

## Reported Gains by Graduating Seniors, Spring, 2004.

### Introduction

A sample of 857 names was drawn from the population of seniors who had met all the requirements for graduation in May, 2004. At least three attempts were made to contact each student by telephone during the Spring semester, 2004. A total of 587 or 69% of the sample was actually contacted and interviewed. Another 270 (31%) declined to be interviewed, did not complete the interview, 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 2003. The norms presented in this report are based on responses of senior students in 29 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: Brigham Young University, Cornell University, Duke University, Georgia State University, Indiana University Bloomington, Iowa State University, Johns Hopkins University, Massachusetts Institute of Technology, North Carolina State University at Raleigh, Pennsylvania State University, Stanford University, Syracuse University, Texas A&M University, University of California-San Diego, University of California-Santa Barbara, University of Chicago, University of Delaware, University of Hawaii at Manoa, University of Illinois at Urbana, University of Missouri-Columbia, University of Nebraska at Lincoln, University North Carolina at Chapel Hill, University of Rochester, University of Southern California, University of Vermont and State Agricultural College, Utah State University, Virginia Polytechnic Institute and State University, Washington State University, and Yeshiva University.

### Results

In sixteen areas, Texas A&M students reported making more gains than did students in the norm group. Specifically, the gains reported by TAMU students that are significantly greater than the norm group are the following:

- Learning on one's own
- Thinking analytically
- Using computers and other information technologies

- Synthesizing ideas
- Functioning as a member of a team
- Learning to adapt to change
- Getting along with others
- Speaking effectively
- Obtaining information relevant for a career
- Developing one's own values and ethical standards
- Analyzing quantitative problems
- Understanding science
- Understanding developments in science/technology
- Developing good health habits and physical fitness
- Becoming aware of the consequences of science
- Gaining knowledge about the world

In five areas, the reported gains by TAMU students were not statistically significant from the norm group.

In four areas, the gains reported by TAMU students are significantly less than those of the norm group. They are:

- Acquiring specialization for further education
- Becoming aware of different philosophies and cultures
- Broadening acquaintance with literature
- Developing enjoyment/understanding of art, music, and drama

These results are generally consistent with the survey results from the previous years. For comparisons with previous years, please see past Measurement and Research Services Data Summaries.

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

### Percent of Reported Gains by Texas A&M Graduating Seniors, Spring 2004

