



# Student Diversity, Diversity of Learning: Assessing Student and Faculty Experiences with High-Impact Practices in an Honors Curriculum

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Texas A&M University – Corpus Christi  
Bluenotes Global, August 1, 2023

# Introduction

Assessing Student  
and Faculty  
Experiences

Introduction

Background

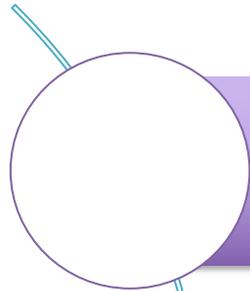
Theoretical  
Framework

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Results

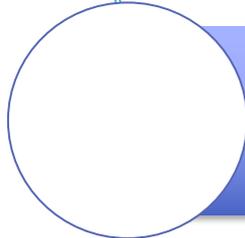
Limitations

Discussion



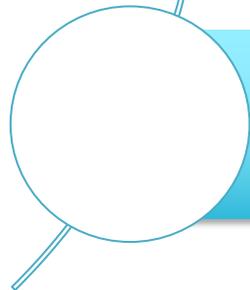
## Texas A&M University – Corpus Christi

- Public, Regional 4-Year Institution
- R2, Hispanic-Serving Institution
- 10,000 students



## Honors Program

- Mission
- Program snapshot



## Honors Program Curriculum

- Revised in 2022
- 17 hours and not general education courses
- High-Impact Practices (HIPs)

# High Impact Practices

## Assessing Student and Faculty Experiences

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## Experiences

- First-Year Seminars
- Learning Communities
- Common Intellectual Experiences
- Capstone Courses/Projects
- Collaborative Work
- Diversity/Global Learning
- Internships
- Undergraduate Research
- Community-Based Learning
- Writing-Intensive Courses
- ePortfolios

## Hallmarks or Key Features

- Appropriate Performance Expectations
- Personal Investment
- Meaningful Interactions
- Diverse & Inclusive Experiences
- Quality Feedback
- Opportunities to Reflect and Integrate Learning
- Practical Application
- Demonstration of Competence

Source: AAC&U, High-Impact Practices, <https://www.aacu.org/trending-topics/high-impact> ; Kuh and O'Donnell (2013), *Ensuring Quality & Taking High-Impact Practices to Scale*, AAC&U.

# High Impact Practices

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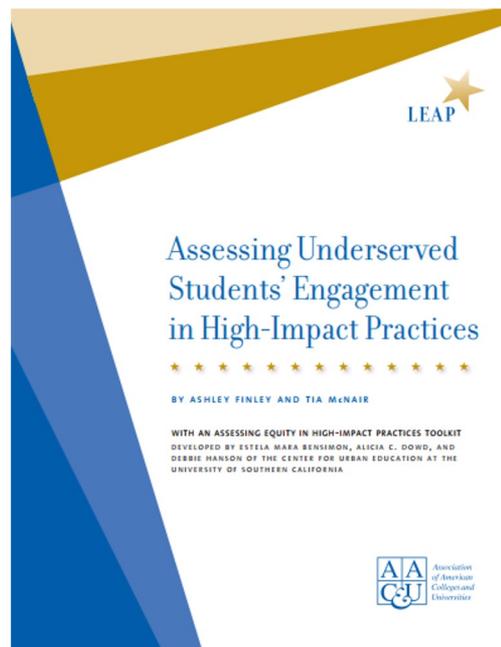
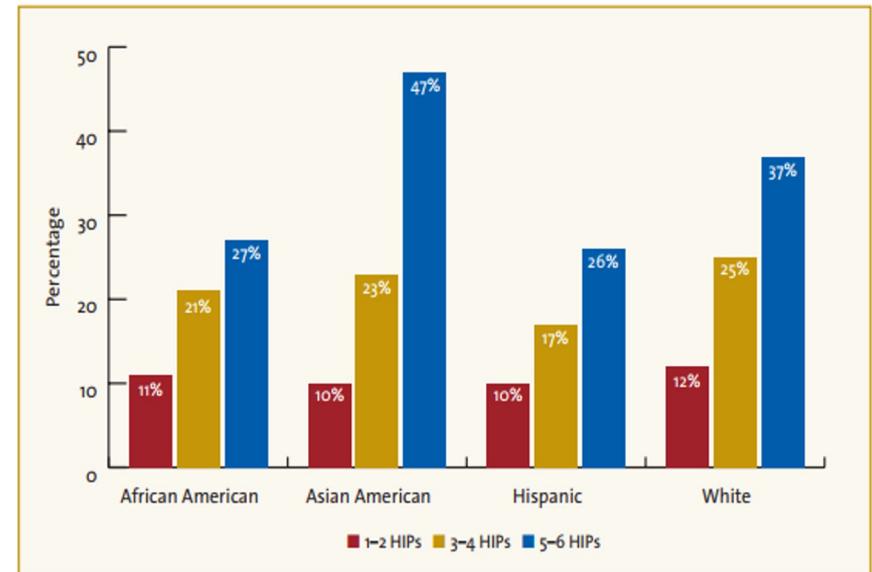


Figure 1.5

Within-Group Comparisons by Racial or Ethnic Category: Average Boost in Deep Approaches to Learning and Self-Reported Gains in Learning with Multiple High-Impact Practices (HIPs) vs. No Participation<sup>16</sup>



Source: Finley & McNair (2013), *Assessing Underserved Students' Engagement in High-Impact Practices*, AAC&U.

# Problem and Purpose

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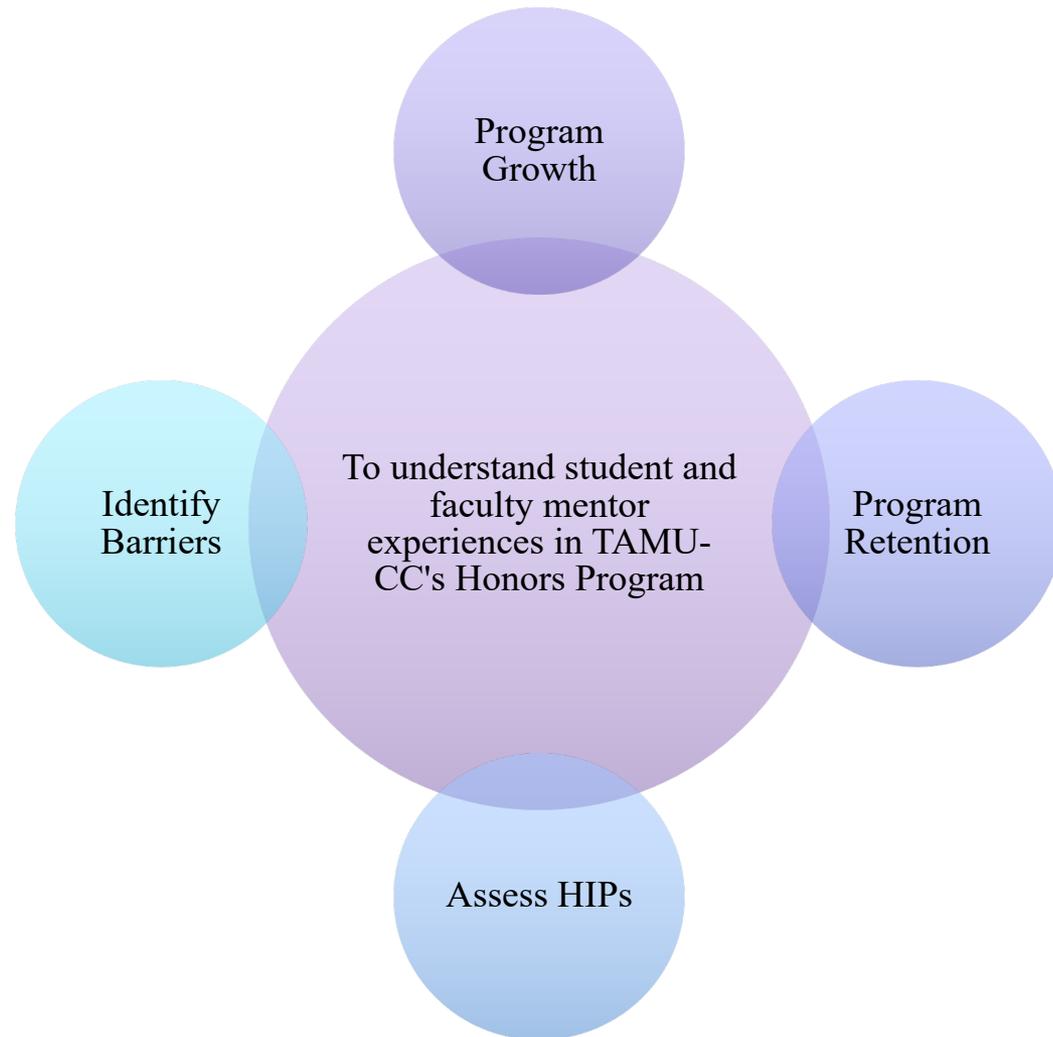
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# Method

## Assessing Student and Faculty Experiences

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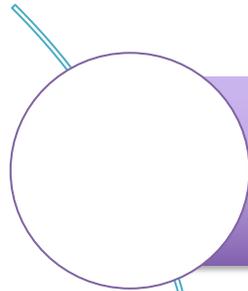
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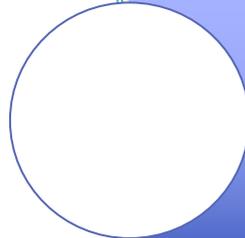
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Used BlueX to administer survey to students and faculty mentors



Likert scale and free-response prompts related to experience with HIPs

- Common Intellectual Experiences
- Honors First-Year Seminar
- Undergraduate Research/Capstone



Example prompts related to hallmarks/key features of HIPs

- I was required to devote considerable time and effort to the work in
- I had the opportunity to work with people from different backgrounds
- Challenges and benefits of Honors Program

# Results

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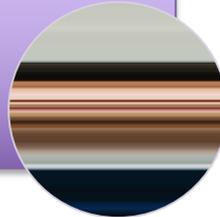
Results

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Discussion

- 28 faculty mentors
- 49 students

Participants



- IRB protocol
  - Informed consent
- 48% faculty response rate
- 9% student response rate

Responses



# Results: Initial Decision

Assessing Student  
and Faculty  
Experiences

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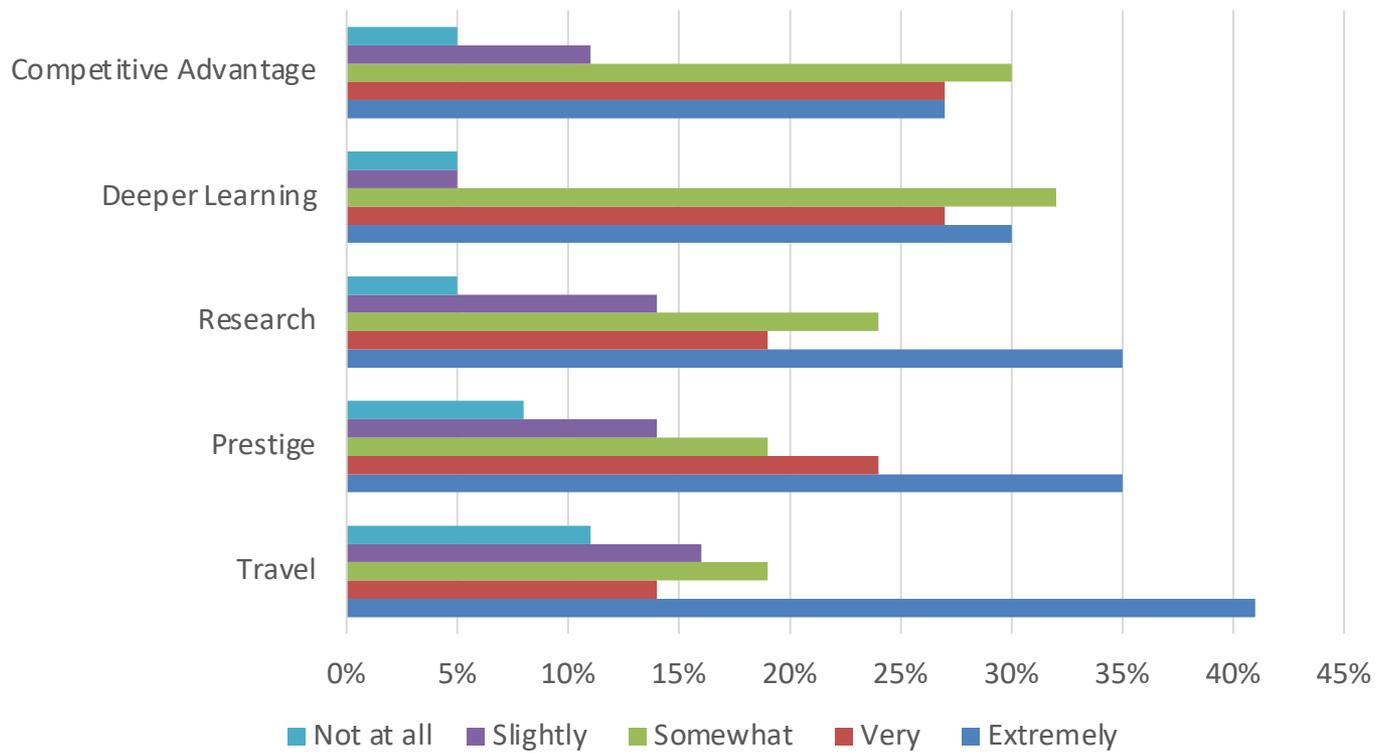
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Which factors influenced your initial decision to enroll in the Honors Program?



# Results: Initial Decision

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and Faculty  
Experiences

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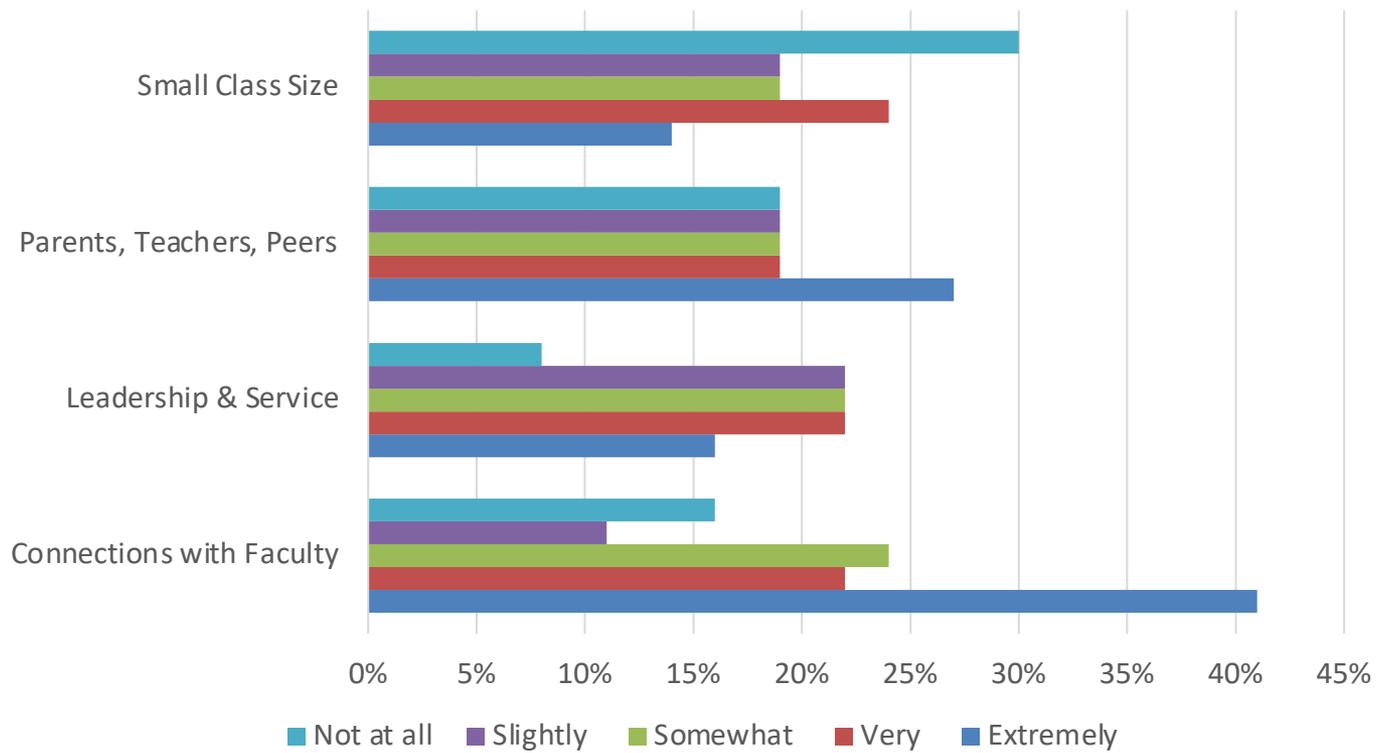
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Which factors influenced your initial decision to enroll in the Honors Program?



# Results: Continue

Assessing Student  
and Faculty  
Experiences

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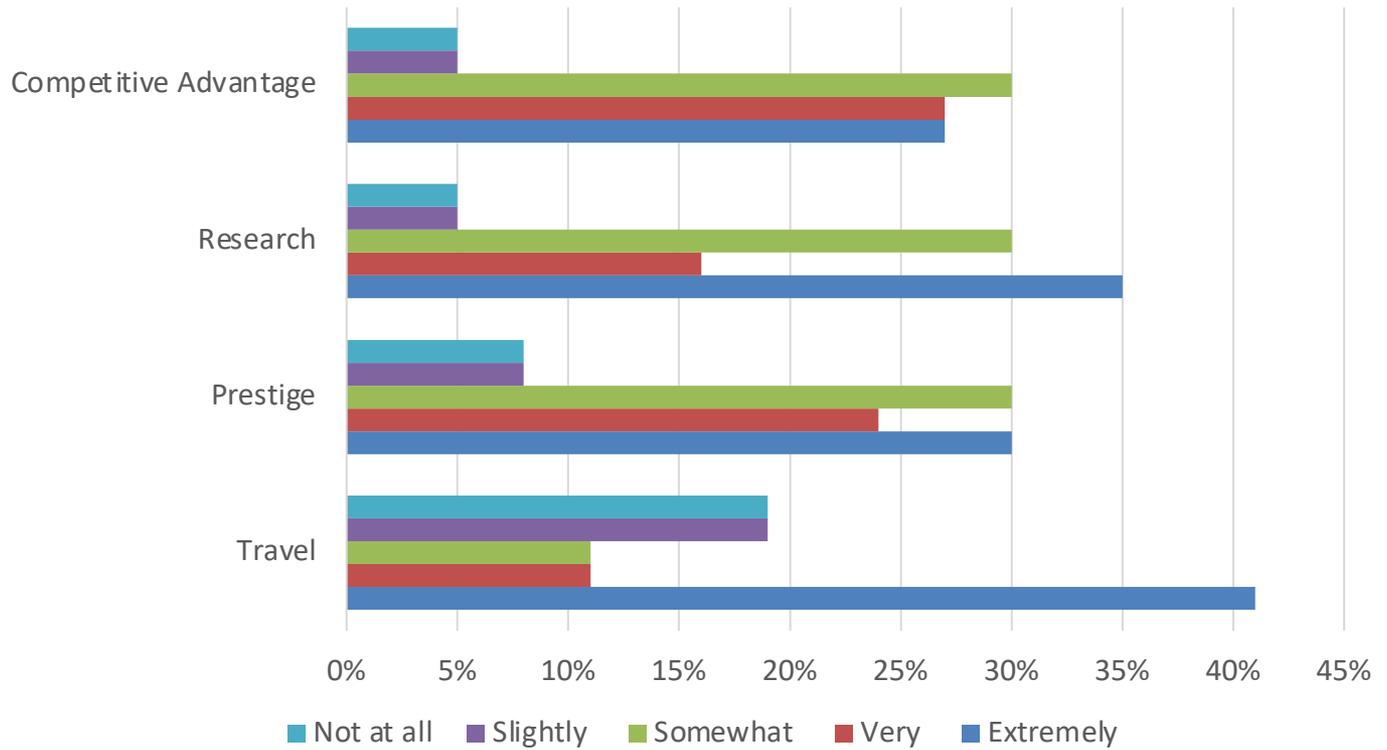
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Which factors influenced your decision to continue in the Honors Program?



# Results: Benefits

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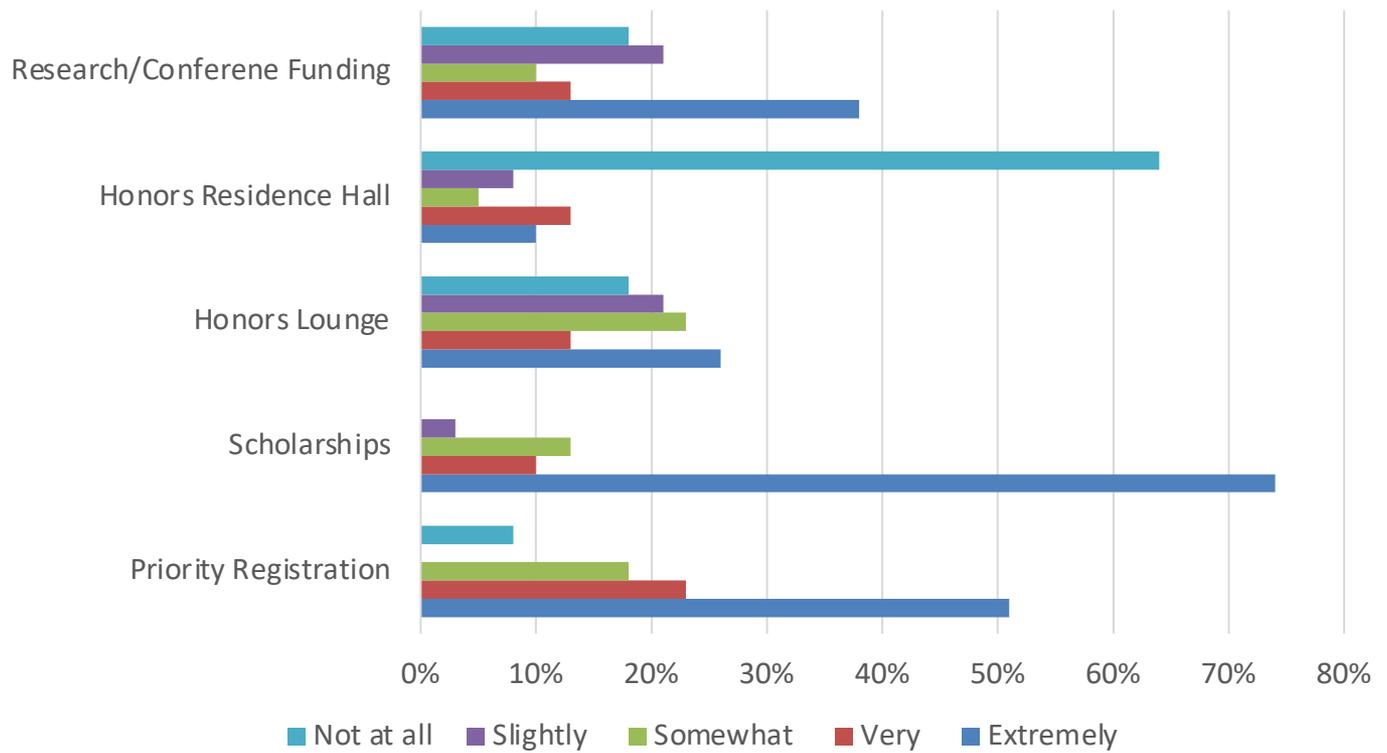
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Which benefits influenced your decision to continue in the Honors Program?



# Results: Challenges

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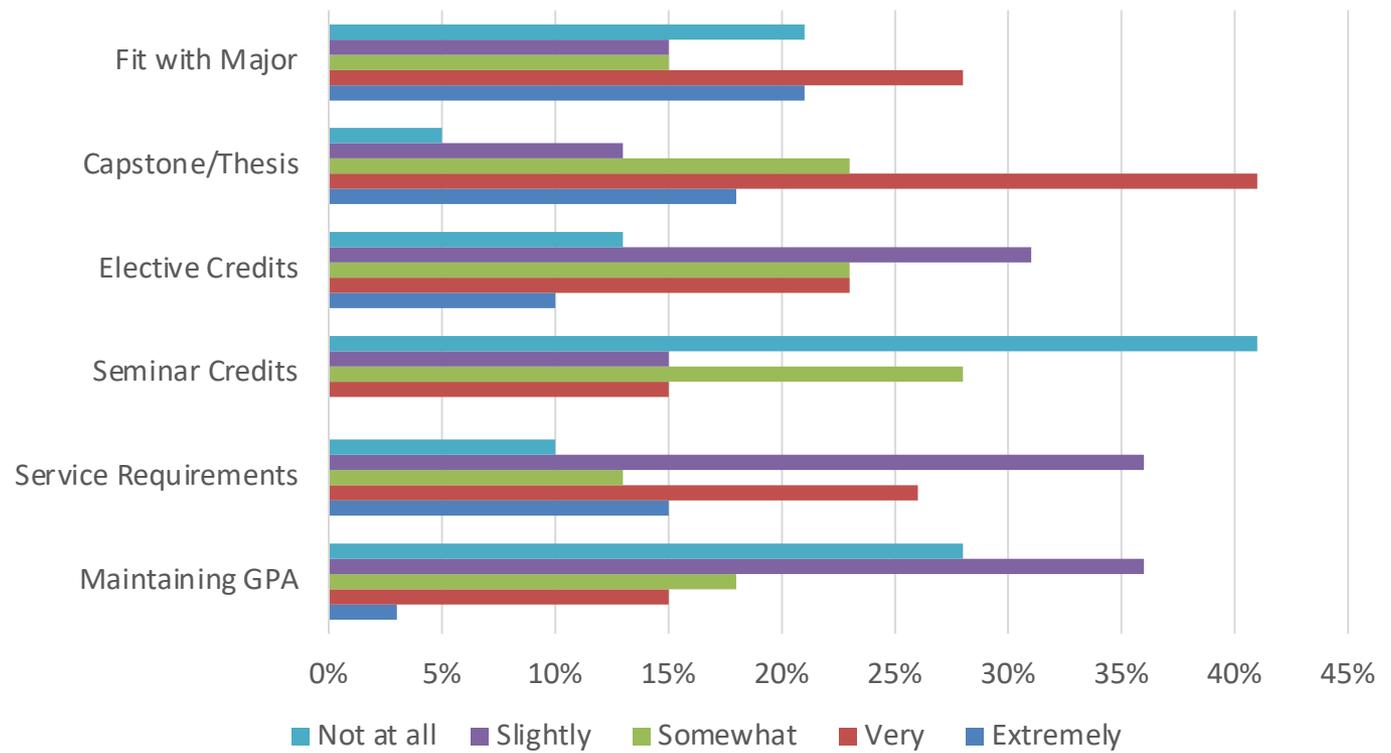
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Which Program requirements are the most challenging?



# Results: Satisfaction

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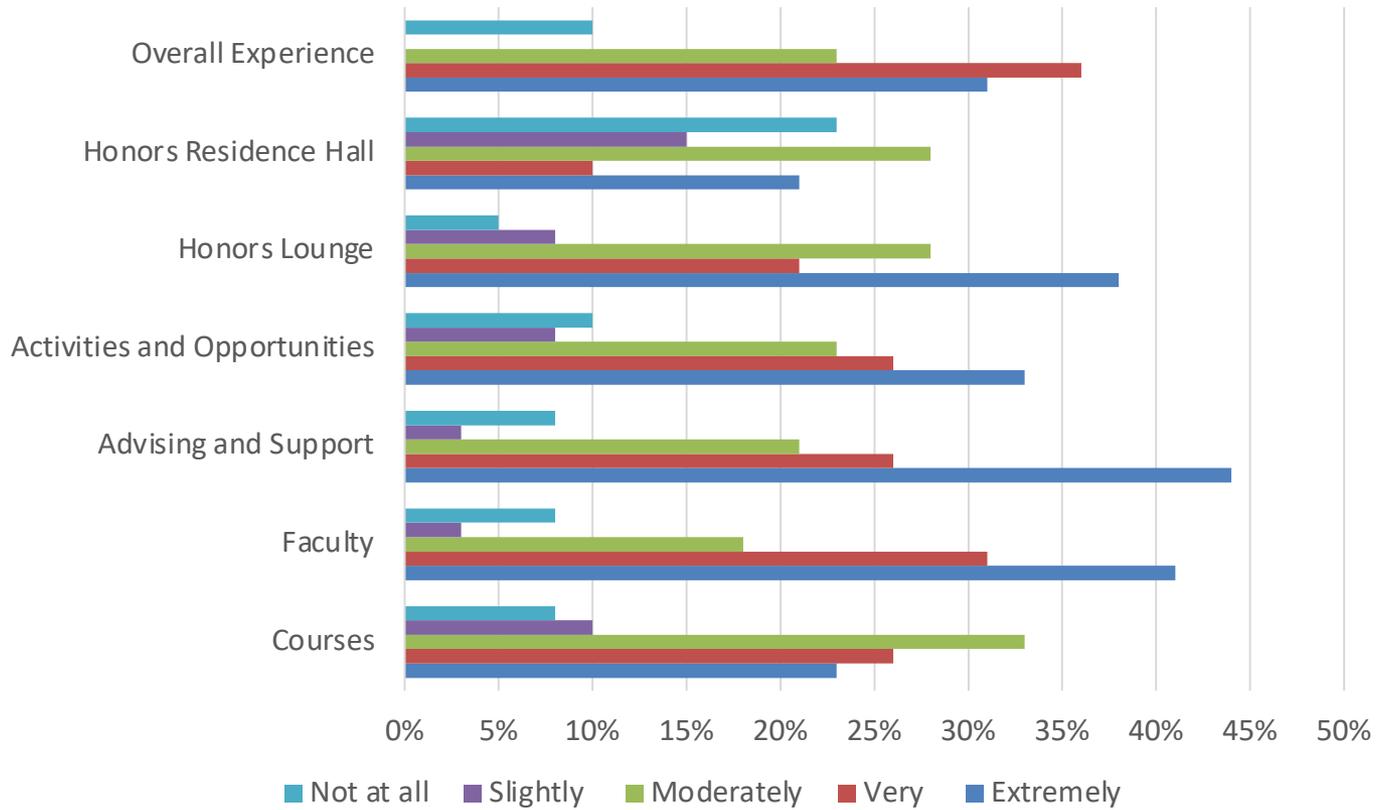
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### Overall satisfaction with Honors Program experience.



# Results: Seminar

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Student reported experiences with hallmarks or key features of HIPs.

## Continue

- Appropriate Performance Expectations
- Diverse & Inclusive Experiences
- Meaningful Interactions with Peers
- Demonstration of Competence

## Focus Areas

- Personal Investment
- Meaningful Interactions with Faculty
- Quality Feedback
- Opportunities to Reflect and Integrate Learning
- Practical Application

# Results: Faculty

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72%

Agree their student was well-prepared for research.

93%

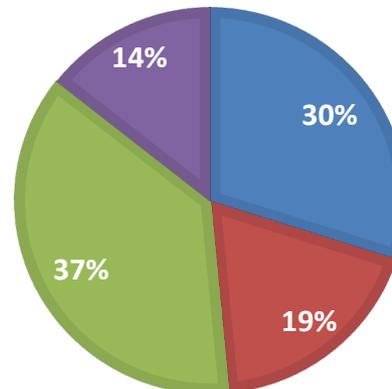
Agree experience has increased likelihood of attending graduate school.

79%

Wish the Honors Program provided faculty mentor orientation.

## TERMS IN LAB

■ More than Two ■ One ■ Two ■ Summer + Semester



# Discussion

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## Limitations

- IRB Process Delays
- Signed Consent
- Sample Size
- Timing in Semester

# Discussion

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**Actions**

- HIPs Implementation
- Mission/Identity
- Curriculum
- Program Benefits
- Faculty Communication

# Questions?

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