

Estimated Gains by Graduating Seniors, 1998 Compared to Faculty Expectations.

Measurement and Research Services conducts a survey of graduating seniors in the Spring of every year. The survey consists of a total of 40 items. A subset of 23 items is taken from the College Student Experiences Questionnaire (CSEQ) by C. Robert Pace. These items ask students to estimate their gains in specific academic areas. The CSEQ items were selected because normative data from other doctoral-granting universities were available. (See Measurement and Research Services Data Summary #187.)

While norms provide one benchmark against which to compare performance of students at Texas A&M, another benchmark is the expectation by faculty of what students should gain. Faculty, after all, provide the instruction by which students gain in knowledge and ability.

A random sample of 316 names was drawn from the population of faculty with rank assistant professor and higher. The names and office telephone numbers were provided by B/P/P Operations Center. Faculty were contacted by telephone at their office in Fall 1997. Responses were obtained from 182 (58%) of the sample. The following table provides the breakdown of responses/non-responses.

	Number	%
Wrong numbers	87	26.9
Refusals	37	11.7
No Answer	12	4.0
Responses	182	57.6

Respondents were asked to estimate, for each of the CSEQ gains items, if the average Texas A&M student would gain very much, quite a bit, some, or very little. The percent of faculty responding "very much" or "quite a bit" is presented in the chart below along with corresponding percentages from TAMU graduating seniors in Spring 1998 and the norm group.

On fourteen of the twenty-three items, students estimates exceed faculty expectations. On seven items, faculty expectations exceed student estimates and on two items, there is very little difference.

