

## STATE-LEVEL GOAL MAPPING

State Level Goals	Institutional Level Outcome	Where /How Assessed?
<p><b>Communicating</b></p> <p>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.</p>	<p>•Communication Skills</p>	<p><b><u>Discourse I, II, and III</u></b>  <b>(Written and oral communication assessed through rubrics adapted from the American Association of Colleges &amp; Universities (AAC&amp;U) Value Rubrics)</b></p>
<p><b>Higher-Order Thinking, Managing Information and Valuing</b></p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>•Interdisciplinary and Innovative Thinking</p> <p>•Technology and Information Literacy</p> <p>•Culture and Diversity</p>	<p><b><u>Anchor III</u></b>  <b>(Assessed through adaptation of AAC&amp;U Value Rubric on Integrative and Applied Learning, or through rubric or test questions on a project/paper/exam in the course)</b></p> <p><b><u>Discourse I and II</u></b>  <b>(Assessed through rubric developed by the University Libraries)</b></p> <p><b><u>Anchor II</u></b>  <b>(Assessed through adaptation of AAC&amp;U Value Rubric on Intercultural Knowledge and Competence, or through rubric or test questions on a project/paper/exam in the course)</b></p>
<p><b>Social &amp; Behavior Sciences</b></p> <p>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</p> <p>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.</p>	<p>•Human Actions, Values, and Ethics</p> <p>•Civic and Community Engagement</p>	<p><b><u>Focus C: Human Actions, Values, and Ethics</u></b>  <b>(Assessed through rubric or test questions on a project/paper/exam in the course)</b></p> <p><b><u>Anchor III</u></b>  <b>(Assessed through adaptation of AAC&amp;U Value Rubric on Civic Knowledge and Engagement, or through rubric or test questions on a</b></p>

(Students must fulfill the state statute requirements for the United States and Missouri constitutions.)	•(Approved Focus or Anchor course)	project/paper/exam in the course)  ----
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<p><b>Humanities &amp; Fine Arts</b></p> <p>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.</p>	<p>•Arts and Humanities</p>	<p><b><u>Focus A: Arts and Humanities</u></b> <b>(Assessed through rubric or test questions on a project/paper/exam in the course)</b></p>
<p><b>Mathematics</b></p> <p>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.)</p>	<p>•Scientific Reasoning and Quantitative Analysis</p>	<p><b><u>Focus B: Scientific Reasoning and Quantitative Analysis (or) Anchor I</u></b> <b>(Assessed through rubric or test questions on a project/paper/exam in the course)</b></p>
<p><b>Life &amp; Physical Sciences</b></p> <p>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.</p>	<p>•Scientific Reasoning and Quantitative Analysis</p>	<p><b><u>Focus B: Scientific Reasoning and Quantitative Analysis (or) Anchor I</u></b> <b>(Assessed through rubric or test questions on a project/paper/exam in the course)</b></p>

SPECIFIC LEARNING OUTCOMES DEVELOPED IN GENERAL EDUCATION COURSES		
COURSE TYPE	LEARNING OUTCOME	LEARNING OUTCOME TEXT Students will:
<b><u>FOCUS A</u> Arts and Humanities</b>	Arts and Humanities	<ul style="list-style-type: none"> <li>develop an understanding of the human condition by exploring the variety of creative works and methods in the humanities, as well as the visual and performing arts.</li> <li>be able to explain the historical, cultural and social context of the humanities and fine arts.</li> <li>demonstrate an understanding of the connections between the humanities and other areas of intellectual inquiry.</li> </ul>
<b><u>FOCUS B</u> Scientific Reasoning and Quantitative Analysis</b>	Scientific Reasoning and Quantitative Analysis	<ul style="list-style-type: none"> <li>apply principles and methods of science, math, statistics and logic to solve problems and draw logical inferences.</li> <li>develop a level of quantitative literacy that enables them to comprehend and evaluate information in a broad range of contexts.</li> <li>understand methods and principles of scientific discovery and their application to all areas of learning, including the natural and social sciences.</li> </ul>
<b><u>FOCUS C</u> Human Actions, Values and Ethics</b>	Human Actions, Values and Ethics	<ul style="list-style-type: none"> <li>analyze, interpret and/or reconstruct human events, experiences, actions and interactions.</li> <li>understand principles of value and civic duty in a wide range of settings and will demonstrate an understanding of personal values and the values of others.</li> <li>be able to identify ethical problems using their understanding of ethical theory and moral reasoning.</li> </ul>
<b><u>ANCHOR I</u> Reasoning and Values (ONE of these two Learning Outcomes must be addressed)</b>	Human Actions, Values and Ethics	<ul style="list-style-type: none"> <li>analyze, interpret and/or reconstruct human events, experiences, actions and interactions.</li> <li>understand principles of value and civic duty in a wide range of settings and will demonstrate an understanding of personal values and the values of others.</li> <li>be able to identify ethical problems using their understanding of ethical theory and moral reasoning.</li> </ul>
	Scientific Reasoning and Quantitative Analysis	<ul style="list-style-type: none"> <li>apply principles and methods of science, math, statistics and logic to solve problems and draw logical inferences.</li> <li>develop a level of quantitative literacy that enables them to comprehend and evaluate information in a broad range of contexts.</li> <li>understand methods and principles of scientific discovery and their application to all areas of learning, including the natural and social sciences.</li> </ul>
<b><u>ANCHOR II</u> Culture and Diversity</b>	Culture and Diversity	<ul style="list-style-type: none"> <li>draw on a variety of disciplines to develop an understanding of the complexities of human cultures, past and present, and come to an informed sense of self and others.</li> <li>demonstrate an awareness of a global culture that may include economic, environmental, political and social issues facing all cultures.</li> <li>develop an understanding of the factors defining cultural identities.</li> </ul>
<b><u>ANCHOR III</u> Civic and Community Engagement</b>	Civic and Community Engagement	<ul style="list-style-type: none"> <li>be able to identify the problems, challenges and opportunities of an urban university.</li> <li>understand their relationship to both a local and global community and the social, political and cultural issues therein.</li> <li>develop an appreciation for the meaning and global impact of urbanization.</li> <li>engage with the UMKC community of learners.</li> </ul>