

CS 3.5.1 - College-level Competencies

The institution identifies college-level competencies and the extent to which graduates have attained them.

Compliance Finding: In Compliance

Narrative:

I. Designated College-Level General Education Outcomes and Competencies

In November 2003, the faculty of the University of South Carolina Beaufort (USC Beaufort) defined and approved thirteen general education outcomes, along with a systematic assessment plan designed to ensure that students are in fact meeting these outcomes, and since that time these outcomes have driven general education assessment efforts [i]. USC Beaufort annually publishes these outcomes, along with the general education curriculum, in the academic bulletin [ii]. In September 2007, as part USC Beaufort's commitment to the continuous review and improvement of its general education program, the Faculty Senate approved a revised version of these outcomes (now reduced to twelve), and it defined four areas of core competency within the broader context of the general education outcomes [iii].

These updated general education outcomes and competencies follow:

USC Beaufort aims to ensure that all students who complete its general education program are able to ...

- formulate a thesis, organize complex ideas, support ideas with appropriate evidence, and render them in coherent, grammatical, and properly punctuated written English.
- read carefully and think analytically and critically.
- communicate effectively in spoken English.
- find, evaluate, and appropriately use information.
- effectively use common computer hardware and software.
- perform basic mathematical calculations and interpret data intelligently.
- understand the scientific method and the fundamentals of the physical or life sciences.
- understand and appreciate literature and the fine arts and their place in the culture.
- understand the development of a culture over time and use a broad historical perspective to understand their position in the world.

- understand human behavior from the perspective of at least one of the social/behavioral sciences.
- demonstrate a working knowledge of at least one foreign language.
- recognize and value diversity and understand global and cultural perspectives.

Within its broader general education outcomes, USC Beaufort has identified the following **core college competencies** to better assess student achievement in the area of general education:

USC Beaufort aims to ensure that all students who complete its general education program are able to ...

... communicate effectively in spoken and written English.

- Formulate a thesis.
- Organize complex ideas.
- Support ideas with appropriate evidence.
- Render ideas in coherent, grammatical, and properly punctuated English.
- Use a style and format appropriate to audience, purpose, thesis, and disciplinary field.
- Understand the role of language in creating meaning, influencing thought, and making decisions

... read carefully and think analytically and critically.

- Comprehend complex arguments and texts.
- Identify issues of belief, empirical truth, and logic.
- Evaluate the credibility of sources.
- Recognize and identify necessary or probable assumptions and presuppositions.
- Identify relevant and non-relevant claims in a given context.
- Recognize logical fallacies and misleading language.
- Determine when additional information is needed for a given purpose.
- Recognize logical conflict, compatibility, and equivalence.
- Construct deductive and inductive arguments.
- Critique and construct analogical arguments and explanations.
- Understand and evaluate causal arguments and explanations.

- Assess common types of statistical information, generalization, and reasoning.

... find, evaluate, and appropriately use information.

- Determine the nature and extent of information needed.
- Access the information effectively and efficiently.
- Evaluate information and its sources critically.
- Incorporate selected information into one's knowledge base.
- Use information effectively to accomplish a specific purpose.
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

... perform basic mathematical calculations and interpret data intelligently.

- Extract quantitative data from written and visual (graphic) displays accurately.
- Manipulate this data appropriately to form analyses—creating mathematical models (i.e., equations), manipulating these equations algebraically, drawing conclusions from this analytic work.
- Communicate these quantitative analyses to others in a coherent manner (in written or spoken form). This entails understanding correct symbology and appropriate use of logical reasoning and argument.

II. Systematic General Education Assessment at USC Beaufort

In October 2007, USC Beaufort updated its general education assessment plan to include the recent revisions to its general education outcomes and the newly defined core competencies.

<p align="center">Identified Outcomes</p> <p><i>USC Beaufort aims to ensure that all graduates are able to ...</i></p>	<p align="center">Assessment Strategies/Measures/Criteria & Assessment Schedule</p>
<ul style="list-style-type: none"> formulate a thesis, organize complex ideas, support ideas with appropriate evidence, and render them in coherent, grammatical, and properly punctuated written English. 	<p>A writing exam designed to mimic the ACT CAAP Writing Essay Test is given to incoming freshmen at fall orientation and is offered to late-enrolling students throughout the year. This exam serves as a placement tool and also provides baseline scores against which student progress and the effectiveness of general education are measured.</p> <p>All students must earn a grade of C or higher in English 101, 101L and 102. (Students may place out of 101L with a score of 3 or higher on USC Beaufort’s English Placement Test.)</p> <p>80% of students will score a C or better on the BENG 102 Performance Assessment Test (course-embedded assessment and common group-graded final exam). Scores for all subcategories of the test will average above 2 (on the test’s scale of 0-5, a score of 2 represents a “C,” or basic competence.) The test will be given every third spring semester: 2007, 2010, 2013, etc.</p> <p>When students take the ACT CAAP Writing Essay Test as rising juniors (45-70 credits), 80% of students will demonstrate writing competence by a score of 3 or higher (in the range for “adequacy” or “competence” of language use). Median scores will be in the 50th percentile or higher for benchmark institutions. The test will be given annually.</p> <p>80% of students will express satisfaction with written language instruction on a survey of rising juniors. The survey will be given annually at time of ACT CAAP Writing Essay Test.</p> <p>80% of students will express satisfaction with written language instruction on an exit survey, conducted periodically by the Office of Institutional Effectiveness.</p> <p>80% of ex-students will express satisfaction with written language instruction on an alumni survey, conducted periodically by Office of Institutional Effectiveness.</p>
<ul style="list-style-type: none"> read and think carefully, analytically, and critically. 	<p>All students must earn a grade of C or higher in English 101 and 102. (Grades in these courses correlate highly with student results on the ACT CAAP Critical Thinking module.)</p> <p>80% of students will score a C or better on the BENG 102 Performance Assessment Test (course-embedded assessment and common group-graded final exam). Scores for subcategories pertaining to comprehension and thesis sophistication and clarity will average above 2 (on the test’s scale of 0-5, a score of 2 represents a “C,” or basic competence). The test will be given every third spring semester: 2007, 2010, 2013, etc.</p> <p>The mean score on the ACT CAAP Critical Thinking Test will be in the 50th percentile or higher for benchmark institutions. The test will be given in odd numbered years: 2007, 2009, 2011, etc.</p>

<p align="center">Identified Outcomes</p> <p><i>USC Beaufort aims to ensure that all graduates are able to ...</i></p>	<p align="center">Assessment Strategies/Measures/Criteria & Assessment Schedule</p>
	<p>80% of students will express satisfaction with critical thinking instruction on an annual survey of rising juniors.</p> <p>80% of respondents will express satisfaction with critical thinking instruction on exit and alumni surveys, conducted periodically by the Office of Institutional Effectiveness.</p>
<ul style="list-style-type: none"> • communicate effectively in spoken English. 	<p>All students must earn a passing grade in Speech 140.</p> <p>80% of students will score a C or better on the BSPC 140 Performance Assessment Test (course-embedded assessment and common group-graded final exam). The test will be given every third spring: 2008, 2011, 2004, etc.</p> <p>80% of students will express satisfaction with oral language instruction on an annual survey of rising juniors.</p> <p>80% of respondents will express satisfaction with oral language instruction on exit and alumni surveys, conducted periodically by the Office of Institutional Effectiveness.</p>
<ul style="list-style-type: none"> • find, evaluate, and appropriately use information. 	<p>80% of students will pass the USC Beaufort Information Literacy Test. The test will be given to all English 101 students after a required library tour.</p> <p>80% of students will express satisfaction with information literacy instruction on an annual survey of rising juniors.</p> <p>80% of respondents will express satisfaction with information literacy instruction on exit and alumni surveys, conducted periodically by the Office of Institutional Effectiveness.</p>
<ul style="list-style-type: none"> • effectively use common computer hardware and software. 	<p>Students receive instruction in Blackboard and VIP at student orientation.</p> <p>All students who use university computers are required to first take a tutorial and test on basic computer skills.</p> <p>Students will demonstrate proficiency in basic word processing in English 101 and 102.</p> <p>80% of students will express satisfaction with technology instruction on an annual survey of rising juniors.</p> <p>80% of respondents will express satisfaction with technology instruction on exit and alumni surveys, conducted periodically by the Office of Institutional Effectiveness.</p>
<ul style="list-style-type: none"> • perform basic mathematical calculations and interpret data intelligently. 	<p>All students must earn a passing grade in BMTH 110, BMTH 111/111L, or a higher level course in mathematics.</p> <p>The USC Math Placement Test B is given to all incoming freshmen who plan to take BMTH 111 or higher.</p> <p>Students take the USC Math Placement Test B as a post-test, at the <u>end</u> of BMTH 110, BMTH 111 and BMTH 111L in the fall every three years (2004, 2007, 2010). At this time, 60% of students will score high enough to place into BMTH 122.</p>

<p align="center">Identified Outcomes</p> <p><i>USC Beaufort aims to ensure that all graduates are able to ...</i></p>	<p align="center">Assessment Strategies/Measures/Criteria & Assessment Schedule</p>
	<p>80% of students will express satisfaction with math instruction on an annual survey of rising juniors.</p> <p>80% of respondents will express satisfaction with math instruction on exit and alumni surveys, conducted periodically by Office of Institutional Effectiveness.</p>
<ul style="list-style-type: none"> understand the scientific method and the fundamentals of the physical or life sciences. 	<p>Students must pass two lab science courses.</p> <p>The mean score on ACT CAAP Scientific Reasoning Test will average in the 50th percentile or higher for benchmark institutions. The test will be given in even numbered years: 2008, 2010, 2012, etc.</p> <p>80% of students will express satisfaction with science instruction on an annual survey of rising juniors.</p> <p>80% of respondents will express satisfaction with science instruction on exit and alumni surveys, conducted periodically by the Office of Institutional Effectiveness.</p>
<ul style="list-style-type: none"> understand and appreciate literature and the fine arts and their place in the culture. 	<p>All students must pass a course in the fine arts.</p> <p>All students must pass English 102 with grade of C or higher to graduate.</p> <p>80% of students will score a C or better on the BENG 102 Performance Assessment Test (course-embedded assessment and common group-graded final exam). Scores for subcategories pertaining to comprehension and thesis sophistication and clarity will average above 2 (on the test's scale of 0-5, a score of 2 represents a "C," or basic competence). The test will be given every third spring semester: 2007, 2010, 2013, etc.</p> <p>A focus group will be conducted in even numbered years.</p> <p>80% of students will express satisfaction with literature and fine arts instruction on an annual survey of rising juniors.</p> <p>80% of respondents will express satisfaction with literature and fine arts instruction on exit and alumni surveys, conducted periodically by the Office of Institutional Effectiveness.</p>
<ul style="list-style-type: none"> understand the development of a culture over time and use a broad historical perspective to understand their position in the world. 	<p>All students must pass History 101, 102, 111, 112, 115, or 116</p> <p>A focus group will be conducted in even numbered years.</p> <p>80% of students will express satisfaction with history instruction on an annual survey of rising juniors. The survey of will periodically ask for a written response to an open-ended question about this topic to avoid putting words in a student's mouth.</p> <p>80% of respondents will express satisfaction with history instruction on exit and alumni surveys, conducted periodically by the Office of Institutional Effectiveness.</p>
<ul style="list-style-type: none"> understand human behavior from the perspective of at least 	<p>All students must pass a course in the social sciences.</p>

<p align="center">Identified Outcomes</p> <p><i>USC Beaufort aims to ensure that all graduates are able to ...</i></p>	<p align="center">Assessment Strategies/Measures/Criteria & Assessment Schedule</p>
<p>one of the social/behavioral sciences.</p>	<p>A focus group will be conducted in even numbered years.</p> <p>80% of students will express satisfaction with social/behavioral science instruction on an annual survey of rising juniors.</p> <p>80% of respondents will express satisfaction with social/behavioral science instruction on exit and alumni surveys, conducted periodically by the Office of Institutional Effectiveness.</p>
<ul style="list-style-type: none"> • demonstrate a working knowledge of at least one foreign language. 	<p>All students must take two semesters of a foreign language - or demonstrate equivalency by test.</p> <p>All students who took a foreign language in high school are required to take the USC Foreign Language Proficiency Test at orientation.</p> <p>75% of students will demonstrate a 70% or better mastery of the material on the USC Foreign Language Proficiency Test when the test is given at the <u>end</u> of French, German, or Spanish 110. This assessment will be administered every three years: 2006, 2009, 20012, etc.</p>
<ul style="list-style-type: none"> • recognize and value diversity and understand global and cultural perspectives. 	<p>All students must pass a course devoted to a non-Western culture.</p> <p>A focus group will be conducted in even numbered years.</p> <p>80% of students will express satisfaction with instruction on global awareness on annual survey of rising juniors. The survey will periodically ask for a written response to an open-ended question about this topic to avoid putting words in a student's mouth.</p> <p>80% of respondents will express satisfaction with global awareness instruction on exit and alumni surveys, conducted periodically by the Office of Institutional Effectiveness.</p>

III. Assessment Results in General Education

Assessment of General Education Core Competency 1:

USC Beaufort aims to ensure that all students who complete its general education program are able to communicate effectively in spoken and written English.

- Formulate a thesis.
- Organize complex ideas.
- Support ideas with appropriate evidence.
- Render ideas in coherent, grammatical, and properly punctuated English.
- Use a style and format appropriate to audience, purpose, thesis, and disciplinary field,
- Understand the role of language in creating meaning, influencing thought, and making decisions,

This competency responds to two of USC Beaufort’s stated general education outcomes:

USC Beaufort aims to ensure that all students who complete its general education program are able to ...

- formulate a thesis, organize complex ideas, support ideas with appropriate evidence, and render them in coherent, grammatical, and properly punctuated written English, and
- communicate effectively in spoken English.

USC Beaufort graduates are demonstrably meeting the goals for written communication, despite entering the university as freshmen with weak writing skills, well below national and state averages [iv].

Baseline Writing Performance: First-time full-time freshmen entering USC Beaufort in the fall of 2006 had a median Verbal SAT score of 480, not too far below the state average of 486. On the new Writing section of the SAT these same freshmen had a median score 460, notably below the state (478) and national (497) averages. (It should be noted that South Carolina had the nation’s second lowest scores on this section of the test.) Data from USC Beaufort’s in-house English Placement Test (EPT) reinforces this picture. The EPT - a test designed to mimic the ACT CAAP Writing Essay Test, graded with the same rubric and by the same procedures - is taken by nearly all entering freshmen at USC Beaufort. Since 2004, with over 1,000 students tested, only 33% of USC Beaufort’s incoming freshmen have demonstrated writing “adequacy” or “competence”.

Curricular Requirements in Writing: USC Beaufort's general education curriculum requires all students to pass the following writing courses with a grade of C or higher: BENG 101 (Composition, 3-credits), BENG 101L (Intensive Composition Lab, 1 credit), and BENG 102 (Composition and Literature, 3 credits). Students may, however, place out of BENG 101L with a sufficiently high score on the EPT.

Writing Performance by End of Freshman Year (end of BENG 102): Every three years, all students in USC Beaufort's English 102 courses (second-semester freshman composition) are required to take a common final exam and course-embedded assessment, which asks them to write an interpretive essay in response to a 2-page short story which they have not studied in class and presumably have never read before. The essay prompts are very open-ended, with the intention to force students to think for themselves.

The test is designed to measure:

- The students' ability to comprehend a short but complex work of fiction.
- The students' ability to think critically and form a coherent interpretation of the story.
- The students' ability to organize their ideas effectively.
- The students' ability to support their ideas with appropriate evidence.
- The students' ability to write effective prose (style).
- The students' ability to avoid mechanical errors (grammar & punctuation).

Essays are graded (each by two graders) according to a detailed rubric (rubric), with sub-scores for comprehension, thesis/ideas, organization and coherence, support, style, and mechanics. It should be noted that these sub-scores correspond to the skills identified in USC Beaufort's defined core competency for oral and written communication. Essays are graded on a scale of 0-4, with a grade equivalency as follows: 4 = A; 3 = B; 2 = C; 1 = D; and 0 = F. A score of 2.0 demonstrates basic writing "adequacy" and represents the performance equivalent of a 3.0 on the EPT or ACT CAAP Writing Essay Test.

On the spring 2007 BENG 102 Common Final, 82% of our students demonstrated writing proficiency (by a score of 2.0 or above). This met the stated objective on USC Beaufort's 2006/2007 IE-OA Report: "80% of students will score a C or better on BENG 102 Performance Assessment Test. Scores for all subcategories of test will average above 2." Also, median scores ranged C+ or higher for all of the various sub-scores of the test.

Student Performance BENG 102 Common Final & Course- Embedded Assessment (Cohort Size: 165 Students)	Composite Average	Comprehension	Thesis/ Ideas
% Students Demonstrating Competence by a Score of 2.0 or Higher	82%	93%	85%
Mean	2.5	2.8	2.4
Median	2.6	3.0	2.5
Standard Deviation	0.62	0.75	0.71

Student Performance BENG 102 Common Final & Course- Embedded Assessment (Cohort Size: 165 Students)	Organization & Coherence	Support	Style	Mechanics
% Students Demonstrating Competence by a Score of 2.0 or Higher	82%	87%	82%	85%
Mean	2.4	2.5	2.4	2.6
Median	2.5	2.5	2.5	3.0
Standard Deviation	0.73	0.69	0.68	0.76

Writing Performance as Rising Juniors: The ACT CAAP Writing Essay Test: As part of USC Beaufort's master assessment plan for general education, the CAAP Writing Essay Test is regularly administered to rising juniors. This is the same test first pilot-tested with incoming freshmen during the summer of 2003. Also, thanks to the high correlation between the 2003 CAAP pilot-test results for freshmen and USC Beaufort BENG 101 grades (0.6) and USC Beaufort first-semester GPA (0.6), the CAAP Writing Essay Test has been the model for the in-house English Placement Test (EPT) now administered to all freshmen at USC Beaufort. This assessment of rising juniors, then, is designed to give a valuable (if admittedly imperfect) pre-test/post-test measure of the effectiveness of the general education program in the area of writing.

The spring 2007 cohort of rising juniors did well on the exam, with 80% scoring at or above the 67th national percentile for rising juniors at four-year colleges and in the mid-range, characterized by “competence” or “adequacy”, of language use (3 or 4, on a 6-point scale; on this scale a score of 4.0 places a student in the 98th national percentile). While USC Beaufort rising juniors had a higher median raw score in spring 2005 (3.25, compared with 2007’s median raw score of 3.0), the scoring was such that the students did better in *national rankings* in 2007. Whereas only 48% of USC Beaufort students performed at the 69th percentile (raw score 3.5) or higher in 2005, 80% scored in the 67th or above in spring 2007 (raw score 3.0). But while 85% of 2005 rising juniors scored in the mid-range, characterized by “competence” or “adequacy” of language use, only 80% of 2007 rising juniors did. The key fact is that in both 2005 and 2007 USC Beaufort rising juniors met the stated goal, with 80% or more demonstrating writing “adequacy” or “competence.”

Writing and Attitudinal Data: Attitudinal data about USC Beaufort's writing program is overwhelmingly positive and well within the stated target range. On the spring 2007 survey of rising juniors [v], 93% of the students who began their college careers at USC Beaufort agreed or strongly agreed with the sentence “*The instruction and coursework required for the general education program at USC Beaufort have helped me to learn how to formulate a thesis, organize complex ideas, support ideas with appropriate evidence, and render them in coherent, grammatical, and properly punctuated written English.*” (On the same survey in spring 2005, those students who began their careers at USC Beaufort were not distinguished from those who transferred into the university; the results therefore were somewhat lower, with 84% expressing agreement or strong agreement with that sentence [vi].) On the 2006 Exit Survey [vii], 87% of graduating students agreed that their education at USC Beaufort had enhanced their written communications skills. In the 2003 Alumni Survey [viii], 100% of respondents agreed or strongly agreed that their education at USC Beaufort had helped them to become better communicators. Finally, on the 2007 National Survey of Student Engagement [ix] (NSSE), a random sample of USC Beaufort seniors agreed that their education at USC Beaufort had helped them to significantly improve their writing skills. (On a scale where 3 represents “quite a bit” and 4 represents “very much,” seniors gave USC Beaufort a 3.35 in this category - significantly above the national NSSE average for seniors of 3.06.)

Oral Communication—Course-Embedded Assessment: All USC Beaufort students are required to pass a course in oral communication (BSPC 140 or 230). Every three years, as part of USC Beaufort’s general education assessment master plan, all students in USC Beaufort’s required public speaking courses (BSPC 140 or BSPC 230) are required to take a common final exam and course-embedded assessment. Student presentations are recorded and group graded, with attention to each of the skills outlined in USC Beaufort’s core competency for communication. Originally slated for December 2006, this assessment has been delayed by the introduction of new learning technology at USC Beaufort. During the 2006-2007 academic year, USC Beaufort piloted the Tegrity recording system, which will now be used for the oral communication assessment. This assessment will be scheduled at a later date.

Oral Communication—Attitudinal Data: Attitudinal data about USC Beaufort’s oral communication instruction is very positive and well within the stated target range. On the spring 2007 survey of rising juniors, 86% of the students who began their college careers at USC Beaufort agreed or strongly agreed with the sentence “*The instruction and coursework required for the general education program at USC Beaufort have helped me to communicate effectively in spoken English.*” (On the same survey in spring 2005, 89% of rising juniors expressed

agreement or strong agreement with that sentence.) On the 2006 Exit Survey, 84% of graduating students agreed that their education at USC Beaufort had enhanced their oral communications skills. In the 2003 Alumni Survey, 100% of respondents agreed or strongly agreed that their education at USC Beaufort had helped them to become better communicators. Finally, on the 2007 NSSE, a random sample of USC Beaufort seniors agreed that their education at USC Beaufort had helped them significantly to improve their public speaking. (On a scale where 3 represents “quite a bit” and 4 represents “very much,” seniors gave USC Beaufort a 3.27 in this category - significantly above the national NSSE average for seniors of 2.95.)

Assessment of General Education Core Competency 2:

USC Beaufort aims to ensure that all students who complete its general education program are able to read carefully and think analytically and critically.

- Comprehend complex arguments and texts.
- Identify issues of belief, empirical truth, and logic.
- Evaluate the credibility of sources.
- Recognize and identify necessary or probable assumptions and presuppositions.
- Identify relevant and non-relevant claims in a given context.
- Recognize logical fallacies and misleading language.
- Determine when additional information is needed for a given purpose.
- Recognize logical conflict, compatibility, and equivalence.
- Construct deductive and inductive arguments.
- Critique and construct analogical arguments and explanations.
- Understand and evaluate causal arguments and explanations.
- Assess common types of statistical information, generalization, and reasoning.

Careful Reading and Critical Thinking by End of Freshman Year (end of BENG 102): Every three years, all students in USC Beaufort’s English 102 courses (second-semester freshman composition) are required to take a common final exam and course-embedded assessment, which asks them to write an interpretive essay in response to a 2-page short story which they have not studied in class and presumably have never read before. The essay prompts are very open-ended, with the intention to force students to think for themselves. The test is designed to measure, among other things:

- The students’ ability to comprehend a short but complex work of fiction.
- The students’ ability to think critically and form a coherent interpretation of the story.

- The students' ability to organize their ideas effectively.

Essays are graded (each by two graders) according to a detailed rubric (rubric), with sub-scores that evaluate comprehension, critical thinking, and the ability to construct an effective argument. A score of 2.0 for each sub-score represents basic competence within that area [x].

In the spring 2007 assessment (with a cohort of 165 students), 93% of the students demonstrated competent comprehension skills, with a score of 2.0 or above for this sub-score. Likewise, 85% of the students were able to form a competent thesis and forge an argument about the meaning of the story, as demonstrated by scores of 2.0 or above for this sub-score on the test. The cohort had a mean of 2.4 and a median of 2.5 for the subcategory pertaining to thesis sophistication and clarity. The cohort also had a mean of 2.8 and a median of 3.0 for the subcategory pertaining to comprehension.

Critical Thinking as Rising Juniors—The ACT CAAP Critical Thinking Test: USC

Beaufort's general education assessment plan calls for us to administer the ACT CAAP Critical Thinking Test to rising juniors every other year. In spring 2007, USC Beaufort administered this module for the first time. The ACT CAAP Critical Thinking Test is a 32-item, 40-minute test that measures students' skills in clarifying, analyzing, evaluating, and extending arguments. An argument is defined as a sequence of statements that includes a claim that one of the statements, the conclusion, follows from the other statements. The Critical Thinking Test consists of four passages that are representative of the kinds of issues commonly encountered in a postsecondary curriculum. A passage typically presents a series of sub-arguments in support of a more general conclusion or conclusions. Each passage presents one or more arguments using a variety of formats, including case studies, debates, dialogues, overlapping positions, statistical arguments, experimental results, or editorials. Each passage is accompanied by a set of multiple-choice test items. A total score is provided for the Critical Thinking Test; no sub-scores are provided. In spring 2007, USC Beaufort students performed just at the national average on the CAAP Critical Thinking Test. Their median score (60) put them in the 47th national percentile, but their mean score (60.8) placed them between the 47th and 54th national percentiles. Analysis of results revealed a fairly strong correlation between the ACT CAAP Writing Essay Test and ACT CAAP Critical Thinking Scores (0.40), and the Critical Thinking Test correlated even more strongly with USC Beaufort's in-house English Placement Test (0.62). This suggests a strong correlation between critical thinking and effective writing. Thus, if more than 80% of USC Beaufort's rising juniors are scoring in the 67th national percentile or above on the ACT CAAP Writing Essay Test, we might hope for a stronger performance on the ACT CAAP Critical Thinking Test. For this reason, critical reading has become an area of focus for USC Beaufort's general education program and the focus for USC Beaufort's QEP.

Critical Thinking and Attitudinal Data: Attitudinal data about critical thinking instruction at USC Beaufort is overwhelmingly positive and well within the stated target range. On the spring 2007 survey of rising juniors, 97% of the students who began their college careers at USC Beaufort agreed or strongly agreed with the sentence "*The instruction and coursework required for the general education program at USC Beaufort have helped me to read and think more carefully, analytically, and critically.*" (On the same survey in spring 2005, 94% of rising juniors expressed agreement or strong agreement with that sentence.) On the 2006 Exit Survey, 93% of graduating students agreed or strongly agreed that their education at USC Beaufort had enhanced their critical thinking skills. On that same survey, 90% of respondents agreed or strongly agreed that USC Beaufort had enhanced their problem analysis skills, and 88% agreed or strongly agreed that USC Beaufort had enhanced their problem solving skills. In the 2003

Alumni Survey, 100% of respondents agreed or strongly agreed that their education at USC Beaufort had helped them to “read and think more carefully, analytically, and critically.” Finally, on the 2007 NSSE, a random sample of USC Beaufort seniors agreed that their past year’s coursework at USC Beaufort had emphasized “making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions.” (On a scale where 3 represents “quite a bit” and 4 represents “very much,” seniors gave USC Beaufort a 3.23 in this category—significantly above the national NSSE average for seniors of 2.96.) 90% of USC Beaufort seniors polled in the 2007 NSSE agreed “very strongly” or “quite a bit” that their experience at USC Beaufort has helped them to “think critically and analytically.”

Assessment of General Education Core Competency 3:

USC Beaufort aims to ensure that all students who complete its general education program are able to find, evaluate, and appropriately use information.

- Determine the nature and extent of information needed.
- Access the information effectively and efficiently.
- Evaluate information and its sources critically.
- Incorporate selected information into one's knowledge base.
- Use information effectively to accomplish a specific purpose.
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

Information Literacy Assessment at USC Beaufort: Since Fall 2003, a stated outcome of USC Beaufort’s general education program has been that “USC Beaufort aims to ensure that all students who complete the GE program are able to find, evaluate, and appropriately use information.” Since Fall 2003, students in both English 101 and English 102 (USC Beaufort’s required freshman composition courses) have been required to write research papers, and students have received instruction in information literacy as a central part of their instruction in the research process. In addition, as part of the research paper assignment in BENG 101, all students have been required to take a library tour, which concludes with the students taking USC Beaufort’s Information Literacy Test.

A January 2004 information literacy assessment (cohort size: 63 students) revealed that 97% of USC Beaufort students passed the Information Literacy Test, demonstrating basic competency with a score of 70 or higher [xi]. 92% of these students passed with a score of 80 or higher. The mean score was 90 (out of 100), and the median score was 93 (standard deviation 8.6). A survey of 405 tests given between September 2004 and October 2007 reveals a mean score of 88.34, suggesting that student performance in this area remains stable. USC Beaufort students are successfully demonstrating an ability to “find, evaluate, and appropriately use information.”

With the September 2007 adoption of the ALA definition of competencies in this area, USC Beaufort has begun a review of its instruction and assessment in the area of information literacy, hoping to improve the quality of freshman information literacy instruction, improve the value of upper-division information literacy instruction within the majors, improve the assessment

instrument, and boost the poor return rate for the assessment instrument (66%). As part of this project, information literacy has become central to USC Beaufort's QEP.

Information Literacy - Attitudinal Data: Attitudinal data about USC Beaufort's information literacy instruction is very positive and well within the stated target range. On the spring 2007 survey of rising juniors, 83% of the students who began their college careers at USC Beaufort agreed or strongly agreed with the sentence "*The instruction and coursework required for the general education program at USC Beaufort have helped me to find, evaluate and appropriately use information.*" (On the same survey in spring 2005, 89% of rising juniors expressed agreement or strong agreement with that sentence.) On the 2006 Exit Survey, 94% of graduating students agreed that their education at USC Beaufort had enhanced their research skills. In the 2003 Alumni Survey, 100% of respondents agreed or strongly agreed that their education at USC Beaufort had helped them to "find, evaluate and appropriately use information."

Assessment of General Education Core Competency 4:

USC Beaufort aims to ensure that all students who complete its general education program are able to perform basic mathematical calculations and interpret data intelligently.

- Extract quantitative data from written and visual (graphic) displays accurately.
- Manipulate this data appropriately to form analyses—creating mathematical models (i.e., equations), manipulating these equations algebraically, drawing conclusions from this analytic work.
- Communicate these quantitative analyses to others in a coherent manner (in written or spoken form). This entails understanding correct symbology and appropriate use of logical reasoning and argument.

USC Beaufort's entering freshmen have traditionally been characterized by notably weak skills in mathematics. USC Beaufort's mathematics faculty and general education requirements have responded to this situation with curricular innovations that have met with notable success. Where these innovations have not met with success, faculty members have used the general education assessment process to identify and rectify problems. Fall 2007 assessments suggest that students in BMTH 110 and BMTH 111 are meeting the core competencies. Students in BMTH 111L did not meet the stated assessment goal (which, however, was considerably more robust than the core competency), and a response has been developed to ensure that these students meet the stated assessment goals in the future.

Baseline Mathematics Performance: Fall 2006 entering first-time full-time freshmen at USC Beaufort had a median Math SAT score of 482—far below the state average of 496, and even further below the national average of 518. Between fall 2004 and fall 2007, only 7% of incoming students scored high enough on the math placement test (given to all incoming freshmen) to place into BMTH 122 (Calculus for Business Administration and the Social Sciences).

Curricular Requirements in Mathematics: In response to weak baseline performance in mathematics, early in the summer of 2004, USC Beaufort has implemented new general education requirements in mathematics that require a) all new students to take at least one course

in mathematics plus an additional course in numerical/analytical reasoning, and (b) all new or continuing students to take a placement test to place into all courses at the BMTH 111 (Basic College Mathematics) level or above. Students could take two new general education courses in mathematics, BMTH 110 (Mathematical Modeling) or 111L (Intensive Basic College Mathematics), without passing a placement test. BMTH 110 was created as a general education mathematics course for students who do not plan to take math at a higher level. BMTH 111L was created as an intensive version of BMTH 111, with identical learning objectives but extra contact hours, to help improve the performance of those students who could not score high enough on USC Beaufort’s math placement test to place into traditional sections of BMTH 111.

Mathematics Pre-Test/Post-Test Assessments, 2004 and 2007: By July 25, 2007, 894 students had been tested for 111/111L/122 with USC’s Math Placement Test B, with the following results (Table 1):

Table 1 Placement Test B Results from Summer 2004.

Number of Students Taking Test B	894
Median Score on Test B	11 (SD: 5.3)
# & % of Students Placing into BMTH 111L	420 (47%)
# & % of Students Placing into MATH 111	413(46%)
# & % of Students Placing into MATH 122	61 (7%)

To assess student performance in traditional sections of 111 and measure the success of USC Beaufort’s new course, BMTH 111L (a special version of 111 with additional contact hours, designed specifically to assist students lacking adequate preparation in mathematics), USC Beaufort’s mathematics faculty decided in November 2004 to give all 111 and 111L students Placement Test B as a post-test at the end of 111 and 111L. (The late date of this decision is important, as it implies that no one “taught to the test,” thereby skewing results.) The results follow [xi].

(Table 2) lists those statistics for all students in 111 and 111L. (Table 3) gives the statistics for BMTH 111L. (Table 4) gives the statistics for traditional sections of MATH 111.

Table 2 Statistics for All Students in MATH 111 and BMTH 111L, fall 2004.

All Students in MATH 111 & BMTH 111L, Fall 2004	Mean	Median	SD	Count
<u>Pre-Test</u> : all students in study	11.0	11	4.3	83
<u>Post-Test</u> : all students in study	17.8	18	5.8	98
<u>Pre-Test</u> : Overlapping Pre/Post-Test 111/111L students	11.1	11	4.4	78
<u>Post-Test</u> : Overlapping Pre/Post-Test 111/111L students	17.8	18	5.6	
<u>Pre-Test</u> : students with grades of C or higher in 111 or 111L	12.0	12	4.4	60
<u>Post-Test</u> : students with grades of C or higher in 111 or 111L	19.3	19	5.0	76
Correlation between Pre-Test and Math 111/111L Grade (107 students)				0.39
Correlation between Post-Test and Math 111/111L Grade (98 students)				0.58
Correlation between Pre-Test and Post-Test (78 students)				0.23
Correlation between SAT Math and MATH 111/111L Grade (34 Students)				0.33
Correlation between SAT Math and Pre-Test (52 Students)				0.48
Percentage of students with C or higher who would place on Post-Test into MATH 122				41%

Table 3 Statistics for BMTH 111L for fall 2004

All Students in BMTH 111L, Fall 2004	Mean	Median	SD	Count
<u>Pre-Test</u> : all BMTH 111L students in study	7.6	8	2.6	40
<u>Post-Test</u> : all BMTH 111L students in study	17.2	19	6.5	41
<u>Pre-Test</u> : Overlapping Pre/Post-Test 111L students	7.5	8	2.7	36
<u>Post-Test</u> : Overlapping Pre/Post-Test 111L students	17.1	18.5	6.4	
<u>Pre-Test</u> : students with grades of C or higher in BMTH 111L	7.7	8	3.1	23
<u>Post-Test</u> : students with grades of C or higher in BMTH 111L	19.9	20	5.5	26
Correlation between Pre-Test and BMTH 111L grade (39 students)				0.11
Correlation between Post-Test and BMTH 111L grade (41 students)				0.64
Correlation between Pre-Test and Post-Test (36 students)				-0.05
Percentage of students who pass BMTH 111L with a grade of C or higher				59%
Percentage of students with C or higher who would place on Post-Test into MATH 122				42%

Table 4 Statistics for Traditional Sections of MATH 111 for fall 2004

All Students in Traditional Sections of MATH 111, Fall 2004	Mean	Median	SD	Count
<u>Pre-Test</u> : all MATH 111 students in study	14.2	14	2.9	43
<u>Post-Test</u> : all MATH 111 students in study	18.4	18	5.2	59
<u>Pre-Test</u> : Overlapping Pre/Post-Test 111 students	14.2	14	2.9	44
<u>Post-Test</u> : Overlapping Pre/Post-Test 111 students	18.5	18	4.8	
<u>Pre-Test</u> : students with grades of C or higher in MATH 111	14.7	14.5	2.6	40
<u>Post-Test</u> : students with grades of C or higher in MATH 111	19.1	18	4.8	52
Correlation between Pre-Test and MATH 111 grade (43 students)				0.62
Correlation between Post-Test and MATH 111 grade (59 students)				0.53
Correlation between Pre-Test and Post-Test (students)				0.50
Percentage of students who pass MATH 111 with a grade of C or higher				88%
Percentage of students with C or higher who would place on Post-Test into				40%

All Students in Traditional Sections of MATH 111, Fall 2004	Mean	Median	SD	Count
MATH 122				

USC Beaufort’s math faculty was pleased with the results of this assessment, since 111L students with significantly weaker baseline skills were performing as well as 111 students by the end of the semester. However, the faculty had hoped to see a higher percentage of students scoring high enough to place into 122 by the end of 111/111L, since the purpose of BMTH 111/111L is to prepare students for BMTH 122. One step adopted by the faculty to meet this goal was the adoption of shared learning objectives and a common textbook for BMTH 111 and 111L.

For its fall 2007 assessment, USC Beaufort’s general education program set a goal of 60% placement into BMTH 122 for students with a grade of C or higher in BMTH 111 and 111L. This represented an ambitious goal, considering only 41% of these students placed into BMTH 122 in the fall 2004 assessment. (It should further be noted that this test is considerably more robust than USC Beaufort’s core competency in mathematics.)

In the fall 2007 assessment, 66% of students with a grade of C or higher in BMTH 111 scored high enough on USC Beaufort's Math Placement Test B, given as a post-test at the end of the course, to place into BMTH 122. (48% of all BMTH 111 students, regardless of grade, scored this high.) This met the goals and represents an enormous improvement over the fall 2004 assessment. However, BMTH 111L students, who had performed as well as traditional BMTH 111 students on the 2004 post-test, did not do well at all on the fall 2007 assessment. Only 10% BMTH 111L scored high enough on the post-test to place into BMTH 122. (This number drops to 7% if grades in BMTH 111L are disregarded.)

In response to this poor BMTH 111L performance on the fall 2007 assessment (performance which was more or less uniform across sections, regardless of instructor), the Director of General Education, the Associate Vice Chancellor for Academic Affairs and Institutional Effectiveness, and the Director of Institutional Effectiveness and Research met with the mathematics faculty on January 11, 2008, to diagnose the problem and craft a solution [\[xiii\]](#).

The math faculty decided that the very common textbook and curriculum which had so improved performance for BMTH 111 students had been a problem for BMTH 111L students. Instructors had not been using “Chapter P,” a preliminary chapter devoted to basic skills—the very skills which so many 111L students lack. The faculty agreed to use some of the extra contact hours in 111L to begin addressing the material in this chapter. The math faculty further noted that USC Beaufort’s old Placement Test B was not in harmony with the common textbook for BMTH 111 and 111L and did not measure USC Beaufort’s core competency as clearly as it should. The faculty decided to work backwards from their shared learning objectives for BMTH 122 (Calculus) and from the basic skills required for success in that class to redefine the learning objectives for BMTH 111/111L, redesign USC Beaufort’s math placement test, and redesign the math placement tool. It was further agreed to allow students to use calculators on the placement and assessment tests and to add some basic skills questions to these tests to better identify students who are missing truly fundamental skills. The math faculty also urged better scheduling of BMTH 111L in a three-day-per-week format. The math faculty is planning a new assessment for April 2008.

The math faculty further decided to create a new general education math course to replace BMTH 110, which has never had large enrollments since its inception. The math faculty plans to create a math class which is more relevant to students and which aims to produce mathematically literate students for a democratic society. The Director of General Education will work with USC Beaufort's first year advisors to direct more students into this new general education mathematics course.

BMTH 110 Course-Embedded Assessment: 80% of students who earned a grade of C or higher in BMTH 110, in fall 2007, scored high enough on USC Beaufort's BMTH 110 course-embedded assessment to earn a grade of C or higher on the exam. The goal of this course is being met, and these students have met USC Beaufort's core competency in mathematics.

Mathematics—Attitudinal Data: On USC Beaufort's spring 2007 survey of rising juniors, 93% of the students who began their college careers at USC Beaufort agreed or strongly agreed with the sentence "*The instruction and coursework required for the general education program at USC Beaufort have helped me to perform basic mathematical calculations and interpret data intelligently.*" (This is an impressive improvement from the 2005 rising junior survey, when only 62% of USC Beaufort students agreed or strongly agreed with this sentence. This can be attributed to the new mathematics requirement added to USC Beaufort's general education curriculum in Fall 2004, which would not have affected 2005's rising juniors.) On the 2006 Exit Survey, 84% of graduating students agreed that their education at USC Beaufort had enhanced their quantitative analysis skills. 76% of USC Beaufort seniors polled in the 2007 NSSE agreed "very strongly" or "quite a bit" that their experience at USC Beaufort has helped them to "analyze quantitative problems."

USC Beaufort's students in BMTH 111 and BMTH 110 are demonstrably meeting the core competency in mathematics. USC Beaufort's math faculty is currently revising BMTH 111L to ensure that these students can demonstrate the same core competency.

Assessment of General Education Outcomes beyond the Core Competencies:

As demonstrated by its general education plan for assessment, USC Beaufort is committed to assessing all of its general education outcomes - including those beyond the designated areas of core competency.

Computer Literacy: While USC Beaufort has not met its targets for rising juniors in this area, it has met them with graduating seniors and alumni. On the spring 2007 survey of rising juniors, 72% of the students who began their college careers at USC Beaufort agreed or strongly agreed with the sentence "*The instruction and coursework required for the general education program at USC Beaufort have helped me to effectively use computer hardware and software.*" On the 2006 Exit Survey, 85% of graduating students agreed that their education at USC Beaufort had enhanced their technology skills. In the 2003 Alumni Survey, 80% of respondents agreed or strongly agreed that their education at USC Beaufort had helped them to "effectively use computer hardware and software." Finally, on the 2007 NSSE, a random sample of USC Beaufort seniors agreed that their education at USC Beaufort had helped them significantly to improve their computing and information technology skills. (On a scale where 3 represents "quite a bit" and 4 represents "very much," seniors gave USC Beaufort a 3.45 in this category -

significantly above the national NSSE average for seniors of 3.20.) 88% of USC Beaufort seniors polled in the 2007 NSSE agreed “very strongly” or “quite a bit” that the institution stressed the use of computers in academic work, and 88% agreed “very strongly” or “quite a bit” that their experience at USC Beaufort has helped them to “use computing and information technology.” These data suggest that USC Beaufort is achieving this goal by the senior year, but exploration into ways to improve computer literacy instruction at the lower level may be needed.

Scientific Reasoning: All USC Beaufort graduates must pass at least two lab science courses. USC Beaufort’s general education assessment plan calls for us to administer the ACT CAAP Scientific Reasoning Test in even numbered years; USC Beaufort will be administering this test for the first time in spring 2008. In the meanwhile, on the spring 2007 survey of rising juniors, 72% of the students who began their college careers at USC Beaufort agreed or strongly agreed with the sentence “*The instruction and coursework required for the general education program at USC Beaufort have helped me to understand the scientific method and the fundamentals of the physical or life sciences.*” (While these result falls short of the goal, this represents a substantial improvement over the rising junior survey in 2005, when only 51% of students agreed or strongly agreed with the same sentence.) On the 2003 Alumni Survey, 90% of respondents agreed or strongly agreed that their education at USC Beaufort had helped them to “understand the scientific method.” While the numbers on the rising junior surveys are cause for concern, results of the spring 2008 CAAP are needed before any action is taken; it could be that many students are waiting until their junior year to finish their science requirement.

Fine Arts and Literature: All USC Beaufort graduates must pass BENG 102 (Composition and Literature) with a grade of C or higher, and all students are required to pass at least one course in the fine arts. On the spring 2007 BENG 102 Common Team-Graded Final, 93% of students demonstrated an ability to effectively comprehend a complex, short work of literature, and 85% were able to construct an effective thesis about that work of literature. On the spring 2007 survey of rising juniors, 83% of the students who began their college careers at USC Beaufort agreed or strongly agreed with the sentence “*The instruction and coursework required for the general education program at USC Beaufort have helped me to understand and appreciate literature and the fine arts and their place in the culture.*” (83% agreed or strongly agreed with the same sentence on the spring 2005 survey of rising juniors.) On the 2003 Alumni Survey, 100% of respondents agreed or strongly agreed that their education at USC Beaufort had helped them to “appreciate literature and the fine arts.” USC Beaufort is meeting its goals in this area.

Historical Perspective: All USC Beaufort graduates must pass at least one introductory class in Western, World, or American History (BHIS 101, 102, 111, 112, 115, or 116). On USC Beaufort’s spring 2007 survey of rising juniors, 76% of the students who began their college careers at USC Beaufort agreed or strongly agreed with the sentence “*The instruction and coursework required for the general education program at USC Beaufort have helped me to understand the development of a culture over time and use a broad historical perspective to understand my position in the world.*” (81% agreed or strongly agreed with the same sentence on the spring 2005 survey of rising juniors.) Although USC Beaufort is close to meeting its goal in this area, it clearly presents an opportunity for improvement.

Social/Behavioral Sciences: All USC Beaufort graduates must pass at least 3 hours of coursework in the social/behavioral sciences. On USC Beaufort's spring 2007 survey of rising juniors, 93% of the students who began their college careers at USC Beaufort agreed or strongly agreed with the sentence "*The instruction and coursework required for the general education program at USC Beaufort have helped me to understand human behavior from the perspective of at least one of the social/behavioral sciences.*" (83% of students agreed or strongly agreed with the same sentence on the spring 2005 survey of rising juniors.) USC Beaufort is meeting its goals in this area.

Foreign Language: All USC Beaufort graduates must demonstrate "a working knowledge of at least one foreign language," either by passing six hours of coursework in a foreign language or by placing out of the requirement on a foreign language placement exam. Foreign language has been an area of concern in general education at USC Beaufort. On USC Beaufort's spring 2007 survey of rising juniors, 59% of the students who began their college careers at USC Beaufort agreed or strongly agreed with the sentence "*The instruction and coursework required for the general education program at USCB have helped me to speak and read one foreign language with proficiency.*" (This is a significant improvement from the 2005 rising juniors survey, when only 36% of the students agreed or strongly agreed with the same sentence.) Believing that the word "proficiency" might constitute part of this problem, USC Beaufort's faculty senate has recently revised the outcome in this area to stress "a working knowledge" of a foreign language, not proficiency [[xiv](#)].

But the problem is larger than the survey question. In USC Beaufort's 2004 [[xv](#)] and 2007 foreign language assessments [[xvi](#)], we were not able to meet the goal. We hoped that 70% of students at the end of French and Spanish II would score high enough on USC Beaufort's foreign language proficiency test to place into third semester French and Spanish. Yet in the fall 2003 assessment only 58% of Spanish students and only 38% of French students scored in this range; in the fall 2006 assessment only 35% of Spanish II students were able to place into third semester Spanish by the end of Spanish II. On February 16, 2007, the foreign language faculty met with the Director of General Education to discuss these assessment results. Numerous suggestions were made to improve the program - one of the most important being to update the assessment instrument. USC Beaufort has been using very old system-wide placement tests for assessment instruments, but it was pointed out that these instruments were not in sync with the vocabulary used in the French and Spanish textbooks now in use at USC Beaufort. The foreign language faculty agreed to help in forging or finding a new assessment instrument, and the faculty agreed to focus on reinforcing first semester Spanish skills in second semester Spanish. A new round of assessment is being planned.

Diversity and Global Perspectives: All USC Beaufort graduates must pass at least 3 hours of coursework devoted to a non-Western culture. On USC Beaufort's spring 2007 survey of rising juniors, 83% of the students who began their college careers at USC Beaufort agreed or strongly agreed with the sentence "*The instruction and coursework required for the general education program at USC Beaufort have helped me to recognize similarities and differences and tolerate, empathize with, and respect those from other cultures, races, economic classes, and genders.*" 84% of students agreed or strongly agreed with the same sentence on the spring 2005 survey of rising juniors, and 100% of alumni in the 2003 alumni survey agreed or strongly agreed with that sentence. On USC Beaufort's spring 2007 survey of rising juniors, 75% of the students who began their college careers at USC Beaufort agreed or strongly agreed with the sentence "*The instruction and coursework required for the general education program at USC Beaufort have*

helped me to understand their position in the world from a global and cultural perspective.” (80% of students agreed or strongly agreed with the same sentence on the spring 2005 survey of rising juniors.) On USC Beaufort’s 2006 exit survey, 78% of students agreed or strongly agreed that “Issues and perspectives of the global marketplace were discussed or were part of [their] assignments” at USC Beaufort; 90% of these same students agreed or strongly agreed that “diversity issues and perspectives” were discussed as part of their assignments at USC Beaufort. Finally, on the 2007 NSSE, 62% of a random sample of USC Beaufort seniors agreed “very much” or “quite a bit” that their education at USC Beaufort has helped them to better “understand people or other racial or ethnic backgrounds”. USC Beaufort is meeting its goals in this area.

Supporting Documents

- [i General Education Intended Outcome](#)
- [ii USC Beaufort Bulletin](#)
- [iii Faculty Senate Meeting Minutes](#)
- [iv 2007 Report on Writing and Critical Thinking at USC Beaufort](#)
- [v 2007 Rising Junior Survey](#)
- [vi Learning Objectives -- English](#)
- [vii 2006 Exit Survey](#)
- [viii 2003 Alumni Survey](#)
- [ix 2007 National Survey of Student Engagement -- USC Beaufort](#)
- [x 2007 Report on Writing and Critical Thinking at USC Beaufort](#)
- [xi Information Literacy Report](#)
- [xii Spring 2005 Math Placement Results](#)
- [xiii General Education Math Report](#)
- [xiv Faculty Senate Meeting Minutes](#)
- [xv 2004 Assessing Foreign Language Proficiency at USC Beaufort](#)
- [xvi 2007 Introductory Foreign Language at USC Beaufort](#)