

University of South Carolina Columbia

Act 629 – Summary Reports on Institutional Effectiveness
Fiscal Year 2006-2007

This report includes Student Development, Majors/Concentrations, Alumni Survey results, and Policies and procedures to ensure that academic programs support the economic development needs in the State by providing a technologically skilled workforce.

Alumni Survey

The results of the Alumni Survey administered in the Spring of 2007 to 2003-04 graduates from USC Columbia can be found at <http://kudzu.ipr.sc.edu/effectiveness/accountability/alumni/>. This year, the survey was administered via the web using a tool called Survey Monkey. As email addresses are not available for our graduates, students in the sample were mailed a letter to the address on file with Alumni Services which invited them to complete the survey and contained the appropriate web address. One month after the initial mailing, a follow-up post card also containing the link was sent to students. Despite these efforts, the response rate this year is lower than it has been in past years.

Student Development

The University of South Carolina's Division of Student Affairs and Department of Academic Support, through partnerships with campus and community constituents, promotes the intellectual, emotional, physical, spiritual, cultural, and social development of students, thus preparing them for a life of learning, service, and engagement. The Division and Department support the mission of the University of South Carolina and are guided by its dedication to learning, commitment to diversity and devotion to the values of the Carolinian Creed.

To assist in achieving this mission, Student Affairs and Academic Support established what is widely regarded as one of the earliest and most thorough strategic planning processes in the field. The annual planning process guides the creation of strategic goals, initiatives, and assessment plans for Student Affairs and Academic Support as a whole, as well as for individual units.

Student Affairs and Academic Support strategic goals are:

1. Lead and manage the comprehensive and collaborative efforts of the University in meeting student enrollment goals.
2. Optimize student retention and persistence to degree completion by increasing engagement in campus life and by providing essential programs, services, and educational activities that lead to student success and satisfaction.
3. Advance a campus community that promotes academic success, character development, personal growth and wellness, career development, and lifelong learning in a diverse global community.
4. Develop and practice methods of research and assessment that guide improvements enhancing student success and satisfaction.
5. Sustain a workplace environment that ensures highly qualified staff are hired, retained, and earn recognition as campus and national experts in programs and services for students.
6. Engage in constituent outreach, development, and advancement activities.

Student Affairs and Academic Support measure success in meeting these goals through a variety of activities, including the administration of national assessment tools like the Noel-Levitz Student Satisfaction Inventory, the Cooperative Institutional Research Project, and the National Survey of Student Engagement (NSSE).

According to the NSSE Institutional Report, two components comprise engagement: (1) the time and

energy students dedicate to educationally purposeful activities and (2) to what extent institutions emphasize the use of effective educational practices. In comparison to students at other doctoral-extensive universities and at the university's peer institutions, University of South Carolina students indicated higher levels of engagement in areas including the following:

- Participating in a community-based project as part of a course
- Planning to complete or having completed a practicum, internship, or co-op
- Participating in community service or volunteer work
- Perceiving that the university contributes to a broad general education
- Evaluating the quality of academic advising as good
- Evaluating their entire educational experience as good
- Having positive relationships with administrative personnel and offices
- Having positive relationships with faculty members

Departmental assessment tools (or departmental analysis of university-wide results) examine the effectiveness of the programs and services they provide to enhance student success and uncover areas for future improvement or development. Tools include qualitative and quantitative surveys, focus groups, academic performance tracking, and observation.

Some results include the following:

- On average, students who attend four or more Supplemental Instruction sessions per semester earn one-third of a letter grade higher than those who don't
(source: Student Success Center, 2007)
- 90.2% of students living in residence halls are aware of the Carolinian Creed and the ideals that it describes
- 94% feel safe in their residence hall rooms
(source: University Housing Perception Study Executive Summary, 2006)
- At nearly 15%, the University of South Carolina has the highest percentage of African-American enrollment among U.S. flagship universities
(source: Journal of Blacks in Higher Education)
- 45% of students engage in vigorous exercise three or more days per week
(source: Healthy Carolina, National College Health Assessment, 2005-2006)
- 84% of students who participate in the Minority Assistance Peer Program participate in at least one student organization and are more likely to return to the university the following year
(source: Student Success Center, 2006)
- 64% of students are interested in studying abroad while enrolled at the university
(source: Cooperative Institutional Research Project, 2005)
- In the 2006 – 2007 academic year, more than 3,400 students performed approximately 34,414 hours of volunteer and community service.
(source: Community Service Programs)

As a strategic goal and a tool for helping students succeed, assessment is a year-round priority for Student Affairs and Academic Support. Results are continuously analyzed to institute improvements throughout the year, and they guide the creation of new initiatives and the revision of standing policies.

Some examples of initiatives or actions resulting from assessment activities include the following:

- Creation of the modified undergraduate application review process
- Development and expansion of first-year residential learning communities
- Coordination of efforts to recruit academically talented in-state and minority students
- Expansion of technical college bridge program
- Creation of the Student Success Center
- Promotion of student referrals to academic support programs
- Creation of Healthy Carolina

- Expansion of study abroad and foreign exchange programs
- Creation of the Office of Academic Integrity

More information is available online at www.sa.sc.edu/research.

Majors/Concentrations

Majors and concentrations provide students with specialized knowledge and skills. Primary responsibility for assessing the majors falls to academic departments and programs, and to external reporting agencies, where applicable.

In 2006-2007, program reviews Anthropology, Geography, Museum Management, Gerontology, Interdisciplinary Studies, African American Studies, European Studies, Latin American Studies, Women's Studies, Speech Language Pathology, Journalism & Mass Communication, Law, and the Honor's College were scheduled. Unfortunately, the South Carolina Commission on Higher Education (SCCHE) did not fund program review at the state level.

Anthropology

Undergraduate: Students majoring in Anthropology are expected to demonstrate various skills and knowledge. While developing an understanding of the field as a whole, students are also expected to demonstrate their knowledge of four sub-fields of anthropology, such as biological and cultural changes through history, or the relationships between aspects of human life. Students are also expected to think and write critically, and to develop adequate research and presentation skills.

Written reports regarding the overall performance of students on the major paper, project, or examination of each of the core courses in the four sub-areas are prepared by faculty who teach those courses and share with the faculty as a whole annually. Faculty discuss curricular goals, how the curriculum is meeting students' needs, and the degree to which student performance indicates that learning objectives are being met. Reports on these discussions are produced and archived for comparative purposes. Information is also collected from an exit interview conducted with graduating seniors.

Meetings with faculty who teach the core courses revealed that Anthropology majors, as a whole, did perform at a higher level of mastery than non-majors. Overall, faculty were pleased with the success of the core courses in meeting the stated objectives. New policies are in place beginning in the Fall of 2007 to collect and archive written materials of students to use to evaluate students' critical thinking and writing skills. Students, however, on the exit interview, noted that critical thinking and writing were significant parts of their major coursework and that faculty input helped improve their writing and thinking abilities. A review of the curriculum revealed that approximately 50% of Anthropology courses involve field of laboratory hands-on research, and faculty are generally pleased with student performance on this learning objective.

Graduate: To be successful in the graduate programs in Anthropology, students are expected to demonstrate a base of general knowledge and depth of knowledge in two of the four sub-fields. They are also expected to describe and evaluate the historical development and contemporary expressions of anthropological theory. Additionally, they must conduct research, lead discussions, and present scholarly papers. For PhD students, successful completion and defense of a dissertation is also an expectation.

Information about student performance on these goals is collected in a variety of ways. Students compile a portfolio of their work and activities, and these are submitted to faculty for review on an annual basis. Research and writing skills are demonstrated on a variety of projects, including a thesis or dissertation. Theses chairs and committee members discuss recent theses with other faculty in the department,

focusing on the clarity of questions, the adequacy of the research design and methods, the sophistication of analyses, and the skill at presenting results. Additional information is collected from students on informal exit interviews.

Faculty review of Master's students' performance on comprehensive exams and thesis proposals indicates that students are demonstrating acceptable levels of general Anthropological knowledge, as well as in the sub-fields. In fact, 100% of students successfully completed these requirements. Faculty did note that some answers involving contemporary theory on the comprehensive exams could have been answered in more depth. As a result, the exam format will be modified to allow students more time to engage with contemporary theory appropriate to their sub-field. Ph.D. students are also demonstrating depth and breadth of knowledge. Performance on research papers has also been satisfactory to course instructors and other faculty members. The Ph.D. in Anthropology at USC, however, is relatively new, and no students have yet completed the program. Information about their performance on qualifying exams and dissertation proposals will be collected as it becomes available and reviewed.

Geography

Undergraduate: Students are expected to demonstrate written and oral communication skills. Technical proficiency in geographical techniques and knowledge of the core of geography are also expected of students in this major. An overall goal for these students is to be prepared for careers in the field of geography or for graduate study.

A variety of measures are used to evaluate student performance. Students present original research projects in the form of written papers and oral presentations in the capstone course. They also complete projects which contain the use of geographical techniques. In the core Geography sequence, students are required to pass with a grade of C or better. Exit surveys provide additional insight regarding students' experiences in the program. An alumni survey is also conducted to track employment success and graduate school acceptance rates.

Faculty found student presentations to be of professional caliber and reflected the maturity of the students. Formal presentations attended by students and faculty will remain a requirement of the program. Student projects revealed that they understood the core themes of geography. Of the six students who applied, all were accepted into graduate programs. The tracking of employment in the private and government sectors proved problematic, and the process will be revisited in the future.

Graduate: Student goals at the graduate level include critical thinking and scientific reasoning skills. Students are expected to be soundly grounded in research methods, have a firm understanding of spatial statistical methods, and be proficient in geographical techniques and the core of geography.

Student performance is evaluated in each course and through a variety of measures. In addition to the dissertation/thesis and defense, students write and present original research projects and papers in their courses and at professional meetings. Students must successfully pass a comprehensive exam to ensure the student has fundamental knowledge of the core geographical concepts and geographical techniques. A review of student transcripts is also conducted to verify that the learning objectives have been achieved.

Faculty meet to discuss student progress at the end of each semester. At these meetings, any systematic problems or issues are identified. Presentations at professional meetings and publications are monitored by individual faculty who report the results to the Director of Graduate Studies. Overall results of students' presentations and publications show a need for improvement at both the masters and doctorate level. As such, faculty have agreed to devote more time to prepare students for this task by including more presentations and mock meetings in coursework. The transcript review showed that seminar registration is in place for all students.

Museum Management (certificate)

The goals of the interdisciplinary certificate program in museum management are to provide students with the basic skills necessary to enter the museum profession. These include a thorough knowledge of the currently accepted standards and best practices as outlined by the American Association of Museums and its affiliated professional committees, a familiarity with non profit governance and management, a strong grounding in the ethical and legal concerns of the profession, and the ability to use critical thinking in order to make sound leadership decisions.

Student competencies are evaluated through several measures. In the three classroom offerings (MUSM 700, 701, 704) individual and team assignments or projects are graded by the instructors. In addition, reality based models are presented in class for students to discuss and propose scenarios based on their knowledge and reasoning. Participation in these is assigned a summative grade. Internship and independent study projects (MUSM 702, 703) are evaluated by the outside supervisor according to a mutually agreed upon contract and established standards. Student initiative and skill in presenting papers and serving on panels at professional museum conferences is also evaluated.

Instructors in the program meet to discuss the content of courses, readings and assignments to assure that there is full coverage of the necessary material in order to prepare students for entry into the profession. A discussion of balancing technical skill content with intellectual analysis is a strong consideration. Written course evaluations are administered each semester. Outside lecturers and museum participants are asked to evaluate general content. All students completing the program participate in an evaluative exit interview with the director. The program meets the standards and best practices guidelines of the American Association of Museums' Committee on Museum Professional Training.

Gerontology (certificate)

The Certificate of Graduate Study in Gerontology program is an interdisciplinary program administered by the Graduate School and is planned by the Director and Staff of the South Carolina Center for Gerontology. Students, both full-time and part-time, are expected to become prepared to plan, administer, and provide services for older adults. With a commitment to excellence, the Certificate of Graduate Study in Gerontology Program has been developed in relation to standards and guidelines established by the Association for Gerontology in Higher Education.

Students' programs include at least 12 credit hours of required courses and 9 credit hours of electives. At least 12 of 21 credit hours must be earned in courses at 700 level or above. Candidates must achieve at least a "B" average on all USC courses taken for graduate credit before being awarded the certificate. No more than 6 hours of "C" or "C+" credit may be applied toward the certificate, and 9 hours with grades of below "B" will render a student ineligible to continue in the certificate program. The maximum time allowed for completion of a certificate is 6 years.

All students are assigned an academic advisor who provides assistance in constructing an individual program of study. Each student's program of study is sponsored by one or more departments authorized to offer graduate study. All programs of study are reviewed and must be approved by the department's academic advisor and must receive final approval from the Graduate School.

Interdisciplinary Studies

Students can complete a Bachelor of Arts in Interdisciplinary Studies through the College of Arts and Sciences (A&S) and the College of Hospitality, Retail, and Sport Management (HRSM). The primary goal of an interdisciplinary studies program is to produce graduates who are able to understand complex phenomena, resolve complex issues, and answer complex questions. The programs are structured around

an interdisciplinary model that emphasizes disciplinary breadth as well as the higher order cognitive skills of analysis, synthesis, and evaluation. An interdisciplinary degree combines a very rigorous set of general education requirements with an individually-prepared program of study designed for each student's specific educational needs and aspirations. As such, students are expected to demonstrate intellectual breadth through the completion of all general education requirements, and to apply the principles of interdisciplinary theory through the development and completion of their individual, approved programs of study.

Audits of student transcripts ensure that students are performing adequately in their general education courses, as well as in the courses for their interdisciplinary programs of study. Papers from a sample of students enrolled in the Senior Seminar in HRSM are also collected and analyzed to ensure students are demonstrating the appropriate knowledge and skills. Additional information about students' success and satisfaction is collected through individual interviews at the end of the program, as well as informal conversations throughout the course of the program. A survey is also administered to graduates after the degree has been awarded.

A review of records of program graduates indicated that appropriate content was included in the individualized programs of study, and that students are performing well. Students have consistently expressed satisfaction with the programs and have been well-prepared for the next step in their academic or professional careers. Additionally, faculty evaluation of students' papers found students to be demonstrating adequate skills, knowledge, and competencies. Program Directors will continue to monitor students' performance and progress through these degrees, but no changes are indicated at this time.

African American Studies (BA)

Students majoring in African American Studies are expected to identify and summarize canonical works and major secondary sources in the field, to analyze and synthesize major ideas, and produce well-written arguments. Students are also expected to demonstrate presentation and research skills in order to be successful in the program.

A curriculum committee monitors content of the major courses to ensure they meet the rubric and character of an interdisciplinary program. Students, at the beginning of their first year, are required to submit portfolios of their written work, and these are updated and reviewed annually by faculty. Students also must orally present an interdisciplinary research paper. The research papers and presentations are evaluated by a faculty panel, and written feedback is shared with each student and kept on file for program review purposes.

Faculty have determined that, while the final research products were of high quality, students would have benefited from additional opportunities to conduct research earlier in their coursework. As such, additional research projects are being added to two courses required earlier in the sequence of coursework. The research papers, however, did show that students were aware of the intersection of race, class and gender, and faculty are satisfied that coursework is adequately reflecting the interdisciplinary nature of the program.

European Studies (BA)

Students in this program must demonstrate knowledge of Europe and the European Union from an interdisciplinary perspective. Additionally, students are also expected to gain proficiency in a European language, and to gain first-hand knowledge of a European country where a language other than English is spoken.

Students are expected to complete a research project in the required Senior Seminar course. As this course serves as a culminating experience, this project allows students to demonstrate their

understanding of the interdisciplinary nature of the program. Language skills are assessed through both coursework and placement exams. The Program Director monitors students' participation in Study Abroad experiences.

Although the European Studies program is rather small (one student completed the program during the academic year,) faculty are satisfied that the program is meeting its goals. Faculty and the Program Director will continue to monitor students' progress through the program.

Latin American Studies

Students in the Latin American Studies program are expected to demonstrate informed knowledge of the diverse Latin American regions' history and of the diversity of cultures within the continent. Additionally, they must demonstrate knowledge of current events shaping the future of Latin America and an understanding of the current globalization process. Students must also demonstrate written and oral proficiency in one of the languages spoken in Latin American countries.

Students' understanding of history, culture, and current events is measured by a faculty advisory committee who review students' exams, reports, and research at the end of the semester. Language proficiency is evaluated through a written mid-term exam and various oral tests. Students who are going abroad are also must demonstrate their language skills in cultural matters during an oral interview.

Faculty are, in general, satisfied with how well students are meeting the program goals. Written research projects completed near the end of the program have shown students have a high level of understanding about the region and can think creatively. Students' language skills have also been acceptable to faculty. As the program continues to attract new students, faculty will continue to monitor students' work to ensure that program goals continue to be met.

Women's Studies (BA & Graduate Certificate)

Students in the Women's Studies undergraduate program are expected to demonstrate an understanding of diversity by gender, race, social class, and sexuality. They are also expected to understand social behavior and culture. Additionally, students must participate in a practical internship experience which includes a service learning component. The certificate program is open to graduate students seeking an interdisciplinary program to complement the course of study in a master's or doctoral program in another discipline. It is also intended for post baccalaureate professionals seeking interdisciplinary perspectives, information, and skills of women's studies to enhance their work and lives.

Faculty teaching and supervising the capstone course and practicum review student journals, projects, and on-site activities. This information is shared with the Undergraduate Committee to determine how well students are meeting the program's goals. Skills of students pursuing the certificate are evaluated through an extensive project completed in the capstone course. Women's Studies and affiliate faculty hold an annual retreat in which the curriculum and student performance are discuss

Results indicate the students are, generally, meeting program goals. A review of the undergraduate curriculum indicated that a course on sexual diversities might help to strengthen students' understanding of this area. As such, WOST 309 has been developed and will be taught regular as part of the undergraduate curriculum. Students enrolled in the certificate program are meeting the goals of the program and performing well. Students in the program have garnered a number of awards recently, including the Harriott Hampton Faucette Graduate Research Award, and travel grants to present at the Pedagogy and Theater of the Oppressed Conference. At the 2007 USC Graduate Student Day, a student in this program was awarded First Place in the Scholarly Poster competition, and another received the Emily Thompson Award for research in women's health. Additionally, one student was awarded a Fulbright scholarship.

Speech Language Pathology

Broad goals for students at the master's degree level include knowledge of the basic sciences and normal processes related to communication, cognition, and swallowing; an understanding of scientific inquiry; oral and written communication skills; and critical thinking and self-evaluation skills. Specific career-related goals include the identification, diagnosis, intervention and counsel of individuals with communication and swallowing difficulties. Additionally, students are expected to demonstrate an understanding of contemporary professional issues.

Throughout the curriculum, students write and comprehend various scientific reports, diagnostic and treatment reports, and professional correspondence meeting standards. In clinical and classroom environments, students analyze, synthesize, and evaluate basic human communication and swallowing processes and the disorders associated with them. Students apply the principles and methods of prevention and assessment, and interventions for people with communication and swallowing disorders. The core courses require students to employ the standards of ethical conduct in classroom and clinical settings.

Clinical and academic skills are formally reviewed each semester through the Formative Assessment Record and the Knowledge and Skills Assessment (KASA). Students who do not meet a goal or objective complete a remediation plan to establish how they will be assisted in meeting the learning outcome. The average rate of passing the PRAXIS National Examination has been 82% for the past three years, which is above the national average of 72%. For the past five years, the program has experienced a 100% employment rate for graduates.

Journalism & Mass Communication

Students at the graduate level are expected to understand and apply the principles and laws of freedom of speech and press, to demonstrate an understanding of history and roles of professionals and institutions in shaping communications, and also of the diversity of groups in a global society in relationship to communications. Additionally, students must understand concepts and apply theories in the use and presentation of images and information, demonstrate an understanding of professional ethics, and think critically, creatively, and independently. Students are also expected to conduct research, evaluate information, and write clearly and correctly.

Information about student success toward these goals is collected from various assignments in the core courses designed to expose students to these topics and skills. Additional information is collected from surveys administered to students at various points in their academic careers, faculty evaluation of student performance in student competitions, and information about students' peer-reviewed paper presentations and publications. Information is also collected through the student internship experiences. Student and employer evaluations provide effective feedback about students' knowledge and skill levels. Faculty teaching the core sequence of courses meet annually to discuss how well the program is meeting the eleven professional values and competencies emphasized in the curriculum.

Results indicate that only minor revisions to the curriculum have been necessary. Alumni surveys and employer evaluations of interns have led to program improvement in stressing the importance of writing, editing, and design skills. Students' performance on the learning outcomes has been, in general, satisfactory.

Law

Students pursuing a J.D. at the University of South Carolina are expected to analyze and solve problems regarding legal issues, demonstrate professional skills, including clear and persuasive writing and

appropriate listening and communication skills, and demonstrate an adequate sense of professional responsibility. Students are also, of course, expected to master doctrinal knowledge and understand legal doctrine within the broader perspective of other disciplines, such as philosophy, religion, history, or economics.

Analytical skills and doctrinal knowledge are measured in most instances by students' written responses on course examinations. Oral responses to problems presented in class may also be included in faculty discussions as evidence of student achievement of desired outcomes. Students are required to perform satisfactorily on an assignment that asks them to identify the major relevant legal issues associated with a certain scenario, to identify and apply the legal principles relevant to a solution, and to justify one or more likely outcomes based on the application of the principles to the issue presented. Students' written and oral communication abilities are assessed in a variety of ways. All students must complete a two-semester legal writing course that requires a variety of exercises, including professional memoranda, an advocacy brief, and an oral argument in a moot court setting. Students are also expected to perform satisfactorily in mock client settings. These skills are also assessed during live clinical work. Groups of faculty meet, as necessary, to discuss their satisfaction with student learning outcome attainment and course content.

Students appear to be meeting the goals of the program. Pass rates on the South Carolina bar exam have remained over 80% over the past few years. Based in part on student concerns expressed on evaluations about adequate doctrinal and skills courses, the School of Law has added sections of a trial skills course and of a course that provides substantive learning tested on the bar exam. Faculty are also exploring ways to meet more systematically to discuss different content areas within the program on a rotating cycle to ensure all aspects of the program are reviewed thoroughly on a regular basis.

The South Carolina Honors College

The *Baccalaureus Artium et Scientiae* (Bachelor of Arts and Sciences, or "BARSC") degree offered through the South Carolina Honors College is designed for students whose educational interests and goals cannot be met through conventional university degree programs. The BARSC degree combines a very rigorous set of general education requirements with an individually-prepared program of study designed for each student's specific educational needs and aspirations. As such, students are expected to demonstrate intellectual breadth through the completion of all general education requirements, and to demonstrate intellectual depth through the development and completion of their approved programs of study. Students earning a BARSC degree are also expected to master a foreign language (through success at 300-level language courses) and to be well-prepared for the next stage of their academic or professional careers.

The Dean of the Honors College monitors each student's progress throughout their time in the program. Audits of student transcripts ensure that students are performing adequately in their general education courses, including foreign language requirements, as well as in courses specified by individually prepared programs of study. A minimum 3.5 gpa is required to graduate with the BARSC degree. Each student's understanding of the nature of the program and the specific intellectual foci of his or her individual program of study is measured, in part, through a Statement of Purpose, which each BARSC student must write. This requires each student to define his or her educational goals and needs and to demonstrate how the BARSC degree can best serve these goals and needs. Each BARSC student's individual program of study is developed by a committee of faculty members chosen for their expertise in the areas of proposed study. Faculty serving on BARSC committees share their evaluation of student work with the Dean of the College on an on-going basis. Additional information about success is collected from an exit questionnaire administered to each BARSC student, his or her faculty committee and the Dean of the College prior to graduation. All information is collected and assessed by the Dean of the College on a regular basis. The Dean is principally concerned to insure the program's success in helping students meet their educational goals.

All students' Statements of Purpose have been judged adequate for continuation in the degree program. Exit questionnaires for BARSC graduates indicate a high level of satisfaction with the program. All graduates have continued onto to their goal of post-graduate work, either desired employment or graduate school. As such, no changes to the program appear necessary at this time.

Title II of the Federal Higher Education Act of 1998

Information regarding Title II is not yet available from the State Department of Education. When the information is released to the University, it will be available at: www.ed.sc.edu.

Policies and Procedures to Ensure that Academic Programs Support the Economic Development Needs in the State by Providing a Technologically Skilled Workforce

As part of its mission, the University is resolved to enhance the industrial, economic, and cultural potential of the state so that South Carolina and the University can prosper together. All USC campuses play a vital role in the economy of South Carolina. A study by the Division of Research in the Moore School of Business that quantifies this economic impact can be found at <http://kudzu.ipr.sc.edu/effectiveness/uscimpact.pdf>

Since 1993, the University has included a technology and computer use goal in its *Eleven General Education Goals* that were established by the Provost's Assessment Advisory Committee. The goal states that students will be able to use computers and other technology to perform tasks appropriate to their major fields. Each college is responsible for establishing minimum standards that students must meet before graduation, outlining the courses offered that help students learn these skills, and how the skills are assessed. This information is available at <http://kudzu.ipr.sc.edu/assessment/compskills>. To reach the goal, students are expected to use computers to create, edit, and revise written texts, analyze quantitative data, access information and databases, integrate graphical, visual, and statistical information into written presentations, and send and receive electronic communication.