



# Core Capacity Subcommittee Worksheet

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## PLEASE SEE CAPACITY FEEDBACK FROM PROGRAMS:

[https://docs.google.com/spreadsheets/d/10rUpRAvDF-3oo\\_LVtga3gFwD1jkZkNXj5pA049kSAzc/edit?usp=sharing](https://docs.google.com/spreadsheets/d/10rUpRAvDF-3oo_LVtga3gFwD1jkZkNXj5pA049kSAzc/edit?usp=sharing)

## Subcommittee Charge

The purpose of this subcommittee is to refine and develop your assigned core capacity, including a recommended **capacity** description, 3-5 **measurable proficiencies**, and a **developmental rubric** to be used in assessing student learning (see **glossary** below). Your subcommittee will complete this work while considering feedback from academic programs and make recommendations to the Transforming General Education Task Force by February 26. Working from your recommendations, the Task Force will finalize a proposal to move forward to Faculty Senate.

**Please note:** *while students have not been assigned to the subcommittees, faculty are welcome and encouraged to invite student involvement.*

Your assigned capacity is:

### COMMUNICATION

The capacity for Communication equips students to create, develop, and express messages with an audience in mind (e.g., using writing, speaking, listening, dialogue, sound, visual images, media, embodied expression, movement, and networked digital tools) and receive and analyze messages developed by others.

As you work on your capacity, its proficiencies, and its rubric for assessment, please keep the following in mind:

**First**, it is not expected that our general education program alone will give students sufficient opportunities to develop this capacity to their fullest potential. Indeed, our general education program will be designed to introduce students to the importance of this capacity and provide them with the tools necessary to continue to develop their capacity throughout their college education and their lives.

**Second**, as you develop the proficiencies that are necessary to your capacity, remember that all of those proficiencies will need to be addressed in each approved capacity course. Please try to be realistic about what can be achieved in general education courses.

**Third**, when setting rubric benchmarks, the “skillfully developed” and “exceptionally developed” capacity goals should describe our aspirations for students as they mature into lifelong learners beyond their undergraduate career at SOU, not necessarily the achievement we expect to see in general education assessment. Developmental rubrics should recognize that students will enter general education courses with varying levels of capacity development. Some may even enter with advanced skills.

## Glossary

**CAPACITY** — *a student’s ability to learn, retain, apply, and continuously refine a framework of cross-disciplinary knowledge, skills, and/or dispositions.*

**CROSS-DISCIPLINARY** — *not particular to a specific discipline.*

**DEVELOPMENTAL RUBRIC** — *a measurement tool utilizing clear level descriptions to convey proficiency development, with standards for each desired proficiency.*

**DISPOSITIONS** — *the learned habits of mind that shape the way students receive, respond to, value, organize, internalize, and act upon information and ideas.*

**MEASURABLE** — *able to be evaluated as “not developed,” “developing,” “developed,” “skillfully developed,” or “exceptionally developed” based on the collection of quantitative or qualitative data drawn from student work.*

**PROFICIENCY** — *measurable knowledge, skills, and/or dispositions within a broader capacity (“students will be able to ...”).*

## Subcommittee Tasks

1. Refine the name, definition, and description of your assigned capacity, informed by feedback from programs across campus.
2. Identify and define 3-5 measurable proficiencies required to demonstrate the capacity as you have defined it. These proficiencies will need to be developed and assessed in all approved capacity courses.
3. Using the template provided, draft a developmental rubric that could be used to assess your 3-5 measurable proficiencies.

4. Consider additional questions assigned by the Transforming General Education Task Force, submitted by university faculty, or raised in subcommittee discussions.
5. Develop a glossary for any capacity-specific terms that should be defined for students and faculty alike.
6. Submit your recommendations to the Transforming General Education Task Force no later than February 26.

## **Additional Direction & Capacity-Specific Questions**

The Transforming General Education Task Force asks this subcommittee to consider the following issues as you complete your work:

**The Task Force is particularly concerned about the name of this capacity, as students could confuse it with the discipline and academic program of Communication. “Human Expression” has also been considered.**

**Proficiencies should include both sending and receiving communication. Traditionally, SOU’s GenEd curriculum has privileged written and oral communication over other forms, but might broader, more interdisciplinary proficiencies also benefit students? Could a more open and expansive perspective of communication be explored without diminishing students’ written and oral communication skills?**

**Early in Winter term, the Task Force will provide your subcommittee with additional feedback from academic programs to consider.**

## **Please Complete This Sheet & Return by 02/26/2021**

**A. Recommended Capacity Name:** Communication and Expression

**B. Please write a recommended definition/description of the capacity in no more than one paragraph:**

The capacity for Communication and Expression equips students to create, develop, and convey ideas with an audience in mind (e.g., using writing, speaking, listening, dialogue, sound, visual images, media, embodied expression, movement, and/or networked digital tools) and to receive, appreciate, and analyze those ideas.

**C. In a clear manner, as if writing to a student advisee, explain why this subcommittee believes this capacity is important for students to develop and exhibit in life:**

The ability to communicate enables students to craft ideas tailored to multiple audiences, express ideas in different forms, and evaluate the ideas received from other people. To forge meaning together with other people through the mutual exchange of ideas is a crucial life skill.

**D. Please list no fewer than 3 and no more than 5 measurable proficiencies that should be developed in order to demonstrate this capacity.**

***Students will be able to:***

1. SELECT AND DEVELOP IDEAS
  - a. Adapts to the needs of individuals, groups, and diverse cultural contexts
  - b. Identifies and targets multiple audiences
  - c. Locates, evaluates, and uses evidence relevant to the context (including genre, goals, audience, purpose, platforms, and modalities)
2. EXPRESS IDEAS
  - a. Uses appropriate conventions for clarity and precision
  - b. Uses genre and style appropriate to purpose and audience
  - c. Demonstrates strong and purposeful organizational structure
  - d. Uses media and technologies in meaningful and innovative ways
3. RECEIVE IDEAS
  - a. Engages in active, sender-centered reception
  - b. Comprehends simultaneous modes of expression
  - c. Accurately identifies, interprets, and synthesizes meanings embedded in multimodal expressions
  - d. Mindfully responds to reach mutual understanding
4. ANALYZE AND APPRECIATE IDEAS
  - a. Distinguishes intent, influence, and impact of expressions
  - b. Analyzes relevant components and structures in expressions
  - c. Evaluates the ethical elements of an expression
  - d. Critically reflects on one's own expressions
  - e. Articulates historical contexts and cultural influences of and on expressions

**E. Please complete fill-in this rubric template:**

*This rubric is not intended for assignment grading but for developing general education courses and assessing student portfolios.*

	Beginning - 1	Developed - 2	Accomplished - 3	Exemplary - 4
<b>Proficiency 1:</b> Idea selection and development	Minimally: a. Adapts to the needs of individuals, groups, and diverse cultural contexts b. Identifies and targets multiple audiences c. Locates, evaluates, and uses evidence relevant to the context (including genre, goals, audience, purpose, platforms, and modalities)	Partially: a. Adapts to the needs of individuals, groups, and diverse cultural contexts b. Identifies and targets multiple audiences c. Locates, evaluates, and uses evidence relevant to the context (including genre, goals, audience, purpose, platforms, and modalities)	Completely: a. Adapts to the needs of individuals, groups, and diverse cultural contexts b. Identifies and targets multiple audiences c. Locates, evaluates, and uses evidence relevant to the context (including genre, goals, audience, purpose, platforms, and modalities)	Expertly: a. Adapts to the needs of individuals, groups, and diverse cultural contexts b. Identifies and targets multiple audiences c. Locates, evaluates, and uses evidence relevant to the context (including genre, goals, audience, purpose, platforms, and modalities)
<b>Proficiency 2</b> Idea Expression	Minimally: a. Uses appropriate conventions for clarity and precision b. Uses genre and style appropriate to purpose and audience c. Demonstrates strong and purposeful organizational structure d. Uses media and technologies in meaningful and innovative ways	Partially: a. Uses appropriate conventions for clarity and precision b. Uses genre and style appropriate to purpose and audience c. Demonstrates strong and purposeful organizational structure d. Uses media and technologies in meaningful and innovative ways	Completely: a. Uses appropriate conventions for clarity and precision b. Uses genre and style appropriate to purpose and audience c. Demonstrates strong and purposeful organizational structure d. Uses media and technologies in meaningful and innovative ways	Expertly: a. Uses appropriate conventions for clarity and precision b. Uses genre and style appropriate to purpose and audience c. Demonstrates strong and purposeful organizational structure d. Uses media and technologies in meaningful and innovative ways
<b>Proficiency 3</b> Idea Reception	Minimally: a. Engages in active, sender-centered reception	Partially: a. Engages in active, sender-centered reception	Completely: a. Engages in active, sender-centered reception	Expertly: a. Engages in active, sender-centered reception b. Comprehends simultaneous modes of expression

	b. Comprehends simultaneous modes of expression c. Accurately identifies, interprets, and synthesizes meanings embedded in multimodal expressions d. Mindfully responds to reach mutual understanding	b. Comprehends simultaneous modes of expression c. Accurately identifies, interprets, and synthesizes meanings embedded in multimodal expressions d. Mindfully responds to reach mutual understanding	b. Comprehends simultaneous modes of expression c. Accurately identifies, interprets, and synthesizes meanings embedded in multimodal expressions d. Mindfully responds to reach mutual understanding	c. Accurately identifies, interprets, and synthesizes meanings embedded in multimodal expressions d. Mindfully responds to reach mutual understanding
<b>Proficiency 4</b> <b>Idea</b> <b>Analysis &amp; Appreciation</b>	Minimally: a. Distinguishes intent, influence, and impact of expressions b. Analyzes relevant components and structures in expressions c. Evaluates the ethical elements of an expression d. Critically reflects on one's own expressions e. Articulates historical contexts and cultural influences of expressions	Partially: a. Distinguishes intent, influence, and impact of expressions b. Analyzes relevant components and structures in expressions c. Evaluates the ethical elements of an expression d. Critically reflects on one's own expressions e. Articulates historical contexts and cultural influences of expressions	Completely: a. Distinguishes intent, influence, and impact of expressions b. Analyzes relevant components and structures in expressions c. Evaluates the ethical elements of an expression d. Critically reflects on one's own expressions e. Articulates historical contexts and cultural influences of expressions	Expertly: a. Distinguishes intent, influence, and impact of expressions b. Analyzes relevant components and structures in expressions c. Evaluates the ethical elements of an expression d. Critically reflects on one's own expressions e. Articulates historical contexts and cultural influences of expressions

**F. Does the subcommittee recommend any specific professional development opportunities be made available for faculty charged with teaching this capacity?**

- Workshops, stipends, or/and course release for course development (Courses need to be developed into this capacity)
- Norming sessions for making sense of the rubrics

**G. Please share any additional recommendations, questions, or unresolved debates your subcommittee has for this capacity:**

- Knowing how folks are using the rubrics -> trying to do too much (course evaluation & portfolio evaluation)
- Determining how much/how many/to what extent the proficiencies need to be addressed in the communication and expression capacity classes