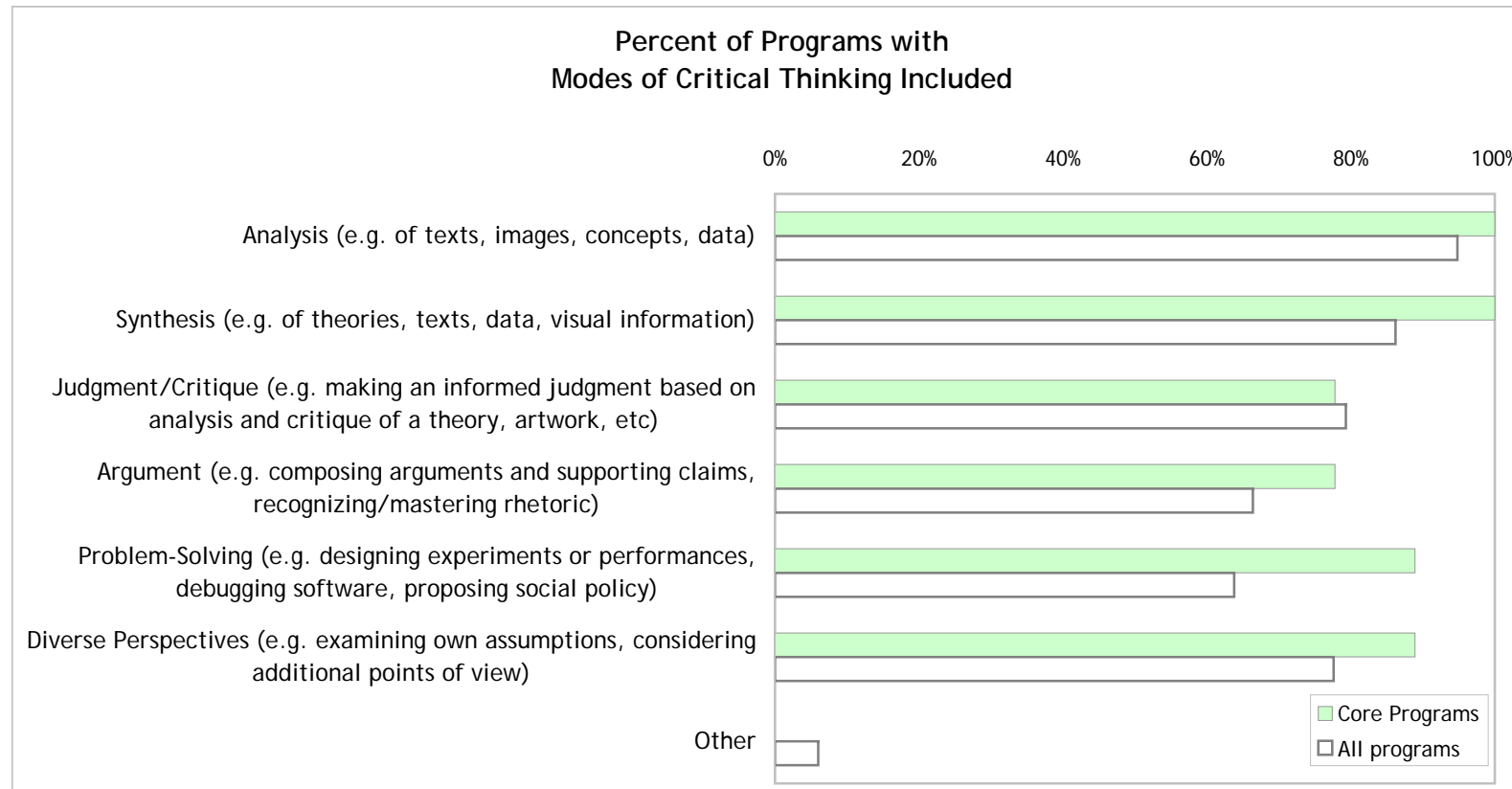# End-of-Program Review 2006-07
Critical Thinking (CT) in Core Programs

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)
Core programs	88.9%	11.1%	0.0%	0.0%	0.0%	100%	9	9
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.

Percent of Programs with Modes of Critical Thinking Included

Analysis (e.g. of texts, images, concepts, data)

Synthesis (e.g. of theories, texts, data, visual information)

Judgment/Critique (e.g. making an informed judgment based on analysis and critique of a theory, artwork, etc)

Argument (e.g. composing arguments and supporting claims, recognizing/mastering rhetoric)

Problem-Solving (e.g. designing experiments or performances, debugging software, proposing social policy)

Diverse Perspectives (e.g. examining own assumptions, considering additional points of view)

Other

Legend: Core Programs, All programs

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

Responses from All Programs (All Indicated Critical Thinking Activities)

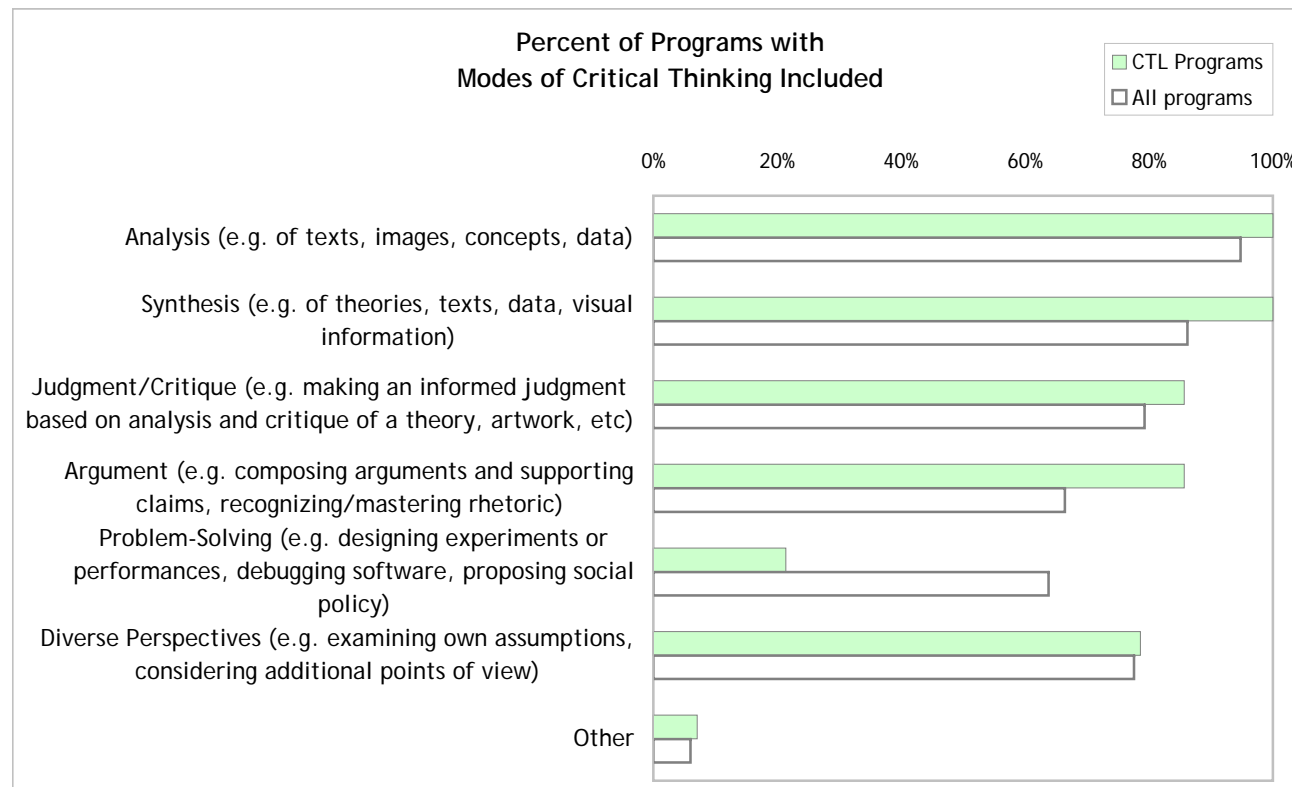|	Core Programs	All programs
Analysis (e.g. of texts, images, concepts, data)	100.0%	94.8%
Synthesis (e.g. of theories, texts, data, visual information)	100.0%	86.2%
Judgment/Critique (e.g. making an informed judgment based on analysis and critique of a theory, artwork, etc)	77.8%	79.3%
Argument (e.g. composing arguments and supporting claims, recognizing/mastering rhetoric)	77.8%	66.4%
Problem-Solving (e.g. designing experiments or performances, debugging software, proposing social policy)	88.9%	63.8%
Diverse Perspectives (e.g. examining own assumptions, considering additional points of view)	88.9%	77.6%
Other	0.0%	6.0%

End-of-Program Review 2006-07
Critical Thinking (CT) in Culture, Text, and Language 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)
Culture, Text and Language	92.9%	7.1%	0.0%	0.0%	0.0%	100%	14	14
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)

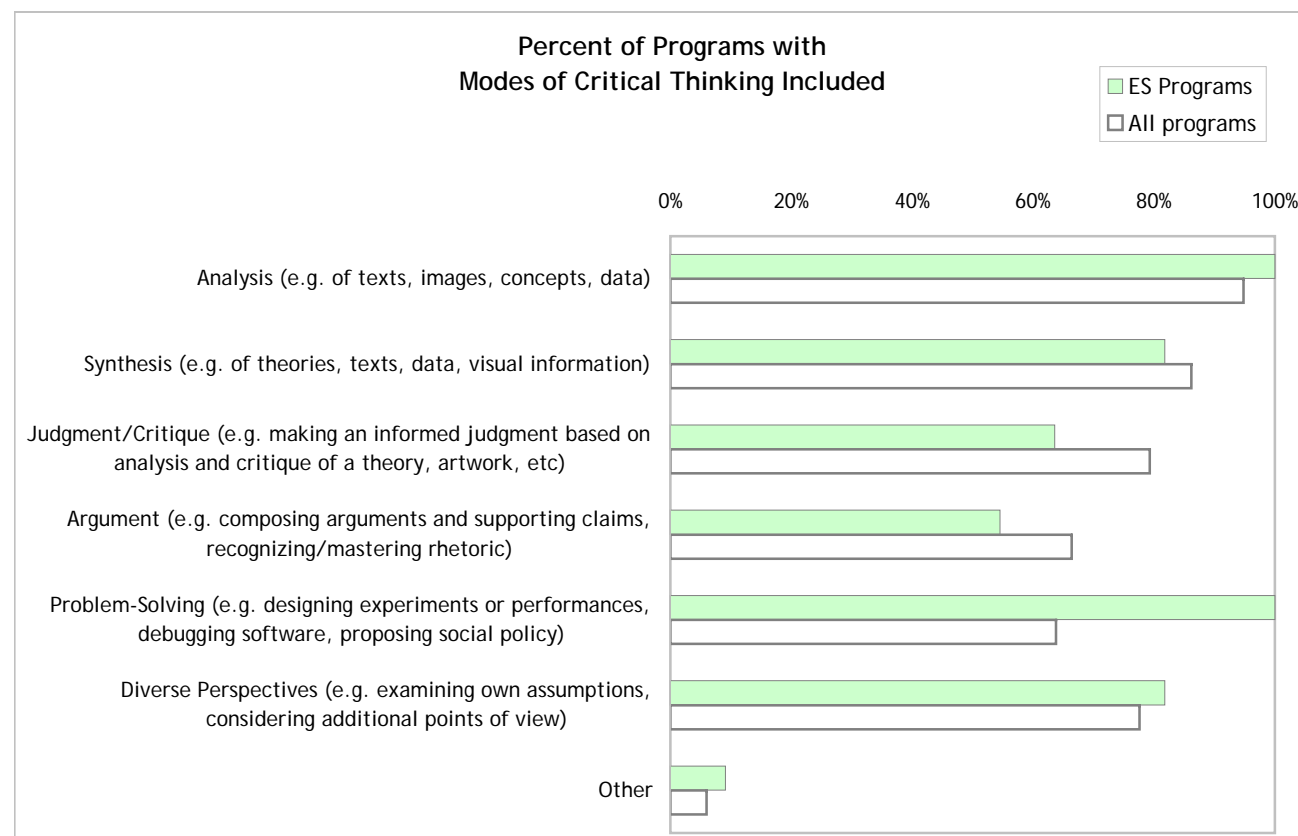|	CTL Programs	All programs
Analysis (e.g. of texts, images, concepts, data)	100.0%	94.8%
Synthesis (e.g. of theories, texts, data, visual information)	100.0%	86.2%
Judgment/Critique (e.g. making an informed judgment based on analysis and critique of a theory, artwork, etc)	85.7%	79.3%
Argument (e.g. composing arguments and supporting claims, recognizing/mastering rhetoric)	85.7%	66.4%
Problem-Solving (e.g. designing experiments or performances, debugging software, proposing social policy)	21.4%	63.8%
Diverse Perspectives (e.g. examining own assumptions, considering additional points of view)	78.6%	77.6%
Other	7.1%	6.0%

Explanation of Other:

[Mind and the World] Metaphor.

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.

Percent of Programs with Modes of Critical Thinking Included

Legend: ES Programs; All programs

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

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

Responses from All Programs (All Indicated Critical Thinking Activities)

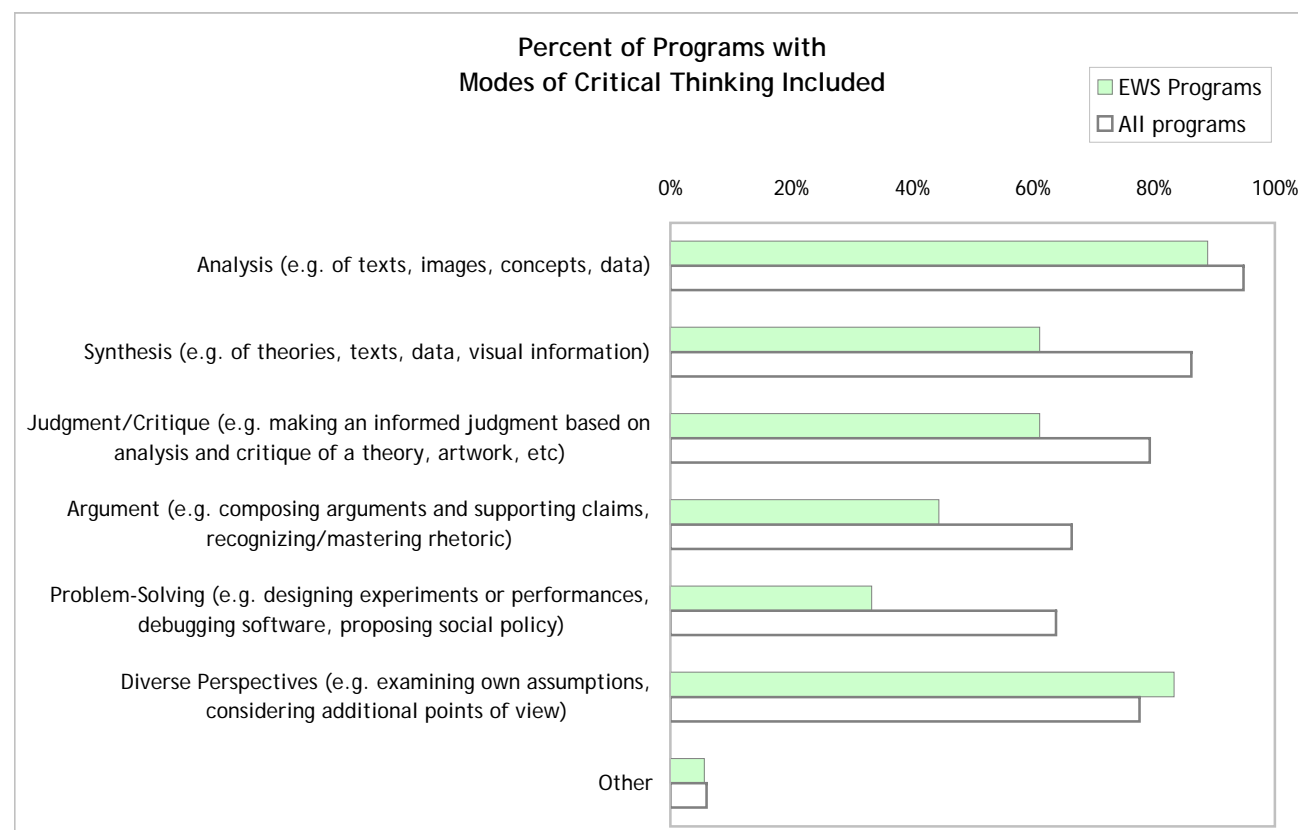|	ES Programs	All programs
Analysis (e.g. of texts, images, concepts, data)	100.0%	94.8%
Synthesis (e.g. of theories, texts, data, visual information)	81.8%	86.2%
Judgment/Critique (e.g. making an informed judgment based on analysis and critique of a theory, artwork, etc)	63.6%	79.3%
Argument (e.g. composing 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

End-of-Program Review 2006-07
Critical Thinking (CT) in Evening and Weekend 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)
Evening and Weekend Studies	44.4%	44.4%	5.6%	0.0%	5.6%	100%	18	18
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.

Percent of Programs with Modes of Critical Thinking Included

Please select the mode(s) of critical thinking that your program was designed to improve:
Responses from All Programs (All Indicated Critical Thinking Activities)

	EWS Programs	All programs
Analysis (e.g. of texts, images, concepts, data)	88.9%	94.8%
Synthesis (e.g. of theories, texts, data, visual information)	61.1%	86.2%
Judgment/Critique (e.g. making an informed judgment based on analysis and critique of a theory, artwork, etc)	61.1%	79.3%
Argument (e.g. composing arguments and supporting claims, recognizing/mastering rhetoric)	44.4%	66.4%
Problem-Solving (e.g. designing experiments or performances, debugging software, proposing social policy)	33.3%	63.8%
Diverse Perspectives (e.g. examining own assumptions, considering additional points of view)	83.3%	77.6%
Other	5.6%	6.0%

Explanation of Other:
[Clinical Application of Mindfulness Meditation] Mindful observation

End-of-Program Review 2006-07
Critical Thinking (CT) in Expressive Arts 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)
Expressive Arts	57.1%	42.9%	0.0%	0.0%	0.0%	100%	7	7
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.

Percent of Programs with Modes of Critical Thinking Included
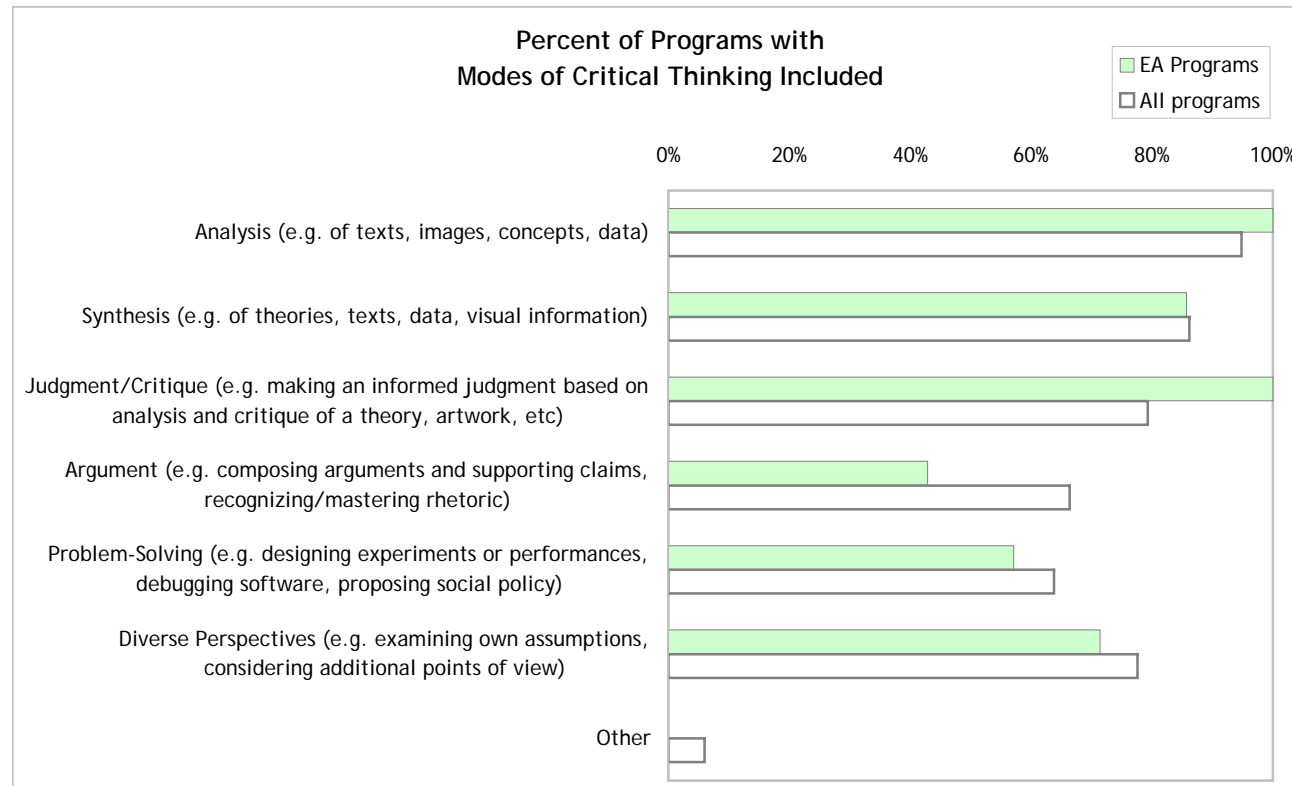
Please select the mode(s) of critical thinking that your program was designed to improve:

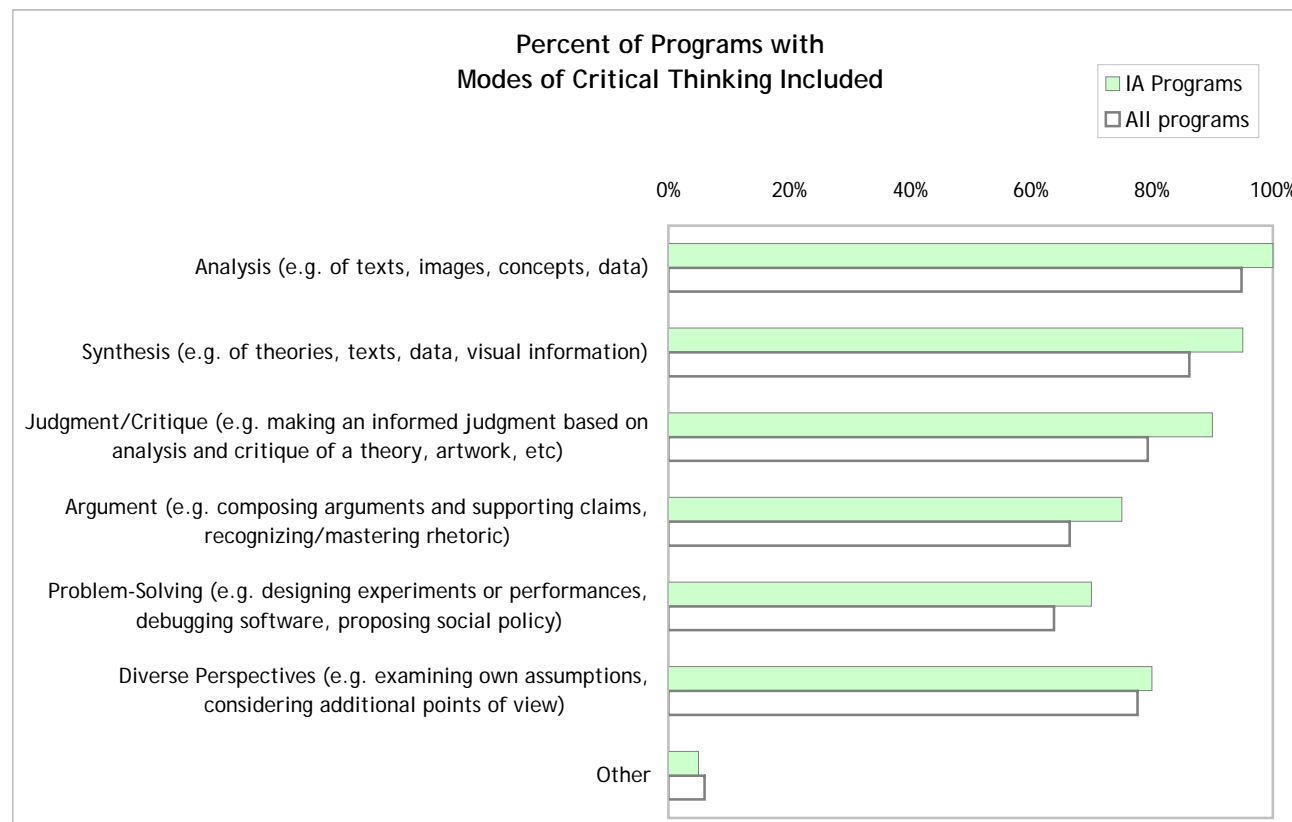*Responses from All Programs (All Indicated Critical Thinking Activities)*

	EA Programs	All programs
Analysis (e.g. of texts, images, concepts, data)	100.0%	94.8%
Synthesis (e.g. of theories, texts, data, visual information)	85.7%	86.2%
Judgment/Critique (e.g. making an informed judgment based on analysis and critique of a theory, artwork, etc)	100.0%	79.3%
Argument (e.g. composing arguments and supporting claims, recognizing/mastering rhetoric)	42.9%	66.4%
Problem-Solving (e.g. designing experiments or performances, debugging software, proposing social policy)	57.1%	63.8%
Diverse Perspectives (e.g. examining own assumptions, considering additional points of view)	71.4%	77.6%
Other	0.0%	6.0%

End-of-Program Review 2006-07
Critical Thinking (CT) in Interarea 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)
Interarea	75.0%	25.0%	0.0%	0.0%	0.0%	100%	20	20
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.

Percent of Programs with Modes of Critical Thinking Included

Legend: IA Programs, All programs

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

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

Responses from All Programs (All Indicated Critical Thinking Activities)

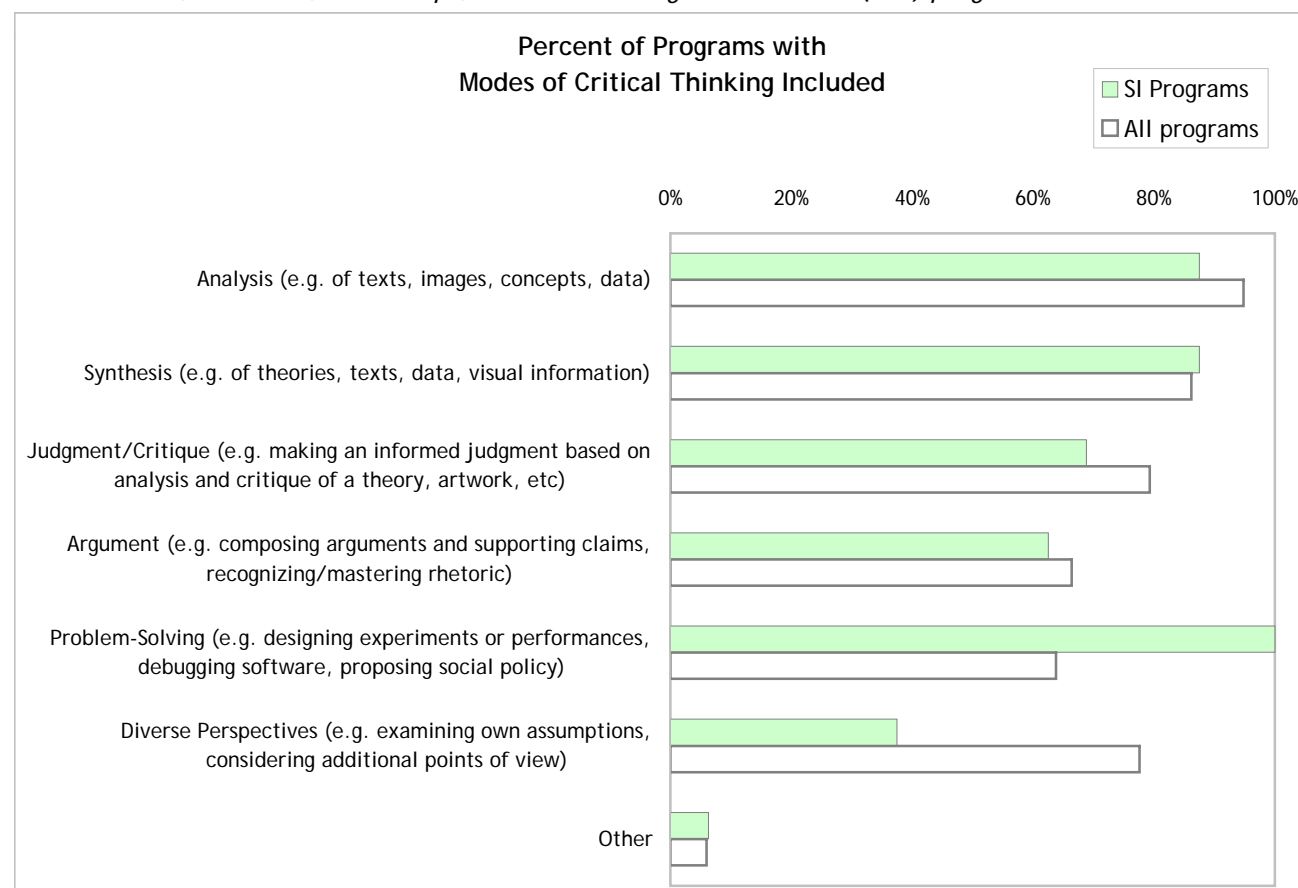|	IA Programs	All programs
Analysis (e.g. of texts, images, concepts, data)	100.0%	94.8%
Synthesis (e.g. of theories, texts, data, visual information)	95.0%	86.2%
Judgment/Critique (e.g. making an informed judgment based on analysis and critique of a theory, artwork, etc)	90.0%	79.3%
Argument (e.g. composing arguments and supporting claims, recognizing/mastering rhetoric)	75.0%	66.4%
Problem-Solving (e.g. designing experiments or performances, debugging software, proposing social policy)	70.0%	63.8%
Diverse Perspectives (e.g. examining own assumptions, considering additional points of view)	80.0%	77.6%
Other	5.0%	6.0%

Explanation of Other:

[Restoring Landscapes] Use of Dichotomous Keys

End-of-Program Review 2006-07
Critical Thinking (CT) in Scientific Inquiry 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)
Scientific Inquiry	87.5%	12.5%	0.0%	0.0%	0.0%	100%	16	16
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

Percent of Programs with Modes of Critical Thinking Included

□ SI Programs
□ All programs

Analysis (e.g. of texts, images, concepts, data)

Synthesis (e.g. of theories, texts, data, visual information)

Judgment/Critique (e.g. making an informed judgment based on analysis and critique of a theory, artwork, etc)

Argument (e.g. composing arguments and supporting claims, recognizing/mastering rhetoric)

Problem-Solving (e.g. designing experiments or performances, debugging software, proposing social policy)

Diverse Perspectives (e.g. examining own assumptions, considering additional points of view)

Other

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

Responses from All Programs (All Indicated Critical Thinking Activities)

	SI Programs	All programs
Analysis (e.g. of texts, images, concepts, data)	87.5%	94.8%
Synthesis (e.g. of theories, texts, data, visual information)	87.5%	86.2%
Judgment/Critique (e.g. making an informed judgment based on analysis and critique of a theory, artwork, etc)	68.8%	79.3%
Argument (e.g. composing arguments and supporting claims, recognizing/mastering rhetoric)	62.5%	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)	37.5%	77.6%
Other	6.3%	6.0%

Explanation of Other:
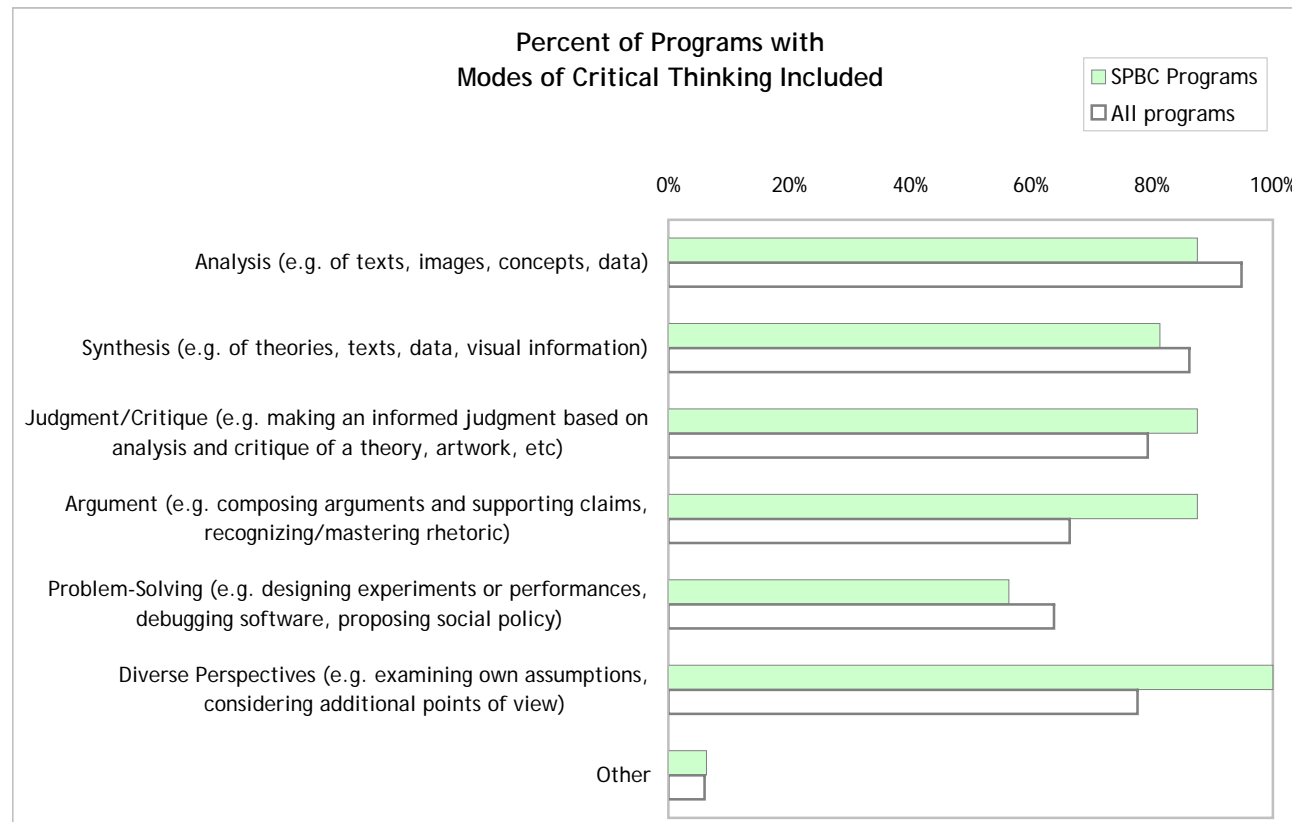
[Computer Science Foundations] Designing Computer Programs.

End-of-Program Review 2006-07
Critical Thinking (CT) in Society, Politics, Behavior and Change 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)
Society, Politics, Behavior and Change	68.8%	31.3%	0.0%	0.0%	0.0%	100%	16	16
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.

Percent of Programs with Modes of Critical Thinking Included

Legend: □ SPBC Programs □ All programs

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

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

Responses from All Programs (All Indicated Critical Thinking Activities)

	SPBC Programs	All programs
Analysis (e.g. of texts, images, concepts, data)	87.5%	94.8%
Synthesis (e.g. of theories, texts, data, visual information)	81.3%	86.2%
Judgment/Critique (e.g. making an informed judgment based on analysis and critique of a theory, artwork, etc)	87.5%	79.3%
Argument (e.g. composing arguments and supporting claims, recognizing/mastering rhetoric)	87.5%	66.4%
Problem-Solving (e.g. designing experiments or performances, debugging software, proposing social policy)	56.3%	63.8%
Diverse Perspectives (e.g. examining own assumptions, considering additional points of view)	100.0%	77.6%
Other	6.3%	6.0%

Explanation of other:
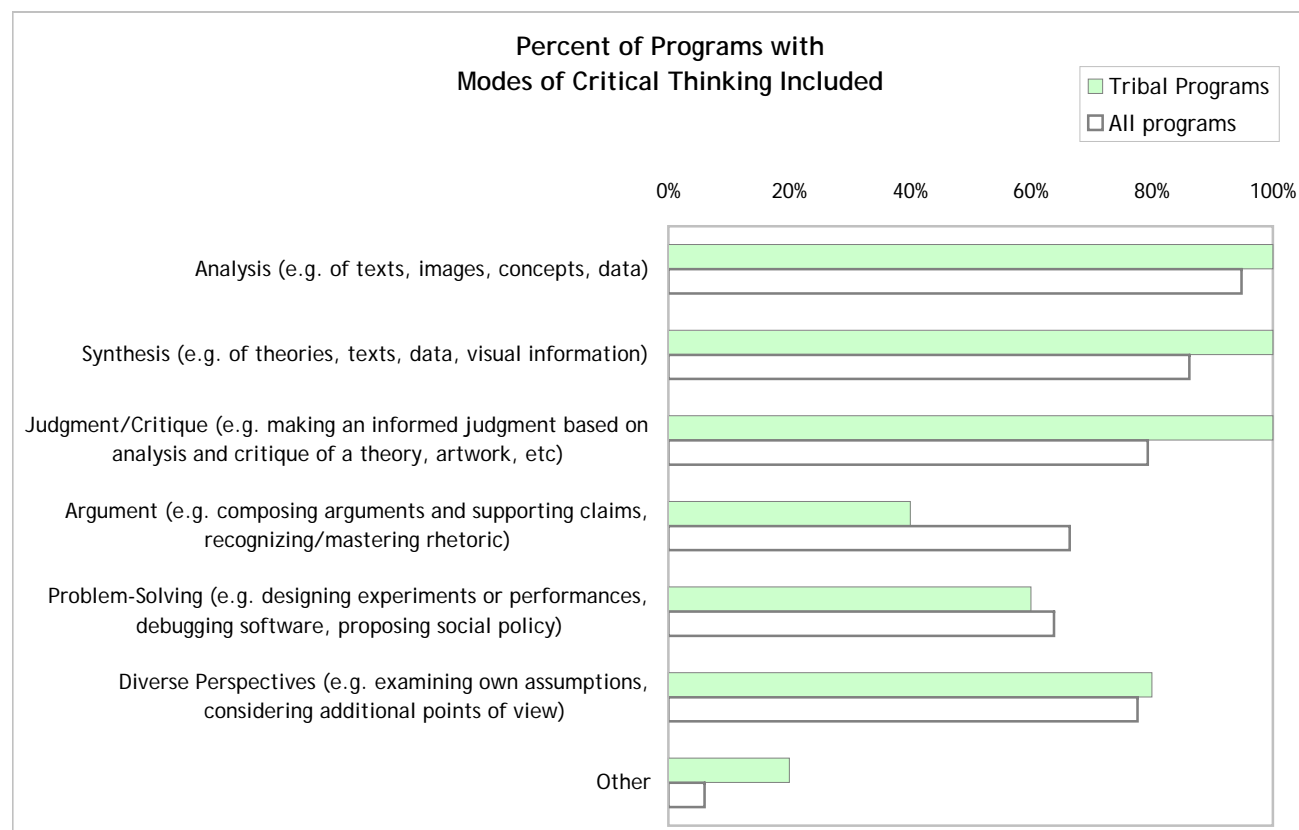
[Multicultural Counseling] Critical empathy

End-of-Program Review 2006-07
Critical Thinking (CT) in Tribal: Reservation-based 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)
Tribal: Reservation-based	20.0%	60.0%	20.0%	0.0%	0.0%	100%	5	5
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.

Percent of Programs with Modes of Critical Thinking Included

Legend: Tribal Programs, All programs

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

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

Responses from All Programs (All Indicated Critical Thinking Activities)

	Tribal Programs	All programs
Analysis (e.g. of texts, images, concepts, data)	100.0%	94.8%
Synthesis (e.g. of theories, texts, data, visual information)	100.0%	86.2%
Judgment/Critique (e.g. making an informed judgment based on analysis and critique of a theory, artwork, etc)	100.0%	79.3%
Argument (e.g. composing arguments and supporting claims, recognizing/mastering rhetoric)	40.0%	66.4%
Problem-Solving (e.g. designing experiments or performances, debugging software, proposing social policy)	60.0%	63.8%
Diverse Perspectives (e.g. examining own assumptions, considering additional points of view)	80.0%	77.6%
Other	20.0%	6.0%

Explanation of other:

[Tribal: Nisqually] Case analysis and development