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

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>ADMINISTRATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 less than 1 year</td>
<td>0 less than 1 year</td>
</tr>
<tr>
<td>16 1 to 5 years</td>
<td>6 1 to 5 years</td>
</tr>
<tr>
<td>5 5 to 10 years</td>
<td>1 5 to 10 years</td>
</tr>
<tr>
<td>9 over 10 years</td>
<td>4 over 10 years</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>ADMINISTRATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>(14 are FT faculty)</td>
<td>(5 are FT faculty)</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>17</td>
<td>7</td>
</tr>
</tbody>
</table>

(14 are FT faculty)
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
To what extent does the **FACULTY** believe that NWIC faculty and administration have a shared teaching and learning philosophy?

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

Mean = 2.4

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

[Bar charts showing responses for FACULTY and ADMINISTRATORS]
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)

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**

- 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

**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

Similar for FT faculty
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**

- Asking native students: 4.27
- Asking native faculty or staff: 3.91
- Asking community members: 3.97
- Attending professional meetings that contain native content: 3.32
- Reading literature with native content: 4.09

**ADMINISTRATORS**

- Asking native students: 2.83
- Asking native faculty or staff: 2.96
- Asking community members: 2.96
- Attending professional meetings that contain native content: 2.02
- Reading literature with native content: 3.22

Similar for FT faculty with attending meetings higher than reading.
How much influence do you believe that each of the following items would have on improving teaching and learning at NWIC?

**FACULTY**

- Creation of a physical teaching and learning center: 4.18
- Working with native education specialists: 4.08
- Development of a faculty learning community, which could include regularly scheduled faculty dialogues: 4.18
- Development of bibliographies of useful teaching and learning tools and information: 3.97

**ADMINISTRATORS**

- Creation of a physical teaching and learning center: 3.57
- Working with native education specialists: 3.92
- Development of a faculty learning community, which could include regularly scheduled faculty dialogues: 4.11
- Development of bibliographies of useful teaching and learning tools and information: 3.85

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

- Working with teaching and learning initiatives at other higher education institutions: 3.36