COURSE SUMMARY REPORT
Numeric Responses

University of North Texas
College of Liberal Arts and Social Sciences
Dance and Theatre
Term: Spring 2024

IASystem
The Course Evaluation Standard

THEA 4310 2
Acting for the Camera
Course type: Face-to-Face

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

Evaluation Delivery: Online
Evaluation Form: E
Responses: 16/16 (100% 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
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: 6.6
(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:	16	88%	6%	6%				4.9
The course content was:	16	94%		6%				5.0
The instructor's contribution to the course was:	16	94%		6%				5.0
The instructor's effectiveness in teaching the subject matter was:	16	88%	6%	6%				4.9

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:	16	25%	38%	19%	19%				5.8
The intellectual challenge presented was:	16	56%	31%	12%					6.6
The amount of effort you put into this course was:	16	81%	12%	6%					6.9
The amount of effort to succeed in this course was:	16	81%	6%	12%					6.9
Your involvement in course (doing assignments, attending classes, etc.) was:	16	69%	25%	6%					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: 6.3 Hours per credit: 2.1 (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
		33%	40%	20%					7%		

From the total average hours above, how many do you consider were valuable in advancing your education?   **Class median: 6.3 Hours per credit: 2.1 (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%	40%	20%					7%		

What grade do you expect in this course?   **Class median: 3.7 (N=16)**

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
44%	31%	25%												

In regard to your academic program, is this course best described as: **(N=16)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
81%		6%	12%		

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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:	16	88%	6%	6%				4.9
Sequential development of skills was:	16	88%	6%	6%				4.9
Explanations of underlying rationales for new techniques or skills were:	16	88%		6%	6%			4.9
Demonstrations of expected skills were:	16	75%	19%	6%				4.8
Instructor's confidence in students' ability was:	16	88%		12%				4.9
Recognition of student progress by instructor was:	16	81%	6%	12%				4.9
Student confidence in instructor's knowledge was:	16	81%	12%	6%				4.9
Freedom allowed students to develop own skills and ideas was:	16	88%	6%		6%			4.9
Instructor's ability to deal with student difficulties was:	16	88%	6%		6%			4.9
Tailoring of instruction to varying student skill levels was:	16	81%	12%		6%			4.9
Availability of extra help when needed was:	16	94%			6%			5.0
Use of class time was:	16	88%	6%		6%			4.9
Instructor's interest in whether students learned was:	16	81%	12%	6%				4.9
Amount you learned in the course was:	16	88%	6%	6%				4.9
Relevance and usefulness of course content were:	16	88%		12%				4.9
Evaluative and grading techniques (tests, papers, projects, etc.) were:	16	81%	12%	6%				4.9
Reasonableness of assigned work was:	16	81%		12%	6%			4.9
Clarity of student responsibilities and requirements was:	16	88%	6%	6%				4.9

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. Yes, this was a whole new medium and it is hard to navigate. I wish I could take this class again next semester to see if I feel like I have improved because I feel like this class is soooo intense. I want to get better in this class, and I can feel myself pushing hard to try and get there.

2. This course was an intellectual stretch for sure! There was so much about the lens that I didn't know about and it was pretty interesting and fun to get learn about things emotional connecting, truth, and simplicity.

3. This was one of my favorite classes I have taken in my academic career at UNT. Professor Hess was incredibly helpful and thoughtful when putting together assignments and in-class exercises. I feel as though I am a better actor and student from taking this course.

4. Yes it was because there was constantly new material

5. Yes, this class posed a lot of new techniques and ideas I had not previously considered before. There are so many little technical nuances that this class teaches you, and you have to be fully focused in order to grasp them.

6. Yes, it challenged me as an actor and helped me grow.

7. Yes! I absolutely loved this class honestly. It made me think of how specific acting on camera is and all that goes into the art.

8. This class was very intellectually stimulating, I learned a lot about the subject that I did not know before.

9. Yes, I learned so much from acting for the camera and I learned so many new techniques, I really felt as if I grew a lot

10. I definitely felt like this class helped me open up to different aspects of the performance industry that I had never even considered and really pushed me to grow this semester. There were things that were so out of my comfort zone that really helped push me in new directions as a performer.

11. Yes

12. It was intellectually stimulating and stretched my thinking. It opened up an entire new type of acting that I have not done very often.

13. It was very intellectually stimulating.

14. Yes

What aspects of this class contributed most to your learning?

1. The professor, though I would've loved more time in class to be able to work with Bob. I always felt like I would like more time with Bob in the studio.

2. The in-class demonstrations were the most helpful. When it came time to record the sessions, I already had an idea of what was expected, so it was only a matter of polishing things up before we started recording.

3. The in-class exercises were my favorite part of the class because we were able to dig deep into how to nail each section of the text emotionally and physically while learning how to hone our emotions into our faces rather than our bodies.

4. Everything done during class time.

5. While it does feel long at times, I do like that this class takes the full 4 hours. There is a lot that goes into this class, and I like that we use every single moment. I also like that we get to cover so many topics in this course, with every one having it's unique challenges while also taking what we've learned from previous units.

6. Every aspect of the class helped me especially the book we had to read.

7. The different scripts we had to learn and portray were great and exploratory.

8. Definitely how immersive and hands on it was as a whole.

9. The private zoom sessions

10. I think the demonstrations really helped contribute most to my learning. Seeing things presented and demonstrated truly helped me understand the course units so much better.

11. Practical application

12. Professor Hess has a very hand-on learning style where he lets us analyze the content and then do it as soon as possible so we can see how it is done.

13. The demonstrations and sessions were very helpful.

14. Learning the value if microexpressions

What aspects of this class detracted from your learning?

1. Doing this at home through Zoom. I would've loved to be able to do a lot of the work that we did at home, in class. I understand that this takes some working around, but I always felt like I never had enough time to improve because I never had enough time with Bob. I learned the most in this class through talking with Bob rather than the work I did at home.

3. Nothing did.

4. Everything outside of class time (besides the work sessions.) The partner rehearsals felt useless.

5. While there are some aspects of the class I didn't care for, all of them are necessary for the class structure and taking what we've learned to help us in our future careers.

6. None. It was amazing.

8. N/a

9. Just the long hours of each class, sometimes I get distracted.

10. I don't think there was anything that really detracted from my learning.

11. None

12. Nothing

13. nothing.

14. I think sometimes boundaries were pushed a bit too far.

What suggestions do you have for improving the class?

1. Get rid of Zoom's involvement. At the very least minimize it. I always felt like the time I had to work on my pieces was in a recording session with Bob. I never felt like I had enough time to perfect any one aspect of this class. I had to do a lot of general camera work rather than focus on utilizing techniques to better my camera acting. This class needs some work to improve, but I am not exactly sure what it exactly is. I just know that I would've loved more time with Bob.

3. Maybe a few of the zoom filmings could be in-person scenes.

4. Lighter work load

5. I don't have any suggestions at the time.

6. None

7. I have no suggestions- the structure of the class was laid out and great!

8. I think that everything was done well

9. shorter class periods if possible

10. I don't really have any suggestions. I enjoyed the way this class was structured and paced. I also enjoyed all of the units that were put into this course.

11. More meeting dates

12. Nothing in particular

13. nothing.

14. More check ins in terms of emotional vulnerability

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.