

Draft General Education Reporting Matrix

| State-Level Goals SKILL AREAS | Institutional Competencies | Course(s) and Credit Hours | Non-Course Experiences | Associated Assessment(s) |
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| Communicating | | | | |
| To develop students' effective use of the English language and quantitative and other symbolic systems essential to their success in school and in the world. Students should be able to read and listen critically and to write and speak with thoughtfulness, clarity, coherence, and persuasiveness. | A. analyze and evaluate their own and others' speaking and writing | BIO 101H: Honors General Biology 5 Credits | | Students responsible for a presentation from chapters in <i>Beak of the Finch</i> grade one page summaries of the chapters written by the other students in the class. The faculty member reviews the graded material and revises if needed. |
| | B. conceive of writing as a recursive process that involves many strategies, including generating material, evaluating sources when used, drafting, revising, and editing | | | |
| | C. make formal written and oral presentations employing correct diction, syntax, usage, grammar, and mechanics | BIO 101H: 5 Credits | | Faculty evaluates student presentations based on knowledge of the subject, in addition to proper mechanics and grammar. |
| | D. focus on a purpose (e.g., explaining, problem solving, argument) and vary approaches to writing and speaking based on that purpose | | | |
| | E. respond to the needs of different venues and audiences and choose words for appropriateness and effect | | | |
| | F. communicate effectively in groups by listening, reflecting, and responding appropriately and in context | BIO 101H: 5 Credits | | Students perform group exercises that are evaluated by the faculty member. |
| | G. use mathematical, statistical models, standard quantitative symbols, and various graphical tactics to present information with clarity, accuracy, and precision | BIO 101H: 5 Credits | | Students compile data from various exercises and the faculty evaluates the student's ability to analyze the data by using graphing techniques. |

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| Higher-Order Thinking | | | | |
| To develop students' ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; and to solve problems by applying evaluative standards. | A. recognize the problematic elements of presentations of information and argument and to formulate diagnostic questions for resolving issues and solving problems | BIO 101H: 5 Credits | | Students are assessed on their ability to apply, and answer terms, relating to the scientific method on in-class exercises and Exam 1. |
| | B. use linguistic, mathematical or other symbolic approaches to describe problems, identify alternative solutions, and make reasoned choices among those solutions | BIO 101H: 5 Credits | | Students are assessed on their ability to answer essay questions on unit exams relating to biological/ecological problems. |
| | C. analyze and synthesize information from a variety of sources and apply the results to resolving complex situations and problems | BIO 101H: 5 Credits | | Students are assessed using essay and multiple choice questions on three unit exams on information the students must obtain on their own relating to situational problems in biology. |
| | D. defend conclusions using relevant evidence and reasoned argument | BIO 101H: 5 Credits | | Students are assessed using essay questions on examinations and during a presentation on the <i>Beak of the Finch</i> . |
| | E. reflect on and evaluate their critical-thinking processes | BIO 101H: 5 Credits | | Students are assessed on their ability to answer essay questions on three unit exams and on the various laboratory exercises that contain critical thinking questions relating to the experiment or activity performed. |
| Managing Information | | | | |
| To develop students' abilities to locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions. | A. access and/or generate information from a variety of sources, including the most contemporary technological information services | BIO 101H: 5 Credits | | Students are assessed on their ability to supplement chapter presentations using current available information on the topic. |
| | B. evaluate information for its currency, usefulness, truthfulness, and accuracy | | | |
| | C. organize, store, and retrieve information efficiently | BIO 101H: 5 Credits | | Students are assessed using classroom discussions and by multiple choice and essay questions on unit exams. |
| | D. reorganize information for an intended purpose, such as research projects | BIO 101H: 5 Credits | | Students are assessed on their ability to compile additional information relevant to assigned presentations. |

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| | E. present information clearly and concisely, using traditional and contemporary technologies | BIO 101H: 5 Credits | | Students are evaluated on their ability to present chapters from <i>Beak of the Finch</i> using PowerPoint and other visual aids. |
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| Valuing | | | | |
| To develop students' abilities to understand the moral and ethical values of a diverse society and to understand that many courses of action are guided by value judgments about the way things ought to be. Students should be able to make informed decisions through identifying personal values and the values of others and through understanding how such values develop. They should be able to analyze the ethical implications of choices made on the basis of these values. | A. compare and contrast historical and cultural ethical perspectives and belief systems | | | |
| | B. utilize cultural, behavioral, and historical knowledge to clarify and articulate a personal value system | BIO 101H: 5 Credits | | Students are assessed on their ability to answer essay questions on unit exams. Students are also evaluated using written summaries from readings and discussions related to <i>Beak of the Finch</i> . |
| | C. recognize the ramifications of one's value decisions on self and others | BIO 101H: 5 Credits | | Students are assessed on their ability to answer essay questions on unit examinations. |
| | D. recognize conflicts within and between value systems and recognize and analyze ethical issues as they arise in a variety of contexts | BIO 101H: 5 Credits | | Students are assessed on their ability to answer essay questions unit exams. Students are also evaluated using written summaries from readings and discussions related to <i>Beak of the Finch</i> . |
| | E. consider multiple perspectives, recognize biases, deal with ambiguity, and take a reasonable position | BIO 101H: 5 Credits | | Students are assessed on their ability to answer essay questions on unit exams. Students are also evaluated using written summaries from readings and discussions related to <i>Beak of the Finch</i> . |

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|---|--|-----------|------------------------|--------------------------|
| Social & Behavior Sciences | | | | |
| To develop students' understanding of themselves and the world around them through study of content and the processes used by historians and social and behavioral scientists to discover, describe, explain, and predict human behavior and social systems. Students must understand the diversities and complexities of the cultural and social world, past and present, and come to an informed sense of self and others. (Students must fulfill the state statute requirements for the United States and Missouri constitutions.) | A. explain social institutions, structures, and processes across a range of historical periods and cultures | | | |
| | B. develop and communicate hypothetical explanations for individual human behavior within the large-scale historical and social context | | | |
| | C. draw on history and the social sciences to evaluate contemporary problems | | | |
| | D. describe and analytically compare social, cultural, and historical settings and processes other than one's own | | | |
| | E. articulate the interconnectedness of people and places around the globe | | | |
| | F. describe and explain the constitutions of the United States and Missouri | | | |
| Humanities & Fine Arts | | | | |
| To develop students' understanding of the ways in which humans have addressed their condition through imaginative work in the humanities and fine arts; to deepen their understanding of how that imaginative process is informed and limited by social, cultural, linguistic, and historical circumstances; and to appreciate the world of the creative imagination as a form of knowledge. | A. describe the scope and variety of works in the humanities and fine arts (e.g., fine and performing arts, literature, and speculative thought) | | | |
| | B. explain the historical, cultural, and social contexts of the humanities and fine arts | | | |
| | C. identify the aesthetic standards used to make critical judgments in various artistic fields | | | |
| | D. develop a plausible understanding of the differences and relationships between formal and popular culture | | | |
| | E. articulate a response based upon aesthetic standards to observance of works in the humanities and fine arts | | | |

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| Mathematics | | | | |
| To develop students' understanding of fundamental mathematical concepts and their applications. Students should develop a level of quantitative literacy that would enable them to make decisions and solve problems and which could serve as a basis for continued learning. (The mathematics requirement for general education should have the same prerequisite(s) and level of rigor as college algebra.) | A. describe contributions to society from the discipline of mathematics | | | |
| | B. recognize and use connections within mathematics and between mathematics and other disciplines | | | |
| | C. read, interpret, analyze, and synthesize quantitative data (e.g., graphs, tables, statistics, and survey data) and make reasoned estimates | | | |
| | D. formulate and use generalizations based upon pattern recognition | | | |
| | E. apply and use mathematical models (e.g., algebraic, geometric, statistical) to solve problems | | | |
| Life & Physical Sciences | | | | |
| To develop students' understanding of the principles and laboratory procedures of life and physical sciences and to cultivate their abilities to apply the empirical methods of scientific inquiry. Students should understand how scientific discovery changes theoretical views of the world, informs our imaginations, and shapes human history. Students should also understand that science is shaped by historical and social contexts. | A. explain how to use the scientific method and how to develop and test hypotheses in order to draw defensible conclusions | BIO 101H: 5 Credits | | Students are assessed on their ability to apply the scientific method on in-class exercises and essay questions on Exam 1. |
| | B. evaluate scientific evidence and argument | BIO 101H: 5 Credits | | Students are assessed on their ability to answer essay questions on unit examinations and on various laboratory exercises. |
| | C. describe the basic principles of the physical universe | BIO 101H: 5 Credits | | Students are assessed using multiple choice and essay questions on Exam 1. |
| | D. describe concepts of the nature, organization, and evolution of living systems | BIO 101H: 5 Credits | | Students are assessed using multiple choice and essay questions on Exams 1 and 4. |
| | E. explain how human choices affect the earth and living systems | BIO 101H: 5 Credits | | Students are assessed on their ability to answer essay questions on unit examinations. |