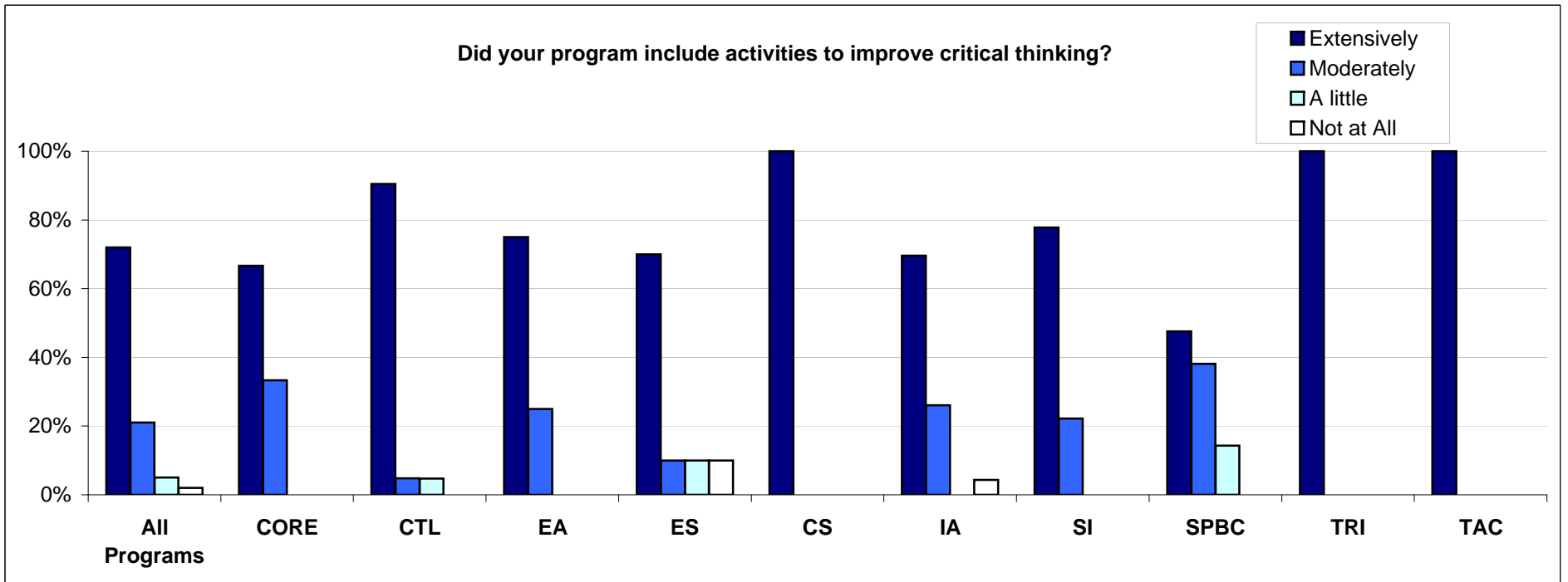


End-of-Program Review 2010-11
Critical Thinking in Programs



	Extensively	Moderately	A little	Not at All	Percentage of Programs addressed issues	Programs addressed issues (N)	Programs responded (N)
All Programs	72.0%	21.0%	5.0%	2.0%	98.0%	98	100
Core Programs (CORE)	66.7%	33.3%	0.0%	0.0%	100.0%	3	3
Culture, Text & Language (CTL)	90.5%	4.8%	4.7%	0.0%	100.0%	21	21
Expressive Arts (EA)	75.0%	25.0%	0.0%	0.0%	100.0%	8	8
Environmental Studies (ES)	70.0%	10.0%	10.0%	10.0%	90.0%	9	10
Consciousness Studies (CS)	100.0%	0.0%	0.0%	0.0%	100.0%	3	3
Inter-Area (IA)	69.6%	26.1%	0.0%	4.3%	95.7%	22	23
Scientific Inquiry (SI)	77.8%	22.2%	0.0%	0.0%	100.0%	9	9
Society, Politics, Behavior and Change (SPBC)	47.6%	38.1%	14.3%	0.0%	100.0%	21	21
Tribal: Reservation-Based (TRI)	100.0%	0.0%	0.0%	0.0%	100.0%	1	1
Tacoma program (TAC)	100.0%	0.0%	0.0%	0.0%	100.0%	1	1

Note: Courses, contracts and internships were not asked to participate in the EPR.

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

Analysis (e.g. of texts, images, concept, data)	93.9%
Synthesis (e.g. of theories, texts, data, visual information)	90.8%
Judgment/Critique (e.g. making an informed judgment based on analysis and critique of a theory, artwork, etc)	67.3%
Argument (e.g. composing arguments and supporting claims, recognizing/mastering rhetoric)	61.2%
Problem-Solving (e.g. designing experiments or performances, debugging software, proposing social policy)	50.0%
Diverse Perspectives (e.g. examining own assumptions, considering additional points of view)	78.6%
Other	3.1%

Explanations of other

[Invasive Species: Plants and Patterns]	Hypothesis Development and Testing
[The Spanish-Speaking World: Cultural Crossings]	Cross-Cultural Analysis
[With Liberty and Justice for Whom?]	Critical and Analytical thinking in all of the classes