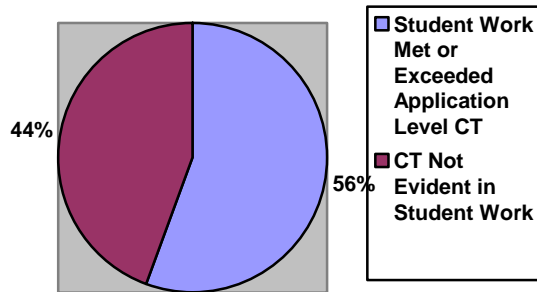


CRITICAL THINKING ASSESSMENT RESULTS: ASSIGNMENTS & STUDENT WORK

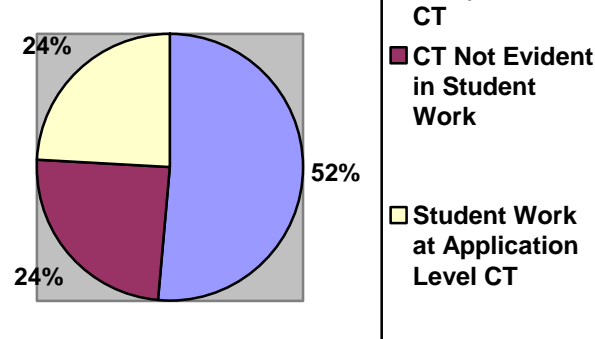
Sample of 87 pieces of student work selected from 13 sets of assignments from higher-level courses (2 or more pre-reqs)

- 6 assignments required students to work at the highest levels of Critical Thinking – Synthesis and Creative Thinking
- 6 assignments required students to work at the Analysis level of Critical Thinking (appropriate for end-of-sophomore year students)
- 1 assignment required students to work at the Application level of Critical Thinking (appropriate for freshman-year students)

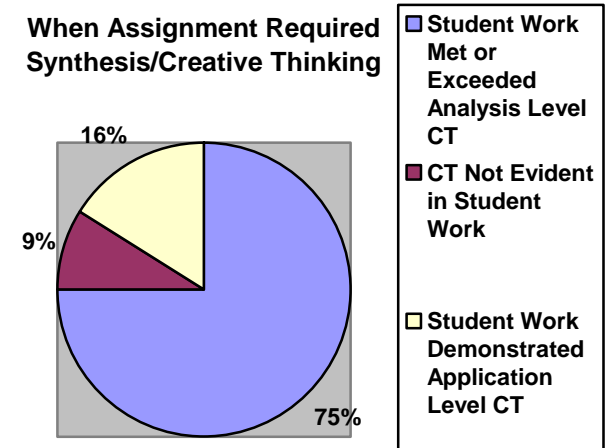
When Assignment Required
Application Level CT



When Assignment Required
Analysis Level CT



When Assignment Required
Synthesis/Creative Thinking



Submitted Assignments and Student Work were analyzed with this rubric

Application level <i>Student completing 30 credits of college-level work should be competent at this level, working towards competency at Analysis level.</i>	Analysis level <i>Student graduating from MCC should be competent at this level, working towards competency at Synthesis/Creative Thinking level.</i>	Synthesis/Creative Thinking level <i>Student completing a Bachelor's degree should be competent at this level.</i>
Identifies and uses relevant information to address a task	Finds relevant information to address a task, distinguishing between evidence and assumption	Generates and/or finds and evaluates relevant information to creatively address a task, or address a task in new contexts, distinguishing between evidence and assumption.
Uses formula, procedure, principle, or theme provided to address a task	Selects, uses and justifies use of formula, procedure, principle, or theme to address a task	Justifies use of formulas, procedures, principles, or themes that creatively address a task, or address a task in new contexts
Addresses a major task successfully when the components of the task are presented as distinct .	Addresses a task by dissecting components, identifying their underlying structure and relationship to the task	Develops a plan to address a task comprehensively
Identifies and presents a full or comprehensive conclusion, solution, position or perspective that is consistent with the evidence used, using a single tool or perspective .	Compares and contrasts two or more strategies, positions, or perspectives, then draws and presents detailed conclusions or solutions that are complete, well-supported, logically consistent with evidence used	Generates and/or draws, evaluates and presents creative solutions, conclusions, positions, or perspectives that are complete, well-supported, logically consistent with evidence used.

Summary:

- Assignments (papers, final exam questions, projects, artwork, programs) submitted from day and evening courses in: Business, Computer Science, Criminal Justice, Economics, Education, Electrical Engineering, English, Fine Arts, Math, Nursing, Science, Sonography
- **13** assignments from second year courses produced sample of **87** artifacts studied (out of **281** submitted)
- **1** assignment rated by assessment team as requiring students to work at **APPLICATION** level
 - **33%** students demonstrated **above APPLICATION** level skills
 - **22%** students demonstrated **APPLICATION** level skills
 - **44%** students demonstrated **below APPLICATION** level skills
- **6** assignments rated by assessment team as requiring students to work at **ANALYSIS** level
 - **51%** students demonstrated **ANALYSIS** level skills
 - **24%** students demonstrated **APPLICATION** level skills
 - **24%** students demonstrated **below APPLICATION** level skills
- **6** assignments rated by assessment team as requiring students to work at **SYNTHESIS/CREATIVE THINKING** level
 - **31%** students demonstrated **SYNTHESIS/CREATIVE THINKING** level skills
 - **44%** students demonstrated **ANALYSIS** level skills
 - **16%** students demonstrated **APPLICATION** level skills
 - **9%** students demonstrated **below APPLICATION** level skills