

The American Freshman: National Norms for Fall 2001 and Fall 2003 Freshmen Compared with Eastern Michigan University's Fall 2001 and 2003 Freshmen

Introduction

This report is a summary of the CIRP 2001 and 2003 data and The American Freshmen National Norms for Fall 2001 and 2003. The report is divided into the following topics:

1. Executive Summary
2. Items of General Interest
3. Eastern Michigan University's freshmen compared to the 2001, and 2003 freshmen national norms and trends identified by the CIRP data.
4. Eastern Michigan University's 2001 and 2003 freshmen compared to the 2001 and 2003 freshmen at other 4-year public medium select colleges and with all 4-year public colleges.
 - a. Who are Eastern Michigan University freshmen students?
 - b. Data of interest to Enrollment Services
 - c. Data of interest to Academic Affairs
 - d. Data of interest to Student Affairs
5. Possible additional studies

It should be noted that the following data are in percentages. The 2003 percentages represent 1,772 first-time full-time freshmen responses from a total FITAC population of 2,499 or 71 percent of the total FITAC population. Statistically, this response rate has +/- 3 percent sampling error. The 2001 percentages represent 1,248 responses from a freshmen class of 2,800 or 44% of the total population. This also represents +/- 3 percent sampling error response rate. The complete Eastern Michigan 2003 freshmen report is attached to this summary report.

Executive Summary

The overall impression of the 2003 CIRP data is that Eastern Michigan University freshmen responses are similar to other freshmen attending all four-year public medium selective colleges and universities, all four-year public colleges and the national norms.

Eastern freshmen responses for the following items are virtually identical to those of freshmen at other universities.

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|--|-------|
| • Family income of \$75,000 or higher | 38.5% |
| • One parent has a college degree | 39.6% |
| • Family will fund the first year of college | 26.4% |
| • Get a general education and appreciation for ideas | 61.7% |
| • Studied 3-5 hours per week | 28.0% |
| • Partying 3-5 hours per week | 19.7% |
| • Partying 6-10 hours per week | 12.7% |

- Will need a tutor for English 11.4%
- Will need a tutor for writing 12.0%
- Watched TV 3-5 hours per week 25.9%
- Watched TV 6-10 hours per week 14.7%

Responses for Eastern students differed from those of other freshmen for the following:

	<u>Eastern</u>	<u>4-Y Med Sel.</u>
• Eastern has more women than our counterparts	63.1%	56.6%
• Our freshmen live within 50 miles of campus	65.3%	52.6%
• Freshmen come here to be teachers	26.1%	17.1%
• Need special tutoring		
• Mathematics	34.2%	27.8%
• Science	16.5%	11.3%
• Students plan to live in the residence halls	81.4%	58.0%

Items of General Interest:

Sixty percent of the first-time full-time freshmen students reported that they expect to receive a bachelor degree from Eastern and 24 percent expect to receive their master degree from Eastern.

By far, the career and major of choice for freshmen entering Eastern Michigan University is teaching at both the elementary and secondary levels. Teaching majors represent 29.0 percent of the freshman class. This is a larger class size than previous freshmen classes selecting teaching as a major. This might have significant planning implications for the College of Education in regard to increasing the number of classes available to students.

The new freshmen at Eastern reported that they need tutoring services in a greater proportion than their counterparts at other institutions. Admissions should continue to emphasize to new students coming to Eastern, that Eastern provides tutoring opportunities at the Holman Learning Center. Mathematics and science are the two areas that freshmen students want additional support services. Although faculty feel this need is currently being met, it might be helpful to monitor referral and usage of the tutoring on campus.

The university's financial aid component is valuable in attracting and sustaining students in their educational goals. Thirty-one percent of the freshmen said that their financial aid package was a deciding factor in coming to Eastern. In addition, 16.7 percent of Eastern Michigan University's entering students felt that they would have a major problem paying for college and forty-seven percent plan to get a job to help pay for college expenses.

Also of interest, 77 percent of the incoming freshmen have used the computer for research. This might have some impact on the number of computers the university is providing for student use in the computer laboratories.

Eastern Michigan University's freshmen compared to the 2001 and 2003 freshmen National Norms and Trends identified by the CIRP data.

Alexander Astin identified important student norms and trends in the publication *The American Freshman: National Norms for Fall 2001 and 2003*. In the section below, the overall national trends for 2001 and 2003 are identified. The data used for calculating the 2003 freshmen trends are based on the responses of 276,449 students at 413 of the nation's colleges and universities. These results are statistically adjusted to reflect the responses of the 1.2 million first-times, full-time students entering four-year colleges and universities as freshmen in 2001 and 2003. This section of the report summarizes the 2001 and 2003 results, as well as, major trends identified in this publication. These results were then compared with Eastern Michigan University's 2001 and 2003 freshmen and the 2003 freshmen at 4-year medium select colleges and universities. Below is a list of trends identified in years 2001 and 2003. The first column on the chart on the next page shows the Historical National Data with dates used to compare the 2001 and 2003 national data and Eastern's responses.

Trends occurring in each year surveyed.

- Freshmen are more liberal than in the past
- Continued growth in student activism and volunteerism
- More interracial interaction
- Physical and emotional health low
- Drinking and smoking less popular than ever
- Record number of freshmen report no religious preference but high family values
- Boredom and tardiness signal record levels of academic disengagement
- Grade inflation intensifies while study time remains low
- Intrinsic motivation to attend college
- Financial considerations continue to influence college choice

Trend: Freshmen are more liberal than in the past

Freshmen espouse more liberal political views than in 1981 but less than in 1971. The chart below suggests, Eastern's freshmen are within +/- 3 percent of the national trends. Eastern has more middle of the road students than the national norm.

Question	Historic National Comparative Data %	National Data 2000 %	National Data 2001 %	EMU 2001 %	National Data 2003 %	National Data 4-year Public Medium Select 2003%	EMU 2003 %
Liberal or far left	21.0 (1981) 40.9 (1971)	27.7	29.9	27.8	28.9	22.4	28.5
Middle of the road	X	51.9	49.5	56.6	48.3	50.2	54.9
Conservative or far right	X	20.4	20.9	15.6	22.9	27.5	16.5
Same sex couples should have the right to legal marital status	50.9 (1997)	56.0	57.9	64.9	62.1	53.5	61.2
There should be a law prohibiting homosexual relationships	50.4 (1987)	27.2	24.9	19.7	23.6	30.0	28.3
Marijuana should be legalized	51.3 (1977)	34.2	36.5	34.0	40.3	37.7	41.1
Death penalty should be abolished	30.2 (1980)	31.2	32.2	36.6	34.2	28.9	38.6

Trend: Continued growth in student activism and volunteerism

The data from Eastern's freshmen showed that they participated in organized demonstrations more than the national average. Also, Eastern's freshmen volunteered less than the national norms.

Continued growth in student activism:							
Participated in organized demonstration	15.8 (1966)	45.4	47.5	53.0	42.3	45.4	49.6
Frequently or occasionally volunteered	66.0 (1989)	81.0	82.6	76.4	85.5	82.3	72.7
High school required community service for graduation	23.2 (1998)	X	28.2	24.2	30.3	18.7	28.5

Trend: Freshmen have more interracial interaction

When comparing the Historic National Data from 1992 with Eastern and the 4-year medium select colleges and universities there seems to be little change in socializing with someone of another racial or ethnic group. The other data from Eastern students are consistent with the 1999 national data and with national comparisons for racial understanding and affirmative action assuming the sampling error of +/-3%.

Question	Historic National Comparative Data %	National Data 2000 %	National Data 2001 %	EMU 2001 %	National Data 2003 %	National Data 4-year Public Medium Select 2003%	EMU 2003 %
Incoming freshmen have socialized with someone of another racial or ethnic group	58.0 (1992)	67.7	70.0	62.9	69.2	58.5	59.7
Helping to promote racial understanding is important	46.4 (1992) 30.0 (1999)	30.8	31.5	33.8	30.8	25.1	34.3
Affirmative action in college admissions should be abolished	X	49.9	49.0	47.1	56.6	56.2	54.2

**Trend: Since 1986 and 1985 Physical and mental health hit record low
Drinking beer is less popular than in 1982, smoking is about the same**

The sense of health and wellness continues to be of concern. Eastern appears to be consistent with national norms in this area. Eastern's freshmen report that they drink about the same amount of beer as the national norm but smoke more cigarettes than the national norm.

Rated their physical health above average for their age	64.3 (1986)	56.4	53.6	49.1	55.7	52.3	50.1
Rated their emotional health above average for their age	63.6 (1985)	53.8	51.6	46.7	53.0	50.8	49.8
There was a very good chance they will seek personal counseling	3.5 (1989)	6.4	6.9	8.0	7.7	7.1	8.0
Feels overwhelmed	X	X	28.5	32.6	26.9	26.3	29.0
While in high school I drank beer	73.7 (1982)	X	46.1	41.7	43.7	44.5	40.0
While in high school I drank wine or liquor	67.8 (1987)	X	52.9	55.1	49.7	49.1	50.5
While in high school I smoked cigarettes	12.7 (1998)	X	9.2	9.3	6.8	8.5	10.2

The chart on the next page shows a gender gap persists in the area of physical and mental health between men and women. However, it appears that there is not a gender gap between men and women when it comes to drinking beer, wine or liquor and smoking cigarettes.

Question	National Data 2001 %	EMU 2001 %	National Data 2003 %	National Data 4- year Public Medium Select 2003%	EMU 2003 %
Rated their physical health above average for their age	66.2 men 43.9 women	66.8 men 39.7 women	68.1 men 46.2 women	63.6 men 43.9 women	60.8 men 44.0 women
Rated their emotional health above average for their age	59.1 men 45.9 women	59.7 men 39.8 women	60.2 men 47.4 women	47.2 men 45.9 women	56.4 men 46.0 women
Feels overwhelmed	18.1 men 36.5 women	17.5 men 40.6 women	16.6 men 34.8 women	16.1 men 34.0 women	17.8 men 35.3 women
While in high school I drank beer	52.3 men 41.3 women	49.2 men 37.7 women	49.5 men 39.2 women	48.8 men 41.3 women	42.5 men 38.6 women
While in high school I drank wine or liquor	52.9 men 53.0 women	52.4 men 56.5 women	49.7 men 49.7 women	47.6 men 50.2 women	48.3 men 51.8 women
While in high school I smoked cigarettes	8.9 men 9.4 women	7.9 men 10.1 women	6.8 men 6.8 women	8.6 men 8.4 women	9.2 men 10.8 women

Trend: Since 1985, 1966 and 1968 Boredom and tardiness signal record levels of academic disengagement nationally. Nationally since 1968, Grade inflation is identified as an issue while study time remains low

Nationally, boredom and tardiness signal levels of academic disengagement in high school. The data reported by Eastern's freshmen are consistent with the national averages with boredom. Eastern's students "report coming late to class" and "oversleeping or missing class" more than the national norm. Eastern freshmen report spending less time on homework than the national norms but Eastern is consistent with the 4-year public schools. Eastern freshmen report they do not get as many A's as the national norm.

Question	Historic National Comparative Data %	National Data 2000 %	National Data 2001 %	EMU 2001 %	National Data 2003 %	National Data 4-year Public Medium Select 2003%	EMU 2003 %
Report being bored in high school class	29.3 (1985)	39.7	41.1	40.9	41.6	40.4	42.7
Report coming late to class frequently or occasionally	48.2 (1966)	64.5	65.1	68.7	62.6	62.6	68.3
Overslept and missed class	19.6 (1968)	35.3	35.6	40.5	31.7	32.9	44.0
Spent 6 hours or more on homework per week during high school	47.0 (1987)	X	34.9	26.8	39.0	23.1	24.9
Freshmen reported their high school grades averaged an A	17.6 (1968)	X	44.1	27.1	57.2	33.3	28.4

Trend: Freshmen express lower intrinsic motivation for attending college

The data from Eastern's freshmen students are lower than the national norms in this category but within sampling error when compared to the 4-year medium select colleges and universities. It is interesting to note that one of the reasons to go to college was "My parents wanted me to go" is the same for EMU students in 2003 as in 1996. EMU students report fewer responses to "I'll be able to get a better job" than students in the other comparison groups.

Question	Historic National Comparative Data %	National Data 2000 %	National Data 2001 %	EMU 2001 %	National Data 2003 %	National Data 4-year Public Medium Select 2003%	EMU 2003 %
Reasons to go to college: To learn more about things of interest	80.9 (1977)	76.6	77.8	73.9	78.4	73.3	68.1
To gain a general education and appreciation of ideas	70.0 (1970) 66.8 (1993)	64.5	65.8	63.0	66.8	60.3	61.7
To make me a more cultured person	45.0 (1995)	40.5	42.0	37.2	43.1	32.7	35.1
My parents wanted me to go	37.4 (1996) 23.0 (1971)	35.7	33.3	29.8	33.6	37.1	37.1
To be able to get a better job	80.3 (1993)	71.6	70.3	69.9	70.6	72.4	62.6

Trend: Financial considerations continue to influence college choice

Nationally, financial assistance remains a very important reason for choosing a college and Eastern's freshmen fall within the national norms. Twenty-six percent of Eastern's freshmen perceive that Eastern has low tuition.

Question	Historic National Comparative Data %	National Data 2000 %	National Data 2001 %	EMU 2001 %	National Data 2003 %	National Data 4-year Public Medium Select 2003%	EMU 2003 %
My own resources (savings from work, work-study, other income) None	X	X	37.3	33.1	40.8	37.3	42.8
Aid which need not be repaid (grants, scholarships, military funding, etc.) \$1,000 – 2,999	X	X	40.1	38.9	42.0	21.9	48.1
\$3,000 – 5,999			17.3	20.2	14.1	12.8	15.1

Question	Historic National Comparative Data %	National Data 2000 %	National Data 2001 %	EMU 2001 %	National Data 2003 %	National Data 4-year Public Medium Select 2003%	EMU 2003 %
Do you have any concern about your ability to finance your college education? None Some Major	X	X	36.3 52.1 11.6	33.6 51.2 15.2	33.8 52.7 13.5	32.6 54.5 13.4	34.6 48.6 16.7
Reasons noted as "very important" in influencing student's decision to attend this particular college I was offered financial assistance This college has low tuition	19.2 (1992) X	X X	37.6 21.0	31.4 29.4	33.6 21.4	23.0 31.9	31.0 26.1

The remainder of this report will compare Eastern Michigan University freshmen surveyed in fall 2001 and 2003 with other 4-year public medium select universities, as well as all 4-year public colleges. The following analysis does not reflect national norm data. All data are taken from the Total First-time, Full-time report.

Eastern Michigan University’s freshmen compared to the 2001 and 2003 freshmen with other 4-year public medium select colleges and with all 4-year public colleges.

Who are Eastern Michigan University freshman students?

Below are a few demographics from the student who responded to the survey. The respondents represent 71% of the total first-time full-time freshmen and the residence hall students are over sampled in these percentages. Eastern has fewer men and more women than the comparisons groups. Eastern also has more African American students than the comparison groups. The permanent residence of most of our freshman is within 50 miles. Family income for Eastern’s freshmen is similar to other 4-year public medium select colleges. One or more parents have a college degree similar to other freshmen in our comparison group.

Question	EMU 2003 %	EMU 2001 %	2003 4-year Public Medium Select %	2003 All 4-year Public Colleges %
Men	36.9	34.6	43.0	43.8
Women	63.1	65.4	57.0	56.2
African American/Black	22.9	20.4	6.2	12.0
White/Caucasian	72.0	74.2	79.1	72.9
How many miles from college is your permanent home?				
0-50 miles	65.3	50.7	52.6	47.5
51-100 miles	18.6	21.9	19.0	17.7
101-500 miles	16.1	16.6	28.0	34.7
Family income \$75,000 or higher	38.5	36.7	38.4	40.8
One parent has a college degree	39.6	41.3	42.4	44.0
Family will fund first year college expenses (\$6,000-\$10,000)	26.4	23.7	28.7	28.2

Data of Interest for Enrollment Services

Twenty-six percent of the freshmen expect to obtain a bachelor degree from Eastern, 47 percent expect to obtain a master degree from Eastern and 14 percent expect to obtain an Ed.D. or Ph.D. from Eastern. Eighty-one percent of the freshmen class plan to live in the residence halls fall term. Students note several important reasons for deciding to go to college: ability to get a better job, gain a general education, the ability to earn more money, learn things of interest, and get training for a specific career. The primary influences on freshmen student’s decision to attend Eastern is its good academic reputation; offer of financial assistance; graduates get good jobs; the size of Eastern’s campus; a visit to campus and the college has low tuition.

Question	EMU 2003 %	EMU 2001 %	2003 4-year Public Medium Select %	2003 All 4-year Public Colleges %
What influenced my decision to attend EMU?				
This college has a very good academic reputation	36.7	39.0	42.4	46.2
I was offered financial assistance	31.0	31.4	23.0	26.5
This college has low tuition	26.1	29.4	31.9	32.2
A visit to the campus	25.5	NA	28.7	31.7
I wanted to go to a school about the size of this college	24.7	30.6	27.3	28.7
This college offers special educational programs	24.5	23.6	19.7	21.2
I wanted to live near home	23.4	21.9	24.4	22
This college has a good reputation for its social activities	19.5	16.1	21.8	24.2
My relatives wanted me to come here	11.4	4.6	8.5	9.3
Information from a website	10.8	8.1	8.5	10.5
High school guidance counselor advised me	10.0	7.1	6.9	7.3
My teacher advised me	8.3	4.0	4.4	4.6
Not offered aid by first choice	8.1	6.4	5.1	5.6
I was admitted through an Early Action or Early Decision program	8.1	4.8	4.9	5.8
Private college counselor advised me	4.1	1.5	1.6	1.7
When did you first visit this college?				
Before I applied	53.0	NA	51.2	53
After I decided to attend	16.6	NA	19.2	18.4
After I was accepted but before I decided to attend	16.4	NA	15.9	14.7
After I applied but before I was accepted	14.1	NA	13.6	13.9
What is the highest academic degree you intend to obtain from Eastern?				
Master's	47.1	50.4	44.6	44.4
Bachelor's	26.5	24.1	31.8	29.9
Ph.D. or Ed.D.	14.7	15.9	12.4	16.3
I plan to live in the residence halls.	81.4	85.0	58.0	63.4
Very important reasons for deciding to go to college:				
To get training in a specific career	71.4	76.4	75	74.5
To learn more things that interest me	68.1	73.9	73.3	74.8
To earn more money	63.6	68.2	72.8	72.3
To be able to get a better job	62.6	69.9	72.4	72.2
To gain a general education	61.7	63.0	60.3	62.3

Question	EMU 2003 %	EMU 2001 %	2003 4-year Public Medium Select %	2003 All 4-year Public Colleges %
Chances are very good that I will:				
Be satisfied with this college	36.5	40.4	44.3	47.5
Transfer to another college before graduation	10.9	11.0	11.6	10.3
Chances are very good that:				
I will get a job to help pay expenses	47.4	54.3	53.3	49.4
I will work full time	11.0	8.3	9.4	8.8
Do you have any concern about your ability to finance your college education?				
Some	48.6	51.2	53.9	51.5
None	34.6	33.6	33.5	36.0
Major	16.7	15.2	12.6	12.5

Data of Interest to Academic Affairs

By far, students who come to Eastern have chosen a career as a teacher or administrator in elementary or secondary education. Only 5 percent of freshmen coming to Eastern in the fall are undecided on a career. Students report that they had tutoring in mathematics, but still feel they need additional help, and to a lesser extent need help in science, foreign languages, writing and English. Seventy-six percent of the freshmen surveyed said they have used a computer.

Your probable major is:				
Elementary Education	17.9	12	9	7.9
Secondary Education	11.1	9.4	4.8	3.9
Nursing	7.6	2.9	3.6	4.5
Management	5.5	3.4	3.9	3.9
Undecided	5.0	5.4	8.0	8.3
Psychology	4.9	4.8	5.0	4.8
Fine Arts	3.2	3.3	3.0	2.8
Marketing	2.8	3.5	2.8	2.7
Therapy	2.4	2.3	1.7	2.7
Computer Science	2.0	2.3	1.2	0.9
Activities of note in the past year:				
Studied with other students	82.0	86.3	83.8	85.4
Used internet for research	77.0	72.9	78.3	78.8
Used a personal computer	76.1	77.8	80.3	80.7
Came late to class	68.3	68.7	62.6	63.0
Communicated via e-mail	59.0	68.8	56.5	57.0
Tutored another student	47.8	50.3	46.0	50.2
Overslept and missed class	44.0	40.5	32.9	32.9
Was bored in class	42.7	40.9	40.4	39.5
Asked for teacher advice	25.7	26.2	22.1	22.4

Question	EMU 2003 %	EMU 2001 %	2003 4-year Public Medium Select %	2003 All 4-year Public Colleges %
How many hours did you spend during a typical week doing these activities?				
Studying/homework				
1-2 hours	46.9	25.1	48.5	44.5
3-5 hours	28.0	31.9	28.4	28.9
6-10 hours	24.6	15.7	23.1	26.5
Working for pay				
None	17.9	19.7	23.4	26.6
11-15 hours	25.4	16.4	27.0	14.4
16-20 hours	18.6	22.7	17.9	16.8
Over 20 hours	21.1	22.7	20.9	18.9
Reading for pleasure				
None or less than 1 hour	45.4	47.7	56.1	54.8
Do you feel you will need special tutoring or remedial work in:				
Mathematics	34.2	40.9	27.8	27.5
Science	16.5	20.0	11.3	12.1
Foreign Language	11.8	16.5	10.8	11.7
Writing	12.0	15.2	11.4	12.4
English	11.9	13.3	11.3	11.7

Data of Interest to Student Affairs

Issues that apply to Student Affairs relate to the mental and physical health of the students, their involvement in co-curricular activities, their career aspirations and the number of students who expect to live on campus.

Health and Rec/IM Issues

The freshmen entering Eastern report smoking more and drinking about the same as their counterparts, and report that they party about the same amount. They also report feeling more overwhelmed and depressed than the other public university students in 2001. Eastern's entering freshmen seem to exercise slightly more than their counterparts.

Health and Recreation				
Drank wine or liquor	50.5	55.1	49.1	48.4
Drank beer	40.0	41.7	44.5	42.8
Felt overwhelmed by all I have to do	29.0	32.4	26.3	25.6
Smoked cigarettes	10.2	9.3	8.5	6.9
Felt depressed	10.1	11.4	7.8	7.5

Question	EMU 2003 %	EMU 2001 %	2003 4-year Public Medium Select %	2003 All 4-year Public Colleges %	
Health and Recreation, continued					
Exercised: 1-2 hours	Men	15.5	9.8	13.4	12.6
	Women	17.5	17.7	18.8	18.1
3-5 hours	Men	17.7	14.8	19.1	17.9
	Women	18.2	17.5	19.6	19.3
6-10 hours	Men	16.7	13.6	17.7	18.2
	Women	14.3	16.2	16.1	16.4
Partying 3-5 hours	Men	18.6	18.2	19.5	19.9
	Women	20.3	20.2	19.8	20.6
6-10 hours	Men	11.7	14.6	14.0	12.8
	Women	13.2	12.6	13.5	12.6
Will most likely seek personal counseling	8.0	8.0	7.1	7.7	

Campus Life/Dean of Students

Eastern's freshmen seem to be involved less than other public college and university students in the amount and kind of activities they participated in while in high school. Note also, the national trends discussed earlier in regard to political views, volunteerism and racial issues.

Activities noted in the past year:				
Socialized with someone of another racial/ethnic group	59.7	62.9	65.2	68.7
Participated in organized demonstrations	49.6	53.0	51.5	49.9
Voted in a student election	19.7	24.2	17.9	19.3
Did volunteer work				
None or less than 1 hour	55.9	58.3	59.4	56.9
1 hour or more	44.1	49.7	40.6	43.1

Career Services

Freshmen entering college ranked Education higher than other professions. Career Services might elect to plan programs for education majors on job market opportunities. Other careers selected were business and computer programming. Seventy-one percent of the students coming to Eastern said training for a career was essential or very important. Forty-seven percent said they wanted to get a job to help pay for college.

Question	EMU 2003 %	EMU 2001 %	2003 4-year Public Medium Select %	2003 All 4-year Public Colleges %
Very important reasons for deciding to go to college:				
Get training for a career	71.4	76.4	75	74.5
To make more money	63.6	68.2	72.8	72.3
To get a better job	62.6	69.8	72.4	72.2
Prepare myself for graduate school	56.2	54.2	50.8	53.5
Students estimate chances are very good they will:				
Get a job to help pay for college	47.4	54.3	53.3	49.4
Change major fields	12.6	15.0	13	13.4
Work full-time while attending college	11.0	8.3	9.4	8.8
Change career choice	10.5	13.4	11.2	11.6

If you have any questions or comments, please call or e-mail Institutional Research and Information Management Department 200 Boone Hall 487-1248 or sandra.williams@emich.edu.