

INTEGRATED LEARNING

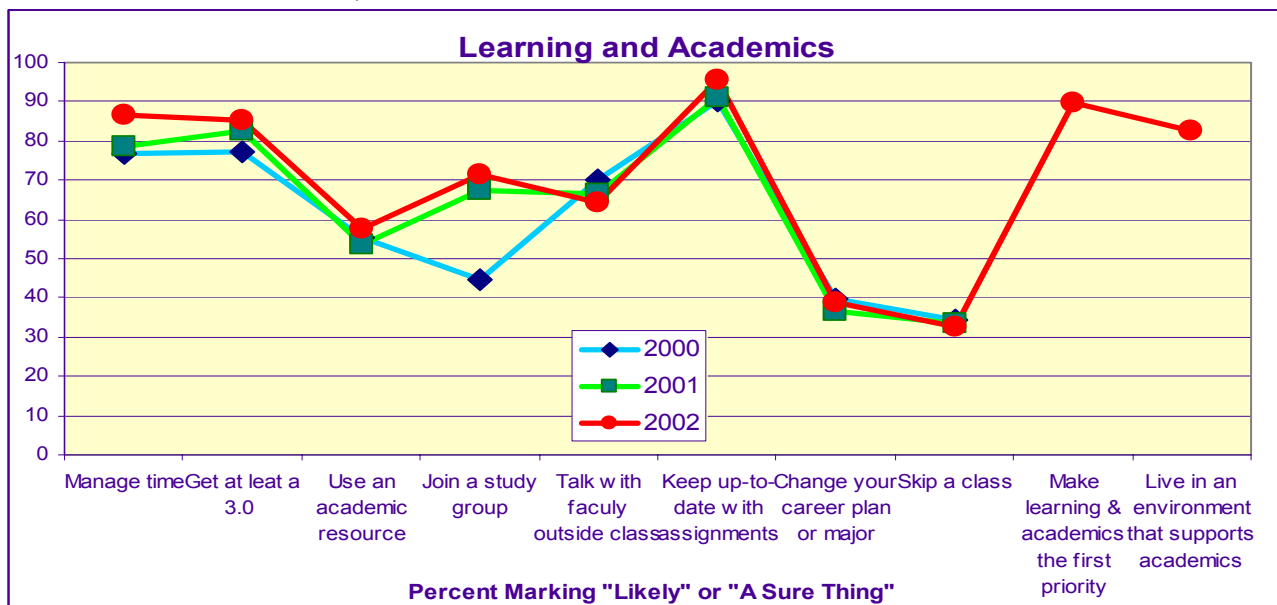
PERCENT MARKING "LIKELY OR A SURE THING"	2000 N=1251	2001 N=1072	2002 N=1102
Get at least a 3.0 for your first semester GPA*	77	83	85
Utilize an academic support service such as a tutor, resource center, or the writing center	55	54	58
Study with other students in some form of study group*	45	68	71
Have conversations with faculty members outside of the classroom*	70	67	64
Skip a class	34	33	33
Make learning and academics your first priority			90
Live in an environment that supports your academic goals			83
Change your plan for your career or major	40	37	39
Keep up-to-date with classes and assignments*	90	91	96

The 2002 entering class of first year students to Michigan State University is the first class of post-9-11 college students. Differences in their expectations for the fall semester may be attributed to their recent collective experiences which include not only 9-11, but Columbine and Oklahoma City. As a generation, the millenials have been rocked into some other place. We are seeking glimpses into what that space is, and what our role as educators should be as we mentor and teach them.

This is the third year of the First-Time Freshmen- First Night of Classes Survey. In the survey, freshmen were asked to share what they thought would happen and how they would act, in their first college semester. A different survey method was used for the 2002 survey. About 6500 freshmen were invited to take the web-based survey during the first week of classes. Almost 1100 did. In previous years, freshmen were asked to take a written survey in and around the dinner hour on the first night of classes.

Integrated Learning

Freshmen expressed even higher expectations this year than last year that they will utilize successful study practices such as keeping up to date on classes and assignments (96%; 91% in 2001), utilizing academic resources if they need help (58%; 54% in 2001), and participating in study groups (71%; 68% in 2001). Ninety percent plan to make learning and academics their first priority. About one-third expect to skip a class, but 85% (83% in 2001) plan to get at least a 3.0 for fall semester. The expectation of having conversations with faculty outside of the classroom continued to decline slightly (64%; 67% in 2001 and 70% in 2000).



MULTICULTURAL COMPETENCE

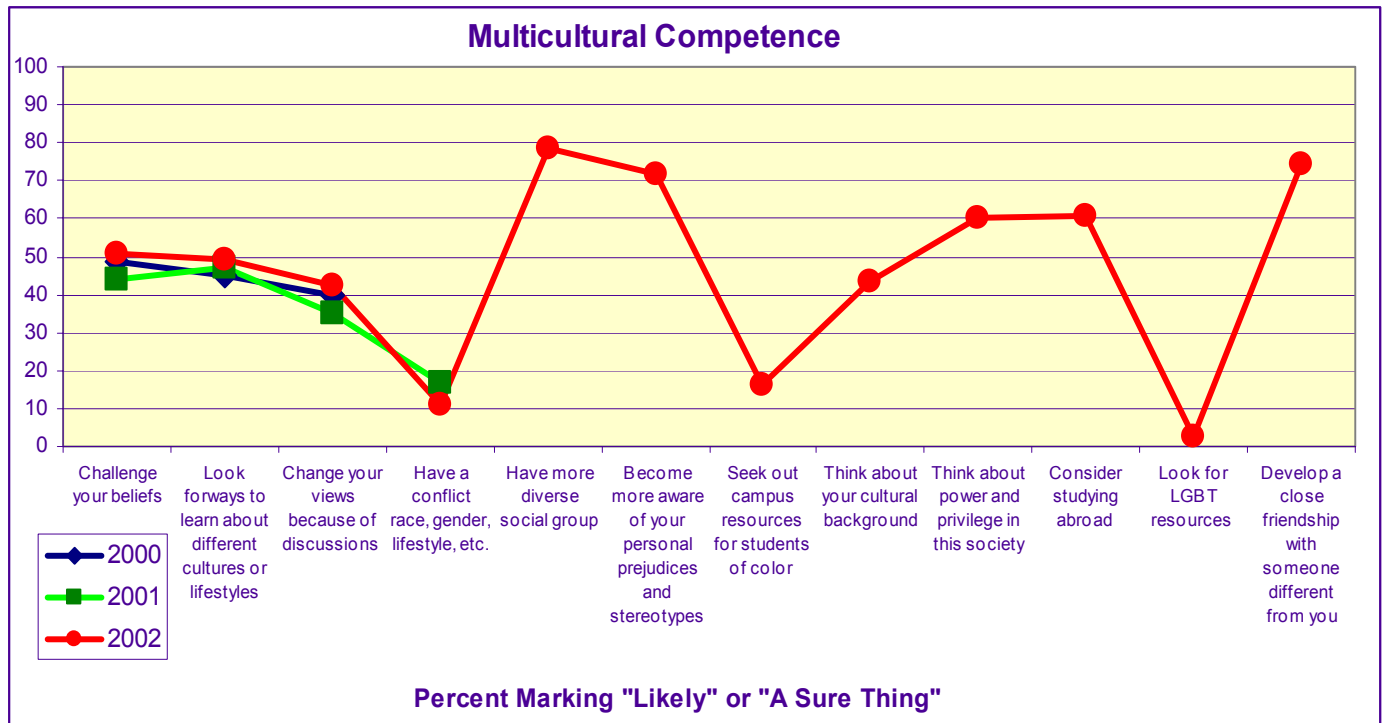
	2000	2001	2002
Seek out opportunities to learn about different cultures or lifestyles	45	47	49
Broaden the diversity of your social group			79
Become more aware of your personal prejudices and stereotypes			72
Seek out campus resources for students of color (non-white)			16
Have experiences which cause you to think about your cultural background			44
Have experiences which cause you to think about the privileges and challenges attached to race, sexual orientation, gender, and ability in this society			60
Have a conflict with someone that is based on ethnicity, socio-economic status, sexual orientation or gender*		17	11
Seriously consider participating in a study abroad program			61
Seek out resources for LGBT (lesbian, gay, bi-sexual, transgender) students			3
Change your views because of conversations with people who come from different backgrounds, cultures or lifestyles*	40	35	43
Develop a close friendship with someone from a different race, ethnicity or sexual orientation than yours			75
Learn more about the social and political systems that govern our society			61

Multicultural Competence

A number of questions were added in this area for 2002. Almost half of the freshmen expect to look for opportunities to learn about different cultures and lifestyles (49%; 47% in 2001). Forty-three percent expect to change their views because of conversations with people from different backgrounds (35% in 2001). Significantly fewer students expect to have conflicts based on a personal characteristic (17%; 11% in 2001).

The freshmen also reported that they expect to have experiences which encourage their learning and self-reflection about different cultures and lifestyles (49%: 47% in 2001) and their own cultural background (44%).

About three quarters of the freshmen plan to broaden the diversity of their social group, develop a friendship with someone from a different background, and become more aware of their stereotypes and prejudices. Sixty-one percent plan to seriously consider study abroad.



PERSONAL INTEGRITY AND CIVIC RESPONSIBILITY

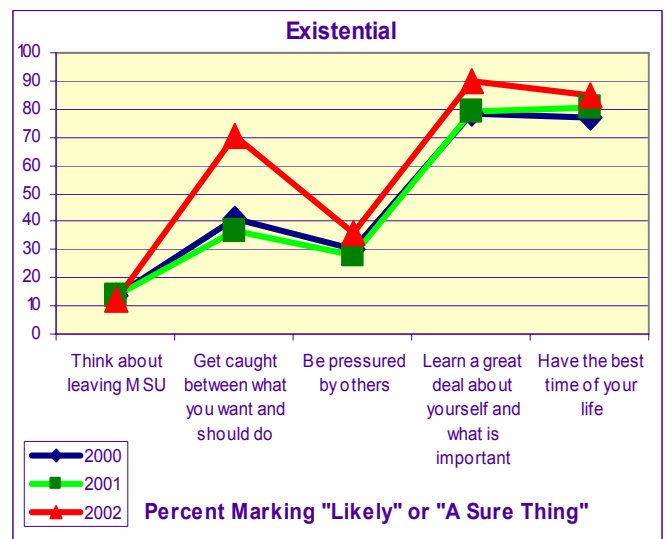
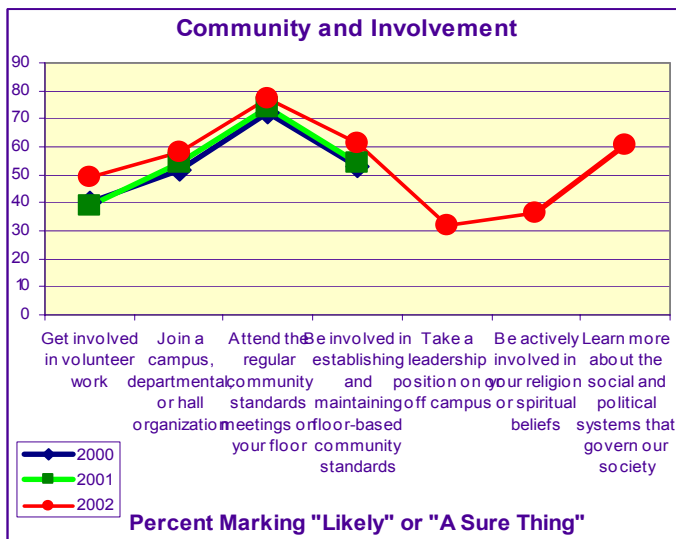
	2000	2001	2002
Have experiences that challenge your beliefs	49	44	51
Find yourself caught between doing what is "right" and what is "wrong"	41	37	
Find yourself caught between doing what you want to do and what you think you should do			70
Be pressured by others to do something you don't want to do	30	28	36
Learn a great deal about who you are and what is important to you*	78	79	90
Be actively involved in your religion or spiritual beliefs			36
Get involved in volunteer work*	40	39	49
Join a campus, departmental, or hall organization*	52	54	58
Attend the regular community standards meetings on your floor*	72	74	78
Be involved in establishing and maintaining floor-based community standards*	53	54	61
Take a leadership position on or off campus			32

Personal Integrity and Civic Responsibility

The 2002 freshmen have significantly higher expectations to learn a great deal about themselves and what is important to them (90%; 79% in 2001), have experiences which challenge their beliefs (51%; 44% in 2001), and be pressured by others to do something they don't want to do (36%; 28% in 2001).

At the same time they expect to be involved in their community, through establishing and maintaining floor community standards (61%; 54% in 2001), volunteering (49%; 39% in 2001), and joining organizations (58%; 54% in 2001). More than one-third expect to be involved in faith-based activities, and just about one-third expect to become a leader in an organization.

*Significantly different at the 95% confidence level using the Kruskal-Wallis test on the full 5-point response among the three years.



Personal Well-Being

The 2002 freshmen have very high expectations that they will live successfully with their roommates (92%, 86% in 2001). Related to this may be the expectation that they will connect with another group of students in a formal or informal way (74%; 64% in 2001). More than one-quarter expect to be significantly homesick (26%; 18% in 2001), and a significantly high percentage of the freshmen expect to be overwhelmed with all that they have to do (80%; 65% in 2001).

Thirteen percent expect to make an unsafe choice about their alcohol use, and 42% (45% in 2001) plan to consume alcohol while underage. Most (84%) of the 2002 freshman expect to make informed choices about their lifestyle practices. Only 3% (8% in 2001) expect to get into difficulty because of their alcohol use.

Other positive practices were expected by the 2002 freshmen. Eighty-seven percent expect to be effective time managers (78% in 2001); and 69% (65% in 2001) plan to exercise regularly. Additionally 85% (69% in 2001) expect to maintain their health and not need a doctor's attention.

Perhaps most reflective of the 2002 freshman class, 85% (81% in 2001) expect to have the best time of their lives.

PERSONAL WELL-BEING

	2000	2001	2002
Live successfully with your roommate	87	86	92
Be significantly homesick*	18	18	26
Have significant conflict with your parent(s) or guardian(s)*	26	15	16
Develop a significant romantic relationship	43	42	44
Feel connected to a formal or informal group of other students*		64	74
Make an unsafe choice about your sexual behavior			9
Make informed choices about your lifestyle practices (health, sex, drugs, alcohol, etc.)			84
Get into difficulty because of drinking too much*	8	8	3
Consume alcohol while underage (Skip if you are over 21 years of age)	44	45	42
Make an unsafe choice about your drug or alcohol use			13
Use an illegal substance (drug or marijuana, not alcohol)*	13	14	8
Spend more than 3 hours a day on the internet (for any purpose)*	29	44	62
Manage your time effectively*	77	78	87
Exercise regularly	68	65	69
Maintain your health so that you do not get ill to the point that you need to seek a doctor's attention*		69	85
Get a part-time job*	53	60	60
Spend more money than you had planned*	61	57	68
Feel personally safe while living on campus*		65	72
Feel overwhelmed by all that you have to do*	66	65	80
Think about leaving MSU*	14	13	12
Have the best time of your life*	77	81	85

