

Policy on Student Learning Assessment and Quality in Undergraduate Education
Assessment Plan for General Education Competencies

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Institution: Mountain Empire Community College

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MECC identifies college-level general education competencies in the areas of Critical Thinking, Written Communication, Civic Engagement, Professional Readiness, Quantitative Literacy, and Scientific Literacy and adheres to Virginia Community College System (VCCS) policies 2.4.C General Education and 5.1 Curricula pertaining to the rationale for general education required in each of its associate degree programs. The following table outlines the College's plan to assess each competency:

Competency Name	Critical Thinking	Civic Engagement	Professional Readiness	Quantitative Literacy	Scientific Literacy	Written Communication
Definition	The ability to use information, ideas, and arguments from relevant perspectives to make sense of complex issues and solve problems.	The ability to contribute to the civic life and well-being of local, national, and global communities as both a social responsibility and a life-long learning process.	The ability to work well with others and display situationally and culturally appropriate demeanor and behavior.	The ability to perform accurate calculations, interpret quantitative information, apply and analyze relevant numerical data, and use results to support conclusions.	The ability to apply the scientific method and related concepts and principles to make informed decisions and engage with issues related to the natural, physical, and social world.	The ability to develop, convey, and exchange ideas in writing, as appropriate to a given context and audience.
Outcome(s)	<ul style="list-style-type: none"> discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data recognize parallels, assumptions, or presuppositions in any given source of information evaluate the strengths and relevance of arguments on a particular question or issue weigh evidence and 	<ul style="list-style-type: none"> summarize fundamental principles and debates about democracy and citizenship, both within the United States and in other countries reflect on personal social/civic identity and how that identity differs from others in their communities deliberate on issues and problems to advance or achieve a civic aim recognize the value of 	<ul style="list-style-type: none"> ability to maintain open, effective, and professional communications ability to demonstrate appropriate workplace and classroom demeanor and behavior ability to work effectively with others on a task in a group or a team to achieve a common goal while maintaining constructive interpersonal relationships ability to solve a challenge or program through 	<ul style="list-style-type: none"> determine whether the source of the information is authentic, valid, and reliable explain numerical information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words) convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words) accurately solve 	<ul style="list-style-type: none"> generate an empirically evidenced and logical argument distinguish a scientific argument from a non-scientific argument reason by deduction, induction, and analogy distinguish between causal and correlational relationships recognize methods of inquiry that lead to scientific knowledge 	<ul style="list-style-type: none"> clearly identifies the purpose of the message and focuses the delivery to the audience uses appropriate and relevant content to illustrate main ideas organizes and presents a main idea clearly and concisely with a basic structure uses standard American English, and accepted, conventional grammar and mechanics

Competency Name	Critical Thinking	Civic Engagement	Professional Readiness	Quantitative Literacy	Scientific Literacy	Written Communication
	<p>decide if generalizations or conclusions based on the given data are warranted</p> <ul style="list-style-type: none"> determine whether certain conclusions or consequences are supported by the information provided use problem solving skills 	<p>diverse feelings, perspectives, and life experiences, and the strength that such diversity brings to civic life</p> <ul style="list-style-type: none"> examine the ethical implications of community and civic actions and decisions consider and respond to civic, social, environmental, or economic challenges at local, national, or global levels identify personal and collective actions that could be taken to address injustices in society 	<p>innovative ways</p> <ul style="list-style-type: none"> practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues 	<p>mathematical problems</p> <ul style="list-style-type: none"> make judgments and draw relevant conclusions from quantitative analysis of data and predict future trends when appropriate use quantitative evidence to support a position or clarify a purpose orally or in writing using appropriate language, symbolism, data, and graphs 		<ul style="list-style-type: none"> recognize the role of culture in communication
Goals	Degree graduates will locate, evaluate, interpret, and combine information to reach well-reasoned conclusions or solutions.	Degree graduates will demonstrate the knowledge and civic values necessary to become informed and contributing participants in a democratic society.	Degree graduates will demonstrate skills important for a successful transition into the workplace and pursuit of further education.	Degree graduates will calculate, interpret, and use numerical and quantitative information in a variety of settings.	Degree graduates will recognize and know how to use the scientific method, and to evaluate empirical information.	Degree graduates will express themselves effectively in a variety of written forms.
Method(s)	<p>Primary Method: MECC will assess its incoming and graduating students with the use of the Schoch-Tucker Assessment of General Education (STAGE). STAGE was initially developed by faculty at Mountain Empire Community College and is now used regularly by MECC and other VCCS colleges to assess its incoming students and those who have applied to graduate with an associate degree. (Appendix A) This practice allows the College to review the value-added knowledge level of students in the core areas at the end of their program of study. The STAGE instrument was revised after the new General Education criteria were developed by the VCCS in 2019 and approved in 2020. An assessment team, made up of faculty representing each division at MECC, was assembled and all faculty were provided with a copy of the new, proposed General Education criteria that provided both behavioral and knowledge-based objectives for each of the six areas. The assessment team solicited help in creating questions for each of the domains from all faculty. After questions for each of the six criteria were received, the assessment team met to review each question and to determine how questions contributed to the defined constructs. (Construct Validity Index= 0.82)</p> <p>The revised assessment was piloted in the summer and fall of 2019 to provide for item analysis. Revisions were made to the instrument after the item analysis was completed. A question having a Discrimination Index less than 0.40 was considered “weak.” As expected, a few revisions were needed to individual questions to improve the overall validity of the instrument. The revised instrument has been used every year since 2019. Item-level analyses are conducted on the results every Summer.</p>					

Competency Name	Critical Thinking	Civic Engagement	Professional Readiness	Quantitative Literacy	Scientific Literacy	Written Communication
	<p>For the overall STAGE score, scores for all 6 areas are added together to provide a composite score, ranging from 0-60. To meet the College’s definition of success, results for graduating students would average 7 or above on each component of the STAGE assessment. By analyzing this data by competency area, the College can determine areas where more focus for improvement is needed.</p> <p>Secondary Method: College-level objectives/competencies are included in each course syllabi, including general education coursework (MECC Policy 4.9). Students who successfully complete those courses are considered to have met the competencies through course-level assessments such as exams, presentations, papers, and projects. Specific courses that best align with and measure each competency have been identified, as outlined on the General Education Curriculum Matrix developed for each degree program. For example, five courses in the Management and Small Business Management program address civic engagement: MKT- 100,170, 284, BUS- 111, 165, 200, 202, 205, 285, 290, FIN 107, AST 205, SDV 101, and ECO 120. (see Appendix E) Through the College’s Academic Program Planning & Assessment process, individual program-level outcomes are aligned with the general education and program-level outcomes through the course-mapping process. Assessment methods are identified, and outcomes are reported in that process, including program-level STAGE results.</p> <p>Tertiary Method(s): MECC will further utilize a third-party assessment of professional readiness by embedding the Center for Work Ethic Development’s Certificate of Work Ethic Proficiency in each of its AAS degree programs (non-transfer). Based on the Center’s soft skills curriculum, professional readiness will be reiterated through teaching the values of reliability, professionalism, positivity, initiative, respect, integrity, and gratitude, with particular emphasis on teamwork, ethical reasoning, sensitivity, and interpersonal communication.</p> <p>A survey of Assessment of Civic Engagement (ACE) was developed to determine students’ self-reported level of engagement prior to and during their enrollment at MECC. The College piloted this survey in the Spring of 2018 and repeated its use in the Spring of 2019, 2023, and 2024. The survey was not used in 2020-2022 due to COVID-19. A copy of the ACE Survey, along with 2024 results, is attached (Appendix C).</p>					
Schedule	<p>MECC chooses to collect and analyze data for each of the six competencies utilizing its Primary Method of assessment on an annual basis. Students who have applied for graduation from a degree program are expected to participate in several surveys and assessments before graduation. The assessments administered include the College’s STAGE assessment, the Assessment of Civic Engagement Survey, and a Graduate Satisfaction Survey. Secondary Method assessments are ongoing and are a part of the College’s annual planning and assessment process. Tertiary Methods are utilized each semester/academic year, with results analyzed yearly during the annual planning and assessment process.</p>					
Communication of findings	<p>Summaries of results are analyzed by the College’s Assessment team and provided to the Vice President of Academic Affairs and Workforce Solutions, Academic Deans, and Faculty for use during annual program planning and assessment. This information is made available no later than August 31 following the administration of STAGE in April for use in the program planning cycle. For each of the six areas of general education measured by STAGE, there are 10 questions (total 60). Results are broken down by division and program level, as well as an overall summary. Data can be disaggregated by subgroups as needed. A summary sample of findings for 2022-2023 is attached as Appendix B for further evidence of how findings are communicated and used for continuous improvement.</p> <p>Data obtained through Secondary and Tertiary Methods are communicated through the program planning process when results of assessments are examined to determine the course and program-level outcomes.</p> <p>Program-level data are compiled by the lead faculty for each program and embedded within the Program Planning & Assessment materials. Planning documents are shared with the Division Deans and the Vice President of Academic Affairs & Workforce Solutions. During the 3-year Curricula Review process, all planning and assessment documents are reviewed by a subcommittee of the College’s Planning & Implementation (P&I Committee) team to determine compliance with program review, program viability, and recommendations for improvement. Findings of these subcommittees are reported to the P&I Committee, the Vice President of Academic Affairs & Workforce Solutions, and the President’s cabinet.</p>					
Use of findings	<p>Each year, data are collected to determine student performance in core competency areas. These data include the results of STAGE, Civic Engagement Surveys, and individualized programmatic/course-level artifacts. The data are compiled by program lead faculty and reported in the annual program planning documents which connect the student learning outcomes</p>					

Competency Name	Critical Thinking	Civic Engagement	Professional Readiness	Quantitative Literacy	Scientific Literacy	Written Communication
	to the core competencies. Annual program review allows lead faculty to develop strategies for improvement that may be necessary based on the data. MECC identifies expected general education outcomes for each of its academic programs pursuant to the policy, assesses the outcomes at the college and program levels, and the results of the assessments are used to improve teaching and learning on an ongoing basis.					

To accompany the plans (only one response required):

Please provide an honest, reflective assessment of your institution’s capacity to carry out these plans. What pieces are already in place? In what way(s) are you well positioned to do what you’ve described? What challenges do you anticipate? What other concerns do you have?

Mountain Empire Community College has utilized STAGE as its primary method of internal assessment of general education for more than a decade. Although the STAGE assessment has been revised over the past few years to address the competencies recently adopted, its processes for delivery and use of results remain unchanged. A General Education Assessment Workgroup was established in Fall 2018 to begin the review and revision of STAGE based on the new competencies. The development of new questions, as well as the review of existing questions, involved input, and participation from a wide variety of faculty across all curricula. This work continued through the Fall of 2019 to address outcomes identified by the VCCS Resource Guide. The result of the current assessment is a robust set of questions and scenarios designed to measure each of the six competencies approved by the VCCS in its January 2019 meeting. To properly vet each question, the new instrument was used in the Summer and Fall semesters of 2019 to assess all incoming students during their SDV 100 classes. Revisions by the workgroup have been made based on an item analysis of the piloted version. The College is currently utilizing the revised STAGE assessment in SDV 100, 101, 106, 107, and 108 classes and prior to graduation.

Likewise, the College’s secondary methods of assessment are well established in the College’s Planning and Assessment processes. Each associate degree, diploma, and certificate program at MECC is reviewed by the program lead on an annual basis (MECC Policy 6.1-6.7). The process of program planning includes gathering and analyzing course-level data within the academic discipline, including face-to-face, off-campus, hybrid, and distance courses. Furthermore, all MECC course syllabi include measurable student learning outcomes. All syllabi are reviewed by the appropriate academic dean each semester according to MECC policy (MECC Policy 4.9).

For each AAS degree program (non-transfer), the embedding of the Work Ethic Proficiency Exam is either complete or is underway. Some programs have chosen to add a specific course to their curricula to cover not only the required components of the Work Ethic curriculum but also program-specific competencies. For example, IND 149, Workplace Ethics, was added to several Industrial Technology programs to emphasize the requirements of professional readiness in industry.

It is an institutional expectation that student learning outcomes assessment involves significant direct measures of student performance supported by other indirect measures. Examples of direct measures of student learning include products of student work such as pre-test and post-test evaluations, standardized tests, performance on licensure exams, blind-scored essay tests, internal or external juried reviews of student work, case study/problems and capstone papers, projects, or presentations. Examples of indirect measures include student questionnaires and surveys, student evaluation of instruction, and employer/advisory committee feedback.

Appendix A

STAGE (Schoch-Tucker Assessment of General Education) Revised Jan 2020

ⓘ This is a preview of the published version of the quiz

Started: Jun 26 at 2:56pm

Quiz Instructions

STAGE is an objective measurement of general education. Unlike nationally developed tests, STAGE is based on the VCCS definition of general education which includes six competencies: Civic Engagement, Critical Thinking, Professional Readiness, Quantitative Literacy, Scientific Literacy, and Written Communication.

STAGE is composed of 70 objective questions (ten questions for each of the six areas of general education) plus an additional ten questions in the area of Information Literacy. The information obtained through your participation in the assessment is important in helping us to determine academic and professional growth as a result of attending MECC. Your participation also allows us to use results for program review. All student information obtained from this assessment will be kept completely confidential.



Question 1

1 pts

You witness a member of the LGBTQ community being harassed. Which of the following would be the socially responsible thing to do?

- ☐ Refrain from getting involved so as to not further inflame the situation.
- ☐ Listen to both sides and try to mediate.
- ☐ Speak as forcefully as you can in order to be heard.
- ☐ Video the event on your phone and post it on social media.



Question 2

1 pts

You have learned that Congress is decreasing funding in the areas of education, health care, and unemployment benefits. You strongly oppose these actions. Which is your least effective course of action?

- ☐ write a letter to your member of Congress
- ☐ voting in the upcoming election
- ☐ complain on social media
- ☐ call your member of Congress



Question 3

1 pts

Your region has experienced the worst flooding in years. You are a member of a community action group tasked to determine how best to help those in your area in need. Your first course of action to achieve your civic aim would be to:

- ☐ assess immediate needs.
- ☐ determine resources available.
- ☐ evaluate the effectiveness of your action.
- ☐ locate additional resources.

Appendix B

Sample Summary of Results and Use of Results (Prior Competencies)

STAGE measures the 6 areas of general education, as defined by the Virginia Community College System. For each of the six areas, there are 10 questions (total of 60). Scores for each area of competency range from 0-10, with averages presented in the table above. For the overall STAGE score, scores for all 6 general education areas are added together to produce a composite score... with a possible range from 0-60. Averages for overall STAGE scores are presented in the table below. In addition, the table presents value-added results between incoming freshmen and graduating students for each of the 6 areas of general education and for students' overall STAGE scores.

2023-2024 MECC Students on STAGE

	2023-2024 Freshman N= 326	2023– 2024 Graduates N= 256	Value- Added
Civic Engagement	7.43	8.16	9.82%
Critical Thinking Skills	7.39	8.10	9.61%
Professional Readiness	7.21	7.94	10.12%
Quantitative Literacy	4.93	5.87	19.07%
Scientific Literacy	5.47	6.61	20.84%
Written Communication	5.88	7.46	26.87%
Overall STAGE Score	38.33	44.13	15.13%

STAGE measures the 6 areas of general education, as defined by the Virginia Community College System. For each of the six areas, there are 10 questions (total of 60). Scores for each area or competency range from 0-10, with averages presented in the table above. For the overall STAGE score, scores for all 6 areas of general education are added together to produce a composite score... with a possible range from 0-60. Averages for overall STAGE scores are presented in the table. In addition, the table presents value-added results between incoming freshmen and graduating students for each of the 6 areas of general education and for students' overall STAGE scores.

Based on the past STAGE assessment results for 2019, the average value-added percentage on Quantitative Literacy was -2.46%. As a result, the College has taken additional measures to focus on this particular competency by encouraging all faculty to embed assignments and activities,

scored using AAC&U's QL VALUE Rubric, related to quantitative reasoning (now "Quantitative Literacy") in courses during each semester of a student's associate's degree program. This is being done through MECC's QEP, Applying Mathematical Principles to Everyday Decisions—Get AMPED! Since the 2019 results of an example of how STAGE results are used to make program improvements can be found in this excerpt of the 2023-2024 Planning and Assessment document for the **University Transfer Associate of Arts & Sciences degree**:

Student Learning Outcome 3	Graduating students will increase their general education competencies (7 competencies) by 18%. (STAGE serves as a measure of overall general education competencies that are addressed in the Arts and Sciences Division and across the college.)
Program Learning Outcomes (PLOs) supported by SLO 3	PLO 1: Civic Engagement PLO 3: Critical Thinking
Program Level students will accomplish this objective	Degree
Relationship to Strategic Goals	Success
Strategies to accomplish this goal	Administering STAGE (Schoch-Tucker Assessment of General Education) to incoming students and to graduates.
How results of this SLO will be measured	Pre-post value-added results of STAGE data.
Will additional funds be needed?	No
If so, identify amount and source	No
Who will lead this effort?	Dr. Ken Tucker
Target date for completion?	Fall 2024
What were the outcomes or results of this goal?	
If the goal was unmet or is ongoing, what are the plans for improvement?	

Another example of how the focus on these data has driven the planning process can be found in an excerpt of the Closed 2022-2023 Academic Planning and Assessment document for the **AAS in Pre-Teacher Education**:

Student Learning Outcome 2	Students will demonstrate the ability to solve real-world problems.
Program Learning Outcomes (PLOs) supported by SLO 2	PLO 3: Critical Thinking PLO: 5: Quantitative Literacy
Program Level students will accomplish this objective	Degree
Relationship to Strategic Goals	Success
Strategies to accomplish this outcome	Faculty who teach SDV 195, where problem-solving is emphasized, will embed one graded assignment into their course that ties to problem-solving. This ties into the college-wide QEP, Get AMPED: Applying Mathematical Principles to Everyday Decisions.
How results of this SLO will be measured	90% will demonstrate ability to solve real world problems by completing a pilot problem-solving assignment which will be scored using the Problem-Solving VALUE Rubric.
Will additional funds be needed?	No
If so, identify amount and source	No
Who will lead this effort?	Mr. Kyle Scanlan
Target date for completion?	Fall 2023
What were the outcomes or results of this goal?	33/38 students (86%) enrolled in SDV 195 in spring 2023, when the problem-solving assignment was piloted, completed the assignment. However, 31/33 (94%) students who completed the assignment did so with a grade of 90% or higher.
If the goal was unmet or is ongoing, what are the plans for improvement?	This goal was unmet in that five students did not submit. However, of the students who submitted, 94% demonstrated excellent problem-solving skills.

*Example of curriculum map see Appendix D

Appendix C

Spring 2024 Results of

MECC's Assessment of Civic Engagement (ACE)

Please respond to the following statements by indicating yes or no in both columns (Before Attending MECC and During Your Time at MECC).

	Before Attending MECC N=58		During Your Time at MECC N=58	Value Added
Reporting the number "yes" responses				
1) Worked together with someone or some group to solve a problem in the community where you live?	32		28	-4 -12.5%
2) Participated in any school-related clubs or activities?	36		16	-20 -55.6%
3) Volunteered or have done community service for no pay?	39		30	-9 -23.1%
4) Participated in any volunteer activities through your religious community (e.g., taught class, youth group, outreach program, etc...) ?	28		15	-13 -46.4%
5) Participated in an environmental organization (e.g., trash pick-up, Arbor Day, Earth Day, class project, etc...)?	21		16	-5 -23.8%
6) Participated in a civic or community organization in health or social services (e.g., Blood drive, internship, service learning, rescue, fire or police department, etc...)?	28		26	-2 -7.1%
7) Involved in an organization for youth, children, or education (coach or sponsor, internship or service learning, etc...)?	26		23	-3 -11.5%
8) Belonged to or donated to any group or associations whether locally or nationally such as charities?	34		30	-4 -11.8%
9) Contacted or visited a public official (at any level of government) to express an opinion?	9		11	2 22.2%
10) Contacted a newspaper, radio or television talk show to express your opinion on an issue?	3		4	1 33.3%

11) Took part in a protest, march, or demonstration?	0		1	1 100%
12) Signed a written or electronic petition about a social or political issue?	20		16	-4 -20%
13) Ever NOT bought something from a certain company because you disagree with the social or political values of the company that produces it?	19		20	1 5.3%
14) Bought something because you like the social or political values of the company that produces or provides it?	19		23	4 21.1%
15) Worked as a canvasser... going door to door for a social or political group or candidate?	0		1	1 100%
16) Personally walked, ran, or bicycled for a charitable cause... this is separate from sponsoring or giving money to such event?	18		9	-9 -50%
17) Registered to vote in your election district?	36		31	-5 -13.9%
18) Voted in local, state or national elections?	30		29	-1 -3.3%
19) Volunteered for a political organization or candidate running for office?	3		4	1 33.3%
20) Tried to convince people to vote for or against a particular candidate or political party.	12		14	2 16.7%
21) Displayed a campaign button or sticker (e.g., sticker on your car or a sign in front of your house)?	9		9	0 0%
22) Contributed to a campaign political party or group?	3		3	0 0%
23) Given money, food or shelter to someone not related to you on your own (not as part of or through an organized charity)?	36		35	-1 -2.8%
24) Utilized multiple media sources to obtain information on social and/or political issues?	28		32	4 14.3%
25) Familiar with most current events?	43		49	6 14%

If you responded “**Yes**” to any of the 25 questions Before Attending MECC and “**No**” to that same question During Your Time at MECC, please indicate the reason for suspending your participation while at MECC.

14 demanding course load

4 childcare

15 family obligations

5 opinions have changed

23 work obligations

1 health issues/concerns

2 transportation problems

3 don’t feel my effort makes a difference

7 no longer required

5 other, please specify (illness, finances, no extra time, work).

Appendix D

Course & Curriculum Alignment 2022-2023

Program: Paralegal Studies

Program Learning Outcomes (PLO): Graduates of this program can:

1. Demonstrate effective communication skills through interaction, in person, by telephone, in written and electronic correspondence, with lawyers, clients, witnesses, court personnel, co-workers, and other business professionals, using appropriate legal terminology and formatting.
2. Perform basic legal research and analysis necessary to identify legal issues and potential solutions to legal problems.
3. Utilize strong organizational skills necessary to sort through and manage information, manually and electronically.
4. Apply principles of writing and rules of English grammar to all writing tasks, to be able to prepare legal documents commonly used in the profession.
5. Demonstrate competent understanding of computer literacy and proficiency required in the typical law office.
6. Apply ethical and professional principles that guide paralegal conduct, including but not limited to: unauthorized practice of law and lawyer supervision of non-lawyers; confidentiality and attorney-client privilege; conflicts of interests; competency; handling of client funds; office decorum and dress.
7. Integrate appropriate skills to work effectively and positively with others beginning on the first day of a new job.

Curriculum Map

Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
LGL 110	I	I	I	I	I, D	I	I, D
LGL 120	I					I	
LGL 115		I			D	I	I, D
LGL 117		I, D	I		D	I	D
LGL 127	I, D	I, D	I, D	I, D	D		D
LGL 195	I	I	I	I	I	I	I
LGL 216	D	D		D	D		D
LGL 218		D			D		D
LGL 200						D, M	D
LGL 221	D		D	D	D, M		M
LGL 222	D, M	D, M	D	D	D, M		
AST 265	D, M	D	D	D, M	D, M		D, M
LGL 290	D, M		D		D, M		M
LGL 295	I, D		I, D	D, M	D		

**I = Introduced, D = Developed & Practiced with Feedback, M = Demonstrated at the Mastery Level
Appropriate for Graduation**

Appendix E

Date:11/7/2022			Program or Discipline: Management and Small Business Management																
Area 1: Civic Engagement Degree graduates will demonstrate the ability to: contribute to the civic life and well-being of local, national, and global communities as both as social responsibility and a life-long learning process. Degree graduates will demonstrate the knowledge and civic values necessary to become informed and contributing participants in a democratic society.																			
Courses																			
MKT 170	BUS 200	BUS 202	BUS 165	BUS 111	BUS 205	BUS 290	BUS 285	FIN 107	MKT 100	MKT 284	AST 205/BUS 236	SDV 100	ECO 120						
Area 2: Critical Thinking Degree graduates will demonstrate the ability to: use information, ideas and arguments from relevant perspectives to make sense of complex issues and solve problems. Degree graduates will locate, evaluate, interpret, and combine information to reach well-reasoned conclusions or solutions.																			
Courses																			
ACC 115/ ACC 215	ACC124	BUS 200/ BUS 202	ACC 134	BUS 165	BUS 111	BUS 205	AST 205/BUS 236	BUS 241	BUS 285	MKT 100	BUS 290/ACC 200	MKT 170	ENG 111	MTH 132	ECO 120	FIN 107	ITE 119	ITE 140	ITE 150
Area 3: Professional Readiness Degree graduates will demonstrate the ability to: work well with others and display situationally and culturally appropriate demeanor and behavior. Degree graduates will demonstrate skills important for successful transition into the workplace and pursuit of further education.																			
Courses																			
BUS 205	BUS 200	BUS 202	BUS 165	BUS 111	MKT 170	MKT 284	AST 205/BUS 236	BUS 241	SDV 106	BUS 285	MKT 100	BUS 290/ACC 200	SDV 100	PSY 120					
Area 4: Quantitative Literacy Degree graduates will demonstrate the ability to: perform accurate calculations, interpret quantitative information, apply and analyze relevant numerical data, and use results to support conclusions. Degree graduates will calculate, interpret, and use numerical and quantitative information in a variety of settings.																			
Courses																			
ACC 115	ACC 215	BUS 290	FIN 107	ITE 119	ITE 140	ITE 150	MTH 132	ECO 120	ACC 124	ACC 134									
Area 5: Scientific Literacy Degree graduates will demonstrate the ability to: apply the scientific method and related concepts and principles to make informed decisions and engage with issues related to the natural, physical, and social world. Degree graduates will recognize and know how to use the scientific method, and to evaluate empirical information.																			

Courses																	
ECO 120	ACC 115	ACC 215	PSY 120	BUS 241	BUS 165	BUS 200	BUS 202	BUS 205	BUS 111	Mkt 100	Mkt 284	BUS 290/ACC 208	BUS 285				
Area 6: Written Communication Degree graduates will demonstrate the ability to: develop, convey, and exchange ideas in writing, as appropriate to a given context and audience. Degree graduates will express themselves effectively in a variety of written forms.																	
Courses																	
BUS 205	BUS 200	BUS 202	BUS 165	BUS 111	MKT 170	MKT 284	AST 205/BUS 208	BUS 241	SDV 106	BUS 285	MKT 100	BUS 290/ACC 208	BUS 241	ACC 115	ACC 215	ENG 111	SDV 100
																PSY 120	