

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.

Gen Ed Rubrics Subcommittee Spring 2015:

*Piotr Kocik; Darmoris-Lois Lang; Andrew Lucchesi; Sherese Mitchell;
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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.

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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.

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