

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

Evaluation Delivery: Online
Evaluation Form: X
Responses: 12/12 (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
4.9
(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: **6.3**
(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:	12	83%	17%					4.9
The course content was:	12	83%	17%					4.9
The instructor's contribution to the course was:	12	92%	8%					5.0
The instructor's effectiveness in teaching the subject matter was:	12	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:	12	42%	42%		8%			8%	6.3
The intellectual challenge presented was:	12	58%	25%	17%					6.6
The amount of effort you put into this course was:	12	83%	17%						6.9
The amount of effort to succeed in this course was:	12	42%	33%	25%					6.2
Your involvement in course (doing assignments, attending classes, etc.) was:	12	83%	8%	8%					6.9

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: 6.2 Hours per credit: 2.1 (N=12)

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
	25%	17%	25%	25%	8%						

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

Class median: 6.2 Hours per credit: 2.1 (N=12)

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
	25%	17%	25%	25%	8%						

What grade do you expect in this course?

Class median: 3.9 (N=12)

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
67%	25%													8%

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

(N=12)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
83%	8%		8%		

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.	12	75%	25%						6.8
The instructor successfully rephrased explanations to clear up confusion.	12	83%	17%						6.9
Class sessions were interesting and engaging.	12	83%	17%						6.9
Class sessions were well organized.	12	83%	17%						6.9
Student participation was encouraged.	12	100%							7.0
Students were aware of what was expected of them.	12	92%	8%						7.0
Extra help was readily available.	12	83%	8%		8%				6.9
Assigned readings and other out-of-class work were valuable.	12	92%			8%				7.0
Grades were assigned fairly.	12	83%	17%						6.9
Meaningful feedback on tests and other work was provided.	12	92%		8%					7.0
Evaluation of student performance was related to important course goals.	12	83%	17%						6.9

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.	12	83%	8%	8%					6.9
Developing an appreciation for the field in which this course resides.	12	100%							7.0
Understanding written material in this field.	12	83%	17%						6.9
Developing an ability to express yourself in writing or orally in this field.	12	92%		8%					7.0
Understanding and solving problems in this field.	12	92%		8%					7.0
Applying the course material to real world issues or other disciplines.	12	92%			8%				7.0
General intellectual development.	12	92%		8%					7.0

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STANDARD OPEN-ENDED QUESTIONS

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

1. Yes. This has challenged me greatly as an actor and I am very excited by the work I've done in this course
2. Yes, learning techniques and how to approach the medium was intellectually challenging and engaging
3. It was very intellectually stimulating cause I had to work harder on the course work and committed to the assignments.
4. It absolutely stretched my thinking as a whole. Learning this whole new medium was very much eye opening
5. It definitely did, we were forced to think outside of the box to create different types of performances
6. This class was intellectually stimulating because of the class participation that was encouraged. Bob created a safe class environment that allowed for everyone to comfortably express their opinions and thoughts.
7. Yes, the course is challenging and the professor is very encouraging. I definitely do feel like I've grown tremendously.
8. This class absolutely challenged me as an actor and helped me grow my skills in such a short amount of time. I feel this class really helped me prepare for a future career in this field and I am so glad I took this class. Bob is a fantastic director and teacher who is knowledgeable in this field and is articulate in explaining concepts and how to grow.
9. Yes! The book we read provided food for thought! I loved our discussions about it!
10. yes because I had never been on camera before
11. I have never done anything related to camera acting before this class and learning all the techniques was extremely fun.

What aspects of this class contributed most to your learning?

1. Learning a new script every week has really pushed my ability of turning from role to role quickly while still investing fully in each one
2. The taped sessions that helped me to understand where my approach was lacking
3. The in person class and the encouragement of the professor
4. The clear instructions and what was expected of us
5. Class coaching sessions were really impactful and I think they inspired my best work
6. Feedback from Bob was very helpful at all times. I found I learned a lot more when I received personal feedback.
7. Everything.
8. The readings, the assignments, the in class observations, the reflection journals.
9. The one on one zoom sessions
10. coaching sessions
11. The text we were sent home with and the individual coaching sessions proved invaluable to my development.

What aspects of this class detracted from your learning?

1. None
3. N/A
4. No aspects of this class really detracted from my learning
5. N/A
7. Nothing.
8. Nothing detracted from my learning, everything was valuable to my learning.
9. N/A
10. no comment
11. Classes were well organized and I didn't feel like I was ever really distracted.

What suggestions do you have for improving the class?

1. I love this class and have grown a lot from it. I really wouldn't change a thing. Each unit was different and beneficial. Assignments were clear and help was always provided when needed.
3. N/A

4. I think this was as close to a perfect class a possible
5. N/A
7. It's been great, I can't think of anything.
8. This class is perfect. The materials, the structure, the pacing. Immaculate.
9. N/A
10. no comment
11. More opportunities to take the course! This is a class that fills up fast and I want more people to have the opportunity to take this course before they graduate.

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.