

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.
BTS 101	Genesis 1-2 Quiz	6	6	50%	This quiz assessed the student's grasp of material from the Genesis 1-2 lecture and reading from the course.	3 students did not turn in an assignment. Assessment was delivered as an online quiz in Populi.

Next Steps

Examine the possibility of expanding the assignment outside of a Populi multiple choice, T/F exam in order to better serve a variety of student backgrounds, familiarity, and learning styles. Also, possibly opening up multiple attempts for the same quiz so that each attempt can be a learning experience.

This semester included numerous protocols that were in place for COVID-19. These were effective in ensuring the safety of the students while on campus, but additionally had many adverse effects on the outcomes of various assessments. As online learning tools become more prolific with the pandemic, further training and familiarity with tools for distance education will enhance the learning experience of the students. It is also anticipated that greater familiarity with the educational tools will have a beneficial impact on subsequent semesters.

Conclusion

The program objective *to foster a Biblical worldview across multiple academic disciplines* requires more evidence to show that it is being met. In future semesters, more a focus will be placed on collecting more data for this objective.

Program Objective: develop information literacy, aptitude for research, and the ability to think critically. Four 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
GEN 111	Revised Process Paper	7	12	37%	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	11	1	92%	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, with the exception of one student who did not attempt the quiz. The assignment provided a springboard for accomplishing the objective of fostering an appreciation of and skill in the scientific methodology.
DEV 102	Analyze and Elaborate Paragraph	7	11	39%	Use highlighters to identify the topic sentence, conclusion, supporting sentences, and detail sentence. Then answer the questions regarding the content.	10 students did not complete the assignment.
APL 222	Living History Museum Presentation	16	8	67%	This assignment helps the student gain an in-depth understanding of the	5 students did not complete the assignment.

					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.	
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Next Steps

One pattern that needs to be addressed is student engagement. Many 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.

There is still a struggle with literacy, but this seems to be somewhat alleviated. However, the issue persists with varying necessity each semester. In order for students to be able to do research well, they need to be able to understand what they are reading. The current lexile testing program (purchased in 2018) continues to be helpful in understanding where the students start from, and additional training in other preventative or cognitive limitations (such as FASD) will be useful for professors as they address these concerns.

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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 Education 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. Four 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.
DEV 103	Chapter 2 Test	14	2	88%	Develops mathematical aptitude.	None.
GEN 140	Chapter 11 Test	6	3	67%	Develops the students understanding of intermediate algebra concepts (growing in knowledge)	None.
GEN 162	Story-Telling Presentations	22	1	96%	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 overcome the fear of public speaking, and to put themselves outside of their own comfort zone.	None.
DEV 105	Chapter 4 Exam	9	3	75%	Tests the student's knowledge of elementary algebra topics.	

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 new addition to the ACC Student Success Center continues to play a pivotal role in the development of this objective, and continued resources invested in this program at ACC will pay off major dividends in the development of this objective.

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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 Education 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.
DEV 102	Final Test	8	10	44%	This is a test of vocabulary from this semester. It includes literary terms that describe an author's writing style, parts of speech, grammar, transition connectives, and "The Scarlet Ibis" vocabulary.	None.
DEV 104	Bible Verse Presentation	1	12	8%	This assignment requires the analysis and presentation of a Bible verse to the class.	None.
BTS 101	Genesis 1-2 Quiz	6	6	50%	This quiz assessed the student's grasp of material from the Genesis 1-2 lecture and reading from the course.	3 students did not turn in an assignment. Assessment was delivered as an online quiz in Populi.

Next Steps

As with the first objective, 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, as well as student engagement and attendance.

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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 met through assignments across a range of classes in the General Education area.