







Teaching and Learning Environment at NWIC - Spring 2011



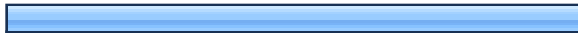
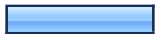


1. Please indicate which of the descriptions in the pull down list best describes your position at NWIC.

		Response Percent	Response Count
Full Time Faculty		0.0%	0
Pro Rata Faculty (<100% FT)		0.0%	0
Administrator with no teaching duties		81.3%	13
Administrator teaching fewer than 6 credits per academic year		12.5%	2
Administrator teaching 6 or more credits per academic year		0.0%	0
Other (please specify below)		6.3%	1
		answered question	16
		skipped question	0

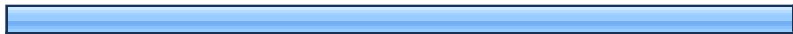

2. How long have you worked at NWIC?

		Response Percent	Response Count
Less than 1 year		0.0%	0
1 to 5 years		25.0%	4
5 to 10 years		31.3%	5
over 10 years		43.8%	7
answered question			16
skipped question			0





3. Which academic or program committees have you participated in since September 2009?

		Response Percent	Response Count
Curriculum Committee		50.0%	8
Academic Standards		0.0%	0
First Year Experience		0.0%	0
Teaching and Learning Committee		12.5%	2
None		12.5%	2
Other (list in comment space below)		25.0%	4
	list additional committees below. Separate each committee name with a comma.		10
answered question			16
skipped question			0

4. Have you participated in developing any new academic programs at NWIC since September 2007?

		Response Percent	Response Count
Yes		68.8%	11
No		31.3%	5
How have you participated?			10
answered question			16
skipped question			0

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





		Response Percent	Response Count
0 (I'm not sure)		25.0%	4
1 (not at all)		0.0%	0
2		12.5%	2
3 (somewhat)		12.5%	2
4		50.0%	8
5 (to a great extent)		0.0%	0

please comment on strengths of the current situation and suggestions for improvement.

4

answered question	16
skipped question	0

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





		Response Percent	Response Count
0 (I'm not sure)		25.0%	4
1 (not at all)		0.0%	0
2		12.5%	2
3 (somewhat)		25.0%	4
4		37.5%	6
5 (to a great extent)		0.0%	0

please comment on strengths of the current situation and suggestions for improvement.

2

answered question	16
skipped question	0






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

		Response Percent	Response Count
0 (I'm not sure)		18.8%	3
1 (not at all)		0.0%	0
2		0.0%	0
3 (somewhat)		43.8%	7
4		31.3%	5
5 (to a great extent)		6.3%	1

please comment on strengths of the current situation and suggestions for improvement. 4

answered question	16
skipped question	0

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






		Response Percent	Response Count
0 (I'm not sure)		25.0%	4
1 (not at all)		0.0%	0
2		18.8%	3
3 (somewhat)		25.0%	4
4		25.0%	4
5 (to a great extent)		6.3%	1

please comment on strengths of the current situation and suggestions for improvement.

2

answered question	16
skipped question	0

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





		Response Percent	Response Count
0 (I'm not sure)		12.5%	2
1 (not at all)		6.3%	1
2		6.3%	1
3 (somewhat)		50.0%	8
4		25.0%	4
5 (to a great extent)		0.0%	0

Please describe the cultural knowledge and tools that would aid faculty in teaching at NWIC

6

answered question	16
skipped question	0




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

		Response Percent	Response Count
0 (I'm not sure)		18.8%	3
1 (not at all)		0.0%	0
2		0.0%	0
3 (somewhat)		6.3%	1
4		68.8%	11
5 (to a great extent)		6.3%	1

Please describe the general teaching and learning knowledge and tools that would aid faculty in teaching at NWIC 4

answered question	16
skipped question	0

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






		Response Percent	Response Count
0 (I'm not sure)		37.5%	6
1 (not at all)		0.0%	0
2		12.5%	2
3 (somewhat)		0.0%	0
4		50.0%	8
5 (to a great extent)		0.0%	0

please comment on strengths of the current situation and suggestions for improvement.

3

answered question	16
skipped question	0

12. To what extent do you feel confident in your skills in creating and implementing course assessments? Please answer this question from your own perspective.

		Response Percent	Response Count
0 (I'm not sure)		12.5%	2
1 (not at all)		18.8%	3
2		0.0%	0
3 (somewhat)		43.8%	7
4		6.3%	1
5 (to a great extent)		18.8%	3

Please describe tools and supports that would help you feel more confident 7

answered question	16
skipped question	0

13. How much do you believe that each of the following factors influence faculty when developing course content? Please rate each factor from 1 to 5, where 1 means that the factor does not influence faculty at all up to 5, which means that the factor influences faculty greatly.

	1 (not at all)	2	3 (somewhat)	4	5 (greatly)	Rating Average	Response Count
* improvement of student academic success	0.0% (0)	7.7% (1)	7.7% (1)	61.5% (8)	23.1% (3)	4.00	13
* affirmation of students' tribal identity	7.7% (1)	7.7% (1)	53.8% (7)	23.1% (3)	7.7% (1)	3.15	13
* inclusion of content that interests students	0.0% (0)	7.7% (1)	15.4% (2)	69.2% (9)	7.7% (1)	3.77	13
* inclusion of content that interests the instructor	0.0% (0)	0.0% (0)	38.5% (5)	53.8% (7)	7.7% (1)	3.69	13
* inclusion of content that relates tribal examples to academic content	0.0% (0)	15.4% (2)	38.5% (5)	46.2% (6)	0.0% (0)	3.31	13
* other (describe below)	0.0% (0)	0.0% (0)	50.0% (1)	50.0% (1)	0.0% (0)	3.50	2
					other influences or additional comments.		2
answered question							13
skipped question							3

14. 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? Please rate each factor from 1 to 5, where 1 means that the factor does not influence faculty at all up to 5, which means that the factor influences faculty greatly.

	1 (not at all)	2	3 (somewhat)	4	5 (greatly)	Rating Average	Response Count	
* prior academic knowledge	0.0% (0)	0.0% (0)	23.1% (3)	69.2% (9)	7.7% (1)	3.85	13	
* knowledge about NWIC student interests and how they learn	7.7% (1)	0.0% (0)	30.8% (4)	61.5% (8)	0.0% (0)	3.46	13	
* academic standards comparable to those used at non-tribal higher education institutions	0.0% (0)	15.4% (2)	38.5% (5)	46.2% (6)	0.0% (0)	3.31	13	
* program outcomes developed at NWIC	0.0% (0)	15.4% (2)	15.4% (2)	61.5% (8)	7.7% (1)	3.62	13	
* how well they address the NWIC institutional mission	0.0% (0)	7.7% (1)	46.2% (6)	46.2% (6)	0.0% (0)	3.38	13	
* other (describe below)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (2)	0.0% (0)	4.00	2	
other influences or additional comments								3
answered question								13
skipped question								3

15. 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? Please rate each factor from 1 to 5, where 1 means that the factor does not influence faculty at all up to 5, which means that the factor influences faculty greatly.

	1 (not at all)	2	3 (somewhat)	4	5 (greatly)	Rating Average	Response Count
* asking native students	0.0% (0)	23.1% (3)	30.8% (4)	38.5% (5)	7.7% (1)	3.31	13
* asking native faculty or staff	7.7% (1)	23.1% (3)	53.8% (7)	15.4% (2)	0.0% (0)	2.77	13
* asking community members	0.0% (0)	46.2% (6)	46.2% (6)	7.7% (1)	0.0% (0)	2.62	13
* attending professional meetings that contain native content	7.7% (1)	23.1% (3)	23.1% (3)	46.2% (6)	0.0% (0)	3.08	13
* reading literature with native content	0.0% (0)	15.4% (2)	15.4% (2)	53.8% (7)	15.4% (2)	3.69	13
* other (describe below)	0.0% (0)	50.0% (1)	50.0% (1)	0.0% (0)	0.0% (0)	2.50	2
					other influences or additional comments.		4
					answered question		13
					skipped question		3

16. How much influence do you believe that each of the following items would have on improving teaching and learning at NWIC? Please rate each item from 1 to 5, where 1 means that the item would not influence teaching and learning at NWIC at all up to 5, which means that the factor would influence teaching and learning at NWIC greatly.

	1 (not at all)	2	3 (somewhat)	4	5 (greatly)	Rating Average	Response Count
* creation of a physical teaching and learning center	7.7% (1)	23.1% (3)	38.5% (5)	30.8% (4)	0.0% (0)	2.92	13
* working with native education specialists	0.0% (0)	7.7% (1)	7.7% (1)	46.2% (6)	38.5% (5)	4.15	13
* development of bibliographies of useful teaching and learning tools and information	0.0% (0)	0.0% (0)	30.8% (4)	61.5% (8)	7.7% (1)	3.77	13
* development of a faculty learning community, which could include regularly scheduled faculty dialogues	0.0% (0)	0.0% (0)	23.1% (3)	46.2% (6)	30.8% (4)	4.08	13
* working with teaching and learning initiatives at other higher education institutions	7.7% (1)	0.0% (0)	53.8% (7)	38.5% (5)	0.0% (0)	3.23	13
* other (describe below)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)	5.00	1

describe other endeavors that would benefit teaching and learning at NWIC or expound on the items above

4

answered question

13

skipped question

3

17. Please comment on any other aspects of the teaching and learning environment at NWIC that you think are important to mention.

	Response Count
	6
answered question	6
skipped question	10

Page 1, Q1. Please indicate which of the descriptions in the pull down list best describes your position at NWIC.

1	Administrative Support	Jun 13, 2011 11:53 AM
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Page 1, Q3. Which academic or program committees have you participated in since September 2009?

1	all of the above	Jul 1, 2011 9:40 AM
2	Teaching and Learning Committee, Achieving the Dream, Accreditation, Science, Institutional Capacity	Jun 17, 2011 2:26 PM
3	Development Team, PR Team	Jun 15, 2011 1:25 PM
4	Curriculum Committee, T and L Institute, Achieving the Dream	Jun 13, 2011 2:05 PM
5	Teacher Education; Human Services	Jun 13, 2011 1:37 PM
6	Gardening, Public Relations, Coop Ext. Advisory Board	Jun 13, 2011 11:33 AM
7	first year experience	Jun 5, 2011 8:58 PM
8	Accreditation	Jun 3, 2011 12:16 PM

Page 1, Q3. Which academic or program committees have you participated in since September 2009?

9	Strategic Planning; Accreditation 2010 Self Study; NWCCU Year One Report	Jun 1, 2011 11:41 AM
10	BSNES Working Group, Science Faculty Meetings	May 31, 2011 8:42 PM

Page 1, Q4. Have you participated in developing any new academic programs at NWIC since September 2007?

1	As the Associate Dean of Academics, I have acted in a supportative role	Jul 1, 2011 9:40 AM
2	Leadership, input on programs	Jun 30, 2011 10:25 PM
3	Supported developers of programs with Curriculum COmmittee materials, outcomes, syllabi,etc.	Jun 17, 2011 2:26 PM
4	I have participated through the development of student scholarships and fund raising.	Jun 15, 2011 1:25 PM
5	aiding faculty and administrators with CC processes and forms for creation of new programs.	Jun 13, 2011 2:05 PM
6	Supervising someone who developed the Tribal Casino Management, and someone who teaches Honor the Gift of Food	Jun 13, 2011 11:33 AM
7	Helped to guide and provide oversight to the development of new academic programs.	Jun 5, 2011 8:58 PM
8	Completed Phase 1 of form to add new 4-Yr program of study	Jun 1, 2011 11:41 AM
9	Helping to revise and improve the BSNES program	May 31, 2011 8:42 PM
10	outcomes	May 31, 2011 1:48 PM

Page 1, Q5. To what extent does the faculty believe that NWIC has established a teaching and learning philosophy?

1	Have a philosophy that had lots of input	Jun 30, 2011 10:25 PM
2	Increased since 2009 with faculty teaching and learning in-services and articulation of a philosophy statement. Still need to make it concrete and put it into practice.	Jun 17, 2011 2:26 PM

Page 1, Q5. To what extent does the faculty believe that NWIC has established a teaching and learning philosophy?

- | | | |
|---|--|----------------------|
| 3 | I have been out of the loop on this issue as my work is mostly fund raising. | Jun 15, 2011 1:25 PM |
| 4 | We now have a draft T and L Philosophy statement | Jun 13, 2011 2:05 PM |

Page 1, Q6. To what extent does the faculty believe that NWIC faculty and administration have a shared teaching and learning philosophy?

- | | | |
|---|--|----------------------|
| 1 | Increased since 2009. Need more faculty/administration conversation about how to put the philosophy into practice. | Jun 17, 2011 2:26 PM |
| 2 | I think an annual retreat of the faculty and administration working together on teaching and learning would help improve a shared vision and philosophy. | Jun 15, 2011 1:25 PM |

Page 1, Q7. To what extent does the administration believe that NWIC faculty and administration have a shared teaching and learning philosophy?

- | | | |
|---|---|-----------------------|
| 1 | I believe there has been significant progress because of outcomes development and academic discussions. | Jun 30, 2011 10:25 PM |
| 2 | Need more faculty/administration dialogue with concrete results. | Jun 17, 2011 2:26 PM |
| 3 | Again, faculty and administration working together to come to a shared philosophy would greatly improve moving closer to a shared philosophy. | Jun 15, 2011 1:25 PM |
| 4 | The process of working on the Strategic Plan was a good exercise in the development of a shared teaching and learning philosophy. | May 31, 2011 4:01 PM |

Page 1, Q8. To what extent does the faculty see a connection between the implementation of the assessment plan and improving teaching and learning at NWIC?

- | | | |
|---|--|----------------------|
| 1 | Faculty hear more connections between assessment and teaching and learning with the focus on program outcomes and assessment this past year. | Jun 17, 2011 2:26 PM |
|---|--|----------------------|

Page 1, Q8. To what extent does the faculty see a connection between the implementation of the assessment plan and improving teaching and learning at NWIC?

2	Thate past 2 years of the T and L Initiative have helped bridge the gap between assessment and T and L.	Jun 13, 2011 2:05 PM
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Page 1, Q9. To what extent does the faculty have access to the cultural knowledge and tools necessary to teach at NWIC?

1	This has improved for longer serving faculty but needs deliberate effort to male connections for newer faculty.	Jun 30, 2011 10:25 PM
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2	There has been greater openness with specific usable cultural knowledge, such as dissemination of a bibliography. We need ongoing and regular dialogue between CSI and all faculty on how to use those resources. That will require ongoing trust building.	Jun 17, 2011 2:26 PM
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3	Strengthening the utilization of the Coast Salish Institute as a resource of knowledge as it develops.	Jun 15, 2011 1:25 PM
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4	It has improved in the past few years although faculty are still do not feel as as connected with the cultural resources as they would like.	Jun 13, 2011 2:05 PM
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5	depends on the individual	Jun 3, 2011 3:51 PM
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6	still no outcomes for these programs, science and native studies	May 31, 2011 1:48 PM
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Page 1, Q10. To what extent does the faculty have access to the general teaching and learning knowledge and tools necessary to teach at NWIC?

1	The website toolkit and professional development activities are more relevant and useful as are the action research projects.	Jun 30, 2011 10:25 PM
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2	Increased during the past two years due to the Teaching and Learning Initiative.	Jun 17, 2011 2:26 PM
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3	Has improved in the past 2 years.	Jun 13, 2011 2:05 PM
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4	common understanding, language and definitions of indigenous knowledge and teaching	May 31, 2011 1:48 PM
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Page 1, Q11. To what extent does the faculty at NWIC believe that it is involved in teaching and learning decisions?

1	I hear faculty participating more in discussion and decisions about teaching and learning decisions. Increased faculty participation in Curriculum Committee meetings is evidence of increased participation. Faculty will have involvement as the meaning of "shared governance" at NWIC unfolds.	Jun 17, 2011 2:26 PM
2	I believe it is important to have clarity of how decisions are made and what went into the decisions.	Jun 15, 2011 1:25 PM
3	Communication and requests for input have improved. I hear this from many faculty.	Jun 13, 2011 2:05 PM

Page 1, Q12. To what extent do you feel confident in your skills in creating and implementing course assessments? Please answer this question from your own perspective.

1	Updated Assessment Plan, an academic plan, updated NWIC outcomes that tie together NWIC mission and program and course outcomes into a coherent process.	Jun 17, 2011 2:26 PM
2	Not being involved with course assessment in several years, I would first like an update of what our criteria is for assessment and training for fresh new ideas. I would also like guidance on making cultural content and relevance a top priority for every course.	Jun 15, 2011 1:25 PM
3	I feel fortunate to have been very involved with the NWIC T and L assessment from its inception.	Jun 13, 2011 2:05 PM
4	I don't do that myself. I have staff who do.	Jun 13, 2011 11:33 AM
5	I still ask individuals who I think have more experience by than I	Jun 3, 2011 3:51 PM
6	not applicable, I do not have a teaching assignment, however my office does provide assessment data	Jun 1, 2011 11:41 AM
7	I'm rusty and could learn more.	May 31, 2011 4:01 PM

Page 2, Q13. How much do you believe that each of the following factors influence faculty when developing course content?

Please rate each factor from 1 to 5, where 1 means that the factor does not influence faculty at all up to 5, which means that the factor influences faculty greatly.

1	As an observer, I would say that there are always those that are on somewhat influenced by the above factors. some more, some less. It is difficult to rate all faculty in one group.	Jun 15, 2011 1:39 PM
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Page 2, Q13. How much do you believe that each of the following factors influence faculty when developing course content?

Please rate each factor from 1 to 5, where 1 means that the factor does not influence faculty at all up to 5, which means that the factor influences faculty greatly.

2	I assume all of that but I really don't know.	Jun 13, 2011 11:39 AM
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Page 2, Q14. 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?

Please rate each factor from 1 to 5, where 1 means that the factor does not influence faculty at all up to 5, which means that ...

1	Since program outcomes have only recently been developed for programs at NWIC and, for most programs, done so after the program and courses were developed, they don't have a strong influence on the program content YET.	Jun 17, 2011 2:47 PM
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2	The link between program outcomes and specific course teaching and assessment activities is still immature and will, hopefully, become stronger in the next few years.	Jun 13, 2011 2:05 PM
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3	Again - I assume that.	Jun 13, 2011 11:39 AM
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Page 2, Q15. 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?

Please rate each factor from 1 to 5, where 1 means that the factor does not influence faculty at all up to 5, which means that the f...

1	Discussions with other faculty. Using T and L website resources.	Jun 13, 2011 2:05 PM
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2	Sometimes non-Native people have trouble when asking Native faculty and staff and community members. This may keep them from asking again.	Jun 13, 2011 11:39 AM
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3	I really have no clue about this.	Jun 13, 2011 11:30 AM
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4	the math teacher started a reading club to enhance his native understanding, but hardly anyone attends. But he is still doing it-and looking for other ways to educate himself.	Jun 3, 2011 4:04 PM
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Page 2, Q16. How much influence do you believe that each of the following items would have on improving teaching and learning at NWIC?

Please rate each item from 1 to 5, where 1 means that the item would not influence teaching and learning at NWIC at all up to 5, which means that the factor would influenc...

1	Honest dialogues that build relationship between among faculty and administrators, bridging between natives and non-natives, focused on achieving the mission of the college in the classroom.	Jun 17, 2011 2:47 PM
2	I think that faculty would be greatly influenced by working with community elders including at other reservations site to develop the teaching and learning criteria. Maybe create a College Council of Elders to advise faculty around traditional ways of knowing.	Jun 15, 2011 1:39 PM
3	Creation of a more coherent assessment process connecting College mision with College outcomes. Tools and report mechanisms for faculty to use the assessment processes. Regular sharing of T and L practices between faculty.	Jun 13, 2011 2:05 PM
4	I always benefit from learning what our fellow TCUs are doing.	Jun 13, 2011 11:39 AM

Page 2, Q17. Please comment on any other aspects of the teaching and learning environment at NWIC that you think are important to mention.

1	Indigenous knowledge should be at the top of the priority for each course and program at NWIC. The difficult part is to put that into action but I believe it is possible. We need to stand apart from mainstream colleges and yet show we meet and exceed the standards of accreditation.	Jun 15, 2011 1:39 PM
2	The Curriculum Committee is seen as a barrier in itself to moving curricula forward. Things take much longer than they should.	Jun 13, 2011 11:39 AM
3	The way things have gone with the curriculum committee lately, I can't imagine anyone wanting to bring forth a new course. We have to fix this.	Jun 13, 2011 11:30 AM
4	The creation of an academic plan that would connect all of the components related to the T/L initiative would help us establish goals, track progress, and ensure that, collectively, we are moving in the right direction.	Jun 5, 2011 9:08 PM
5	Sponsorship by grants has benefited NWIC T&L initiatives.	Jun 1, 2011 11:47 AM
6	I'm not sure I am qualified to comment fairly on all aspects of faculty involvement.	May 31, 2011 4:07 PM