Student Learning Dialogue Survey
Fall 2014
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 2014. A total of 96 part-time and full-time faculty participated in this survey (Table 1).

General Questions

Table 1. Faculty by Employment Status

Employee Status	Respondents	Percent
Full-Time	48	50%
Part-Time	48	50%

Faculty were asked to identify how often they participated in discussions regarding student learning with GWC colleagues over the course of the semester. **Eighty-four (88%) faculty responded that they participated in student learning outcome (SLO) discussions 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	Response	Percent
Every day	7	7%
Once a week	26	27%
Once or twice a month	27	28%
Once or twice this semester	24	25.%
Never	12	12%

Faculty were asked to rate the usefulness of different modes of student learning discussions, **53 (58%) faculty indicated that one-on-one conversations with colleagues of the same discipline were very useful.** Conversely, 35 (42%) 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	42%	36%	18%	4%
Department meetings	21%	28%	31%	21%
One-on-one or small groups	16%	11%	40%	33%
One-on-one conversations with colleagues of the same discipline	6%	13%	23%	58%

Usefulness of SLO Discussions

An open-ended question asked faculty what they found most helpful about discussions with colleagues during the semester. Sixty-five faculty responded to this question. **Twenty-five (39%) stated that feedbacks from colleagues about their teaching experiences, including how to motivate students, increased student participation, and deal with behavioral issues to increase student success was the most helpful.**

Secondly, 21 (32%) faculty responded that discussion on SLO including how to improve assessment outcome and assessment process, quantifying data, report results was helpful.

It is important to note that there were quite a few faculty who skipped this question which may indicate that they may have limited interactions with their colleagues, which made it difficult for them to engage in SLO related discussions.

Application of SLO Discussions

Forty-three (46%) faculty said they applied what they learned through SLO discussions to improve student learning in their own classroom (Table 4). Thirty-five (38%) faculty said they somewhat applied what they learned from their discussions into their own classroom. Fifteen (16%) 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 (Three people skipped this question)

Response	Respondents	Percent
Yes	43	46%
Somewhat	35	38%
No	15	16%

Making Changes to Improve Student Learning

Lastly, faculty were asked what changes they will make, if any, to improve student learning in the classroom. Sixty-eight faculty answered this question. The top three responses faculty gave included: (1) change or improve their teaching methods to include more engaging activities and lectures, hands-on demonstrations, video demonstration, use of online tools and websites, and increase clarity of course objectives and expectations (2) encourage different learning modalities to increase student understanding, motivation and participation, including hands-on activities, note taking, critical thinking, group activities/discussions, one-on-one with students, active learning and classroom participation, and (3) make changes relating to SLO: assessment methods, ensure students are aware of SLOs, give students more time to complete SLOs.