



Core Capacity Subcommittee Worksheet

Subcommittee Chair: Christopher Lucas **Task Force Liason:** Sean O'Skea, oskeas@sou.edu

PLEASE SEE 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:

CREATIVITY & INNOVATION

The capacity for Creativity & Innovation equips students to produce meaning and value for an audience, develop and apply imaginative solutions to complex problems, and incorporate feedback in an ongoing and iterative process of improvement.

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:

Creativity is specifically called out among SOU's values in our strategic plan, and our vision promises to inspire students to "innovate boldly," but to date, Creativity & Innovation have never been discrete learning outcomes in our University Studies curriculum. This capacity aims to change that.

Creativity and innovation are cross-disciplinary skills taught by many programs across campus. To develop this capacity, students should actively create and innovate, producing tangible, outward-facing results (such as designs, artifacts, performances, presentations, or products) that can be shared with and experienced by an audience.

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: Creativity and Innovation

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

The Creativity and Innovation capacity equips students to devise original approaches to creative projects or complex problems. Students are afforded the opportunity to produce original work that expands or transforms existing approaches and methods, towards the goal of engaging an audience with work that possesses meaning and value. Creativity is an ongoing and iterative process, whereby students strive to improve their work by considering and incorporating feedback from their instructors and peers. This capacity

fosters the self-confidence and imagination necessary to innovate boldly and bring a product or solution to fruition.

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 create and innovate is a way for you to express your unique perspective and leave your mark on the world, and the development of your own creative intellect enhances your ability to acknowledge the creativity of others. The Creativity and Innovation capacity encourages you to draw upon foundational knowledge and skills as well as your own individual experience to formulate and advance new ideas [beyond the limits of your own understanding]. This is especially important in the modern workplace—as occupations trend towards automation, being creative and innovative is a valuable asset that can set you apart. Creative individuals are necessary to tackle the ever-evolving problems we collectively face, and your unique contributions to this world will hopefully make it a more interesting and better place in which to live.

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. Identify and contextualize exemplars or existing approaches,
2. Plan an original approach,
3. Create an original artifact or solution,
4. Communicate the intention and value of their work, and
5. Integrate critique and revision.

Additional glossary terms:

APPROACH - any method, technique, tool, or process that can be used to create an artifact.

ARTIFACT - an object made by a student that embodies creativity and innovation. The artifact is an original piece of work that can be included in a student's portfolio. Examples of artifacts include but are not restricted to paintings, sculptures, musical compositions, software, videos, data visualizations, and written works.

CREATIVE - exhibiting the capacity to think, react, and work in an imaginative way, and to synthesize existing ideas, images or expertise in original ways.

EXEMPLAR - an outstanding or interesting example of past creative or innovative work that may be used as an example, model, or inspiration.

INNOVATION - the actuation of creativity resulting in an original artifact.

E. Please complete fill-in this rubric template:

	Beginning - 1	Developed - 2	Accomplished - 3	Exemplary - 4
Proficiency 1 Identify and contextualize exemplars or existing approaches.	Identifies exemplars or approaches related to their project.	Chooses from among exemplars or approaches in order to better understand their project.	Considers or evaluates exemplars or approaches to contextualize and inform an approach to their project.	Incorporates elements from exemplars or approaches, fully contextualizing their project within their discipline.
Proficiency 2 Plan an original approach	Provides evidence of considering a single approach or limited approaches.	Provides evidence of considering and rejecting less acceptable or practical approaches.	Provides evidence of refining their planned approach to a project.	Provides evidence of refining their planned approach to a project and can articulate their decision-making process.
Proficiency 3 Create an original artifact or solution	Creates a complete artifact that reproduces an appropriate exemplar.	Creates a complete artifact that adapts an appropriate exemplar or approach to their own specifications.	Creates a complete artifact that is original, appropriate to the domain or discipline, and may integrate existing approaches.	Creates a complete artifact executed with exceptional skill and originality or cleverly solves a problem in a novel way.
Proficiency 4 Communicate the intention and value of their work	Acknowledges the presence of audiences or users and attempts to relate objectives of the work to them.	Identifies possible audiences or users and can relate the objectives of the work to them.	Describes intended audiences or users and articulates clearly how the objectives relate to them.	Seeks out and engages with intended audiences or users.

Proficiency 5 Integrate critique and revision.	Responds unproductively or minimally revises the work based on feedback or critique.	Accepts feedback or critique and shows a willingness to integrate it into the work.	Welcomes feedback or critique and productively integrates it into the work.	Actively solicits feedback or critique to improve the work.
---	--	---	---	---

F. Does the subcommittee recommend any specific professional development opportunities be made available for faculty charged with teaching this capacity? - No

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

We recommend the allotment of course releases for development/redevelopment of courses to fit this capacity.

Creativity and Innovation

Sean O'Skea - Theatre

- a. Marc Koyack - Chemistry
- b. Dan DeFreeze - Computer Science
- c. Jesse Longhurst - Education
- d. Christopher Lucas - Digital Cinema
- e. Paul French - Music
- f. Kasey Mohammad - Creative Writing
- g. Deborah Rosenberg - Theatre
- h. Bret Anderson - Econ