

# Student Learning Dialogue Survey

Fall 2013

Office of Research, Planning, and Institutional Effectiveness

The Student Learning Dialogue Survey was designed to get feedback from Golden West College faculty on their experiences with student learning during fall 2013. A total of 130 part-time and full-time faculty participated in this survey (Table 1).

## General Questions

**Table 1. Respondents by Employment Status**

Employee Status	Respondents	Percent
Full-Time	61	47%
Part-Time	68	52%
Did not state	1	1%

One hundred and ten (85%) of faculty responded that they participated student learning outcome (SLO) discussions with GWC colleagues at least once or twice during the semester (Table 2).

**Table 2. Number of times faculty participated in discussions regarding student learning with Golden West College colleagues**

Participation	Respondents	Percent
Every day	8	6%
Once a week	22	17%
Once or twice a month	40	31%
Once or twice this semester	40	31%
Never	20	15%

Faculty were asked to rate the usefulness of different modes of student learning discussions, **53 (45%) faculty indicated that one-on-one conversations with colleagues of the same discipline were very useful.** Conversely, 41 (36%) faculty rated campus committee meetings to be not useful at all for student learning discussions (Table 3).

**Table 3. Different modes of student learning discussions by ratings of usefulness**

Modes of Discussion	Not useful at all	Somewhat useful	Useful	Very useful
Campus committee meetings	36%	34%	24%	6%
Department meetings	19%	23%	31%	26%
One-on-one or small groups	13%	22%	31%	34%
One-on-one conversations with colleagues of the same discipline	8%	17%	30%	45%

### Usefulness of SLO Discussions

Faculty were asked what they found was the most helpful about discussions they had with colleagues in fall 2013. Of the 98 faculty who responded, **25 (26%) stated that discussions regarding sharing ideas, refreshing teaching methods & incorporating new programs to improve student learning was the most helpful.**

The second thing that faculty found to be helpful during their discussion with colleagues were **discussions on assessing, grading and quantifying student learning outcomes.** Eighteen (18%) faculty found these discussions to be helpful. These discussions ranged from how to assess and submit SLO, how to create consistency in SLO assessment within the department, or how to incorporate SLO into the curriculum.

Responses to the question emphasized that the majority of faculty engaged in some kind of discussions relating to SLO.

### Application of SLO Discussions

**Fifty-one (43%) faculty stated that they applied what they learned from SLO discussions to improve student learning in their own classroom** (Table 4). Fifty (42%) faculty said they somewhat applied what they learned from their discussions into their own classroom. Eighteen (15%) faculty said they did not apply what they learned from their discussions to their own classroom.

**Table 4. Number of faculty who said they applied what they learned from SLO discussions with colleagues to improve student learning in their classroom (Eleven people skipped this question)**

<b>Response</b>	<b>Respondents</b>	<b>Percent</b>
Yes	51	43%
Somewhat	50	42%
No	18	15%

### Making Changes to Improve Student Learning

Lastly, faculty were asked if they will make any changes, if any, to improve student learning in your classroom. Ninety-three faculty responded to this question. The top three responses that faculty gave included: (1) encourage different learning modalities including hands-on projects, note taking, critical thinking, group activities, discussions, or one-on-one meetings with students, (2) alter curriculum: include SLOs and changes based on SLO results and student feedback, and (3) adjust student learning by increasing relevancy of topic and increasing accessibility of course work through emails or blogs.