General Education

The General Education program at Alaska Christian College contains the largest number of courses of all three programs. Every student that attends Alaska Christian College to earn an Associate in Arts degree is required to take 46 General Education credits (31 General Ed, 15 Biblical Core.) The General Education program covers the broadest range of topics, and also works to satisfy the following categories set out by the Alaska Commission on Postsecondary Education see *20 AAC 17.225 (b)*.

Category	Course
Communications	GEN 162 Interpersonal Communication
Math	GEN 140 Foundations of Mathematics
Laboratory Science	GEN 153 Introduction to Lab Science
Social Science	GEN 153 Developmental Psychology
Humanities	GEN 121 Principles of Music or GEN 122 Principles of Art.

Purpose Statement
The purpose of the General Education coursework is to develop Christians who are critical thinkers, equipped to engage their culture and make a difference in the world. Graduates are prepared to affect change in the world through a foundation of multi-disciplinary education. The General Education courses serve to foster wisdom and knowledge gained from academic study across various curriculum, providing the footing for strong leadership that is informed and disciplined. Additionally, the courses serve to support the degree programs.

Objectives
The General Education coursework enables the student to do the following:
- To foster a Biblical worldview across multiple academic disciplines.
- To develop information literacy, aptitude for research, and the ability to think critically.
- To equip individuals to grow in character, knowledge, and discipline.
- To provide the basic framework and understanding of multi-disciplinary subjects required for having an understanding of the world from various academic disciplines.

Assignments were collected from each of the General Education courses. For each assignment information was collected regarding the program objective that was met by the assignment, total points possible on the assignment, number of points required for a student's assignment to be considered "successful," the number of successful and unsuccessful attempts, and the successful and unsuccessful scores.

While the purpose of this report is to assess whether or not the offered assignments will allow students to meet all program objects, not to assess individual student performance, assignments with less than an 80% success rate will be reviewed by the faculty responsible to ensure that the assignment is clearly explained and supported with course material.

Program Objective: To foster a Biblical worldview across multiple academic disciplines.
One assignment was collected that supported this program objective. The following spreadsheet shows the success on that assignment:

Course	Assignment	# Successful	# Unsuccessful	% Successful	How did this assignment meet the objective?	Additional comments from the instructor concerning the scores and/or data or Program Objectives.
BTS 101	Psalm Classification	9	24	27%	The Psalm Genre Identification assignment requires students to read six individual Psalms from various genres of Hebrew Poetry. They are required to research the Psalm and identify the genre it best fits in. They are then required to draw an application for today from the Psalm. This assignment requires the student to read scripture, research the content and what various scholars say regarding the genre classification, and draw modern application from this research. This involves finding timeless principles that are not lost in an ancient context. This should result in spiritual growth as the student reflects on the Psalms. It mingles both devotional and academic study research. It requires critical thinking as the student uses commentaries and other sources to discern the genre classification,	18 students did not turn in an assignment, most turned this assignment in late, and many students lost 20% for not utilizing sources as required on the assignment description. Consult the grading rubric on the assignment description when the external rubric does not apply.

					meaning of the text, and the significance for today.	

Next Steps

In order to have a higher percentage of students complete these assignments successfully, it seems like the biggest factor would be to find a way to increase student participation in each assignment. By far the majority of "unsuccessful" assignments were ones that the students did not even attempt. There were 18 students who did not turn this assignment in. This assignment also had a high number of assignments turned in late that would have been a successful grade if they had been turned in on time. One strategy that has been suggested to increase student participation/success is to hire a consultant who is an expert on accommodations for students with FAS (Fetal Alcohol Syndrome). By structuring courses in a way that benefits these student's participation and student success is expected to increase.

It seems like students are struggling with assignments that contain a high amount of written work, such as papers. One thing that will be attempted in the coming year will be to focus on using more varied methods of assessing learning across all classes. Training how to use differentiated instruction will be given to the faculty and adjunct faculty.

Conclusion

The program objective *to foster a Biblical worldview across multiple academic disciplines* needs more evidence to show that it is being met. In future semesters a focus will be placed on collecting a greater amount of assignments to show this objective is being met.

Program Objective: develop information literacy, aptitude for research, and the ability to think critically.

Five assignments were collected that supported this program objective. The following spreadsheet shows the success on these assignments:

Course	Assignment	# Successful	# Unsuccessful	% Successful	How did this assignment meet the objective?	Additional comments from the instructor concerning the scores and/or data or Program Objectives.
GEN 111	Revised Process Paper	8	5	62	This assignment generates ideas and develops writing skills. As a final product, students have written for a specific audience and practiced evaluating, revising, and constructing sentences for correctness and effectiveness.	No additional comments given.
GEN 153	Scientific Method & Laboratory Report Quiz	12	0	100	Foster an appreciation of and skill in scientific methodology by demonstrating how the scientific process works, ability to interpret results, and formulate conclusions.	All scores were considered successful. The assignment provided a springboard for accomplishing the objective of fostering an appreciation of and skill in the scientific methodology.
GEN 111	Narrative Essay. Write a personal story incorporating dialog, similes, and metaphors. Think about the impact you want the story to have on others.	10	3	77	Uses composing process and strategies to arrange, revise, edit, and proofread drafts. Follows discourse conventions by constructing meaningful and coherent texts that fulfill audience	The unsuccessful example were late assignments that the students didn't revise or correctly format.

					needs and expectations.	
DEV 102	Bird Girl Written Exam on Populi	6	1	86	Grammar and reading for content	The short answer test is completed in conjunction with a nonverbal art project. Each student completed that assignment and received 100 points. The short answer test is given to check their reading comprehension, which is one of their most difficult areas.
APL 222	Person Presentation: The student will select a missionary or Native person and share their story to help understand the overall story of the history of the Church in Alaska.	5	1	83	This assignment helps the student gain an in-depth understanding of the life and ministry of one of the first missionaries to the state of Alaska or a convert as a result of this ministry. Also this assignment helps the student refine research skills and to evaluate the positive and negative impacts of early missionary work in Alaska.	This assignment was worth 150 points, and the above successful scores have been converted to percentages.

Next Steps

As mentioned in standard one, the top reason that students are not successful on these assignments is because they don't attempt them. Something needs to be done to increase the number of students that are willing to attempt each assignment. It is possible that teaching our courses using more differentiated instruction may help in this area.

The other reason for failure on these assignments was the lack of student's ability to use critical thinking and the overall low information competence found in the ACC incoming students.

Continuing focus needs to be placed on information literacy and critical thinking in ALL programs and courses in order to raise student's information competence levels. A new information literacy module from Credo was purchased in May, 2017 to aid in this effort.

It was observed that many students that struggled with information literacy also struggled with actual literacy. In order for students to be able to do research well, they need to be able to understand what they are reading. To better assess the literacy state of ACC students a lexile testing program was purchased in 2018 and will be implemented in the 2018-2019 school year. This will hopefully lend insight into the literacy of ACC students after which programs can be developed and implemented to increase literacy levels.

Conclusion

The program objective *to develop information literacy, aptitude for research, and the ability to think critically* is being met through multiple assignments across a range of classes in the General Studies area. ACC students that pass these courses will have had the opportunity to increase their information competency, which should be displayed through a higher score on the information literacy posttest (given at graduation) than pretest (given during the first semester).

Program Objective: To equip individuals to grow in character, knowledge and discipline.

Six assignments were collected that supported this program objective. The following spreadsheet shows the success on these assignments:

Course	Assignment	# Successful	# Unsuccessful	% Successful	How did this assignment meet the objective?	Additional comments from the instructor concerning the scores and/or data or Program Objectives.
DEV 103	Chapter 2 Test	5	3	63%	Develops mathematical aptitude.	
DEV 103	Chapter 4 Test	6	2	75	Develops mathematical aptitude.	
GEN 140	Chapter 11 Test	12	2	86	Develops the students understanding of intermediate algebra concepts (growing in knowledge)	
GEN 162	Story-Telling Presentations	24	7	77	This assignment asks students to examine their own lives and pick out 2-3 major milestones that helped to shape who they are today, influential people in their life, and where they hope to see themselves in the future. Examining these aspects should help students to grow in their own character, as well as knowledge of themselves and who they hope to become. This assignment also required them to	The majority of the unsuccessful assignments were the ones that were not turned in. The most trouble students had was with the time limit on their storytelling. Many went quite a bit over the allotted time.

					overcome the fear of public speaking, and to put themselves outside of their own comfort zone.	
DEV 105	Chapter 4 Exam	6	4	60	Tests the student's knowledge of elementary algebra topics.	
DEV 102	Bird Girl Written Exam on Populi	6	1	86	Grammar and reading for content	The short answer test is completed in conjunction with a nonverbal art project. Each student completed that assignment and received 100 points. The short answer test is given to check their reading comprehension, which is one of their most difficult areas.

Next Steps

This standard is difficult for many students at the developmental or 100 level. Academic discipline is not a skill that many ACC students possess when they begin their college career. Continued support towards the development of academic discipline and study skills is needed. The ACC Student Success Center was remodeled and increased their support staff in the 2016-2017 school year. The lower level developmental courses were also split into smaller sections beginning in Spring 2016.

While the communications assignment shows growth in character as students self-reflect about their story, there is a need to add more assignments that better demonstrate the growth of character in a measurable way.

Conclusion

The program objective *to equip individuals to grow in character, knowledge and discipline* is being met through multiple assignments across a range of classes in the General Studies area. It would be helpful assess assignments from a wider range of courses (most of these assignments were from math courses). There is a need to specifically draw from assignments that will demonstrate a growth of character. Continued efforts will be made to support the development of study skills and academic discipline, specifically through the Student Success Center.

Program Objective: To provide the basic framework and understanding of multi-disciplinary subjects required to have an understanding of the world from various academic disciplines.

Three assignments were collected that supported this program objective. The following spreadsheet shows the success on these assignments:

Course	Assignment	# Successful	# Unsuccessful	% Successful	How did this assignment meet the objective?	Additional comments from the instructor concerning the scores and/or data or Program Objectives.
DEV 102	Vocabulary Chapter 23	5	2	71	This assignment focuses on vocabulary, in context, by definition and by study of different root words. Students will benefit from a wider vocabulary in all other classes and in day-to-day life.	The two unsuccessful grades were zeros - they did not turn in the assignment
DEV 104	Vocabulary Chapter 29	7	2	78	This assignment builds a student's vocabulary that can be successfully used in all other courses and in the workplace.	The two zeros were students who did not turn in the homework.
BTS 101	Psalm Classification	6	9	40	The Psalm Genre Identification assignment requires students to read six individual Psalms from various genres of Hebrew Poetry. They are required to research the Psalm and identify the genre it best fits in. They are then required to draw an application for today from the Psalm. This assignment requires the student	6 students did not turn in an assignment, most turned this assignment in late, and many students lost 20% for not utilizing sources as required on the assignment description. Consult the grading rubric on the assignment description when the external rubric does not apply.

					to read scripture, research the content and what various scholars say regarding the genre classification, and draw modern application from this research. This involves finding timeless principles that are not lost in an ancient context. This should result in spiritual growth as the student reflects on the Psalms. It mingles both devotional and academic study research. It requires critical thinking as the student uses commentaries and other sources to discern the genre classification, meaning of the text, and the significance for today.	

Next Steps

As with the first three objectives, students who did not attempt these assignments seemed to be a reoccurring theme. Steps need to be taken to see what more can be done to increase attempts on every assignment.

Conclusion

The program objective *to provide the basic framework and understanding of multi-disciplinary subjects required to have an understanding of the world from various academic disciplines* is being being met through assignments across a range of classes in the General Studies area.