



HORIZON UNIVERSITY

STUDENT EXPERIENCE INVENTORY

2017

Number of Responses: 10

Selected Highlights

The following statements reflect a sample of some of the important information contained in the Faculty Satisfaction Inventory results. There is more to be gleaned from a careful review of the survey results.

- Demographics:
 - 90% of the faculty are male, 10% female
 - 10% of the faculty over 60 years, 10% under 30, and 10% between the ages of 30-40.
 - 100% are Caucasian
- 0% of the faculty have been teaching for over 15 years, with 20% 2-4 years, 40% one year, 30% 5-9, and 10% 10-15.
- 100% identified themselves as adjunct faculty.
- 50% indicated that they teach between 1-2 courses in a year, 40% 5-6 courses in a year, with 0% indicating more than 10.
- 10% indicated that they teach primarily on-campus, with 90% primarily online.

Satisfaction scores related to Faculty Support

Highest Scores:

Satisfaction Item	Score *
Available office space to meet with students	6.0
Availability of the Department Dean or other supervisor	5.9

Lowest Scores:

Satisfaction Item	Score *
Interaction with other faculty	5.1
Faculty Meetings/Professional Development	5.2
IT support	5.3
Communication of campus events and activities	5.3
Availability of Faculty Handbook information	5.6
Administrative support	5.6

* Reported on a 6-point scale

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Satisfaction scores related to Teaching Support and Professional Development

Highest Scores:

Satisfaction Item	Score *
Classroom environment	5.4
Participation and Support in the assessment of student learning outcomes	5.1
Participation and Support in the curriculum development and review process	5.0

Lowest Scores:

Satisfaction Item	Score *
Availability of seminars and events to improving teaching	4.4
Access to scholarly materials (library and information resources)	4.6
The current faculty evaluation system contributes to the improvement of courses	4.8
Classroom technological resources	4.9
Faculty development as teachers	4.9
The current faculty evaluation system helps improve teaching performance	4.9

The Top Areas Identified for Faculty Development:

Areas of Faculty Development	%
Effective use of available technology	75%
Online teaching and learning	63%
Facilitating classroom and group discussion	38%
Assessing student learning outcomes	25%

Satisfaction scores related to Library Services and Facilities

Highest Scores:

Satisfaction Item	Score *
Availability of consultation and collaboration when developing class assignments that require information literacy skills	5.1
Availability of consultation and collaboration for faculty research	4.9

* Reported on a 6-point scale

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Lowest Scores:

Satisfaction Item	Score *
Library facilities that offer an environment conducive for learning and study	4.7
The library collection (both print and online) provides adequate materials for faculty research.	4.7
The library collection (both print and online) adequately supports course curriculum and content	4.7
The library collection (both print and online) adequately demonstrates strength in the institutions theological distinctives	4.7
Faculty are appropriately involved in the development of library and other learning resources	4.7

* Reported on a 6-point scale

Faculty Utilization of Library

- 0% of faculty seek collaboration with librarians to develop/enhance student assignments on a regular basis.
- 0% of faculty seek collaboration with librarians to develop/enhance personal research on a regular basis.

Summary and Recommendations

The following statements reflect a sample of initial observations and recommendations to be considered by the relevant departments. Additional feedback and suggestions for implementation and best practices will be offered upon request.

- A. 0% indicated that they teach between 10 or more courses in a year. This demonstrates a very low percentage of full-time faculty teaching 10-14 courses per year.
- B. Address the areas of Effective use of available technology, and Online teaching and learning in faculty meetings and professional development.
- C. Review ways to improve faculty access to scholarly materials (library and information resources), the availability of seminars and events to improving teaching, and the current faculty evaluation system to help improve teaching performance.
- D. Review ways to improve and encourage faculty use of library learning and resource services.