Student Learning Experience Survey - *Rationale and Suggested Interpretation Guide*

Overview

This document was prepared as a suggested revision to the current student questionnaires used by Loyalist College. The following document was prepared with Loyalist College's Educational Philosophy as a lens to align the results of the survey with appropriate and available resources in order to appropriately respond to the results. The proposed survey is separated into four (4) areas: student; course; faculty/facilitator; and learning environment. Each section contains the survey questions with the rationale for the question and a suggested interpretation with opportunities to address areas of concern.

Ideally, this survey would be submitted within the last few weeks of a semester. It should be noted that this would be one of many sources of feedback that a faculty/facilitator could use to assess the learning that occurred in a class over a semester. Results of this survey should be incorporated with other feedback to fully assess the effectiveness of the learning.

Student Learning Experience Survey

Section 1 – The Student
Rationale - *This section will provide information on the students' interpretation of their own contributions and engagement with the learning that occurred in the course.*

Motivation

Rationale	*This question will provide information on the students' interpretation of their own motivation patterns during the course.*
Suggested Interpretations, Supports or Actions	This response can give indications of the students' perception of course relevance to their learning. Initial low motivation may indicate an opportunity for more engagement activities early in the semester. Decreasing motivation may suggest poor academic success and/or incongruence of content and assessment with initial perceptions and expectations of the course.

Please select the most reflective statement that generally describes your motivation to learn in this course:

A) My motivation started high and remained high throughout the course.
B) My motivation started low and remained low throughout the course.
C) My motivation started low and increased throughout the course.
D) My motivation started high and decreased throughout the course.

Time Investment

Rationale	*This question will quantify the overall workload on the students. Instructional design would suggest that it is reasonable to assume that for every one (1) hour of scheduled class time, there is approximately an additional two (2) hours of out-of-class activity required each week.*
Suggested Interpretations, Supports or Actions	A low number of hours would suggest that there might not be sufficient time commitment (class attendance and out-of-class work) to support success in the course. Setting these expectations (and maintaining them) would be important for student success. If there are a very large number of hours being spent on the course, it might indicate a volume of workload issue (if many of the students report this), potentially ineffective work and study strategies, or potentially concerns with learning disabilities that may require supports.

On average, when I consider all the time I spent on this course each week (attending class/reading lesson material, homework, projects, studying, etc.), this course required approximately _____ of my time each week.

A) Less than 3 hours
B) 3-4 hours
C) 5-6 hours
D) 7-9 hours
E) More than 9 hours

Class Preparation

Rationale	*This question will gauge the students' perception on how often they engaged with course activities prior to each class. There is an assumption that the pre-class learning activities and readings are aligned to and support in-class activities.*
Suggested Interpretations, Supports or Actions	Positive answers would support good design and even support an opportunity for the faculty/facilitator to leverage the concept of a "flipped classroom". This would allow foundational content and theory delivery to be front-loaded to provide more time for application during class time. Negative answers could suggest a lack of engagement or a perceived lack of relevance/usefulness of the pre-class activities. Responses of "Not Applicable" would indicate an opportunity for the faculty/facilitator to start implementing this activity to enhance overall learning.

I was prepared for each class by completing the assigned **pre-class/pre-lesson** activities and readings:

- A) Almost always
- B) Often
- C) Sometimes
- D) Rarely
- E) Not Applicable

Assessment Preparation

Rationale	*This question will gauge the students' perception of how their test preparation efforts related to their academic performance.*
Suggested Interpretations, Supports or Actions	This question serves to support the response in the "Time Investment" question. A, "strongly agree" or "agree" response suggests the student is aware of the connection between their test preparation and test results. A "disagree" response may suggest unclear expectations as to what the student should focus on in preparing for the assessments.

I feel that my performance on tests and quizzes was reflective of the time I spent studying:

- A) Strongly Agree
- B) Agree
- C) Neutral
- D) Disagree
- E) Strongly Disagree
- F) Not Applicable

Lab Preparation – Not for online delivery

Rationale	*This question will gauge the students' perception on how often they engaged with lab-related course activities prior to each class. There is an assumption that the pre-lab learning activities and readings are aligned to and support the lab activities.*
Suggested Interpretations, Supports or Actions	This question serves to support the response in the "Time Investment" question. Negative answers could suggest a lack of engagement or a perceived lack of relevance/usefulness of the pre-lab activities.

I was prepared for each lab by completing the assigned **pre-lab** activities and readings:

    A) Almost always
    B) Often
    C) Sometimes
    D) Rarely
    E) Not Applicable

Study Skills

Rationale	*This question will gauge the students' perception about their use of accepted and effective learning strategies.*
Suggested Interpretations, Supports or Actions	Negative responses here would suggest that the students are missing an opportunity to be more effective with their approach to learning. There would be opportunities for faculty/facilitator to introduce and reinforce the integration of study skills throughout the course.

I use effective study and learning strategies (e.g. note taking strategies, reading strategies, mind-mapping exercises):

    A) Almost always
    B) Often
    C) Sometimes
    D) Rarely
    E) Never

General Comments:

Section 2 – The Faculty/Facilitator

Rationale - *This section will provide information on the students' interpretation of how the faculty/facilitator contributed to, and supported a positive learning environment. This section deals with items such as preparation, classroom management, communication, and the administration of the course. Items related to course design, curriculum, and assessment are addressed in Section 3.*

Respect

Rationale	*This question will provide information on the students' observation of the faculty/facilitator's efforts to promote and maintain a respectful learning environment.*
Suggested Interpretations, Supports or Actions	Negative responses on this question may suggest an opportunity for establishing clearer expectations of behaviour, as well as specifically referencing and reinforcing the Loyalist College respect policy.

The faculty/facilitator created and supported a learning environment that promoted mutual respect amongst the students and facilitator:

A) Strongly Agree
B) Agree
C) Neutral
D) Disagree
E) Strongly Disagree

Preparation

Rationale	*This question will provide information on the students' observation of the faculty/facilitator's efforts to prepare for each learning experience. Preparation would include a planned approach along with options to respond to anticipated situations.*
Suggested Interpretations, Supports or Actions	Negative responses on this question may suggest opportunities for enhancing skills in instructional design and lesson planning. Positive responses would suggest good preparation, anticipating potential issues, incorporating student input into the planning and accommodating relevant yet unplanned learning opportunities as they arise, that are relevant to the learning outcomes.

In terms of class/lesson preparation, the faculty/facilitator:

A) Was prepared with a clear structure for class but also made adjustments to make the learning activities more effective if necessary.
B) Was prepared for class and did not vary from the planned activities.
C) Was often prepared for class and usually had an identified structure for the class.
D) Was sometimes prepared for class and the class structure was not always consistent.
E) Was rarely prepared with little to no class structure.

Time Management (Not for Online Delivery)

Rationale	*This question will provide information on the students' observation of the faculty/facilitator's efforts to utilize time resources effectively.*
Suggested Interpretations, Supports or Actions	Any significant number of responses that are other than response "A" is an area of concern. Any missed time should be planned for and made up in conjunction with the students and the respective academic manager.

In terms of class schedule and delivery, which response best describes your experience?

A) All or almost all classes occurred as scheduled, and almost always for the full time scheduled.
B) All or almost all classes occurred as scheduled, but several times for less than the full time scheduled.
C) Several classes did not occur as scheduled, but the classes ran for the full-time scheduled.
D) Several classes did not occur as scheduled, and several times for less than the full time scheduled.

Course Delivery

Rationale	*This question will provide information on the students' observation of the faculty/facilitator's efforts to vary the learning techniques and strategies.*
Suggested Interpretations, Supports or Actions	Responses that suggest that the learner's learning style was not being addressed suggest an opportunity for a proactive determination (poll) of the student learning styles. A lack of variety indicated may suggest an opportunity for the faculty/facilitator to experiment with a greater variety of learning strategies.

In terms of learning activities and teaching strategies, the faculty/facilitator:

A) Used a good variety of activities and strategies and most of them were effective for my learning style.
B) Used a good variety of activities and strategies but only some of them were effective for my learning style.
C) Used little variety of activities and strategies but they were effective for my learning style.
D) Used little variety of activities and strategies and they were not effective for my learning style.

Availability

Rationale	*This question will provide information on the students' observations of the faculty/facilitator's efforts to be available for assistance.*
Suggested Interpretations, Supports or Actions	It is important to establish expectations with the students early in the course as to what the availability access and process will be outside of class. This would vary with the circumstance (e.g. an OTFT faculty/facilitator that is only on campus one day per week). Working towards a response of "A" would include diligence on part of the faculty/facilitator and established and acknowledged expectations for both the faculty/facilitator and the students.

The faculty/facilitator assisted me outside of class time through electronic correspondence, posted office hours and/or scheduled appointments:
- A) Promptly and effectively when requested
- B) Effectively
- C) Ineffectively

Assessment Return

Rationale	*This question will provide information on the students' observations of the faculty/facilitator's efforts to provide information on their academic standing in a timely manner (as it relates to College policy).*
Suggested Interpretations, Supports or Actions	A response of "less than a week" is exemplary, especially if combined with a positive response to the "Marking Scheme" question. Both answers "A" and "B" conform to College policy. Returning grades after two (2) weeks does not conform to College policy and may require strategies such as rubrics or scoring guides to facilitate a faster turnaround.

Faculty returned assessments and posted marks on Blackboard within two (2) weeks:

- A) Always
- B) Mostly
- C) Sometimes
- D) Rarely
- E) Never

Relevance

Rationale	*This question will provide information on the students' interpretation of the faculty/facilitator's efforts to establish and reinforce the relevance of the course to their program and/or their chosen vocation.*
Suggested Interpretations, Supports or Actions	Positive responses could contribute to overall engagement in the course by the students. Negative responses may suggest an opportunity for the faculty/facilitator to position the relevance, purpose and benefit of the course to the program and the vocation – this may contribute to increased engagement by the students.

The faculty/facilitator related the course material and assessments to the rest of the program and/or real-world application:

A) Strongly Agree
B) Agree
C) Neutral
D) Disagree
E) Strongly Disagree

Support Services

Rationale	*This question will provide information on the students' interpretation of the faculty/facilitator's efforts to make students aware of the supplemental learning resources and processes to access them.*
Suggested Interpretations, Supports or Actions	The phrasing of this question allows for the respondent to report on the observation of the faculty/facilitator's promotion of these services to all students – not just whether the student utilized the services personally. Negative responses may suggest that the student didn't observe these supports being utilized (especially if they did not access them personally) and/or that the faculty/facilitator was not aware or did not promote these resources within the course.

The faculty/facilitator promoted use of student support services (peer tutoring, note taking, testing centre, counseling, etc.) that students could access to support their learning:

A) Strongly Agree
B) Agree
C) Neutral
D) Disagree
E) Strongly Disagree

LMS

Rationale	*This question is to provide information on the students' interpretation as to what extent the LMS was utilized in the course.*
Suggested Interpretations, Supports or Actions	Areas for concern here include a response of "H": Did not use the LMS, as well as not indicating an answer of "A", "B" and "C". The first three (3) items are directly related to existing College policies. Beyond that, there would exist opportunities to expand the use of the LMS – especially as program teams adopt the strategy of using the "alignments" tool in the LMS to map their curriculum.

PLEASE SELECT ALL THAT APPLY - The Learning Management System (BlackBoard) was used for:

A) Posting grades
B) Posting the course outline
C) Communication cancellations or changes
D) Posting course materials
E) Assignments
F) Posting assessment feedback
G) Class discussions
H) The course did not use the LMS

Other - _____

Learning Resources

Rationale	*This question is to provide information on the students' interpretation of effectiveness and use of the identified learning resources for the course.*
Suggested Interpretations, Supports or Actions	Negative responses here may indicate that the identified resources were beyond the reading and comprehension of the student. Language, terminology, and level could all be barriers to reading and create frustration. Possible actions would be to more closely monitor the intended level of the selected resources as well as look for opportunities to integrate learning strategies (SQ3R, terminology briefs, etc.) to assist students with novel terminology and concepts.

The learning resources (textbooks, selected readings, consumables, videos, posts, etc.) were written at level that:

A) Was clear and understandable with little effort.
B) Was clear and understandable with significant effort.
C) Was unclear and somewhat frustrating.
D) Was unclear and very frustrating.

LMS

Rationale	*This question will provide information on the students' interpretation of how effectively the LMS was utilized in the course.*
Suggested Interpretations, Supports or Actions	This question should be interpreted along with the previous LMS question. A negative response suggests that there may be an opportunity to enhance the instructional design approach to the LMS course. This would be further enhanced by program teams adopting a program-specific template for their courses as it would provide a consistent and familiar structure for students in a program – regardless of the specific course.

I could easily find and access all the posted course information and materials on the LMS:

A) Strongly Agree
B) Agree
C) Neutral
D) Disagree
E) Strongly Disagree

Learning Resources

Rationale	*This question will provide information on the students' interpretation of appropriateness of the learning resources for the course in the achievement of the learning outcomes.*
Suggested Interpretations, Supports or Actions	This question is intended to deal with the perceived relevance of the learning materials to the learning outcomes. A negative response could suggest a lack of congruence or awareness with course learning outcomes. A negative response could also suggest readability concerns with the material – this would be confirmed in the following question related to learning resources.

The learning resources (textbooks, selected readings, consumables, posts, etc.) were clearly related to the course learning outcomes:

A) Strongly Agree
B) Agree
C) Neutral
D) Disagree
E) Strongly Disagree

General comments:

Section 3 – The Course

Rationale - *This section will provide information on the students' interpretation of the effectiveness and relevance of the key curriculum components of the course, primarily outcomes and assessments. Assumptions in this section include that all course outlines are posted to the LMS (as per College policy) and that clear outcomes for the course exist and have been vetted by the academic managers upon approval the course outlines.*

Marking Scheme

Rationale	*This question will provide information on the students' observations of the faculty/ facilitator's efforts to provide transparent assessment through the use of an objective grading scheme.*
Suggested Interpretations, Supports or Actions	The goal with this question is to have responses move towards "A". Using clear marking schemes that outline student expectations prior to assessment due dates optimize student performance. Negative responses here would suggest development opportunities in assessment strategies, rubrics, etc.

With respect to marking schemes (rubrics, scoring guides, checklists, etc.), the faculty/facilitator:

A) Provided clear marking schemes prior to assessment due dates.
B) Provided clear marking schemes and only made them available after the assessment due dates.
C) Provided vague or general marking schemes prior to due dates.
D) Provided vague marking schemes and only made them available after the assessment due dates.
E) Did not provide marking schemes with assessments.

Learning Outcomes

Rationale	*This question will provide information on the students' interpretation of how the stated learning outcomes for the course guided the learning.*
Suggested Interpretations, Supports or Actions	Negative responses may suggest that the faculty/facilitator could make more purposeful connections between the learning activities and the learning outcomes. Taking a "content delivery" approach to the course (e.g. relying solely on sequential text book chapters for design) may tend to lead to negative responses. Professional development in the area of outcomes-based learning and instructional design may be beneficial. Positive responses would suggest a consistent, clear effort was made by the faculty/facilitator to reinforce the learning outcomes for the course.

There were clear connections between the course learning outcomes and the content/learning activities in the course.

A) Strongly Agree
B) Agree
C) Neutral
D) Disagree
E) Strongly Disagree

Assessments - Purpose

Rationale	*This question will provide information on the students' interpretation of the relevance of the assessments to the stated learning outcomes.*
Suggested Interpretations, Supports or Actions	A negative response suggests that the students are not grasping the connection between the purpose of the assessment as it relates to the learning outcomes. This may suggest an opportunity to expand on and reinforce this connection through verbal reinforcement and course documentation (assessment outlines, scoring guides, etc.).

There were clear connections (stated by the facilitator, in rubrics, on the course outline) between the course learning outcomes and the assessments in the course.

A) Strongly Agree
B) Agree
C) Neutral
D) Disagree
E) Strongly Disagree

Assessments - Structure

Rationale	*This question will provide information on the students' interpretation of the relevance of the assessments to the stated learning outcomes.*
Suggested Interpretations, Supports or Actions	Negative responses may suggest an over-emphasis on one or two types of assessment strategies. The faculty/facilitator may benefit from looking at ways to vary the assessment strategies for the course – both variety across the course and if possible, variety within a given assessment. Variety in the assessments should not come at the expense of misalignment between the assessment strategy and learning outcomes (specifically, the desired action or "verb"). Assistance with aligned and authentic assessment would be beneficial.

There was a variety in the types of assessments (tests, presentations, projects, practical demonstrations, etc.) used in this course.

A) Strongly Agree
B) Agree
C) Neutral
D) Disagree
E) Strongly Disagree

General comments:

Section 4 – The Learning Environment (Not for Online Delivery)

Rationale - *This section will provide information on the students' interpretation of how the physical teaching space, LMS, and support services contributed to their learning.*

Physical Space

Rationale	*This question will provide information on the students' interpretation of the effectiveness of the physical teaching space.*
Suggested Interpretations, Supports or Actions	Negative responses would be cause for reflection on the physical learning space. Deficiencies should be noted and form the basis for any future capital requests. A "Not Applicable" response would be expected for an online course.

The classroom, lab space, and equipment (if applicable) contributed positively to the achievement of the learning outcomes for the course.

A) Strongly Agree
B) Agree
C) Neutral
D) Disagree
E) Strongly Disagree
F) Not Applicable

General comments:

Other Questions (Not for online delivery):

1. Please list the non-academic resources you used, (peer tutoring, counseling, etc.) during the semester.

2. How did the services listed above contribute to your success?

3. Are there any services you would like available that are not currently offered?