

FSSE 2015 Scholarship of Teaching and Learning Module Findings

New to FSSE for the 2013 administration were topical modules, short sets of questions on a topic related to current issues in higher education and student engagement. The Scholarship of Teaching and Learning module assessed institutional-supported and faculty-driven assessment efforts such as surveys and other tools that are used to gather information about student educational experiences and learning.

These results use responses from 3,543 faculty members from 23 institutions who responded to the 2015 Scholarship of Teaching and Learning module. A majority of faculty members (77%) said that their institution was substantially (“very much” or “quite a bit”) involved in student assessment efforts. In addition, about a half of faculty members reported that their institution substantially encouraged the following activities for their faculty members: “Systematically collect information about the effectiveness of their teaching beyond end-of-term course evaluations” (40%); “Use assessment findings to inform changes made to their courses” (48%); “Collaborate with colleagues on improving teaching and learning” (43%). Across all disciplinary areas, faculty said that their institution emphasizes assessment efforts to a moderate extent. Faculty in health professions (39-63%) reported the highest rates of emphasis, while biology sciences (17-45%) reported lowest rates of emphasis.

With respect to the frequency of faculty incorporating assessment into their work, most faculty substantially incorporated the following efforts into their work: “Systematically collecting information about the effectiveness of their teaching beyond end-of-term course evaluations” (46%); “Using assessment findings to inform changes made to their courses” (59%); “Collaborating with colleagues on improving teaching and learning” (48%). However, only about two-fifth or less faculty members incorporated publicly presenting their information about teaching and learning (26%) or publishing on teaching and learning (15%) into their work. Across all disciplinary areas, faculty incorporated assessment into their work to a moderate extent. In particular, faculty in education and health professions disciplines reported the highest percentage compared to that of the other disciplinary areas in incorporating assessments into their work. The figure below shows how the percentage of faculty who use assessment findings to inform changes made to their courses differs by discipline area.

