COURSE SUMMARY REPORT
Numeric Responses

University of North Texas
College of Liberal Arts and Social Sciences
Dance and Theatre
Term: Fall 2020

IASystem
The Course Evaluation Standard

THEA 4310 2
Acting for the Camera
Course type: Online

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

Evaluation Delivery:	Online
Evaluation Form:	E
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	100%						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	100%						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	47%	40%	7%	7%				6.4
The intellectual challenge presented was:	15	47%	27%	27%					6.4
The amount of effort you put into this course was:	15	73%	27%						6.8
The amount of effort to succeed in this course was:	15	40%	60%						6.3
Your involvement in course (doing assignments, attending classes, etc.) was:	15	73%	13%	13%					6.8

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: 6.8 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%	27%	27%	27%	7%	7%					

From the total average hours above, how many do you consider were valuable in advancing your education? **Class median: 6.1 Hours per credit: 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
	20%	20%	33%	20%		7%					

What grade do you expect in this course? **Class median: 3.8 (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
47%	33%	20%												

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%	7%		7%		

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STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median
Opportunity for practicing what was learned was:	15	100%						5.0
Sequential development of skills was:	15	93%	7%					5.0
Explanations of underlying rationales for new techniques or skills were:	15	93%	7%					5.0
Demonstrations of expected skills were:	15	87%	13%					4.9
Instructor's confidence in students' ability was:	15	100%						5.0
Recognition of student progress by instructor was:	14	100%						5.0
Student confidence in instructor's knowledge was:	15	100%						5.0
Freedom allowed students to develop own skills and ideas was:	15	93%	7%					5.0
Instructor's ability to deal with student difficulties was:	15	100%						5.0
Tailoring of instruction to varying student skill levels was:	15	93%	7%					5.0
Availability of extra help when needed was:	15	93%	7%					5.0
Use of class time was:	15	87%	13%					4.9
Instructor's interest in whether students learned was:	15	100%						5.0
Amount you learned in the course was:	15	100%						5.0
Relevance and usefulness of course content were:	15	100%						5.0
Evaluative and grading techniques (tests, papers, projects, etc.) were:	15	93%		7%				5.0
Reasonableness of assigned work was:	15	93%		7%				5.0
Clarity of student responsibilities and requirements was:	15	93%		7%				5.0

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. Yes it did it's in my major and it's what I'm most interested about.

2. This class was very intellectually stimulating. I learned so much and became a much better actor because of Bob's commitment to this course, his teaching techniques, and his confidence in his students.

3. It definitely pushed my boundaries as an actor, and especially with Bob as the instructor, I learned a lot of acting skills that even extended beyond the camera!

4. yes this class made me think about things way differently

5. This class was very engaging. I've learned so much then what I've known before. I gave me an opportunity to better understand the things I struggled on. If I could I would most likely take the advance course of this class.

6. This class was intellectually stimulating by learning new techniques on every class.

7. This class was incredibly complex in the best way! It challenged all of us students to dig deep into character development and pay attention to details to work WITH the camera not against it.

8. Yes. Bob did an amazing job at informing the students of new and useful information. The content pushed new boundaries and led to amazing discoveries for the students.

9. Yes, it was. I thoroughly enjoyed the stimulation it offered. It broadened my ideology of the work used in front and behind the camera. It allowed me to really contemplate this as a career.

10. For sure.

11. Absolutely. It got me out of my comfort zone until eventually I was comfortable with being that far out of my comfort zone. It expanded my thinking in every way

12. The class helped me look at acting in a different form as it truly is its own art form through both the camera and the theatre.

13. It was very stimulating. Class was interactive.

14. Yes I learned a lot about film actng and also about myself.

15. This class gets you extremely prepared for professional acting behind the camera.

What aspects of this class contributed most to your learning?

1. The film monologue/scene and TV scenes. I wish there was a part two to the score so we can focus more on that stuff.

2. I believe the individual coaching sessions were the most helpful because I got personal time with the professor to actually work on assignments and enhance my skills as an actor. He is so committed to his students and their success.

3. Allowing us to use the best parts of our acting technique to succeed in fulfilling course objectives, while also helping fill in holes in said technique.

4. the different assignments we did

5. Doing the exercises and reading the Michael Caine book. I think they both contributed to what I learned and can help me in the future.

6. We learned so much about acting techniques for camera, which is something that we don't get to learn until we get this class.

7. The individual coaching was a huge help to the class, Bob was incredibly generous with his time and I can speak for everyone in the class when I say we're all thankful and found a lot of growth in these sessions.

8. Bob is an amazing teacher. I think his openness with his students is unmatched. I felt everyone was given equal chances to succeed and he was always available. This was something I had not yet experienced on this level in this department.

9. The actual class time, the time that is used rehearsing with both partners and the instructor. Hearing the instructors direction and advice helped shape my learning curve to be at a much higher standard.

10. The hands-on approach to teaching from Bob, as well as his extensive knowledge and experience within the subject.

11. Honestly everything. I loved having it one time a week and all of the work and effort we had to put into it to be successful

12. Practicing the different forms of camera acting.

13. The consistent and clear feedback from the professor, the ability to rehearse skills learned.

14. The way Bob makes it personal in and makes sure to contribute to everyone differently.

15. I learned alot from both Bob's cpaching sessions as well as from Michael Caine's book.

What aspects of this class detracted from your learning?

1. N/a

2. Nothing about this class detracted from my learning.

3. Long classes kind of make it hard to concentrate for a long time.

4. none

5. As far as I know nothing. Ever minute of it was engaging.

6. None, Professor Hess was always available to clarify projects and assignments.

7. Sometimes the critique sections were a bit dry and repetitive with everyone saying the same thing about each other so it was a bit grueling to pay attention- not because the class was boring but because I felt no one wanted to give 'constructive' feedback.

8. I felt more critiques could be given by Bob instead of only praise.

9. The longevity of the class. It was the only thing that could be considered hindering. The zoom format does prevent this class being able to achieve its maximum potential. Though the instructor has made up for that with a powerful and interesting course and thankfully adapted where other instructors could not.

10. The length of the class tires me out a bit.

11. Honestly, I wish it was in person, and I think it would of helped. But, under circumstances that couldn't happen.

12. Being in a virtual capacity (that falls out of everyone's control right now)

13. Sometimes the amount of time spent watching could be a lot.

14. Nothing everything went well in this class.

15. The only aspect that detracted from the learning was this being conducted on Zoom, but it was overall understandable during this difficult time.

What suggestions do you have for improving the class?

1. Maybe making the quizzes on canvas due before class so we don't use class time to take them ??? It's honestly not really a big deal but I think it would help.

2. Having more workshops would be nice for students who are still pretty new to film acting.

3. N/A

4. none everything was straight forward and easy to follow

5. Nope, keep doing more.

6. I don't have any suggestion since this class is well constructed and the curriculum was so well prepared for zoom too.

7. Change nothing and keep up the amazing work!

8. As mentioned above more critiques. I love all of the praise, and I think there was a great amount of critiques to the actors, but more could help.

9. With this pandemic going on, I suggest don't do the collaboration with the Media Class. It offered little reward and too much stress. Please continue to to be this involved, especially when things go back to normal. These one-on-one coaching sessions help so much, it really does. I highly recommend keeping this class the same intensity.

11. Honestly, I love bob and I loved this class. I couldn't ask for a better class. This class changed the course of my whole career and I'm so glad I took this class.

12. I don't have one at the moment

13. Possibly more time spent rehearsing and focused on each aspect in regular class time, and less time expected outside of class. Clarification ahead of class start how much time will be devoted to scheduled rehearsing outside of class.

14. Nothing the class is excellent.

15. This class was overall outstanding. It will only be more perfect once we get through this difficult time and go back to the classroom.

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.