

## Streamlined Hostos General Education Core Competencies and Rubrics (2015 – 2017)

### Category A: Skills

*This category addresses fluency in reading, writing, and oral communication; mastery of the basic principles of logical, mathematical, and scientific reasoning; and literacy in information resources and learning technologies.*

- A1.** Utilize deductive and inductive reasoning skills with special emphasis on problem-solving, analysis and clarity of understanding.
- A2.** Develop the acts of speaking, reading, listening, and writing; demonstrate the act of speaking and synthesizing information correctly and effectively with the ability to use context-appropriate vocabulary and communication technology; parse lectures, text, and other educational material.
- A3.** Distinguish factual information from subjective opinion; consider informational origin in analyzing relevance in order to represent content in a clear, succinct and logical manner.

### Category B: Subject Area Knowledge

*This category addresses discipline-specific academic literacy. The category stresses mastery of the core concepts, principles, and methods in the various disciplines students will encounter in their programs at the College.*

- B1.** Demonstrate knowledge of defining principles and canonical ideas in arts and humanities; cultural and historical studies; social and behavioral sciences; and the mathematical, physical, and life sciences.
- B2.** Make meaningful interdisciplinary connections, recognizing that subject area knowledge may go beyond a particular course.

### Category C: Synthesis and Application

*This category addresses logical analysis and synthesis of information and ideas from multiple sources and perspectives. The student's acquisition of knowledge should be considered, as well as the integration of different forms of knowledge and ability to apply it to the student's intellectual, personal, professional and community experience.*

- C1.** Access and identify the information necessary and appropriate to the production of projects, such as course papers, reports, and portfolios.
- C2.** Demonstrate awareness of different types of evidence and apply this evidence appropriately to a task.
- C3.** Organize, analyze, evaluate, and treat information critically in order to use and present it in a cohesive and logical fashion.
- C4.** Interpret data and observations; comprehend research material. Be able to present and explain conclusions.
- C5:** Identify and analyze relevant aspects of natural and ecological realities and apply the knowledge obtained to human and environmental challenges.

### Category D: Global Citizenship

*This category addresses the application of the principles of ethics and governance to the larger society, one's immediate community, and to individual conduct on campus and in society. It addresses valuing the diversity of human experience and recognizing our common human heritage and the interconnectedness in the region, the nation, and the world.*

- D1.** Demonstrate the ability to reason ethically and to apply ethical principles in making decisions.
- D2.** Exhibit an appreciation, understanding, acceptance and respect for human differences.
- D3.** Develop an ability to participate with self-awareness when interacting as a member of diverse local and global communities.
- D4.** Develop and demonstrate leadership, interpersonal relationship skills and an ability to interact with others espousing different views.
- D5.** Develop and demonstrate an understanding of the various ways human societies value and interact with their natural surroundings.

## **Streamlined Hostos General Education Core Competencies and Rubrics (2015 – 2017)**

Hostos Community College is in the process of establishing a cycle of General Education assessment in line with recommendations from our most recent Middle States self-study. The information that is gathered from Gen Ed assessments is intended to be used for departments to examine how their courses and missions integrate Gen Ed competencies, and more broadly, for the college to see whether it is infusing its offerings with these competencies. As with all assessments, the purpose is not to evaluate, but to gather information to continue to improve teaching and learning. For such informational purposes and to facilitate assessment, members of the Gen Ed Committee have designed the following questions and rubrics.

### **Pre-Assessment Questions For Teaching Faculty:**

Which Gen Ed Core Competencies do you feel you target in your course? Choose from the Core Competencies document and use the rubrics to guide you as necessary.

What papers, quizzes, or other assignments (“artifacts”) are you able to provide to Assessment and/or Gen Ed committee members as they assess each Gen Ed Competency? Describe each artifact and whenever possible provide the artifact’s instructions.

What suggestions do you have for committee members as they assess your artifacts for each Gen Ed competency? In your opinion as an instructor for the course, what should they be looking out for?

### **Post-Assessment Questions for Committee Members:**

—In what way do the results suggest that students are targeting the Gen Ed Core Competencies listed?

—What feedback do you have for teaching faculty as they continue to consider the ways their courses target Gen Ed competencies?

### Category A: Skills

COMPETENCY	(4)	(3)	(2)	(1)
<b>A1: Use Reasoning Skills</b>	<b>Consistently</b> uses a clear and developed reasoning process to explain, analyze, or solve a problem.	<b>Often but not consistently</b> uses a clear and developed reasoning process to explain, analyze, or solve a problem.	<b>Relatively infrequently</b> uses a clear or developed reasoning process to explain, analyze, or solve a problem.	<b>Rarely</b> uses or develops a reasoning process to explain, analyze, or solve a problem.
<b>A2: Demonstrate acts of communication</b>	<b>Consistently</b> speaks or writes clearly and effectively.	<b>Often but not consistently</b> speaks or writes clearly and effectively.	<b>Relatively infrequently</b> speaks or writes clearly or effectively.	<b>Rarely</b> speaks or writes clearly or effectively.
<b>A2: Use context-appropriate vocabulary</b>	<b>Consistently</b> uses vocabulary appropriate to a task, discipline, or medium.	<b>Often but not consistently</b> uses vocabulary appropriate to a task, discipline, or medium.	<b>Relatively infrequently</b> uses vocabulary appropriate to a task, discipline, or medium.	<b>Rarely</b> uses vocabulary appropriate to a task, discipline, or medium.
<b>A3: Distinguish factual from subjective information</b>	<b>Consistently</b> recognizes and clearly articulates the difference between types of information, including the difference between fact and opinion.	<b>Often but not consistently</b> recognizes and clearly articulates the difference between types of information, including the difference between fact and opinion.	<b>Relatively infrequently</b> recognizes or clearly articulates the difference between types of information, including the difference between fact and opinion.	<b>Rarely</b> recognizes or clearly articulates the difference between types of information, including the difference between fact and opinion.

### Category B: Subject Area Knowledge

COMPETENCY	(4)	(3)	(2)	(1)
<b>B1: Demonstrate knowledge of defining principles</b>	<b>Consistently</b> showcases and articulates knowledge of defining principles in a discipline.	<b>Often but not consistently</b> showcases and articulates knowledge of defining principles in a discipline.	<b>Relatively infrequently</b> showcases or articulates knowledge of defining principles in a discipline.	<b>Rarely</b> showcases or articulates knowledge of defining principles in a discipline.
<b>B2: Make meaningful interdisciplinary connections</b>	<b>Consistently</b> showcases and articulates connections between topics, ideas, or disciplines.	<b>Often but not consistently</b> articulates connections between topics, ideas, or disciplines.	<b>Relatively infrequently</b> articulates connections between topics, ideas, or disciplines.	<b>Rarely</b> articulates connections between topics, ideas, or disciplines.

### Category C: Synthesis and Application

COMPETENCY	(4)	(3)	(2)	(1)
<b>C1: Research Independently</b>	<b>Consistently</b> demonstrates a facility with sources, as evidenced in citations and length. Integrates sources through paraphrase and independent discussion.	<b>Often but not consistently</b> demonstrates a facility with sources, as evidenced in citations. <b>Often but not consistently</b> meets length expectations. <b>Often but not consistently</b> uses paraphrase and independent discussion.	<b>Relatively infrequently</b> demonstrates familiarity or facility with sources. <b>Relatively infrequently</b> uses paraphrase or independent discussion.	<b>Rarely</b> demonstrates familiarity or facility with sources, as evidenced through citations. <b>Rarely</b> integrates, applies, or independently discusses ideas from outside sources.
<b>C2: Demonstrate awareness of different types of evidence</b>	<b>Consistently</b> cites various and appropriate sources in a writing or project. Thoroughly describes these sources.	<b>Often but not consistently</b> cites various sources. <b>Often but not consistently</b> describes these sources.	<b>Relatively infrequently</b> cites a limited number of sources. <b>Relatively infrequently</b> describes these sources.	<b>Rarely</b> cites any sources. <b>Rarely</b> describes sources, even when included.
<b>C3: Present information cohesively and logically</b>	<b>Consistently</b> presents and thoroughly analyzes relevant information, maintaining clear flow of ideas.	<b>Often but not consistently</b> presents and thoroughly analyzes relevant information. <b>Often but not consistently</b> maintains clear flow of ideas.	<b>Relatively infrequently</b> presents and analyzes information. <b>Relatively infrequently</b> maintains clear flow of ideas.	<b>Rarely</b> presents or thoroughly analyzes relevant information. <b>Rarely</b> maintains clear flow of ideas.
<b>C4: Interpret data</b>	<b>Consistently</b> presents and discusses relevant data thoroughly. Considers multiple possible perspectives on data or information. Is well-informed and persuasive in conclusions.	<b>Often but not consistently</b> discusses relevant data thoroughly. <b>Often but not consistently</b> considers multiple possible perspectives on data. Is <b>often but not consistently</b> persuasive in conclusions.	<b>Relatively infrequently</b> discusses relevant data. <b>Relatively infrequently</b> considers multiple perspectives on data. Only <b>relatively infrequently</b> becomes persuasive in conclusions.	<b>Rarely</b> discusses relevant data. <b>Rarely</b> considers more than one perspective on data. Is <b>rarely</b> persuasive in conclusions.

### Category D: Global Citizenship

COMPETENCY	(4)	(3)	(2)	(1)
<b>D1: Perform ethical reasoning</b>	<b>Consistently</b> considers multiple perspectives on ethical concerns when arguing for a particular position.	<b>Often but not consistently</b> considers multiple perspectives on ethical concerns when arguing for a particular position.	<b>Relatively infrequently</b> considers multiple perspectives on ethical concerns when arguing for a particular position.	<b>Rarely</b> considers multiple perspectives on ethical concerns, even when arguing for a particular position.
<b>D2: Consider human differences</b>	<b>Consistently</b> demonstrates nuanced understanding of human differences based on interpersonal interaction and/or encounters with cross-cultural texts.	<b>Often but not consistently</b> demonstrates nuanced understanding of human differences based on interpersonal interaction and/or encounters with cross-cultural texts.	<b>Relatively infrequently</b> demonstrates nuanced understanding of human differences based on interpersonal interaction and/or encounters with cross-cultural texts.	<b>Rarely</b> demonstrates nuanced understanding of human differences based on interpersonal interaction and/or encounters with cross-cultural texts.
<b>D3: Engage with a community</b>	<b>Consistently</b> and consciously applies course skills or knowledge to collaborative work in local and/or global communities.	<b>Often but not consistently</b> consciously applies course skills or knowledge to collaborative work in local and/or global communities.	<b>Relatively infrequently</b> applies course skills or knowledge to collaborative work in local and/or global communities.	<b>Rarely</b> engages or applies course skills or knowledge to collaborative work in local and/or global communities.
<b>D5 / C5: Possess environmental awareness</b>	<b>Consistently</b> considers and articulates theoretical and/or practical perspectives about environmental and natural concerns.	<b>Often but not consistently</b> considers and articulates theoretical and/or practical perspectives about environmental and natural concerns.	<b>Relatively infrequently</b> considers or articulates perspectives, whether theoretical or practical, about environmental and natural concerns.	<b>Rarely</b> considers or articulates perspectives, whether theoretical or practical, about environmental and natural concerns.