The Pilot Study Faculty Evaluation Survey
Summary of Findings

n = 150

Faculty Participants
87% of respondents are full-time faculty members, while 13% are part-time faculty. 38% submitted student work for Written Communications, 33% submitted for Quantitative Literacy and 29% submitted work Critical Thinking.

Submitting Student Work
Faculty members were asked to submit student work that met as many of the relevant VALUE rubric criteria as possible. Designing or redesigning assignments that aligned with the rubric was encouraged though not required. Most respondents indicated that they submitted student work from unmodified existing assignments (64% of respondents). Some faculty modified an existing assignment to better align with the relevant VALUE rubric (25% of respondents), while others created a new assignment specifically for the pilot study (11% of MSC respondents).

Student work was submitted to institution leads in a variety of ways – email, hard copy, LMS, and shared drive. The below chart depicts how respondents submitted student work:

*Those that selected the “Other” option indicated that they provided student work to their institution lead using a flash drive, EPortfolio or through an assessment management system.

Faculty Development Opportunities
Institution, state and regional level professional development opportunities were available to faculty at institutions participating in the MSC. 59% of respondents indicated that they attended at least one professional development opportunity. Of those that attended a calibration or rubric training session, 94% found it helpful or very helpful. Of those that attended an assignment design workshop, 94% found it helpful or very helpful. Of those that attended an overview of the MSC pilot study, 87% found it helpful or very helpful. Of those that participated in facilitated discussions with groups of faculty and/or staff,
96% found them helpful or very helpful. Of those that attended a workshop on the design and use of the VALUE rubrics, 89% found it helpful or very helpful.

Figure 2: Percentage of respondents that attended a professional development opportunity and found it to be “Helpful” or “Very Helpful”

67% of MSC respondents indicated that participation in the MSC pilot study informed their future teaching plans. More specifically, participants indicated that participation in the pilot study would inform them in redesigning/designing assignment instructions (55%), scaffolding assignments (28%), re-designing/designing a course (17%), and changing classroom pedagogical approach(es) (19%).

Figure 3: Percentage of respondents that indicated that participation in the MSC Pilot Study informed their future teaching plans
Faculty Time
Most faculty spent 2-5 hours designing or redesigning assignment instructions, completing the coversheet and submitting student work (83% overall). 7% spent 6-8 hours, 6% spent 9-11 hours, and 3% spent 12 hours or more.

Communication with Institution Lead
Faculty members received information from and interacted with their institution leads through email (89%), individual in-person meetings or phone calls (49%), facilitated group discussions with faculty and/or staff (30%), and department meetings (11%). Respondents were asked to provide suggestions for improving communication with their institution lead. 66% of respondents indicated that no improvements were necessary and/or praised their institution lead. Suggestions included more communication, more professional development opportunities, beginning the project earlier, specific instructions at the beginning of the project, background information on the MSC, as well as specific examples of assignments and filled in coversheets.

Project Documents & Resources

Locating Information & Project Documents
Most respondents received project documents and other project information from their institution lead (54%), while others accessed information from a campus or state website (14%) or the SHEEO website (9%). 30% of respondents did not access project documents. 4% indicated “Other” and listed other forms of communication such as their Department Head, LMS or a professional development day.

Of the thirty respondents that accessed information from the SHEEO website, 83% found it easy or very easy to locate/receive project documents or other project information. Of the thirty-two respondents that accessed a campus or state website, 78% found it easy or very easy to locate project documents. Of the eighty-three respondents that accessed information from their institution lead, 96% found it easy or very easy to locate/receive project documents.

Frequently Asked Questions Document
As described in the MSC Information Handbook, a Frequently Asked Questions (FAQ) document was available to participating institutions and faculty. 61% of MSC respondents reported that they did not know about the FAQ document. Of those that read the FAQ document, 89% of MSC respondents found it helpful and 11% did not find it helpful.

Coversheet
As described in the MSC Information Handbook, faculty members were asked to complete an assignment cover sheet with information about their assignment and relevant rubric dimensions. 72% of MSC respondents understood the purpose of having a coversheet, while 12% of respondents did not understand the purpose of the coversheet. 16% of respondents indicated that the survey question about the coversheet was “Not Applicable,” which suggests that these respondents did not complete a coversheet.
MSC Webinars
31% of respondents viewed at least one MSC webinar. Overall, those that viewed the webinars found them useful.

Figure 4: The below chart depicts the percentage of respondents that viewed each webinar and found it “useful” or “very useful.”

![MSC Webinar Chart]

Faculty YouTube Presentations
13% of respondents viewed at least one Faculty YouTube video. Overall, those that viewed the Faculty YouTube presentations found them useful.

Figure 5: The below chart depicts the percentage of respondents that viewed each YouTube video and found it “useful” or “very useful.”

![Faculty YouTube Chart]
Faculty Benefits of Participating in MSC Pilot Study
58% of respondents indicated that participating in the pilot study generated new ideas on how to improve teaching and learning in their classroom. 53% of respondents reported that participation enhanced their understanding of assessment based upon authentic student work and 39% gained expertise in designing assignments. 52% gained a better understanding of the VALUE rubrics and their use, while 46% gained a better understanding of assessment versus grading while recognizing the importance of both. 54% reported that the opportunity to work with other faculty was a benefit of participation. 17% plan to use student work collected for the pilot study as part of a degree and/or program assessment.

Figure 6: Faculty Benefits of Participation

*The respondents that indicated “other” stated they did not benefit because they already had sufficient knowledge in these areas.*