COURSE SUMMARY REPORT
Numeric Responses

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

IASystem
The Course Evaluation Standard

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

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

Evaluation Delivery: Online
Evaluation Form: X
Responses: 14/14 (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
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: 5.9
(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:	14	100%						5.0
The course content was:	14	100%						5.0
The instructor's contribution to the course was:	14	100%						5.0
The instructor's effectiveness in teaching the subject matter was:	14	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:	14	14%	43%	29%	14%				5.7
The intellectual challenge presented was:	14	29%	36%	14%	21%				5.9
The amount of effort you put into this course was:	14	64%	36%						6.7
The amount of effort to succeed in this course was:	14	36%	50%		14%				6.2
Your involvement in course (doing assignments, attending classes, etc.) was:	14	64%	36%						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: 6.8 Hours per credit: 2.3 (N=14)**

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%	64%	7%	21%						

From the total average hours above, how many do you consider were valuable in advancing your education?   **Class median: 6.8 Hours per credit: 2.3 (N=14)**

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%	64%	7%	21%						

What grade do you expect in this course?   **Class median: 3.9 (N=14)**

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
57%	29%	14%												

In regard to your academic program, is this course best described as: **(N=14)**

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
79%			21%		

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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.	14	100%							7.0
The instructor successfully rephrased explanations to clear up confusion.	14	100%							7.0
Class sessions were interesting and engaging.	14	100%							7.0
Class sessions were well organized.	14	100%							7.0
Student participation was encouraged.	14	100%							7.0
Students were aware of what was expected of them.	14	100%							7.0
Extra help was readily available.	14	100%							7.0
Assigned readings and other out-of-class work were valuable.	14	93%	7%						7.0
Grades were assigned fairly.	14	100%							7.0
Meaningful feedback on tests and other work was provided.	14	100%							7.0
Evaluation of student performance was related to important course goals.	14	100%							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.	14	100%							7.0
Developing an appreciation for the field in which this course resides.	14	100%							7.0
Understanding written material in this field.	14	100%							7.0
Developing an ability to express yourself in writing or orally in this field.	14	100%							7.0
Understanding and solving problems in this field.	14	100%							7.0
Applying the course material to real world issues or other disciplines.	14	100%							7.0
General intellectual development.	14	100%							7.0

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. The assignments are amazing such great experience

2. Yes, acting for different mediums requires different techniques.

3. Yes! I was challenged more than i have been in any other class at UNT. Bob Hess is more invested than most professors here

4. Yes, this class was challenging but so good! There were aspects that challenged me as an actor but helped me grow

5. Yes we got to look at everyone's work and discuss it and the book we read for class was really good coming from someone who hates reading. I learned a lot.

6. This class was definitely intellectually stimulating and stretched my thinking. I found it so valuable to be able to learn about camera acting not only from a TV and film perspective, but also from other areas of camera work that could be a part of my future career. I also enjoyed watching my peers' work and learning from their choices as actors.

7. Absolutely. Everything we have ever learned about taught us new and interesting aspects of on camera work.

8. It was the best acting class I've had at UNT and made me care.

9. It was very intellectually stimulating. I had to think about how to become characters effectively.

10. This class was fun and interesting. This class helped me gain confidence in my abilities and acting skills.

11. YES - I've never acted on camera before, but Bob treated us all so well and took care of us!

12. Yes, everything was fantastic!! Challenging and stimulating!

13. Acting for the Camera is a challenging course that takes an amount of emotional intelligence as well as the skill of taking direction well. As an actor this is a course that absolutely will stretch your thinking and your abilities.

What aspects of this class contributed most to your learning?

1. The acting

2. Individual coaching sessions.

3. The private sessions over zoom, and peer feedback. Bob also gives students tools and information on how to ACTUALLY work in the field. Wildly helpful.

4. Most of it is very important for my major.

5. Private coaching sessions

6. The aspect that contributed most to my learning was the professor's contribution to this class. I felt supported, guided, and trusted by him in every aspect of the course. I always felt that I was being given honest and accurate advice about my performances and facets of the industry. I felt I gained a new level to my craft in this class.

7. Coaching sessions

8. How involved and dedicated the professor is.

9. I would say the recordings.

10. The hands-on work. Doing the recordings and monologues on camera have helped me get more comfortable with performing and working with other actors.

11. The private coaching sessions, for sure. Getting specific feedback from my peers helped too!

12. Professor's care for the craft and the students, the purposeful ness in every hour of our class, time was used very well!! Everyone was appropriately engaged in everything!

13. The one on one sessions with Bob Hess were definitely helpful and watching back reels were very eye opening. In a way the two went hand in hand.

What aspects of this class detracted from your learning?

1. Partner assignments

2. N/A

3. Literally nothing, I have never loved a class this much.

4. There was a lot of work that i had to put into it. I will look back and be greatful

5. Nothing

6. The only thing that detracted from my learning was that the class itself is long, but the professor did a good job of keeping things moving along and giving the students breaks.

7. NA

8. Having to record at home on Zoom.

9. Everything really contributed. Nothing really detracted.

10. Nothing detracted my learning in this class.

11. N/A

13. None.

What suggestions do you have for improving the class?

1. Self taping for some assignments with instructions

2. N/A

3. keep Bob Hess as the professor for this class pls. He cares about his students, and that is so important.

4. None, it's such a good class

5. Nothing I love it

6. I honestly do not have any suggestions for improving this class, I'm incredibly grateful for everything I've learned from it.

7. NA

8. Maybe an alternative option for Zoom stuff and better footage for our reels.

9. Honestly, I think this is a great class. Next to perfect.

10. More helpful readings. There are good tips and helpful for us as student actors.

11. N/A

12. No ideas - it was great.

13. none.

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.