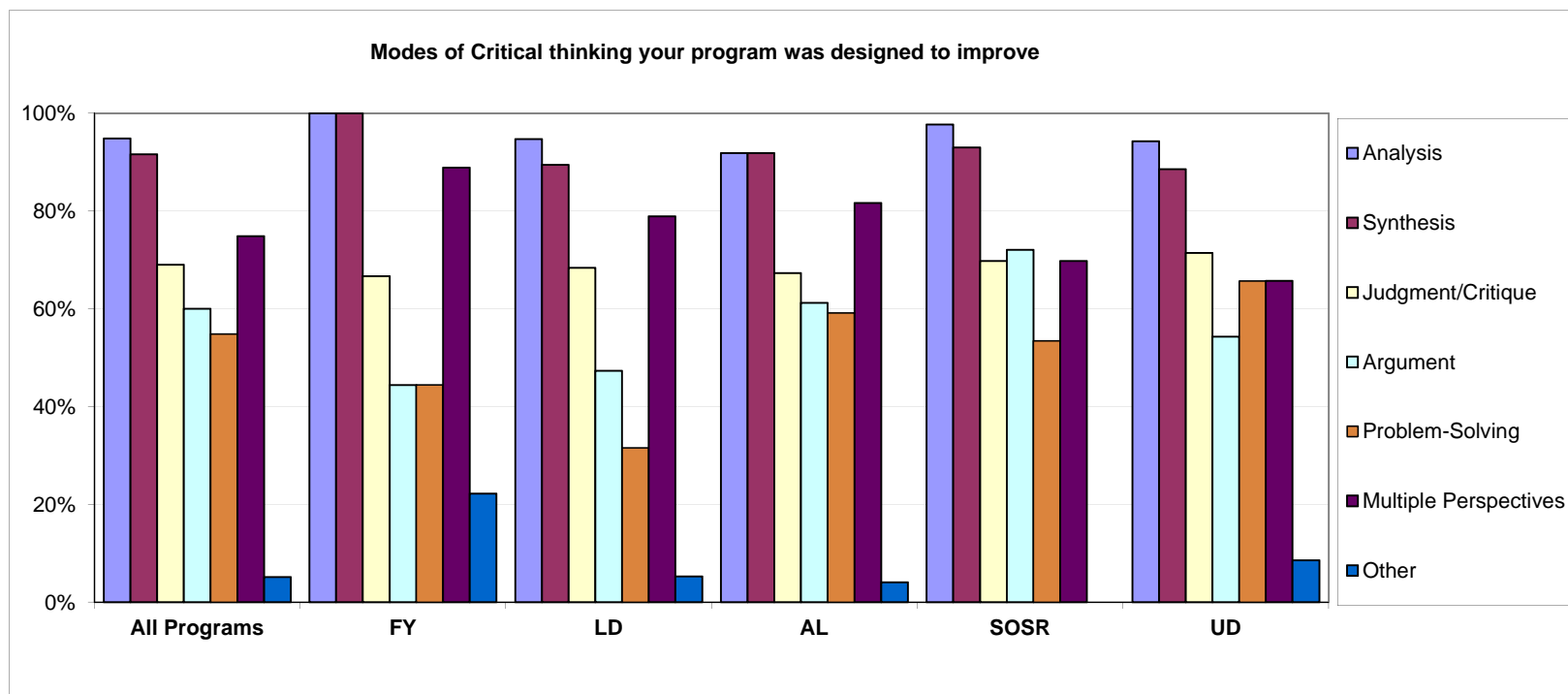


End-of-Program Review 2016-17
Critical Thinking in Programs



Modes of Critical Thinking your program was designed to improve.

	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, developing social policy, formulating possible solutions)	Multiple Perspectives (e.g. examining own assumptions, considering additional points of view)	Other
All programs, (N=155)	94.8%	91.6%	69.0%	60.0%	54.8%	74.8%	5.2%
First-Year, FY only (N=9)	100.0%	100.0%	66.7%	44.4%	44.4%	88.9%	22.2%
Lower Division, FY-SO (LD) (N=19)	94.7%	89.5%	68.4%	47.4%	31.6%	78.9%	5.3%
All Level, FR-SR (AL) (N=49)	91.8%	91.8%	67.3%	61.2%	59.2%	81.6%	4.1%
Sophomore-Senior (SOSR), (N=43)	97.7%	93.0%	69.8%	72.1%	53.5%	69.8%	0.0%
Upper Division, JR-SR (UD) (N=35)	94.3%	88.6%	71.4%	54.3%	65.7%	65.7%	8.6%

Explanation of Other:

Applied creative thinking -- proposing and prototyping a game

Comment: Again, the students encountered a variety of challenging situations working in legislators' offices and on various legislation. Together, we sorted through cases and shared-resources, ideas, support.

Experimenting and Reflecting (risk-taking, looking for patterns, listening to feedback)

Hypothetico-deduction and falsification of hypothesis, aka the scientific method (which is the opposite of how "argument" is defined above): we did this every class period

Interdisciplinary and cross-genre approaches to writing

Multicultural perspectives through reading, guest presentations, conferences and lectures.

Students collaborated on a project that involved reflecting on their experiences as interns and media producers and then representing it in the context of "failure." This required a high level of critical thinking in terms of how their audience would read their performance and how to successfully represent the experiences of failure.

Students engaged in activities such as role playing the Arctic Council (Robert's Rules of Order), extensive research both quarters using mixed methods (GIS and AtlasTi), and explored the concept of peace and place.

Which of these did you do Moderately or Extensively?

	Analysis	Synthesis	Judgment/ Critique	Argument	Problem-Solving	Multiple Perspectives	Other
All programs, (N=155)	76.8%	65.2%	43.2%	32.3%	36.8%	52.3%	4.5%
First-Year, FY only (N=9)	88.9%	77.8%	22.2%	33.3%	22.2%	66.7%	22.2%
Lower Division, FY-SO (LD) (N=19)	68.4%	63.2%	42.1%	31.6%	15.8%	57.9%	5.3%
All Level, FR-SR (AL) (N=49)	75.5%	61.2%	44.9%	32.7%	49.0%	53.1%	2.0%
Sophomore-Senior (SOSR), (N=43)	81.4%	74.4%	48.8%	44.2%	41.9%	51.2%	0.0%
Upper Division, JR-SR (UD) (N=35)	74.3%	57.1%	40.0%	17.1%	28.6%	45.7%	8.6%

