PSU Student-Competency (for SMART STUDENT): Holistic Development with 5 Hs (Head, Hand, Heart, Health, Habit)

1. Critical thinking & Complex problem solving (Head, Hand)

2. Innovative thinking and Entrepreneurial mindset (Head, Hand)

3. Technology Literacy & Communication skills (Head, Hand, Habit)

4. Emotional intelligence & Professional behavior (Head, Heart, Habit)

5. Social Engagement (Head, Hand, Heart, Health, Habit)

Level of competency

Undergraduates	Emerging 1st year and 2nd year
	Developing 3rd and 4th year
Postgraduates	Proficient

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Adapted from the AACU LEAP rubrics, the Bases of Competence skills, University of Guelph Learning Outcomes, The Open University, Estern Sydney University, (CDC, 1997), Millersville University

หมายเหตุ Rubric ใช้อธิบายคุณลักษณะของเกณฑ์การประเมินในแต่ละระดับที่คาดหวัง เพื่อให้หลักสูตร/คณะ/วิทยาเขต ได้ใช้**เป็นแนวทาง**ในการออกแบบกิจกรรมการจัดการเรียนการสอนและกิจการนักศึกษาในเชิงบูรณาการ ตลอดเป็นแนวทางในการวัดประเมินผลสัมฤทธิ์

1. Critical thinking & Complex problem solving (Head)

Definition: **Critical thinking and Complex problem solving** is a concept in which one applies logical principles, after much inquiry and analysis, to solve problems. Those mastering this outcome show evidence of integrating knowledge, in depth and accurate questions after much critical analysis of evidence, and solve problems in creative ways.

Competency	Component Criteria	Emerging		Developing		Proficient
		1	2	3	4	5
1. Critical thinking & Complex problem solving	1.1 Inquiry	Attempt to ask but without evidence, fail to identify problem accurately.	Ask and summarize problem, though some aspects are incorrect or confused.	Ask appropriate questions and find evidence related to question with a critical analysis.	Ask in-depth and specific questions regarding the material with reliable evidence to back up statements, evaluate it critically.	Ask specific and in-depth questions, explore further possibilities with the aid of quality research. Ask and attempt to answer many questions from a critical perspective.
	1.2 Analyzes supporting data and evidence	Repeat information without justification.	Show some of analyzing skills, although does not distinguish between fact and opinion.	Demonstrate adequate skill in selecting and evaluating sources to meet information need.	Demonstrate skill to recognize bias. Appropriate evidence is provided.	Examine evidence and questions accurately and relevant. Recognize bias. Presentation reflects clear organization of ideas, importance and impact.
	1.3 Problem Solving	Unable to manage problem. Solve problem without plan.	Identify problem and create a plan to manage the issue	Identify and solve problem in reasonable approaches.	Identify and solve problem in a creative manner using knowledge from different disciplines	Solve issues that will not only solve a current issue, but also look to the future to prevent similar problems. Evaluate the appropriateness of different approaches to solving problems.

2. Innovative thinking and Entrepreneurial mindset (Head, Hand, Heart)

Definition: **Innovative thinking and Entrepreneurial mindset** is a concept in which one applies logical principles of integrating knowledge across disciplinary boundaries, to solve problems with a high degree of innovation, divergent thinking and risk taking. Those mastering this outcome show depth and breadth of knowledge understanding, critical thinking, complex and innovative problem solving.

Competency	Component Criteria	Emerging		Developing		Proficient
		1	2	3	4	5
2. Innovative thinking and Entrepreneurial mindset	2.1 Innovative thinking	Able to reformulate available ideas but in a simple way.	Attempt to generate a unique idea, question, format, or product, but is not completely successful	Able to generate a novel or unique idea, question, format, or product	Generate a novel or unique idea, question, format, or product to improve work performance or to solve problem.	Generate a novel or unique idea, question, format, or product to create new knowledge.
	2.2 Creativity	Recognize problem /change and attempt to adapt to problem/change	Recognize creative solutions to problems and seek for beneficial future changes.	Generate a variety of approaches to problem solving. Logically identify which approaches are strong and weak.	Extract and integrate information from a variety of disciplines. Finding better way to approach problems.	Demonstrate mastery of a body of knowledge across disciplines, critically evaluates and integrates knowledge. Using novel ideas to solve problems as a leader.
	2.3 Risk taking	Express their own ideas/ arguments but without much analysis and logic.	Take familiar approaches to the work, and take almost no risks in pursuit of learning.	Consider new directions or approaches to the work but take only modest risks in pursuit of learning.	Explore new directions or approaches to the work, taking some risks in pursuit of learning.	Employ new directions or untested approaches to the work at hand, taking risks in pursuit of learning.

3. Technology literacy and Communication Skills (Head, Hand)

Definition:

Technology literacy is defined as an ability to locate, organize, understand, evaluate, analyze and communicate information in a fully digital environment. Easily utilize a variety of digital devices (e.g., computers, smartphones, tablets) and interfaces (e.g., e-mail, internet, social media, cloud computing) to communicate, and solve problem in both academic and non-academic surroundings.

Communication skill are an important element for technology literacy and are defined as the ability to give and receive different kinds of information in a clear, effective and efficient with another person or group, in a verbal or written way including digital communication. Communication skills allow students to understand and be understood by others through various activities e.g. actively listening in conversations, giving and receiving feedback and public speaking.

Competency	Component Criteria	Emerging		Developing		Proficient
		1	**2**	**3**	**4**	**5**
3. Technology literacy and Communication Skills	**3.1 Find and Critically evaluate Information**	-Identify key sources of information. -Able to adapt a search (e.g. adding or removing keywords, or using different ones).	-Use information from a variety of resources and formats. -Independent selection of appropriate resources for a task.	- Use a wide range of sources appropriate to the discipline, and the use of sources of current information (including people). -Ability to evaluate its relevance and quality.	-Demonstrate the ability to search independently and fluently from a range of information sources, including colleagues and networks -Critically evaluate and judge on reliability and validity, of own work and the work of others.	-Independently conducted thorough literature search in a specific subject area, -Articulate and critically evaluate the advantages and disadvantages of information. -Responsibly and ethically uses of information to discover new knowledge.
	3.2 Manage and share information	-Able to select appropriate references as required for assignments. -Successfully follow instructions for sharing digital content with multiple recipients	- Produce an accurate list of references. - Articulate what is meant by plagiarism.	- Select accurate and appropriate techniques for managing and exporting references - Able to create and write content in multimedia formats to communicate opinions and ideas with others.	- Engage in appropriate and effective communication online, and use a variety of tools (e.g. research networks, social bookmarking, blogging). - Apply a suitable method for managing a large volume of information. - Produce a shared digital assets or output with others as part of an assessed activity.	- Articulate the ethical and legal requirements on the use and re-use of information. - Distinguish between platforms for publishing digital content, and recognize the difference between formal publication and information exchange.

3.3 Communication Skills	- Present information in a simple manner. - Write in a simple style.	- Present information in a comprehensive manner. - Write clearly and demonstrate general knowledge when describing an idea.	- Present information in a comprehensive and interesting manner. - Write a clear message with good vocabulary and little grammatical, spelling or functional errors.	- Demonstrate oral communication skills that are organized and presented in a creative manner. - Shows confidence as a public speaker. - Write a clear message with good vocabulary and almost non-existent grammatical error.	- Demonstrate the ability to present information in ways that the receiver can easily understand, and respond effectively to questions. - Write clearly and use vocabulary appropriate to discipline or context. - Grammar, spelling, and functional errors are non-existent.

4. Emotional Intelligence and Professional Behavior (Heart, Health, Habit)

Definition: **Emotional Intelligence** is the capability of individuals to recognize their own emotions and those of others. Use emotional information to guide thinking and behave professionally. Manage and/or adjust emotions to adapt to environments or achieve one's goal(s). Demonstrate an ability to influence the emotions of other people.

According to Daniel Goleman (American psychologist), there are five key elements to it: Self-awareness, Self-regulation, Motivation, Empathy, and Social skills, respectively.

Competency	Component Criteria	Emerging		Developing		Proficient
		1	**2**	**3**	**4**	**5**
4. Emotional Intelligence and Professional Behavior	4.1 Self-Awareness	Act out feelings without awareness.	Differentiate feelings from physical sensations.	Differentiate many emotions and differences of intensity.	Self-acceptance and value oneself with minimal frustration.	Generate ways to develop more positive attitudes towards oneself.
	4.2 Self-Regulation	Action precedes awareness.	Analyze choices before taking actions.	Aware of rising emotions prior to acting on them, exercises self-control.	Aware of what might produce emotions, uses variety of self-control techniques.	Apply strategies and techniques to manage feeling and emotion to motivate successful performance.
	4.3 Motivation	Feel depressed without awareness of cause.	Show enthusiasm for new things.	Use self-motivation and focus on goals.	Demonstrate strategies to motivate and overcome obstacles of achievement.	Consciously reframes cognitions and restructures tasks.
	4.4 Empathy	- Has little or no empathy, no consideration of others' wants/needs. See things through own ideas and feelings.	- Know and feel that others see and feel differently and is able to empathize with others. - Perspectives are limited.	- Able to see and feel what others see and feel. Consider others' wants/needs at times. - Thinks of a few perspectives but not far outside his/her own experience.	- Able to see and feel what others see and feel. - Open to the unfamiliar or different ideas.	- Uniquely able to see and feel what others see and feel. - Think of multiple peoples' perspectives - Consistently consider others' wants/needs

4.5 Social skills	- Has few friends but only in his/her cultural group. - Make little attempt to befriend with others.	- Has some casual friends. - Make some attempt to befriend with others.	- Has a few closer friends & make attempts to befriend with others. - Learn how to form/maintain healthy relationships to/with others. - Open to help and advice from others.	- Has good friends & make an admirable attempt to befriend with others. - Generally cultivate healthy relationships with others. - Give help to others in needed.	- Has close friends of a number of cultures & includes others whenever possible. - Cultivates healthy relationships with many others and helps those in need.
4.6 Cross-cultural and Global understanding	- Identify and accept differences and similarities among people of different cultures.	- Demonstrate a degree of sensitivity to different cultures and accept cultural differences - Multicultural activities.	- Demonstrate the ability for empathy and show evidence of intercultural knowledge. - Multicultural teamwork.	- Demonstrate mature sense of openness, empathy, and knowledge of different cultures. - Harmony living among diversified cultures.	- Demonstrate mature sense of openness, empathy, and knowledge of different cultures. - Evidence of interaction and intercultural knowledge. - Demonstrate sensitivity, honesty, ethical consideration, and respect for the culture, language, gender etc.

5. Social Engagement (Head, Hand, Heart, Health, Habit)

Definition: **Social engagement** is defined as the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the wellbeing of those people. Bringing about environmental and behavioral changes that will improve the health of the community and its members. It often involves partnerships and collaborations that help mobilize resources and influence systems, change relationships among partners, and serve as catalysts for changing policies, programs, and practices.

Competency	Component Criteria	Emerging		Developing		Proficient
		1	**2**	**3**	**4**	**5**
5. Social Engagement	**5.1 Understanding**	- Understand own community (culture, religion, social situations and /or economics)	- Identify social problems in own community. - Identify strength and weakness of own community.	- Identify the impact of external environment on own community.	- Identify the impact of community changes on community members.	- Comprehensively understand community changes (examine from various perspectives e.g. life style, economics situations).
	5.2 Community's problem solving	- Visit community and make observation	- Learn from leaders and members of community Learn from community's success.	- Share knowledge and experiences among team and community members.	- Engage in community problem solving to improve well-being of community.	- Use research-based learning in community problem solving. - Present the solution to community.
	5.3 Engagement and Integrity	- Attend community's activity. - Show respect for person	- Participate in community activities. - Treats others fairly and with respect	- Being perceived as one of the community members. - Demonstrates moral sensitivity to situations	- Be part of the team of community members in problem solving. - Take action to avoid and prevent unethical situations	- Motivate community's members to accept the solution and changes. - Demonstrate moral sensitivity to society when facing with complexes moral issues

	5.4 Teamwork	- Listen to team members. - Rarely provide useful ideas to the group and in classroom discussion - Willing to try out solutions suggested by others	- Listen to, shares with, and support the efforts of the team members. - Occasionally provide useful ideas to the group and in classroom discussion. - Contribute and follow plan of action and completes tasks.	- Consistently listen to team members and respond with appropriate input. - Usually provide useful ideas to the group and in classroom discussion. - Contributes ideas and involve in developing a plan of action	- Always listen carefully to team members, demonstrate patience and respect. - Routinely provide useful ideas to the group and in classroom discussion. - Work with team members with professionalism, making process and shares input effectively for a group decision.	- Engage fully in team tasks, interact with integrity and respect - Contribute quality work and support others in completing their tasks. - Demonstrate personal responsibility and accountability to the group. Work with team to establish common purpose and goals.
	5.5 Leadership	- Demonstrate ineffective oral and/or written communication skills. - Is not able to lead or empower a group member.	- Demonstrate emerging communication skills, creating positive relationships. - Is hesitant but able to lead and empower group members in general agreement resulting in group satisfaction. - Occasionally propose choices and synthesize the potential gains and limits of change and its impact.	- Demonstrate ability to interact with all members and peers. - Able to lead but require assistance in leading and empowering group members in collaborative solutions. - Generally able to propose choices and synthesize the potential gains and limits of change and its impact on human conditions and performance.	- Demonstrate ability to respectfully interact with all members and peers. Accepts different ideas and adjust to better. - Able to lead and has a positive effect on others when in a leadership role. - Delegate work to others and has the sense to follow-up and encourage others. - Effectively make choices and synthesize the potential gains and limits of change and its impact on human conditions and performance.	- Demonstrate ability to professionally interact with all members and peers. Receptive to varying ideas, accepts feedback and follows directions - Designate tasks and influences and guides others to work in a manner which is effective, organized, and motivate others to do their best. - Contribute a lot of effort, produce a strategic vision that is accurately planned.