

Results of the Entering Freshmen Survey 2000-2001

Office of Institutional Research & Assessment
Southeastern Louisiana University

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Introduction

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

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

Student Characteristics Questions 101 - 108

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

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

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

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

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

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

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

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

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

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

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

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

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

Table 2 Continued
Information Sources Which Influenced Decisions to Attend Southeastern

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

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

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

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

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

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

Table 3 Continued
Reasons for Attending Southeastern Rather than Another Institution

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

Table 3 Continued
Reasons for Attending Southeastern Rather than Another Institution

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

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

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

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

**Table 4
Personal and Social Development**

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

Table 4 Continued
Personal and Social Development

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

Table 4 Continued
Personal and Social Development

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

**General Education
Questions 69 - 85**

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

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

**Table 5
Confidence in General Education Skills**

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

Table 5 Continued
Confidence in General Education Skills

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

Table 5 Continued
Confidence in General Education Skills

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

Table 5 Continued
Confidence in General Education Skills

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

References

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

Appendix A

Final Exam
Orientation 101