Assessment of the General Education Curriculum (GEC) utilizes five data sets (grades, course embedded assignments, English Proficiency Exam, the ETS Proficiency Profile, and Senior Exit Survey) to provide sufficient direct/indirect measures for a comprehensive assessment of the GEC at SC State. The following details these sets of data. All GEC courses have been mapped to the appropriate competencies. A sampling of courses will be included in the assessment each semester regarding grades and embedded assignments.

Grades-- Grades indicate whether the student has gained the content knowledge in the course and successfully attained the level of competency required to pass. A sampling of courses will be included in the assessment each semester regarding grades.

Course Embedded Assignments - Course-embedded assessment provides group level information on the achievement of student learning outcomes associated with the general education program and academic majors. In using this approach, it allowed faculty members to focus on the assessment of specific competencies. The University’s course-embedded assessments are included in capstone courses in the general education core. The same courses selected for the assessment for grades will be included in the assessment each semester with embedded assignments.

English Proficiency Examination (EPE) – The EPE is composed of three parts: grammar, essay, and speech. It is given before the end of the second course in the freshman composition sequence (English 151).

ETS Proficiency Profile - The skills measured by the ETS Proficiency Profile test are grouped into proficiency level – three proficiency levels for writing, mathematics, and combined set of skills involved in reading and critical thinking in the context of humanities, social sciences and natural sciences. In addition to a total score, proficiency classifications (proficient, marginal or not proficient) measure how well students have mastered each level of proficiency within three skill areas:

Senior Exit Survey – The Senior Exit Survey examines the perceptions of graduating seniors regarding their educational and social experiences at the University. Graduating seniors were asked how much of their experience at South Carolina State University had contributed to their growth and development in selective competencies. Graduating seniors’ level of growth and development was measured on a five-point Likert scale from Excellent to Very Poor.
The following table lists the competencies and identifies the specific methodology to be used in measuring each competency. The English Proficiency Examination is administered each fall and spring to students who have completed the English 150 and 151 series. The Senior Exit Survey is completed by graduating seniors prior to the December and May graduations. The ETS Proficiency Profile is administered each semester to a sampling of courses to be determined by the GEC Committee.

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<th>College Level Competency</th>
<th>Assessment Methods</th>
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| Comprehension and Communication: enhance students’ abilities to comprehend and communicate what has been learned. | o English Proficiency Exam  
 o ETS Proficiency Profile (Reading, Writing)  
 o Senior Exit Survey |
| Reasoning and Independent Thought: enhance students’ awareness and appreciation for the interconnections among the specialized areas of knowledge encompassed by disciplines and programs. | o ETS Proficiency Profile: (1) proficiency in critical thinking, reading, writing and mathematics in the context of humanities, social sciences and natural sciences; and (2) academic skills developed, versus subject knowledge taught, in general education courses.  
 o Senior Exit Survey |
| Personal Values, Ethics, Social Responsibility and Community Service: develop students’ awareness of and appreciation for the relationships among personal, societal, and global values, attitudes and beliefs. | o Reflective Essay (Embedded Assignment)  
 o Senior Exit Survey |
| Quantitative Reasoning: enhance students’ abilities to think logically, draw conclusions, and make inferences quantitatively. | o MAPP (Mathematics) |
| Scientific and Technological Understanding: enhance students’ familiarity with science and scientific inquiry as well as the use of technology. | o Measure of Academic Proficiency and Progress (MAPP). The MAPP measures: (1) proficiency in critical thinking, reading, writing and mathematics in the context of natural sciences; and (2) academic skills developed, versus subject knowledge taught, in general education courses.  
 o Student Project in Computer Science 150. |
| Humanities: enhance students’ appreciation of music, literature, and the fine arts. | o Measure of Academic Proficiency and Progress (MAPP). The MAPP measures: (1) proficiency in critical thinking, reading, writing and mathematics in the context of humanities; and (2) academic skills developed, versus subject knowledge taught, in general education courses. |
| Political, Environmental and Economic Systems: enhance students’ understanding of past, present and future global political, environment and economic systems. | o Reflective Essay (Embedded Assignment) |
| Personal Wellness: enhance students’ awareness of the impact of life choices on personal, social and environmental health. | o Reflective Essay (Embedded Assignment) |
| Cultural Awareness: improve cultural awareness by steeping students in the knowledge of their own culture while exposing them to other cultures, with special emphasis on African American contributions. | o Reflective Essay (Embedded Assignment)  
 o Senior Exit Survey |