



DAVIDSON HONORS COLLEGE 2022 Assessment Report

MISSION STATEMENT

Mission

Set in the awesome natural beauty of western Montana, we are a vibrant, inclusive intellectual community providing transformative educational opportunities and dedicated to strengthening our positive impacts on the world.

Vision

We engage diverse students through distinctive educational experiences that fuel their growth and empowerment, and position them for success. We are respected for our innovative, impactful approaches, individual and collaborative scholarship, integrity, and holistic student support. We lift one another up and are a positive force in the lives of our students, our campus, our community, and the world.

Values

- Education of the whole person
- Critical thinking, academic rigor and excellence
- Authentic collaboration and interdisciplinary approaches
- Experiential and place-based learning
- Curiosity, creativity, inquiry, innovation and discovery
- Dialogue, reflection and meaning-making
- Grit, resilience and risk-taking
- Intellectual confidence and humility
- Global and cross-cultural perspectives, diversity and equity
- Passion, compassion, integrity and justice
- Deep engagement and love of learning
- Sustainable practices and environmental stewardship

Learning Outcomes

We prepare thoughtful, informed, agile and impactful citizens. Our students are thinkers, doers, explorers, creators, servants, leaders, and agents of positive change. Through curricular and co-curricular experiences, they are equipped with new ways of knowing, seeing, doing and being in the world.

Through their experience in the DHC, they build capacity for:

- Collection, analysis, and synthesis of information;
- Excellence in oral, written, interpersonal and digital communication;
- Independent and collaborative work, problem-solving and community engagement;
- Learning and reflection about their own and others' experiences;
- Ethical, original, creative, and critical thought and action;
- A meaningful life and future personal and professional success.

DEPARTMENT ALIGNMENT WITH PRIORITIES FOR ACTION

After listing each departmental objective, indicate which of the five [Priorities for Action](#) the objective supports. In this section, you may also briefly describe any innovative or noteworthy programs/initiatives that support the Priorities for Action.

1. Collection, analysis, and synthesis of information (PFA 1, 2)
2. Excellence in oral, written, interpersonal and digital communication (PFA 1, 2)
3. Independent and collaborative work, problem-solving and community engagement (PFA 1, 2)
4. Learning and reflection about their own and others' experiences (PFA 1, 2)
5. Ethical, original, creative, and critical thought and action (PFA 1, 2, 3)
6. A meaningful life and future personal and professional success (PFA 1, 2, 3)

PFA 1: Place student success at the center of all we do.

- We offer exit surveys and conduct interviews with graduating students to learn from their experiences and make improvements.
- Additionally, scholars complete end-of-year self-reports which are reviewed, and any issues are addressed by our team. For example, this year we summarized student feedback into three main categories (sustainability, diversity, and mental health). We formed staff and student subcommittees which implemented changes during Fall 2022.
- We received SEP funding to hire a student success coordinator to better meet the needs of our growing number of students.
- We have worked with UM Housing and architects to create very intentional space for honors students in our Living Learning Community in the remodeled Knowles Hall.
- We worked with UM Admissions to increase the number of incoming students by 34 percent.
- We continue to improve our group and 1:1 advising services.

- Our Director of External Scholarships continues to grow institutional programming and to realize success in student scholarship development and recognition.

PFA 2: Drive excellence in teaching, learning, and research.

- Our rotating two-year Teaching, Research, and Mentoring (TRM) postdoctoral fellow brings new ideas, innovative course offerings, and contributes to our DHC curricular model by teaching Ways of Knowing and Art of Inquiry.
- Our Art of Inquiry course is taught by our TRM fellow and assists our students in preparation for their capstone projects.
- Our curriculum revision was approved and is implemented for our students starting with the Fall 2022 cohort. This revision was developed through years of consultation with our curriculum committee and students. It seeks to better standardize and elevate the student experience.
- Our interdisciplinary courses explore a broad topic (like water, sound, democracy, and love) from interdisciplinary perspectives.
- We travel with our staff and students for conference presentations at regional and national meetings of honors colleges.
- DHC students comprise 56% of University of Montana Conference on Undergraduate Research conference participants.

PFA 3: Embody the principle of 'mission first, people always.'

- We seek to make those who work and study with the DHC feel valued and supported. We implemented a shared calendar to recognize work anniversaries and birthdays.
- We offer opportunities for students to connect with our team and with each other through the following recurring events: Donuts with the DHC (monthly breakfast), Tea with Tim (monthly tea with Dean Nichols), Spilling the Tea (monthly tea for BIPOC students with Twila Old Coyote) and Wellness Day (every semester).

PFA 4: Partner with place.

- We partner with place through many of our courses and student groups including Questions for Undergraduates Exploring Social Topics (QUEST), Introduction to Honors, Honors' Student Association, Water (interdisciplinary course), Montana (interdisciplinary course), and others.
- We are hosting the Western Regional Honors Council conference for honors colleges from the western states (March/April 2023; anticipated attendance of ~300 students, faculty, and admin).
- Donor recruitment and stewardship
- DHC students are actively engaged in campus, local and professional communities. Service is integrated into many DHC courses, and the DHC's QUEST program explicitly partners teams of students in confronting complex challenges facing the Missoula community.

PFA 5: Proudly tell the UM story.

- We proudly tell the UM story through our weekly Need to Know and Bear Necessities communications, press releases and work with Marketing and Communications. We also maintain regular communication with stakeholders through social media channels.
- We engage in robust recruitment and yield communications through Admissions.

STUDENT LEARNING OUTCOMES and MEASUREMENT TOOLS

Student Learning Outcomes	Course Embedded Measures	Annual Student Self Report	Senior Capstone Artifacts and Presentations	Graduate Survey and Exit Interview	Faculty Review
Collect, analyze, and synthesize information: We want students to have the ability to be skilled researchers and smart consumers of information.	X		X		X
Demonstrate excellence in oral, written, interpersonal and digital communication: We want students to be strong communicators, across media, platforms, and styles.	X	X	X	X	X
Engage in independent and collaborative work, problem-solving and community engagement: We want our honors students to be good members of teams, but also strong independently. We want them to look at the world's problems and know that they can contribute to addressing any issue, big or small.	X	X	X	X	X
Learn and reflect about their own and others' experiences: We want students to engage in continual learning and reflection to gain valuable insight from each experience.	X	X		X	X
Demonstrate ethical, original, creative, and critical thought and action: We want our students to engage in research and creative scholarship in an ethical manner and explore how their thinking can be transformed into action.	X	X	X	X	X

Student Learning Outcomes	Course Embedded Measures	Annual Student Self Report	Senior Capstone Artifacts and Presentations	Graduate Survey and Exit Interview	Faculty Review
Pursue a meaningful life and future personal and professional success: We want our students to think about what they want to get out of life beyond the classroom and how they can apply what they are learning in the classroom to their futures. We celebrate their progress and successes.		X		X	X

RESULTS and MODIFICATIONS

Student Learning Outcomes results	Modifications made to enhance learning
<p><i>Pursue a meaningful life and future personal and professional success:</i> Self-reported post-graduate placements and feedback on knowledge of resources within the Davidson Honors College revealed underwhelming data on job placement and limited knowledge of career development offerings within the Davidson Honors College.</p>	<p>We incorporated this question into all graduating students' survey about plans. This has been very difficult to quantify beyond anecdotes. We began a Personal and Professional Development course in 2020 to prepare students for their careers and to give them 15 weeks to explore their interests and goals and prepare for their careers beyond one-off annual advising appointments. Additionally, beginning in Fall 2022, all students compile an ePortfolio that they add to throughout the course of their educations in the DHC. These portfolios include LinkedIn pages, cover letters, query letters, and CVs, and will be accessible to the students (and to us) after they graduate, making it easier to follow their progress.</p>
<p><i>Learn and reflect about their own and others' experiences:</i> Students very adeptly reflected on their experiences within the honors college and reported top issues they'd like the DHC to consider for improving the student experience.</p>	<p>We formed three subcommittees to make improvements in diversity, sustainability, and mental health. Each committee enacted changes during Fall 2022.</p>
<p><i>Demonstrate excellence in oral, written, interpersonal and digital communication AND Collect, analyze, and synthesize information:</i> Students report in their exit interviews feeling well prepared to write and communicate effectively in their future endeavors.</p>	<p>Given the success of meeting this learning outcome, we have continued to implement our writing-heavy curriculum and have maintained our emphasis on the importance of public presentations. Ways of Knowing, an Intermediate Writing course, continues to see student improvement from the beginning to the end of the semester, with nearly 100% of students achieving proficiency or above in their writing.</p>

Student Learning Outcomes results	Modifications made to enhance learning
<p><i>Demonstrate ethical, original, creative, and critical thought and action AND Collect, analyze, and synthesize information:</i></p> <p>Course evaluations and observations of student capstone presentations revealed inconsistencies in rigor and scale of capstone projects</p>	<p>Full implementation of Art of Inquiry to include greater emphasis on data collection methodologies and communication.</p> <p>Worked with College of Business to revise honors capstone expectations and course structure to include independent research with a faculty member. This change brings the business capstone in line with expectations of other major capstones.</p>
<p><i>Learn and reflect about their own and others' experiences:</i></p> <p>Student course evaluations, exit interviews, and our surveys revealed students were frustrated with Ways of Knowing and didn't see the point of Introduction to Honors. They felt they lost connection with the DHC after the first year.</p>	<p>Revised Ways of Knowing to include non-Western perspectives and plenaries that addressed other ways of engaging with the world (such as attending the symphony). Re-designed Introduction to Honors course into two large sections with unified curriculum. Modified Art of Inquiry to include a focus on ethics in research. Developed Interdisciplinary colloquia model to allow students to approach broad topics from a variety of perspectives, and to see faculty modeling the ability to engage with multiple disciplines to solve problems.</p>

FUTURE PLANS FOR CONTINUED ASSESSMENT

Our primary future plan is to work with assessment advisory committee members to get a more tangible handle on whether students are meeting our learning outcomes.

APPENDICIES

1. Curriculum Map
2. Course list
3. Annual survey and graduation survey

Appendix 1-Curriculum Map

	Collect, analyze, and synthesize information	Demonstrate excellence in oral, written, interpersonal and digital communication	Engage in independent and collaborative work, problem-solving and community engagement	Learn and reflect about their own and others' experiences	Demonstrate ethical, original, creative, and critical thought and action	Pursue a meaningful life and future personal and professional success
<i>Year 1: Introduction to Honors</i>	I	D	I	D, A	I	I
<i>Year 1: Ways of Knowing</i>	D	D, A	D	D	D, A	D
Years 1-3: Interdisciplinary Colloquia		D	D	D	D	
Years 1-3: Experiential Learning		D	D	D	D	D
Years 1-3: Honors Electives	D	D	D	D	D	D
Year 3: Research Methods Course	D	D	D		D	D
Year 4: Capstone Project	M	M	M	M	M	M

KEY: I = Introduced D = Developed/reinforced, with opportunities to practice M = Mastery A = Assessment evidence collected
Italics = Required Course

Appendix 2-Course List (attached)

Fall 2022/Spring 2023 DHC Graduation Application

Last Name *

First Name *

UM Email Address

University of Montana ID # (790-) *

Graduation Semester *

- Fall 2022
- Spring 2023
- Summer 2023

Major/s *

Minor/s

Certificate/s

Cumulative GPA *

DHC Requirements

For each of the following sections outlining DHC requirements, please indicate how you fulfilled the requirement. For example, which sections of HONR 120 and HONR 121 did you take and who was your instructor? How did you fulfill your Honors Electives (Construct Your Own, Honors Courses, and/or Out of Classroom Experiences)? Which Capstone course did you take?

HONR 120: Introduction to Honors Section and Instructor *

If you did not take HONR 120 (transfer, currently-enrolled, other), please indicate as such with a brief explanation of why you didn't take this course.

HONR 121: Ways of Knowing Section and Instructor *

Honors Electives

- Construct-Your-Own
- Honors courses/sections
- Out-of-Classroom Experience

Please indicate which honors electives you pursued.

Capstone *

- Yes, I have submitted my Capstone Approval Form
- No, I have not yet submitted my Capstone Approval Form

If you have not yet submitted your Capstone Approval Form, please reach out to DHC Director of Student Engagement, Bethany Applegate, to make a plan: bethany.applegate@umontana.edu.

Capstone Course *

- HONR 499
- Other Capstone Course

If you completed a Capstone in collaboration with another department or program outside of the DHC, please list course number (ex., BGEN 499).

Medallion Ceremony

Please answer the following questions if you plan to participate in the DHC's Medallion Ceremony, held every semester in honor of students who have earned University Scholar Distinction from the DHC. We look forward to celebrating your accomplishments and the family, friends, and faculty who have supported you.

Home Town *

Title of Capstone Project *

Capstone Mentor *

College Highlight *

Favorite Activity *

Future Plans *

The DHC Medallion Ceremony includes a slideshow of our graduates. Please upload three photos of yourself for the slideshow.

[Choose File](#)

Select up to 3 files to attach. No files have been attached yet. You may add 3 more files.

Acceptable file types: .jpg, .jpeg

Photos need to be in JPG format. If you're having difficulty uploading photos, please reach out us at dhc@mso.umt.edu.

Faculty or Staff Recognition

University Scholars have the opportunity to recognize a faculty or staff member who has been particularly important to their UM / DHC experience. Feel free to recognize up to three people.

Please list the faculty and/or staff you would like to recognize, including their department. *

We are so proud of our students and would love to stay in touch with you to keep tabs on the adventures you pursue after graduation! Please let us know how best to get in touch with you.

Phone Number *

Non-UM Email Address *

2021-2022 Presidential Leadership Scholarship Renewal Form

First Name *

Last Name *

Student 790# *

Enter your student number (no dashes).

UM Email Address *

Major #1 *

If unknown, list "undecided"

Major #2

If applicable

Minor #1

If applicable

Minor #2

If applicable

Certificates

If applicable

Current GPA *

Expected Graduation Term/Year *

List semester and year (ex. Spring 2023)

Current Year at UM *

- First-year
- Second-year
- Third-year
- Fourth-year

If you could add one honors course (in your major, or for UM general education requirements), what would it be? *

What are your thoughts about course choice, and the flexibility of the Honors curriculum? Do you have suggestions on how we can improve the quality, quantity, diversity of our course offerings? *

It is important to us that we offer an excellent and effective advising experience to all our students. How would you rate your experience with advising in the DHC? *

- I have not had a positive experience
- I have had an okay experience
- I have had a good experience
- I have had an excellent experience

What can we do to improve our advising services in the DHC? *

Tell us about how you use the lounge, the patio or the study spaces, and how we can make the spaces work better for students?

Before today, were you aware that the DHC had a Career Development Program? *

- Yes
- No
- Maybe

Did you engage with the Career Development Program this year (advising, events, resume review, speakers)? If so, how? *

What are your professional or academic plans for this summer and fall? No plan is too small! *

Please share some highlights of your UM/DHC experience here. *

What worked well this year? *

What didn't work well this year? *

What are your plans? *

- I'll be participating with the DHC on campus next year.
- I'm studying abroad or National Student Exchange Fall 2022.
- I'm studying abroad or National Student Exchange Spring 2023.

If you will be studying abroad or participating with the National Student Exchange, where will you be located? *

We also understand that sometimes your community and focus change. If you no longer wish to participate in the Davidson Honors College, please give us a brief description as to why? *

(Note: PLS, PHS, and DLS students must speak with the the DHC dean concerning leaving the DHC.)

This information is vital to the DHC's future. We will compile the data collected during the first part of the summer. A bulk of the data will be used to update our records and ensure that we are on the same page with regards to your courses, major, minor, etc. The qualitative information collected about your experiences will help us as we progress with a DHC Program Level Assessment as part of our own program review and the University's larger planning processes. If you have any questions, please contact us in the DHC, we would be happy to chat about the survey and your experience.

Save Draft

Submit Form