

CALIFORNIA STATE UNIVERSITY LONG BEACH
Annual Assessment Report for Graduate Programs
(rev. 3/2019)

Academic Year: **2018-2019**
Degree Program Name: **MFA**
Department Name: **DANCE**

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1. Which graduate Program Learning Outcome (PLO) or issue did your program assess this year?

We assessed **Critical Thinking** proficiency, which is related to the following recently updated PLOs:

- Articulate effectively in oral and written form their artistic and pedagogical goals/vision/philosophy, positioning them to work in higher education and/or the professional creative field.
- Identify and characterize trends in the contemporary dance canon, and articulate and advocate for the role of their work within the field.
- Organize and communicate both practical and theoretical dance concepts in diverse pedagogical contexts, using knowledge gained via teaching practicum, internships, and the study of dance science.

2. Briefly describe the direct measures used to assess this outcome.

Our three-person committee reviewed the **Final Project Report** from DANCE 699: Thesis Project. DANC 699 is completed in the final semester of MFA coursework, with the Final Project Report being completed after the mounting of the student's thesis dance concert. Each student report was read and scored by two assessment committee members using the attached graduate level Critical Thinking Value Rubric.

3. What were the results of the assessment? Include also a narrative and analysis about what the results suggest about the skills students possess when they graduate from your program.

Compiled Critical Thinking competency scores for MFA students exhibit general competency, with the exception of one student with high competency and one student averaging just below general competency; please see the score summary at the end of this document for specifics. All students demonstrated greater skill in introducing/explaining issues and providing evidence than in other categories, with a deficiency in drawing final conclusions; relatedly, we found that some students struggled, at times, with clearly articulating their own perspective. These scores suggest that this cohort is graduating with an overall solid level of critical thinking competency; although this finding is good news, it also leaves room for growth and improvement in this area within future curricular revisions. It is also interesting to note that assessment of MFA cohorts will most likely result in inconsistent data given the small sample size and variability of students' academic and artistic foci.

4. How will you use the results for improving student learning (how are you "closing the loop")?

These results seem to indicate that the emphasis we are placing in our newly revamped MFA coursework on exploring multiple perspectives and testing artistic hypotheses is aiding in the solidification of critical thinking skills. Moving forward, we will look at what opportunities we might have for bolstering students' abilities to develop logical conclusions and assert opinions; thesis committee members will be made aware of these findings so that we can encourage these skill sets during thesis realization.

5. Were any indirect assessments, such as exit interviews, employer surveys, or alumni surveys used to complement your direct assessment? If so, briefly discuss below.

N/A

6. Please provide an update on actions regarding your MOU if appropriate and attach the update to this report if necessary.

N/A
MOU in process

Please send the completed report to your College Dean and appropriate Associate Dean, Vice Provost Jody Cormack, and the Director for Program Review and Assessment Sharlene Sayegh. Please save a copy for your files. If you have any questions, please contact Sharlene at Sharlene.Sayegh@csulb.edu.

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CRITICAL THINKING VALUE RUBRIC — DANCE — GRADUATE

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Learning Objectives	Advanced competency performance indicators	General competency performance indicators	Low competency performance indicators
Explanation of Issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. Issue is positioned in context of the dance field.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, and boundaries undetermined. Dance field mentioned in contextualization.	Issue/problem to be considered critically is stated without clarification, description, or dance context.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order. Clearly grounded in dance context.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. Positioned in dance field.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. Relation to dance field questionable.
	POINT SCALE: 3 points	2 points	1 point

GRAD -- MFA Critical Thinking Competency - Spring 2019

	Explanation of issues	Evidence	Influence of context/assumptions	Student's position	Conclusions	STUDENT AVERAGE
Student 1	3	3	2.5	2	2	2.50
Student 2	2	3	1.5	1.5	1.5	1.90
Student 3	2.5	2	2.5	2	1.5	2.10
Student 4	3	2.5	3	3	3	2.90
AVERAGES	2.6	2.6	2.4	2.1	2.0	2.35