

NWIC Teaching and Learning Environment Survey Results

38 faculty completed the survey

Survey taken June 10-July 1, 2009

11 administrators completed the survey

(Leadership Team, Assoc. Deans, Directors)

Survey taken July 19-Aug. 10, 2009

Teaching Responsibilities

FACULTY

- 19 are FT faculty
- 3 are PT at Lummi
- 7 are PT at sites
- 2 are PT IL/OL only
- 4 are non-faculty teaching some courses

ADMINISTRATORS

- 6 have no teaching responsibilities
- 5 teach fewer than 6 credits per year

Length of Employment at NWIC

FACULTY

- 7 less than 1 year
- 16 1 to 5 years
- 5 5 to 10 years
- 9 over 10 years

ADMINISTRATORS

- 0 less than 1 year
- 6 1 to 5 years
- 1 5 to 10 years
- 4 over 10 years

Academic or program committees participated in since Sept. 2007

FACULTY

- 13 Curriculum Committee
- 3 Acad. Standards
- 9 FYE
- 13 FYE Dimensions
- 10 Other
(Accreditation, Service Lrn.,
graduation, fin. Aid, retention,
NES program and internship)
- 9 None

ADMINISTRATORS

- 3 Curriculum Committee
- 3 Acad. Standards
- 4 FYE
- 2 FYE Dimensions
- 5 Other (Title III,
Accreditation)
- 3 None

Participated in academic program development since Sept. 2007

FACULTY

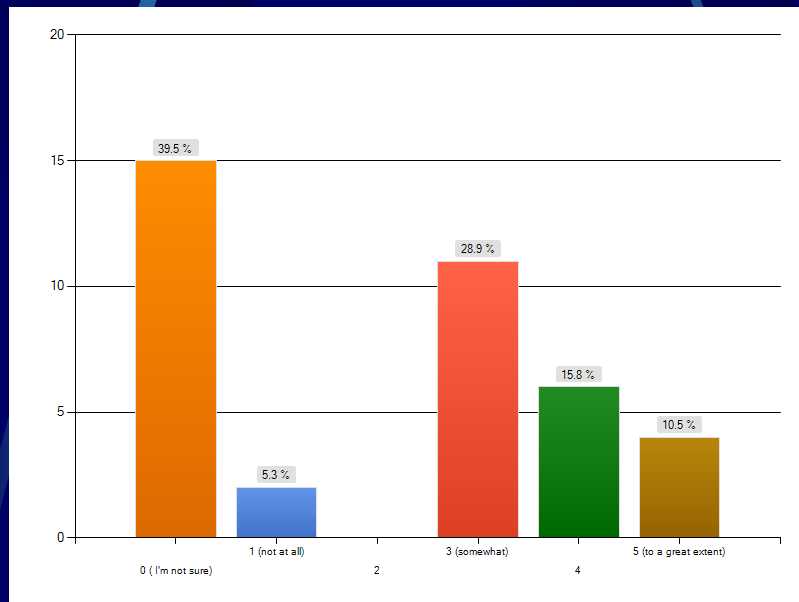
- Yes 21 (14 are FT faculty)
- No 17 (5 are FT faculty)

ADMINISTRATORS

- Yes 4
- No 7

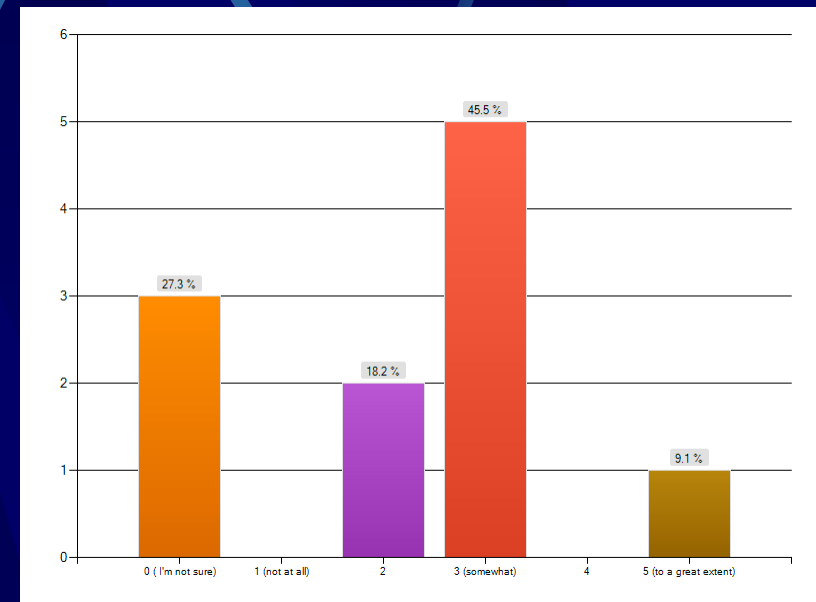
To what extent does the faculty believe that NWIC has established a teaching and learning philosophy?

FACULTY



Mean = 3.4 (same for FT fac)

ADMINISTRATORS

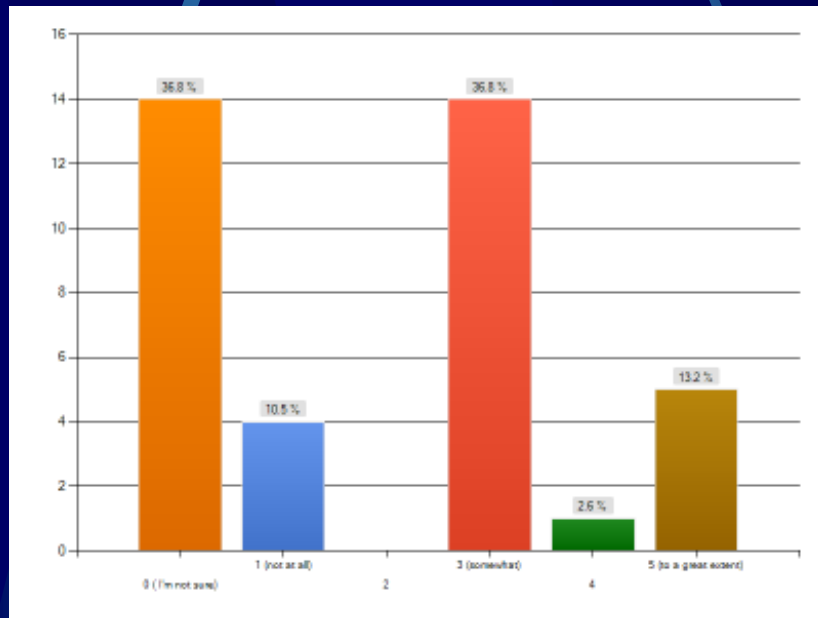


Mean = 3.0

Note that all mean calculations on this and subsequent slides exclude “0” (I’m not sure) responses.

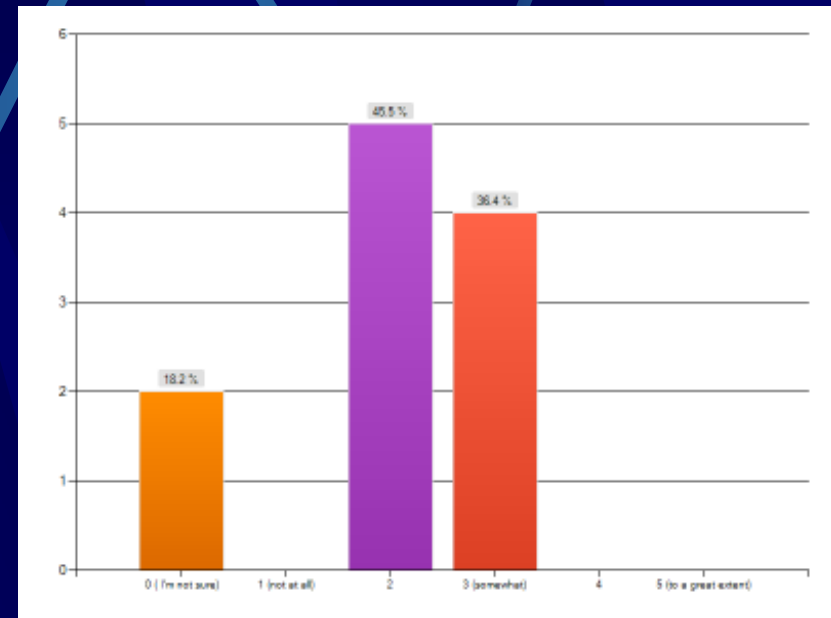
To what extent does the faculty believe that NWIC faculty and administration have a shared teaching and learning philosophy?

FACULTY



Mean = 3.1

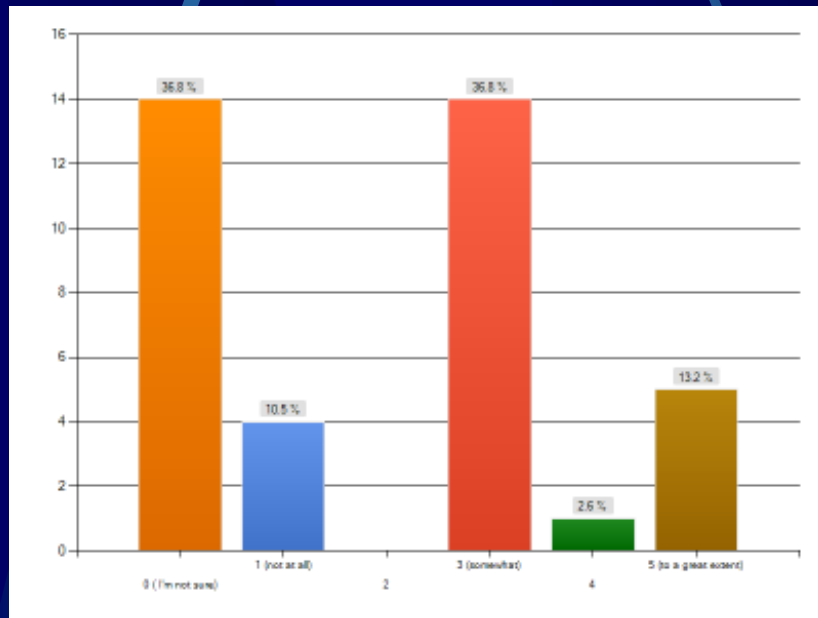
ADMINISTRATORS



Mean = 2.4

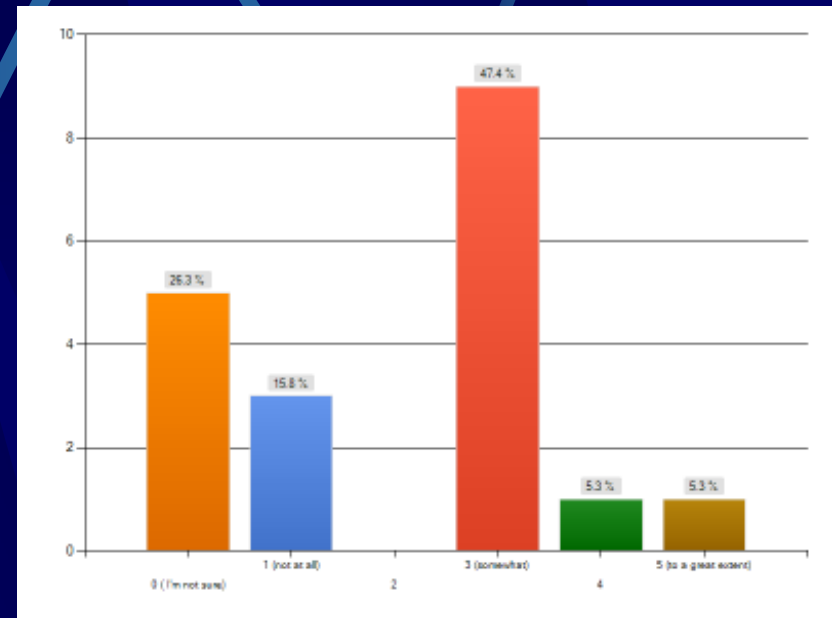
To what extent does the faculty believe that NWIC faculty and administration have a shared teaching and learning philosophy?

ALL FACULTY



Mean = 3.1

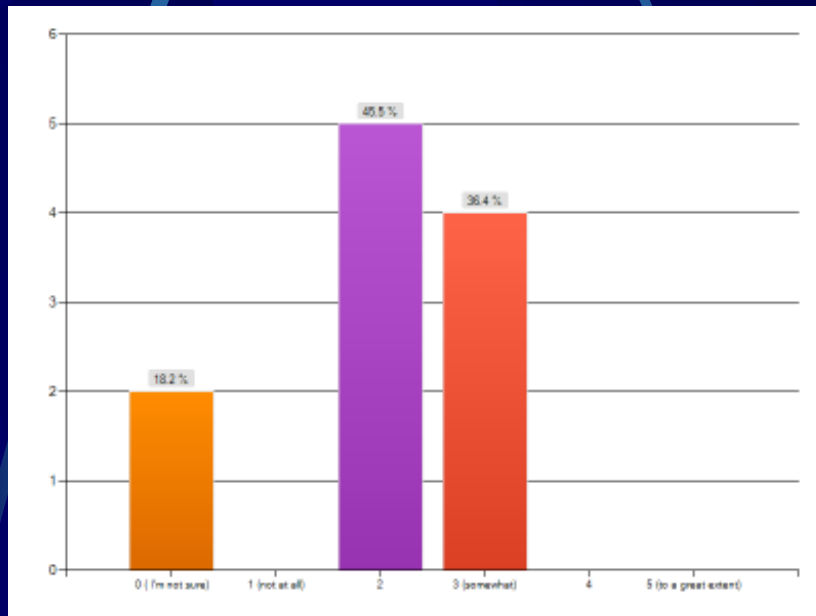
FT FACULTY



Mean = 2.7

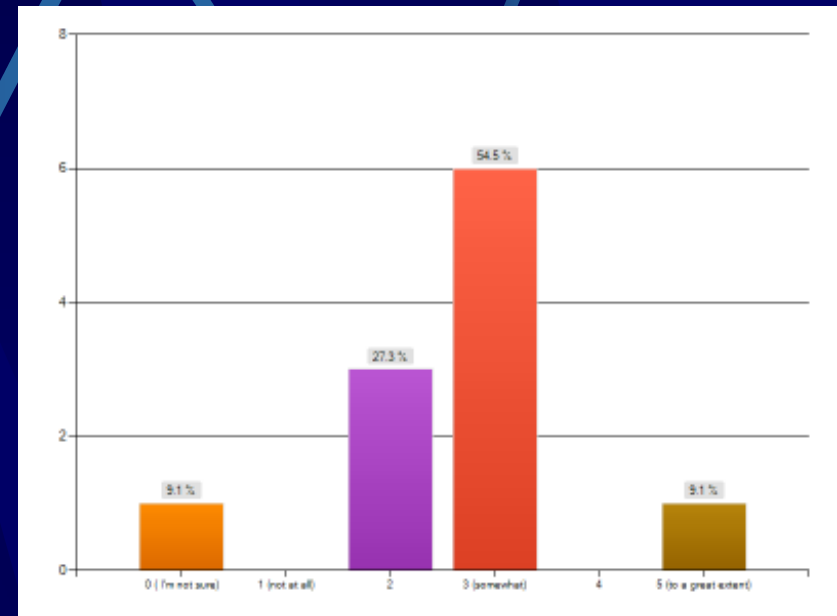
Asked of ADMINISTRATORS only

To what extent does the
FACULTY
believe that NWIC faculty and
administration have a shared
teaching and learning philosophy?



Mean = 2.4

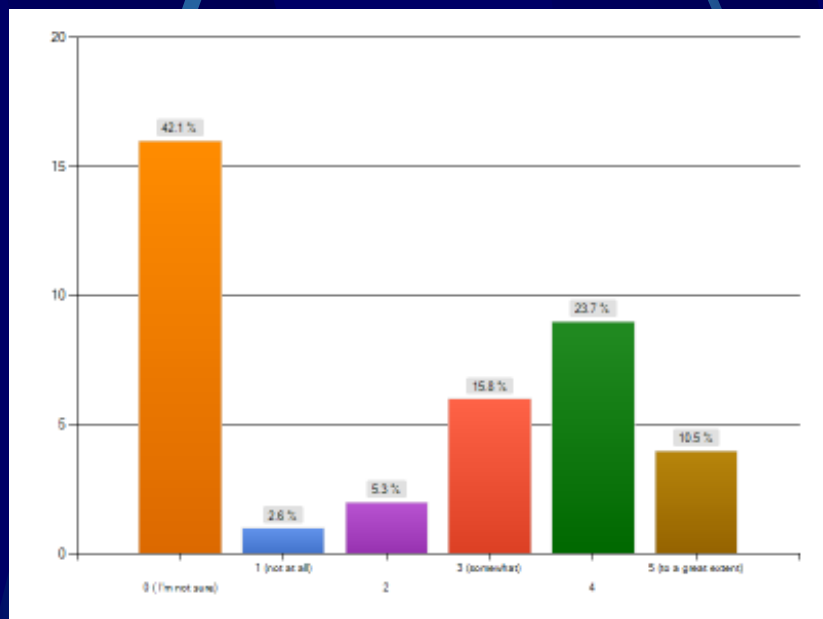
To what extent does the
ADMINISTRATION
believe that NWIC faculty and
administration have a shared
teaching and learning philosophy?



Mean = 2.9

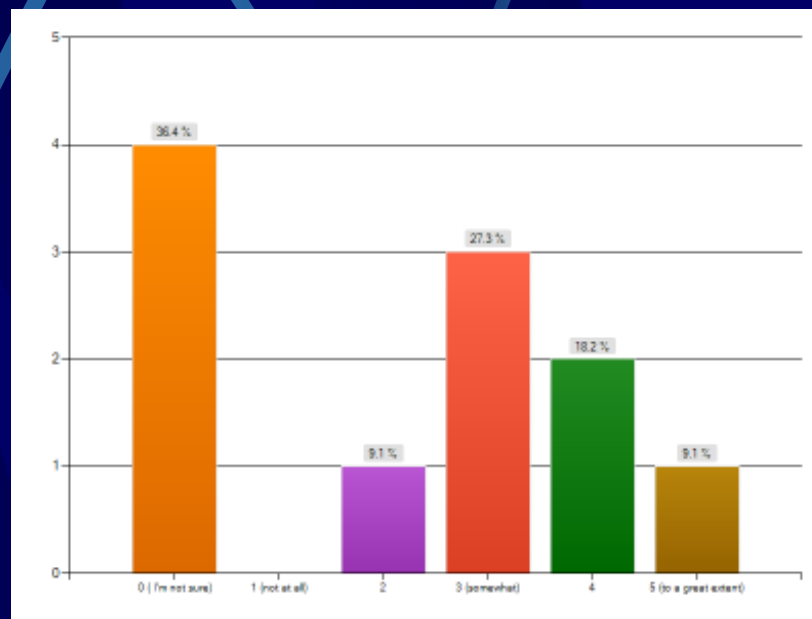
To what extent does the faculty see a connection between the implementation of the assessment plan and improving teaching and learning at NWIC?

FACULTY



Mean = 3.6 (same for FT faculty)

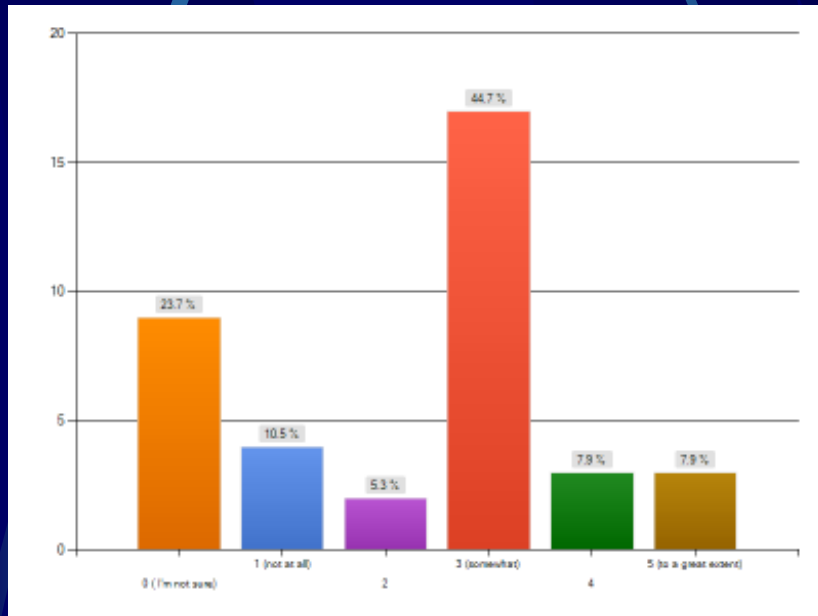
ADMINISTRATORS



Mean = 3.4

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

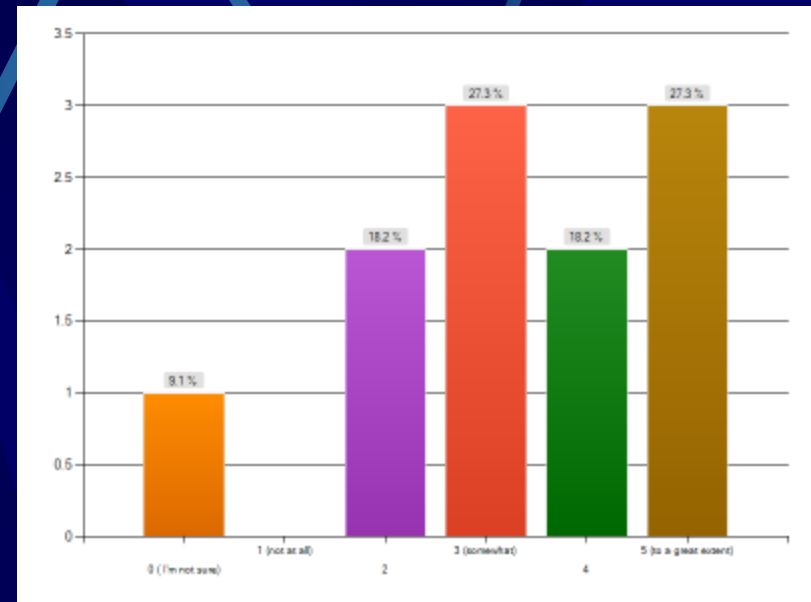
FACULTY



Mean = 3.0 (2.7 for FT faculty)

nearly identical but no “5” responses

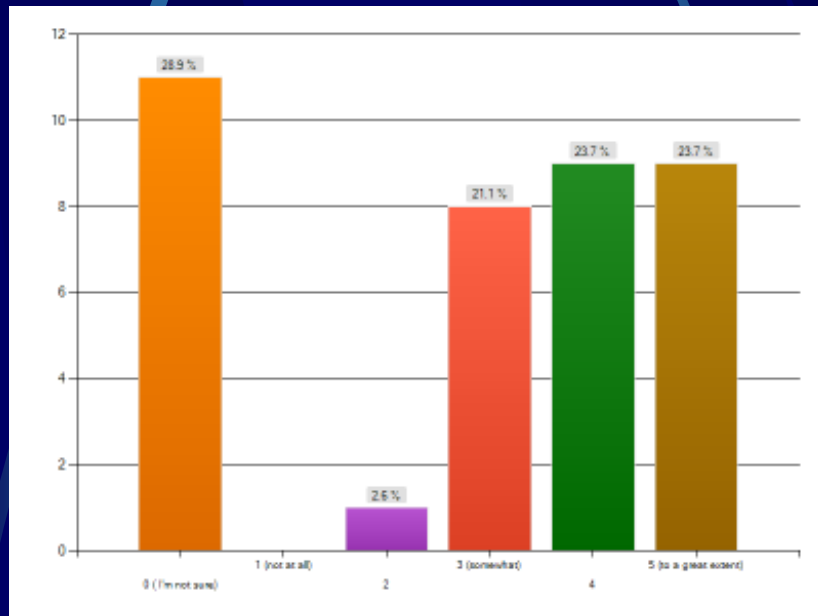
ADMINISTRATORS



Mean = 3.6

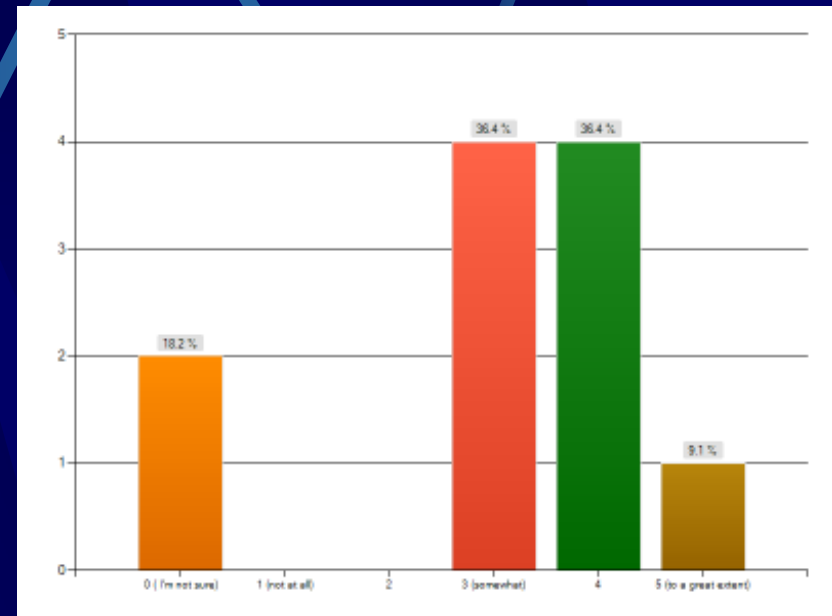
To what extent does the faculty have access to the general teaching and learning knowledge and tools necessary to teach at NWIC?

FACULTY



Mean = 4.0 (same for FT faculty)
except for no "2" responses

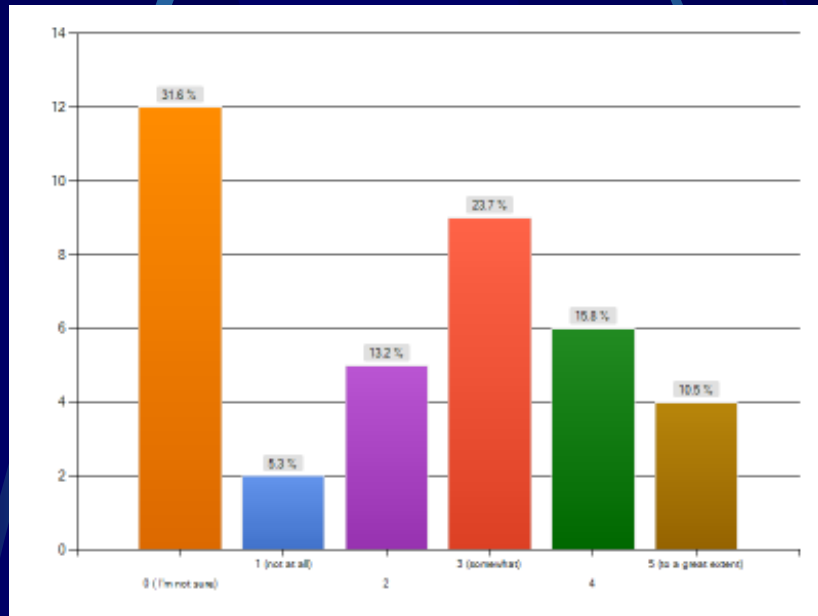
ADMINISTRATORS



Mean = 3.7

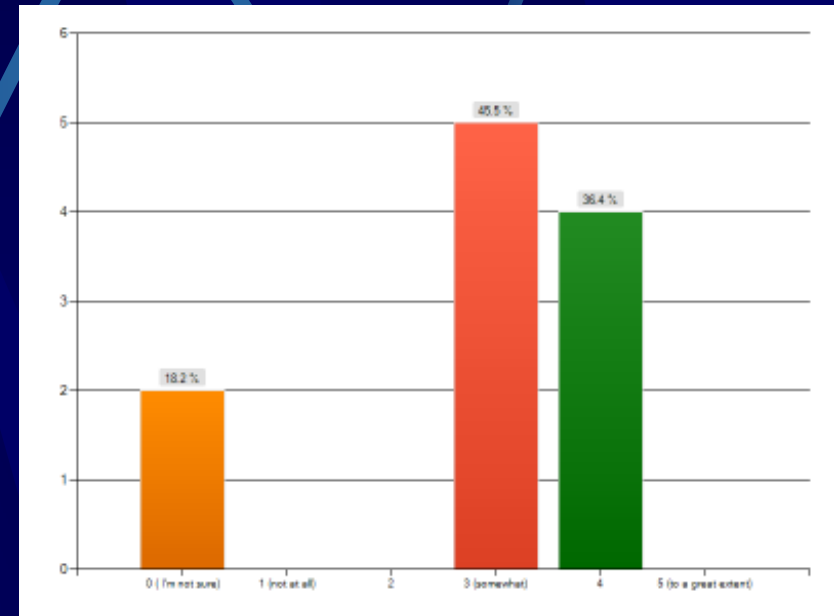
To what extent does the faculty at NWIC believe that it is involved in teaching and learning decisions?

FACULTY



Mean = 3.2 (2.9 for FT Faculty)
Similar distribution with more "2" than "4" responses

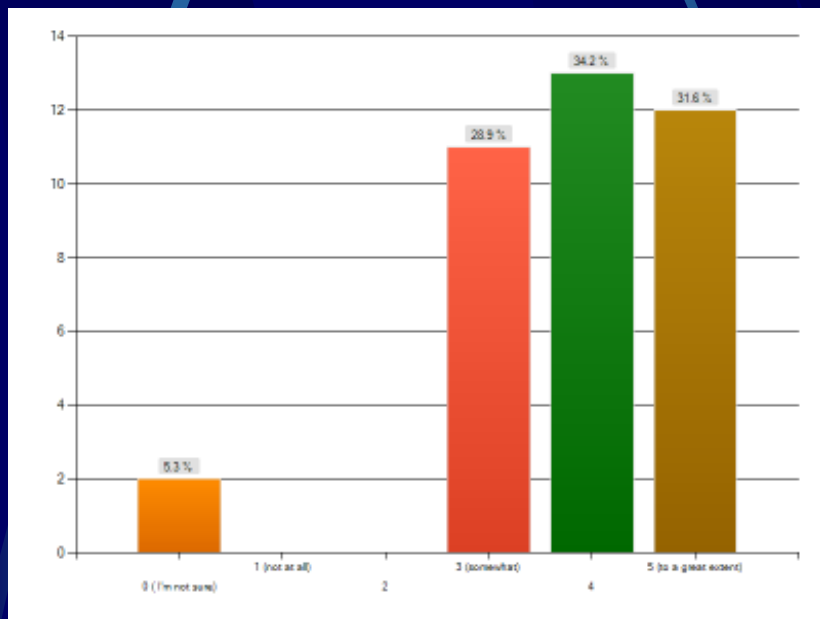
ADMINISTRATORS



Mean = 3.4

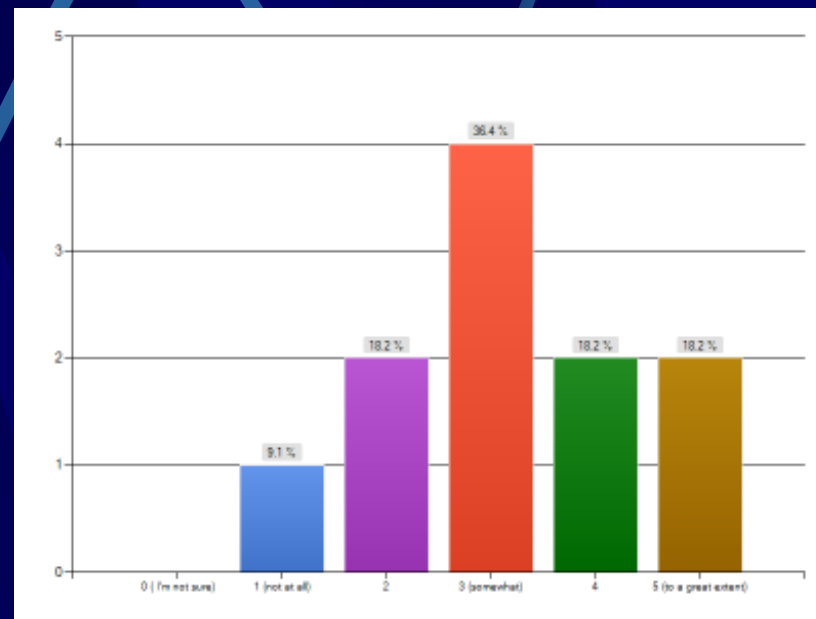
To what extent do you feel confident in your skills in creating and implementing course assessments? Please answer this question from your own perspective rather than for the faculty as a whole.

FACULTY



Mean = 4.0 (3.9 for FT faculty)
more "3" than "4" or "5" responses

ADMINISTRATORS

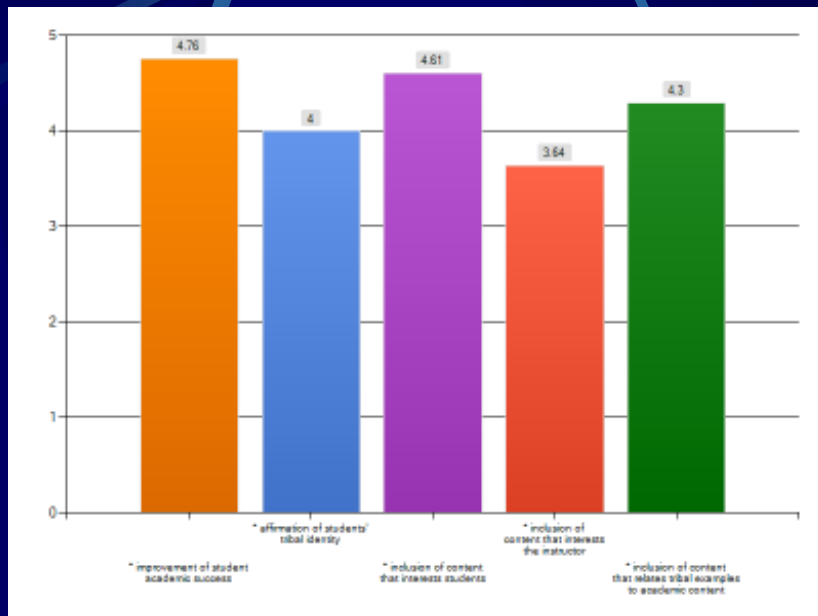


Mean = 3.2

How much do you believe that each of the following factors influence faculty when developing course content?

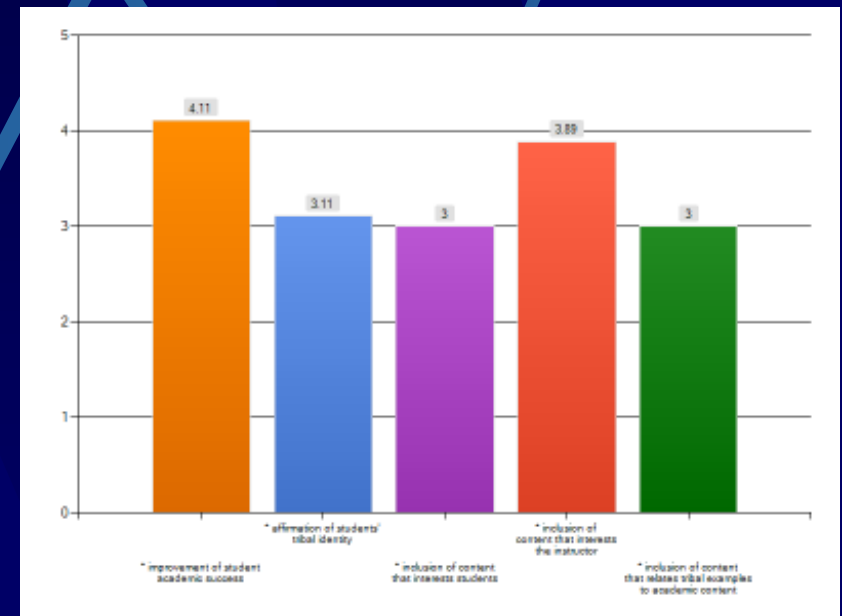
(For faculty – how much do they influence you)

FACULTY



nearly identical for FT faculty

ADMINISTRATORS



The 5 factors to choose from are listed below according to the column colors in the charts above

improvement of
student
academic
success

affirmation of
students' tribal
identity

inclusion of
content that
interests
students

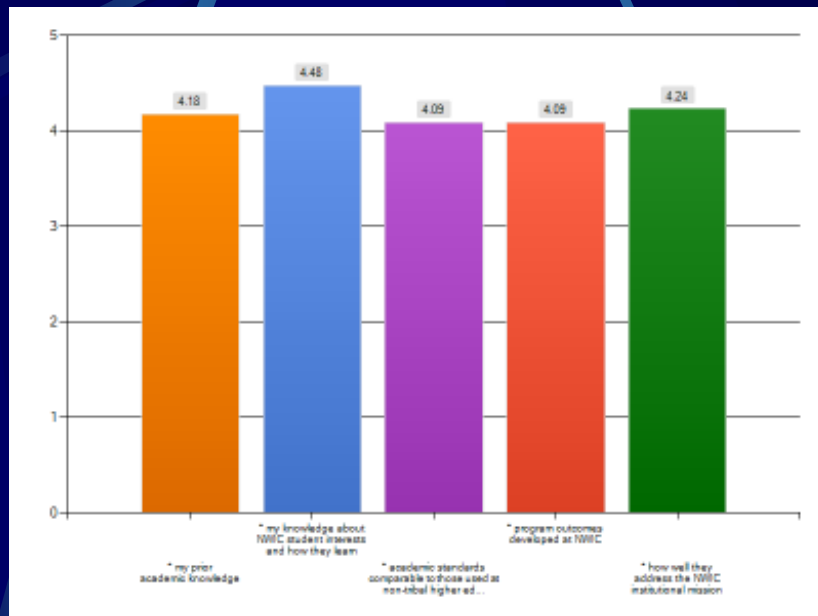
inclusion of
content that
interests the
instructor

inclusion of
content that
relates tribal
examples to
academic content

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?

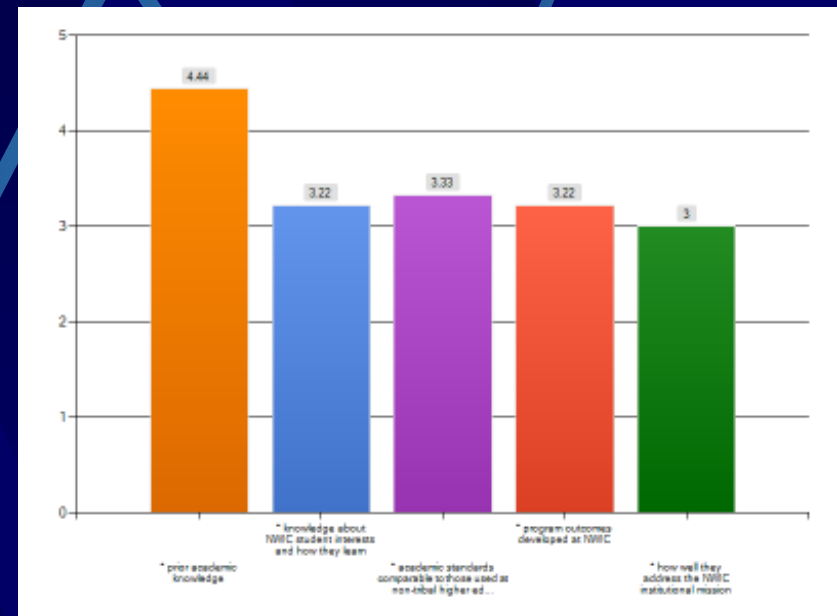
(For faculty – how much do they influence you)

FACULTY



Similar for FT faculty

ADMINISTRATORS



prior academic knowledge

knowledge about NWIC student interests and how they learn

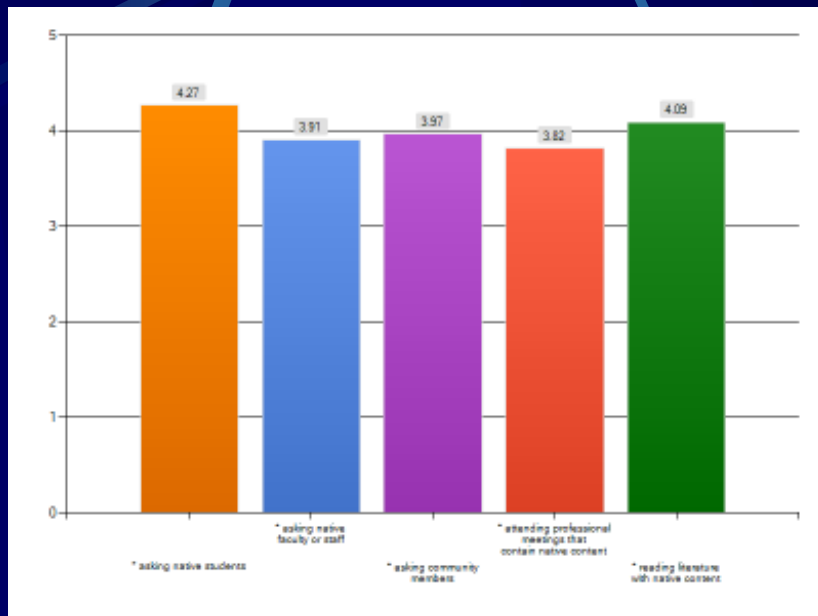
academic standards comparable to those used at non-tribal higher education institutions

Program outcomes developed at NWIC

how well they address the NWIC institutional mission

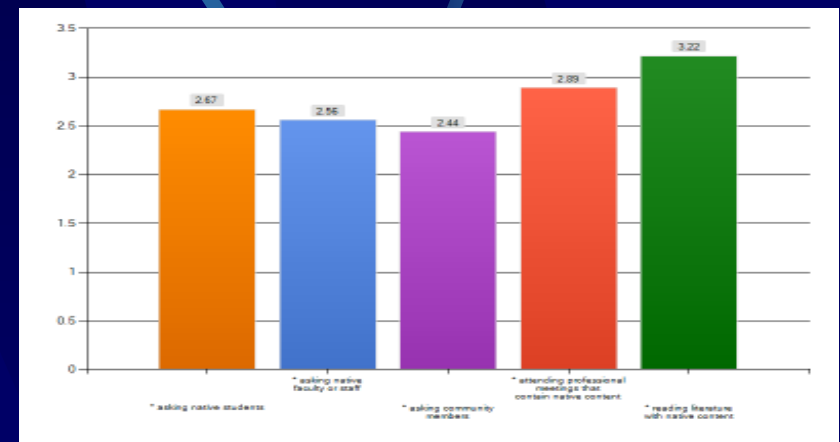
To what extent do you believe that each of the following factors influence faculty in finding out about and determining what native content to teach in courses? (For faculty – how much do they influence you)

FACULTY



Similar for FT faculty with attending meetings higher than reading

ADMINISTRATORS



asking native students

asking native faculty or staff

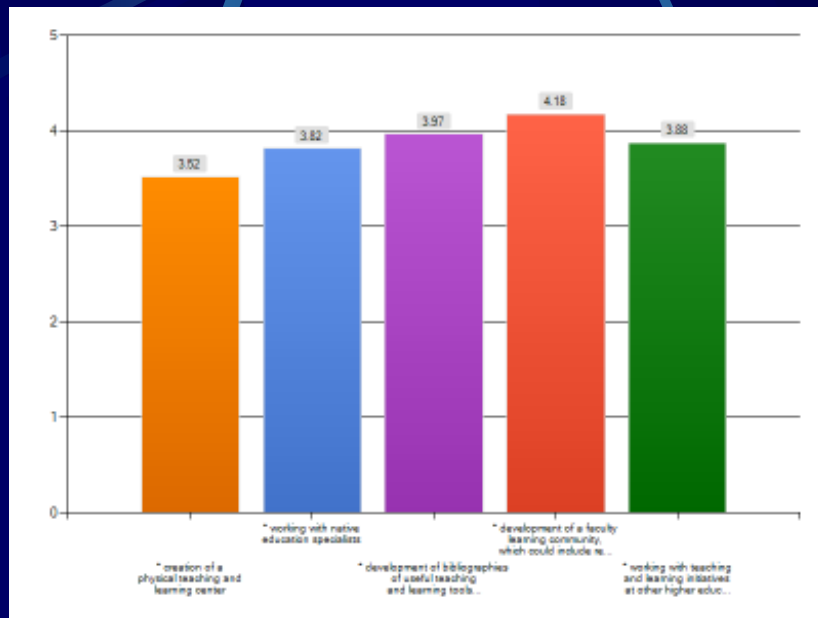
asking community members

attending professional meetings that contain native content

reading literature with native content

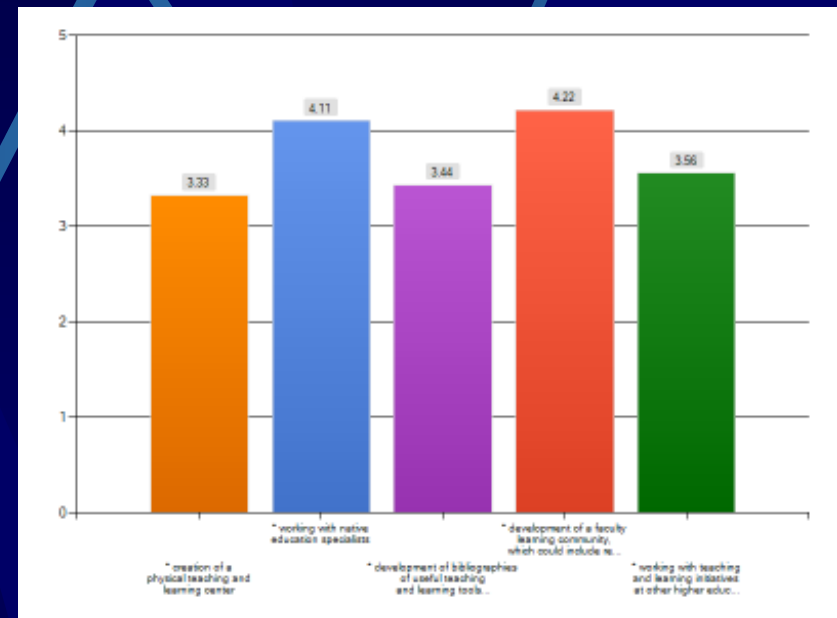
How much influence do you believe that each of the following items would have on improving teaching and learning at NWIC?

FACULTY



Similar for FT faculty with bibliography less
And learning community slightly greater (4.5)

ADMINISTRATORS



creation of a physical teaching and learning center

working with native education specialists

development of bibliographies of useful teaching and learning tools and information

development of a faculty learning community, which could include regularly scheduled faculty dialogues

working with teaching and learning initiatives at other higher education institutions