

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
Drama	208	DRA 208 06/23/2016-Acting II
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Performing Arts	Tracy Jaffe
Date of Last Filed Assessment Report		

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

Outcome 1: Demonstrate character development using diverse approaches in a performance setting.

- Assessment Plan
  - Assessment Tool: Departmental review of video documentation of performances
  - Assessment Date: Fall 2014
  - Course section(s)/other population: all sections
  - Number students to be assessed: random sample of 25% of 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 of all possible points.
  - 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)
2015		

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

# of students enrolled	# of students assessed
19	19

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.

All students assessed.

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.

Only one section of this advanced course was offered. All students enrolled (and all enrolled completed the course) were assessed.

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

The final performance showcase (a practicum for outcomes and objectives to be applied/practiced by the student) was documented and assessed for each student. The rubric established for assessment in the most recent update of this course syllabus (submitted September, 2013, effective Winter 2014) was used to establish the assessment for analysis of results.

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

The standard of success, as articulated in the Comprehensive Report effective Winter 2014, is 70% of students must score 70% or higher on the learning outcomes. Outcome #1 has 12 points possible. 16 out of 19 students met the standard of success on Outcome #1 (84% of students).

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

Students seem to demonstrate competency related to character analysis, and the skills utilized to incorporate that analysis into their performance choices. While abilities can vary regarding line memorization, students also demonstrated competency related to being off-script and memorized. Overall success was fully satisfactory.

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.

The objective related to listening based on behaving truthfully in the imaginary circumstances is a skill that is the cornerstone of all acting, at any level. This skill is one that is practiced continuously for as long as the art form is studied by an individual. Students were successful at this outcome. However, I am aware that this is an objective that I will continue to expose students to exercises and assignments that will emphasize the importance and challenge of this advanced skill.

Outcome 2: Demonstrate vocal and physical awareness using diverse approaches in a performance setting.

- Assessment Plan
    - Assessment Tool: Departmental review of video documentation of performances
    - Assessment Date: Fall 2014
    - Course section(s)/other population: all sections
    - Number students to be assessed: random sample of 25% of 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 of all possible points.
    - 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)
2015		

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

# of students enrolled	# of students assessed
19	19

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.

All students assessed.

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.

Only one section of this advanced course was offered. All students enrolled (and all enrolled completed the course) were assessed.

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

The final performance showcase (a practicum for outcomes and objectives to be applied/practiced by the student) was documented and assessed for each student. The rubric established for assessment in the most recent update of this course syllabus (submitted September, 2013, effective Winter 2014) was used to establish the assessment for analysis of results.

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

The standard of success, as articulated in the Comprehensive Report effective Winter 2014, is 70% of students must score 70% or higher on the learning outcomes. Outcome #2 has 15 points possible. 16 out of 19 students met the standard of success on Outcome #2 (84% of students).

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

Student engagement in the directorial and evaluation process (comprehending feedback, and applying to the performance process) is significantly evident. Deliberate body language related to staging and expression is also evident. Students demonstrate physical and vocal expressiveness, as addressed in course exercises and assignments.

- 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.

Vocal production, expression and projection is a difficult skill to master in performance. While students demonstrated proficiency in these objectives, this is an area that requires much training and experience. I will continue to search for creative and effective exercises and assignments to expose students to opportunities to gain experience in these skills, and advance their proficiency. I also encourage students to take voice lessons or classes, which is a counterpart to any acting training.

## II. Course Summary and Action Plans Based on Assessment Results

- 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?

Student success, evident from the assessment data, and personal satisfaction in the result of the major performance project that they are a part of, expressed to each other and to me as the instructor, indicates that this course is highly successful in meeting the needs of students. The assessment results do not surprise me. All seems accurate based on my experience teaching the course and producing the major performance that the students participate in. As always, I continue to process ideas of how to improve any given part of the course as a part of the natural approach to making the course experience optimal.

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

All materials are reviewed by the Department Chair. As a department, we have discussed our assessment results in person, in Department meetings.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

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

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### III. Attached Files

[DRA208AssessResultsSummaryJune16](#)

[DRA208RubricJune16](#)

**Faculty/Preparer:** Tracy Jaffe **Date:** 06/23/2016

**Department Chair:** Noonie Anderson **Date:** 06/28/2016

**Dean:** Kristin Good **Date:** 07/06/2016

**Assessment Committee Chair:** Michelle Garey **Date:** 10/03/2016

**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: DRA 208  
 Course Title: Acting for the Theatre II  
 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.  
 14 students assessed, of 14 students enrolled in two course sections.
  
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, two sections were randomly selected. Two sections were assessed of Acting II students to increase total number of student performance assessments.

**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. Two out of the 14 students assessed did not achieve the 70% minimum success criterion. 86% of the students assessed met the standard of success.

DRA 208 Acting for Theatre II

Effective Term: Fall 2009

#### Student Learning Outcomes

1. Demonstrate character development using diverse approaches in a performance setting.
2. Demonstrate vocal and physical awareness using diverse approaches 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.

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.  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 \_\_\_\_\_

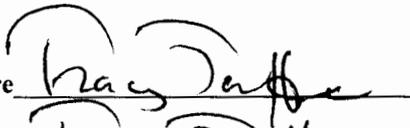
If "All", provide the report date for the next full review: Winter 2015

If "Selected", provide the report date for remaining outcomes: \_\_\_\_\_

**COURSE ASSESSMENT REPORT**

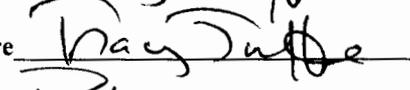
Submitted by:

Print: Tracy Jaffe  
Faculty/Preparer

Signature 

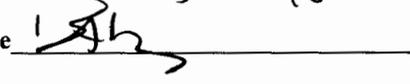
Date: 3.28.12

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 ~~280~~ 208  
 Course Title: Acting For The Theatre II  
 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 32 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 diverse approaches in a performance setting  
 Outcome#2: Demonstrate vocal and physical awareness using diverse approaches 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 78% success  
 Outcome#2: shows 79% 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

8/27/09

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.  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: 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.

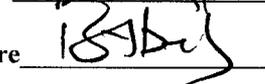
IV. Future plans

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: Tracy Komarmy Signature  Date: 6.25.09  
Faculty/Preparer

Print: Tracy Komarmy Signature  Date: 6.25.09  
Department Chair

Print: Dr. Bill Abernethy Signature  Date: JUL 07 2009  
Dean/Administrator