



Core Capacity Subcommittee Worksheet

Task Force Liason: Elizabeth Whitman, whitmane@sou.edu

*Jessica Piekielek
Moneeka Settles
Max Brooks
Paul Condon
Leslie Eldridge
Matt Moreali*

*In consultation with:
Jamie Hickner*

PLEASE SEND CAPACITY FEEDBACK FROM PROGRAMS:

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:

PURPOSE INTEGRATION

The capacity for Purpose Integration supports students' ability to engage in intentional and guided reflection to identify and assess their personal, intellectual, and professional goals, and to develop a flexible plan that moves them toward those goals.

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 ...”).*

Additional Direction & Capacity-Specific Questions

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

According to SOU’s institutional vision, our university “will become an inclusive, sustainable university for the future that guides all learners to develop the knowledge, capacities, and audacity to innovate boldly and **create lives of purpose**” (emphasis added).

The Task Force developed this capacity to help students explore personal and professional options, identify and pursue new opportunities, leverage their skills to make progress toward their aspirations, and continuously learn and improve.

What does it mean to create a life of purpose? What is the relationship between purpose and well-being? What kinds of life skills do students need to develop in order to *create lives of purpose*?

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:** Building Purpose? Lives of Purpose? Life Design? Life and Career? Purpose

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

This capacity supports students in building skills for personal and professional development. The learning outcomes bridge higher education to broader goals related to self, community, and career. The proficiencies offer a practical and purposeful approach to self-reflection, connection with others, communication of purpose, and adaptation in an ever-changing world.

- 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:**

While coursework is the foundation of your SOU journey, there will be many opportunities to gain valuable experience and support throughout the community. This capacity is designed to support your exploration of what brought you to SOU, what you want to accomplish while you are completing your degree, and where it will take you next. We will ask you to reflect on who you are, connect to people and communities that will help to guide you, learn how to tell your story, and plan and adapt your goals for your life beyond SOU.

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

Purpose Capacity Learning Outcome 1: Reflect

Students will learn to:

- Identify personal values, strengths, and interests
- Align behavior with personal values, beliefs, meaning, and purpose including the barriers and successes in order to achieve goals.
- Investigate a wide variety of academic fields and career opportunities to explore best fits between purpose and paths to attain it.
- Reflect on how the student's purpose(s), can transfer to multiple contexts (formal academic, professional, and personal).

Purpose Capacity Learning Outcome 2: Connect

Students will learn to:

- Build and sustain meaningful relationships with people of varying backgrounds, roles, and perspectives who provide guidance and support (*connect with peers, informational interviews, join clubs, meet with professors, site visits, job shadowing and internships*)
- Engage in civic, social, and communal institutions to expand connections beyond the academic setting and to co-create communities of mutual support.
- Effectively balance autonomy and interdependence

Purpose Capacity Learning Outcome 3: Tell Your Story

Students will learn to:

- Create verbal and visual stories to communicate accomplishments to different audiences (through written documents, online presence, and skillful interviews, resume, cover letter, digital platforms)

Purpose Capacity Learning Outcome 4: Plan & Adapt

Students will learn to:

- Understand and plan for future educational and professional pursuits (graduate school, professional credentials, professional development, etc.)
- Seek and implement feedback to achieve professional and/or personal goals
- Optimize emotional and physical health, including the ability to persevere through setbacks and disappointment constructively.
- Practice adaptability and transferring skills to different contexts

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.

	Developing - 1	Developed - 2	Skillfully Developed - 3	Exceptionally Developed - 4
Reflect Description:	*Identify personal values, strengths, and interests	*Investigate a wide variety of academic fields and career opportunities to explore best fits between purpose and paths to attain it	*Reflect on how the student's purpose(s), can transfer to multiple contexts (formal academic, professional, and personal).	*Align behavior with personal values, beliefs, meaning, and purpose including the barriers and successes in order to achieve goals.
Connect Description: (connect with peers, informational interviews, join clubs, meet with professors, site visits, job	*Maintaining only the relationships offered from academic classes.	Build and sustain meaningful relationships with people of varying backgrounds, roles, and perspectives who	*Engage in civic, social, and communal institutions to expand connections beyond the academic setting	*Effectively balance autonomy and interdependence(how do you measure this?)

<i>shadowing and internships)</i>		provide guidance and support	and to co-create communities of mutual support.	
Tell Your Story Description: (written documents, online presence, and skillful interviews, resume, cover letter, digital platforms)	*Story is basic and only articulated for a single audience.	*Create a somewhat detailed and persuasive story to communicate accomplishments to a single audience.	*Create a somewhat detailed and persuasive story to communicate accomplishments adapted to multiple audiences	*Create a variety of detailed and persuasive verbal and visual stories to communicate accomplishments adapted to multiple audiences
Plan & Adapt Description:	*Understand and plan for future educational and professional pursuits (investigate graduate school, professional credentials, professional development, etc.)	*Seek and implement feedback to achieve professional and/or personal goals	*Utilize tools to optimize emotional and physical health, including the ability to persevere through setbacks and disappointment constructively in order to meet goals.	*Practice adaptability and transferring skills to different contexts

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

The committee feels that the emphasis on this capacity is a large enough culture shift that it may require significant professional development. This capacity requires an emphasis on connection, reflection, wellness and support. We call on the university to participate in and embrace a culture shift that prioritizes connection and support throughout all levels. Faculty, staff and administrators will need professional development on self-reflection, social and emotional learning, using multiple platforms for telling stories, facilitating conversations with students on values exploration, and modeling this capacity in our own organizational culture.

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

Does this belong as a capacity? Or is it an umbrella?

Should there be one class connected to this capacity that covers much of this work?

Which pieces of this fit into USEM?

Required small group processing classes?

In terms of the model - can these purpose outcomes become a part of their major - a 2 credit class that asks them to summarize their experience?

How does this integrate with the E-Portfolio proposal? Are there folks on this sub-committee that are interested in pursuing the work on e-portfolios. (Honors, INL, Theater, USEM all use a version of portfolios)

Should we break these outcomes into two categories -- early in your career (first year experience) and summary of your experience (in the major/capstone). Are some of these more appropriate for early in their time at SOU and later in the time at SOU?

Can some pieces of this fit into USEM and then get picked up in a 300 level course that picks the threads up again? A design your life class? Is the Digital Portfolio class a model for some of this?

Is this capacity better situated within a major or should a course be required outside of their major in order to encourage cross pollination?

It would be interesting to now be able to ask departments how they would contribute to this capacity now that it has been more clearly defined.

Develop a glossary for any capacity-specific terms that should be defined for students and faculty alike. (not done yet)

Resources

- **2019 PLC report on “lives of purpose:**
<https://sou.edu/strategic-planning/wp-content/uploads/sites/28/2019/04/Lives-of-Purpose-Final.pdf>
- **Link to paper:**
<https://docs.google.com/document/d/1VsYBfJuaOVLVxBBnBPxqpXgsCLvuW-E7uirZDvR1U/edit#heading=h.u07mfxlkfwsI>
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- <https://sail.northeastern.edu/the-sail-framework/>