

AULTMAN COLLEGE
FOUNDATIONAL EDUCATION/HEALTH SCIENCES COURSE ASSESSMENT REPORT

Course Number/Name:	Semester:	Instructor:	___ FT ___ PT ___ Adjunct
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The Foundational Education Core Abilities are based on four college-wide General Learning Outcomes (GLOs). Each course is expected to contribute to student achievement of one or more of these GLOs. The Core Ability Rubrics describe levels of success in student learning and behavior that instructors will measure and report on this form. In completing this report, instructors should attach the assignment descriptions, grading rubrics, and submit to the Institutional Research and Assessment Coordinator within a week of final grade submission each semester.

Foundational Education Core Abilities (GLOs) - Indicate Core Ability Indicator(s) assessed in this report (see Indicator Full Description on page 2):			
1. Think critically A. ___ Explanation of issues B. ___ Evidence C. ___ Conclusions and related outcomes	II. Demonstrate Information Literacy A. ___ Determine extent of info needed B. ___ Evaluate info sources critically C. ___ Use info to convey a message D. ___ Correctly apply info use strategies	III. Communicate Effectively A. ___ Central message B. ___ Context and purpose C. ___ Delivery	IV. Exhibit social and ethical responsibility A. ___ Ethical self-awareness B. ___ Diversity of communities and cultures C. ___ Evaluate ethical perspectives/concepts
I. List <u>Student Learning Outcome(s)</u> from approved syllabus that supports the Core Ability being measured.			
II. List <u>Learning Activity(ies)</u>* used to measure student success with this outcome.			
III. <u>Student Success Level</u> ** Indicate for each Learning Activity the <u>% of completers</u> with a "C" or higher. (See below for instructions. Report for each Learning Activity in II.)			
IV. <u>Improvement</u> If % of completers falls below <u>college-wide minimum standard of 75% or higher</u>, identify course change(s) planned to improve student learning in this outcome. (If students meet the standard, was anything learned that would further improve future assignments?)			

* **II. Learning Activities**=Assignments, tests, clinical evaluation tools, etc.

****III. Student Success Level Calculation** Report the number of students who received a grade of C or higher on the assignment out of the total number of students who completed the assignment and the course. For example, 24 students received a C or higher on the assignment out of 28 students who completed the assignment and the course = 24/28 = 86%. Also note the number of non-completers (students who completed the course but not the assignment: e.g., 2/30 NC).

Aultman College General Education Core Abilities with Indicators

A. Think Critically

The ability to explore issues critically and draw logical conclusions through comprehensive examination of evidence.

Indicators

- Explanation of issues
- Evidence
- Conclusions and related outcomes

B. Demonstrate Information Literacy

The ability to know what information is needed, evaluate information sources critically, and use information effectively to convey a message.

Indicators

- Determine extent of information needed
- Evaluate information sources critically
- Use information to convey a message
- Correctly apply information use strategies

C. Communicate Effectively

The ability to use appropriate, relevant content to convey a central message, oral or written, that considers purpose, context, and audience.

Indicators

- Central message
- Context and purpose
- Delivery

D. Exhibit Social and Ethical Responsibility

The ability to exhibit social and ethical responsibility through self-awareness and ethically evaluating perspectives and concepts of diverse communities and cultures.

Indicators

- Ethical self-awareness
- Diversity of communities and cultures
- Evaluation of ethical perspectives and/or concepts