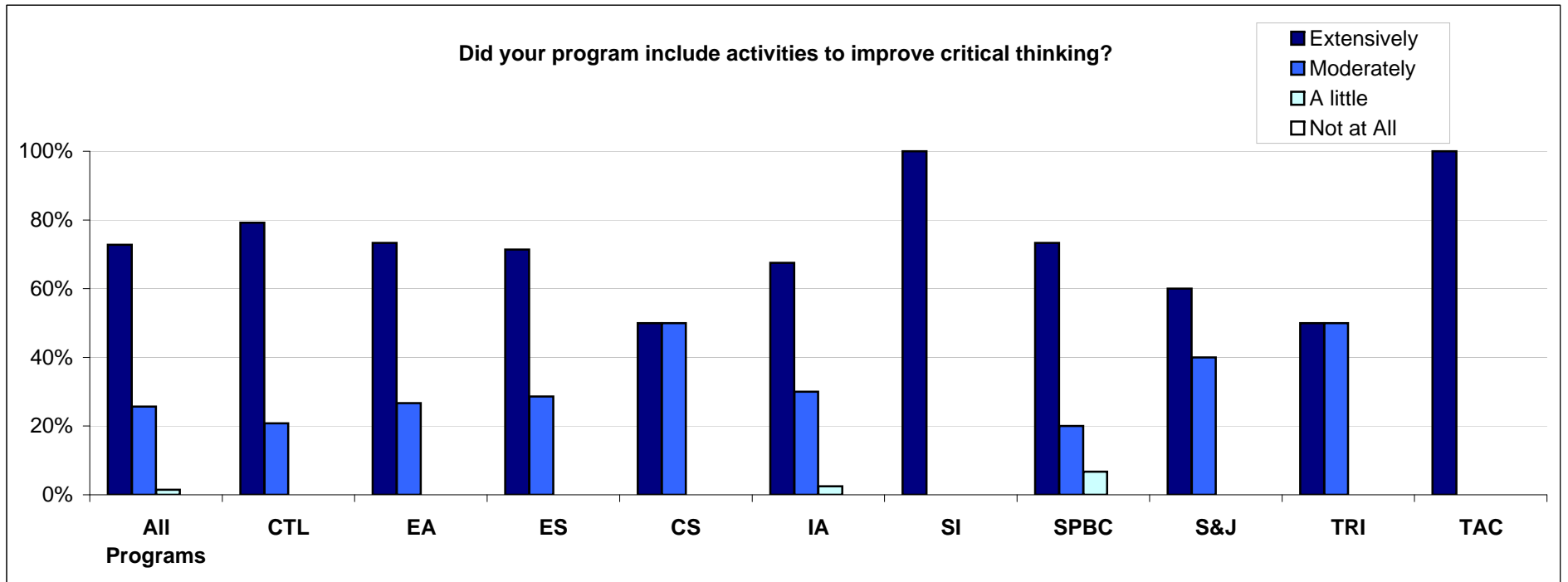


End-of-Program Review 2011-12
Critical Thinking in Programs



	Extensively	Moderately	A little	Not at All	Percentage of Programs addressed issues	Programs addressed issues (N)	Programs responded (N)
All Programs	72.8%	25.7%	1.5%	0.0%	100.0%	136	136
Culture, Text & Language (CTL)	79.2%	20.8%	0.0%	0.0%	100.0%	24	24
Expressive Arts (EA)	73.3%	26.7%	0.0%	0.0%	100.0%	15	15
Environmental Studies (ES)	71.4%	28.6%	0.0%	0.0%	100.0%	7	7
Consciousness Studies (CS)	50.0%	50.0%	0.0%	0.0%	100.0%	8	8
Inter-Area (IA)	67.5%	30.0%	2.5%	0.0%	100.0%	40	40
Scientific Inquiry (SI)	100.0%	0.0%	0.0%	0.0%	100.0%	14	14
Society, Politics, Behavior and Change (SPBC)	73.3%	20.0%	6.7%	0.0%	100.0%	15	15
Sustainability and Justice (S&J)	60.0%	40.0%	0.0%	0.0%	100.0%	10	10
Tribal: Reservation-Based (TRI)	50.0%	50.0%	0.0%	0.0%	100.0%	2	2
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)	94.9%
Synthesis (e.g. of theories, texts, data, visual information)	91.9%
Judgment/Critique (e.g. making an informed judgment based on analysis and critique of a theory, artwork, etc)	79.4%
Argument (e.g. composing arguments and supporting claims, recognizing/mastering rhetoric)	62.5%
Problem-Solving (e.g. designing experiments or performances, debugging software, proposing social policy)	55.1%
Diverse Perspectives (e.g. examining own assumptions, considering additional points of view)	78.7%
Other	2.9%

Explanations of Other

[Examining Education: A Journey Through the Personal to the Pedagogical]	Problem-Based Learning
[Landforms and Lifeforms]	Multiple Hyptheses
[Justice: A Relationship of Reciprocal Respect]	Elements of Critical Thought
[Zinn and the Art of Protest]	Critical thinking through legal analysis.