

Results of the Entering Freshmen Survey 2017-2018

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 2017-18, the survey was sent to 2,635 students and 1,265 took the survey, for a response rate of 48.0%.

Student Characteristics

The majority of respondents were single (99%, n=1,061), while 0.8% (n=9) were married and 0.6% (n=6) were previously married. Also, the majority of students had no children (96%, n=1,039), while 2% (n=19) had one child, 1% (n=11) had two children, and 0.6% (n=7) had three children. Five percent (5%, n=50) of the respondents are a veteran of the U.S. Armed Forces. The majority, 89% (n=951) had applied for financial aid at Southeastern.

Traditional college students are often considered to be undergraduate students that are single, with no children and between the ages of 18 and 22. However, due to changing societal and economic conditions, more non-traditional students are entering into universities. Defining non-traditional students as those undergraduate students who are over the age of 22 or married or have children, 4% (n=56) of the entering freshmen were non-traditional students, while 96% (n=1,205) were traditional students.

The survey results support the notion that Southeastern has a large commuter population. The majority of respondents who commute (24%, n=256) 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%	331
Less than 5 miles	10%	112
Between 5 and 10 miles	9%	92
Between 11 and 20 miles	10%	103
Between 21 and 30 miles	17%	183
More than 30 miles	24%	256

The majority of students (54%, n=581) plan to work off campus, while 23% (n=246) plan to work on campus, 7% (n=75) plan to work both on and off campus, and 16% (n=176) do not plan to work at all. Of those students who indicated they plan on working while attending Southeastern, 26% (n=234) plan to work no more than 10 hours per week, 47% (n=419) plan to work 11-20 hours per week, 20% (n=179) plan to work 21-30 hours per week, and 6% (n=54) 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=217) of entering students are first generation college students.

Section I
Sources of Information about Southeastern

Students were asked to indicate the level to which different information sources influenced their decision to attend Southeastern rather than another university. Results are reported in Table 2, separately for beginning freshmen and transfer freshmen.

Overall, a visit to Southeastern’s campus had the largest influence on the decision to attend Southeastern (mean=3.76). U.S. Department of Education’s College Navigator had the least influence in the decision to attend Southeastern (mean=2.32).

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	33.1% (396)	13.4% (161)	24.0% (287)	13.4% (160)	16.2% (194)	2.66
	Transfer	49.0% (24)	10.2% (5)	14.3% (7)	10.2% (5)	16.3% (8)	2.35
College publications (catalogs, brochures, etc.)	Beginning	24.5% (294)	18.4% (221)	26.6% (319)	15.0% (180)	15.6% (187)	2.79
	Transfer	35.4% (17)	14.6% (7)	20.8% (10)	12.5% (6)	16.7% (8)	2.60
Communications about financial aid (not the aid decision)	Beginning	18.0% (216)	13.7% (165)	29.3% (352)	19.2% (231)	19.9% (239)	3.09
	Transfer	29.2% (14)	12.5% (6)	20.8% (10)	18.8% (9)	18.8% (9)	2.85
Visit to Southeastern’s campus	Beginning	9.5% (114)	6.5% (78)	22.0% (264)	22.0% (265)	40.0% (481)	3.77
	Transfer	16.3% (8)	10.2% (5)	20.4% (10)	14.3% (7)	38.8% (19)	3.49
Contact with Southeastern’s students and graduates	Beginning	9.8% (118)	9.8% (118)	27.6% (331)	19.7% (237)	30.3% (364)	3.61
	Transfer	16.3% (8)	8.2% (4)	18.4% (9)	16.3% (8)	40.8% (20)	3.57
Accessing the Southeastern website	Beginning	12.6% (151)	9.8% (118)	27.6% (331)	19.7% (237)	30.3% (364)	3.45
	Transfer	8.2% (4)	12.2% (6)	24.5% (12)	22.4% (11)	32.7% (16)	3.59

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	34.4% (414)	21.1% (254)	23.9% (287)	9.1% (109)	11.5% (138)	2.42
	Transfer	36.7% (18)	16.3% (8)	20.4% (10)	6.1% (3)	20.4% (10)	2.57
College guide books and/or rankings such as Peterson's or U.S. News and World Report	Beginning	35.1% (419)	15.6% (186)	25.9% (309)	12.4% (148)	11.1% (133)	2.49
	Transfer	40.8% (20)	4.1% (2)	24.5% (12)	16.3% (8)	14.3% (7)	2.59
U.S. Department of Education's College Navigator website	Beginning	42.4% (507)	14.2% (170)	23.1% (276)	9.5% (114)	10.8% (129)	2.32
	Transfer	46.9% (23)	8.2% (4)	24.5% (12)	10.2% (5)	10.2% (5)	2.29

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=4.61). The item with the lowest overall agreement was “I can think of many things I would rather do than go to college” (mean=2.13).

**Table 3
Personal and Social Development**

		Strongly Disagree (1)	(2)	(3)	(4)	Strongly Agree (5)	Mean
I am a capable, self-reliant person	Beginning	0.5% (6)	2.2% (24)	20.5% (229)	25.7% (286)	51.1% (570)	4.25
	Transfer	0.0%	2.2% (1)	15.2% (7)	10.9% (5)	71.7% (33)	4.52
I know my own capabilities and interests	Beginning	0.7% (8)	2.2% (24)	18.3% (203)	26.3% (293)	52.5% (584)	4.28
	Transfer	0.0%	2.2% (1)	15.2% (8)	10.9% (5)	71.7% (33)	4.52
I meet deadlines	Beginning	0.9% (10)	1.8% (20)	16.5% (184)	29.9% (333)	50.9% (568)	4.28
	Transfer	0.0%	0.0%	10.9% (5)	21.7% (10)	67.4% (31)	4.57
I take responsibility for my own actions	Beginning	0.4% (5)	1.2% (13)	10.7% (120)	21.2% (237)	66.4% (742)	4.52
	Transfer	0.0%	0.0%	8.7% (4)	13.0% (6)	78.3% (36)	4.70
I interact comfortably with others who are different from myself	Beginning	2.9% (32)	8.8% (98)	29.5% (329)	24.5% (273)	34.3% (382)	3.79
	Transfer	0.0%	8.7% (4)	26.1% (12)	19.6% (9)	45.7% (21)	4.02
I have strong leadership and management skills	Beginning	1.8% (20)	9.7% (108)	28.6% (319)	23.7% (264)	36.2% (403)	3.83
	Transfer	2.2% (1)	2.2% (1)	26.7% (12)	24.4% (11)	44.4% (20)	4.07

Table 3 Continued
Personal and Social Development

		Strongly Disagree (1)	(2)	(3)	(4)	Strongly Agree (5)	Mean
I am dependable and punctual	Beginning	1.4% (16)	2.6% (29)	19.2% (214)	29.5% (328)	47.3% (526)	4.19
	Transfer	0.0%	0.0%	23.9% (11)	8.7% (4)	67.4% (31)	4.43
I accept new responsibilities willingly	Beginning	0.8% (9)	3.5% (39)	22.6% (252)	28.8% (321)	44.4% (495)	4.12
	Transfer	2.2% (1)	6.7% (3)	22.2% (10)	11.1% (5)	57.8% (26)	4.16
I place great importance on being active in public and community affairs	Beginning	4.1% (46)	14.0% (156)	38.3% (425)	18.7% (208)	24.8% (276)	3.46
	Transfer	4.3% (2)	13.0% (6)	39.1% (18)	10.9% (5)	32.6% (15)	3.54
I have the capacity to begin and sustain important interpersonal relationships	Beginning	1.7% (19)	3.8% (42)	29.6% (330)	28.7% (319)	36.2% (403)	3.94
	Transfer	0.0%	6.5% (3)	28.3% (13)	17.4% (8)	47.8% (22)	4.07
I have financial problems, and the need to earn money will probably hinder my studies	Beginning	23.7% (264)	23.9% (266)	29.0% (323)	11.7% (130)	11.8% (132)	2.64
	Transfer	30.4% (14)	15.2% (7)	19.6% (9)	19.6% (9)	15.2% (7)	2.74
My studying is irregular and unpredictable	Beginning	22.9% (255)	25.7% (286)	29.2% (326)	11.5% (128)	10.8% (120)	2.62
	Transfer	32.6% (15)	21.7% (10)	30.4% (14)	6.5% (3)	8.7% (4)	2.37
I am very committed to finishing college, no matter what problems I encounter	Beginning	0.5% (6)	1.3% (14)	9.9% (110)	14.2% (158)	74.1% (825)	4.60
	Transfer	0.0%	0.0%	6.5% (3)	13.0% (6)	80.4% (37)	4.74
I have family commitments that may interfere with my studies	Beginning	37.5% (418)	29.9% (333)	19.8% (221)	5.8% (65)	7.0% (78)	2.15
	Transfer	42.2% (19)	20.0% (9)	24.4% (11)	6.7% (3)	6.7% (3)	2.16
I can think of many things I would rather do than go to college	Beginning	41.8% (467)	24.3% (271)	20.0% (223)	6.6% (74)	7.3% (81)	2.13
	Transfer	50.0% (23)	21.7% (10)	19.6% (9)	0.0%	8.7% (4)	1.96

Table 3 Continued
Personal and Social Development

		Strongly Disagree (1)	(2)	(3)	(4)	Strongly Agree (5)	Mean
I dread the thought of going to school for several more years	Beginning	22.5% (251)	28.0% (312)	29.3% (326)	7.3% (81)	12.9% (144)	2.60
	Transfer	37.8% (17)	17.8% (8)	26.7% (12)	6.7% (3)	11.1% (5)	2.36

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=4.12). Students had the least confidence in their ability to use mathematical and statistical concepts and tools (mean=3.46).

**Table 4
Confidence in General Education Skills**

		Not Confident at all (1)	(2)	(3)	(4)	Very Confident (5)	Mean
Ability to write well	Beginning	3.0% (34)	11.7% (130)	30.3% (338)	25.9% (289)	29.1% (324)	3.66
	Transfer	4.3% (2)	13.0% (6)	15.2% (7)	23.9% (11)	43.5% (20)	3.89
Ability to speak effectively	Beginning	2.7% (30)	7.5% (83)	29.8% (332)	27.4% (305)	32.7% (364)	3.80
	Transfer	4.3% (2)	2.2% (1)	21.7% (10)	26.1% (12)	45.7% (21)	4.07
Ability to comprehend reading material and to analyze its meaning	Beginning	2.5% (28)	8.4% (94)	33.1% (369)	27.9% (311)	28.0% (312)	3.70
	Transfer	0.0%	6.5% (3)	13.0% (6)	28.3% (13)	52.2% (24)	4.26
Ability to use logic and critical thinking skills	Beginning	0.7% (8)	3.6% (40)	26.9% (300)	32.7% (365)	36.1% (402)	4.00
	Transfer	0.0%	2.2% (1)	15.2% (7)	23.9% (11)	58.7% (27)	4.39
Ability to see relationships, similarities, and distinctions between ideas	Beginning	0.5% (6)	4.3% (48)	26.8% (299)	31.8% (355)	36.5% (407)	3.99
	Transfer	0.0%	6.5% (3)	10.9% (5)	30.4% (14)	52.2% (24)	4.28

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	1.1% (12)	3.9% (44)	29.3% (326)	31.9% (355)	33.8% (377)	3.93
	Transfer	2.2% (1)	6.5% (3)	13.0% (6)	26.1% (12)	52.2% (24)	4.20
Ability to use mathematical and statistical concepts and tools	Beginning	6.9% (77)	13.2% (147)	32.5% (362)	23.5% (262)	23.9% (266)	3.44
	Transfer	4.4% (2)	15.6% (7)	17.8% (8)	22.2% (10)	40.0% (18)	3.78
Understanding the nature of science and the scientific method	Beginning	2.9% (32)	11.0% (122)	33.8% (376)	25.7% (286)	26.8% (298)	3.62
	Transfer	0.0%	6.5% (3)	28.3% (13)	28.3% (13)	37.0% (17)	3.96
Familiarity with key applications of the basic sciences	Beginning	2.7% (30)	8.9% (99)	38.5% (429)	25.0% (278)	25.0% (278)	3.61
	Transfer	2.2% (1)	6.5% (3)	47.8% (22)	10.9% (5)	32.6% (15)	3.65
Ability to learn on your own, to pursue ideas and to find the information you need	Beginning	1.1% (12)	4.9% (55)	30.3% (338)	29.7% (331)	34.1% (380)	3.91
	Transfer	0.0%	8.7% (4)	6.5% (3)	34.8% (16)	50.0% (23)	4.26
Recognition of the value of coming into contact with people different from you	Beginning	0.7% (8)	4.0% (44)	26.8% (297)	30.5% (338)	38.1% (422)	4.01
	Transfer	0.0%	6.5% (3)	19.6% (9)	17.4% (8)	56.5% (26)	4.24
Understanding the nature and value of at least one of the performing arts	Beginning	4.0% (44)	12.5% (139)	33.4% (371)	21.2% (236)	28.9% (321)	3.59
	Transfer	6.5% (3)	19.6% (9)	19.6% (9)	17.4% (8)	37.0% (17)	3.59
Wider acquaintance with and enjoyment of literature	Beginning	4.8% (54)	15.0% (167)	36.4% (406)	21.5% (240)	22.2% (247)	3.41
	Transfer	2.2% (1)	8.7% (4)	32.6% (15)	26.1% (12)	30.4% (14)	3.74

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% (9)	3.0% (34)	25.8% (288)	25.7% (287)	44.6% (497)	4.10
	Transfer	0.0%	2.2% (1)	10.9% (5)	21.7% (10)	65.2% (30)	4.50
Awareness of how political and economic trends impact families and communities	Beginning	3.0% (34)	11.5% (129)	36.3% (406)	25.0% (279)	24.1% (269)	3.56
	Transfer	0.0%	8.9% (4)	28.9% (13)	20.0% (9)	42.2% (19)	3.96
Awareness of historical trends which influence current events	Beginning	3.3% (37)	11.8% (131)	37.5% (417)	24.2% (269)	23.3% (259)	3.52
	Transfer	2.2% (1)	6.5% (3)	30.4% (14)	19.6% (9)	41.3% (19)	3.91
Ability to utilize computers	Beginning	1.4% (16)	6.1% (68)	27.2% (303)	26.6% (297)	38.7% (432)	3.95
	Did not Attend	0.0%	2.2% (1)	8.7% (4)	21.7% (10)	67.4% (31)	4.54

Reasons for Attending Southeastern Section IV

In this section, students were asked to indicate how important a list of reasons were in their decision to attend Southeastern. Results are reported in Table 5, separately for beginning freshmen and transfer freshmen.

Overall, the most important reason for students' decision to attend Southeastern was "Southeastern's seemed to be a friendly place" (mean=4.15). The least important reason was "The campus is far enough away from home so I do not have to live at home" (mean=2.58).

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% (62)	5.8% (70)	18.3% (220)	19.1% (230)	51.6% (621)	4.06
	Transfer	0.0%	0.0%	22.0% (11)	18.0% (9)	60.0% (30)	4.38
Southeastern is the university closest to my home	Beginning	19.9% (239)	10.5% (127)	20.0% (241)	13.0% (145)	36.6% (441)	3.36
	Transfer	30.0% (15)	6.0% (3)	10.0% (5)	8.0% (4)	46.0% (23)	3.40
Southeastern's cost is lower than other schools I considered	Beginning	6.4% (77)	6.2% (75)	18.8% (227)	18.5% (223)	50.1% (604)	4.00
	Transfer	14.0% (7)	6.0% (3)	22.0% (11)	16.0% (8)	42.0% (21)	3.66
Southeastern has a good academic reputation	Beginning	3.1% (37)	3.6% (44)	22.5% (271)	24.8% (299)	46.1% (556)	4.07
	Transfer	4.0% (2)	4.0% (2)	24.0% (12)	18.0% (9)	50.0% (25)	4.06
I met the admission requirements at Southeastern	Beginning	5.1% (62)	4.6% (55)	16.8% (202)	20.6% (248)	52.9% (638)	4.12
	Transfer	8.2% (4)	8.2% (4)	26.5% (13)	6.1% (3)	51.0% (25)	3.84

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	40.2% (484)	12.0% (145)	14.9% (179)	8.5% (103)	24.4% (294)	2.65
	Transfer	58.0% (29)	8.0% (4)	14.0% (7)	4.0% (2)	16.0% (8)	2.12
Southeastern seemed to be a friendly place	Beginning	3.2% (38)	3.5% (42)	18.2% (219)	25.6% (308)	49.6% (598)	4.15
	Transfer	2.0% (1)	6.0% (3)	20.0% (10)	18.0% (9)	54.0% (27)	4.16
My parents have a good opinion of Southeastern	Beginning	10.6% (127)	6.2% (75)	23.3% (280)	21.5% (259)	38.4% (461)	3.71
	Transfer	16.0% (8)	10.0% (5)	32.0% (16)	6.0% (3)	36.0% (18)	3.36
Southeastern's size seemed right for me	Beginning	4.1% (50)	4.1% (50)	17.1% (207)	21.1% (255)	53.5% (646)	4.16
	Transfer	6.1% (3)	0.0%	34.7% (17)	18.4% (9)	40.8% (20)	3.88
My friends and/or relatives recommended Southeastern	Beginning	10.5% (127)	10.0% (120)	23.4% (282)	21.4% (258)	34.7% (418)	3.60
	Transfer	12.0% (6)	8.0% (4)	28.0% (14)	10.0% (5)	42.0% (21)	3.62
I expect to be more successful in my courses at Southeastern than at another university	Beginning	6.2% (75)	5.7% (69)	22.0% (265)	22.6% (273)	43.4% (524)	3.91
	Transfer	6.0% (3)	2.0% (1)	28.0% (14)	16.0% (8)	48.0% (24)	3.98
My high school teachers or advisors recommended Southeastern	Beginning	18.6% (223)	12.6% (151)	29.6% (356)	16.6% (199)	22.7% (273)	3.12
	Transfer	34.0% (17)	10.0% (5)	22.0% (11)	10.0% (5)	24.0% (12)	2.80
I visited the Southeastern campus and really liked it	Beginning	7.3% (88)	6.9% (83)	21.4% (258)	21.2% (255)	43.1% (519)	3.86
	Transfer	6.0% (3)	18.0% (9)	26.0% (13)	16.0% (8)	34.0% (17)	3.54

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	40.8% (490)	11.6% (140)	15.4% (185)	11.9% (143)	20.3% (244)	2.59
	Transfer	54.0% (27)	4.0% (2)	18.0% (9)	10.0% (5)	14.0% (7)	2.26
Some of my friends decided to attend Southeastern	Beginning	19.7% (237)	12.6% (151)	24.0% (289)	16.8% (202)	26.9% (323)	3.19
	Transfer	22.4% (11)	14.3% (7)	18.4% (9)	6.1% (3)	38.8% (19)	3.24

**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 (47.2%) and service organizations (40.1%) in High School and were most likely to participate in service organizations (42.1%) and a fraternity or sorority (30.7%) at Southeastern.

**Table 6
Participation in Extra Curricular Activities**

		High School	Southeastern
Instrumental Music	Beginning	12.9% (122)	5.5% (50)
	Transfer	15.8% (6)	0.0%
Vocal Music	Beginning	11.3% (105)	6.1% (55)
	Transfer	7.9% (3)	0.0%
Student Government	Beginning	14.0% (131)	15.6% (141)
	Transfer	7.9% (3)	16.2% (6)
Publications (Newspaper, Yearbook)	Beginning	13.3% (125)	13.1% (118)
	Transfer	21.1% (8)	5.4% (2)
Debate	Beginning	8.0% (75)	9.1% (83)
	Transfer	10.5% (4)	2.7% (1)
Departmental Clubs	Beginning	21.5% (201)	21.4% (192)
	Transfer	10.5% (4)	13.5% (5)

Table 6 Continued
Participation in Extracurricular Activities

		High School	Southeastern
Dramatics, Theater	Beginning	16.6% (155)	15.3% (139)
	Transfer	15.4% (6)	2.7% (1)
Religious Organizations	Beginning	30.0% (281)	27.4% (248)
	Transfer	12.8% (5)	7.9% (3)
Racial or Ethnic Organizations	Beginning	4.2% (39)	10.6% (96)
	Transfer	10.5% (4)	10.8% (4)
Intramural Athletics	Beginning	15.9% (148)	27.4% (249)
	Transfer	8.1% (3)	18.9% (7)
Varsity Athletics	Beginning	47.2% (449)	19.3% (176)
	Transfer	56.4% (22)	18.4% (7)
Political Organizations	Beginning	6.0% (56)	9.2% (83)
	Transfer	7.9% (3)	5.4% (2)
Radio, TV	Beginning	4.6% (43)	10.3% (93)
	Transfer	5.3% (2)	5.4% (2)
Fraternity or Sorority	Beginning	1.9% (18)	30.7% (280)
	Transfer	5.3% (2)	29.7% (11)
Special-interest groups (writing group, rodeo, etc.)	Beginning	9.8% (91)	15.3% (139)
	Transfer	10.5% (4)	2.7% (1)

Table 6 Continued
Participation in Extracurricular Activities

		High School	Southeastern
Campus or community service organizations	Beginning	40.1% (376)	42.1% (382)
	Transfer	36.8% (14)	19.4% (7)

**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	64.1% (672)
	Transfer	65.1% (28)
Expressing my ideas in writing	Beginning	64.9% (681)
	Transfer	68.2% (30)
Improving my reading speed and comprehension	Beginning	61.0% (639)
	Transfer	50.0% (22)
Improving my study skills	Beginning	79.5% (835)
	Transfer	68.3% (41)
Improving my mathematical skills	Beginning	76.0% (798)
	Transfer	70.5% (31)
Improving my ability to speak in public	Beginning	67.8% (713)
	Transfer	68.2% (30)

Table 7 Continued
Expectations at Southeastern

		Need Assistance
Improving my ability to think critically	Beginning	63.6% (668)
	Transfer	59.1% (26)
Personal concerns	Beginning	39.2% (410)
	Transfer	36.4% (16)

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	4.6% (49)	21.3% (224)	25.5% (269)	23.6% (249)	13.1% (138)	6.4% (67)	2.7% (28)	2.8% (30)
Transfer	4.5% (2)	27.3% (12)	15.9% (7)	20.5% (9)	18.2% (8)	6.8% (3)	2.3% (1)	4.5% (2)

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 Sand Volleyball and least interested in Wrestling. At the club level, students expressed the most interest in Volleyball and the least interest in Water Polo. Table 9 provides the percent of students interested in each sport, broken down by female and male students, and total. For females, the only sports at the varsity level that 5% or more of the respondents showed an interest in were Cheerleading (13.0%), Gymnastics (5.7%), Sand Volleyball (5.7%), Softball (8.2%), Track & Field (5.1%) and Volleyball (9.8%).

Table 9
Athletic Interest

		Intramural	Club	Varsity	Not Interested
Baseball	Females	5.2% (41)	2.9% (23)	3.4% (27)	88.5% (702)
	Males	16.7% (57)	7.0% (24)	12.3% (42)	63.9% (218)
	Total	8.6% (98)	4.1% (47)	6.1% (69)	81.1% (920)
Basketball	Females	6.7% (53)	4.8% (38)	4.8% (38)	83.7% (660)
	Males	23.3% (80)	8.7% (30)	8.7% (30)	59.2% (203)
	Total	11.7% (133)	6.0% (68)	6.0% (68)	76.2% (863)
Bowling	Females	9.7% (77)	6.5% (52)	3.5% (28)	80.2% (637)
	Males	14.1% (48)	11.1% (38)	2.9% (10)	71.8% (245)
	Total	11.0% (125)	7.9% (90)	3.3% (38)	77.7% (882)

**Table 9 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Cheerleading	Females	6.0% (48)	5.9% (47)	13.0% (103)	75.1% (596)
	Males	2.9% (10)	1.5% (5)	3.2% (11)	92.4% (315)
	Total	5.1% (58)	4.6% (52)	10.0% (114)	80.3% (911)
Cross Country	Females	3.6% (29)	4.2% (33)	2.5% (20)	89.7% (713)
	Males	3.3% (11)	3.6% (12)	3.6% (12)	89.6% (303)
	Total	3.5% (40)	4.0% (45)	2.8% (32)	89.7% (1,016)
Equestrian	Females	4.2% (33)	4.7% (37)	1.8% (14)	89.4% (706)
	Males	2.1% (7)	1.2% (4)	1.5% (5)	95.3% (323)
	Total	3.5% (40)	4.0% (45)	1.7% (19)	91.1% (1,029)
Fencing	Females	3.3% (26)	3.3% (26)	1.3% (10)	92.2% (731)
	Males	4.4% (15)	7.1% (24)	2.9% (10)	85.5% (290)
	Total	3.6% (41)	4.4% (50)	1.8% (20)	90.2% (1,021)
Field Hockey	Females	2.4% (19)	1.5% (12)	0.6% (5)	95.5% (757)
	Males	5.3% (18)	3.2% (11)	2.1% (7)	89.4% (303)
	Total	3.3% (37)	2.0% (23)	1.1% (12)	93.6% (1,060)
Football	Females	6.4% (51)	3.4% (27)	3.0% (24)	87.1% (689)
	Males	21.1% (72)	7.3% (25)	14.3% (49)	57.3% (196)
	Total	10.9% (123)	4.6% (52)	6.4% (73)	78.1% (885)

**Table 9 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Golf	Females	3.7% (29)	3.2% (25)	1.0% (8)	92.2% (729)
	Males	11.4% (39)	7.6% (26)	4.4% (15)	76.5% (261)
	Total	6.0% (68)	4.5% (51)	2.0% (23)	87.5% (990)
Gymnastics	Females	7.7% (61)	8.7% (69)	5.7% (45)	78.0% (620)
	Males	4.4% (15)	5.6% (19)	1.5% (5)	88.5% (300)
	Total	6.7% (76)	7.8% (88)	4.4% (50)	81.1% (920)
Ice Hockey	Females	2.8% (22)	0.9% (7)	1.3% (10)	95.1% (754)
	Males	6.5% (22)	3.5% (12)	2.4% (8)	87.6% (298)
	Total	3.9% (44)	1.7% (19)	1.6% (18)	92.9% (1,052)
Lacrosse	Females	2.9% (23)	1.6% (13)	1.0% (8)	94.4% (747)
	Males	5.2% (18)	5.5% (19)	1.5% (5)	88.5% (300)
	Total	3.6% (41)	2.8% (32)	1.9% (21)	91.7% (1,040)
Rifle	Females	2.8% (22)	3.7% (29)	1.6% (13)	91.9% (727)
	Males	6.8% (23)	11.5% (39)	7.1% (24)	74.6% (252)
	Total	4.0% (45)	6.0% (68)	3.3% (37)	86.7% (979)
Rowing	Females	3.8% (30)	2.7% (21)	1.1% (9)	92.4% (728)
	Males	5.3% (18)	2.9% (10)	1.8% (6)	90.0% (306)
	Total	4.3% (48)	2.7% (31)	1.3% (15)	91.7% (1,034)

**Table 9 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Rugby	Females	2.7% (21)	1.3% (10)	1.0% (8)	95.1% (753)
	Males	5.3% (18)	3.8% (13)	2.4% (8)	88.5% (300)
	Total	3.4% (39)	2.0% (23)	1.4% (16)	93.1% (1,053)
Sand Volleyball	Females	15.3% (121)	9.4% (74)	5.7% (45)	69.7% (551)
	Males	12.9% (44)	7.4% (25)	5.9% (20)	73.8% (251)
	Total	14.6% (165)	8.8% (99)	5.7% (65)	70.9% (802)
Skiing (Snow)	Females	4.3% (34)	4.4% (35)	1.4% (11)	89.9% (714)
	Males	6.8% (23)	4.1% (14)	3.3% (11)	85.8% (290)
	Total	5.0% (57)	4.3% (49)	1.9% (22)	88.7% (1,004)
Soccer	Females	9.3% (74)	4.7% (37)	4.4% (35)	81.6% (646)
	Males	12.6% (43)	7.4% (25)	5.9% (20)	73.8% (251)
	Total	10.3% (117)	4.9% (55)	4.5% (51)	80.3% (910)
Softball	Females	13.1% (104)	4.7% (37)	4.4% (35)	81.6% (646)
	Males	11.7% (40)	2.9% (10)	1.5% (5)	83.9% (286)
	Total	12.7% (144)	4.7% (53)	6.2% (70)	76.4% (866)
Swimming & Diving	Females	9.2% (73)	5.5% (44)	4.3% (34)	81.0% (642)
	Males	8.8% (30)	8.5% (29)	2.4% (8)	80.3% (273)
	Total	9.1% (103)	6.4% (73)	3.7% (42)	80.8% (915)

**Table 9 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Tennis	Females	11.2% (89)	6.9% (55)	4.0% (32)	77.8% (617)
	Males	10.0% (34)	6.2% (21)	3.8% (13)	80.1% (273)
	Total	10.8% (123)	6.7% (76)	4.0% (45)	78.5% (890)
Triathlon	Females	3.2% (25)	1.8% (14)	1.0% (8)	94.0% (742)
	Males	3.2% (11)	2.6% (9)	2.4% (8)	91.8% (312)
	Total	3.2% (36)	2.0% (23)	1.4% (16)	93.4% (1,054)
Track & Field	Females	7.0% (56)	6.3% (50)	5.1% (41)	81.6% (650)
	Males	7.6% (26)	4.4% (15)	10.3% (35)	77.7% (265)
	Total	7.2% (82)	5.7% (65)	6.7% (76)	80.4% (915)
Tumbling	Females	7.3% (58)	7.7% (61)	3.9% (31)	81.1% (642)
	Males	2.3% (8)	3.5% (12)	2.1% (7)	92.1% (314)
	Total	5.8% (66)	6.4% (73)	3.4% (38)	84.4% (956)
Volleyball	Females	14.5% (115)	10.9% (86)	9.8% (78)	64.8% (513)
	Males	13.8% (47)	4.7% (16)	4.1% (14)	77.4% (264)
	Total	14.3% (162)	9.0% (102)	8.1% (92)	68.6% (777)
Water Polo	Females	3.2% (25)	1.0% (8)	1.0% (8)	94.8% (751)
	Males	3.2% (11)	2.1% (7)	2.4% (8)	92.4% (314)
	Total	3.2% (36)	1.3% (15)	1.4% (16)	94.1% (1,065)

**Table 9 Continued
Athletic Interest**

		Intramural	Club	Varsity	Not Interested
Wrestling	Females	1.9% (15)	0.9% (7)	0.8% (6)	96.5% (763)
	Males	5.0% (17)	5.0% (17)	5.3% (18)	84.8% (370)
	Total	2.8% (32)	2.1% (24)	2.1% (24)	92.9% (1,052)

Students were then asked if they had previously participated in organized sports. Overall, 68.5% (n=789) of respondents had participated in organized sports, with 75.1% (n=262) of males and 65.7% (n=527) of the females. Those students who indicated they had participated in organized sports were then asked at what level for each of the sports they had participated. Below are the results of that question.

Athletic Participation

		High School Varsity	Junior High School Varsity	Club	Intramural	Recreational	Did Not Participate
Baseball	Females	1	3	2	3	8	489
	Males	18	54	9	2	42	122
	Total	19	57	11	5	50	611
Basketball	Females	17	52	14	8	58	359
	Males	20	42	8	9	49	121
	Total	37	94	22	17	106	480
Bowling	Females	2	10	5	7	36	449
	Males	0	6	5	6	41	190
	Total	2	16	10	13	77	639
Cheerleading	Females	26	80	18	10	47	326
	Males	0	2	1	0	1	244
	Total	26	82	19	10	48	570
Cross Country	Females	14	19	9	3	8	454
	Males	11	15	1	0	7	215
	Total	25	34	10	3	15	669

		High School Varsity	Junior High School Varsity	Club	Intramural	Recreational	Did Not Participate
Equestrian	Females	1	4	5	2	11	485
	Males	0	0	0	0	2	246
	Total	1	4	5	2	13	731
Fencing	Females	1	1	1	2	1	501
	Males	1	0	0	1	4	242
	Total	2	1	1	3	5	743
Field Hockey	Females	1	3	1	2	2	499
	Males	0	0	0	0	3	244
	Total	1	3	1	2	5	743
Football	Females	4	2	3	6	9	483
	Males	24	90	6	10	34	86
	Total	28	92	9	16	43	569
Golf	Females	1	4	3	5	9	486
	Males	1	7	2	3	25	208
	Total	2	11	5	8	34	694
Gymnastics	Females	4	5	24	11	50	415
	Males	0	0	1	0	10	237
	Total	4	5	25	11	60	652
Ice Hockey	Females	1	0	2	2	2	501
	Males	0	0	1	0	3	241
	Total	1	0	3	2	5	742

		High School Varsity	Junior High School Varsity	Club	Intramural	Recreational	Did Not Participate
Lacrosse	Females	2	3	1	3	1	497
	Males	1	4	2	1	5	235
	Total	3	7	3	4	6	732
Rifle	Females	1	6	3	2	6	489
	Males	1	0	3	4	22	216
	Total	2	6	6	6	28	705
Rowing	Females	1	1	1	2	3	501
	Males	0	0	0	0	5	243
	Total	1	1	1	2	8	744
Rugby	Females	1	2	2	1	2	50
	Males	0	1	0	2	10	234
	Total	1	3	2	3	12	734
Sand Volleyball	Females	1	3	17	9	43	435
	Males	0	0	4	1	25	218
	Total	1	3	21	10	68	653
Skiing (Snow)	Females	2	0	3	3	14	485
	Males	0	0	0	0	11	237
	Total	2	0	3	3	25	722
Soccer	Females	7	46	17	11	34	396
	Males	10	20	8	4	28	178
	Total	17	66	25	15	62	574

		High School Varsity	Junior High School Varsity	Club	Intramural	Recreational	Did Not Participate
Softball	Females	27	61	17	8	71	325
	Males	2	0	1	5	12	228
	Total	29	61	18	13	83	553
Swimming & Diving	Females	3	18	9	5	43	430
	Males	1	3	4	0	27	213
	Total	4	21	13	5	70	643
Tennis	Females	5	15	7	4	26	449
	Males	0	11	0	2	16	218
	Total	5	26	7	6	42	667
Triathlon	Females	2	2	1	3	4	496
	Males	1	2	0	0	4	240
	Total	3	4	1	3	8	736
Track & Field	Females	29	64	7	6	23	382
	Males	8	54	4	3	12	168
	Total	37	118	11	9	35	550
Tumbling	Females	4	20	19	4	37	426
	Males	0	0	1	0	4	243
	Total	4	20	20	4	41	669
Volleyball	Females	29	73	18	11	47	331
	Males	2	0	2	5	33	206
	Total	31	73	20	16	80	573

		High School Varsity	Junior High School Varsity	Club	Intramural	Recreational	Did Not Participate
Water Polo	Females	1	2	2	1	2	500
	Males	0	0	0	0	2	245
	Total	1	2	2	1	4	745
Wrestling	Females	1	3	1	1	1	502
	Males	4	10	3	1	6	223
	Total	5	13	4	2	7	725

References

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Appendix A
Entering Freshman 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)

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:

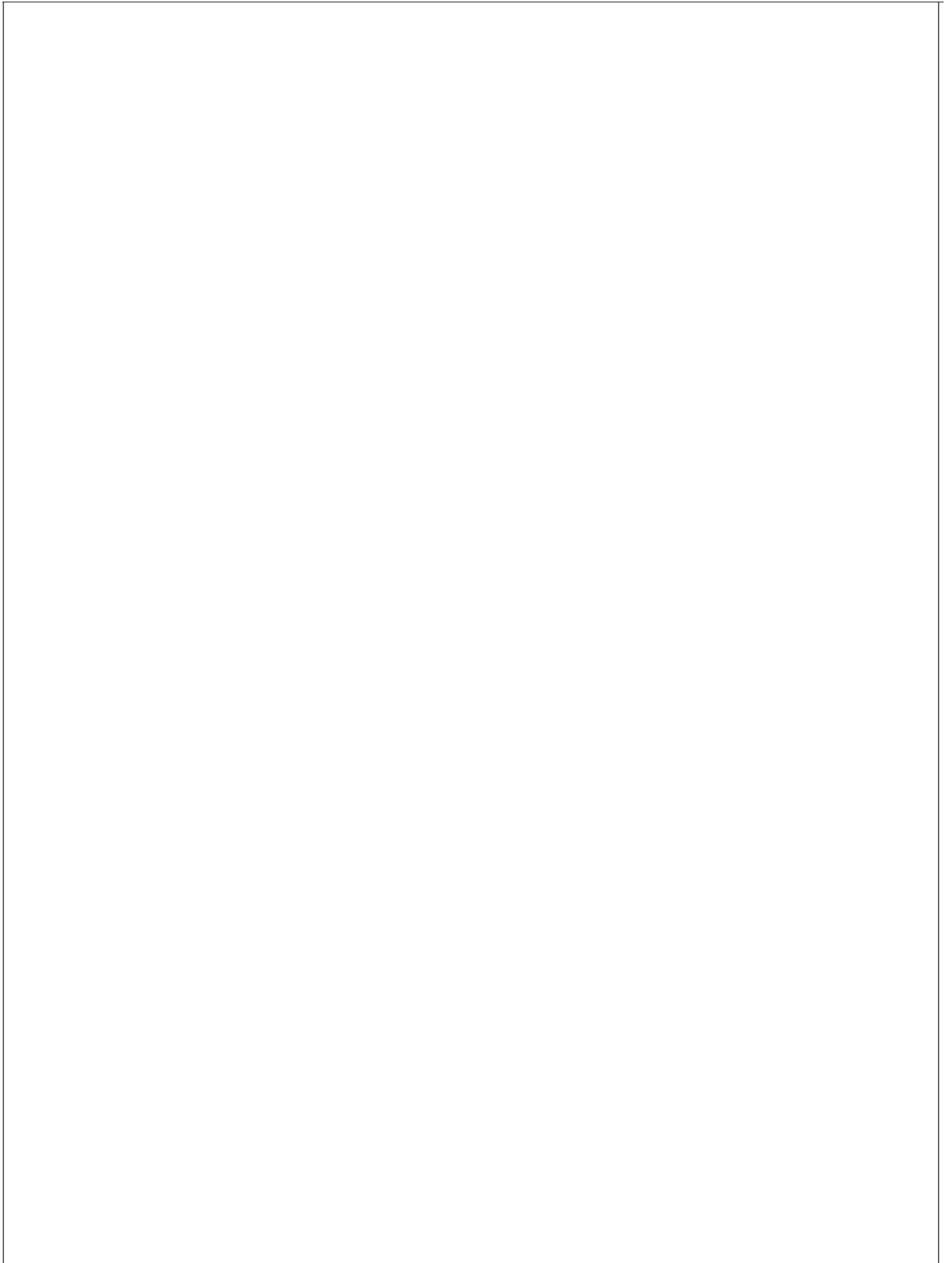
	1 - Not at All Confident	2	3	4	5 - Very Confident
Ability to write well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to speak effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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"/>

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



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"/>

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