## AY 14/15 DHI Assessment Summary

|------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------|
| HONS 109   | 1. Knowledge gained from engaging big questions and using information to substantiate informed conclusions.  
2. Having creatively integrated knowledge from various disciplines and having respect for different worldviews and practices. | General Knowledge Rubric 92% scored 2 or higher on a 3-point scale.  
Critical Thinking Rubric 92% scored 2 or higher on a 3-point scale. | DHI Director and staff collected samples of student writing and scored them against a rubric. Students are able to contextualize and show evidence of thinking in a trans-disciplinary fashion.  
Students appreciate the many media in which information is presented. | 12/60 | Improving Student Learning:  
1. Closely monitor student progress in this course as lack of success here could signal trouble with other courses.  
   Individualized help could be offered quickly if a student shows signs of trouble in this course.  
2. Continue with multi-modal learning materials, as it seems to bolster student learning.  
Improving Assessment:  
• The DHI Honors Council should consider these assessment results and decide whether or not the rubrics utilized should be multiplied to gain greater specificity of insight. They might also give thought to whether a signature assignment related to respecting other worldviews is a worthy idea to be suggested for consideration by teachers of the course.  
• The assessment baseline for this course should be changed to read: 80% of students assessed will score a 2 or higher on each assessed criterion. |
| HONS 114   | 1. Knowledge gained from engaging big questions and using information to substantiate informed conclusions.  
2. Having creatively integrated knowledge from various disciplines and having respect for different worldviews and practices. | 100% scored 2 or higher on a 3-point scale. | DHI Director and staff collected samples of student final exams and scored them against a rubric.  
Students show an ability to integrate knowledge across disciplines. Their work shows they are learning about the cultures studied. | 12/60 | Improving Student Learning:  
1. Consider adding films that depict particular aspects of the ancient cultures being studied. This multi-media approach may help student learn more about these cultures.  
2. Affirm that the professors’ teaching styles promote student learning.  
Improving Assessment:  
• The DHI Honors Council should consider these assessment results and decide whether or not the rubrics utilized should be multiplied to gain greater specificity of insight. They might also give thought to whether a signature assignment related to respecting other worldviews is a worthy idea to be suggested for consideration by teachers of the course.  
• The assessment baseline for this course should be changed to read: 85% of students assessed will score a 2 or higher on each assessed criterion. |
| HONS 128 | 1. A transdisciplinary approach to comprehensively exploring the content and context of issues before formulating judgments. | 75% of students scored 2 or higher on the critical thinking on a 3-point scale. | DHI Director and staff collected samples of student final papers and scored them against a rubric (critical thinking) • Students, generally, showed considerable awareness of how context shapes content and interpretation. • They displayed a proficient facility with the transdisciplinary approach to learning. • They also adequately applied higher order thinking and strategies to evaluating and solving of problems. | 12/54 |
| HONS 124 | 1. The skills to clearly, appropriately, and persuasively express ideas. | 100% scored at 2 or higher on a 3-point scale. | DHI Director and staff collected samples of student final papers and scored them against a rubric (Communicating) | 12/60 |

**Improving Student Learning:**
1. Balance coverage of course materials for Judeo-Christian portion of course so that the Qur’an is not short-changed.
2. Support in classwork with sessions that take place elsewhere (temple, mosque, etc.) or host talks with faith leaders.

**Improving Assessment:**
- The DHI Honors Council should consider these assessment results and decide whether or not the rubrics utilized should be multiplied to gain greater specificity of insight. They might also give thought to whether a signature assignment related to respecting other worldviews is a worthy idea to be suggested for consideration by teachers of the course.
- The assessment baseline for this course should be changed to read: 70% of students assessed will score a 2 or higher on each assessed criterion.
| Effectively).  
  • Students adequately employed the communication skills of writing, speaking, listening, and/or technology.  
  • Students demonstrated understanding of the relation of genre or format to context.  
  • Finally, students support their claims with appropriate reasoning, evidence, and attribution. |

### Improving Student Assessment:

- The DHI Honors Council should consider these assessment results and decide whether or not the rubrics utilized should be multiplied to gain greater specificity of insight.  
- The assessment baseline for this course should be changed to read: 90% of students assessed will score a 2 or higher on each assessed criterion.