)
Vocal Music	Beginning	12.2% (162)	9.7% (126)
	Transfer	15.4% (8)	6.0% (3)
Student Government	Beginning	13.4% (178)	14.6% (188)
	Transfer	17.6% (9)	12.2% (6)
Publications (Newspaper, Yearbook)	Beginning	13.8% (182)	12.7% (164)
	Transfer	11.8% (6)	6.1% (3)
Debate	Beginning	5.2% (69)	8.1% (104)
	Transfer	9.8% (5)	10.2% (5)
Departmental Clubs	Beginning	23.5% (310)	25.5% (330)
	Transfer	24.5% (13)	23.5% (12)

Table 6 Continued
Participation in Extracurricular Activities

		High School	Southeastern
Dramatics, Theater	Beginning	14.4% (191)	13.7% (177)
	Transfer	15.4% (8)	8.0% (4)
Religious Organizations	Beginning	31.0% (409)	30.3% (391)
	Transfer	28.8% (15)	28.0% (14)
Racial or Ethnic Organizations	Beginning	3.0% (40)	9.6% (124)
	Transfer	2.0% (1)	4.1% (2)
Intramural Athletics	Beginning	15.9% (211)	29.7% (384)
	Transfer	26.9% (14)	38.0% (19)
Varsity Athletics	Beginning	43.9% (587)	18.7% (243)
	Transfer	44.0% (22)	20.0% (10)
Political Organizations	Beginning	4.8% (63)	8.5% (109)
	Transfer	3.8% (2)	14.0% (7)
Radio, TV	Beginning	3.9% (51)	11.1% (143)
	Transfer	11.8% (6)	10.2% (5)
Fraternity or Sorority	Beginning	1.1% (15)	34.0% (444)
	Transfer	2.0% (1)	28.0% (14)
Special-interest groups (writing group, rodeo, etc.)	Beginning	11.3% (149)	19.1% (247)
	Transfer	5.8% (3)	16.0% (8)

Table 6 Continued
Participation in Extracurricular Activities

		High School	Southeastern
Campus or community service organizations	Beginning	44.4% (587)	46.5% (601)
	Transfer	32.1% (17)	39.2% (20)

**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 (68.7%). Students were also asked how much time they expect to spend studying outside of the classroom. The majority (27.2%) expected to spend 10-12 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	62.0% (871)
	Transfer	63.3% (38)
Expressing my ideas in writing	Beginning	54.4% (763)
	Transfer	55.0% (33)
Improving my reading speed and comprehension	Beginning	50.4% (705)
	Transfer	50.8% (30)
Improving my study skills	Beginning	74.4% (1,042)
	Transfer	68.3% (41)
Improving my mathematical skills	Beginning	70.6% (990)
	Transfer	73.3% (44)
Improving my ability to speak in public	Beginning	65.1% (914)
	Transfer	63.3% (38)

Table 7 Continued
Expectations at Southeastern

		Need Assistance
Improving my ability to think critically	Beginning	54.4% (763)
	Transfer	50.0% (30)
Personal concerns	Beginning	34.4% (481)
	Transfer	31.7% (19)

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	2.7% (38)	16.0% (224)	20.2% (283)	27.2% (381)	13.4% (188)	10.6% (149)	5.2% (73)	4.6% (65)
Transfer	5.2% (3)	17.2% (10)	17.2% (10)	27.6% (16)	10.3% (6)	6.9% (4)	5.2% (3)	10.3% (6)

Athletic Interest & Participation

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 Cheerleading at the varsity level and the least interest in Ice Hockey. At the intramural level, students were most interested in Volleyball and least interested in Wrestling. At the club level, students expressed the most interest in Sand Volleyball and the least interest in Field Hockey. 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
Baseball	Females	6.5% (64)	2.7% (27)	1.6% (16)	89.2% (880)
	Males	17.5% (84)	4.6% (22)	10.0% (48)	67.8% (325)
	Total	10.1% (149)	3.3% (49)	4.3% (64)	82.2% (1,213)
Basketball	Females	10.4% (102)	2.6% (26)	4.1% (40)	82.9% (816)
	Males	21.0% (101)	7.9% (38)	8.7% (42)	62.4% (300)
	Total	13.8% (204)	4.4% (65)	5.6% (82)	76.2% (1,123)
Bowling	Females	11.1% (109)	6.4% (63)	2.8% (28)	79.7% (785)
	Males	15.9% (76)	9.2% (44)	3.5% (17)	71.4% (342)
	Total	12.6% (186)	7.3% (108)	3.1% (46)	76.9% (1,133)

**Table 9 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Cheerleading	Females	8.5% (84)	4.5% (45)	10.1% (100)	76.9% (761)
	Males	1.5% (7)	0.0%	2.1% (10)	96.4% (456)
	Total	6.2% (92)	3.1% (45)	7.5% (110)	83.0% (1,225)
Cross Country	Females	5.2% (51)	4.2% (41)	2.0% (20)	88.6% (874)
	Males	4.4% (21)	2.1% (10)	3.4% (16)	90.1% (460)
	Total	4.9% (72)	3.5% (51)	2.4% (36)	89.2% (1,313)
Equestrian	Females	4.5% (44)	3.9% (38)	1.8% (18)	89.9% (886)
	Males	2.3% (11)	1.3% (6)	0.6% (3)	95.8% (452)
	Total	5.9% (87)	3.5% (52)	1.0% (14)	89.6% (1,317)
Fencing	Females	4.3% (42)	2.6% (26)	0.6% (6)	92.5% (909)
	Males	9.4% (45)	5.4% (26)	1.7% (8)	83.5% (399)
	Total	5.9% (87)	3.5% (52)	1.0% (14)	89.6% (1,317)
Field Hockey	Females	2.9% (29)	0.8% (8)	0.7% (7)	95.5% (940)
	Males	5.9% (28)	1.3% (6)	0.6% (3)	92.2% (437)
	Total	3.9% (57)	1.0% (14)	0.7% (10)	94.5% (1,386)
Football	Females	8.4% (83)	2.2% (22)	1.9% (19)	87.4% (861)
	Males	23.1% (112)	5.4% (26)	16.7% (81)	54.8% (266)
	Total	13.2% (195)	3.2% (48)	6.8% (101)	76.8% (1,136)

**Table 9 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Golf	Females	5.5% (54)	1.8% (18)	0.8% (8)	91.9% (907)
	Males	10.9% (52)	6.5% (31)	5.3% (25)	77.3% (367)
	Total	7.2% (106)	3.4% (50)	2.2% (33)	87.1% (1,281)
Gymnastics	Females	8.1% (80)	7.0% (69)	4.5% (44)	80.5% (795)
	Males	3.4% (16)	1.5% (7)	1.7% (8)	93.5% (445)
	Total	6.6% (97)	5.2% (76)	3.5% (52)	84.7% (1,248)
Ice Hockey	Females	3.0% (30)	1.1% (11)	0.4% (4)	95.4% (939)
	Males	6.5% (31)	1.3% (6)	1.1% (5)	91.2% (434)
	Total	4.2% (61)	1.2% (17)	0.6% (9)	94.1% (1,382)
Lacrosse	Females	3.7% (36)	1.5% (15)	0.8% (8)	94.0% (921)
	Males	6.5% (31)	3.8% (18)	1.9% (9)	87.8% (416)
	Total	4.6% (67)	2.3% (33)	1.2% (17)	92.0% (1,346)
Rifle	Females	5.1% (50)	3.4% (33)	1.7% (17)	89.8% (884)
	Males	11.9% (57)	9.6% (46)	6.9% (33)	71.5% (342)
	Total	7.3% (107)	5.4% (79)	3.4% (50)	84.0% (1,235)
Rowing	Females	5.1% (50)	3.3% (32)	1.3% (13)	90.3% (885)
	Males	5.6% (27)	1.9% (9)	3.1% (15)	89.4% (428)
	Total	5.2% (77)	2.8% (41)	1.9% (28)	90.1% (1,322)

Table 9 Continued
Athletic Interest

		Intramural	Club	Varsity	Not Interested
Rugby	Females	2.8% (28)	1.7% (17)	0.9% (9)	94.5% (931)
	Males	8.6% (41)	3.8% (18)	2.5% (12)	85.1% (406)
	Total	4.7% (69)	2.4% (35)	1.5% (22)	91.4% (1,346)
Sand Volleyball	Females	16.7% (165)	9.5% (94)	2.9% (29)	70.8% (698)
	Males	17.5% (83)	7.0% (33)	2.5% (12)	73.0% (346)
	Total	16.9% (248)	8.9% (131)	2.9% (42)	71.3% (1,048)
Skiing (Snow)	Females	6.2% (61)	2.9% (29)	1.9% (19)	88.9% (877)
	Males	5.9% (28)	5.2% (25)	2.7% (13)	86.2% (412)
	Total	6.0% (89)	3.7% (54)	2.2% (33)	88.1% (1,297)
Soccer	Females	10.5% (103)	5.1% (50)	4.2% (41)	80.2% (788)
	Males	12.6% (60)	6.3% (30)	4.6% (22)	76.5% (365)
	Total	11.1% (163)	5.5% (81)	4.3% (63)	79.1% (1,161)
Softball	Females	15.6% (155)	6.2% (61)	6.0% (59)	72.3% (716)
	Males	10.1% (48)	1.7% (8)	1.9% (9)	86.3% (409)
	Total	13.8% (204)	4.7% (69)	4.7% (70)	76.7% (1,131)
Swimming & Diving	Females	9.4% (93)	7.0% (69)	3.5% (34)	80.1% (789)
	Males	8.6% (41)	5.0% (24)	2.9% (14)	83.4% (397)
	Total	9.3% (136)	6.4% (94)	3.3% (49)	81.0% (1,191)

**Table 9 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Tennis	Females	10.9% (107)	7.4% (73)	2.6% (26)	79.1% (780)
	Males	11.2% (53)	6.1% (29)	2.5% (12)	80.2% (381)
	Total	11.1% (163)	7.0% (103)	2.6% (38)	79.3% (1,166)
Triathlon	Females	4.4% (43)	2.9% (29)	0.7% (7)	92.0% (906)
	Males	5.9% (28)	0.6% (3)	2.1% (10)	91.4% (436)
	Total	4.8% (71)	2.2% (32)	1.2% (17)	91.8% (1,351)
Track & Field	Females	7.6% (75)	4.3% (42)	5.2% (51)	82.9% (816)
	Males	7.1% (34)	4.0% (19)	8.0% (38)	80.9% (386)
	Total	7.5% (110)	4.2% (62)	6.1% (89)	82.2% (1,209)
Volleyball	Females	20.4% (202)	9.6% (95)	6.2% (61)	63.8% (632)
	Males	16.1% (77)	4.2% (20)	1.9% (9)	77.9% (373)
	Total	19.0% (281)	7.9% (117)	4.8% (71)	68.3% (1,009)
Water Polo	Females	3.2% (32)	1.1% (11)	0.8% (8)	94.8% (936)
	Males	5.3% (25)	1.3% (6)	0.8% (4)	92.6% (440)
	Total	3.9% (57)	1.2% (18)	0.8% (12)	94.1% (1,384)
Wrestling	Females	3.0% (29)	0.7% (7)	0.7% (7)	95.6% (940)
	Males	4.2% (20)	2.3% (11)	1.7% (8)	91.8% (437)
	Total	3.3% (49)	1.2% (18)	1.0% (15)	94.4% (1,386)

Students were then asked if they had previously participated in organized sports. Overall, 70.5% (n=1,058) of respondents had participated in organized sports, with 77.6% (n=381) of males and 67.3% (n=672) 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	2	1	2	5	20	619
	Males	19	76	14	10	62	188
	Total	21	77	16	15	84	809
Basketball	Females	33	66	7	11	62	479
	Males	28	45	13	16	73	191
	Total	61	111	20	27	138	671
Bowling	Females	2	5	4	8	59	576
	Males	2	7	1	6	57	293
	Total	4	12	5	14	117	872
Cheerleading	Females	38	112	10	11	71	417
	Males	1	2	1	2	3	354
	Total	39	114	11	13	74	775
Cross Country	Females	15	30	4	3	8	596
	Males	10	20	2	2	8	326
	Total	25	51	6	6	16	924

		High School Varsity	Junior High School Varsity	Club	Intramural	Recreational	Did Not Participate
Equestrian	Females	0	1	4	2	16	631
	Males	0	1	0	1	5	357
	Total	0	2	4	3	21	992
Fencing	Females	0	0	0	2	3	653
	Males	0	0	0	1	2	360
	Total	0	0	0	3	5	1,017
Field Hockey	Females	1	0	0	1	4	650
	Males	0	0	0	2	1	361
	Total	1	0	0	3	5	1,015
Football	Females	1	1	3	14	20	613
	Males	39	118	8	12	45	150
	Total	40	120	11	26	65	767
Golf	Females	1	9	0	4	19	622
	Males	3	21	5	3	34	299
	Total	4	30	5	7	53	925
Gymnastics	Females	6	6	18	12	84	528
	Males	0	0	2	3	10	350
	Total	6	6	20	15	94	882
Ice Hockey	Females	0	0	0	1	5	643
	Males	0	0	2	1	2	358
	Total	0	0	2	2	7	1,005

		High School Varsity	Junior High School Varsity	Club	Intramural	Recreational	Did Not Participate
Lacrosse	Females	0	1	0	3	3	648
	Males	5	4	0	2	2	353
	Total	5	5	0	5	5	1,005
Rifle	Females	0	6	3	1	15	628
	Males	0	2	2	2	27	331
	Total	0	8	5	3	42	963
Rowing	Females	0	0	0	2	7	647
	Males	0	0	2	1	3	358
	Total	0	0	2	3	10	1,009
Rugby	Females	0	0	0	2	2	652
	Males	0	3	0	3	4	357
	Total	0	4	0	5	6	1,013
Sand Volleyball	Females	2	3	6	13	66	567
	Males	0	0	4	6	36	318
	Total	2	3	10	19	102	889
Skiing (Snow)	Females	0	0	0	2	14	638
	Males	0	0	0	2	9	355
	Total	0	0	0	4	23	997
Soccer	Females	23	42	14	13	67	494
	Males	6	28	10	9	45	269
	Total	29	70	24	23	113	765

		High School Varsity	Junior High School Varsity	Club	Intramural	Recreational	Did Not Participate
Softball	Females	37	79	19	26	104	394
	Males	1	0	0	6	16	341
	Total	39	79	19	32	121	737
Swimming & Diving	Females	5	16	11	4	48	572
	Males	5	7	4	3	28	318
	Total	10	23	15	7	77	893
Tennis	Females	9	19	3	6	45	572
	Males	3	8	1	2	29	322
	Total	12	27	4	8	74	898
Triathlon	Females	0	1	1	3	6	642
	Males	0	0	0	1	9	353
	Total	0	1	1	4	15	999
Track & Field	Females	34	84	8	12	21	497
	Males	23	63	2	3	11	265
	Total	57	147	10	15	32	764
Volleyball	Females	58	71	13	26	79	410
	Males	2	2	2	5	50	305
	Total	60	73	15	31	130	718
Water Polo	Females	0	0	1	2	4	649
	Males	0	0	0	1	2	363
	Total	0	0	1	3	6	1,016

		High School Varsity	Junior High School Varsity	Club	Intramural	Recreational	Did Not Participate
Wrestling	Females	1	0	0	1	5	647
	Males	4	10	4	3	7	338
	Total	5	10	4	4	12	988

References

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Appendix A
Entering Freshman Survey

Entering Freshmen Survey

1. On a scale of 1 through 5, indicate the level to which each of the following influenced your decision to attend Southeastern Louisiana University rather than another university.

	1 - Did Influence at All	2	3	4	5 - Influence A Lot
Visits by Southeastern's admissions staff at your high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College publications (catalogs, brochures, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications about financial aid (not the aid decision)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visit to Southeastern's campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contact with Southeastern's students and graduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing the Southeastern website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about Southeastern in the newspaper, on television or on the radio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College guide books and/or rankings such as Peterson's or U.S. News and World Report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
U.S. Department of Education's College Navigator website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. 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:

	1- Not at all Important	2	3	4	5 - Very Important
Southeastern has a good degree program in the field I want to study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Southeastern is the university closest to my home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Southeastern's cost is lower than other schools I considered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Southeastern has a good academic reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I met the admission requirements at Southeastern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Southeastern offered me a scholarship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Southeastern seemed to be a friendly place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents have a good opinion of Southeastern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Southeastern's size seemed right for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends and/or relatives recommended Southeastern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect to be more successful in my courses at Southeastern than at another university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My high school teachers or advisors recommended Southeastern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I visited the Southeastern campus and really liked it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The campus is far enough away from home so I do not have to live at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some of my friends decided to attend Southeastern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What is your goal in attending Southeastern?

- No definite goal in mind
- Take a few courses in order to learn specific job skills or for my own personal interest
- Take a few courses and then transfer to another university
- Obtain a degree from Southeastern
- Other (please specify)

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4. On a scale of 1 through 5, indicate the extent to which you agree or disagree with each statement.

	1 - Strongly Disagree	2	3	4	5 - Strongly Agree
I am a capable, self-reliant person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know my own capabilities and interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I meet deadlines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take responsibility for my own actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I interact comfortably with others who are different from myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have strong leadership and management skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am dependable and punctual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I accept new responsibilities willingly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I place great importance on being active in public and community affairs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the capacity to begin and sustain important interpersonal relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have financial problems, and the need to earn money will probably hinder my studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My studying is irregular and unpredictable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am very committed to finishing college, no matter what problems I encounter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have family commitments that may interfere with my studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can think of many things I would rather do than go to college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I dread the thought of going to school for several more years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. On a scale of 1 through 5, indicate the level of confidence you feel regarding each skill or ability. How confident are you in your:

	1 - Not at All Confident	2	3	4	5 - Very Confident
Ability to write well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to speak effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to comprehend reading material and to analyze its meaning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to use logic and critical thinking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to see relationships, similarities and distinctions between ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to apply problem solving techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to use mathematical and statistical concepts and tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the nature of science and the scientific method	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Familiarity with key applications of the basic sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to learn on your own, to pursue ideas and to find the information you need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition of the value of coming into contact with people different from you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the nature and value of at least one of the performing arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wider acquaintance with and enjoyment of literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal set of values and ethical standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of how political and economic trends impact families and communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of historical trends which influence current events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to utilize computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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

	Intramural	Club	Varsity	Not Interested
Baseball	<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"/>
Bowling	<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"/>
Cross Country	<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"/>
Fencing	<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"/>
Football	<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"/>
Gymnastics	<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"/>
Lacrosse	<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"/>
Rowing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rugby	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sand Volleyball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skiing (Snow)	<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"/>
Softball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Swimming & Diving	<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"/>
Triathlon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Track & Field	<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"/>
Water Polo	<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"/>
Tumbling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Have you previously participated in organized sports?

No Yes

Entering Freshmen Survey

8. For each of the following sports, please indicate at what level you previously participated.

	High School Junior Varsity	High School Varsity	Club	Intramural	Recreational	Did Not Participate in this Sport
Baseball	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
Bowling	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
Cross Country	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
Fencing	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
Football	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
Gymnastics	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
Lacrosse	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
Rowing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rugby	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sand Volleyball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skiing (Snow)	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
Softball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Swimming & Diving	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>

	High School Junior Varsity	High School Varsity	Club	Intramural	Recreational	Did Not Participate in this Sport
Triathlon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Track & Field	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
Water Polo	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
Tumbling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	No	Yes
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"/>

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

- | | | |
|--|--|---|
| <input type="radio"/> 3 hours or less a week | <input type="radio"/> 10-12 hours a week | <input type="radio"/> 19-21 hours a week |
| <input type="radio"/> 4-6 hours a week | <input type="radio"/> 13-15 hours a week | <input type="radio"/> More than 21 hours a week |
| <input type="radio"/> 7-9 hours a week | <input type="radio"/> 16-18 hours a week | |

11. For each of the following activities, please indicated on the left whether or not you participated in high school, and on the right, whether or not you plan to participate at Southeastern.

	High School	Southeastern
Instrumental Music	<input type="checkbox"/>	<input type="checkbox"/>
Vocal Music	<input type="checkbox"/>	<input type="checkbox"/>
Student Government	<input type="checkbox"/>	<input type="checkbox"/>
Publications (Newspaper, Yearbook)	<input type="checkbox"/>	<input type="checkbox"/>
Debate	<input type="checkbox"/>	<input type="checkbox"/>
Departmental Clubs	<input type="checkbox"/>	<input type="checkbox"/>
Dramatics, Theater	<input type="checkbox"/>	<input type="checkbox"/>
Religious Organizations	<input type="checkbox"/>	<input type="checkbox"/>
Racial or Ethnic Organizations	<input type="checkbox"/>	<input type="checkbox"/>
Intramural Athletics	<input type="checkbox"/>	<input type="checkbox"/>
Varsity Athletics	<input type="checkbox"/>	<input type="checkbox"/>
Political Organizations	<input type="checkbox"/>	<input type="checkbox"/>
Radio, TV	<input type="checkbox"/>	<input type="checkbox"/>
Fraternity or Sorority	<input type="checkbox"/>	<input type="checkbox"/>
Special-interest groups (writing group, rodeo, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Campus or community service organizations	<input type="checkbox"/>	<input type="checkbox"/>

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

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

13. 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 off campus
 I plan to have a job on campus I plan to be employed both on and off campus

14. How far do you travel (one way) to Southeastern's main campus?

- I live on campus Between 5 and 10 miles Between 21 and 30 miles
 Less than 5 miles Between 11 and 20 miles More than 30 miles

15. What is your current marital status?

- Never married Currently married Previously married

16. Have you applied for financial aid at Southeastern?

- No Yes

17. How many children under the age of 18 do you have?

- None One Two Three Four or More

18. Are you a veteran of the U.S. Armed Forces?

- Yes No

19. Please indicate your parents' highest levels of education.

Highest Education

Father

Mother