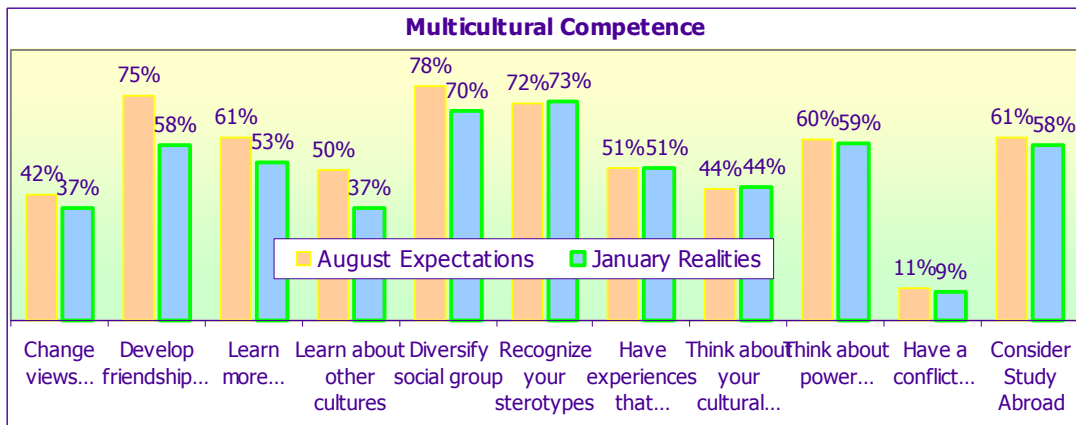


During the first week of classes, in the fall semester 2002, 1079 first-time freshmen shared their expectations for the coming semester. In January, these freshmen were approached again to complete a survey using the same items, but this time indicating whether or not their expectations were realized. Four hundred and fourteen, or 38% of the August respondents, completed the second survey. Information on this SpotLight includes the responses from all respondents for each administration. A group of 273 freshmen who gave their PIDs and who responded to both surveys was also analyzed in a pre- and post-semester comparison for individuals. Their responses were reflective of the full group scores. For comparison purposes, the responses on identical questions from the 2001-02 administration of the First-Time Freshman Survey are noted in the charts in this report. Where there is not a score, there was no comparable question.

Freshmen became more aware of their prejudices and stereotypes (73%), broadened the diversity of their social group (70%) and seriously considered "Study Abroad" (58%).



Multicultural Competence

The freshmen made a number of accurate predictions of their behavior and experiences for their first semester at MSU. Many expected to be exposed to new ideas and ways of thinking, and to reflect on their own backgrounds. While 75% expected to develop a close friendship with someone different from them, 58% did. And though fewer developed close friendships than expected to, 70% reported that they had broadened the diversity of their social group. More (11%) expected a conflict based on "difference" than actually had one (9%). Clearly dialogue and reflection occurred during the first semester as reflected by the percent of freshmen who became more aware of their stereotypes and prejudices (73%), thought about the differential levels of privilege attached to different groups in our society (59%), thought about their cultural background (44%) and actually changed their views after having conversations with others from different backgrounds (37%).

Multicultural Competence	Aug. 2002	Jan. 2003	Diff. Between Aug. 02 & Jan. 03
Change your views because of conversations with people who came from different backgrounds, cultures or lifestyles	42% 2001=35%	37% 2002=35%	-5%
Develop a close friendship with someone from a different race, ethnicity or sexual orientation than yours	75%	58%	-17%
Learn more about the social and political systems that govern our society	61%	53%	-8%
Seek out opportunities to learn about different cultures or lifestyles	50% 2001=47%	37% 2002=44%	-13%
Broaden the diversity of your social group	78%	70%	-8%
Become more aware of your personal prejudices and stereotypes of others	72%	73%	+1%
Have experiences that challenged your beliefs	51%	51%	0%
Have experiences which caused you to think about your cultural background	44%	44%	0%
Have experiences which caused you to think about the privileges and challenges attached to race, sexual orientation, gender, and ability in this society	60%	59%	-1%
Have a conflict with someone that was based on ethnicity, socio-economic status, sexual orientation or gender	11% 2001=17%	9% 2002=19%	-2%
Seriously consider participating in a study abroad program	61%	58%	-3%

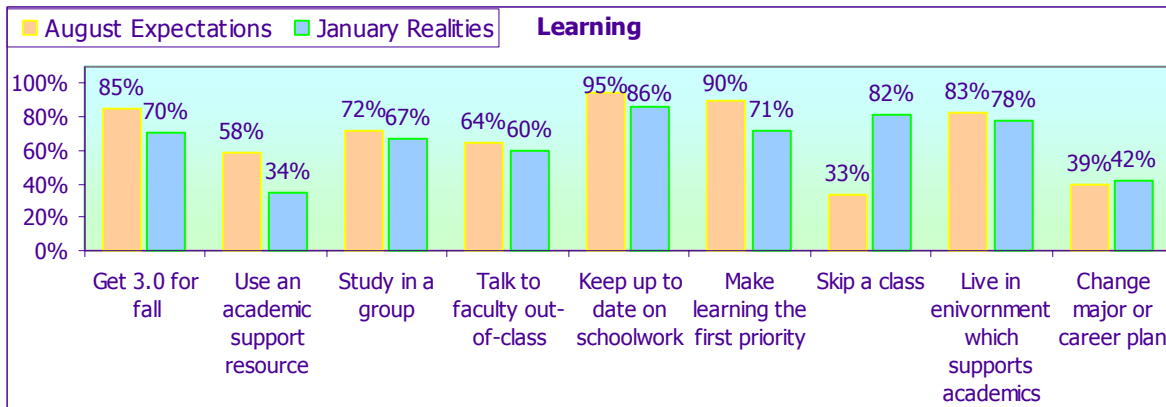
Freshmen kept up to date on classes and assignments (86%), made learning and academics their first priority (71%), and lived in environments that supported their academic goals (78%).

Learning

Our freshmen had high aspirations for academic success. Eighty-five percent expected to get at least a 3.0 for fall semester, and 70% stated that they did. At the beginning of the semester, 90% thought they would make their academics their first priority. Over 70% actually reported that they did. Almost 80% felt that they lived in an environment which supported their academic goals. Eighty-six percent reported keeping up to date on classes and assignments. Two-thirds (67%) studied in some form of a study group.

Learning	Aug. 2002	Jan. 2003	Diff. Between Aug. 02 & Jan. 03
Utilize an academic support service such as a tutor, resource center, or the writing center	58% 2001=54%	34% 2002=33%	-24%
Study with other students in some form of study group	72% 2001=67%	67% 2002=67%	-5%
Keep up-to-date with classes and assignments	95% 2001=91%	86% 2002=87%	-9%
Have conversations with faculty members outside of the classroom	64% 2001=67%	60% 2002=62%	-4%
Skip a class	33% 2001=33%	82% 2002=83%	+49%
Make learning and academics your first priority	90% 39%	71% 42%	-19% +3%
Change your plan for your career or major	2001=35%	2002=35%	
Get at least a 3.0 for your first semester GPA	85% 2001=83%	70% 2002=71%	-15%
Live in an environment which supports your academic goals	83%	78%	-5%

More freshmen (58%) believed they would utilize an academic resource than did (34%). It is not indicated whether they didn't need assistance, or didn't know where to find it. Many more (82%) skipped class than thought they would (34%). Even as early as the first semester 42% of the freshmen had changed their major or career plans.



Personal Development

Two areas critical to student success involve forming meaningful connections with others within the new college environment and becoming involved in the life of the university. In addition, freshmen explore their personal freedoms and find daily opportunities to discover and clarify their personal values. Personal management, self discovery and lifestyle decisions occupy much of the out-of-classroom life.

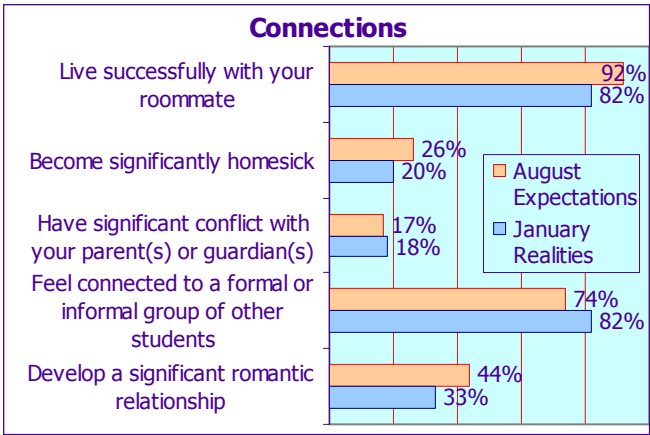
Connections and Involvement

Freshmen expected to get along with their roommates (92%), and after the first semester, 82% reported that they had lived successfully with their roommates. Fewer (20%) became significantly homesick than thought they would (26%) and more were able to connect with others (74% expected to, and 82% did). One third of the freshmen reported that they had developed a significant romantic relationship. Almost

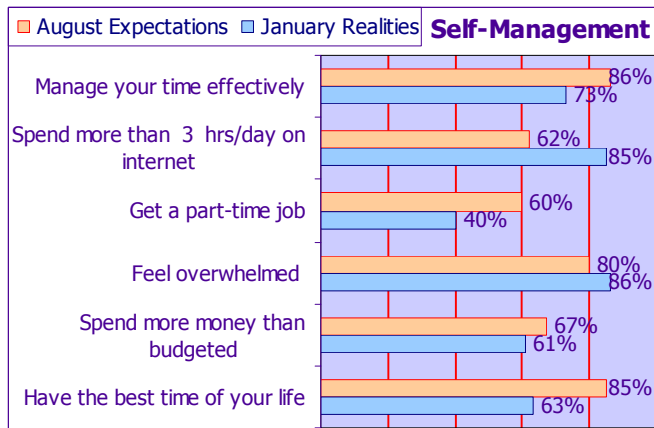
Freshmen got along with their roommates (82%), felt connected formally or informally to others (82%). One third developed significant romantic relationships (33%).

half expected to become involved with volunteer work, and more than one-third did (36%). Fewer (18%) freshmen took a leadership position than expected to (32%).

Freshmen were overwhelmed with all that they had to do (86%), yet spent more than three hours a day on the internet (85%). Three-quarters reported managing their time effectively and 63% said they had the best time of their lives.



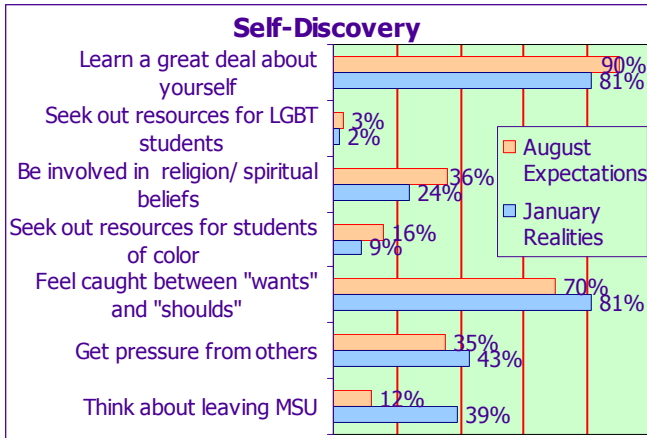
Connections	Aug. 2002	Jan. 2003	Diff. Between Aug. 02 & Jan. 03	Involvement	Aug. 2002	Jan. 2003	Diff. Between Aug. 02 & Jan. 03
Live successfully with your roommate	92% <i>2001=86%</i>	82% <i>2002=78%</i>	-10%	Be actively involved in establishing community standards	61%	63%	+2%
Become significantly homesick	26% <i>2001=18%</i>	20% <i>2002=17%</i>	-6%	Get involved in volunteer work	49% <i>2001=39%</i>	36% <i>2002=36%</i>	-13%
Have significant conflict with your parent(s) or guardian(s)	17% <i>2001=15%</i>	18% <i>2002=19%</i>	+1%	Take a leadership position	32%	18%	-14%
Feel connected to a formal or informal group of other students	74% <i>2001=64%</i>	82% <i>2002=77%</i>	+8%	Attend standards meetings on floor	78% <i>2001=74%</i>	67% <i>2002=60%</i>	-11%
Develop a significant romantic relationship	44% <i>2001=42%</i>	33% <i>2002=29%</i>	-11%				



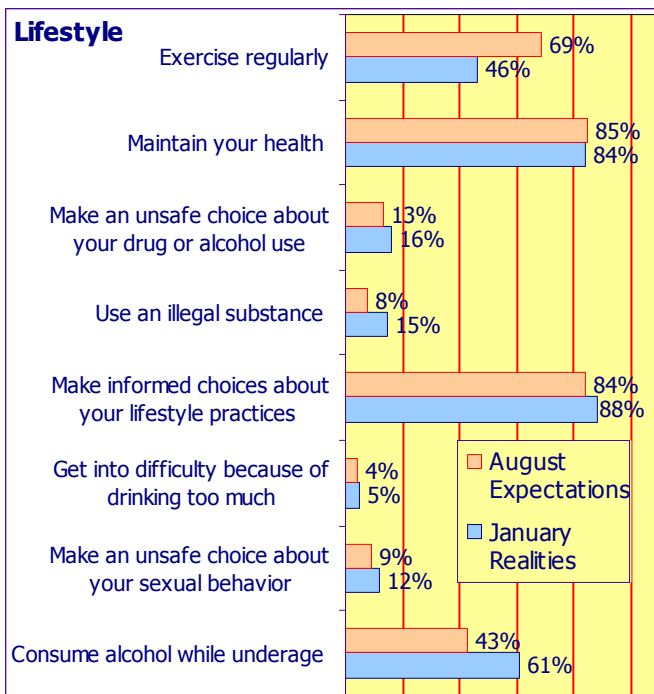
Self Management and Discovery

While almost 75% of the freshmen reported managing their time effectively, 86% stated that they were overwhelmed with all that they had to do. Internet use was much higher than anticipated with 86% reporting that they spent more than 3 hours a day on-line (62% expected to). The freshmen expected to have a better time during their first semester at college, with 85% expecting to have the best time of their life, and 63% reporting that they did. And though a large percentage (70%) expected to be pressured by others to do something they didn't want to do, even more (81%) experienced this pressure.

Self Management	Aug. 2002	Jan. 2003	Diff. Between Aug. 02 & Jan. 03
Manage your time effectively	86% <i>2001=78%</i>	73% <i>2002=69%</i>	-13%
Spend more than 3 hours a day on the internet (for any purpose)	62% <i>2001=44%</i>	85% <i>2002=77%</i>	+23%
Get a part-time job	60% <i>2001=60%</i>	40% <i>2002=46%</i>	-20%
Feel overwhelmed by all that you had to do	80% <i>2001=65%</i>	86% <i>2002=80%</i>	+6%
Spend more money than you had planned to spend	67% <i>2001=57%</i>	61% <i>2002=61%</i>	-6%
Have the best time of your life	85% <i>2001=81%</i>	63% <i>2002=66%</i>	-22%



Self Discovery	Aug. 2002	Jan. 2003	Diff. Between Aug. 02 & Jan. 03
Learn a great deal about who you are and what is important to you	90% 2001=79%	81% 2002=82%	-9%
Seek out resources for LGBT (lesbian, gay, bisexual, transgender) students	3%	2%	-1%
Become actively involved in your religion or spiritual beliefs	36%	24%	-12%
Seek out resources for students of color (non-white)	16%	9%	-7%
Find yourself caught between doing what you wanted to do and what you thought you should do	70%	81%	+11%
Experience pressure from others to do something you didn't want to do	35% 2001=28%	43% 2002=18%	+7%
Think about leaving MSU	12% 2001=13%	39% 2002=38%	+27%



Lifestyle

Lifestyle decisions impact the daily lives of freshmen both inside and outside the classroom. Particular areas of concern are the use of illegal substances (not alcohol), with 8% of freshmen expecting to use them, and 15% reporting that they did. Forty-three percent expected to consume alcohol while underage (over 60% did); and 4% expected to get into some kind of difficulty because of their drinking (5% did). Thirteen percent expected to make an unsafe choice about their alcohol or drug use (16% did) and 9% expected to make an unsafe choice about their sexual behavior (12% did). Many freshmen (69%) planned to exercise regularly, but only 46% did. Overall however, 84% maintained their health (85% expected to), and 88% made informed choices about their lifestyle practices (health, sex, drugs and alcohol) (84% expected to).

Lifestyle	Aug. 2002	Jan. 2003	Diff. Between Aug. 02 & Jan. 03
Consume alcohol while underage (Skip if you are over 21 years of age)	43% 2001=45%	61% 2002=68%	+18%
Make an unsafe choice about your sexual behavior	9%	12%	+3%
Get into difficulty because of drinking too much	4% 2001=8%	5% 2002=8%	+1%
Make informed choices about your lifestyle practices (health, sex, drugs, alcohol, etc.)	84%	88%	+4%
Use an illegal substance (drug or marijuana, not alcohol)	8% 2001=14%	15% 2002=22%	+7%
Make an unsafe choice about your drug or alcohol use	13%	16%	+3%
Maintain your health so that you did not get ill to the point that you needed to seek a doctor's attention	85% 2001=69%	84% 2002=77%	-1%
Exercise regularly	69% 2001=65%	46% 2002=49%	-23%

Most freshmen reported making informed choices about their health and safety, and 84% did not need to seek a doctor's attention for a health concern. Some made unsafe or unhealthy choices about their drug or alcohol use, or their sexual behavior.