

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Drama (new)	152	DRA 152 12/01/2019-Acting I
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Communication, Media & Theatre Arts (new)	Tracy Jaffe
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

Yes

April, 2014

2. Briefly describe the results of previous assessment report(s).

Strengths: More than 70% of the students met the standard of success. Ten students scored 90% or higher.

Weaknesses: The scores of the first two objectives of Outcome #1, related to character motivations based on script analysis, were slightly lower than other objectives in either Outcome. It was indicated in the 2014 assessment report that the assessment plan worked well.

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

The above-mentioned and identified minor weakness signaled a need to better emphasize the analytical approach to script and text in demonstrating character development. The syllabus was improved to better emphasize text/script analysis in demonstrating character development. The 2014 assessment report indicated that the first two objectives in Outcome #1 were changed in the Master Syllabus update to better emphasize text and script analysis. Otherwise, course content was not significantly changed. It was also indicated in the 2014 report that for this assessment cycle, particular attention will be paid to these objectives and any improvement in student outcomes.

II. Assessment Results per Student Learning Outcome

Outcome 1: Demonstrate character development using a fundamental approach in a performance setting.

- Assessment Plan
 - Assessment Tool: Departmental review of video documentation of performances.
 - Assessment Date: Fall 2014
 - Course section(s)/other population: select all sections.
 - Number students to be assessed: a random sample of 25% of the student performances.
 - How the assessment will be scored: Departmentally-developed rubric.
 - Standard of success to be used for this assessment: 70% of the students will score 70% or higher on the total possible score.
 - Who will score and analyze the data: Departmental faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
	44

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The previous 2014 Assessment Plan indicated that a random sample of 25% of the student performances were to be assessed. Due to performances being presented in pairs (two students each performance) it made more sense to assess 25% of the *students* rather than assessing 25% of the *performances*. This slight change in how to approach the assessment count resulted in a small increase in the number of students being assessed. Gathering more data seemed optimal.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All sections of DRA 152 offered Fall '18 (3 sections), Winter '19 (3 sections) Spring '18 (one section) and Spring '19 (one section) semesters were included. This collection of 10 semesters consisted of two evening sections and eight daytime sections. The Fall and Winter offerings include one evening section each semester, as well as two daytime sections each semester. Spring offerings are daytime. All of the semesters and sections mentioned here were included. All sections are on campus; there are no DL offerings.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Each student performed in a final performance after participating in a variety of course activities throughout the semester, consisting of but not limited to reading scripts and supplementary course materials, acting exercises, lines memorization, staging, vocal and physical performance, rehearsals and feedback sessions. The student's recorded performance was reviewed against a departmentally-developed rubric (1-5 scale) evaluating the objectives related to the course's Student Learning Outcomes:

- 1 -not demonstrated
- 2 -partially demonstrated
- 3 -adequately demonstrated
- 4 -above average demonstration
- 5 -mastery demonstrated

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

39 students (89%) scored 70% or higher on the outcome-related questions.

Students averaged 26 points out of 30 for this outcome. This shows an 89% success rate.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Strengths: Students showed great strength in all areas, and most particularly in the area of using deliberate interpretative performance choices to emphasize and bring to life character objectives and motivations based on the study and analysis of the script. Students also showed great strength in the area of executing memorized script performances. The data captures this strength based on the highest scores being achieved on items #3, #4, #5 and #6 on the rubric.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Weaknesses: While still performing very well on items #1, #2 on the rubric (earning an average of 4.1, 4.2 respectively, out of 5 on each of these two questions) these were the lowest scores. While the standard of success was easily met, the assessment process brought attention to how outcome #1 is worded or phrased, possibly making attaining assessment data less accurate. It might be more effective to assess this outcome by splitting it into two outcomes. This will clarify that while the result of imagination exercises is embedded in the performance, these results might not be easily identified as such *during performance*. We will explore how to split this outcome into two outcomes and improving the wording of both. While we will consider ways we might improve student success and comprehension in this area, we believe that improving the language of the outcome to make it more accurately assessable will be key to addressing these slightly lower scores. The standard of success was met for this outcome.

Outcome 2: Demonstrate vocal and physical awareness using a fundamental approach in a performance setting.

- Assessment Plan
 - Assessment Tool: Departmental review of video documentation of performances.
 - Assessment Date: Fall 2014
 - Course section(s)/other population: select all sections.
 - Number students to be assessed: a random sample of 25% of the student performances.
 - How the assessment will be scored: Departmentally-developed rubric.

- Standard of success to be used for this assessment: 70% of the students will score 70% or higher on the total possible score.
- Who will score and analyze the data: Departmental faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
	44

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The previous 2014 Assessment Plan indicated that a random sample of 25% of the student performances were to be assessed. Due to performances being presented in pairs (two students each performance) it made more sense to assess 25% of the *students* rather than assessing 25% of the *performances*. This slight change in how to approach the assessment count resulted in a small increase in the number of students being assessed. Gathering more data seemed optimal.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All sections of DRA 152 offered Fall '18 (3 sections), Winter '19 (3 sections), Spring '18 (one section) and Spring '19 (one section) semesters were included. This collection of 10 semesters consisted of two evening sections and eight daytime sections. The Fall and Winter offerings include one evening section each semester, as well as two daytime sections each semester. Spring offerings are daytime. All of the semesters and sections mentioned here were included. All sections are on campus, there are no DL offerings.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Each student performed a final performance after participating in a variety of course activities throughout the semester, consisting of but not limited to reading scripts and supplementary course materials, acting exercises, lines memorization, staging, vocal and physical performance, rehearsals and feedback sessions. The student's recorded performance was reviewed against a departmentally-developed

rubric (1-5 scale) evaluating the objectives related to the course's Student Learning Outcomes:

- 1 -not demonstrated
- 2 -partially demonstrated
- 3 -adequately demonstrated
- 4 -above average demonstration
- 5 -mastery demonstrated

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

42 students (95%) scored 70% or higher on the outcome-related questions.

Students averaged 26 points out of 30 for this outcome. This is an 89% success rate.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Strengths: Students showed great strength in the area of using deliberate interpretative vocal performance choices to emphasize and bring to life character objectives and motivations. Students also showed great strength in the area of using deliberate interpretative body language performance choices to emphasize and bring to life character objectives and motivations. The data also show that the students demonstrated great strength in staging and choices based on dynamics between characters. The data captures these strengths based on the high scores being achieved on all items on the rubric: #1, #2, #3, #4, #5 and #6.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

None that were evident. The success rate for each question was 90% or higher. The current plan will continue to be followed.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

Students performed strong in both outcomes. Outcome #1 had been improved upon in the last Master Syllabus updating, and this assessment was successful; however, Outcome #1, Objective #1 will continue to be improved upon (as described in Section II above) and changes will be included and implemented in the impending Master Syllabus updating.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

This course is continuing to meet the needs of the students. The design of this course is intended to introduce the student to the basic skills of acting related to script analysis, character development, staging, vocal and physical performance and improvisation. The assessment results indicate that these goals are being met successfully.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This report will be shared with the Communication, Media and Theatre Arts Department.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Objectives	Split Objective #1 (for Outcome #1) into two Objectives. Change the wording of Outcome 1, Objective #1 from "Determine character objectives and motivations based on Text/Script analysis and imagination exercises" to "Demonstrate character objectives and motivations	Rationale: The Outcome and Objective was successfully assessed, with strong student success. The objective as currently written could be improved upon to obtain more accurate assessment data. With some rewording of the objective, clarifying that while the result of imagination	2020

	based on Text/Script analysis” and create Objective #7: “Practice imaginative choices in performance based on improvisational choices”	exercises is embedded in the performance, these results might not be easily identified as such <i>during performance</i> . This objective will be split into two separate objectives and improved.	
Course Assignments	With improved objective language, continue to improve areas for assessment questions 1 and 2 (Outcome 1, Objective #1).	Continuous improvement	2020

5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[DRA152ActingIAssessmentDataResults12.01019](#)

Faculty/Preparer: Tracy Jaffe **Date:** 12/01/2019

Department Chair: Allison Fournier **Date:** 12/09/2019

Dean: Scott Britten **Date:** 12/11/2019

Assessment Committee Chair: Shawn Deron **Date:** 01/28/2020

COURSE ASSESSMENT REPORT

I. Background Information

- 1. Course assessed:
 - Course Discipline Code and Number: DRA 152
 - Course Title: Acting for the Theatre I
 - Division/Department Codes: 11620

- 2. Semester assessment was conducted (check one):
 - Fall 2011
 - Winter 2011
 - Spring/Summer 20__

- 3. Assessment tool(s) used: check all that apply.
 - Portfolio
 - Standardized test
 - Other external certification/licensure exam (specify):
 - Survey
 - Prompt
 - Departmental exam
 - Capstone experience (specify):
 - Other (specify): Video documentation of performances.

- 4. Have these tools been used before?
 - Yes
 - No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.
No, the tools have not been altered.

- 5. Indicate the number of students assessed and the total number of students enrolled in the course.
23 students assessed, of 23 students enrolled in the course section.

- 6. If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)*
Three sections of the course were offered, one section was randomly selected.

II. Results

- 1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
None

- 2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*

- 3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.) 70% of students must score 70% or higher on the learning outcomes.*

- 4. Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of success was met for each outcome. ***In a separate document, include a summary of the data collected and any rubrics or scoring guides used for the assessment.***
The students met the standard of success for the student learning outcomes. We used a rubric to score the individual student performance against seven separate criteria. Three out of the 23 students assessed did not achieve the 70% minimum success criterion. 87% of the students assessed met the standard of success.

logged 4/3/12 s/v

DRA 152 Acting for the Theatre I
Effective Term: Fall 2009

Student Learning Outcomes

1. Demonstrate character development using a fundamental approach in a performance setting.
2. Demonstrate vocal and physical awareness using a fundamental approach in a performance setting.

COURSE ASSESSMENT REPORT

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results. *(This should be an interpretation of the assessment results described above and a thoughtful analysis of student performance.)*

Strengths: More than 70% of the students met the standard of success. Ten students scored 90% or higher.

Weaknesses: The scores of the first two objectives of Outcome #1, related to character motivations based on script analysis, were slightly lower than other objectives in either Outcome.

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses. *(If students met all expectations, describe your plan for continuous improvement.)* The above mentioned identified weakness signaled a need to better emphasize the analytical approach to script and text in demonstrating character development. The syllabus will be improved to better emphasize text/script analysis in demonstrating character development. In the next assessment cycle, particular attention will be paid to these objectives and any improvement in student outcomes.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

a. Outcomes/Assessments on the Master Syllabus

Change/rationale:

b. Objectives/Evaluation on the Master Syllabus

Change/rationale: The first two objectives in Outcome #1 were changed to better emphasize text and script analysis. Otherwise, course content was not significantly changed.

c. Course pre-requisites on the Master Syllabus

Change/rationale:

d. 1st Day Handouts

Change/rationale:

e. Course assignments

Change/rationale:

f. Course materials (check all that apply)

Textbook

Handouts

Other:

g. Instructional methods

Change/rationale:

h. Individual lessons & activities

Change/rationale:

3. What is the timeline for implementing these actions?

Master syllabus updates will take place winter 2012

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course. -The assessment plan worked well.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments. We are adding a second assessment tool/rubric

3. Which outcomes from the master syllabus have been addressed in this report?

All X Selected _____

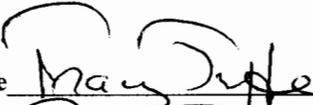
If "All", provide the report date for the next full review: Winter 2015

If "Selected", provide the report date for remaining outcomes: _____.

COURSE ASSESSMENT REPORT

Submitted by:

Print: Tracy Jaffe
Faculty/Preparer

Signature 

Date: 3-28-12

Print: Tracy Jaffe
Department Chair

Signature 

Date: 3-28-12

Print: Bill Abernethy
Dean/Administrator

Signature 

Date: MAR 30 2012

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:

Course Discipline Code and Number: DRA 152
 Course Title: Acting For The Theatre I
 Division/Department Codes: HSS/PAD/DRA

2. Semester assessment was conducted (check one):

- Fall 20__
- Winter 2009
- Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.

- Portfolio
- Standardized test
- Other external certification/licensure exam (specify):
- Survey
- Prompt
- Departmental exam
- Capstone experience (specify):
- Other (specify): Departmentally prepared rubric

4. Have these tools been used before?

- Yes
- No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.

20 students assessed from three sections, of 51 enrolled.
a total

6. Describe how students were selected for the assessment.

Randomly selected

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.

Does not apply

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.

Outcome#1: Demonstrate character development using a fundamental approach in a performance setting

Outcome#2: Demonstrate vocal and physical awareness using a fundamental approach in a performance setting

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. **Please see attached summary of the data collected.** Students demonstrate adequate competence and engagement in the lessons related to the outcomes, and demonstrated overall success.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. **Please attach the rubric/scoring guide used for the assessment.**

Outcome#1: shows 82% success

Outcome#2: shows 83% success

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: Students show greater competence in Outcome #2, demonstrating adequate abilities in the vocal and physical aspect of performance

Weaknesses: Students show slightly less, although still adequate competence in Outcome #1, demonstrating abilities in the cognitive, creative and critical thinking aspect of performance

8/2/09

COURSE ASSESSMENT REPORT

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.
More focus will be placed on the approach to script and character analysis.

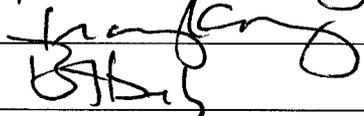
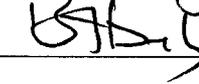
2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.
 - a. Outcomes/Assessments on the Master Syllabus
Change/rationale:
 - b. Objectives/Evaluation on the Master Syllabus
Change/rationale:
 - c. Course pre-requisites on the Master Syllabus
Change/rationale:
 - d. 1st Day Handouts
Change/rationale:
 - e. Course assignments
Change/rationale:
 - f. Course materials (check all that apply)
 - Textbook
 - Handouts
 - Other:
 - g. Instructional methods
Change/rationale:
 - h. Individual lessons & activities
Change/rationale: More focused coverage of the approach to script and character analysis and increased attention to the performance choices students are making in these lessons.

3. What is the timeline for implementing these actions? Immediate changes can be applied in the current semester (spring) and the coming fall semester.

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.
Very effective
2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
N/A
3. Which outcomes from the master syllabus have been addressed in this report?
All Selected _____
If "All", provide the report date for the next full review: W2012
If "Selected", provide the report date for remaining outcomes: _____

Submitted by:

Print: <u>Tracy Komarmy</u> Faculty/Preparer	Signature: 	Date: <u>6.25.09</u>
Print: <u>Tracy Komarmy</u> Department Chair	Signature: 	Date: <u>6.25.09</u>
Print: <u>Dr. Bill Abernethy</u> Dean/Administrator	Signature: 	Date: <u>JUL 07 2009</u>

logged 7/8/09 jg