

**AULTMAN COLLEGE**  
**GENERAL EDUCATION COURSE ASSESSMENT REPORT**

<b>Course Number/Name:</b>	<b>Semester:</b>	<b>Instructor:</b>	<input type="checkbox"/> FT <input type="checkbox"/> PT <input type="checkbox"/> Adjunct
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The General 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.

<b>General Education Core Abilities (GLOs) - Indicate Core Ability Indicator(s) assessed in this report (see Indicator Full Description on page 2):</b>			
<b>1. Think critically and solve problems.</b> A. <input type="checkbox"/> Integrate experience..... B. <input type="checkbox"/> Integrate mathematic.....	<b>2. Demonstrate information literacy.</b> A. <input type="checkbox"/> Evaluate, synthesize..... B. <input type="checkbox"/> Apply appropriate technology.... C. <input type="checkbox"/> Question the validity of.....	<b>3. Model ethical and civic responsibility.</b> A. <input type="checkbox"/> Accept responsibility.... B. <input type="checkbox"/> Exhibit professional, ..... C. <input type="checkbox"/> Act cooperatively and..... D. <input type="checkbox"/> Consider context and.....	<b>4. Communicate effectively.</b> A. <input type="checkbox"/> Communicate effectively..... B. <input type="checkbox"/> Use appropriate technology ..... C. <input type="checkbox"/> Provide and accept constructive..... D. <input type="checkbox"/> Demonstrate fluency.....
<b>I. List <u>Student Learning Outcome(s)</u> from approved syllabus that supports the Core Ability being measured.</b>			
<b>II. List <u>Learning Activity(ies)</u>* used to measure student success with this outcome.</b>			
<b>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.)</b>			
<b>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.</b>			

\* **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**

### **1. Think critically and solve problems.**

- A. Integrate experience, reason, and information to make meaningful conclusions, judgments and/or products.
- B. Integrate mathematic and scientific based knowledge and understanding into problem-solving activities.

### **2. Demonstrate information literacy.**

- A. Evaluate, synthesize, and apply information across a range of contexts, cultures, and areas of knowledge.
- B. Apply appropriate technology and resources as part of a team approach.
- C. Question the validity of information and evaluate it using fact-based scientific inquiry.

### **3. Model ethical and civic responsibility.**

- A. Accept responsibility for learning now and in the future.
- B. Exhibit professional, personal, and academic honesty.
- C. Act cooperatively and work effectively in a diverse environment by respecting the rights, views, and work of others.
- D. Consider context and implication of ethics in all actions.

### **4. Communicate effectively.**

- A. Communicate effectively, appropriately, and professionally in verbal, nonverbal, and written forms.
- B. Use appropriate technology that supports or facilitates communication.
- C. Provide and accept constructive feedback.
- D. Demonstrate fluency in the scientific-based language of healthcare settings.