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)
Submitted Assignments and Student Work were analyzed with this rubric

<table>
<thead>
<tr>
<th>Application level</th>
<th>Analysis level</th>
<th>Synthesis/Creative Thinking level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student completing 30 credits of college-level work should be competent at this level, working towards competency at Analysis level.</strong></td>
<td><strong>Student graduating from MCC should be competent at this level, working towards competency at Synthesis/Creative Thinking level.</strong></td>
<td><strong>Student completing a Bachelor’s degree should be competent at this level.</strong></td>
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<tr>
<td>Identifies and uses relevant information to address a task</td>
<td>Finds relevant information to address a task, distinguishing between evidence and assumption</td>
<td>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.</td>
</tr>
<tr>
<td>Uses formula, procedure, principle, or theme provided to address a task</td>
<td>Selects, uses and justifies use of formula, procedure, principle, or theme to address a task</td>
<td>Justifies use of formulas, procedures, principles, or themes that creatively address a task, or address a task in new contexts</td>
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<tr>
<td>Addresses a major task successfully when the components of the task are presented as distinct.</td>
<td>Addresses a task by dissecting components, identifying their underlying structure and relationship to the task</td>
<td>Develops a plan to address a task comprehensively</td>
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<tr>
<td>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.</td>
<td>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</td>
<td>Generates and/or draws, evaluates and presents creative solutions, conclusions, positions, or perspectives that are complete, well-supported, logically consistent with evidence used.</td>
</tr>
</tbody>
</table>

**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