

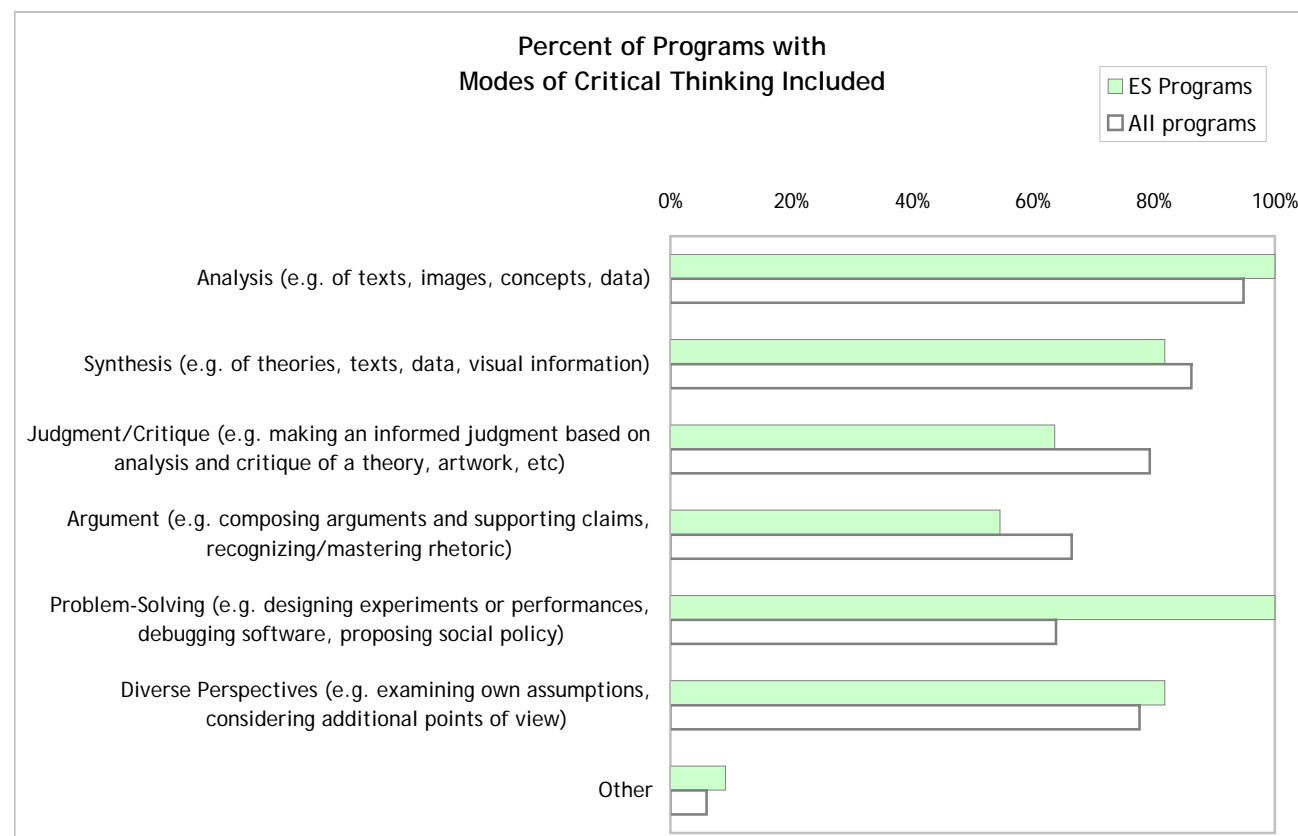
End-of-Program Review 2006-07

Critical Thinking (CT) in Environmental Studies Programs

Did your program include activities to improve critical thinking?

	Extensively	Moderately	A Little	Not at All	CT Indicated (Extent Missing)	Percent of Programs with CT	Programs with CT (N)	Programs Responded (N)
Environmental Studies	81.8%	9.1%	9.1%	0.0%	0.0%	100%	11	11
All programs	71.5%	25.0%	2.6%	0.0%	0.9%	100%	116	116

Note: Courses, contracts, internships, and Student Originated Studies (SOS) programs were not asked to participate in the End-of-Program Review.



Please select the mode(s) of critical thinking that your program was designed to improve:

Responses from All Programs (All Indicated Critical Thinking Activities)

	ES Programs	All programs
Analysis (e.g. of texts, images, concepts, data)	100.0%	94.8%
Synthesis (e.g. of theories, texts, data, visual information)	81.8%	86.2%
Judgment/Critique (e.g. making an informed judgment based on analysis and critique of a theory, artwork, etc)	63.6%	79.3%
Argument (e.g. composing arguments and supporting claims, recognizing/mastering rhetoric)	54.5%	66.4%
Problem-Solving (e.g. designing experiments or performances, debugging software, proposing social policy)	100.0%	63.8%
Diverse Perspectives (e.g. examining own assumptions, considering additional points of view)	81.8%	77.6%
Other	9.1%	6.0%

Explanation of Other:

[Sustainable Futures: Moving Into the Post-Petroleum Age] Weekly focus on self-awareness regarding consumption/waste habits