Over the two years of the project, 53 Salem State faculty participated, and 670 student artifacts were collected. The artifacts submitted accounted for 39% of all artifacts submitted by Massachusetts 4-year institutions. Table 1 shows the distribution of artifacts by academic department and learning outcome. An analysis of student demographic characteristics (all participating institutions) revealed the sample to be representative of graduating students in terms of gender, age (at 4- year institutions), race/ethnicity, and Pell status.

The pilot project was designed to test the feasibility of the use of rubrics, the methods of data collection and scoring. Overall findings indicated that the VALUE rubrics and the methods used were appropriate. The major limitation noted by faculty scorers and project staff was that assignment prompts were sometimes not clearly linked to the rubric selected, resulting in misleading findings. For example, an assignment that was designed to assess critical thinking may not have specifically asked the students to discuss the "influence of context and assumptions". Based on this finding, it was strongly recommended that campuses using the rubrics also offer assignment design workshops to assure better alignment between the assignments and the rubrics.

Based on the limitation noted above, the findings concerning student learning should be viewed cautiously. In addition, the number of artifacts available for quantitative literacy was quite small (25 in AY 15-16 and 38 in AY 16-17). That said, Salem State's results were similar to those of our state and national peers.

TABLE 1

Salem State University

Multi-