An aerial photograph of the Texas A&M University - Corpus Christi campus. The campus is situated on a narrow peninsula, with the Gulf of Mexico to the east and south, and a large body of water (likely Corpus Christi Bay) to the west. The campus features several large buildings, parking lots, and a baseball field. A road runs along the coast, separating the campus from the water. In the background, the city of Corpus Christi is visible, with its skyline and industrial areas. The sky is clear and blue.

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

Kevin Concannon and Michelle Evans
Texas A&M University – Corpus Christi
Bluenotes Global, August 1, 2023

Introduction

Introduction

Background

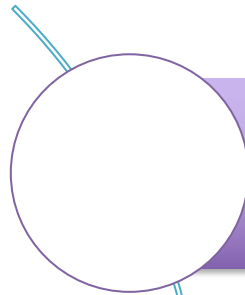
Theoretical
Framework

Method

Results

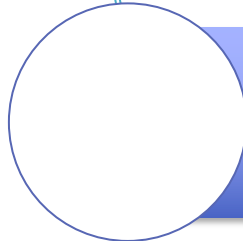
Limitations

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

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

Assessing Student and Faculty Experiences

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High Impact Practices

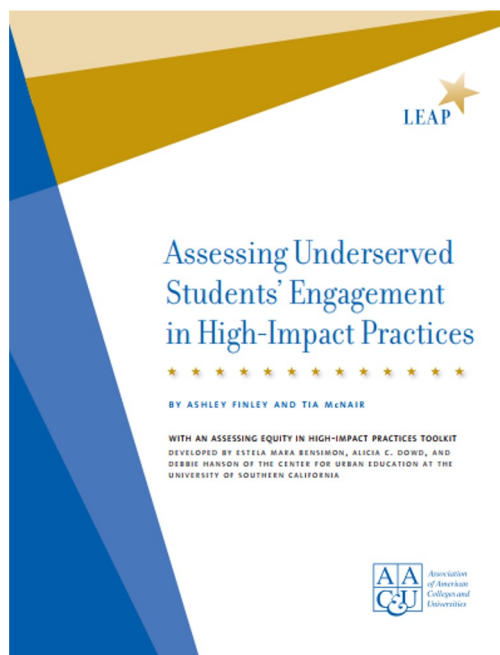
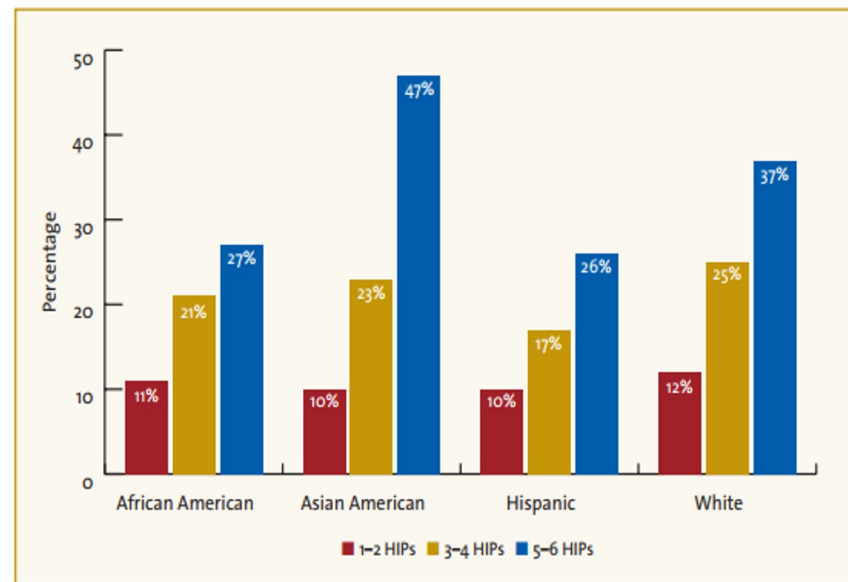


Figure 1.5

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 Participation¹⁶



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

Problem and Purpose

Assessing Student
and Faculty
Experiences

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Background

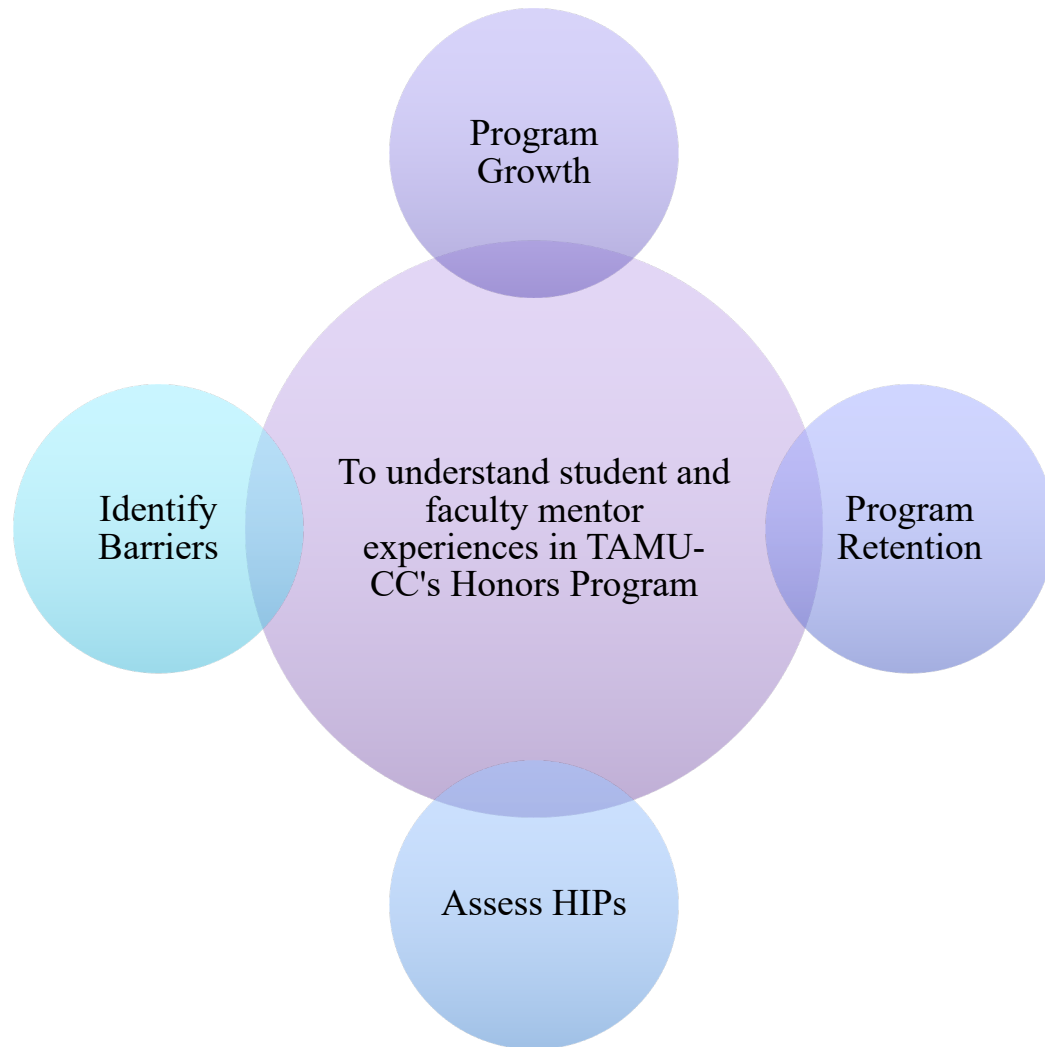
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Assessing Student and Faculty Experiences

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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

- 28 faculty mentors
- 49 students

Participants



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

Responses



Results: Initial Decision

Assessing Student
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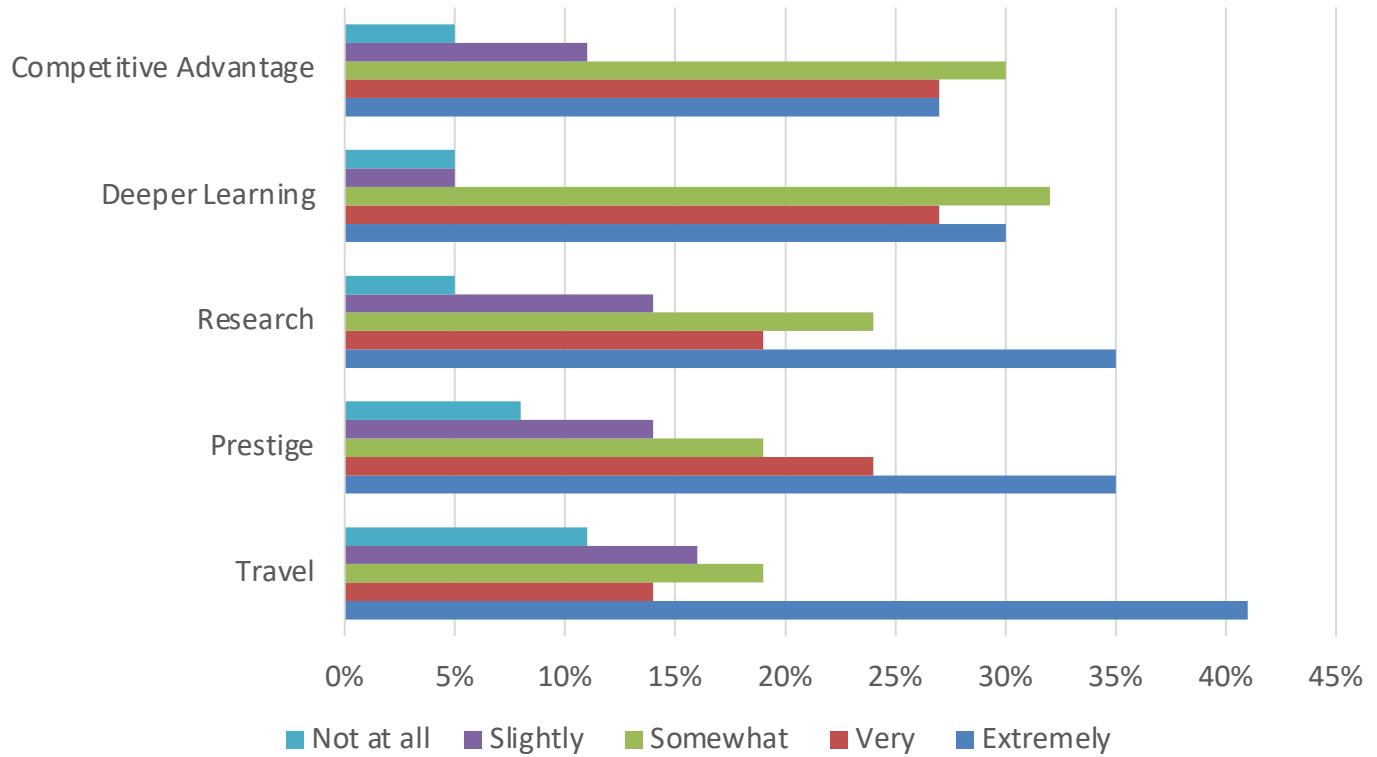
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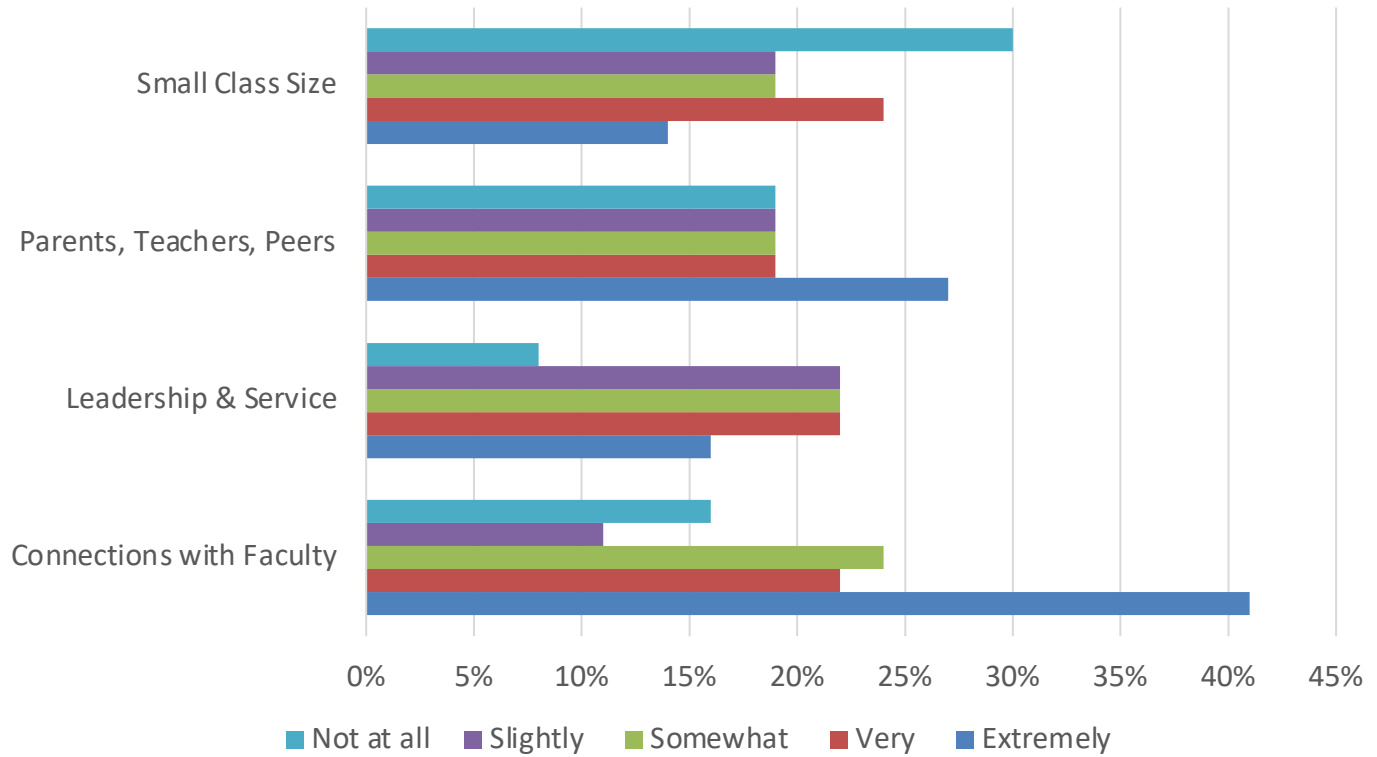
Discussion

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



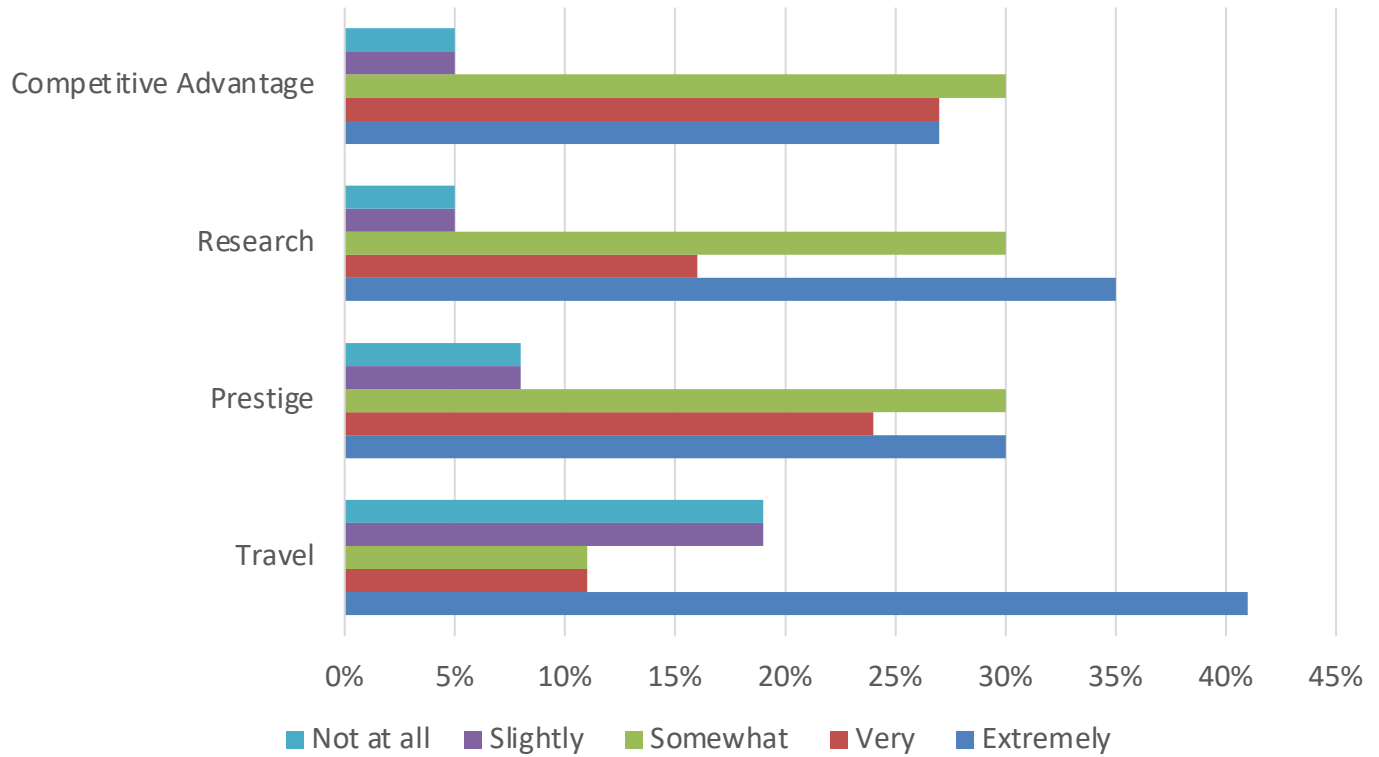
Results: Initial Decision

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



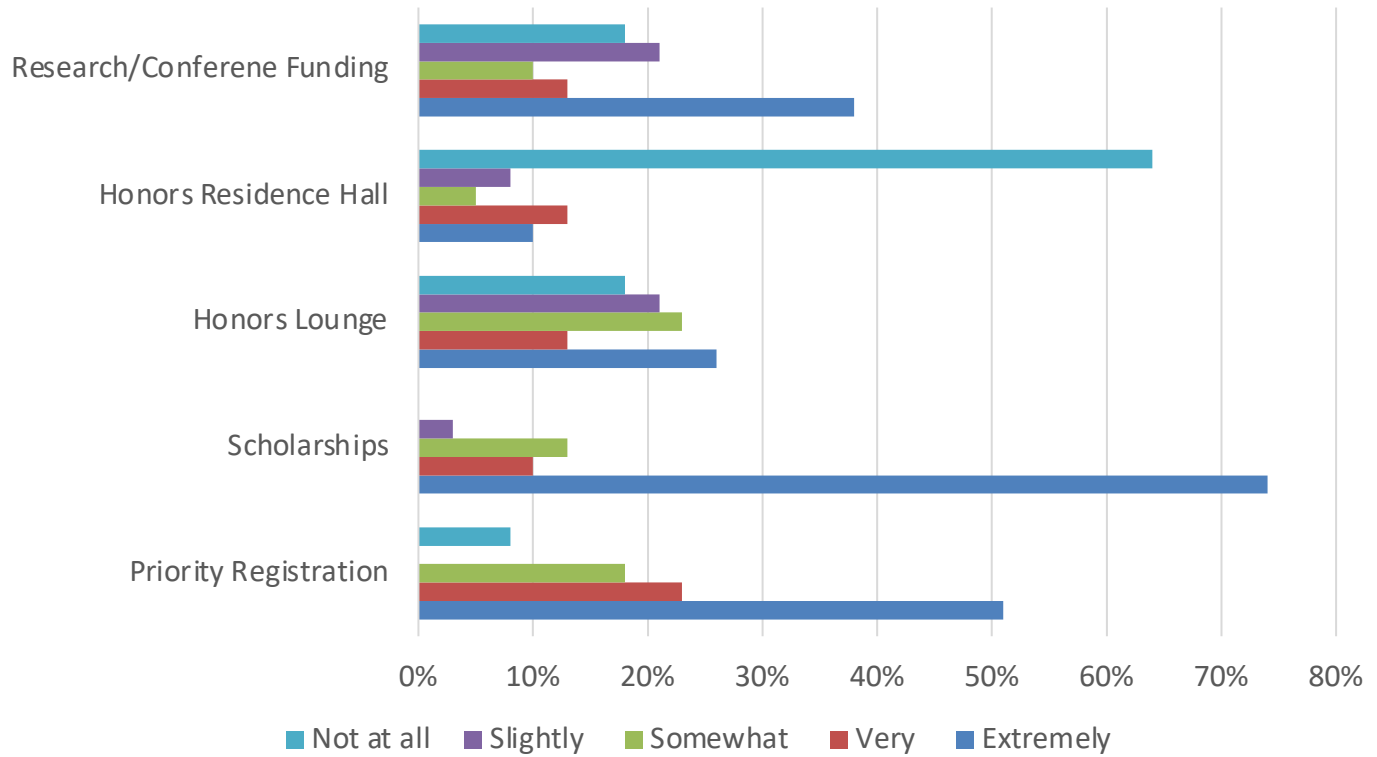
Results: Continue

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



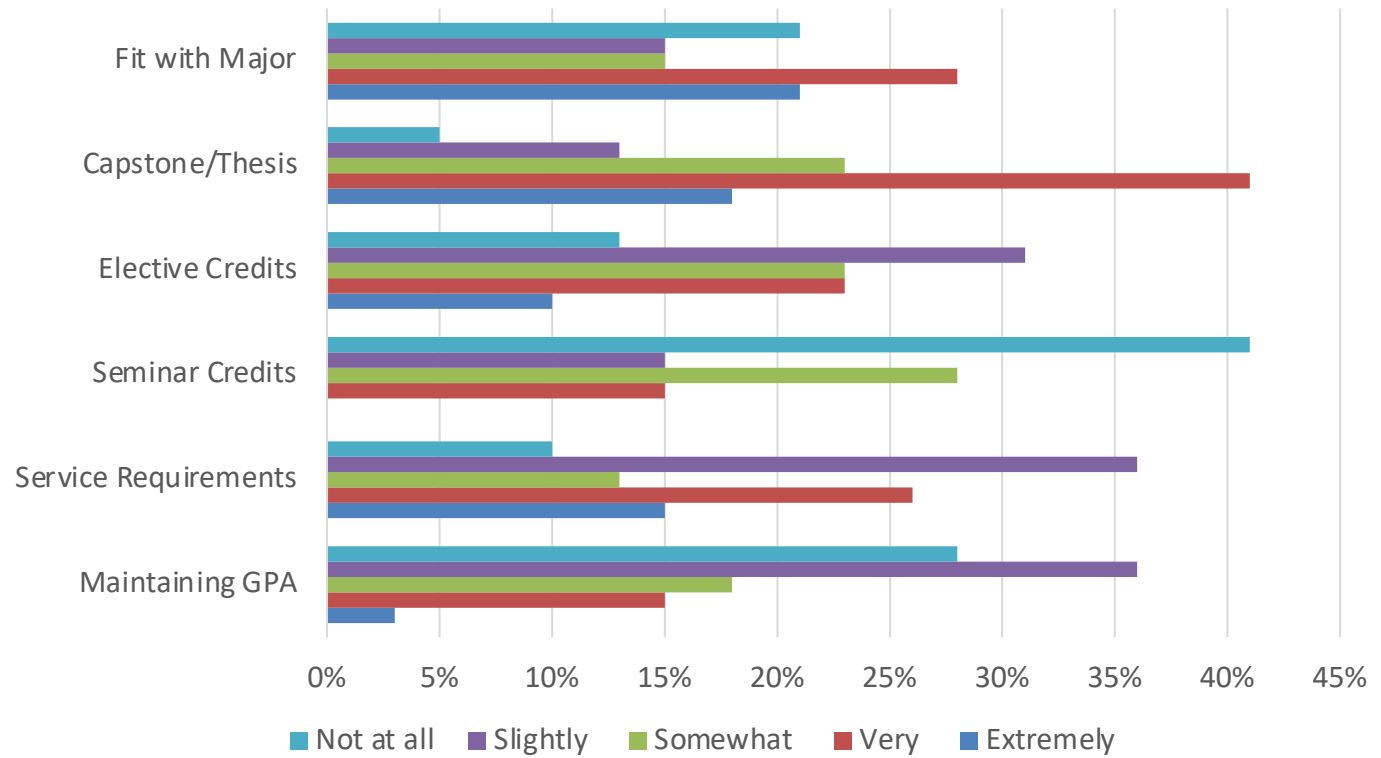
Results: Benefits

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



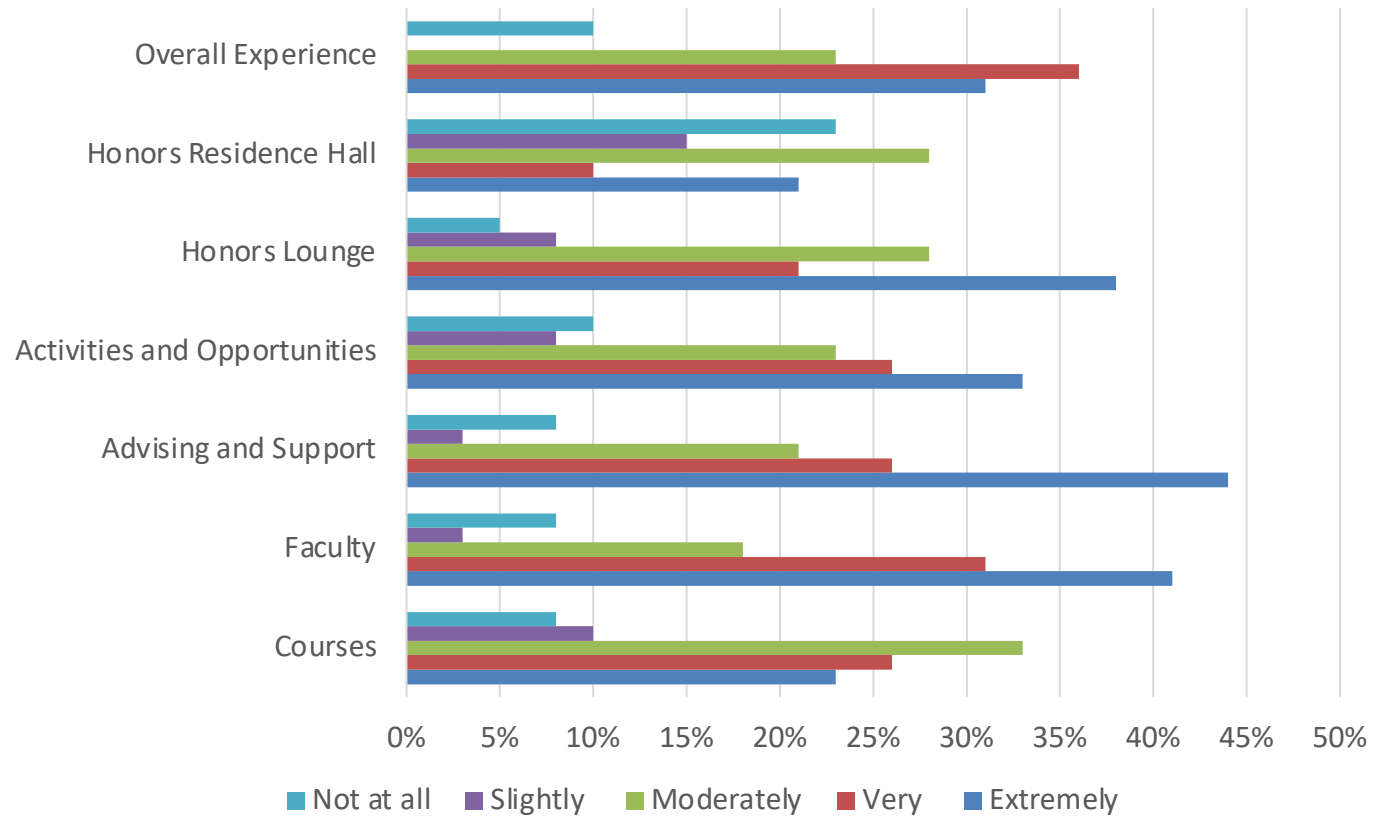
Results: Challenges

Which Program requirements are the most challenging?



Results: Satisfaction

Overall satisfaction with Honors Program experience.



Results: Seminar

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

72%

Agree their student was well-prepared for research.

93%

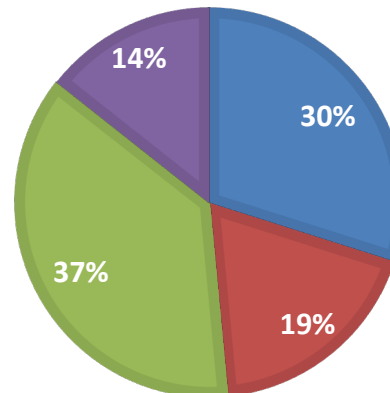
Agree experience has increased likelihood of attending graduate school.

79%

Wish the Honors Program provided faculty mentor orientation.

TERMS IN LAB

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



Discussion



Limitations

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

Discussion



Actions

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

Assessing Student
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Questions?



References

Introduction

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Results

Kuh, G. D. & O'Donnell, K. (2013). Ensuring Quality & Taking High-Impact Practices to Scale. Washington, DC: Association of American Colleges and Universities.

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Discussion