

Student Learning Dialogue Survey

Spring 2015

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 2015. A total of 118 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	59	50%
Part-Time	56	47%
Did not state	3	3%

Ninety-eight (83%) 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	5	4%
Once a week	17	14%
Once or twice a month	29	25%
Once or twice this semester	47	40%
Never	20	17%

Faculty were asked to rate the usefulness of different modes of student learning discussions, **47 (44%) faculty indicated that one-on-one conversations with colleagues of the same discipline were very useful.** Conversely, 36 (34%) 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	34%	40%	21%	6%
Department meetings	23%	23%	39%	16%
One-on-one or small groups	19%	14%	39%	28%
One-on-one conversations with colleagues of the same discipline	12%	14%	31%	44%

Usefulness of SLO Discussions

Eighty-one faculty responded to the question “what did you find most helpful about discussions that you’ve had this semester with your colleagues?” **Twenty-five faculty (31%) stated that discussions regarding SLO was the most helpful. These discussions included importance of SLO assessments, the assessment process, ideas on ways to assess SLO, and how to quantify the results.**

The second thing that faculty found to be helpful during their discussions with colleagues is the **sharing of different teaching techniques and classroom activities.** Sixteen faculty found these discussions to be helpful.

Responses to the question also highlighted adjunct faculty’s limited interactions with their colleagues, which made it difficult for them to engage in SLO related discussions.

Application of SLO Discussions

Forty-seven (42%) faculty said they applied what they learned through SLO discussions to improve student learning in their own classroom (Table 4). Forty-six (41%) faculty said they somewhat applied what they learned from their discussions into their own classroom. Nineteen (17%) 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 (Six people skipped this question)

Response	Respondents	Percent
Yes	47	42%
Somewhat	46	41%
No	19	17%

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 adjustments to course content; including changing textbooks, alter grading rubrics, changing exams and homework, (2) improve teaching methods to include more engaging techniques and in-class exercises, (3) include student centered activities such as group discussion, group projects, and hands on activities.