COURSE SUMMARY REPORT
Numeric Responses

University of North Texas
College of Liberal Arts and Social Sciences
Dance and Theatre
Term: Spring 2021

IASystem
The Course Evaluation Standard

THEA 4310 001
Acting for the Camera
Course type: Online

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

Evaluation Delivery:	Online
Evaluation Form:	X
Responses:	15/16 (94% very high)

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: 6.1
(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:	15	93%	7%					5.0
The course content was:	15	100%						5.0
The instructor's contribution to the course was:	15	100%						5.0
The instructor's effectiveness in teaching the subject matter was:	15	93%	7%					5.0

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Do you expect your grade in this course to be:	15	40%	40%	7%	13%				6.2
The intellectual challenge presented was:	15	40%	47%	13%					6.3
The amount of effort you put into this course was:	15	60%	33%	7%					6.7
The amount of effort to succeed in this course was:	15	60%	13%	27%					6.7
Your involvement in course (doing assignments, attending classes, etc.) was:	15	60%	33%	7%					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: 6.7 Hours per credit: 2.2 (N=15)

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
	7%	20%	40%	20%	13%						

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

Class median: 6.5 Hours per credit: 2.2 (N=15)

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
	7%	20%	47%	13%	13%						

What grade do you expect in this course?

Class median: 3.9 (N=15)

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
53%	33%	7%	7%											

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

(N=15)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
87%			13%		

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STANDARD FORMATIVE ITEMS

How frequently was each of the following a true description of this course?	N	Always (7)	(6)	(5)	About Half (4)	(3)	(2)	Never (1)	Median
The instructor gave very clear explanations.	15	100%							7.0
The instructor successfully rephrased explanations to clear up confusion.	15	87%	7%		7%				6.9
Class sessions were interesting and engaging.	15	87%	13%						6.9
Class sessions were well organized.	15	80%	13%	7%					6.9
Student participation was encouraged.	15	100%							7.0
Students were aware of what was expected of them.	15	100%							7.0
Extra help was readily available.	15	93%	7%						7.0
Assigned readings and other out-of-class work were valuable.	15	93%	7%						7.0
Grades were assigned fairly.	15	93%	7%						7.0
Meaningful feedback on tests and other work was provided.	15	93%	7%						7.0
Evaluation of student performance was related to important course goals.	15	93%	7%						7.0

Relative to other college courses you have taken, how would you describe your progress in this course with regards to:	N	Great (7)	(6)	(5)	Average (4)	(3)	(2)	None (1)	Median
Learning the conceptual and factual knowledge of this course.	15	87%	13%						6.9
Developing an appreciation for the field in which this course resides.	15	93%	7%						7.0
Understanding written material in this field.	15	87%	13%						6.9
Developing an ability to express yourself in writing or orally in this field.	15	93%	7%						7.0
Understanding and solving problems in this field.	15	93%	7%						7.0
Applying the course material to real world issues or other disciplines.	15	93%		7%					7.0
General intellectual development.	15	87%	13%						6.9

COURSE SUMMARY REPORT
Student Comments

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STANDARD OPEN-ENDED QUESTIONS

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

1. I enjoyed working on with Professor Hess, he knew how to direct with the camera and it made it easier to understand to be in front of the camera.

2. Whatever someone has done before to prepare for a scene or monologue, it will be extremely obvious how long someone practiced and this class challenged that.

3. YES!!!! This was my favorite course I've ever taken at UNT! It was brilliant! Everything was so fascinating to learn and each week the lesson was so insightful with fun conversations.

4. IT was very stimulating. I'm a student who learns best by doing, and applying what we've learned. Nothing we did in this class was pointless or just for a grade. Well, the quizzes were for a grade, but they are there to ensure that the students are reading the material which has been very valuable to me.

5. I felt through this class I was taught and learned valuable information not just about acting for the camera but the whole industry of film acting.

6. Yes, absolutely. As an actor it's my job to put myself into other peoples shoes and 'walk a mile' and the assignments and coaching I got in this class both from my professor and classmates allowed me to play characters completely different from my own personality.

7. Yes, I was thinking about acting in a new way.

8. Yes, this class made me improve by focusing on the little things as I became more aware and responsible regarding to my field of work.

9. This class was 100% intellectually stimulating as it opened my eyes to the reality of what acting for film truly is on a professional level. I have only acted in student films so being able to understand how to apply to agencies and what they expect was an awesome experience for me. I can now comfortably move forward in my journey as an actor and apply to agencies to see where I can go!

10. Yes this was all applying to what I want to do with my life. Bob is excellent in teaching this craft and I have grown so much.

11. Yes, I very much felt that the class challenged my previous analysis of acting and helped me improve my outlook on the art as a whole greatly

12. Yes it did, it forced me into a medium I was not previously familiar with.

13. Most definitely! This is the career that I would like to go into and I learned so much incredible information about what I should expect when I step onto a set or when I take a job.

What aspects of this class contributed most to your learning?

1. Learning about the different types of camera shots and how each exercise can help my acting experience.

2. Bob getting down and being real with a student. It can seem harsh but it's greatly appreciated.

3. EVERYTHING! From the coaching sessions, to the reels, to the discussions with our peers I loved every second of it. The structure is so thought out and it shows.

4. In class, there's a person or people who were previously tasked to study and memorize a scene and those students would have a work session for the class to watcha nd take notes. This would be a sort of guideline for the class in terms of what was expected from us. I feel that contributed most for me, because it gave me something to go off of and a place to get to, but also make it my own performance.

5. our peer feedback made us think about which choices led to the final product and how our choices can give a different yet equally appropriate take.

6. The coaching sessions, especially with a scene partner.

7. The one-on-one coaching and how helpful the professor was.

8. I would say doing different commercials exercises and learning about parts of the camera.

9. The book we read was super insightful and also Bob's knowledge on what it is to act professionally gave me a way better understanding of this field.

10. The peer feedback and growing with peers and just learning from everyone was amazing.

11. the personal coaching that Bob provided us with

12. The great instruction and class design made it stimulating and engaging.

13. I really appreciated the coaching sessions and the text that we were given. Also being able to watch and compare performances every week really helped.

What aspects of this class detracted from your learning?

1. N/A

2. Nothing really, I believe having it over zoom was even better because it's a class about performing in front of a camera.

3. I can't think of anything that detracted from my learning.

4. The only things that detracted from my learning were things I did to myself. Procrastination, not being fully memorized, not reading the readings, etc. Most of this class is us getting an example and some direction, then on our time, figuring things out and working on our own before meeting with Bob to work with him in private coaching sessions. He can't give us any answers per se, so it's up to us to find them, which is apart of the job.

5. I think the long class times can drain and I end up not being able to focus as much as class time progressing

6. The fact that it's a once a week class with a four hour session.

7. Some of the instruction would have worked better in person, but that can't be helped this semester with the pandemic and all.

8. Everything was good.

9. None, I learned from the good and bad things that I did for my performances and also from the class material.

10. The fact it was not in person.

11. none

12. none

13. I can't think of anything that detracted. It was a very long class but it was necessary, so sometimes I would get tired but it was valuable time.

What suggestions do you have for improving the class?

1. N/A

2. Nothing, I greatly enjoyed it.

3. None. I loved this course! I will sincerely miss it! Thank you Bob :)

4. I think the class is great as it is now. While it would be nice to be able to get a bit more time to work on pieces before recording, that would detract from the students being able to do so much diverse camera work. My class was over zoom, which in some ways detracts from the in person experience, but on Zoom, we're constantly on camera and I think for a lot of us, this in some ways was more beneficial.

5. i'm not really sure, I think if there was a way to split up class into two shorter sections, a preparation class where we learn about what we are going to do this upcoming week, and then a follow up class where we discuss what we worked on. We already do both of these things in one class, but it may help(at least me) stay focused since I'm not having to extend my attention over the very long class times.

6. Break it up into a two days a week class so it's less tiresome.

7. I think blending the Zoom Coaching Sessions with the in-person classes (when it's safe to do so) is the best way to move forward.

8. If any, create more exercises to learn for camera training.

9. It is basically perfect! Nothing I can think of! Amazing course and probably my favorite theatre course!

10. Being in person

11. none

12. none

13. I wish I had the chance to take it in person but I think the zoom setting was still valuable for learning.

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).

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[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.