**General Education Outcomes**

**About the Habits of Mind:** The habits of mind are intended to span all General Education courses. They are to help assess the effectiveness of the General Education program as a whole rather than assessing the individual components of the program. Assessment of each habit of mind can be made in every General Education course. These benchmarks are not intended to be used like traditional rubrics. They are meant to gauge the current level of achievement of students as they progress through the General Education program, not as mechanisms to assess the quality of individual assignments. Every student to enter PSU is not expected to already be at the basecamp level in each signpost for a particular habit of mind. Basecamp should be attainable during a student's first year, and Summit should be achievable by the end of the student's experience at PSU.

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**Purposeful communication** is a habit of mind characterized by the construction of meaning through interactions with texts and people and the creation of new messages. "Text" refers broadly to any communicative message, including, but not limited to, messages that are spoken or written, read or listened to, non-verbal, and/or delivered through any form of media (digital, social, artistic, print, etc.). Construction of meaning and creation of messages are influenced by individuals’ prior experiences as well as cultural and historical contexts**.** Creation of messages involves the development and purposeful expression of ideas and is designed to increase knowledge, foster understanding, and/or promote change in others’ attitudes, values, beliefs, or behaviors. To be effective, messages must engage the perspectives of others and foster dialog among individuals and the community.

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| **Purposeful Communication** | | | |
| **Signposts** | **Base Camp** | **Climbing** | **Summit** |
| **Awareness of Context** | Recognizes that every message is created and received within a cultural and historical context | Draws on knowledge about cultural and historical  context, in both the creation of messages and the construction of meaning from messages | Seeks additional knowledge to understand the cultural and historical context, in both the creation of messages and the construction of meaning from messages |
| **Comprehension** | Shows understanding of the basic meaning of the text by paraphrasing or summarizing the information the text communicates | Uses information in the text, general background knowledge, and/or specific knowledge of the context in which the message was created to draw more complex inferences | Recognizes that the  text has implications beyond  its explicit message; identifies broader questions raised by the text;  and/or suggests counterarguments in  response to the text. |
| **Purposeful Expression** | Paraphrases, summarizes, and/or quotes from information sources t o create a message with a specific purpose | Organizes and synthesizes information from relevant sources to create a clear message with a specific purpose | Organizes and synthesizes information to create  a clear message containing new insights that achieves a  specific purpose |
| **Effective Application of Strategies**  **for Communication** | Recognizes that others may bring different  perspectives and experiences to the creation of messages and the construction of meaning from  messages | Uses communication strategies that take into account the perspectives of others and encourage the exchange of ideas and information | Tailors communication strategies  to effectively involve and/or address different audiences,  foster respectful dialogue, and build relationships based on mutual  understandings |

**Problem Solving** is a habit of mind that involves an iterative process of identifying, explaining, and exploring problems, describing challenges, envisioning possible solutions and their implications, and making decisions about how to proceed based on all of these considerations. Problem solving encompasses a broad array of activities and approaches.

Problems range widely in scale and scope—small to large, local to global, well-defined to ambiguous, simulated to real-world—and problem solving may be undertaken individually or in collaboration with others. In all cases, engaging in problem solving requires the ability to think creatively, adapt and extend one’s thinking, acknowledge different contexts and incorporate different perspectives, embrace flexibility, consider potential implications, determine courses of action, persist and adapt despite failure, and reflect on the results. While the types of problems encountered and the strategies used to grapple with problems vary across disciplines, the problem solving habit of mind is relevant to all disciplines.

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| **Problem Solving** | | | |
| **Signposts** | **Base Camp** | **Climbing** | **Summit** |
| **Problem Framing** | When presented with a problem, describes key components of the problem | Explains the problem clearly and concisely so that others can understand it and articulates relevant components of the problem in detail | Explores multiple perspectives on the problem and incorporates those perspectives in explaining and describing the problem |
| **Challenge Identification** | Recognizes general challenges to solving the problem | Describes, in detail, challenges that are relevant to the particular problem and how it was framed | Surveys the problem from various points of view in order to uncover additional challenges and determine the  ways in which challenges are interrelated |
| **Plan Development** | Relies on one or two strategies to identify possible solution(s) to the problem | Uses strategies appropriate to the situation to develop possible solutions to the problem | Employs a repertoire of relevant strategies and perspectives to develop possible solutions to the problem and  explores the potential implications of those solutions |
| **Decision-Making**  **and Revision** | Identifies a preferred approach to solving the problem and sticks with the plan | Takes into account the nature and scope of the problem, potential challenges, and possible solutions, and makes a case for a specific course of action, revising the plan as needed in response to ongoing feedback | Weighs the potential implications of possible solutions in order to determine the most desirable course of action, providing a strong justification for that decision, and revising the plan as  needed in response to ongoing feedback |
| **Evaluation of Progress** | Evaluates progress in terms of whether desired outcomes have been achieved | Identifies and evaluates evidence to determine whether there has been progress toward achieving the desired outcomes | Reflects on positive and negative impacts of strategies employed and understandings gained from the  problem-solving process |

# **Integrated Perspective** is a habit of mind characterized by the recognition that individual beliefs, ideas, and values are influenced by personal experience as well as multiple contextual factors—cultural, historical, political, etc. All human beings are interconnected through their participation in natural and social systems.

An integrated perspective recognizes that individual decisions impact the self, the community, and the environment. Students will acknowledge the limitations of singular points of view and recognize the benefits of engaging with and learning from others in order to integrate multiple perspectives for effective communication, problem-solving, and collaboration.

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| **Integrated Perspective** | | | |
| **Signposts** | **Base Camp** | **Climbing** | **Summit** |
| **Self-Awareness** | Recognizes that one's ideas, beliefs, and  values are influenced by personal experience as well  as multiple contextual factors | Recognizes that one’s perspective influences the ways in which one understands and interprets the natural and social world | Considers multiple  perspectives and adjusts one’s own ideas, beliefs, and values as appropriate |
| **Perspective Seeking** | When presented with  various perspectives, recogniz es their  validity while maintaining a  preference for one’s  own perspective | Acknowledging the limitations of a singular perspective, seeks to understand various perspectives and how they came to be | Seeks to augment one's own limited perspective with others, even those that may be conflicting |
| **Interconnectedness** | Identifies some connections between an  individual's personal decision- making and the larger natural and social world | Analyzes the ways that an individual’s or a group’s decision-making influences and is influenced by the larger natural and social world | Analyzes and explains the interconne ctedness between and within natural and social systems and how shifts within those systems create changes |
| **Collaboration** | Articulates one’s own perspective and listens to other perspectives when  collaborating with others | Compromises between own perspective and others’ perspectives when working collaboratively | Critically analyzes different perspecti ves and purposefully communicates to contribute to an optimal outcome |

**Self-Regulated Learning** is a habit of mind that encompasses the desire to learn, the ability to set personal goals for learning, and the capacity to engage in a self-monitored learning process. Self-regulated learners demonstrate strong commitment to the process of learning and take responsibility for their own learning. They take intellectual risks, persist in the face of challenges, and learn from their mistakes. They are able to organize and reorganize information, interpret information in new ways, and generate their own ideas. Self-regulated learners demonstrate metacognitive awareness (an understanding of the factors that influence their own learning) and cultivate the skills and confidence they need in order to be effective learners.

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| **Self-Regulated Learning** | | | |
| **Signposts** | **Base Camp** | **Climbing** | **Summit** |
| **Responsibility for**  **Own Learning** | Strives to meet learning goals and evaluation criteria embedded in assignments  and courses | Identifies goals for improving as a learner, seeks help and resources if needed, and asks for and responds to feedback from others | Sets high expectations for  oneself and develops a plan to meet those expectations |
| **Engagement in the Learning Process** | Recognizes that acquiring new knowledge and skills requires commitment to the learning process | Investigates ideas and questions and persists in the face of challenges, recognizing that mistakes provide opportunities for learning and that learning takes time | Generates ideas and questions, takes intellectual risks, displays resourcefulness in grappling with challenges, and shows confidence in own ability to learn |
| **Metacognitive Awareness** | Identifies own strengths and weaknesses as a learner and selects general strategies to aid learning | With feedback or prompting, reflects on own thinking and learning and chooses strategies to strengthen understandings and skills | Reflects independently on own thinking and learning and  uses strategies effectively to  strengthen understandings and skills |