

Student Learning Dialogue Survey

Spring 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 spring 2014. A total of 129 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	56	43%
Part-Time	72	56%
Did not state	1	1%

One hundred and eighteen (91%) of the faculty responded that they participated in 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	7	5%
Once a week	27	21%
Once or twice a month	42	33%
Once or twice this semester	42	33%
Never	11	9%

Faculty were asked to rate the usefulness of different modes of student learning discussions, **71 (56%) of faculty responded that one-on-one conversations with colleagues of the same discipline were very useful.** Faculty also had positive response to one-on-one or small group discussions with 48 (40%) faculty rated that these types of discussions were useful to them. However, campus committee meetings were stated as not useful at all by 40 (34%) of faculty (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	34%	33%	25%	8%
Department meetings	12%	24%	37%	27%
One-on-one or small groups	13%	14%	40%	33%
One-on-one conversations with colleagues of the same discipline	7%	6%	30%	56%

Usefulness of SLO Discussions

Ninety-three faculty responded to the question “what did you find most helpful about discussions that you’ve had this semester with your colleagues?” **Thirty-two (34%) faculty stated that discussion on SLO was the most helpful. These discussions included ways to improve assessment, how to quantify and analyze data.**

Sixteen (17%) faculty found that feedbacks from colleagues about teaching techniques and curriculum or the general sharing of ideas, experiences and information was helpful.

Responses to the question also highlighted that some faculty members felt that there were little to no discussions within their department, therefore, limiting interactions with their colleagues, which made it difficult for them to engage in SLO related discussions.

Application of SLO Discussions

Sixty-seven (54%) faculty said they applied what they learned through SLO discussions to improve student learning in their own classroom (Table 4). Forty-three (35%) faculty said they somewhat applied what they learned from their discussions into their own classroom. Thirteen (11%) said they did not apply what they learned from their discussions to their own classroom.

Table 4. Number of faculty who were able to apply what they learned from conversations with colleagues to improve student learning in the classroom (Six people skipped this question)

Response	Respondents	Percent
Yes	67	54%
Somewhat	43	35%
No	13	11%

Making Changes to Improve Student Learning

Lastly, faculty were asked what changes they will make, if any, to improve student learning in the classroom. Seventy-eight faculty answered this question. The top three responses that faculty gave included: (1) make changes to their teaching strategies including altering teaching formats, change activities, increasing the use of technology and improving classroom set-up, (2) make changes related to SLO which includes changes to assessment methods, teach to align with SLO, or increased uniformity in SLO assessment within the department, (3) make changes to their curriculum, course or lab content are based on SLO results and/or student feedbacks.