

THEA 4310 002
Acting for the Camera
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: K
Responses: 20/20 (100% very high)

Taught by: Robert Hess
Instructor Evaluated: Robert Hess-Assist Prof

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Median
5.0
(0=lowest; 5=highest)

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 5.8
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median
The course as a whole was:	20	85%	10%		5%			4.9
The course content was:	20	95%		5%				5.0
The instructor's contribution to the course was:	20	95%	5%					5.0
The instructor's effectiveness in teaching the subject matter was:	20	100%						5.0

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	20	30%	45%	10%	15%				6.1
The intellectual challenge presented was:	20	45%	20%	30%	5%				6.2
The amount of effort you put into this course was:	20	65%	15%	15%	5%				6.7
The amount of effort to succeed in this course was:	20	50%	25%	25%					6.5
Your involvement in course (doing assignments, attending classes, etc.) was:	20	60%	30%	10%					6.7

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 7.5 Hours per credit: 2.5 (N=20)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
		20%	30%	35%	5%	10%					

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 7.5 Hours per credit: 2.5 (N=20)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	5%	25%	20%	40%	5%	5%					

What grade do you expect in this course?

Class median: 3.9 (N=20)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	E (0.0)	Pass	Credit	No Credit
70%	25%	5%												

In regard to your academic program, is this course best described as:

(N=20)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
95%		5%			

STANDARD FORMATIVE ITEMS

How frequently was each of the following true of this course?	N	Always		(5)	About Half		(2)	Never		Median
		(7)	(6)		(4)	(3)		(1)		
The course was integrated with the rest of the curriculum.	20	90%	10%							6.9
The instructor created an atmosphere of engagement.	20	90%	5%		5%					6.9
The instructor stimulated me to acquire new skills and approaches.	20	95%	5%							7.0
The instructor encouraged me to think independently.	20	95%			5%					7.0
The course was structured to facilitate learning.	20	90%	5%		5%					6.9
Feedback by instructor during design/artistic process was valuable.	20	100%								7.0
Feedback from peers was valuable.	20	85%					10%	5%		6.9
Feedback from visitors/outside reviewers was valuable.	20	90%	5%	5%						6.9

How well did this course help you to:	N	Very Much		Moderate			Not at All		Median
		(7)	(6)	(5)	(4)	(3)	(2)	(1)	
Develop your oral communication/presentation skills	20	80%	15%		5%				6.9
Develop your ability to express your ideas in artistic/graphic form	20	85%	10%	5%					6.9
Develop and use your creativity	20	90%	5%		5%				6.9
Develop your ability to work in fluid or ambiguous situations	20	85%	10%	5%					6.9
Develop your ability to provide peer critique	20	85%			15%				6.9
Develop your ability for self-critique	20	95%	5%						7.0
Practice design/artistic strategies and processes	20	85%		15%					6.9
Integrate & apply new skills and knowledge in your products	20	90%	5%	5%					6.9
Apply the principles of past work of others and examples	20	95%			5%				7.0
Work effectively in teams to complete projects	20	85%	5%	5%	5%				6.9

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STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

2. Camera is a true test of the actor's faith and ability.
3. Yes, this class was intellectually stimulating it allowed me to expand my knowledge about acting on camera and how doing nothing is doing something.
4. Yes! Bob is a fantastic Professor and always makes learning so engaging.
5. Yes it made me think outside of what I was comfortable.
6. Yes. The acting process for film is drastically different compared to stage acting.
7. The class was because I had to push myself to be different as an actor.
8. It did! I learned a TON
9. This class was pretty intellectually stimulating. I think the schedule was amazing. I loved getting to do the workshops and then auditions. It was clear that Bob put a lot of time and care into making the schedule as accommodating as possible. In so many classes we sit and watch 90% of the time. Bob did his absolute best to combat this. I will say I think the class needs to be only 16 people, and the comments from peers felt so irrelevant. We wasted a lot of time complimenting each other.
10. It was
11. Yes, this class was very insightful and has taught me many new things.
12. I think this class was stimulating. It's a hard transition to go from stage to camera but Bob made it easy and his curriculum was tailored to make this transition smooth and understandable.
13. Very much so. Introduced and helped me understand many new and interesting concepts
14. Yes. It absolutely challenged me in aspects I have not been challenged ever.
15. It did, in the aspect that film acting is a different thought process than theatre acting.
16. Yes! I was pushed as an actor and opened me up to new ways in approaching acting.
17. Absolutely, the class content is something I am interested in and I felt confident throughout the course with the professor's knowledge on the content.
18. Yes, Bob did a great job of making me think about things I wouldn't normally.
19. Yes it pushed me and challenged me.

What aspects of this class contributed most to your learning?

1. I loved being able to watch everyone work one-on-one, it helped to see and learn firsthand what does and doesn't work, even when I wasn't directly working myself.
2. Great instruction lots of experience in front of the camera.
3. Interactive learning and class discussions
4. Bob's energy and knowledge about the subject contributed most!
5. Bob Hess
6. The on-hands learning and Bob Hess's experience/lectures/notes.
7. The class time was really useful
8. Everything being so hands on.
9. Bob! He was amazing! He had so passion for teaching, and he made everyone feel so comfortable. Whenever I was worried about an assignment, I knew I could trust Bob to help. It was refreshing to be with such a caring, helpful, and dedicated professor.
10. Bob had a fantastic grasp of teaching the material
11. Everything Professor Hess did helped me learn so much.
12. Bob was the absolute best thing about this class! He was so knowledgeable and kind. It's nice having a professor who's actively auditioning and performing in the area, this allowed Bob to give us a real look into the life of an actor in DFW. He did his best to make sure every student was engaged in every class, despite the class being huge and only meeting once a week.
13. One on one coaching as well as Useful feedback from classmates
14. Everything about it, from the teacher to the setup to the curriculum
15. Bob is a pretty good teacher, so I learned a lot from him.
16. Hess' positive attitude towards his students and his expertise on different aspects of camera acting.

17. The professor. Bob is a professor that I hope to learn more from in the future, he allows the actors to explore many different aspects of acting. He also give great feedback on assignments and is a wonderful teacher.

18. Bobs teaching style

19. The hands on learning and practicing.

What aspects of this class detracted from your learning?

2. Too many classmates not enough time.

3. n/a

4. The only bad thing was that there were so many students in this class, so it took a while to get through the curriculum. I wish the class was a little smaller so we could get more time to work with bob.

5. I wish we had more days

6. I wish there were more days or time to work in the class. The class felt short.

7. Nothing was detracting from learning

8. Sometimes the Amazing performances would take up a lot of time (mostly the comments after the clips were showed)

9. There were too many students, so we weren't able to really work extensively on everything. Also this class should not be 4 hours one day a week. That's ridiculous. Whoever schedules classes should fix that. Last semester, physical theatre was terrible and now this class. We missed two whole classes. Which was actually 4. It should be 2 days a week for 2 and a half hours. Other than that, there should be less compliments and more critiques from peers.

10. Nothing

11. Nothing. Hess is amazing.

12. The thing that detracted most from my learning was the huge class size and the commenting from them. This class having 20 students made it where students could go multiple weeks without actually acting, Bob tried his best to combat this but it was still an issue. Another issue was the number of compliments we were forced to give after each performance. Since the class was so big, we were already struggling to have enough time to complete all the projects and the compliments just took up valuable learning time. Had the comments been geared toward being constructive, rather than just complementary, they would've been more beneficial. I also feel like this class only being one day a week detracted from my learning. One of the biggest hurdles when acting in front of the camera is being in front of a camera. I also feel like if this class was two days a week students would be more engaged and ready to learn. By the end of this class, the students felt fried because we had been sitting in the same room observing for hours.

13. Bathe entire class was engaging and beneficial

14. The only thing that detracted was the class size. It should've been lower, 20 was too many students.

15. I feel like there was a lot of regurgitation of Bob's notes, and that there wasn't any allowance of a different viewpoint from the students. So, when I saw a performance that was "less than impressive" and everyone was making it seem like Jesus himself had returned, it was very annoying. Also, with how large the class was, we rushed through a lot of material and I thought that detracted from everything.

16. None! Especially since the phones were taken up at the beginning of each class

17. Absolutely nothing.

19. None.

What suggestions do you have for improving the class?

2. cap the class at 16

3. I know this wasn't the instructor's fault and it's very difficult to do when there are so many theatre majors who need to take this class to graduate, but having less people in the class would make it easier and slow the class pace down to give us more time to work on things individually with our partners and Bob

4. Possibly smaller roster!

5. Make sure we have 16 people we can't do more with more people

6. A smaller class would help because the amount in the curriculum is huge and there is a lot to cover.

7. The class is great and I don't think needs improvement!

8. Maybe have the amazing performances as an online task instead of in class? Just do there's more time?

9. 2 days a week. Less students per class. Less compliment time. Last, Bob is great, and I'm so glad to have worked with him.

10. None, it is honestly perfect

11. Honestly, Hess is one of the best professors I've taken. He is always so helpful and generous. I think what could have been great is having the class more than once a week.

12. I think making the class size smaller and limiting the amount of time we complement would be beneficial for this course. I also think that instead of showing all 20 videos after we film, Bob should pick the top 10 and then the classes watches and critique those. Considering that most of the students didn't even memorize their sides, a lot of the recordings were just them stumbling through- and this was ultimately a waste of valuable class time. If Bob were to pick the top 10 performances, it would encourage students to put more time into their work (or at the very least memorize their lines).

13. The class is based on film work, and it would have been nice to have more interactions with film students, maybe allowing us to use our new skills outside of learning environment

14. Make the class size smaller, perhaps 16.

15. If a class is as large as this one, maybe cut some of the material. It does suck to do that, but I didn't enjoy how we rushed through a lot of things.

16. N/A. This was my favorite class of the semester!

17. I'm not sure.
18. Maybe meeting more than once a week. It seemed like we ran out of time sometimes
19. None. Bob is amazing!!

IASystem Course Summary Reports summarize student ratings of a particular course or combination of courses. They provide a rich perspective on student views by reporting responses in three ways: as frequency distributions, average ratings, and either comparative or adjusted ratings. Remember in interpreting results that it is important to keep in mind the number of students who evaluated the course relative to the total course enrollment as shown on the upper right-hand corner of the report.

Frequency distributions. The percentage of students who selected each response choice is displayed for each item. Percentages are based on the number of students who answered the respective item rather than the number of students who evaluated the course because individual item response is optional.

Median ratings. IASystem reports average ratings in the form of item medians. Although means are a more familiar type of average than medians, they are less accurate in summarizing student ratings. This is because ratings distributions tend to be strongly skewed. That is, most of the ratings are at the high end of the scale and trail off to the low end.

The median indicates the point on the rating scale at which half of the students selected higher ratings, and half selected lower. Medians are computed to one decimal place by interpolation.¹ In general, higher medians reflect more favorable ratings. To interpret median ratings, compare the value of each median to the respective response scale: *Very Poor, Poor, Fair, Good, Very Good, Excellent (0-5); Never/None/Much Lower, About Half/Average, Always/Great/Much Higher (1-7); Slight, Moderate, Considerable, Extensive (1-4)*.

Comparative ratings. IASystem provides a normative comparison for each item by reporting the decile rank of the item median. Decile ranks compare the median rating of a particular item to ratings of the same item over the previous two academic years in all classes at the institution and within the college, school, or division. Decile ranks are shown only for items with sufficient normative data.

Decile ranks range from 0 (lowest) to 9 (highest). For all items, higher medians yield higher decile ranks. The 0 decile rank indicates an item median in the lowest 10% of all scores. A decile rank of 1 indicates a median above the bottom 10% and below the top 80%. A decile rank of 9 indicates a median in the top 10% of all scores. Because average ratings tend to be high, a rating of "good" or "average" may have a low decile rank.

Adjusted ratings. Research has shown that student ratings may be somewhat influenced by factors such as class size, expected grade, and reason for enrollment. To correct for this, IASystem reports **adjusted medians** for summative items (items #1-4 and their combined global rating) based on regression analyses of ratings over the previous two academic years in all classes at the respective institution. If large classes at the institution tend to be rated lower than small classes, for example, the adjusted medians for large classes will be slightly higher than their unadjusted medians.

When adjusted ratings are displayed for summative items, **relative rank** is displayed for the more specific (formative) items. Rankings serve as a guide in directing instructional improvement efforts. The top ranked items (1, 2, 3, etc.) represent areas that are going well from a student perspective; whereas the bottom ranked items (18, 17, 16, etc.) represent areas in which the instructor may want to make changes. Relative ranks are computed by first standardizing each item (subtracting the overall institutional average from the item rating for the particular course, then dividing by the standard deviation of the ratings across all courses) and then ranking those standardized scores.

Challenge and Engagement Index (CEI). Several IASystem items ask students how academically challenging they found the course to be. IASystem calculates the average of these items and reports them as a single index. *The Challenge and Engagement Index (CEI)* correlates only modestly with the global rating (median of items 1-4).

Optional Items. Student responses to instructor-supplied items are summarized at the end of the evaluation report. Median responses should be interpreted in light of the specific item text and response scale used (response values 1-6 on paper evaluation forms).

¹ For the specific method, see, for example, Guilford, J.P. (1965). *Fundamental statistics in psychology and education*. New York: McGraw-Hill Book Company, pp. 49-53.