

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Drama (new)	211	DRA 211 07/29/2022- Improvisational Acting II
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	Communications, 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?

No

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

3.

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

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Demonstrate the establishment of the Base Reality/Platform (?who?, ?what? and ?where?) of an improvisational scene in a performance setting using an advanced approach to listening and responding truthfully in the imaginary circumstances.

- Assessment Plan
 - Assessment Tool: Video documentation of outcome-related performances
 - Assessment Date: Spring/Summer 2025
 - 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 75% or greater on the outcome-related rubric areas.
- 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	2022, 2021	

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

# of students enrolled	# of students assessed
10	20

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.

Five semesters were assessed, with a total of 21 students enrolled. ALL students enrolled were assessed, minus one student who dropped, therefore 20 total students were assessed. I was only able to select three semesters in this CurricUNET system form (hence the system generated "10" enrolled; when actually 21 total were enrolled and **20** were assessed). The **five** semesters assessed are: Fall 2019, Winter 2020, Winter 2021, Fall 2021, Winter 2022.

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.

As a newly developed course, the first time this course was offered was Fall, 2019. All sections of DRA 211 offered to this date - Fall 2019 (1 section), Winter 2020 (1 section), Winter 2021 (1 section), Fall 2021 (1 section) and Winter 2022 (1 section) were included in this assessment. This collection of five semesters consisted of daytime sections (the only section offered each semester). Fall 2019, Fall 2021 and Winter 2022 were on campus, face-to-face sections. Winter 2020 started as a face-to-face section and switched to virtual mode mid-semester due to COVID-19. Winter 2021 was 100% virtual.

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) applying the skill of behaving truthfully in the imaginary circumstance through responsive

listening with an advanced approach and b) applying the skill of accepting (as opposed to denying) to established the base reality of the scene with an advanced approach. The students' recorded performance was reviewed using a departmentally-developed rubric (0-4 scale) evaluating the objectives related to the course's Student Learning Outcomes:

0 – Consistently demonstrates none of criteria

1 - Consistently demonstrates some, but very little of criteria

2 - Consistently demonstrates some, but not most 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

The standard of success is "70% of all students assessed must score 75% or greater for each assessed category of the learning outcome".

Objective #1: 17/20 students (85%) scored 75% or higher

Objective #2: 18/20 students (90%) scored 75% or higher

More than 70% of students scored 75% or higher on each Learning Outcome #1 rubric area, meeting the standard of success.

Overall, 17 students (85%) scored 75% or higher on both rubric areas, averaging 6.4 points out of 8.

Students averaged 3.1 points out of 4 for Learning Outcome #1 rubric areas #1

Students averaged 3.3 points out of 4 for Learning Outcome #1 rubric areas #2

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 an advanced approach to accepting (as opposed to denying) offers/cues to establish the base reality of the scene. The data captures this strength

based on the high scores being achieved on LOC #1 second skill set on the rubric (out of 4 points possible, earning an average of 3.3).

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: Students performed very well on all LOC #1 skills assessed using the rubric (out of 8 points possible, earning an average of 6.4). We hope to continue this successful trend in this outcome by continuing to focus on emphasizing advanced skills of behaving truthfully in the imaginary circumstance and through this emphasis, enhancing the success of students establishing the base reality as soon as possible, in the start of the scene. We will refine the course objectives to better breakdown and articulate establishing the base reality through responsive listening.

Outcome 2: Demonstrate using an advanced approach to discover and heighten Character Point of View (POV) to develop an improvisational scene in a performance setting.

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 - Assessment Date: Spring/Summer 2025
 - 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 75% or greater on the outcome-related rubric areas.
 - 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	2022, 2021	

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

# of students enrolled	# of students assessed
10	20

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.

Five semesters were assessed, with a total of 21 students enrolled. ALL students enrolled were assessed, minus one student who dropped, therefore 20 total students were assessed. I was only able to select three semesters in this CurricUNET system form (hence the system generated "10" enrolled; when actually 21 total were enrolled and **20** were assessed). The **five** semesters assessed are: Fall 2019, Winter 2020, Winter 2021, Fall 2021, Winter 2022.

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.

As a newly developed course, the first time this course was offered was Fall, 2019. All sections of DRA 211 offered to this date - Fall 2019 (1 section), Winter 2020 (1 section), Winter 2021 (1 section), Fall 2021 (1 section) and Winter 2022 (1 section) were included in this assessment. This collection of five semesters consisted of daytime sections (the only section offered each semester). Fall 2019, Fall 2021 and Winter 2022 were on campus, face-to-face sections. Winter 2020 started as a face-to-face section and switched to virtual mode mid-semester due to COVID-19. Winter 2021 was 100% virtual.

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) applying the skill of using Character POV and the concept of three via general to specific detail to heighten the scene and b) applying the skill of editing using Character POV to heighten the who, what and/or environment to establish the "Button" in the scene. The students' recorded performance was reviewed using a departmentally-developed rubric (0-4 scale) evaluating the objectives related to the course's Student Learning Outcomes:

0 – Consistently demonstrates none of criteria

1 - Consistently demonstrates some, but very little of criteria

2 - Consistently demonstrates some, but not most 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

The standard of success is "70% of all students assessed must score 75% or greater for each assessed category of the learning outcome".

Objective #1: 16/20 students (80%) scored 75% or higher

Objective #2: 19/20 students (95%) scored 75% or higher

More than 70% of students scored 75% or higher on each Learning Outcome #2 rubric area, meeting the standard of success.

Overall, 15 students (75%) scored 75% or higher on both rubric areas, averaging 6.35 points out of 8.

Students averaged 3.05 points out of 4 for Learning Outcome #2 rubric areas #1

Students averaged 3.3 points out of 4 for Learning Outcome #2 rubric areas #2

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 the ability to edit the scene by finding the 'button' using the who, the what and/or environment. The data captures this strength based on the highest scores being achieved on assessed area #2 on the rubric (out of 4 points possible, earning an average of 3.30). The students demonstrated a masterful understanding of this key improvisational editing skill. We will update the course objectives to be sure finding the 'button' of the scene it is more fully articulated.

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: Students performed well on all LOC #2 skills assessed using the rubric (out of 8 points possible, earning an average of 6.35). We noticed that students found the skill of heightening using the concept of three via general to specific detail to be a little bit more challenging than the other skill assessed in this outcome (editing and finding the 'button' of the scene as described above). While still demonstrating strong comprehension of heightening using increased detail, we

plan to focus on a stronger emphasize of this heightening skill in our teaching approach with the goal of raising our student’s skill competency and assessment results in this area. We will refine the course objectives to better breakdown and articulate the various options/skills for heightening.

Outcome 3: Demonstrate advanced vocal and physical performance choices consistent with the established Base Reality/Platform and the Character Point of View (POV).

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 - Standard of success to be used for this assessment: 70% of all students must score 75% or greater on the outcome-related rubric areas.
 - Who will score and analyze the data: Departmental faculty

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

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

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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.

As a newly developed course, the first time this course was offered was Fall, 2019. All sections of DRA 211 offered to this date - Fall 2019 (1 section), Winter 2020 (1 section), Winter 2021 (1 section), Fall 2021 (1 section) and Winter 2022 (1 section) were included in this assessment. This collection of five semesters consisted of daytime sections (the only section offered each semester). Fall 2019, Fall 2021 and Winter 2022 were on campus, face-to-face sections. Winter 2020 started as a face-to-face section and switched to virtual mode mid-semester due to COVID-19. Winter 2021 was 100% virtual.

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) applying the skill of creating and developing the "where" (environment) through physical choices with an advanced approach and b) applying the skill of using advanced vocal delivery consistent with the "who" of the scene and Character Point of View (POV). The students' recorded performance was reviewed using a departmentally-developed rubric (0-4 scale) evaluating the objectives related to the course's Student Learning Outcomes:

0 – Consistently demonstrates none of criteria

1 - Consistently demonstrates some, but very little of criteria

2 - Consistently demonstrates some, but not most 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

The standard of success is "70% of all students assessed must score 75% or greater for each assessed category of the learning outcome".

Objective #1: 16/20 students (80%) scored 75% or higher

Objective #2: 19/20 students (95%) scored 75% or higher

More than 70% of students scored 75% or higher on each Learning Outcome #3 rubric area, meeting the standard of success.

Overall, 16 students (80%) scored 75% or higher on both rubric areas, averaging 6.4 points out of 8.

Students averaged 3.1 points out of 4 for Learning Outcome #3 rubric areas #1

Students averaged 3.25 points out of 4 for Learning Outcome #3 rubric areas #2

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

Strengths: Students showed strength in all areas. Given the unique circumstances of students a) switching from face-to-face mode mid-semester for Winter 2020 b) students adapting to one fully virtual semester and then c) students adapting to returning to face-to-face for the two most recent semester assessed, we were pleased to see the success that we saw in this outcome. The demands/requirements of physical and vocal performance skills vary greatly between virtual and face-to-face learning/performance. Students demonstrated an ability to successfully establish the ‘where’ and “who” of a scene using advanced physical and vocal choices despite the unexpected changes of modality of learning and performance.

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: Students performed well on all LOC #3 skills assessed using the rubric (out of 8 points possible, earning an average of 6.35). We noticed that students found the skill of developing the ‘where’ (environment) of the scene through advanced physical choices a bit more challenging than the other skill assessed in this outcome (using advanced vocal delivery consistent with the ‘who’ of the scene and Character POV). As stated above, given the unique circumstances of students a) switching from face-to-face mode mid-semester for Winter 2020 b) students adapting to one fully virtual semester and then c) students adapting to returning to face-to-face for the two most recent semester assessed, we understand how students might struggle some particularly with this physical skill set. The demands/requirements of physical performance skills vary greatly between virtual and face-to-face learning/performance (although apply to both). While students demonstrated an ability to successfully establish the ‘where’ of a scene using physical choices despite the unexpected changes of modality of learning and performance, we recognize that given a more stable face-to-face learning

environment, students will likely increase their competency in this particular skill. We plan to focus on a stronger emphasize of this physical skill set in our teaching approach with the goal of raising our student's skill competency and assessment results in this area. We will refine the course objectives to better emphasize physical skills to establish the 'where'.

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.

There is no previous assessment report; however, we did use what we learned from the recent DRA204 Improvisational Acting I Course Assessment Report and Course Syllabus Update to refine the assessment rubric used in this DRA211 Course Assessment Report. The recent DRA204 assessment and syllabus update process informed this assessment of DRA211 in a meaningful way. The lessons learned in the DRA204 assessment guided us to the decision to assess DRA211 using a rubric closely resembling the DRA204 rubric (and refined for the DRA211 advanced pedagogy). This helped us to more accurately assess the DRA 211 course. The two courses are strongly interrelated; DRA 211 is a more advanced coverage of fundamental lessons taught in the DRA204 fundamental course as well as covering some added advanced skills. This approach gave us more accurate and meaningful information regarding the course assessment.

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 meeting the needs of the students. The design of this course is intended to introduce the student to advanced skills of improvisational acting related to behaving truthfully under imaginary circumstances, the main umbrella pedagogic tenet of Improvisational Acting. Covered under this tenet are the skills of developing the base reality (the who, the where and the what), accepting offers and adding to them, establishing POV, heightening, finding the 'button' and 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 teaching these skills and language identifying and illuminating these skills drove the need of this newly developed rubric (informed by the recently updated DRA204 Assessment and Syllabus update). We were surprised to learn that students managed to continue to be successful in the skill sets steeped in physical and vocal expression despite how over the course of these five semesters students switched from face-to-face to virtual and back to face-to-face. These physical and vocal skill sets are challenging enough in a face-to-face environment (relying on physical interaction) let alone in a virtual environment. However, we found that

students adapted well. We suspect that, moving forward, a more stable face-to-face learning environment will contribute to even greater success and comprehension in these physical and vocal skill sets.

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

Upon completion and final submission, 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
Outcome Language	We would like to change from four outcomes to three outcomes to better articulate the outcomes, to better organize and label the skill sets and to ultimately better evaluate student learning in the foundational areas of the course.	Advancements in the field both in pedagogy and language identifying and illuminating the foundational areas of the course inspired the use of this newly developed rubric (informed by the recently updated DRA204 Assessment and Syllabus update). This rubric and these assessment results will guide our revisions to this master syllabus. We believe faculty and students will benefit from a revised articulation and organization of the learning outcomes.	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 heightening via the concept of three and establishing the "where" with advanced, fully readable physical and vocal performance choices.	The results of this assessment highlighted some areas where students could improve their grasp and command of certain skills. The data taught us that we could focus more intensely on the underlying skills needed to establish the base reality of the scene through responsive listening, heighten via the concept of three and establish the "where" with more fully readable physical and vocal performance choices.	2023
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5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

- [DRA211 Assessment Results Spring 2022](#)
- [DRA211 Assessment Rubric Spring 2022](#)

Faculty/Preparer: Tracy Jaffe **Date:** 08/02/2022
Department Chair: Allison Fournier **Date:** 08/10/2022
Dean: Scott Britten **Date:** 08/23/2022
Assessment Committee Chair: Shawn Deron **Date:** 02/07/2023