

## **Reported Gains by Graduating Seniors, Spring 1999.**

### **Introduction**

A random sample of 388 names was drawn from the population of seniors who had met all the requirements for graduation in May, 1999. The sample was stratified on the basis of gender and ethnicity. At least three attempts were made to contact each student by telephone during the Spring semester, 1999. A total of 156 or 40% of the sample was actually contacted and interviewed. Another 60 (15%) declined to be interviewed or had incorrect phone numbers in SIMS.

### **Survey**

The survey consisted of a total of 40 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. At this time, norms are not available for the fourth edition. The norms reported here were taken from the third edition which did not include two items which appear on the fourth edition. This report will be updated as soon as norms become available. The norms are based on responses of 8,669 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.

In making comparisons with the norm group, it would be appropriate to keep in mind some differences between the norms and TAMU. In the norm group, 32% of the students are seniors, whereas the entire TAMU sample consists of seniors. The norm group is 58% female, whereas TAMU is 51% female. The ethnic composition of the two groups is somewhat different as well. The norm group has a larger percentage of African Americans and Asian/Pacific Islanders (7% and 19%, respectively) than the TAMU sample (2.5 and 5%, respectively) and a smaller percentage of White and Hispanic students (65 and 4%, respectively) than the TAMU sample (84 and 8.5%, respectively). How these differences would affect the results are unknown.

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 11 areas, the gains reported by TAMU students are significantly greater than the norm group. Those areas are:

- Being a team member,
- Learning on one's own,
- Computer familiarity,
- Putting ideas together,
- Analytical thinking,
- Career relevant information,
- Vocational training,
- Technological developments,
- Science and experimentation,
- The consequences of technology.

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

- Seeing importance of history,
- Enjoying literature, and
- Enjoyment of Arts

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: #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/>

