

Results of the Entering Freshmen Survey 2016-2017

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 2016-17, the survey was sent to 3,025 students and 1,504 took the survey, for a response rate of 49.7%.

Student Characteristics

The majority of respondents were single (98%, n=1,254), while 1% (n=15) were married and 0.2% (n=2) were previously married. Also, the majority of students had no children (98%, n=1,241), while 2% (n=21) had one child, 0.4% (n=7) had two children, and 0.2% (n=3) had three children. Four percent (4%, n=53) of the respondents are a veteran of the U.S. Armed Forces. The majority, 87% (n=1,101) 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=51) of the entering freshmen were non-traditional students, while 97% (n=1,453) were traditional students.

The survey results support the notion that Southeastern has a large commuter population. The majority of respondents who commute (36%, n=291) 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	37%	467
Less than 5 miles	9%	109
Between 5 and 10 miles	7%	86
Between 11 and 20 miles	9%	115
Between 21 and 30 miles	16%	204
More than 30 miles	23%	291

The majority of students (51%, n=650) plan to work off campus, while 21% (n=271) plan to work on campus, 10% (n=126) plan to work both on and off campus, and 18% (n=222) do not plan to work at all. Of those students who indicated they plan on working while attending Southeastern, 26% (n=273) plan to work no more than 10 hours per week, 47% (n=490) plan to work 11-20 hours per week, 21% (n=215) plan to work 21-30 hours per week, and 5% (n=51) 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=257) 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=4.03). U.S. Department of Education’s College Navigator had the least influence in the decision to attend Southeastern (mean=2.20).

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	34.8% (503)	15.9% (230)	21.7% (314)	11.8% (171)	15.7% (226)	2.58
	Transfer	63.8% (30)	10.6% (5)	17.0% (8)	2.1% (1)	6.4% (3)	1.77
College publications (catalogs, brochures, etc.)	Beginning	20.3% (294)	16.6% (240)	29.2% (423)	17.6% (255)	16.2% (235)	2.93
	Transfer	36.2% (17)	8.5% (4)	34.0% (16)	4.3% (2)	17.0% (8)	2.57
Communications about financial aid (not the aid decision)	Beginning	16.4% (238)	12.8% (185)	30.6% (444)	19.0% (276)	21.1% (306)	3.16
	Transfer	29.8% (14)	14.9% (7)	19.1% (9)	14.9% (7)	21.3% (10)	2.89
Visit to Southeastern’s campus	Beginning	6.1% (88)	5.5% (79)	16.2% (235)	23.1% (334)	49.2% (713)	4.04
	Transfer	12.8% (6)	4.3% (2)	31.9% (15)	8.5% (4)	42.6% (20)	3.64
Contact with Southeastern’s students and graduates	Beginning	7.9% (114)	9.0% (130)	22.4% (325)	22.0% (319)	38.8% (563)	3.75
	Transfer	14.9% (7)	8.7% (4)	21.3% (10)	21.3% (10)	31.9% (15)	3.48
Accessing the Southeastern website	Beginning	8.3% (120)	7.7% (111)	22.3% (322)	21.9% (317)	39.8% (576)	3.77
	Transfer	14.9% (7)	4.3% (2)	10.6% (5)	34.0% (16)	36.2% (17)	3.72

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	36.7% (532)	19.4% (281)	23.2% (336)	10.3% (150)	10.4% (151)	2.39
	Transfer	42.6% (20)	17.0% (8)	25.5% (12)	4.3% (2)	10.6% (5)	2.23
College guide books and/or rankings such as Peterson's or U.S. News and World Report	Beginning	37.8% (547)	18.1% (262)	25.1% (364)	9.1% (132)	9.9% (143)	2.35
	Transfer	53.2% (25)	14.9% (7)	21.3% (10)	4.3% (2)	6.4% (3)	1.96
U.S. Department of Education's College Navigator website	Beginning	46.1% (666)	13.7% (198)	23.0% (332)	8.0% (115)	9.2% (133)	2.20
	Transfer	53.2% (25)	12.8% (6)	14.9% (7)	6.4% (3)	12.8% (6)	2.13

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=4.60). The item with the lowest overall agreement was “I can think of many things I would rather do than go to college” (mean=2.06).

**Table 3
Personal and Social Development**

		Strongly Disagree (1)	(2)	(3)	(4)	Strongly Agree (5)	Mean
I am a capable, self-reliant person	Beginning	0.9% (12)	1.5% (20)	18.9% (250)	31.5% (418)	47.2% (626)	4.23
	Transfer	0.0%	2.4% (1)	9.5% (4)	35.7% (15)	52.4% (22)	4.38
I know my own capabilities and interests	Beginning	0.6% (8)	2.3% (31)	16.8% (222)	30.9% (409)	49.3% (652)	4.26
	Transfer	0.0%	2.4% (1)	38.1% (16)	26.2% (16)	50.0% (21)	4.36
I meet deadlines	Beginning	0.3% (4)	2.0% (26)	15.3% (202)	32.3% (427)	50.2% (665)	4.30
	Transfer	2.4% (1)	2.4% (1)	7.1% (3)	38.1% (16)	50.0% (21)	4.31
I take responsibility for my own actions	Beginning	0.2% (2)	0.8% (10)	8.9% (118)	25.6% (340)	64.6% (856)	4.54
	Transfer	0.0%	2.4% (1)	4.8% (2)	14.3% (6)	78.6% (33)	4.69
I interact comfortably with others who are different from myself	Beginning	2.6% (34)	8.9% (118)	29.2% (387)	27.5% (364)	31.8% (421)	3.77
	Transfer	0.0%	7.1% (3)	26.2% (11)	26.2% (11)	40.5% (17)	4.00
I have strong leadership and management skills	Beginning	1.7% (23)	7.5% (100)	33.5% (444)	27.0% (358)	30.3% (402)	3.77
	Transfer	4.8% (2)	9.5% (4)	29.3% (12)	19.5% (8)	35.7% (15)	3.73

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% (9)	2.1% (28)	18.8% (249)	34.1% (452)	44.3% (587)	4.19
	Transfer	0.0%	4.8% (2)	14.3% (6)	38.1% (16)	42.9% (18)	4.19
I accept new responsibilities willingly	Beginning	0.5% (6)	3.2% (42)	25.9% (342)	30.8% (407)	39.8% (526)	4.06
	Transfer	0.0%	4.8% (2)	11.9% (5)	45.2% (19)	38.1% (16)	4.17
I place great importance on being active in public and community affairs	Beginning	4.8% (64)	16.0% (211)	37.8% (499)	20.1% (265)	21.3% (282)	3.37
	Transfer	11.9% (5)	21.4% (9)	40.5% (17)	11.9% (5)	14.3% (6)	2.95
I have the capacity to begin and sustain important interpersonal relationships	Beginning	1.2% (16)	4.8% (63)	29.9% (397)	29.5% (391)	34.6% (459)	3.92
	Transfer	0.0%	4.8% (2)	23.8% (10)	33.3% (14)	38.1% (16)	4.05
I have financial problems, and the need to earn money will probably hinder my studies	Beginning	23.3% (308)	27.9% (369)	27.6% (365)	10.9% (144)	10.4% (138)	2.57
	Transfer	11.9% (5)	40.5% (17)	11.9% (5)	16.7% (7)	19.5% (8)	2.90
My studying is irregular and unpredictable	Beginning	21.9% (290)	27.5% (364)	31.6% (419)	10.3% (137)	8.7% (115)	2.56
	Transfer	19.5% (8)	38.1% (16)	23.8% (10)	9.5% (4)	9.5% (4)	2.52
I am very committed to finishing college, no matter what problems I encounter	Beginning	0.5% (6)	1.1% (14)	9.6% (127)	15.5% (206)	73.4% (974)	4.60
	Transfer	0.0%	4.8% (2)	9.5% (4)	21.4% (9)	64.3% (27)	4.45
I have family commitments that may interfere with my studies	Beginning	35.5% (470)	32.8% (434)	19.8% (262)	6.1% (81)	5.8% (77)	2.14
	Transfer	21.4% (9)	40.5% (17)	19.5% (8)	11.9% (5)	7.1% (3)	2.43
I can think of many things I would rather do than go to college	Beginning	40.9% (542)	29.5% (391)	18.1% (240)	5.6% (74)	5.8% (77)	2.06
	Transfer	42.9% (18)	29.3% (12)	9.5% (4)	7.1% (3)	11.9% (5)	2.17

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	25.3% (336)	27.6% (365)	30.0% (398)	8.4% (112)	8.7% (115)	2.48
	Transfer	31.0% (13)	16.7% (7)	35.7% (15)	9.5% (4)	7.1% (3)	2.45

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=4.16). Students had the least confidence in their ability to use mathematical and statistical concepts and tools (mean=3.44).

**Table 4
Confidence in General Education Skills**

		Not Confident at all (1)	(2)	(3)	(4)	Very Confident (5)	Mean
Ability to write well	Beginning	5.1% (68)	10.7% (142)	27.8% (369)	29.9% (397)	26.5% (352)	3.62
	Transfer	4.8% (2)	7.1% (3)	21.4% (9)	35.7% (15)	31.0% (13)	3.81
Ability to speak effectively	Beginning	4.3% (57)	8.1% (108)	29.3% (388)	28.5% (378)	29.8% (395)	3.71
	Transfer	0.0%	9.5% (4)	23.8% (10)	28.6% (12)	38.1% (16)	3.98
Ability to comprehend reading material and to analyze its meaning	Beginning	3.8% (51)	8.0% (106)	30.3% (406)	29.7% (395)	28.2% (375)	3.70
	Transfer	4.8% (2)	7.1% (3)	14.8% (9)	29.5% (18)	35.7% (15)	3.83
Ability to use logic and critical thinking skills	Beginning	0.9% (12)	3.3% (44)	25.7% (342)	34.9% (464)	35.1% (467)	4.00
	Transfer	0.0%	2.4% (1)	21.4% (9)	38.1% (16)	38.1% (16)	4.12
Ability to see relationships, similarities, and distinctions between ideas	Beginning	0.5% (7)	3.0% (40)	26.1% (346)	35.5% (471)	34.9% (464)	4.01
	Transfer	0.0%	4.8% (2)	26.2% (11)	35.7% (15)	33.3% (14)	3.98

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	1.3% (17)	3.8% (50)	27.9% (371)	34.9% (463)	32.2% (427)	3.93
	Transfer	2.4% (1)	4.8% (2)	21.4% (9)	38.1% (16)	33.3% (14)	3.95
Ability to use mathematical and statistical concepts and tools	Beginning	6.7% (89)	13.6% (181)	31.7% (421)	25.6% (340)	22.4% (297)	3.43
	Transfer	2.4% (1)	14.3% (6)	28.6% (12)	33.3% (14)	21.4% (9)	3.57
Understanding the nature of science and the scientific method	Beginning	3.1% (41)	9.1% (120)	35.1% (465)	26.8% (355)	26.0% (344)	3.63
	Transfer	1.6% (1)	14.3% (6)	26.2% (11)	38.1% (16)	14.3% (6)	3.38
Familiarity with key applications of the basic sciences	Beginning	2.9% (39)	8.9% (118)	37.7% (499)	26.9% (356)	23.6% (312)	3.59
	Transfer	0.0%	19.0% (8)	35.7% (15)	33.3% (14)	11.9% (5)	3.38
Ability to learn on your own, to pursue ideas and to find the information you need	Beginning	1.7% (22)	4.6% (61)	27.0% (358)	34.0% (451)	32.8% (435)	3.92
	Transfer	0.0%	4.8% (2)	21.4% (9)	38.1% (16)	35.7% (15)	4.05
Recognition of the value of coming into contact with people different from you	Beginning	0.8% (10)	4.3% (57)	26.3% (349)	30.7% (407)	37.9% (502)	4.01
	Transfer	0.0%	2.4% (1)	21.4% (9)	33.3% (14)	42.9% (18)	4.17
Understanding the nature and value of at least one of the performing arts	Beginning	5.6% (74)	11.3% (150)	31.1% (413)	21.2% (282)	30.8% (409)	3.60
	Transfer	2.4% (1)	7.1% (3)	21.4% (9)	33.3% (14)	35.7% (15)	3.93
Wider acquaintance with and enjoyment of literature	Beginning	6.0% (79)	15.8% (209)	36.0% (477)	20.7% (274)	21.5% (285)	3.36
	Transfer	2.4% (1)	16.7% (7)	40.5% (17)	19.0% (8)	21.4% (9)	3.40

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	0.8% (11)	2.3% (30)	22.4% (297)	28.6% (379)	45.9% (609)	4.17
	Transfer	0.0%	7.1% (3)	16.7% (7)	31.0% (13)	45.2% (19)	4.14
Awareness of how political and economic trends impact families and communities	Beginning	4.0% (53)	11.6% (154)	37.0% (491)	24.6% (327)	22.8% (303)	3.07
	Transfer	0.0%	7.1% (3)	35.7% (15)	28.6% (12)	28.6% (12)	3.79
Awareness of historical trends which influence current events	Beginning	4.2% (55)	11.6% (154)	37.8% (501)	25.1% (332)	21.4% (283)	3.48
	Transfer	7.1% (3)	19.0% (8)	21.4% (9)	33.3% (14)	19.0% (8)	3.38
Ability to utilize computers	Beginning	2.1% (28)	5.6% (74)	22.4% (297)	29.7% (394)	40.3% (535)	4.00
	Did not Attend	2.4% (1)	2.4% (1)	11.9% (5)	24.6% (15)	53.7% (22)	4.29

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 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=2.55).

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	5.2% (75)	4.4% (64)	18.0% (262)	19.3% (280)	53.1% (771)	4.11
	Transfer	10.9% (5)	2.2% (1)	21.7% (10)	21.7% (10)	43.5% (20)	3.85
Southeastern is the university closest to my home	Beginning	24.2% (351)	11.4% (166)	19.5% (283)	12.4% (180)	32.6% (473)	3.18
	Transfer	17.0% (8)	4.3% (2)	14.9% (7)	6.4% (3)	57.4% (27)	3.83
Southeastern's cost is lower than other schools I considered	Beginning	6.7% (97)	6.6% (95)	17.3% (250)	20.4% (296)	49.1% (711)	3.99
	Transfer	6.4% (3)	12.8% (6)	19.1% (9)	27.7% (13)	34.0% (16)	3.70
Southeastern has a good academic reputation	Beginning	3.2% (47)	3.9% (57)	21.8% (317)	25.9% (376)	45.2% (657)	4.09
	Transfer	4.3% (2)	4.3% (2)	21.3% (10)	29.8% (14)	40.4% (19)	3.98
I met the admission requirements at Southeastern	Beginning	5.4% (79)	4.5% (65)	15.6% (227)	20.1% (292)	54.4% (791)	4.14
	Transfer	2.2% (1)	2.2% (1)	19.1% (9)	27.7% (13)	48.9% (23)	4.19

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	39.6% (575)	9.1% (132)	12.8% (186)	9.7% (141)	28.7% (417)	2.79
	Transfer	55.3% (26)	2.2% (1)	10.9% (5)	8.5% (4)	23.4% (11)	2.43
Southeastern seemed to be a friendly place	Beginning	2.3% (33)	3.4% (50)	15.8% (230)	27.5% (400)	50.9% (739)	4.21
	Transfer	8.5% (4)	6.4% (3)	17.0% (8)	27.7% (13)	40.4% (19)	3.85
My parents have a good opinion of Southeastern	Beginning	10.3% (149)	7.6% (111)	22.4% (325)	22.0% (319)	37.7% (547)	3.69
	Transfer	19.1% (9)	6.4% (3)	19.1% (9)	19.1% (9)	36.2% (17)	3.47
Southeastern's size seemed right for me	Beginning	4.1% (59)	2.8% (41)	16.0% (233)	22.6% (329)	54.5% (794)	4.21
	Transfer	6.4% (3)	2.2% (1)	19.1% (9)	25.2% (12)	46.8% (22)	4.04
My friends and/or relatives recommended Southeastern	Beginning	11.0% (160)	8.2% (120)	25.1% (365)	21.8% (317)	33.9% (493)	3.59
	Transfer	12.8% (6)	8.5% (4)	25.2% (12)	19.1% (9)	34.0% (16)	3.53
I expect to be more successful in my courses at Southeastern than at another university	Beginning	6.0% (87)	5.1% (74)	22.3% (324)	23.0% (334)	43.7% (635)	3.93
	Transfer	4.3% (2)	4.3% (2)	23.4% (11)	21.3% (10)	46.8% (22)	4.02
My high school teachers or advisors recommended Southeastern	Beginning	22.5% (327)	13.4% (195)	25.1% (365)	17.7% (258)	21.3% (309)	3.02
	Transfer	40.4% (19)	12.8% (6)	14.9% (7)	14.9% (7)	17.0% (8)	2.55
I visited the Southeastern campus and really liked it	Beginning	6.9% (100)	5.5% (80)	15.7% (228)	25.0% (362)	46.9% (680)	3.99
	Transfer	6.4% (3)	4.3% (2)	34.0% (16)	17.0% (8)	38.3% (18)	3.77

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	43.7% (636)	7.5% (109)	17.6% (256)	10.6% (154)	20.6% (299)	2.57
	Transfer	56.9% (28)	4.3% (2)	17.0% (8)	10.9% (5)	8.5% (4)	2.04
Some of my friends decided to attend Southeastern	Beginning	22.5% (326)	11.8% (171)	22.0% (319)	18.6% (270)	25.2% (366)	3.12
	Transfer	37.0% (17)	6.4% (3)	15.2% (7)	15.2% (7)	26.1% (12)	2.87

**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 (35.3%) in High School and were most likely to participate in service organizations (35.0%) at Southeastern.

**Table 6
Participation in Extra Curricular Activities**

		High School	Southeastern
Instrumental Music	Beginning	17.6% (204)	9.9% (111)
	Transfer	24.3% (9)	10.8% (4)
Vocal Music	Beginning	12.4% (144)	9.8% (110)
	Transfer	2.7% (1)	0.0%
Student Government	Beginning	15.8% (182)	14.7% (165)
	Transfer	13.5% (5)	16.2% (6)
Publications (Newspaper, Yearbook)	Beginning	14.6% (169)	10.7% (121)
	Transfer	10.8% (4)	10.8% (4)
Debate	Beginning	6.3% (73)	7.4% (83)
	Transfer	10.8% (4)	2.6% (1)
Departmental Clubs	Beginning	23.7% (275)	28.6% (322)
	Transfer	24.3% (9)	35.1% (13)

Table 6 Continued
Participation in Extracurricular Activities

		High School	Southeastern
Dramatics, Theater	Beginning	16.3% (188)	14.4% (162)
	Transfer	27.0% (10)	8.1% (3)
Religious Organizations	Beginning	28.7% (333)	26.0% (293)
	Transfer	23.7% (9)	18.4% (7)
Racial or Ethnic Organizations	Beginning	4.3% (49)	9.8% (110)
	Transfer	2.7% (1)	8.1% (3)
Intramural Athletics	Beginning	14.3% (165)	28.2% (318)
	Transfer	16.7% (6)	35.1% (19)
Varsity Athletics	Beginning	44.4% (519)	18.2% (205)
	Transfer	32.4% (12)	13.5% (5)
Political Organizations	Beginning	4.4% (51)	7.8% (87)
	Transfer	5.4% (2)	8.1% (3)
Radio, TV	Beginning	4.4% (51)	10.4% (117)
	Transfer	2.7% (1)	5.4% (2)
Fraternity or Sorority	Beginning	1.7% (20)	30.9% (349)
	Transfer	2.7% (1)	16.2% (6)
Special-interest groups (writing group, rodeo, etc.)	Beginning	14.5% (168)	18.6% (210)
	Transfer	10.8% (4)	24.3% (9)

Table 6 Continued
Participation in Extracurricular Activities

		High School	Southeastern
Campus or community service organizations	Beginning	42.3% (492)	45.3% (511)
	Transfer	32.4% (12)	40.5% (15)

**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 improving their math skills (62.6%). Students were also asked how much time they expect to spend studying outside of the classroom. The majority (27.1%) expected to spend 7-9 hours a week studying. The results for this question are reported in Table 7.

**Table 7
Expectations at Southeastern**

		Need Assistance
Deciding my educational and occupational plans	Beginning	61.7% (766)
	Transfer	66.7% (26)
Expressing my ideas in writing	Beginning	62.1% (770)
	Transfer	46.2% (18)
Improving my reading speed and comprehension	Beginning	55.7% (689)
	Transfer	41.0% (16)
Improving my study skills	Beginning	73.8% (917)
	Transfer	63.2% (24)
Improving my mathematical skills	Beginning	73.4% (912)
	Transfer	74.4% (29)
Improving my ability to speak in public	Beginning	65.8% (816)
	Transfer	46.2% (18)

Table 7 Continued
Expectations at Southeastern

		Need Assistance
Improving my ability to think critically	Beginning	55.4% (688)
	Transfer	59.0% (23)
Personal concerns	Beginning	35.9% (446)
	Transfer	35.9% (14)

Table 8
Amount of Time Expecting to Study

	3 hours or less a week	4-6 hours	7-9 hours	10-12 hours	13-15 hours	16-18 hours	19-21 hours	More than 21 hours a week
Beginning	4.4% (55)	24.6% (306)	27.2% (338)	21.7% (269)	10.5% (130)	6.3% (78)	2.0% (25)	3.3% (41)
Transfer	0.0%	28.2% (11)	23.1% (9)	25.6% (10)	7.7% (3)	5.1% (2)	2.6% (1)	7.7% (3)

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 Field 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 Bowling and the least interest in Field Hockey and Wrestling. 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 (8.7%), Softball (5.4%), and Volleyball (6.3%).

Table 9
Athletic Interest

		Intramural	Club	Varsity	Not Interested
Baseball	Females	4.4% (39)	2.7% (24)	1.2% (11)	91.7% (819)
	Males	19.7% (79)	4.0% (16)	8.7% (35)	67.6% (271)
	Total	9.1% (120)	3.0% (40)	3.6% (47)	84.3% (1,114)
Basketball	Females	6.1% (55)	4.0% (36)	3.0% (27)	86.8% (778)
	Males	24.7% (99)	6.0% (24)	7.5% (30)	61.8% (248)
	Total	11.9% (158)	4.6% (61)	4.4% (58)	79.1% (1,047)
Bowling	Females	7.2% (65)	9.8% (88)	1.6% (14)	81.4% (732)
	Males	17.2% (69)	8.0% (32)	3.0% (12)	71.8% (287)
	Total	10.3% (137)	9.3% (123)	2.0% (27)	78.4% (1,039)

**Table 9 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Cheerleading	Females	5.5% (49)	6.0% (54)	8.7% (78)	79.8% (716)
	Males	1.5% (6)	0.5% (2)	1.0% (4)	97.0% (385)
	Total	4.3% (57)	4.2% (56)	6.3% (83)	85.2% (1,125)
Cross Country	Females	4.1% (37)	3.2% (29)	1.1% (10)	91.5% (822)
	Males	4.5% (18)	1.8% (7)	2.8% (11)	91.0% (362)
	Total	4.2% (55)	2.7% (36)	1.6% (21)	91.5% (1,211)
Equestrian	Females	3.5% (31)	3.9% (35)	2.1% (19)	90.5% (812)
	Males	2.0% (8)	1.0% (4)	0.5% (2)	96.5% (383)
	Total	3.0% (39)	3.0% (40)	1.6% (21)	92.4% (1,221)
Fencing	Females	2.5% (22)	4.0% (36)	0.8% (7)	92.7% (830)
	Males	6.5% (26)	3.5% (14)	2.0% (8)	88.0% (352)
	Total	3.6% (48)	3.9% (51)	1.1% (15)	91.4% (1,208)
Field Hockey	Females	1.7% (15)	0.9% (8)	0.4% (4)	97.0% (871)
	Males	4.5% (18)	1.8% (7)	0.3% (1)	93.5% (373)
	Total	2.6% (34)	1.1% (15)	0.4% (5)	95.9% (1,270)
Football	Females	5.6% (50)	2.3% (21)	1.2% (11)	90.8% (813)
	Males	23.9% (96)	5.7% (23)	13.2% (53)	57.2% (230)
	Total	11.3% (149)	3.2% (44)	5.0% (66)	80.4% (1,065)

**Table 9 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Golf	Females	2.2% (20)	1.9% (17)	0.6% (5)	95.3% (857)
	Males	7.0% (28)	7.3% (29)	1.0% (4)	84.7% (338)
	Total	3.7% (49)	3.5% (46)	0.8% (10)	92.1% (1,220)
Gymnastics	Females	7.1% (64)	7.9% (71)	2.7% (24)	82.3% (740)
	Males	4.0% (16)	2.3% (9)	0.8% (3)	93.0% (371)
	Total	6.3% (83)	6.1% (81)	2.0% (27)	85.6% (1,134)
Ice Hockey	Females	1.9% (17)	1.7% (15)	0.6% (5)	95.9% (862)
	Males	4.3% (17)	1.8% (7)	1.3% (5)	92.7% (370)
	Total	2.6% (34)	1.7% (22)	0.8% (10)	95.0% (1,259)
Lacrosse	Females	1.7% (15)	1.6% (14)	0.7% (6)	96.1% (860)
	Males	5.0% (20)	2.8% (11)	0.8% (3)	91.5% (364)
	Total	2.7% (35)	1.9% (25)	0.7% (9)	94.8% (1,251)
Rifle	Females	2.5% (22)	4.6% (41)	1.2% (11)	91.8% (823)
	Males	9.0% (36)	6.8% (27)	5.8% (23)	78.5% (314)
	Total	4.5% (59)	5.3% (70)	2.6% (34)	87.7% (1,161)
Rowing	Females	3.7% (33)	2.3% (21)	1.1% (10)	92.9% (834)
	Males	3.5% (14)	3.5% (14)	0.8% (3)	92.2% (365)
	Total	3.6% (48)	2.6% (35)	1.0% (13)	92.7% (1,225)

**Table 9 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Rugby	Females	2.1% (19)	1.4% (13)	0.3% (3)	96.1% (862)
	Males	7.8% (31)	4.3% (17)	1.3% (5)	86.6% (343)
	Total	3.8% (50)	2.3% (31)	0.6% (8)	93.3% (1,231)
Sand Volleyball	Females	11.8% (106)	8.7% (78)	4.1% (37)	75.4% (678)
	Males	17.0% (68)	6.5% (26)	2.3% (9)	74.2% (296)
	Total	13.3% (176)	7.9% (105)	3.5% (46)	75.3% (998)
Skiing (Snow)	Females	3.4% (30)	5.7% (51)	0.9% (8)	90.1% (806)
	Males	7.0% (28)	4.3% (17)	2.0% (8)	86.7% (346)
	Total	4.5% (59)	5.2% (69)	1.2% (16)	89.1% (1,177)
Soccer	Females	5.3% (48)	5.2% (47)	3.4% (31)	86.0% (774)
	Males	15.5% (62)	4.2% (17)	3.5% (14)	76.8% (308)
	Total	8.4% (111)	5.0% (66)	3.4% (45)	83.3% (1,106)
Softball	Females	12.5% (112)	6.9% (62)	5.4% (48)	75.3% (675)
	Males	12.3% (49)	1.8% (7)	0.8% (3)	85.2% (339)
	Total	12.3% (162)	5.3% (70)	3.9% (51)	78.6% (1,039)
Swimming & Diving	Females	6.8% (61)	8.0% (72)	2.0% (18)	83.1% (744)
	Males	7.8% (31)	5.5% (22)	2.5% (10)	84.2% (336)
	Total	7.1% (94)	7.2% (95)	2.2% (29)	83.5% (1,103)

**Table 9 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Tennis	Females	8.5% (76)	7.5% (67)	1.8% (16)	82.3% (737)
	Males	11.2% (45)	5.5% (22)	1.0% (4)	82.2% (329)
	Total	9.3% (123)	6.9% (91)	1.6% (21)	82.2% (1,088)
Triathlon	Females	2.6% (23)	2.1% (19)	0.8% (7)	94.5% (850)
	Males	4.5% (18)	1.8% (7)	1.2% (5)	92.5% (370)
	Total	3.1% (41)	2.0% (26)	0.9% (12)	94.0% (1,247)
Track & Field	Females	6.0% (54)	5.1% (46)	5.5% (49)	83.4% (748)
	Males	6.3% (25)	4.5% (18)	8.3% (33)	81.0% (323)
	Total	6.3% (83)	4.9% (65)	6.3% (84)	82.5% (1,091)
Tumbling	Females	7.1% (64)	6.4% (57)	2.8% (25)	83.7% (750)
	Males	2.2% (9)	1.5% (6)	0.5% (2)	95.8% (383)
	Total	5.5% (73)	4.8% (64)	2.0% (27)	87.6% (1,159)
Volleyball	Females	15.4% (139)	10.8% (97)	6.3% (57)	67.5% (609)
	Males	15.3% (61)	4.5% (18)	2.0% (8)	78.2% (312)
	Total	15.4% (204)	8.9% (118)	4.9% (65)	70.9% (941)
Water Polo	Females	1.6% (14)	1.4% (13)	0.6% (5)	96.4% (865)
	Males	4.5% (18)	2.5% (10)	1.5% (6)	91.5% (366)
	Total	2.5% (33)	1.7% (23)	0.8% (11)	94.9% (1,257)

**Table 9 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Wrestling	Females	1.7% (15)	1.0% (9)	0.7% (6)	96.7% (867)
	Males	2.8% (11)	1.5% (6)	3.0% (12)	92.7% (370)
	Total	2.1% (28)	1.1% (15)	1.4% (18)	95.4% (1,262)

Students were then asked if they had previously participated in organized sports. Overall, 67.0% (n=878) of respondents had participated in organized sports, with 77.1% (n=309) of males and 62.6% (n=567) 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	0	0	2	2	15	530
	Males	16	58	12	8	57	149
	Total	16	58	14	10	72	679
Basketball	Females	29	47	9	9	58	397
	Males	21	50	9	10	69	142
	Total	50	97	18	19	127	539
Bowling	Females	0	5	3	1	53	486
	Males	2	1	1	2	55	238
	Total	2	6	4	3	108	724
Cheerleading	Females	28	102	14	9	38	362
	Males	0	1	0	0	1	296
	Total	28	103	14	9	39	658
Cross Country	Females	15	28	5	3	5	494
	Males	5	22	0	1	6	264
	Total	20	50	5	4	11	758

		High School Varsity	Junior High School Varsity	Club	Intramural	Recreational	Did Not Participate
Equestrian	Females	0	1	6	1	22	521
	Males	0	0	0	1	1	297
	Total	0	1	6	2	23	818
Fencing	Females	0	0	1	0	1	546
	Males	0	0	0	0	0	297
	Total	0	0	1	0	1	843
Field Hockey	Females	0	0	0	0	1	548
	Males	0	0	0	0	0	298
	Total	0	0	0	0	1	846
Football	Females	0	6	2	4	12	524
	Males	17	104	5	6	52	116
	Total	17	110	7	10	64	640
Golf	Females	2	2	4	0	14	528
	Males	0	6	1	2	32	257
	Total	2	8	5	2	46	785
Gymnastics	Females	3	7	15	4	65	456
	Males	0	0	2	0	3	294
	Total	3	7	17	4	68	750
Ice Hockey	Females	0	0	0	0	0	548
	Males	1	0	1	1	0	295
	Total	1	0	1	1	0	843

		High School Varsity	Junior High School Varsity	Club	Intramural	Recreational	Did Not Participate
Lacrosse	Females	0	0	0	0	4	545
	Males	1	2	0	0	2	293
	Total	1	2	0	0	6	838
Rifle	Females	2	3	2	0	10	531
	Males	0	1	3	1	28	266
	Total	2	4	5	1	38	797
Rowing	Females	0	0	1	0	6	541
	Males	0	0	1	0	6	291
	Total	0	0	2	0	12	832
Rugby	Females	0	0	1	1	1	543
	Males	0	5	1	1	6	284
	Total	0	5	2	2	7	827
Sand Volleyball	Females	2	2	12	10	44	476
	Males	0	0	3	5	35	256
	Total	2	2	15	15	79	732
Skiing (Snow)	Females	0	1	0	1	12	535
	Males	0	0	0	1	10	288
	Total	0	1	0	2	22	823
Soccer	Females	17	42	18	1	50	424
	Males	10	32	10	7	36	202
	Total	27	74	28	8	86	626

		High School Varsity	Junior High School Varsity	Club	Intramural	Recreational	Did Not Participate
Softball	Females	28	79	17	8	104	315
	Males	0	0	1	5	15	278
	Total	28	79	18	13	119	593
Swimming & Diving	Females	4	18	6	3	40	477
	Males	1	6	2	2	35	253
	Total	5	24	8	5	75	730
Tennis	Females	5	13	10	3	36	482
	Males	0	10	2	2	30	256
	Total	5	23	12	5	66	738
Triathlon	Females	0	0	0	0	2	546
	Males	0	0	0	0	3	294
	Total	0	0	0	0	5	840
Track & Field	Females	35	88	8	5	14	400
	Males	12	62	3	1	11	210
	Total	47	150	11	6	25	610
Tumbling	Females	7	18	15	4	53	453
	Males	0	0	0	0	3	296
	Total	7	18	15	4	56	749
Volleyball	Females	38	69	17	7	56	365
	Males	1	0	5	6	40	246
	Total	39	69	22	13	96	611

		High School Varsity	Junior High School Varsity	Club	Intramural	Recreational	Did Not Participate
Water Polo	Females	0	1	0	0	0	548
	Males	0	0	0	0	5	291
	Total	0	1	0	0	5	839
Wrestling	Females	1	1	0	0	3	541
	Males	6	18	0	1	6	267
	Total	7	19	0	1	9	808

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