

OIR Assessment Tool
HERI Faculty Survey, 2007-08
Date of Review: November 13, 2009

Purpose of Survey: **“The goal of this survey is to provide UND with information about attitudes, experiences, concerns, job satisfaction, workload, teaching practices, and professional activities of faculty and administrators. This survey reports information only for faculty who are engaged in undergraduate teaching.”(p. 6 HERI Faculty Survey, 2007-08). The results of this survey of UND faculty are compared to two previous surveys at UND (1992; 2002) and to national surveys of undergraduate teaching faculty.**

1. The data collected addresses information relating to what university group or situation? (I.e., from whom is the university collecting this information? Whose perceptions are we reading?) **Faculty at all levels (undergraduate faculty, graduate faculty, administrators are surveyed but the report focuses specifically on responses from undergraduate faculty (who comprised the majority of respondents).**
2. How often is this tool used and analyzed? What time of year? **This is the third time the survey has been administered at UND; prior years were 1992 and 2002**
3. To whom does the assessment group believe that an analysis of this report would be beneficial? In other words, what individuals, departments, or programs need this information in order to have reliable information to ‘close the loop’ on their assessment process? **Academic programs across campus, department chairs, program directors, faculty work in diversity studies, faculty and administrators working within distance education programs and teaching, and Essential Studies Committee members and director.**
4. Are there findings which may be of potential interest to other parties on campus? Who should be encouraged to access these findings? **See response to # 3 above.**
5. Who is responsible to provide the assessment group the information for this report? **Office of Institutional Research**
6. What UND student learning goals are assessed?
 - a. Use Y, N, ? to indicate whether the instrument collects data relevant to each of the following Institutional and/or General Education goals:

__**Yes**__ 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
__**Yes**__ 2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)

- ___ **Yes** ___ 3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)
- ___ **Yes** ___ 4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)
- ___ **Yes** ___ 5 Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”)
- ___ **Yes** ___ 6 Diversity (“demonstrate understanding of diversity and use that understanding...”)
- ___ **Yes** ___ 7 Lifelong learning (“commit themselves to lifelong learning”)
- ___ **Yes** ___ 8 Service/citizenship (“share responsibility both for their communities and for the world”)

b. Additional goals

7. What are the findings/results of this tool?
- a. From Question 5a above: For the goals with a Y or ?, describe the relevant findings/results from this survey:

It is worth noting that faculty rank their top goals for undergraduate students as including helping students “develop the ability to think clearly, help master knowledge in discipline, help students evaluate quality and reliability of information, and promote ability to write effectively” – each of these items, except the one specific to the discipline, directly aligns with one of UND’s ES goals, and each has greater than 90% of faculty ranking the goal as “very important” or “essential.” This suggests very strong faculty buy-in for ES goals. Furthermore, the next two items on the list of very important/essential goals for undergraduate students are “teach tolerance and respect for different beliefs” and “develop creative capacities.” These are also among UND’s ES goals. These findings provide strong evidence for faculty valuing of ES goals.

b. Other findings/results

Lifelong learning is not directly mentioned and service/citizenship (“instill community service”) was cited as very important/essential by around 50% of respondents.

[See Table from HERI report attached to the end of this form for more detail.]

8. What evidence is provided or should be provided to support the results of the survey? **Data are presented and analyzed in a meaningful way. I don’t believe anything else is needed.**
9. What evidence does the assessment group believe should be collected/compiled for the next accreditation visit? **Information from the attached table that can be correlated with program’s student learning outcomes is most likely to be useful.**

10. Is this tool a direct measure, an indirect measure, or a non-measure of student learning? **Indirect measure and a non-measure of student learning.**
11. Does this tool empower individuals or the university to better understand and assess student learning at the university? If so, how? **Yes, in so far as this survey provides information regarding how faculty value various student learning outcomes (which probably impacts program goals/assessments and student learning itself).**
12. Is there a better way to obtain or report the data to be analyzed? **No**
13. Does the tool reflect a culture of assessment at UND? **Yes, although as previously noted, it reflects faculty attitude and values rather than learning itself.**
14. Does the tool need increased university or administrative support or faculty involvement in order to make it more useable or effective? **A greater number of respondents would help, but overall this survey is supported at all levels of the SBHE and University. Furthermore, UND's response rate is consistent with (and actually better than) rates nationwide.**
15. Does the assessment group need any administrative insight or guidance in order to analyze the tool effectively? **No**
16. What value does the committee place on this tool for helping to achieve the university's assessment plan? **In regard to what faculty think is important for student learning (curricula, and how content is presented and evaluated), it is very important.**
18. Review Summary (one or two sentences)
This survey should be of great interest to faculty, Department Chairs, Deans, Provost and other Vice Presidents, and the University President. The survey provides a great deal of insight into who the U.G faculty are and what they value in their teaching and for their students. The information in this survey could be very helpful to programs when recruiting new faculty and when marketing UND to the larger community, in that it describes what is valued at UND.
19. Recommendations of the Reviewers – **A reminder should be sent to departments about the availability of this survey. We may want to suggest that the information on the survey be reviewed in light of administrators' own program reviews and assessments.**
20. What might faculty want to know about this survey? *(Please provide one to two paragraphs describing some findings from this survey. These paragraphs will be*

forwarded to academic departments as a means of keeping them informed about the existence of information that might be useful to them.)

“Results of the HERI Faculty Survey provide us with a snapshot of faculty perceptions and how they compare to national norms. This broad array of information on the characteristics, activities, work load, job satisfaction, sources of stress, professional goals, perceptions about their institutions, and views on higher education issues of faculty and academic administrators allow us to further define faculty teaching at UND and how that impacts student learning. Findings about faculty valuing of various possible learning outcomes are especially information and very strongly support the importance of goals within the ES program.

The summary in this report is focused on UND full time undergraduate faculty (FTUG) only. The report also indicates the differences between FTUG faculty at UND and the same type of faculty at public universities. It may be interesting for further study to also evaluate responses from administrative and graduate faculty although lower numbers of respondents currently preclude such analysis.

Overall, faculty express satisfaction with their career choice at UND. When asked if they were to begin their careers again, 85.5% of the FTUG faculty would again choose to be a college professor, and 71.7% would again come to UND. It is of concern, however, that one-half of the FTUG faculty has considered leaving UND for another institution, and nearly forty percent (38.9%) has considered leaving academe. When asked about overall job satisfaction, 73.3% report being satisfied or very satisfied.” (Taken from p. 31- IV. Summary, 2007-08 HERI Faculty Survey Report)

Submitted by: Wayne Swisher and Joan Hawthorne

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Goals for Undergraduates noted as “very important” or “essential”	2008 UND FTUG			2008 Public University FTUG			2002 UND FTUG
	M	F	Total	M	F	Total	Total
Develop ability to think critically	98.7	100.0	99.2	99.4	100.0	99.6	100.0
Help students evaluate the quality and reliability of information	96.1	98.1	96.9	96.1	98.5	96.9	NA
Promote ability to write effectively	94.8	96.3	95.4	95.1	97.1	95.8	NA
Help master knowledge in a discipline	96.1	92.6	94.7	94.3	94.1	94.2	NA
Teach students tolerance and respect for different beliefs	77.9	90.7	83.2	73.7	90.5	79.7	NA
Develop creative capacities	76.6	87.0	80.9	82.5	81.1	82.0	NA
Prepare students for employment after college	72.7	88.9	79.4	78.1	84.5	80.4	71.2
Instill a basic appreciation of the liberal arts	71.4	74.1	72.5	64.3	71.3	66.8	NA
Enhance students' knowledge of and appreciation for other racial/ethnic groups	62.3	85.2	71.8	64.5	84.5	71.6	67.8
Engage students in civil discourse around controversial issues	61.0	75.9	67.2	62.4	77.2	67.7	NA
Help students develop personal values	62.3	70.4	65.6	57.1	63.2	59.3	59.9
Enhance students' self-understanding	54.5	81.5	65.6	64.0	72.6	67.1	68.9
Prepare students for graduate or advanced education	64.9	64.8	64.9	72.6	73.2	72.8	54.8
Develop moral character	61.0	70.4	64.9	62.2	68.4	64.4	59.9
Instill in students a commitment to community service	42.9	58.5	49.2	43.3	57.7	48.4	38.6
Encourage students to become agents of social change	35.1	64.8	47.3	42.8	65.3	50.8	NA
Provide for students' emotional development	39.0	51.9	44.3	38.8	48.6	42.3	37.3
Study a foreign language	41.6	41.5	41.5	49.3	57.2	52.1	37.5
Teach students the classic works of Western civilization	29.9	13.0	22.9	31.1	28.6	30.2	28.8
Prepare students for family living	13.0	25.9	18.3	15.1	18.0	16.1	14.1