

**Assessing First-Year Experience Programs:  
Interjecting Learning Motivation and Strategies**

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## CHALLENGE

Whether it's for budget purposes, accreditation, strategic planning, or simply sound project management, assessment of program outcomes has taken center stage, dictating our work priorities – the allocation of time and effort. An assessment is never easy. However, when the outcomes are linked to retention, academic performance, and possibly satisfaction, the causal relationships are at least straightforward. Recently, the bar has been raised when university leadership asked to assess how programs transform a student's life; what is the value added by a program to the learning process so that a student becomes an engaged learner. From this reference point, an opportunity to investigate how several first-year experience programs presented itself. This paper discusses the mechanics of the process and elaborates on the need for more diligent effort in understanding how our practices influence the learning strategies and motivations of students.

## ASSESSMENT: LEARNING AND PERFORMANCE

Terenzini and his colleagues (1992) have described the transition from high school to college as complex, dynamic and purposeful. The process during which a series of interpersonal, academic, and institutional influences shape the students' learning and persistence at the institution (pg 39-40). The transition experience has been widely studied from various perspectives (Nelson, et al., 1984; Noel, 1985; Tinto, 1988, for example). Much of this body of work examined student attrition and how students adjust to new environments (Tinto, 1975; VanGennep, 1960).

Tinto's conceptualization of departure (1975) is widely recognized as the leading theory on college entry. He distinguishes between academic dismissal and voluntary exit. The transition, according to Tinto (1988), encompasses three stages: separation from home, transition into a new environment, and incorporation into the new environment. Institutions have developed strategies to facilitate the transition experience (Noel, 1985): orientation programs (Pascarella, Terenzini, & Wolf, 1986) and residential programs (Blimling, 1993) are two common examples. Transition strategies have been shown to relate positively to outcomes that are defined by persistence, attitudes, and values (Chickering, 1975).

Within the body of literature, little research has focused on the learning process. A common characteristic of most first-year experiences includes/emphasizes sound learning strategies (time management, study environment, organization, for example). Development of these strategies is measured against academic performance. However, cognitive differences (individual) are seldom taken into consideration when designing these programs.

Megacognitive skills, defined as "thinking about thinking" is the ability to select, evaluate, and adapt cognitive strategies to influence outcomes. Megacognitive ability is a component of the self-regulatory process (Kozlowski, et al., 2001) that involves the use of higher order thinking (synthesizing, integrating, and analyzing). These skills make important contributions to learning in that:

- Related to strong mastery orientation (Thorndike-Christ & Bruning, 1995)
- Related to goal setting (Ridley, et al., 1992)

- Related to motivation and encouragement (Garner, 1990)

The motives for learning (goal orientation) dictates whether an individual holds mastery or performance based learning orientations. Individuals who focus on a mastery orientation focus on improving skills and increasing competence (Elliot & Dweck, 1988).

Studies focus on the acquisition of knowledge for comprehension of basic tasks and concepts (declarative), for complex tasks (procedural) which are more abstract, and for assessment, prioritization, and analysis (strategic) as defined by Kozlowski (2001). Not only is this learning orientation basic and strategic, it is also adaptive (Kozlowski, 1998).

Individuals who prefer a performance orientation bring a different approach to learning. Performance based individuals focus on demonstrating competence (getting good grades) rather than developing competence. Competition (doing better than others) and being perceived as smart are important to these individuals (Meece, 1994). Dweck (1986, 1989) has shown that performance-oriented individuals believe their abilities are fixed and tend to avoid novel or risky situations. A strong performance orientation would likely suppress megacognitive skills (Schraw, et al., 1995).

Goal orientation (mastery vs. performance) has implications for learning motivation (Kozlowski, et al., 2001).

- Mastery oriented learners are more motivated to learn (Archer, 1994).
- Mastery oriented learning maintain motivation during the educational process, basing their performance on improving skills (Banovra, 1991).
- Mastery leads to higher levels of intrinsic motivation and are less likely to withdraw when faced with failure (Nordstrom, et al., 1995; Ivanck & Hesketh, 1995).

## **FIRST-YEAR EXPERIENCE OPPORTUNITIES**

The administration at MSU encourages a variety of first-year experience opportunities across the campus. Curricular offerings, however, are the responsibility of the eleven colleges that offer undergraduate degrees. Thus, a University 101 option, open to any freshman, does not exist unless offered in one of the colleges. Colleges have designed and implemented various ways of integrating first-year students into the college community and orient them to the curricular offerings in their respective colleges. Residential living options, orientation courses (“What can I do with a major in \_\_\_\_\_?”), academic success seminars (similar to University 101), interest groups, and scholar programs have emerged in one form or another in nearly all 11 colleges.

Students are not admitted to an academic department until they attain 56 credits and have met any other admittance credit. First-year students make a “major preference” selection during their first enrollment session (no-preference is an option). If a student does declare a “major preference”, the college responsible for that major shares administrative responsibility for academics – e.g. advising. Some colleges have a number of courses that a freshman or sophomore can take within a major area. Other colleges, such as engineering and business, have very few courses available to students with less than 56 credits. The first-year experience opportunities become a great way for freshman to experience these colleges, in particular.

*RESIDENTIAL PROGRAM.* The College of Engineering in partnership with the College of Natural Science and College of Agriculture offers a residential program for first-year science and engineering students. Approximately two-thirds of the 300 participants are students with a major preference for engineering. While all students with an interest in science or engineering are invited to apply, the College does establish acceptance criteria because of space limitations in the program. Typically the College of Engineering prefers students who have an ACT score of at least 24.

The Residential Option for Science and Engineering Students (ROSES) is “designed to provide a stronger sense of community and academic support within the greater University” (Zmich, Lux, DeRosa, & Gordon, 1997). All participants live in the same residence hall and enroll in a one-credit class (first semester). The class is taught by faculty and academic staff (advisors) and includes scheduled programs and activities by the residence hall staff. Since science and engineering students commonly take similar courses their first year, the University reserved sections in these courses for ROSES students. ROSES students are encouraged to take advantage of this opportunity when selecting their biology, chemistry, mathematics, computer science, social science, and writing.

Several rooms in the resident hall have been designated as tutoring rooms for individual and group study. Study groups are encouraged. Tutors are available, often an upper classman who has been in the ROSES program. Returning sophomore ROSES participants serve as mentors. The academic year starts with special events at orientation where these freshmen are welcomed by faculty and the academic staff.

*ENGINEERING ORIENTATION COURSE.* Because the demand for the ROSES program often exceeded the available space, the academic staff with support from faculty offered a one-credit orientation class, which was held one hour per week for the 15-week semester. The class was taught in the Engineering Building. The location was important, as Engineering offers no courses for freshman and only two for sophomores. For many of the first year students in this course, the time spent in the building would be the only time until reaching junior status.

The course enrollment was limited to 100 students, distributed over five sections. The course served as an orientation to the fields of engineering offered at MSU (11 at the time) by introducing key faculty and panels of seniors. Also the students learned about the labor market outlook for engineers, prepared resumes, and attended the Engineering career fair. Opportunities for research, co-ops, and internships were discussed. Over several class sessions, students were provided with time management, study, and test taking tips, presented by the staff from academic support services.

*ENGINEERING NO-OPTION.* ROSES and the orientation course could accommodate approximately one-half the freshman who indicated a major preference for engineering during enrollment. The remaining students would not be involved in any special first-year program. They can seek guidance from an advisor or their peers. Academic support services are available, but they need to seek them out through their own initiative.

*PARTICIPANTS.* The target population for this study was the entire ROSES participants and the orientation courses enrollees for the 1997 academic year. The lead faculty for one of the orientation sections opted not to participate. Enrollment services provided a list of freshman who had designated an engineering major preference, but were not in either of the first-year options.

*ADMINISTRATION.* The survey that was designed for this study (see below) was administered during the first week of the semester in the residence hall to the ROSES students (administered by the faculty in charge) and in the classroom for the orientation course. The major preference list was not available until the fourth week of the semester when the enrollment profile was officially released. Surveys were immediately sent through campus mail and reached the students during the fifth week of classes.

The second wave of the longitudinal design was administered during the final week of the semester to the ROSES and the orientation students in the same manner as the first week. Because the no option group had received their surveys much later, this group was not surveyed at this time.

The final wave, which was timed for the week after spring break, was administered by campus mail. The ROSES participants no longer met regularly with faculty in large groups, making the mailing option necessary for this group. Reminder letters were sent a week later to encourage additional responses.

*SURVEY.* A survey instrument was designed to tap into several of the key dynamics of the first-year transition. Areas that were addressed included career decision making (career self-efficacy, commitment to engineering), teamwork (individualism-collectivism), adjustment (student adaptation to college questionnaire), personality (affectivity, Big 5 traits), communication (competence), expectations, and learning motivations and strategies. The ensuing discussion addresses only the learning motivations and strategies question, which will be elaborated on at this time.

The Motivated Strategies for Learning Questionnaire (MSLQ) was developed at the University of Michigan to explore the cognitive aspects of motivation and learning aspects for taking the college course (Pintrich, Smith, Garcia, and McKeachie, 1991). There are two major components to the survey: (1) motivation which explores the students' goals and beliefs about learning, and (2) learning strategies which assesses the level to which students employ different cognitive and metacognitive strategies in their learning. At the time our study was initiated, this instrument best matched our needs though some subscales did require modification in order to be used outside the classroom. Background on item and scale statistics and scoring can be found in the handbook for the MSLQ (Pintrich, et al., 1991).

Each of the components was comprised of subscales. The complete definitions of each subscale can be found in Appendix A.

#### Motivational Scales

- Intrinsic goal orientation
- Extrinsic goal orientation
- Task value

- Control of learning beliefs
- Self-efficacy for learning and performance\*
- Test anxiety

#### Learning Strategies

- Rehearsal
- Organization
- Elaboration
- Critical thinking
- Metacognitive self-regulation\*
- Time and study environment
- Effort regulation
- Peer learning
- Help seeking

Two of the subscales were modified (\*) upon the suggestion of an associate to broaden the focus. The scales were changed to five-point Likert scale with strongly agree to strongly disagree anchors. In addition the following cognitive scales were also included:

- Learning Goal Orientation (Button, Matthew & Zajac, 1995)
- Performance Goal Orientation (Button, Matthew & Zajac, 1995)
- Tendency to be Goal Oriented (Malouff, Schutte, Bauer, Mantell, Pierce, Cordove & Reed, 1990)
- Tendency to Withdraw (adapted from Kanfer & Ackerman, 1989)

Because of the study and length these four scales were not included in a shortened version of the instrument administered at Time 2.

The final information collected for this study is retrieved post-graduation. Through student records, data on final GPA, yearly GPAs, final major, number of major changes, and degree completion (includes leaving the University) will be retrieved this year as the majority of these participants graduated this academic year.

*RESPONSE.* The administration of the first wave of the survey for all groups went very well. During the semester a few students dropped from the orientation course or disengaged from ROSES. In preparation for the time 2 administration, the survey was purposely shortened. Personality measures, for example, were only collected once. Some scales, as mentioned previously, were omitted from time 2 and reinserted at time 3. Faculty and academic staff encountered some difficulty in getting students to complete the time 2 survey; however the numbers were large enough for statistical purposes.

Disaster struck during the third administration, especially with regards to the ROSES and orientation participants without a means to bring the groups together collectively, academic staff could not encourage them to participate. Even attempts to provide incentives, failed to materialize an adequate response. The no-option held up fairly well, however the number of responses at time 3 raises a number of concerns, as expected. Thus, we proceed with caution.

### Response (actual numbers)

	Time 1	Time 2	Time 3	
ROSES	139	139	19	(16)*
Orientation	85	49	23	(16)
No-option	50	--	35	

\*Completed all three waves

## BASIC FINDINGS

The respondents can be described as white (84%) males (77%). Nearly 50% entered with an accumulated high school GPA above 3.51. ACT ranged from 19 to 32 with 56% achieving a score of 25 or higher. Sixty-three (63) percent were not working their first semester; 21% were working ten hours or less; 11% were working 11 to 15 hours; and 5% were working more than 16 hours.

At time 1, the three groups had similar scores on both the motivational as well as learning strategies scales. Only one significant difference was found for Control of Learning Beliefs (belief that efforts to learn will result in positive outcomes). In this case, the Orientation group scored significantly lower ( $F = 5.075, .007$ ) – had less reliance on their own efforts than the other two groups.

At the end of the semester (time 2), the sample populations for the ROSES and Orientation groups were large enough to make comparisons. Only one significant difference was revealed for Control of Learning Beliefs ( $F = 4.755, .030$ ) with the ROSES group more confident that their efforts would produce positive results. The direction of change (in most cases modest) yielded these inferences for the ROSES group in comparison to the Orientation students:

### Learning Strategies

Rehearsal: spent less time memorizing

Organization: improved in selecting appropriate information

Time and study environment: found it hard to manage study environment

Effort regulation: found it difficult to control for distractions

### Motivation

Extrinsic goal orientation: enjoyed some learning assignments, less concerned about Grades

Task value: found some courses uninteresting

Test anxiety: increased

For scales not listed above there appeared to be no noticeable change in scores.

At time 3 (end of the school year), the number of participants makes it difficult to measure accurately any shifts in scores. However, the “no option” group is back in the mix and this provides an opportunity to make some general observations. Rather than simply looking at the mean scores, the score differentials (change since the beginning) become important.

- The emphasis on external performance increased sharply for those who had participated in ROSES and Orientation options; no option scores decreased which suggest that this group may be reappraising their goals.
- All groups showed a decline in their attachment to the intrinsic motivations for learning.
- Test anxiety, which had increased during first semester, moderated during second semester, except for the orientation group.
- In their use of learning strategies
  - ROSES and Orientation began to emphasize more memorization during second semester.
  - ROSES and Orientation improved in selecting appropriate information and the constructs connecting information; no option had a difficult time in organizing information.
  - No option reported issues surrounding elaboration while the other groups experienced no change.
  - For ROSES and Orientation their metacognitive self-regulation improved while “no option” showed problems in adjusting.
  - The first-year options improved their time management; “no option” did not change.
  - ROSES participants who had engaged in peer learning during the first semester; did not use it as much during second semester. By the end of the year they placed less reliance on this strategy. No option showed very little peer learning.

## DISCUSSION

Even though the lack of participation in the third wave presented obstacles for the completion of the project as designed, we are still proceeding in our attempts to understand the learning motivations of first-year students. We are working with several observations that warrant further attention.

- In both first-year experiences participants showed strong gains in strategies that led to increase academic performance. Students with no coaching tend to learn by themselves and do not utilize learning strategies as well.
- During first semester the first-year participants are constantly in contact with faculty and academic staff who reinforce strategies and provide assistance in making connections. Without their presence during second semester, both groups drift back toward the norms of the entire freshman class. In particular, ROSES participants tend to use their peers less as a learning strategy. This may be a result of an increased emphasis on performance goals which are much more competitive.
- The heavy emphasis on extrinsic, as opposed to intrinsic, learning goals is troubling. In a separate set of questions, participants were asked their expectation entering college for faculty, courses, and social activities. The one expectation that showed the most dramatic shift was in how they viewed success. Entering first-year students expected to find, frequently, alternatives to areas to achieve success (other than classroom performance). What they actually found were very few areas and noted that the only legitimate performance benchmark was grades.

- The lack of intrinsic motivations is frustrating. The percentage breakdown on this scale, reflect a pattern found in an earlier study where 20% of students were engaged in learning for intrinsic values while 60-70% followed a performance, checklist approach. This suggests that turning the ship around and head in the opposite direction may be problematic.

The use of learning motivation and strategy measures for assessing programs looks promising. Adding another component to the student development (retention, social adjustment) piece continues to be warranted. The measures we used may not be the best ones for non-classroom situations. The following section briefly highlights recent developments in learning theory.

## **ADAPTIVE LEARNING SYSTEMS**

Since starting this project, research on cognitive and complex skill development has made major advancements. Adaptive Learning Systems (ALS) according to Kozlowski (2001) enhances the development of complex knowledge and learning strategies grounded in a performance environment. ALS links together learning, motivation, and performance (Smith, Ford & Kozlowski, 1993). This model has been built upon work that has separated performance into negative and positive dimensions, depending upon how a learner deals with failure to meet a goal or a self-established outcome. If the negative discrepancies grew too large, the learner withdraws from the activity. As Kozlowski (2001) summarizes: “Positive affect enhances motivation, learning, and performance, and provides resilience to the failures that are inherent in complex skill acquisition. Negative affect degrades motivation...” (p. 66).

Feedback is the critical factor in sustaining learning. As Kozlowski (2001) emphasizes, it is the interpretation of the feedback that is critical. There are three types of feedback.

1. Evaluation which concerns past events – what happened. This could be a grade or a sign that indicates a positive or negative outcome to a performance.
2. Attribution which is also past oriented – why it happened. Examines causes for the performance and tries to determine if performance can be influenced.
3. Guidance which is future oriented – what next. Requires reflection and behavioral guidance to direct future outcomes. Guidance feedback concerns future action, thoughts and feelings.

A typical student commonly receives lots of evaluation and some attribution; rarely guidance.

- Feedback from a mastery perspective would focus on what concepts/facts have not been learned.
- Feedback from a performance perspective would focus on the level of performance achieved.

The instructional goals have to reflect the goal orientation. Performance goals require a student to have an interest in the subject (sees relevance of course), have the ability to accomplish the assignments, and expect clear feedback. Performance goals do not work well in complex situations because of the possibility of failure and this needs to accomplish new skills to succeed. Continued emphasis on performance goals will lead to continued learning problems (Dweck

1986, 1989). Students have been shown to learn less and exhibit more dissatisfaction when held to performance goals (DeShon & Alexander, 1996).

Students actually need to develop strong mastery goal orientation. One influence of mastery goals is that students make better use of learning strategies (Archer, 1994; Pintrich & DeGroot, 1990). Other positive outcomes include:

- Continued effort after failure (Archer, 1994).
- Creates a positive attitude toward learning (Archer, 1994).
- Increases cooperation among learners (Duda & Nicholls, 1992).

In other words, mastery (intrinsic) goals lead to the development of knowledge and skills.

Another key to ALS is practice – preferably in context. Practice makes skills more “real” rather than the abstract, lecture-based domain (Kozlowski, 2001). For example,

- Students can develop their own hypotheses or problem solutions (Frese and Altmann, 1989).
- Be involved in experimentation.
- Encourage students to make errors and learn from critiquing outcome.

The challenge is to work these ideas into the first-year experience and then take time to reflect with the students. The objective would be to change behavior and widen slope of motivation. The key principle embedded in this approach is that complex skills are not taught but rather guided through development. During the next school year we will begin to work with some of these ideas. We will monitor goal orientation (using some new scales) and learning strategies.

#### IS THIS LEVEL OF ASSESSMENT JUSTIFIED?

Why pursue assessment to this level with all its inherent difficulty? Certainly confirmation that first year experiences improve retention, support academic performance, and successfully integrate students into a community would be sufficient to justify these programs.

Unfortunately, the stakes are much higher. If our intention is to transform the lives of those whom we teach, the transformation must result in the ability to engage successfully in the world. A world where complexity is increasing: in work, in community, and in personal lives. A complex world places greater emphasis on cognitive skills and specialized expertise (Kozlowski, et al., 2001). In a complex, fast world adaptive skills are required to accomplish ambiguous, changing tasks that require quick assessment of a situation, finding possible solutions, and implementing appropriate strategies (Orasanu & Connolly, 1993). As technology assumes more controlled routine operations, fewer people will be required but these individuals will have broader roles, greater responsibility, and need more critical skills (Kozlowski, et al., 2001). Learning outcomes (mastery, intrinsic) become more important; this demand strengthens the rationale for assessments that probe whether our actions as faculty contribute to the development of adaptive learning.

## **APPENDIX A**

## MOTIVATION

### Extrinsic Goal Orientation

Concerns the degree to which the student perceives herself to be participating in a task for reasons such as grades, rewards, performance, evaluation by others, and competition; learning a means to an end; student not interested in participating in learning task.

### Intrinsic Goal Orientation

The student's perception of the reasons why she is engaging in a learning task; concerns the degree to which the student perceives herself to be participating in a task for reasons such as challenge, curiosity, mastery; participates in the task as an end all to itself, rather than participation being a means to an end.

### Task Value

Student's evaluation of how interesting, how important, and how useful task is; high task value more involvement in learning.

### Control for Learning Beliefs

Student's belief that their efforts to learn will result in positive outcomes; concerns belief that outcomes are contingent on one's own effort, in contrast to external factors such as the teacher; more likely to study more strategically/effectively.

### Test Anxiety

Text anxiety is negatively related to expectancies as well as academic performance; cognitive component – worry and emotional component; cognitive greatest source of performance loss.

## STRATEGIES

### Rehearsal

Involves reciting or naming items from a list to be learned; memorizing – not acquisition of new knowledge; do not help integrate information with prior knowledge.

### Organization

Strategies that help learner select appropriate information and construct connections among the information to be learned.

### Elaboration

Strategies help students store information into long-term memory by building internal connections.

### Critical Thinking

Applying previous knowledge to new situations to solve problems, reach decisions, or make critical evaluations.

### Metacognitive Self-Regulation

Awareness, knowledge and control of cognition; focus on regulating activities – continuous adjustment.

### Time and Study Environment

Manage and regulate time and study environments.

### Effort Regulation

Student's ability to control their effort and attention in face of distractions and uninteresting tasks.

### Peer Learning

Collaborating with one's peers; dialogue with peers to clarify course material and reach insights.

### Help Seeking

Identify someone to provide him or her with assistance.

## **APPENDIX B**

# THE FRESHMAN INITIATIVE



This survey captures information on the academic and social development of students during their first years at Michigan State University. This information will be used to evaluate and strengthen program initiatives for freshman and sophomores. The results will be shared with faculty, advisors, and students in order to enhance the MSU experience for all.

Your participation in this study is important, yet voluntary. You have the right to refuse to answer any question. However, we would appreciate it if you could answer all questions in order to minimize the amount of missing information that makes it difficult to analyze data. All responses will be kept confidential. Results will be reported in an aggregated format; no individual will be identified.

The survey takes approximately 30 to 45 minutes to complete. You do not have to complete the survey in one sitting. However, we would like you to return it within a week.

If you have any questions about this project, please contact Dr. Phil Gardner at 355-2211, Cindy Helman at 353-3780, or Debbie Hatton at 355-6616.

The return of this survey constitutes your informed and voluntary consent to participate in this project.

*MSU is an affirmative-action, equal opportunity institution.*

Name \_\_\_\_\_  
PID \_\_\_\_\_

This set of statements explores your learning and performance orientations. Please indicate whether you agree or disagree with each statement. Place the number from the scale in the space provided to the left of the statement.

- | Strongly<br>Agree<br>1 | Agree<br>2 | Undecided/<br>Neutral<br>3 | Disagree<br>4 | Strongly<br>Disagree<br>5 |
|------------------------|------------|----------------------------|---------------|---------------------------|
| _____ 1.               |            |                            |               |                           |
| _____ 2.               |            |                            |               |                           |
| _____ 3.               |            |                            |               |                           |
| _____ 4.               |            |                            |               |                           |
| _____ 5.               |            |                            |               |                           |
| _____ 6.               |            |                            |               |                           |
| _____ 7.               |            |                            |               |                           |
| _____ 8.               |            |                            |               |                           |
| _____ 9.               |            |                            |               |                           |
| _____ 10.              |            |                            |               |                           |
| _____ 11.              |            |                            |               |                           |
| _____ 12.              |            |                            |               |                           |
| _____ 13.              |            |                            |               |                           |
| _____ 14.              |            |                            |               |                           |
| _____ 15.              |            |                            |               |                           |
| _____ 16.              |            |                            |               |                           |
- I do my best when I am working on a fairly difficult task.
  - The things I enjoy the most are the things I do the best.
  - When I fail to complete a difficult task, I plan to try harder the next time I work on it.
  - I like to work on tasks that I have done well on in the past.
  - The opportunity to do challenging work is important to me.
  - I like to be fairly confident that I can successfully perform a task before I attempt it.
  - The opportunity to extend the range of my abilities is important to me.
  - I am happiest at work when I perform tasks on which I know that I won't make any errors.
  - I prefer to work on tasks that force me to learn new things.
  - I feel smart when I do something without making any mistakes.
  - I try hard to improve on my past performance.
  - I feel smart when I can do something better than most other people.
  - The opportunity to learn new things is important to me.
  - I prefer to do things that I can do well rather than things I do poorly.
  - I feel smart when I can do something better than most other people.
  - When I have difficulty solving a problem, I enjoy trying different approaches.

This set of statements refers to the judgments you hold regarding your ability to perform in a college environment. Please indicate whether you agree or disagree with each statement. Place the number from the scale in the space provided to the left of each statement.

- | Strongly<br>Agree<br>1 | Agree<br>2 | Undecided/<br>Neutral<br>3 | Disagree<br>4 | Strongly<br>Disagree<br>5 |
|------------------------|------------|----------------------------|---------------|---------------------------|
| _____ 1.               |            |                            |               |                           |
| _____ 2.               |            |                            |               |                           |
| _____ 3.               |            |                            |               |                           |
| _____ 4.               |            |                            |               |                           |
| _____ 5.               |            |                            |               |                           |
| _____ 6.               |            |                            |               |                           |
| _____ 7.               |            |                            |               |                           |
| _____ 8.               |            |                            |               |                           |
- I believe I will receive excellent grades in college.
  - I am certain I can understand the basic concept taught in my courses.
  - I am confident I can learn the most difficult and complex material presented in my courses.
  - I am confident I can cope with the demands and challenges of college.
  - I believe I can do a good job on assignments and tests in my courses.
  - I expect to do well academically.
  - I am confident I can master the knowledge and skills taught in college.
  - I am certain I can cope with the demands of my academic assignments.

This set of statements examines short and long-term planning and goal orientation. Please indicate whether you agree or disagree with each statement. Place the number from the scale in the space provided to the left of each statement.

- | Strongly<br>Agree<br>1 | Agree<br>2 | Undecided/<br>Neutral<br>3 | Disagree<br>4 | Strongly<br>Disagree<br>5 |
|------------------------|------------|----------------------------|---------------|---------------------------|
| _____ 1.               |            |                            |               |                           |
| _____ 2.               |            |                            |               |                           |
| _____ 3.               |            |                            |               |                           |
| _____ 4.               |            |                            |               |                           |
| _____ 5.               |            |                            |               |                           |
| _____ 6.               |            |                            |               |                           |
| _____ 7.               |            |                            |               |                           |
| _____ 8.               |            |                            |               |                           |
| _____ 9.               |            |                            |               |                           |
| _____ 10.              |            |                            |               |                           |
| _____ 11.              |            |                            |               |                           |
| _____ 12.              |            |                            |               |                           |
| _____ 13.              |            |                            |               |                           |
| _____ 14.              |            |                            |               |                           |
| _____ 15.              |            |                            |               |                           |
- I rarely think about what I will be doing a year from now.
  - I think about possible long-term consequences before I make major decisions.
  - I usually plan vacations (spring break, summer) long in advance.
  - I avoid setting goals for myself.
  - I often plan for the future.
  - I never or almost never write down my long-range goals.
  - I often think about my job or career goals.
  - I view setting goals as a waste of time for me.
  - I develop a plan for all important goals.
  - I see planning for over a year ahead as pointless for me.
  - I am goal-oriented.
  - I often set long-range goals.
  - I never or almost never make a written plan for reaching a goal.
  - I spend a substantial amount of time planning how to reach my goals.
  - I often start working on projects at the last minute.

This set of statements explores how a person handles situations in classes where difficulties arise. Please indicate whether you agree or disagree with each statement. Place the number from the scale in the space provided to the left of each statement.

- | Strongly<br>Agree<br>1 | Agree<br>2 | Undecided/<br>Neutral<br>3 | Disagree<br>4 | Strongly<br>Disagree<br>5 |
|------------------------|------------|----------------------------|---------------|---------------------------|
| _____ 1.               |            |                            |               |                           |
| _____ 2.               |            |                            |               |                           |
| _____ 3.               |            |                            |               |                           |
| _____ 4.               |            |                            |               |                           |
| _____ 5.               |            |                            |               |                           |
| _____ 6.               |            |                            |               |                           |
| _____ 7.               |            |                            |               |                           |
| _____ 8.               |            |                            |               |                           |
- When I encounter difficulties in my school work, I find that my attention often wanders.
  - I feel bad about myself when my course work isn't going so well.
  - Some people "rise to the challenge" when they encounter difficulties in their school work, but I usually try to find an easy way out instead.
  - I get mad at myself when my course work is not so good.
  - When my school work isn't going well, I tend to think about how poorly I am doing.
  - I often think that my difficulties with course work are just too overwhelming to handle.
  - I am often frustrated with my ability to improve my performance in college (school).
  - I frequently get upset with my performance in courses.

Your arrival at Michigan State has introduced you to a new environment with new experiences. This question explores how you generally feel. Please circle the appropriate number from the scale that refers to how frequently you feel like this.

		Never	Once in a while	Sometimes	Fairly often	Very Frequently
1.	Active	1	2	3	4	5
2.	Upset	1	2	3	4	5
3.	Proud	1	2	3	4	5
4.	Afraid	1	2	3	4	5
5.	Interested	1	2	3	4	5
6.	Jittery	1	2	3	4	5
7.	Nervous	1	2	3	4	5
8.	Attentive	1	2	3	4	5
9.	Determined	1	2	3	4	5
10.	Distressed	1	2	3	4	5
11.	Alert	1	2	3	4	5
12.	Hostile	1	2	3	4	5
13.	Guilty	1	2	3	4	5
14.	Strong	1	2	3	4	5
15.	Inspired	1	2	3	4	5
16.	Irritable	1	2	3	4	5
17.	Excited	1	2	3	4	5
18.	Ashamed	1	2	3	4	5
19.	Scared	1	2	3	4	5
20.	Enthusiastic	1	2	3	4	5

### How Accurately Can You Describe Yourself?

Please use this list of common human traits to describe yourself as accurately as possible. Describe yourself as you see yourself at the present time, not as you wish to be in the future. Describe yourself as you typically or generally are, as compared with others persons you know of the same sex and of roughly your same age. Before each trait, please write a number indicating how accurately that trait describes you, using the following scale:

Inaccurate				?	Accurate			
Extremely 1	Very 2	Moderately 3	Slightly 4	5	Slightly 6	Moderately 7	Very 8	Extremely 9
_____ Bashful		_____ Energetic			_____ Moody		_____ Systematic	
_____ Bold		_____ Envious			_____ Organized		_____ Talkative	
_____ Careless		_____ Extroverted			_____ Philosophical		_____ Temperamental	
_____ Cold		_____ Fretful			_____ Practical		_____ Touchy	
_____ Complex		_____ Harsh			_____ Quiet		_____ Uncreative	
_____ Cooperative		_____ Imaginative			_____ Relaxed		_____ Unenvious	
_____ Creative		_____ Inefficient			_____ Rude		_____ Unintellectual	
_____ Deep		_____ Intellectual			_____ Shy		_____ Unsympathetic	
_____ Disorganized		_____ Jealous			_____ Sloppy		_____ Warm	
_____ Efficient		_____ Kind			_____ Sympathetic		_____ Withdrawn	

These statements explore how you like to accomplish tasks. Please indicate whether you agree or disagree with each statement. Place the number from the scale in the space provided to the left of each statement.

	Strongly Agree 1	Agree 2	Undecided/ Neutral 3	Disagree 4	Strongly Disagree 5
_____ 1.					
_____ 2.					
_____ 3.					
_____ 4.					
_____ 5.					
_____ 6.					
_____ 7.					
_____ 8.					
_____ 9.					
_____ 10.					
_____ 11.					
_____ 12.					
_____ 13.					
_____ 14.					
_____ 15.					
_____ 16.					
_____ 17.					
_____ 18.					
_____ 19.					
_____ 20.					

The following questions ask about your motivation for and attitudes about the classes you will be taking this semester. Remember there are no right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you, place a 7 in the space; if a statement is not at all true of you, place a 1 in the space. If the statement is more or less true of you, find the number between 1 and 7 that best describes you.

	Not at all true of me			Moderately true of me			Very true of me
	1	2	3	4	5	6	7
_____ 1.	In my classes, I prefer course material that really challenges me so I can learn new things.						
_____ 2.	If I study in appropriate ways, then I will be able to learn the material in my courses.						
_____ 3.	When I take a test I think about how poorly I am doing compared with other students.						
_____ 4.	I think I will be able to use what I learn in my courses in other courses I will take.						
_____ 5.	Getting a good grade in my courses is the most satisfying thing for me right now.						
_____ 6.	When I take a test I think about items on other parts of the test I can't answer.						
_____ 7.	It is my own fault if I don't learn the material in this course.						
_____ 8.	It is important for me to learn the course material in my courses.						
_____ 9.	The most important thing for me right now is improving my overall grade point average, so my main concern in my courses is getting a good grade.						
_____ 10.	If I can, I want to get better grades in my courses than most of the other students.						
_____ 11.	When I take tests I think of the consequences of failing.						
_____ 12.	In my courses, I prefer material that arouses my curiosity, even if it is difficult to learn.						
_____ 13.	I am very interested in the content area of my courses.						
_____ 14.	If I try hard enough, then I will understand the course material.						
_____ 15.	I have an uneasy upset feeling when I take an exam.						
_____ 16.	The most satisfying thing for me in my courses is trying to understand the content as thoroughly as possible.						
_____ 17.	I think the course material in my courses is useful for me to learn.						
_____ 18.	When I have the opportunity in my classes, I choose course assignments that I can learn from even if they don't guarantee a good grade.						
_____ 19.	If I don't understand the course material, it is because I did not try hard enough.						
_____ 20.	I like the subject matter of my courses.						
_____ 21.	Understanding the subject matter in my courses is very important to me.						
_____ 22.	I feel my heart beating fast when I take an exam.						
_____ 23.	I want to do well in my courses because it is important to show my ability to my family, friends, employer, and others.						

This set of statements explores how often you think about what you are ready for or studying. Please indicate whether you agree or disagree with each statement. Place the number from the scale in the space provided to the left of each statement.

	Strongly Agree 1	Agree 2	Undecided/ Neutral 3	Disagree 4	Strongly Disagree 5
_____ 1.	During times when I am trying to learn, I often miss points because I am thinking about other things.				
_____ 2.	When I am trying to learn something new, I make up questions to help focus on my learning.				
_____ 3.	When I become confused while I am trying to learn, I usually go back and try to figure it out.				
_____ 4.	In general, I ask myself questions to make sure I understand things I have been trying to learn.				
_____ 5.	I try to change the way I learn in order to fit the demands of the situation or topic.				
_____ 6.	I often find that when I have been reading about something I want to learn I can not remember what it is about.				
_____ 7.	When learning something new, I try to think through a topic and decide what I am supposed to learn from it rather than just jumping in without thinking.				
_____ 8.	Usually, when I am learning something new I try to determine which things I do not understand well and adjust my learning strategies accordingly.				
_____ 9.	When I study a new topic, I set goals for myself in order to direct my activities.				
_____ 10.	If I get confused when I am learning something new, I always make sure I sort it out as soon as I can before moving on.				

The following statements ask about your learning strategies and study skills for your courses this semester. There are no right or wrong answers. Use the scale below to answer the questions. If you think the statement is very true of you, place a 7 in the space; if a statement is not at all true of you, place a 1 in the space. If the statement is more or less true of you, find the number between 1 and 7 that best describes you.

	Not at all true of me 1	2	3	Moderately true of me 4	5	6	Very true of me 7
_____ 1.	When I study the readings for my courses, I outline the material to help me organize my thoughts.						
_____ 2.	When studying for my courses, I often try to explain the material to a classmate or friend.						
_____ 3.	I usually study in a place where I can concentrate on my course work.						
_____ 4.	I often feel so lazy or bored when I study for my courses that I quit before I finish what I planned to do.						
_____ 5.	I often find myself questioning things I hear or read in my courses to decide if I find them convincing.						
_____ 6.	When I study for my courses, I practice saying the material to myself over and over.						
_____ 7.	Even if I have trouble learning the material in my courses, I try to do the work on my own, without help from anyone.						

	Not at all true of me			Moderately true of me			Very true of me
	1	2	3	4	5	6	7
_____ 8.	When I study for my courses, I go through the readings and class notes and try to find the most important ideas.						
_____ 9.	I make good use of my study time for my courses.						
_____ 10.	I try to work with other students from my courses to complete the course assignments.						
_____ 11.	When studying for my courses, I read my course notes and the course readings over and over again.						
_____ 12.	When a theory, interpretation, or conclusion is presented in class or in the readings, I try to decide if there is good supporting evidence.						
_____ 13.	I work hard to do well in my courses even if I do not like what we are doing.						
_____ 14.	I make simple charts, diagrams, or tables to help me organize course material.						
_____ 15.	When studying for my courses, I often set aside time to discuss course material with a group of classmates.						
_____ 16.	I treat the course material as a starting point and try to develop my own ideas about it.						
_____ 17.	I find it hard to stick to my study schedule.						
_____ 18.	When I study for my classes, I pull together information from different sources, such as lectures, readings, and discussions.						
_____ 19.	I ask the instructor to clarify concepts I don't understand well.						
_____ 20.	I memorize key words to remind me of important concepts in this course.						
_____ 21.	When course work is difficult, I either give up or only study the easy parts.						
_____ 22.	I try to relate ideas from one subject to those in other courses whenever possible.						
_____ 23.	When I study for my courses, I go over my class notes and make an outline of important concepts.						
_____ 24.	When reading for my classes, I try to relate the material to what I already know.						
_____ 25.	I have a regular place set aside for studying.						
_____ 26.	I try to play around with ideas of my own related to what I am learning in my courses.						
_____ 27.	When I study for my courses, I write brief summaries of the main ideas from the readings and class notes.						
_____ 28.	When I can not understand the material in my courses, I ask other classmates for help.						
_____ 29.	I try to understand the material in my courses by making connections between the readings and the concepts from lectures.						
_____ 30.	I make sure that I keep up with the weekly readings and assignments for my courses.						
_____ 31.	Whenever I read or hear an assertion or conclusion in my classes, I think about possible alternatives.						
_____ 32.	I make lists of important items for my courses and memorize the lists.						
_____ 33.	I attend my classes regularly.						
_____ 34.	Even when course materials are dull and uninteresting, I manage to keep working until I finish.						
_____ 35.	I try to identify students in my courses whom I can ask for help if necessary.						
_____ 36.	I often find that I don't spend very much time on my courses because of other activities.						
_____ 37.	I rarely find time to review my notes or readings before an exam.						
_____ 38.	I try to apply ideas from course readings in other class activities such as lecture and discussion.						

The following statements concern your decision to major in engineering. Please indicate whether you agree or disagree with each of the following statements. Place the number from the scale in the space provided to the left of each statement.

- |  |                   |                   |                       |                      |                      |
|--|-------------------|-------------------|-----------------------|----------------------|----------------------|
|  | Strongly<br>Agree | Somewhat<br>Agree | Undecided/<br>Neutral | Somewhat<br>Disagree | Strongly<br>Disagree |
|  | 1                 | 2                 | 3                     | 4                    | 5                    |
- 
- |       |    |   |
|-------|----|---|
| _____ | 1. | I have planned to major in an engineering field since, at least, my senior year in high school.         |
| _____ | 2. | No single area of engineering strongly appeals to me.   |
| _____ | 3. | I am not sure my decision to major in engineering is right for me.                                      |
| _____ | 4. | If I had to make a choice of which engineering major to enter, I am certain I could make a good choice. |
| _____ | 5. | I am concerned my interest in engineering may change this year.   |
| _____ | 6. | Making the decision to pursue engineering was easy for me.  |
| _____ | 7. | I may need to be reassured that I made the correct choice to major in engineering.                      |

For each statement below, please read carefully and indicate how much confidence you have that you could accomplish each of these tasks by marking your answer according to the following 10-point continuum. Mark your answer in the space provided to the left of each statement.

- |                         |   |                       |   |                    |   |                    |   |                        |
|-------------------------|---|-----------------------|---|--------------------|---|--------------------|---|------------------------|
| No confidence<br>at all |   | Very Little<br>Extent |   | Some<br>Confidence |   | Much<br>Confidence |   | Complete<br>Confidence |
| 0                       | 1 | 2                     | 3 | 4                  | 5 | 6                  | 7 | 8                      |
|                         |   |                       |   |                    |   |                    |   | 9                      |

#### HOW MUCH CONFIDENCE DO YOU HAVE THAT YOU COULD

- |       |     |   |
|-------|-----|---|
| _____ | 1.  | Find information in the library about engineering/computer science occupations you are interested in.                     |
| _____ | 2.  | Select one major from a list of potential majors you are considering.   |
| _____ | 3.  | Make a plan of your goals for the next five years.  |
| _____ | 4.  | Determine the steps to take if you are having academic trouble with an aspect of your engineering/computer science major. |
| _____ | 5.  | Accurately assess your abilities.   |
| _____ | 6.  | Select one engineering/computer science occupation from a list of potential accounting occupations you are considering.   |
| _____ | 7.  | Determine the steps you need to take to successfully complete your engineering/computer science major.                    |
| _____ | 8.  | Persistently work at your engineering/computer science major or career goal even when you get frustrated.                 |
| _____ | 9.  | Determine what your ideal job would be.   |
| _____ | 10. | Find out the employment trends for an engineer/computer scientist over the next ten years.                                |
| _____ | 11. | Choose a career that will fit your preferred lifestyle.   |
| _____ | 12. | Prepare a good resume.  |
| _____ | 13. | Change majors if you did not like engineering/computer science.   |
| _____ | 14. | Decide what you value most in an occupation.  |
| _____ | 15. | Find out about the average yearly earnings of people in an engineering/computer science occupation.                       |

No confidence at all		Very Little Extent		Some Confidence		Much Confidence		Complete Confidence
0	1	2	3	4	5	6	7	8
								9

### HOW MUCH CONFIDENCE DO YOU HAVE THAT YOU COULD

- \_\_\_\_\_ 16. Make a career decision and then not worry about whether it was right or wrong.
- \_\_\_\_\_ 17. Change occupations if you are not satisfied with the one you enter.
- \_\_\_\_\_ 18. Figure out what you are and are not ready to sacrifice to achieve your career goals.
- \_\_\_\_\_ 19. Talk with a person already employed in the field you are interested in.
- \_\_\_\_\_ 20. Choose a career that will fit your interests.
- \_\_\_\_\_ 21. Identify employers, firms, institutions relevant to you career possibilities.
- \_\_\_\_\_ 22. Define the type of lifestyle you would like to live.
- \_\_\_\_\_ 23. Find information about graduate or professional schools.
- \_\_\_\_\_ 24. Successfully manage the job interview process.
- \_\_\_\_\_ 25. Identify some reasonable career alternatives if you are unable to get your first choice.

Background questions: These questions allow profiles of various student populations to be compiled. All information will be aggregated; no individual information will be reported.

1. Male \_\_\_\_\_ Female \_\_\_\_\_ (check one)

2. Ethnic Background: (check one)

_____ Afro-American	_____ Asian-American	_____ Caucasian
_____ Hispanic or Spanish speaking	_____ Native-American	_____ Other

3. Age: \_\_\_\_\_

4. What was your high school grade point average? \_\_\_\_\_ GPA  
What was your class standing: \_\_\_\_\_

5. What was your score (last time you took them) on the ACT \_\_\_\_\_  
or SAT (total) \_\_\_\_\_

6. How many hours are you working per week this semester? \_\_\_\_\_ hours

7. How many courses are you taking this semester? \_\_\_\_\_ courses  
Please list the courses you are taking:

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8. Please indicate the highest level of education obtained by your parents or legal guardians:

<u>Father</u>		<u>Mother</u>
_____	High School	_____
_____	Some College	_____
_____	Associates Degree	_____
_____	Bachelors Degree	_____
_____	Masters Degree	_____
_____	Professional Degree (MD, DVM, Law)	_____
_____	Ph.D.	_____

9. Please complete the following questions with yourself in mind. Circle the number from the scale based on whether you strongly agree, agree, are undecided or neutral, disagree or strongly disagree.

	Strongly Agree 1	Somewhat Agree 2	Undecided/ Neutral 3	Somewhat Disagree 4	Strongly Disagree 5
1. I find it easy to get along with others	1	2	3	4	5
2. I can adapt to changing situations	1	2	3	4	5
3. I treat people as individuals	1	2	3	4	5
4. I interrupt others too much	1	2	3	4	5
5. I am "rewarding" to talk to	1	2	3	4	5
6. I can deal with others effectively	1	2	3	4	5
7. I am a good listener	1	2	3	4	5
8. My personal relations are cold & distant	1	2	3	4	5
9. I am easy to talk to	1	2	3	4	5
10. I won't argue with someone just to prove I am right	1	2	3	4	5
11. My conservative behavior is not "smooth"	1	2	3	4	5
12. I ignore other people's feelings	1	2	3	4	5
13. I generally know how others feel	1	2	3	4	5
14. I let others know how I understand them	1	2	3	4	5
15. I understand other people	1	2	3	4	5
16. I am relaxed and comfortable with speaking	1	2	3	4	5
17. I listen to what people say to me	1	2	3	4	5
18. I like to be close and personal with people	1	2	3	4	5
19. I generally know what type of behavior is appropriate in any given situation	1	2	3	4	5
20. I usually do not make unusual demands on my friends	1	2	3	4	5
21. I am an effective conversationalist	1	2	3	4	5
22. I am supportive of others	1	2	3	4	5
23. I do not mind meeting strangers	1	2	3	4	5
24. I can easily put myself in another person's shoes	1	2	3	4	5
25. I can pay attention to the conversation	1	2	3	4	5

	Strongly Agree 1	Somewhat Agree 2	Undecided/ Neutral 3	Somewhat Disagree 4	Strongly Disagree 5
26. I am generally relaxed when conversing with a new acquaintance			1 2	3 4	5
27. I am interested in what others have to say			1 2	3 4	5
28. I do not follow the conversation very well			1 2	3 4	5
29. I enjoy social gatherings where I can meet new people			1 2	3 4	5
30. I am a likeable person			1 2	3 4	5
31. I am flexible			1 2	3 4	5
32. I am not afraid to speak with people in authority			1 2	3 4	5
33. People can come to me with their problems			1 2	3 4	5
34. I generally say the right things at the right time			1 2	3 4	5
35. I like to use my voice and body expressively			1 2	3 4	5
36. I am sensitive to others' needs of the moment			1 2	3 4	5

10. As you begin college, we are interested in your expectations.

a. What do you expect your overall grade point average (GPA) to be at the end of this semester?

\_\_\_ A to A- \_\_\_ B+ to B \_\_\_ B- to C+ \_\_\_ C to C- \_\_\_ D to F

b. What grade do you expect to earn in these courses? You do not have to answer if you are not enrolled in one of these courses:

Mathematics: \_\_\_ A to A- \_\_\_ B+ to B \_\_\_ B- to C+ \_\_\_ C to C- \_\_\_ D to F

Science: \_\_\_ A to A- \_\_\_ B+ to B \_\_\_ B- to C+ \_\_\_ C to C- \_\_\_ D to F

ATL: \_\_\_ A to A- \_\_\_ B+ to B \_\_\_ B- to C+ \_\_\_ C to C- \_\_\_ D to F

Integrated  
Studies: \_\_\_ A to A- \_\_\_ B+ to B \_\_\_ B- to C+ \_\_\_ C to C- \_\_\_ D to F

c. To what extent do you expect to have informal contact with faculty outside of class for periods of 10-15 minutes per month:

Not at all 1	Once in a while 2	Sometimes 3	Fairly Often 4	Very Frequently 5
--------------------	-------------------------	----------------	----------------------	-------------------------

d. To what extent do you expect faculty to influence your:

Intellectual development:

Not at all 1	Limited amount 2	Moderate amount 3	Considerable amount 4	A great amount 5
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Personal development:

Not at all 1	Limited amount 2	Moderate amount 3	Considerable amount 4	A great amount 5
--------------------	------------------------	-------------------------	-----------------------------	------------------------

e. Please respond to these statements:

I expect the quality of the programs at MSU to be:

Very poor 1	Poor 2	Good 3	Very good 4
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I expect the variety of courses available to me to be of:

Very little variety 1	Some variety 2	Ample variety 3	Quite a bit of variety 4	Great deal of variety 5
-----------------------------	----------------------	-----------------------	-----------------------------------	-------------------------------

I expect my class sizes to be:

Very small 1	Somewhat small 2	Neither small nor large 3	Somewhat large 4	Very large 5
-----------------	------------------------	------------------------------------	------------------------	--------------------

I expect to make friends:

Very difficult 1	Somewhat difficult 2	Neither easily or difficult 3	Somewhat easily 4	Very easily 5
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I expect computer resources to be:

Not available 1	Available once in awhile 2	Available sometimes 3	Available fairly often 4	Available frequently if not always 5
-----------------------	-------------------------------------	-----------------------------	-----------------------------------	---

I expect that cultural differences will be:

Not acknowledged at all 1	Acknowledged once in awhile 2	Acknowledged sometimes 3	Acknowledged fairly often 4	Acknowledged very often 5
------------------------------------	-------------------------------------	--------------------------------	-----------------------------------	---------------------------------

I expect campus rules and regulations to be:

Extremely unfair	Somewhat unfair	Neither fair or unfair	Somewhat fair	Extremely fair
1	2	3	4	5

I expect my participation in class to be:

Not at all	Once in awhile	Sometimes	Fairly often	Very often
1	2	3	4	5

I expect student support services (advising, resident hall staff) to be:

Available none of the time	Available once in awhile	Available sometimes	Available fairly often	Available a great deal of the time
1	2	3	4	5

I expect that the teaching method used in my courses will:

Not match my learning style at all	Somewhat match my learning style	Modestly match my learning style	Match pretty closely my learning style	Match my learning style very closely
1	2	3	4	5

I expect a sense of community to be:

Not promoted at all	Promoted somewhat	Promoted moderately	Promoted considerably	Promoted a great deal
1	2	3	4	5

I expect that alternative areas for student success (other than classroom performance) will be:

Not at all available	Available once in awhile	Available sometimes	Available fairly often	Available frequently
1	2	3	4	5

This final set of questions asks you to predict about how you feel about yourself and your life situation as you begin your academic program at Michigan State. We would like you to make your “best guess” as to how things will go for you. Your guess, however, can be based on your knowledge of yourself, how you have reacted to situations in the past, and what you know about Michigan State. Remember we are asking you for your predictions not your hopes on how things will turn out.

For each statement circle your response from the scale. At the left end of “1” position, the statement applies very closely to you. As you move toward “5” the statement still applies but to a lesser extent. From “6” to “9” the statements do not apply to you from not very closely (6) to not at all (9).

Please be sure to complete the entire set of questions.

Applies to me					Doesn't apply to me				
Very closely	< -----			Somewhat closely	Not very closely	----- >			Not at all
1	2	3	4	5	6	7	8	9	

I expect:

1. To fit in well as part of the MSU environment	1	2	3	4	5	6	7	8	9
2. To feel tense or nervous	1	2	3	4	5	6	7	8	9
3. To keep up to date on my academic work	1	2	3	4	5	6	7	8	9
4. To meet as many people, and make as many friends, as I would like at college	1	2	3	4	5	6	7	8	9
5. To know why I'm in college and what I want out of it	1	2	3	4	5	6	7	8	9
6. To find academic work at MSU difficult	1	2	3	4	5	6	7	8	9
7. To feel blue and moody a lot	1	2	3	4	5	6	7	8	9
8. To be very involved with social activities in college	1	2	3	4	5	6	7	8	9
9. To adjust well to college	1	2	3	4	5	6	7	8	9
10. To have difficulty functioning well during exams	1	2	3	4	5	6	7	8	9
11. To feel tired much of the time	1	2	3	4	5	6	7	8	9
12. That being on my own, taking responsibility for myself, will not be easy	1	2	3	4	5	6	7	8	9
13. To be satisfied with the level at which I perform academically	1	2	3	4	5	6	7	8	9
14. To have informal, personal contacts with MSU professors	1	2	3	4	5	6	7	8	9
15. To be pleased about my decision to go to college	1	2	3	4	5	6	7	8	9
16. To be pleased about my decision to attend MSU in particular	1	2	3	4	5	6	7	8	9
17. To <u>not</u> work as hard as I should at my coursework	1	2	3	4	5	6	7	8	9
18. To have several close social ties at MSU	1	2	3	4	5	6	7	8	9
19. To have well-defined academic goals and purposes	1	2	3	4	5	6	7	8	9
20. To have difficulty controlling my emotions well	1	2	3	4	5	6	7	8	9
21. To feel that I'm really not smart enough for the academic work I am expected to do at MSU	1	2	3	4	5	6	7	8	9
22. To find that lonesomeness for home is a source of difficulty for me	1	2	3	4	5	6	7	8	9
23. To feel that getting a college degree is very important to me	1	2	3	4	5	6	7	8	9

24.To have a good appetite	1	2	3	4	5	6	7	8	9
25.To <u>not</u> be very efficient in the use of study time	1	2	3	4	5	6	7	8	9
26.To enjoy living in a college resident hall	1	2	3	4	5	6	7	8	9
27.To enjoy writing papers for courses	1	2	3	4	5	6	7	8	9
28.To have a lot of headaches	1	2	3	4	5	6	7	8	9
29.To <u>not</u> have much motivation for studying	1	2	3	4	5	6	7	8	9
30.To be satisfied with the extracurricular activities at MSU	1	2	3	4	5	6	7	8	9
31.To give considerable thought to whether I should ask for psychological services at the Univ. or from a psychotherapist outside of MSU	1	2	3	4	5	6	7	8	9
32.To have doubts regarding the value of college education	1	2	3	4	5	6	7	8	9
33.To get along very well with my roommate(s)	1	2	3	4	5	6	7	8	9
34.To wish that I were at another college/univ. rather than MSU	1	2	3	4	5	6	7	8	9
35.To put on (or lose) too much weight	1	2	3	4	5	6	7	8	9
36.To be satisfied with the number and variety of courses available at MSU	1	2	3	4	5	6	7	8	9
37.To feel that I have enough social skill to get along well in the college setting	1	2	3	4	5	6	7	8	9
38.To get angry too easily	1	2	3	4	5	6	7	8	9
39.To have trouble concentrating when I try to study	1	2	3	4	5	6	7	8	9
40.To have trouble sleeping well	1	2	3	4	5	6	7	8	9
41.To <u>not</u> do well enough academically for the amount of work I put it	1	2	3	4	5	6	7	8	9
42.To have difficulty feeling at ease with other people at MSU	1	2	3	4	5	6	7	8	9
43.To be satisfied with the quality of courses available at MSU	1	2	3	4	5	6	7	8	9
44.To attend classes regularly	1	2	3	4	5	6	7	8	9
45.To feel that my thinking sometimes gets muddled up too easily	1	2	3	4	5	6	7	8	9
46.To be satisfied with the extent to which I participate in social activities at MSU	1	2	3	4	5	6	7	8	9
47.To intend to stay at MSU for a bachelor's degree	1	2	3	4	5	6	7	8	9
48.To have difficulty mixing well with the opposite sex	1	2	3	4	5	6	7	8	9
49.To worry a lot about my college expenses	1	2	3	4	5	6	7	8	9
50.To enjoy my academic work at college	1	2	3	4	5	6	7	8	9
51.To feel lonely a lot at MSU	1	2	3	4	5	6	7	8	9
52.To have a lot of trouble getting started on home-work assign.	1	2	3	4	5	6	7	8	9
53.To feel that I have good control over my life situation at MSU	1	2	3	4	5	6	7	8	9
54.To be satisfied with my program of courses for the semester	1	2	3	4	5	6	7	8	9
55.To feel in good health	1	2	3	4	5	6	7	8	9
56.To feel that I am very different from other students at MSU in ways that I don't like	1	2	3	4	5	6	7	8	9
57.To prefer to be at home rather than at college									
58.To feel that most of the things I am interested in are not related to any of my coursework at MSU	1	2	3	4	5	6	7	8	9
59.To give a lot of thought to transferring to another college	1	2	3	4	5	6	7	8	9

60.To give a lot of thought to dropping out of college altogether and for good	1	2	3	4	5	6	7	8	9
61.To give considerable thought to taking time off from college and finishing later	1	2	3	4	5	6	7	8	9
62.To be very satisfied with the profs. I have in my courses	1	2	3	4	5	6	7	8	9
63.To have some good friends or acquaintances at MSU with whom I can talk about any problems I may have	1	2	3	4	5	6	7	8	9
64.To experience a lot of difficulty coping with the stresses imposed upon me in college	1	2	3	4	5	6	7	8	9
65.To be satisfied with my social life at MSU	1	2	3	4	5	6	7	8	9
66.To be satisfied with my academic situation at MSU	1	2	3	4	5	6	7	8	9
67.To feel confident that I will be able to deal in a satisfactory manner with future challenges at MSU	1	2	3	4	5	6	7	8	9