INTERSTATE PASSPORT®

Passport Learning Outcomes and Proficiency Criteria
Critical Thinking

PASSPORT LEARNING OUTCOMES

Faculty representatives from participating Passport institutions, along with the Passport State Facilitators and project staff, develop Passport Learning Outcomes (PLOs) for each lower-division general education knowledge and skill area. The Passport Interstate Faculty Team – comprised of faculty members with expertise in the designated area – review, compare, and contrast the sets of learning outcomes submitted by each state and then negotiate to arrive at an agreed-upon set of learning outcomes – the *Passport Learning Outcomes*. Team members vet the draft learning outcomes with faculty and other stakeholders in their states, and through a series of team conference calls, the learning outcomes are refined and finalized for the knowledge or skill area. Institutions that sign the Passport Agreement acknowledge that their lower-division general education learning outcomes map to and are congruent with the Passport Learning Outcomes.

PROFICIENCY CRITERIA

The proficiency criteria describe the EVIDENCE of proficiency with the Passport Learning Outcomes at the transfer level that one might see in a student's behavior, performance or work. These are observable behaviors rather than subjective descriptors such as "appropriate" or "excellent." Specific examples, provided in the Transfer-Level Proficiency Criteria column of the matrix below, are not intended to mandate curriculum or assessment methods, nor do they constitute a comprehensive list of concepts that each student must master. Rather, they serve as guidelines for determining whether a student has reached the desired level of proficiency for the specific learning outcome through a variety of possible methods. The inclusion of many diverse concrete examples is intentional as different courses may address a given feature in distinct ways; for example, a statistics course will address learning outcomes differently than a quantitative reasoning course. Also, a given concrete example may possibly address more than one Passport Learning Outcome. No single course, or Passport student, is expected to demonstrate all of these criteria of transfer-level proficiency.

CRITICAL THINKING FRAMING LANGUAGE

Critical thinking is a cross-disciplinary process based on information literacy that uses inquiry and analysis and leads to problem solving. Critical thinking is also a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a judgment or conclusion. Critical thinkers deeply reflect on the process and each of the steps below and return to each step as necessary.
Relationship to institution's Passport Block: this area may be addressed by a single course or in multiple courses across the lower-division general education curriculum. Options may include science, quantitative literacy, economics, computer science, sociology, philosophy, history, literature and others.

CRITICAL THINKING		
Passport Learning Outcome Feature	**Passport Learning Outcomes (what the student has learned)**	**Transfer Level Proficiency Criteria (Evidence of proficiency at the transfer level)** Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are examples of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group).
Problem Setting	identify a problem or question and its component parts.	Students state, describe, and clarify an open ended problem/issue appropriate to the discipline. Examples include the following: a. Age of Responsibility: Students identify different perspectives on how age might influence legal or ethical responsibility. b. The Problem of Justice: Students will identify and evaluate several different views and perspectives of justice in Plato's Republic, Book 1. c. Business Ethics Case Study: Student will identify what decisions a corporation might consider about producing snack foods made with trans fats.
Recognize Assumptions	recognize and assess personal and other relevant underlying assumptions.	Students engage with resources, ideas, problems, or questions to investigate and/or explain the role biases have in shaping point of view, analysis, and conclusions. Through this discovery students are able to examine and interpret their findings. Examples include the following: a. Students write an exploratory essay, identifying different points of view from different sources on a policy issue, explaining how their reaction to proposed solutions to the problem changed during the research process. b. Students identify a TED Talk of interest and assess the speaker's

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		assumptions and how they compare and/or differ from their own. c. Students select an event they believe has the qualities of an "apocalypse" (i.e., The Dust Bowl, Three-Mile Island, the reintroduction of wolves into Oregon, etc.), explaining how their personal priorities influenced their choice while predicting the consequences of the event on individuals, communities, and environment.
Evidence	identify, gather, and analyze the information/data necessary to address the problem or question.	Students gather an appropriate scope and depth of evidence sufficient to address a question. Examples include the following: a. Students quote and appropriately cite one or two passages that provide evidence for their thesis. Additionally, identify one or two passages that are still logically relevant but not quite as strong. b. After choosing a current event of global interest, students gather reports of the event from local, regional, national, and international sources; examine the evidence as reported from the various source for levels of strength; make reasoned judgments about the reliability of the reports; and report their own conclusions about the event in an essay or presentation, commenting on reasons for accepting particular pieces of evidence in their argument.

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		c. Students develop an annotated bibliography of self-selected materials and a summary viewpoint that directly addresses how evidence does or does not support a particular argument.
Evaluate	evaluate information/data for credibility (e.g., bias, reliability, validity) and relevance to a situation.	Students demonstrate skills as evaluators in addition to awareness of the evaluation process. Examples include the following: a. Students differentiate relevant from irrelevant information as it pertains to a question of interest; an example assignment may deliberately provide students with thematically related but irrelevant information (cf., heroin user recidivism rates as it might pertain to the success of an alcohol treatment center) to assess an ability to distinguish fact from judgment, and belief from knowledge; to use elementary inductive and deductive processes; and to recognize common logical errors or fallacies of language and thought. b. Students identify logical fallacies within an argument contained in a prompt or original materials. c. Students assess and defend the credibility of each piece of data when analyzing an experiment, including some data and excluding other data in order to evaluate findings and reach a legitimate conclusion.

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Context	identify relevant (disciplinary) context(s) including, as appropriate, principles, criteria, concepts, values, histories, and theories.	Students clarify the significance of the context/environment in which the problem, event, and/or issue exists, interpreted or is perceived. Context may include temporal, disciplinary, historical, social, and physical considerations. Examples include the following: a. Business Case Study: Students develop criteria and utilize appropriate principles/concepts for comparing multiple courses of action in support of a conclusion or decision. b. Fictional Memoir or Profile: Students conduct historical and cultural research in order to craft a fictional memoir or profile of a person who could have lived in a specific historical time period (e.g. Pre-Revolutionary War). Students take up their research for this project by focusing on a particular cultural, political, and/or economic context. c. Historical Artifact Analysis: Students write an analysis of non-literary historical artifacts, explaining their physical and social contexts and significance. d. Students participate in a forum discussion explaining how time, place, and circumstances persuaded them to take some kind of significant, personal action.

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Reasoning/Conclusion	develop logical conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.	Students employ appropriate reasoning processes to reach a valid conclusion supported by relevant data. Examples include the following: a. Students develop a recommendation on the most effective way to reduce the incarceration rate in the state for illegal drug abuse. b. Students write a conclusion based upon lab reports that deal with the extraction of microbes from local soil that potentially may have antibiotic properties. They should restate their hypothesis, describe the support or rejection of their hypothesis, evaluate experimental data, synthesize what they would like to improve or perform for further experimentations, and explain how their work adds or compares to scientific work that has been previously reported. c. Students develop and communicate conclusions based upon self assessment (reflection) on the recursive reading, reasoning, and writing process in order to improve the quality of the exposition or argument.