

Reported Gains by Graduating Seniors, Spring 1999.

Introduction

A random sample of 707 names was drawn from the population of seniors who had met all the requirements for graduation in May, 2000. At least three attempts were made to contact each student by telephone during the Spring semester, 1999. A total of 250 or 38% of the sample was actually contacted and interviewed. Another 97 (14%) declined to be interviewed or had incorrect phone numbers in SIMS.

Survey

The survey consisted of a total of 45 items. A subset of 25 items was taken from the College Student Experiences Questionnaire (CSEQ), 4th edition by The Center for Postsecondary Planning and Research, Indiana University. These items asked students to estimate their gains in specific academic areas. The CSEQ items were selected because normative data from other doctoral-granting universities were available.

CSEQ/Norms

The CSEQ was initially published in 1979 following two years of development and testing under a grant from the Spencer Foundation. The current edition was revised in 1998. In contrast to previous editions, two sets of norms are available for the fourth edition: Freshman norms and non-Freshman norms. The norms presented in this report are based on responses of 8,669 nonfreshman students in 18 doctoral-granting universities. Strictly speaking, it is not a representative norm group but the number of students and institutions makes for a reasonable level of stability in the results.

Doctoral Universities providing the norm data are: University of Hawaii, University of California - San Diego, Florida State University, Northern Illinois University, Virginia Tech, Indiana State University, University of Pennsylvania, Washington State University, University of South Carolina, University of Nevada - Reno, St. Louis University, University of Maryland - College Park, Texas Christian University, Vanderbilt University, University of Rhode Island, Hofstra University, University of Oklahoma, Drexel University.

Results

In most areas, Texas A&M students reported making more gains than did students in the norm group. Specifically, in 10 areas, the gains reported by

TAMU students are significantly greater than the norm group. Those areas are:

- Functioning as a team member,
- Learning on one's own,
- Using computers, information technology
- Synthesizing ideas,
- Thinking Analytically,
- Adapting to change
- Speaking effectively.
- Analysing quantitative problems
- Understanding new technology
- Understanding science

In thirteen areas, the reported gains by TAMU students were not statistically significant from the norm group. In two areas the gains reported by TAMU students are significantly less than those of the norm group. They are:

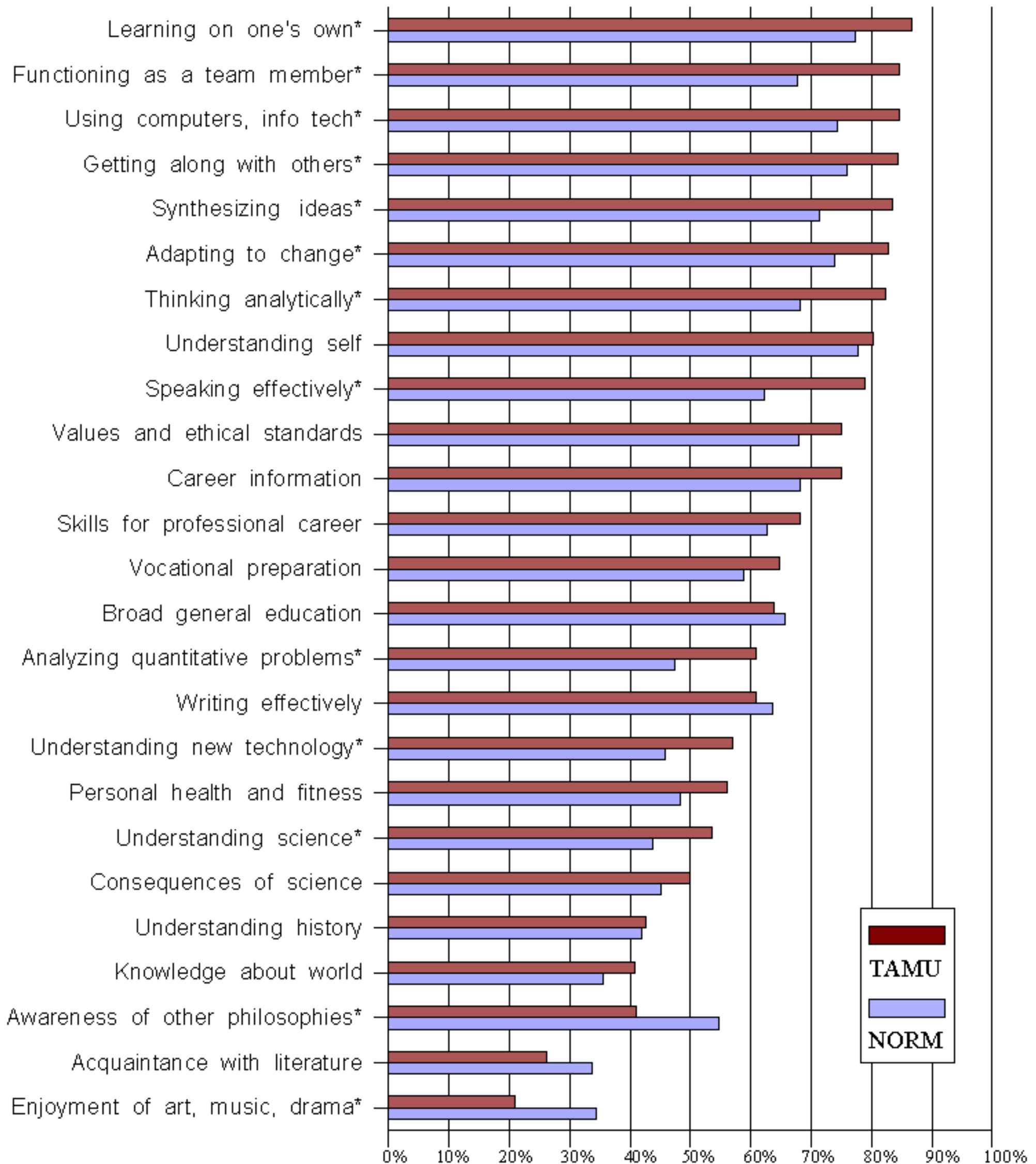
- Awareness of other philosophies
- Enjoyment of art, music drama

These results are consistent with the survey results from the previous year. For specific comparisons with previous years, please see Measurement and Research Services Data Summaries: #193 (1999), #187 (1998), #175 (1997), #162 (1996), #157 (1995), #126 (1994), #97 (1993), #69 (1992).

Information about the College Student Experiences Questionnaire can be obtained at <http://www.indiana.edu/~cseq/>

Reported Gains by TAMU Seniors Compared to Non-Freshmen at Other Research Universities: 2000

“In thinking over your experience in college up to now, please indicate to what extent you feel you have made progress in each of the following respects.”



Proportion of students responding “Very Much” or “Quite a Bit” (* denotes $p < .002$)