NWIC Teaching and Learning Environment Survey Results

2009 - 2011 COMPARISONS

2009
19 - Full time faculty completed the survey
   (19 - part time faculty completed the survey)
11 - administrators completed the survey

2011
28 - Full time and prorata faculty completed the survey
16 - administrators completed the survey
Number of years at NWIC (2011 data only)

**FACULTY**
- <1 year = 6 (21.4%)
- 1-5 years = 7 (25%)
- 5-10 years = 8 (28.6%)
- >10 years = 7 (25%)

**ADMINISTRATORS**
- <1 year = 0 (0%)
- 1-5 years = 4 (25%)
- 5-10 years = 5 (31.3%)
- >10 years = 7 (43.8%)
participated in academic program development since Sept. 2007

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2009 (FT only)</strong></td>
<td></td>
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<tr>
<td>Yes – 14 = 74%</td>
<td>Yes – 4 = 36%</td>
</tr>
<tr>
<td>No – 5 = 26%</td>
<td>No – 7 = 64%</td>
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<tr>
<td><strong>2011 (FT &amp; PR)</strong></td>
<td></td>
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<tr>
<td>Yes – 14 = 50%</td>
<td>Yes – 11 = 69%</td>
</tr>
<tr>
<td>No – 14 = 50%</td>
<td>No – 5 = 31%</td>
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</tbody>
</table>
To what extent does the faculty believe that NWIC has established a teaching and learning philosophy?

**FACULTY**

2009 Mean = 3.4

2011 Mean = 3.5

**ADMINISTRATORS**

2009 Mean = 3.0

2011 Mean = 3.5

Note that all mean values on this and subsequent slides ignore “0” (I’m not sure) responses.
To what extent does the faculty believe that NWIC faculty and administration have a shared teaching and learning philosophy?

**FACULTY**
- 2009 Mean = 2.7
- 2011 Mean = 3.1

**ADMINISTRATORS**
- 2009 Mean = 2.4
- 2011 Mean = 3.3
To what extent does the administration believe that NWIC faculty and administration have a shared teaching and learning philosophy?

**FACULTY**

2009 Mean = N/A

(.question not asked of faculty in 2009)

2011 Mean = 3.1

**ADMINISTRATORS**

2009 Mean = 2.9

2011 Mean = 3.5
To what extent does the faculty see a connection between the implementation of the assessment plan and improving teaching and learning at NWIC?

**FACULTY**

2009 Mean = 3.6

2011 Mean = 3.5

**ADMINISTRATORS**

2009 Mean = 3.4

2011 Mean = 3.3
To what extent does the faculty have access to the cultural knowledge and tools necessary to teach at NWIC?

**FACULTY**

- 2009 Mean = 2.7
- 2011 Mean = 2.9

**ADMINISTRATORS**

- 2009 Mean = 3.6
- 2011 Mean = 3.1
To what extent does the faculty have access to the general teaching and learning knowledge and tools necessary to teach at NWIC?

**FACULTY**

- 2009 Mean = 4.0
- 2011 Mean = 3.5

**ADMINISTRATORS**

- 2009 Mean = 3.7
- 2011 Mean = 4.0
To what extent does the faculty at NWIC believe that it is involved in teaching and learning decisions?

**FACULTY**

- 2009 Mean = 2.9
- 2011 Mean = 3.6

**ADMINISTRATORS**

- 2009 Mean = 3.4
- 2011 Mean = 3.6
To what extent do you feel confident in your skills in creating and implementing course assessments?

**FACULTY**

- 2009 Mean = 3.9
- 2011 Mean = 4.0

**ADMINISTRATORS**

- 2009 Mean = 3.2
- 2011 Mean = 3.1
How much do you believe that each of the following factors influence faculty when developing course content?

2009 - FACULTY

- Improvement of student academic success: 4.52
- Affirmation of students' tribal identity: 3.92
- Inclusion of content that interests students: 4.21
- Inclusion of content that relates tribal examples to academic content: 4.15

2011 – FACULTY

- Improvement of student academic success: 4.52
- Affirmation of students' tribal identity: 3.92
- Inclusion of content that interests students: 4.21
- Inclusion of content that relates tribal examples to academic content: 4.28
How much do you believe that each of the following factors influence faculty when developing course content?

**2009 – ADMINISTRATORS**

- Improvement of student academic success: 4.11
- Affirmation of students’ tribal identity: 3.11
- Inclusion of content that interests students: 3
- Inclusion of content that interests the instructor: 3

**2011 – ADMINISTRATORS**

- Improvement of student academic success: 4
- Affirmation of students’ tribal identity: 3.15
- Inclusion of content that interests students: 3.77
- Inclusion of content that relates tribal examples to academic content: 3.69
- Inclusion of content that relates to academic content: 3.39
How much do you believe that each of the following factors influence faculty when deciding what content to teach and what methods to use in teaching courses at NWIC?

**2009 - FACULTY**

- Prior academic knowledge
- Knowledge about NWIC student interests and how they learn
- Academic standards comparable to those used at non-tribal higher education institutions
- Program outcomes developed at NWIC
- How well they address the NWIC institutional mission

**2011 - FACULTY**
How much do you believe that each of the following factors influence faculty when deciding what content to teach and what methods to use in teaching courses at NWIC?

2009 - ADMINISTRATORS

- Prior academic knowledge
- Knowledge about NWIC student interests and how they learn
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- How well they address the NWIC institutional mission

2011 - ADMINISTRATORS

- Prior academic knowledge
- Knowledge about NWIC student interests and how they learn
- Academic standards comparable to those used at non-tribal higher education institutions
- Program outcomes developed at NWIC
- How well they address the NWIC institutional mission
To what extent do you believe that each of the following factors influence faculty in finding out about and determining what native content to teach in courses?

### 2009 - FACULTY

- Asking native students: 4.12
- Asking community members: 4.06
- Attending professional meetings that contain native content: 3.88
- Reading literature with native content: 3.86

### 2011 - FACULTY

- Asking native students: 4.0
- Asking community members: 3.32
- Attending professional meetings that contain native content: 3.24
- Reading literature with native content: 3.2
To what extent do you believe that each of the following factors influence faculty in finding out about and determining what native content to teach in courses?

2009 - ADMINISTRATORS

2011 - ADMINISTRATORS

- asking native students
- asking native faculty or staff
- asking community members
- attending professional meetings that contain native content
- reading literature with native content
How much influence do you believe that each of the following items would have on improving teaching and learning at NWIC?

2009 - FACULTY

- Creation of a physical teaching and learning center: 3.62
- Working with native education specialists: 3.94
- Development of bibliographies of useful teaching and learning tools and information: 4.5
- Development of a faculty learning community, which could include regularly scheduled faculty dialogues: 4

2011 - FACULTY

- Creation of a physical teaching and learning center: 3.06
- Working with native education specialists: 3.72
- Development of bibliographies of useful teaching and learning tools and information: 3.8
- Development of a faculty learning community, which could include regularly scheduled faculty dialogues: 3.68
- Working with teaching and learning initiatives at other higher education institutions
How much influence do you believe that each of the following items would have on improving teaching and learning at NWIC?

2009 - ADMINISTRATORS

- Creation of a physical teaching and learning center: 3.33
- Working with native education specialists: 4.11
- Development of a faculty learning community, which could include: 4.22
- Development of bibliographies of useful teaching and learning tools and information: 3.56

2011 - ADMINISTRATORS

- Creation of a physical teaching and learning center: 4.15
- Working with native education specialists: 3.77
- Development of a faculty learning community, which could include: 4.82
- Working with teaching and learning initiatives at other higher education institutions: 2.89

- Development of bibliographies of useful teaching and learning tools and information: 3.77