

Foundations

Assessment Rubric

Definition

The Foundations competency focuses on the students' successful transition to UNCG and encourages them to continue their journey here in an intentional and goal-directed way. Courses in this competency support academic and personal development by creating connection to the campus community; facilitating reflection and practicing with academic skills; building information literacy skills; highlighting campus resources for when students need help; enabling connections with peers, faculty and staff; and illustrating how students' own values, interests and purpose enrich their lives and that of our greater community.

Framing Language

A course approved in the Foundations competency will intensively focus on the students' successful transition to UNCG. Foundations competency courses connect students to the campus community and combine university transition content, information literacy, and transferable skills acquisition to facilitate academic and personal development. The knowledge acquired in Foundations competency courses will help students to develop academic skills, identify and enact plans for achieving goals, make meaningful connections, and think critically as they strive for self-efficacy. Students will understand how the campus community is relevant to developing and achieving personal goals. Additionally, students will gain experience evaluating information in an academic context and ethically incorporating sources into their writing. The ultimate goal of a course in the Foundations competency is to support and equip students with the skills and experiences needed for their successful transition and sense of belonging at UNCG.

Glossary

Academic Skills – Foundational habits and practices for learning in a higher education setting, including, but not limited to: effective note-taking, studying, time management, concentration, focus, reading comprehension and test preparation skills

Campus Services – University resources, including academic and non-academic, that UNCG makes available to every student to support a successful college experience. For example: Career & Professional Development, Multiliteracy Centers, Academic Achievement Center, Student Health Services, Office of Financial Aid and Scholarships, Students First Office, Dean of Students Office, etc.

Citation – a reference to a source of information used in research

Connections - Establishing and maintaining positive relationships with UNCG community members. For example: classmates, fellow majors, residence hall residents, student groups, faculty, staff, etc.

Information Literacy - The set of skills needed to find, evaluate, reflect on, and ethically use information to develop knowledge, create new knowledge, and/or make decisions

Source – One of many references for personal or academic research, including articles, books, and other multimedia options, which may be peer-reviewed by experts in the content area for publication

Transferable Skills - A set of learned abilities that can also be used in post-graduate/professional life including – but not limited to – active study, self-regulation, time management, note-taking, test-taking, and relationship-building

Transition Content - A curriculum focused on helping students overcome common academic and personal challenges associated with the new student experience in higher education

Rubric Key

Dimension – A dimension expresses a fundamental aspect of a given Student Learning Outcome.

Level – The levels of learning describe progressive achievement, moving from Developing (Level 1) to Sophisticated (Level 4). Basic Competence in this MAC competency is achieved at Level 2. Students should be given opportunities to develop further levels of achievement in their upper-level, program-specific courses, after their initial introductory-level exposure to its fundamentals in a MAC-designated course.

SLO – A Student Learning Outcome (SLO) expresses the core learning goals of a curriculum. This rubric presents the SLOs for this MAC competency. Any course designated to deliver this competency is expected to state these SLOs verbatim in the course syllabus and to foreground them in its design and delivery.

SLO #1: Develop academic skills and demonstrate the ability to identify and use campus services and resources.				
Dimensions	Sophisticated competence (Level 4)	Emerging competence (Level 3)	MAC (Basic) competence (Level 2)	Developing competence (Level 1)
Development of academic skills	Applies the academic skills required by the assignment in an advanced way.	Applies the academic skills required by the assignment in a proficient way.	Applies the academic skills required by the assignment in a basic way.	Minimally applies the academic skills required by the assignment.
Identification and use of campus services and resources	Able to identify, describe the purpose and benefits of, and engage with, 5 or more campus services or resources.	Able to identify, describe the purpose and benefits of, and engage with, 4 campus services or resources.	Able to identify, describe the purpose and benefits of, and engage with, 3 campus services or resources.	Shows awareness of campus services and resources, and may be able to identify or describe 1 or 2 campus services or resources.
SLO #2: Develop goals and plans related to personal purpose, interests, or values between self and community.				
Dimensions	Sophisticated competence (Level 4)	Emerging competence (Level 3)	MAC (Basic) competence (Level 2)	Developing competence (Level 1)
Development of goals and plans	Able to identify short and long term goals related to personal purpose, interest or values between self and community and able to develop plans for short <u>and</u> long term goals.	Able to identify short and long term goals related to personal purpose, interest or values between self and community and able to develop plans for short <u>or</u> long term goals.	Able to identify short and long term goals related to personal purpose, interest or values between self and community.	Shows awareness of the general value of setting goals related to personal purpose, interest or values between self and community.

SLO #3: Build connections between self and peers, faculty, and staff.

Dimensions	Sophisticated competence (Level 4)	Emerging competence (Level 3)	MAC (Basic) competence (Level 2)	Developing competence (Level 1)
Building connections	Demonstrates at least 4 or more positive, developing connections between self and peers, faculty, and staff.	Demonstrates at least 2-3 positive, developing connections between self and peers, faculty, and staff.	Demonstrates one positive, developing connection between self and peers, faculty, and staff.	Shows awareness of how to make connections between self and peers, faculty, and staff.

Information Literacy SLO #1: Critically evaluate information and media sources in a variety of formats.

Dimensions	Sophisticated competence (Level 4)	Emerging competence (Level 3)	MAC (Basic) competence (Level 2)	Developing competence (Level 1)
Evaluation of information and sources	Selects sources that meet all evaluation criteria appropriate to the context (e.g., authority, accuracy, relevance, currency, purpose, etc.)	Selects sources that meet most of the evaluation criteria appropriate to the context (e.g., authority, accuracy, relevance, currency, purpose, etc.)	Selects sources that meet some of the evaluation criteria appropriate to the context (e.g., authority, accuracy, relevance, currency, purpose, etc.)	Attempts to select sources that meet at least one of the evaluation criteria appropriate to the context (e.g., authority, accuracy, relevance, currency, purpose, etc.)

Information Literacy SLO #2: Incorporate and cite sources accurately and correctly.

Dimensions	Sophisticated competence (Level 4)	Emerging competence (Level 3)	MAC (Basic) competence (Level 2)	Developing competence (Level 1)
Incorporation of sources	Correctly uses all of the following strategies for incorporating sources: accurate acknowledgement	Correctly uses most of the following strategies for incorporating sources: accurate	Correctly uses some of the following strategies for incorporating sources: accurate	Attempts to use one or more of the following strategies for incorporating sources:

	of sources (e.g., through oral or in-text citation); use of correct bibliographic citations; accurate use of paraphrasing or direct quoting; ethical use of source material; distinguishing between common knowledge and information requiring citation or attribution	acknowledgement of sources (e.g., through oral or in-text citation); use of correct bibliographic citations; accurate use of paraphrasing or direct quoting; ethical use of source material; distinguishing between common knowledge and information requiring citation or attribution	acknowledgement of sources (e.g., through oral or in-text citation); use of correct bibliographic citations; accurate use of paraphrasing or direct quoting; ethical use of source material; distinguishing between common knowledge and information requiring citation or attribution	accurate acknowledgement of sources (e.g., through oral or in-text citation); use of correct bibliographic citations; accurate use of paraphrasing or direct quoting; ethical use of source material; distinguishing between common knowledge and information requiring citation or attribution
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