

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

**Submitted: June 26, 2023**

**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
<b>Definition</b>	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.
<b>Outcome(s)</b>	<ul style="list-style-type: none"> <li>• Points of View: identify and evaluate relevant and diverse points of view</li> <li>• Evidence: utilize effective search strategies and research methods to gather sufficient, relevant, authoritative, and reliable information from divergent perspectives</li> <li>• Interpretations/ Inferences: evaluate and analyze ideas, arguments, assumptions, and evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Civic Knowledge: Summarize fundamental principles and debates about democracy and citizenship, both within the United States and in other countries</li> <li>• Civic Identity: Reflect on personal social/civic identity and how that identity differs from others in their communities</li> <li>• Civic Discourse: Deliberate on issues and problems to</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal Communication: ability to maintain open, effective, and professional communications</li> <li>• Workplace Demeanor: ability to demonstrate appropriate workplace and classroom demeanor and behavior;</li> <li>• Teamwork: ability to work effectively with others on a task in a group or a team to achieve a common goal while maintaining</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and Evaluate: determine whether the source of the information is authentic, valid, and reliable.</li> <li>• Interpret: explain numerical information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</li> <li>• Represent: convert relevant information into various mathematical forms (e.g., equations,</li> </ul>	<ul style="list-style-type: none"> <li>• Explain: Map the steps of the scientific method of inquiry leading to evidenced-based knowledge.</li> <li>• Identify: Recognize the elements of research design.</li> <li>• Interpret: Determine if a research design is correlational, descriptive, experimental, and/or a review.</li> <li>• Synthesize: Plan, design, and conduct scientific</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose and Focus: clearly identifies the purpose of the message and focuses the delivery to the audience</li> <li>• Content: Uses appropriate and relevant content to illustrate main ideas</li> <li>• Organization: Organizes and presents a main idea clearly and concisely with a basic structure</li> <li>• Language and Style: uses standard American English, and accepted,</li> </ul>

Competency Name	Critical Thinking	Civic Engagement	Professional Readiness	Quantitative Literacy	Scientific Literacy	Written Communication
	<ul style="list-style-type: none"> <li>• Implications/Conclusions: formulate logical and informed conclusions or solve problems based on the analysis and interpretation of information</li> </ul>	<ul style="list-style-type: none"> <li>• advance or achieve a civic aim</li> <li>• Diversity in Civic Life: Compare and contrast diverse feelings, perspectives, and life experiences; Analyze the strength that such diversity of opinions brings to civic life</li> <li>• Ethical Reasoning: Examine the ethical implications of community and civic actions and decisions</li> <li>• Civic Responsibility: Assess and respond to civic, social, environmental, or economic challenges at local, national, or global levels</li> <li>• Social Justice: Identify personal and collective actions that could be taken to address injustices in society</li> </ul>	<ul style="list-style-type: none"> <li>• constructive interpersonal relationships</li> <li>• Creative Problem-Solving: ability to solve a challenge or program through innovative ways</li> <li>• Ethical Reasoning: Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. (AAC&amp;U definition)</li> <li>• Leadership: Discern and describe their personal leadership style, strengths, and limitations</li> <li>• Cultural awareness, sensitivity: Recognize their own multiple identities,</li> </ul>	<ul style="list-style-type: none"> <li>• graphs, diagrams, tables, words)</li> <li>• Calculate: accurately solve mathematical problems</li> <li>• Apply and Analyze: make judgments and draw relevant conclusions from quantitative analysis of data and predict future trends when appropriate</li> <li>• Communicate: use quantitative evidence to support a position or clarify a purpose orally or in writing using appropriate language, symbolism, data, and graphs</li> </ul>	<ul style="list-style-type: none"> <li>• investigations, demonstrating an understanding of discipline-related concepts, the scientific method, and research design in the collection of empirical evidence.</li> <li>• Apply: Use empirical information to draw an evidence-based conclusion.</li> <li>• Communicate: Share results and/or conclusions, drawn from empirical information, to the intended audience.</li> <li>• Recognize: Identify how the independent variable (or the cause) impacts the dependent variable (or the effect) to explain cause and effect relationships.</li> <li>• Describe: Demonstrate an understanding of what experimental controls are and why they are important.</li> <li>• Evaluate: Distinguish a scientific argument from a non-scientific argument.</li> <li>• Communicate: Describe the impact that technology has had on science, and vice-versa.</li> <li>• Differentiate: Define and compare inductive,</li> </ul>	<ul style="list-style-type: none"> <li>• conventional grammar and mechanics</li> </ul>

Competency Name	Critical Thinking	Civic Engagement	Professional Readiness	Quantitative Literacy	Scientific Literacy	Written Communication
			experiences and biases and how these affect their ability to lead		deductive, and causal forms of reasoning. <ul style="list-style-type: none"> <li>• Distinguish: Differentiate between the concepts of hypothesis, theory, and paradigm.</li> <li>• Clarify: Communicate the limitations of science, and how this may impact public perception and acceptance of empirical evidence.</li> <li>• Integrate: Create a product, based on the knowledge and skills learned in {discipline-related} science and/or technology.</li> </ul>	
<b>Goals</b>	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.
<b>Method(s)</b>	<p><b>Primary Method:</b> 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> <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</p>					

	<p>students would average 7 or above on each component of the STAGE assessment. By analyzing this data by competency area, the College is able to determine areas where more focus for improvement is needed.</p> <p><b>Secondary Method:</b> 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 Administrative Support Technology program address civic engagement: AST 243, AST 244, AST 290, BUS 241, and ENG 111. (see Appendix E) Through the College’s Academic Program Planning &amp; 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><b>Tertiary Method(s):</b> 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 and 2023. The survey was not used in 2020-2022 due to COVID-19. A copy of the ACE Survey, along with 2023 results, is attached (Appendix C).</p>
<b>Schedule</b>	<p>MECC chooses to collect and analyze data for <b>each</b> of the six competencies utilizing its Primary Method of assessment on an <b>annual basis</b>. 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 on an ongoing basis and are a part of the College’s annual planning and assessment process. Tertiary Methods are utilized each semester/academic year, with results analyzed each year during the annual planning and assessment process.</p>
<b>Communication of findings</b>	<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 2021-2022 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 &amp; Assessment materials. Planning documents are shared with the Division Dean and the Vice President of Academic Affairs &amp; Workforce Solutions. During the 3-year Curricula Review process, all planning and assessment documents are reviewed by a subcommittee of the College’s Planning &amp; Implementation (P&amp;I Committee) team to determine compliance with program review, program viability, and recommendations for improvement. Findings of these subcommittees are reported to the P&amp;I Committee, the Vice President of Academic Affairs &amp; Workforce Solutions, and the President’s cabinet.</p>
<b>Use of findings</b>	<p>Each year, data are collected to determine student performance in core competency areas. Included in these data are 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 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</p>

	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 ongoing basis.
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**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 in order 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. In order 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 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 pursuant 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 LBGTQ 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 the 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.

	2021-2022 Freshman N= 309	2021– 2022 Graduates N= 225	Value- Added
Civic Engagement	7.35	8.05	9.52%
Critical Thinking Skills	7.34	8.01	9.13%
Professional Readiness	7.27	8.12	11.69%
Quantitative Literacy	4.50	5.54	23.11%
Scientific Literacy	5.11	6.64	29.94%
Written Communication	5.75	7.26	32.17%
Overall STAGE Score	37.33	43.51	16.56%

The results of STAGE 2021-2022 (as noted above) show that the College assessed 309 freshmen during this timeframe. To determine improvement levels in each of the general education competencies, 225 associate degree graduates were assessed prior to graduation. Incoming Freshmen scored an average of 7.34 on Critical Thinking Skills with graduates scoring 8.01 (out of 10). The “value-added” to the Critical Thinking Skills category indicates an increase of 9.13% as a result of their college experience. 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 is able to determine areas where more focus for improvement is needed.

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 2021-2022 Planning and Assessment document for the **General Studies Associate of Arts & Sciences degree**:

Collecting Core Competency Data	Arts and Sciences will use the STAGE assessment to collect and analyze student mastery of general education competencies.
Strategy to accomplish this goal	STAGE is administered each year to incoming freshman and graduating students, and value added is assessed.
Relationship to Strategic Goals	Success
How results of goal will be measured	Pre and Post analysis will offer baseline data in measuring student growth in general education competencies.
Will additional funds be needed?	No
If so, identify amount and source	NA
Who will lead this effort?	Dr. Ken Tucker
Target date for completion?	Fall 2022
What were the outcomes or results of this goal?	The assessment was administered, and results were compiled and analyzed. Because there was a slight decrease in Quantitative Reasoning, it will be emphasized across the curriculum.
If the goal was unmet or is ongoing, what are the plans for improvement?	The Goal was met, and STAGE data will be used to inform future planning goals.



Another example of how the focus on these data has driven the planning process can be found in an excerpt of the 2020-2021 Academic Planning and Assessment document for the **AAS in Pre-Teacher Education**:

<b>Student Learning Outcome 2</b>	Students will compute, analyze, and communicate quantitative data using mathematical and logical methods to solve problems (e.g., tables, graphs, formulas, or other relevant formats).
<b>Program Learning Outcomes (PLOs) supported by SLO 2</b>	1,2,3,4
<b>Program Level students will accomplish this objective</b>	Degree
<b>Relationship to Strategic Goals</b>	Student Success
<b>Strategies to accomplish this outcome</b>	Faculty will introduce students to these concepts through a major assignment in their courses.
<b>How results of this SLO will be measured</b>	70% of students will earn a 70% or higher on a major assignment completed in identified arts and science courses based on the curriculum map. *
<b>Will additional funds be needed?</b>	No
<b>If so, identify amount and source</b>	NA
<b>Who will lead this effort?</b>	Ms. Miranda Oaks
<b>Target date for completion?</b>	Fall 2021
<b>What were the outcomes or results of this goal?</b>	80% of students earned a 70% or higher on a major assignment completed in identified arts and science courses based on the curriculum map.

\*Example of curriculum map see Appendix D

## 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=109	During Your Time at MECC N=109	Value Added
<b>Reporting the number "yes" responses</b>			
1) Worked together with someone or some group to solve a problem in the community where you live?	64	42	<b>-22</b> <b>-34.38%</b>
2) Participated in any school-related clubs or activities?	68	39	<b>-29</b> <b>-42.65%</b>
3) Volunteered or have done community service for no pay?	81	50	<b>-31</b> <b>-38.27%</b>
4) Participated in any volunteer activities through your religious community (e.g., taught class, youth group, outreach program, etc...)?	54	33	<b>-21</b> <b>-10.71%</b>
5) Participated in an environmental organization (e.g., trash pick-up, Arbor Day, Earth Day, class project, etc...)?	57	31	<b>-9</b> <b>-33.89%</b>
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...)?	59	50	<b>-9</b> <b>-15.25%</b>
7) Involved in an organization for youth, children, or education (coach or sponsor, internship or service learning, etc...)?	52	40	<b>-12</b> <b>-23.08%</b>
8) Belonged to or donated to any group or associations whether locally or nationally such as charities?	55	51	<b>-4</b> <b>-7.27%</b>
9) Contacted or visited a public official (at any level of government) to express an opinion?	15	16	<b>1</b> <b>6.67%</b>
10) Contacted a newspaper, radio or television talk show to express your opinion on an issue?	5	6	<b>1</b> <b>20%</b>
11) Took part in a protest, march, or	7	5	<b>-2</b>

demonstration?			<b>-28.57%</b>
12) Signed a written or electronic petition about a social or political issue?	43	40	<b>-3 -6.98%</b>
13) Ever NOT bought something from a certain company because you disagree with the social or political values of the company that produces it?	41	52	<b>11 26.83%</b>
14) Bought something because you like the social or political values of the company that produces or provides it?	53	57	<b>-4 -7.55%</b>
15) Worked as a canvasser... going door to door for a social or political group or candidate?	2	1	<b>-1 -50.00%</b>
16) Personally walked, ran, or bicycled for a charitable cause... this is separate from sponsoring or giving money to such event?	47	20	<b>-27 -57.45%</b>
17) Registered to vote in your election district?	61	68	<b>7 11.48%</b>
18) Voted in local, state or national elections?	52	58	<b>6 11.54%</b>
19) Volunteered for a political organization or candidate running for office?	7	6	<b>-1 -14.29%</b>
20) Tried to convince people to vote for or against a particular candidate or political party.	21	24	<b>3 14.29%</b>
21) Displayed a campaign button or sticker (e.g., sticker on your car or a sign in front of your house)?	25	22	<b>-3 -12.00%</b>
22) Contributed to a campaign political party or group?	7	11	<b>4 57.14%</b>
23) Given money, food or shelter to someone not related to you on your own (not as part of or through an organized charity)?	74	69	<b>-5 -6.76%</b>
24) Utilized multiple media sources to obtain information on social and/or political issues?	67	69	<b>2 2.99%</b>
25) Familiar with most current events?	72	80	<b>8 11.11%</b>

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.

40 demanding course load

10 childcare

36 family obligations

12 opinions have changed

50 work obligations

10 health issues/concerns

5 transportation problems

9 don’t feel my effort makes a difference

18 no longer required

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

\*Note: We believe some of the negative values added in the results of the 2023 ACE survey were due to the lack of involvement during COVID. In the previous ACE survey results (prior to COVID), results had a higher added value.

## Appendix D

# Course & Curriculum Alignment

2020-2021

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 216	D	D		D	D		D
LGL 218		D			D		D
LGL 200						D, M	D
LGL 225		D		D	D		
LGL 230	D	D	D	D	D		
AST 265	D, M	D	D	D, M	D, M		D, M
LGL 290	D, M		D		D, M		M

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

## Appendix E

### GENERAL EDUCATION CURRICULUM MATRIX VCCS POLICY 5.0.2

<b>Date:</b> November 8, 2021	<b>Program or Discipline:</b> Administrative Support Technology #298																		
<b>Area 1: Civic Engagement</b> 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.																			
<b>Courses</b>																			
AST 243	AST 244	AST 290	BUS 241	ENG 111															
<b>Area 2: Critical Thinking</b> 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.																			
<b>Courses</b>																			
ACC 115	ACC 215	AST 101	AST 102	AST107	AST 108	AST 205	AST 236	AST 243	AST 244	AST 290	BUS 241	MTH 132	ENG 111						
<b>Area 3: Professional Readiness</b> 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.																			
<b>Courses</b>																			
AST 205	AST 243	AST 244	AST 290	BUS 241	ENG 111														
<b>Area 4: Quantitative Literacy</b> 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.																			
<b>Courses</b>																			
ACC 115	ACC 215	AST 137	AST 205	AST 236	AST 243	AST 244	AST 290	MTH 132	ENG 111										
<b>Area 5: Scientific Literacy</b> 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.																			
<b>Courses</b>																			
<b>Area 6: Written Communication</b> Degree graduates will demonstrate the ability to: develop, convey, and exchange ideas in writing, as appropriate to a given context																			

Courses																	
ACC 115	AST 101	AST 102	AST 107	AST 108	AST 137	AST 141	AST 205	AST 236	AST 243	AST 244	AST 290	BUS 241	ENG 111				

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