

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Drama (new)	204	DRA 204 08/05/2021- Improvisational Acting
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	Communication, Media & Theatre Arts (new)
Faculty Preparer		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
Winter 2011

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

The students met the standard of success for the student learning outcomes. We used a rubric to score the individual student performance against nine separate criteria. Three out of the 16 students assessed did not achieve the 70% minimum success criterion. 81% of the students assessed met the standard of success.
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3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

"Students met minimum standards, performing the skill(s) and demonstrating technique(s). Overall success rate was high; more attention will be paid to individual performance choices in order to enhance character development."
The above quote from the previous assessment report is much more limited than the reports we now complete. We didn't find the previous report to offer meaningful feedback given how the goals of the previous assessment were articulated. We have found that the current assessment conducted over the past several months offered more relevant information for us to work with as we plan changes in pedagogy.

**II. Assessment Results per Student Learning Outcome**

Outcome 1: Apply improvisational acting skills in a performance setting with attention to performance choices based on: a) listening and behaving truthfully in the imaginary circumstance, b) acceptance (as opposed to denial), c) physical awareness and staging effectiveness, d) vocal delivery effectiveness.

- Assessment Plan
  - Assessment Tool: Departmental review of video documentation of performance
  - Assessment Date: Winter 2021
  - Course section(s)/other population: All
  - Number students to be assessed: All
  - How the assessment will be scored: Departmentally-developed rubric
  - Standard of success to be used for this assessment: 70% of all students must score 70% (7 out of 10) or greater on each category of the learning outcome.
  - 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)
	2021	

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

# of students enrolled	# of students assessed
16	36

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.

75 students enrolled in the five semesters were assessed. A random sample of 50% of the student were assessed, totaling 36 students assessed.

The semesters assessed (some were not available to select in CurricUNET):  
 Winter 2018, Fall 2018, Winter 2019, Fall 2019 and Winter 2021.

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 204 offered Winter 2018 (1 section), Fall 2018 (1 section), Winter 2019 (1 section), Fall 2019 (1 section) and Winter 2021 (1 section) were

included. This collection of five semesters consisted of daytime sections (the only section offered each semester). 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 participated in a variety of improvisational exercises that were videoed at the end of the semester after participating in a variety of course activities throughout the semester, consisting of but not limited to: a) practicing creating an imaginary circumstance consisting of the who, what and where of the improvised scene b) practicing responsive listening and accepting offers truthfully under the imaginary circumstances c) practicing accepting offers and adding to the offer d) practicing the development of environment using physical choices and e) practicing vocal choices to enhance character development. The students' recorded performance was reviewed using a departmentally-developed rubric (0-4 scale) evaluating the objectives related to the course's Student Learning Outcome:

0 – Consistently demonstrates none of criteria

1 - Consistently demonstrates some, but very little of criteria

2 - Consistently demonstrates some, but not all of criteria

3 - Consistently demonstrates most, but not all of criteria

4 - Consistently demonstrates all, or nearly all of criteria

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

Due to a new rubric having been created, the standard of success was changed to "70% of all students assessed must score 75% or greater for each category of the learning outcome".

Skill A: 28/36 students (77.8%) scored 75% or higher

Skill B: 34/36 students (94.4%) scored 75% or higher

Skill C: 32/36 students (88.9%) scored 75% or higher

Skill D: 34/36 students (94.4%) scored 75% or higher

Skill E: 34/36 students (94.4%) scored 75% or higher

More than 70% of students scored 75% or higher on each rubric area, meeting the standard of success.

Overall, 32 students (89%) scored 75% or higher on the rubric areas.

Students averaged 17.5 points out of 20 for all rubric areas combined.

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 demonstrating deliberate physical performance choices to develop a readable environment as well as demonstrating deliberate vocal delivery choices to express the development of character. The data captures this strength based on the highest scores being achieved on Skill D and Skill E on the rubric (out of 4 points possible, earning an average of 3.69 – Skill D and 3.67 – Skill E).

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 Skill A, Skill B and Skill C on the rubric (out of 4 points possible, earning an average of 3.22, 3.39 and 3.53 respectively) these were lower scores than achieved on Skill D and Skill E. While the standard of success was easily met, the assessment process brought attention to how this single outcome could be better articulated, primarily by developing two outcomes and improving the identification and articulation of the set of skills. We believe that Skill A, B and C contain a great amount of pedagogical importance and can be better developed by being more specific in identifying and articulating the set of skills for the student to practice. To address these slightly lower scores, we will explore how to split this outcome into two outcomes and improve the breakdown and wording of the skill sets. We believe this would make the outcomes more accurately assessable and focus more on details of the skills we believe are important to emphasize in our pedagogy. Additionally, language and pedagogy is in constant flux and evolution in the field of Improvisation. We believe we can make improvements to the outcomes that reflect advancements in the field of Improvisation.

### 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.

In this current assessment process, students performed strong in all skills identified in the rubric designed to evaluate the one outcome in the existing master syllabus. As stated in part I, the previous assessment report was not useful for us in this process.

- 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 improvisational acting related to behaving truthfully under imaginary circumstances, which is the main umbrella pedagogic concept of Improvisational Acting. Covered by this umbrella concept are the skills of developing the base reality (the who, the where and the what), accepting offers and adding to them, using physical choices to develop environment and vocal choices to enhance character development. The assessment results indicate that these goals are being met successfully, however, advancements in the field both in approach to these skills and language identifying and illuminating these skills inspire revisions to this master syllabus. Learning that the first three skills, while strong, could have stronger outcomes also helps inform us of changes in the outcome language that will better administer these skills.

- 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.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	We would like to change from one outcome to two or three outcomes to better evaluate student learning in the foundational areas of the course.	Although this assessment demonstrated student success, we believe faculty and students will benefit from a more detailed analysis by breaking down the outcomes into more detailed descriptions.	2022

Objectives	We will review and update the objectives as necessary based on the revision of the outcomes.	The newly written outcomes will necessitate objectives that will reflect the outcomes.	2022
Course Assignments	Administer more focused exercises that concentrate on developing skills that help the student make stronger performance choices in building Base Reality of the scene, and character choices.	As we flush out more detailed aspects of the outcomes, there will undoubtedly be a need to focus more intensely on the underlying skills needed to establish the Base Reality and Character of a scene.	2022

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

6.
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### III. Attached Files

[DRA 204 Assessment Data](#)  
[DRA 204 Rubric Assessment 8.5.21](#)

**Faculty/Preparer:** Tracy Jaffe **Date:** 08/05/2021  
**Department Chair:** Allison Fournier **Date:** 08/07/2021  
**Dean:** Scott Britten **Date:** 08/10/2021  
**Assessment Committee Chair:** Shawn Deron **Date:** 11/30/2021

**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: DRA 204  
 Course Title: Improvisational Acting for the Theatre  
 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.  
 16 students assessed, of 19 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.)*

16 students participated in the final showcase performance. The remaining 3 students did not participate in the final showcase performance and therefore were not assessed.

**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 nine separate criteria. Three out of the 16 students assessed did not achieve the 70% minimum success criterion. 81% of the students assessed met the standard of success.

DRA 204 Improvisational Acting for the Theatre

Effective Term: Fall 2009

### Student Learning Outcomes

1. Apply improvisational acting skills in a performance setting with attention to performance choices based on: a) listening and behaving truthfully in the imaginary circumstance, b) acceptance (as opposed to denial), c) physical awareness and staging effectiveness, d) vocal delivery effectiveness

**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.

Weaknesses:

**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.)* Students met minimum standards, performing the skill(s) and demonstrating technique(s). Overall success rate was high; more attention will be paid to individual performance choices in order to enhance character development.

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.  1<sup>st</sup> 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: \_\_\_\_\_

Submitted by:

Print: Tracy Jaffe

Signature Tracy Jaffe

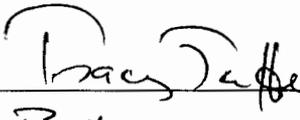
Date: 3.28.12

Please return completed form to the Office of Curriculum & Assessment, SC 247.

**COURSE ASSESSMENT REPORT**

Faculty/Preparer

Print: Tracy Jaffe  
Department Chair

Signature 

Date: 3-28-12

Print: Bill Abernethy  
Dean/Administrator

Signature 

Date: MAR 30 2012

**COURSE ASSESSMENT REPORT**

**Background Information**

- 1. Course assessed:  
 Course Discipline Code and Number: DRA 204  
 Course Title: Improvisational Acting for the Theatre  
 Division/Department Codes: HSS PERD
- 2. Semester assessment was conducted (check one):  
 Fall 20\_\_  
 Winter 20\_\_  
 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): Departmental Review of Video Documentation of Student Performance
- 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.  
10
- 6. Describe how students were selected for the assessment.  
All students enrolled in the course participated in the documented student performance and were therefore assessed using the established course assessment rubric

**Results**

- 1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.  
The instructor for the Fall 2006 semester is aware of the importance of applying extra attention to the instructional approach covering the skills mentioned under weaknesses.
- 2. State each outcome from the master syllabus that was assessed.  
1. Apply improvisational acting skills in a performance setting with attention to performance choices based on:  
 a) listening and behaving truthfully in the imaginary circumstance  
 b) acceptance (as opposed to denial)  
 c) physical awareness and staging effectiveness  
 d) vocal delivery effectiveness
- 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 attach a summary of the data collected.  
 \*Please see attached data and data analysis.  
 All outcome that exist in the master syllabus were assessed.  
 The rubric contains six evaluation questions pertaining to the above stated outcome(s).

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COURSE ASSESSMENT REPORT

The average score for each evaluation question is above 70%, reaching the standard of success stated in the master syllabus. The overall average for all questions, all students is 79%

- 4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success.  
The standard of success for each outcome assessed is 70%.  
All students reached that standard of success for each outcome.

- 5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.  
Strengths: The students exhibited strength in the 1) commitment to the imaginary circumstances, 2) demonstration of non-verbal performance choices communication effective staging skills to set the scene and enhance the dramatic tension and plot and 3) demonstration of vocal performance choices that were stage worthy and effect.

Weaknesses: The students exhibited competency, but less strength in 1) actor to actor listening, 2) acceptance skills and 3) non-verbal performance choices communicating physical awareness in character development.

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, along with a timeline for these actions.  
The instructor for the Fall 2006 semester is aware of the importance of applying extra attention to the instructional approach covering the skills mentioned under weaknesses.
- 2. Identify any other 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.

Master syllabus  
Change/rationale:

Curriculum  
Change/rationale:

Course syllabus  
Change/rationale:

Course assignments  
Change/rationale:

Course materials (check all that apply)  
 Textbook  
 Handouts  
 Other:  
Change/rationale:

Instructional methods  
Change/rationale:

Other:  
Change/rationale: The instructor for the Fall 2006 semester is aware of the importance of applying extra attention to the instructional approach covering the skills mentioned under weaknesses.

Future plans

Please return completed form to the Office of Curriculum & Assessment, SC 247.

**COURSE ASSESSMENT REPORT**

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.  
Helpful in identifying areas for improvement in instruction
2. If the assessment tools were not effective, describe the changes that will be made for future assessments.  
none

**Submitted by:**

Name: Tracy Komaromy Date: 8.25.06  
Department Chair: Tracy Komaromy Date: 8.25.06  
Dean: [Signature] Date: 4/26/06