



<p>Yearly SpotLight Responses</p> <p>2000 8073 2001 8157 2002 8356 2003 7919</p>	<p>Seven thousand, nine hundred and nineteen (7919) students living in undergraduate residence halls responded to the October 2003 SpotLight Survey. Over 5000 (5104 or 64%) students provided their PIDs which allowed survey information to be linked to general student demographic information. Some demographic variables were also specifically requested in the survey.</p>	<p>Gender (A SpotLight Survey question) 56% Female (4233) 54% at MSU 43% Male (3269) 46% at MSU 1% Transgender (86)</p>
<p>Class Level (Linked through PIDS) 63% Freshmen (3233) 26% Sophomores (1316) 7% Juniors (387) 3% Seniors (171)</p>	<p>Race/Ethnicity (Linked through PIDS) 79% White (4057) 76% at MSU 9% African American (478) 8% at MSU 3% Chicano/Hispanic (150) 3% at MSU 1% American Indian (34) 1% at MSU 6% Asian American (284) 5% at MSU 2% Not Known or Asked (114) 7% at MSU</p>	<p>Citizenship (Linked through PIDS) 98% US Citizens (4941) 2% Non-US Citizens (176) 8% of all MSU; 3% of Undergraduates</p>

The following information features the highlighted 2003 survey data, and the related results to survey questions from the three previous years. Where there are blanks, no comparable questions were asked. The Department of Residence Life surveys all undergraduate students to measure the learning and experience of students. Particular attention is given to the core areas of student learning, multicultural competence, community living, personal integrity and citizenship. Another focus is looking at the impact of the floor Residential Mentor and elements of the floor and hall environment as they affect the overall MSU student experience.

FLOOR COMMUNITY LIVING IN 2003

(Arrows after the percentages indicate the direction of change from the prior year. New questions in 2003 are marked "New".)
The reported percentages are for the responses "Strongly Agree" and "Agree".

<i>Safety</i>	<i>Floor</i>	<i>Hall</i>	<i>Respect</i>	<i>Community Standards</i>
<p>92% ↑ I feel safe living on my residence hall floor <i>(88% in 2001; 89% in 2002)</i></p>	<p>83% New I enjoy living on my floor</p>	<p>75% New I think my residence hall is a great place to live</p>	<p>85% ↑ Floor residents treat me with respect <i>(81% in 2002)</i></p>	<p>83% ↑ The community standards process helps residents live together successfully <i>(75% in 2002)</i></p>

ADDITIONAL FLOOR COMMUNITY ITEMS

My floor has developed an environment which supports the academic achievement of residents
My floor has regular community meetings
I attend floor community meetings
I feel like a valued member of my floor community
When I need to sleep or study, it is too loud on my floor
My floor has established community standards for residents' behavior
Floor members follow the standards we set
Floor members respect each other

2000	2001	2002	2003
68%	60%	67%	67%
			76%
			69%
58%	50%	59%	61%
23%	23%	21%	25%
83%	80%	86%	87%
71%	69%	73%	76%
79%	74%	78%	82%

LEARNING BEHAVIORS IN 2003

<i>Connections</i>	<i>Keeping Up in Class</i>	<i>Study Groups</i>	<i>Academic Assistance</i>	<i>Faculty Contact</i>
<p>71% New I have made connections with others who share my academic interests</p>	<p>81% ↑ I have kept up-to-date with classes and assignments <i>(79% in 2000; 74% in 2001; 79% in 2002)</i></p>	<p>61% ↑ I have studied with students who live in my hall <i>(60% in 2000; 51% in 2001; 51% in 2002)</i></p>	<p>48% ↑ I have gone to a university office and received academic help <i>(48% in 2000; 44% in 2001, 47% in 2002)</i></p>	<p>61% ↑ I have had an out-of-class conversation with a faculty member about academic work <i>(54% in 2000; 54% in 2001; 59% in 2002)</i></p>

ADDITIONAL LEARNING BEHAVIOR ITEMS

I have studied with students from one of my classes
I have had an out-of-class conversation with a faculty member about something non-academic
I have helped other students with their academic work
I have skipped class

2000	2001	2002	2003
75%	67%	68%	72%
			43%
81%	83%	84%	82%
58%	63%	65%	67%

I have used my time effectively

59% 68% 62% 66%

I have discussed something I learned in a class with another *floor resident* ("another student" 2000-2002)

87% 86% 88% 72%

CONNECTIONS IN 2003

Floor Friendships	Conflict Resolution	Friendship Group	Trust	Roommates
74% New I have developed meaningful friendships with other floor residents	63% New I successfully resolved a conflict with another floor resident by myself (Skip if you have not had a conflict)	78% ↑ I have developed a friendship group which is meaningful for me (76% in 2001; 78% in 2002)	51% New I know at least one MSU faculty or staff member I trust to talk to about something important	81% ↑ I have gotten along well with my roommate (Leave blank if you do not have a roommate) (83% in 2000; 79% in 2001; 79% in 2002)

MULTICULTURAL COMPETENCE IN 2003

Race and Religion	Stereotypes	Background	Learning	Study Abroad
63% ↓ I have talked with other students about issues related to culture, race or religion (49% in 2000; 63% in 2001; 69% in 2002)	37% ↑ I realized during the semester that I had some inaccurate stereotypes about people different from me (24% in 2000; 31% in 2001; 37% in 2002)	30% ↓ I have developed a greater understanding of my cultural background (30% in 2001; 31% in 2002)	61% New I have expanded my knowledge through having conversations with people from different backgrounds	53% ↓ I plan to study abroad while at MSU (Leave blank if you have already gone on a study abroad program) (60% in 2002)

CHALLENGES AND BARRIERS IN 2003

Considered Leaving MSU	Overwhelmed	Why Am I Here?	Treated Disrespectfully	Felt Caught	Personal Values Challenged
28% ↑ I have considered packing up and leaving MSU (20% in 2000; 22% in 2001; 26% in 2002)	73% ↑ I have felt overwhelmed by all I had to do (71% in 2000; 70% in 2001; 70% in 2002)	25% New I question why I am in college	14% ↑ I have been treated disrespectfully because of my background (race, ethnicity, sexual orientation, religion) by other floor residents (8% in 2000; 13% in 2001; 13% in 2002)	66% ↑ I have felt caught between what I wanted to do, and what I thought I should do (63% in 2000; 64% in 2001; 64% in 2002)	64% ↑ I have had experiences which have challenged me to think about my personal values (58% in 2001; 60% in 2002)

MENTOR ROLE AND ACTIVITIES IN 2003

Mentor Has Important Role	Would Go To Mentor for Help	Respect Mentor	Mentor Genuinely Interested in Me	Satisfied with Mentor's Help
79% New The mentor plays an important role on the floor	84% New I would go to my mentor if I needed help	92% ↑ I respect my mentor (85% in 2000; 84% in 2001; 85% in 2002)	80% ↑ My mentor is genuinely interested in my welfare (73% in 2000; 76% in 2001; 79% in 2002)	85% ↑ I have gone to my mentor for assistance, and was satisfied with the response (Skip if you haven't gone to your mentor) (50% in 2000; 75% in 2001; 80% in 2002)

ADDITIONAL MENTOR ROLES & INITIATIVE ITEMS

	2000	2001	2002	2003
My mentor has shown a serious commitment to academics	79%	69%	78%	80%
I have received useful information from my mentor	80%	76%	81%	84%
My mentor has helped our floor develop and maintain community standards	87%	83%	87%	87%
My mentor has organized <i>social</i> activities which are valuable to me ("social" added in 2003)	60%	54%	57%	64%
My mentor is a role model for me				56%
My mentor effectively confronts university policy violations (aside from community standards issues) (Skip if there have been no violations)	82%	70%	71%	79%
My mentor knows what is happening on the floor				80%
My mentor has planned community meetings which residents find worthwhile to attend	78%	61%	66%	71%
My mentor relates well to students from various backgrounds, ethnicities, and lifestyles	82%	79%	83%	79%
My mentor assisted me in resolving a conflict with another resident skip (if you've had no conflict)				59%
I am considering applying to become a Mentor	21%	30%	30%	36%
Floor bulletin boards provide useful information for me				75%
Programs on the floor on topics like studying, health, cultures, etc. are valuable to me				54%
I learned something of value from attending a program on the floor				45%
The activities of the organized student groups in my hall are valuable				53%