

# Faculty Perspectives on General Education at UAA

Prepared for the General Education Requirements Assessment Task Force by the Office of Undergraduate Academic Affairs

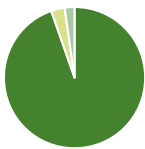
In Spring 2014, the General Education Requirements Assessment Task Force (GERA) developed a survey designed to gather faculty feedback on the value of general education and the importance of general education outcomes for overall student success. In addition, the Task Force was interested in finding out which GER Student Learning Outcomes were already being assessed by programs as part of their assessment plans. This report shows the results of this survey. The survey was administered using the web software Qualtrics and was delivered to all faculty through the faculty listserv. A total of 391 faculty across all colleges and campuses completed the survey. Of the respondents, 52% were tenure-track/tenured faculty, 17% were term faculty and 31% were adjunct faculty. In addition, 19% have been with UAA 3 years or less, 35% for 4-10 years, 26% for 11-20 years, and 19% for 20+ years.

## Faculty Perceptions of the Value of General Education

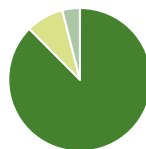
The majority of UAA faculty survey respondents believe general education courses are important for student preparation and development.

■ Important    ■ Neither Important or Unimportant    ■ Unimportant

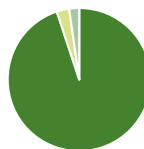
Preparing Students for Overall Academic Success



Preparing Students for Academic Success in their Program



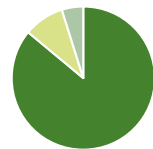
Developing Well-Rounded Students



Preparing Students for the Workplace



Developing Students' Capacity for Citizen Effectiveness



## Faculty Input on General Education Learning Outcomes

The majority of UAA faculty survey respondents indicated that communication and integration of knowledge are the two most important general education learning outcomes. In addition, these learning outcomes are being assessed most frequently by programs.

■ Learning outcomes most important to overall student success  
 ■ Learning outcomes currently being assessed as part of the respondent's program assessment plan

