

Rosemont Connections

Rosemont eConnections (SPS) and First Year Connections Seminar (UC)

Goal Statement:

The overarching goal of Rosemont Connections is to teach students the skills necessary to support success at Rosemont College and lay the foundations for lifelong learning.

Student Learning Objectives:

Students taking *Rosemont eConnections* will-

1. *Compose their academic goals in the context of the history and mission of the college; (reflection posted in forum)*
2. *Demonstrate an awareness of Rosemont's campus resources; (pre and post survey test)*
3. *Demonstrate information literacy skills; (paraphrasing, citing, searching for resources, paper)*
4. *Connect with faculty, staff, and fellow students using technologies; (Blog, forum, email)*
5. *Recognize the purposes and value of a liberal arts education, and of Rosemont's general studies program; (reflection posted in forum)*
6. *Develop a greater understanding of issues of academic integrity; (Blog activity)*
7. *Demonstrate preparedness for accelerated learning, including identifying their learning styles. (reflection posted in forum)*

Students taking *First Year Connections Seminar* will-

1. *Develop the necessary academic skills and knowledge needed to succeed at Rosemont College*
 - a. Awareness and use of campus learning resources
 - b. Sufficient technological prowess to function on college level
 - c. Study skills to support the demands of college-level courses.
2. *Develop Academic and Professional Goals*
 - a. Understanding of the Rosemont College General Education Requirements, Advising, and Degree Audits
 - b. Basic awareness of possible majors, experiential learning and co-curricular activities, and related career paths
3. *Develop connections to the Rosemont College Community of Learners*
 - a. Exposure to co-curricular guest speakers and awareness of co-curricular activities to include first-years within the Rosemont College community.
 - b. Participation in the First-Year Experience Common Reading in class, and opportunities for related activities outside of the classroom.

4. *Demonstrate proficiency in information literacy skills; (pre and post testing, research project)*
 - a. Access and use academic research to successfully complete the first-year seminar Research Project.
 - b. Learn the College's policies on Academic Integrity, including the severity of plagiarism and skills to avoid it.

Students taking *Transfer Connections Seminar* will-

1. *Develop the necessary academic skills and knowledge needed to succeed at Rosemont College; (pre and post testing)*
2. *Demonstrate proficiency in information literacy skills; (pre and post testing, research project)*

**Rosemont Connections
First Year Connections Seminar (UC)**

Goal Statement:

The overarching goal of Rosemont Connections is to teach students the skills necessary to support success at Rosemont College and lay the foundations for lifelong learning.

	4	3	2	1	0
	Fully Demonstrates	Mostly Demonstrates	Somewhat Demonstrates	Minimally Demonstrates	Fails to Demonstrate
<p>Develop the necessary academic skills and knowledge needed to succeed at Rosemont College</p>	<p>Student is highly proficient in knowledge of study skills, Rosemont College Academic learning resources, and the use of technology required to function at the college level.</p>	<p>Student is proficient in knowledge of study skills, knows most of the Rosemont College Academic learning resources, and can generally use the technology required to function at the college level.</p>	<p>Student is fairly proficient in knowledge of study skills, knows some of the Rosemont College Academic learning resources, and can sometimes use the technology required to function at the college level.</p>	<p>Student is minimally proficient in knowledge of study skills, recognizes a few of the Rosemont College Academic learning resources, and can rarely use the technology required to function at the college level.</p>	<p>Student fails to demonstrate proficiency in knowledge of study skills, does not know the Rosemont College Academic learning resources, and cannot use the technology required to function at the college level.</p>
<p>Develop Academic and Professional Goals</p>	<p>Student is highly proficient in understanding of the Rosemont College General Education Requirements, Advising, and Degree Audits and has a strong awareness of possible majors, related experiential learning and co-curricular activities, and related career paths.</p>	<p>Student is proficient in understanding of the Rosemont College General Education Requirements, Advising, and Degree Audits and has a good awareness of possible majors, related experiential learning and co-curricular activities, and related career paths.</p>	<p>Student is fairly proficient in understanding of the Rosemont College General Education Requirements, Advising, and Degree Audits and has a fair awareness of possible majors, related experiential learning and co-curricular activities, and related career paths.</p>	<p>Student is minimally proficient in understanding of the Rosemont College General Education Requirements, Advising, and Degree Audits and has a limited awareness of possible majors, related experiential learning and co-curricular activities, and related career paths.</p>	<p>Student is highly proficient in understanding of the Rosemont College General Education Requirements, Advising, and Degree Audits and does not have an awareness of possible majors, related experiential learning and co-curricular activities, and related career paths.</p>
<p>Develop connections to the Rosemont College Community of Learners</p>	<p>Student demonstrates a strong awareness of co-curricular programs and services available at Rosemont College and is an active participant in the First-Year Common Reading experience in the classroom and related co-curricular events.</p>	<p>Student demonstrates a good awareness of co-curricular programs and services available at Rosemont College and participates in the First-Year Common Reading experience in the classroom and some related co-curricular events.</p>	<p>Student demonstrates a fair awareness of co-curricular programs and services available at Rosemont College and participates occasionally in the First-Year Common Reading experience in the classroom.</p>	<p>Student demonstrates minimal awareness of co-curricular programs and services available at Rosemont College and participates minimally in the First-Year Common Reading experience in the classroom.</p>	<p>Student does not have an awareness of co-curricular programs and services available at Rosemont College and does not participate in the First-Year Common Reading experience in the classroom or in related co-curricular activities.</p>
<p>Demonstrate proficiency in information literacy skills</p>	<p>Student is highly proficient in accessing and using academic research to successfully complete the first-year seminar Research Project and demonstrates a strong awareness of the College's policies on Academic Integrity, including the severity of plagiarism and skills to avoid it.</p>	<p>Student is proficient in accessing and using academic research to successfully complete the first-year seminar Research Project and demonstrates an awareness of the College's policies on Academic Integrity, including the severity of plagiarism and skills to avoid it.</p>	<p>Student is fairly proficient in accessing and using academic research to successfully complete the first-year seminar Research Project and demonstrates some awareness of the College's policies on Academic Integrity, including the severity of plagiarism and skills to avoid it.</p>	<p>Student is minimally proficient in accessing and using academic research to successfully complete the first-year seminar Research Project and demonstrates limited awareness of the College's policies on Academic Integrity, including the severity of plagiarism and skills to avoid it.</p>	<p>Student is not proficient in accessing and using academic research to successfully complete the first-year seminar Research Project and does not have an awareness of the College's policies on Academic Integrity, including the severity of plagiarism and skills to avoid it.</p>

Rosemont Connections
Rosemont eConnections (SPS)

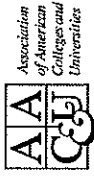
Goal Statement:

The overarching goal of Rosemont Connections is to teach students the skills necessary to support success at Rosemont College and lay the foundations for lifelong learning.

	4	3	2	1	0
	Fully Demonstrates	Mostly Demonstrates	Somewhat Demonstrates	Minimally Demonstrates	Fails to Demonstrate
Appreciation of the history and mission of the college	Student refers to mission openly in discussions and in written work; applies mission to statements of personal goals, shows evidence of mission at work in social campus efforts.	Student refers to mission relatively open in discussions and in written work, adequately applies mission to statements of personal goals, shows a fair amount of evidence of mission at work in social campus efforts.	Student refers to mission somewhat openly in discussions and in written work, applies mission to statements of personal goals to some extent, shows some evidence of mission at work in social campus efforts.	Student refers to mission in discussions and in written work vaguely, minimal application of mission to statements of personal goals, shows little to no evidence of mission at work in social campus efforts.	Student does not refer to mission in discussions and in written work, fails to apply mission to statements of personal goals, shows no evidence of mission at work in social campus efforts.
Awareness of Rosemont's campus resources	Student is highly proficient in use of library, can identify who to approach with student affairs issues.	Student is proficient in use of library, can usually identify who to approach with student affairs issues.	Student is fairly proficient in use of library, can sometimes identify who to approach with student affairs issues.	Student is minimally proficient in use of library, can rarely identify who to approach with student affairs issues.	Student fails to demonstrate proficiency in use of library, cannot identify who to approach with student affairs issues.
Proficiency in the use of technologies to connect with faculty, staff, and fellow students	Student demonstrates proficiency in the use of campus email; can explain thoroughly Epsilon platform and its range of uses and purposes, proficient in Word processing.	Student is proficient in the use of campus email; can explain Epsilon platform and its basic uses and purposes, proficient in Word processing.	Student is fairly proficient in the use of campus email; can sometimes explain Epsilon platform and its uses and purposes, somewhat proficient in Word processing.	Student demonstrates minimal proficiency in the use of campus email; inadequate understanding of Epsilon platform and its uses and purposes, insufficient proficiency in Word processing.	Student demonstrates lack of proficiency in the use of campus email; cannot explain Epsilon platform and its uses and purposes, not proficient in Word processing.
Recognition of the purposes and value of a liberal arts education, and of Rosemont's general studies program	Student expresses a profound identification with the goals of the liberal arts, understands and sympathizes with broad-based education to adapt educational approaches to specific circumstances.	Student expresses adequate identification with the goals of the liberal arts, generally understands and sympathizes with broad-based education, sufficiently has the ability to adapt educational approaches to specific circumstances.	Student expresses some identification with the goals of the liberal arts, to some extent understands and sympathizes with broad-based education, has some ability to adapt educational approaches to specific circumstances.	Student expresses little identification with the goals of the liberal arts, rarely understands and sympathizes with broad-based education, has very little ability to adapt educational approaches to specific circumstances.	Student expresses no identification with the goals of the liberal arts, does not understand and/or sympathize with broad-based education, and has no ability to adapt educational approaches to specific circumstances.
New perspective about experiences relating to their education and life, laying a foundation for future for learning and growth	Reveals a substantial amount of new perspectives on personal experiences relating to their education and life, shows evidence of an in-depth plan for educational growth when off campus.	Reveals new perspectives on personal experiences relating to their education and life, shows evidence of a plan for educational growth when off campus.	Reveals some new perspectives on personal experiences relating to their education and life, shows some evidence of a plan for educational growth when off campus.	Reveals very little new perspectives on personal experiences relating to their education and life, shows insufficient evidence of a plan for educational growth when off campus.	Reveals no new perspectives on personal experiences relating to their education and life, shows no evidence of a plan for educational growth when off campus.

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact valuel@aaacu.org



Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

Evaluators are encouraged to assign a zero to any work sample or collection of works that does not meet benchmarks (all one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies; retrieves information from limited and similar sources.	Accesses information randomly; retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.