COURSE SUMMARY REPORT
Numeric Responses

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

IASystem
The Course Evaluation Standard

THEA 4310 1
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: 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
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:	16	100%						5.0
The course content was:	16	94%	6%					5.0
The instructor's contribution to the course was:	16	100%						5.0
The instructor's effectiveness in teaching the subject matter was:	16	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:	16	38%	38%	12%	12%				6.2
The intellectual challenge presented was:	16	31%	38%	25%	6%				6.0
The amount of effort you put into this course was:	16	75%	25%						6.8
The amount of effort to succeed in this course was:	16	50%	38%	12%					6.5
Your involvement in course (doing assignments, attending classes, etc.) was:	16	81%	19%						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: 6.8 Hours per credit: 2.2 (N=16)**

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
		19%	50%	12%		12%	6%				

From the total average hours above, how many do you consider were valuable in advancing your education? **Class median: 6.6 Hours per credit: 2.2 (N=16)**

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
	6%	19%	44%	12%		12%	6%				

What grade do you expect in this course? **Class median: 3.9 (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
69%	25%	6%												

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
69%	6%		25%		

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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.	16	88%	12%						6.9
The instructor successfully rephrased explanations to clear up confusion.	16	94%	6%						7.0
Class sessions were interesting and engaging.	16	88%	12%						6.9
Class sessions were well organized.	16	94%	6%						7.0
Student participation was encouraged.	16	100%							7.0
Students were aware of what was expected of them.	16	88%	12%						6.9
Extra help was readily available.	16	100%							7.0
Assigned readings and other out-of-class work were valuable.	16	81%	12%		6%				6.9
Grades were assigned fairly.	16	100%							7.0
Meaningful feedback on tests and other work was provided.	16	100%							7.0
Evaluation of student performance was related to important course goals.	16	88%	12%						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.	16	75%	19%	6%					6.8
Developing an appreciation for the field in which this course resides.	16	94%	6%						7.0
Understanding written material in this field.	16	88%	12%						6.9
Developing an ability to express yourself in writing or orally in this field.	16	94%	6%						7.0
Understanding and solving problems in this field.	16	94%	6%						7.0
Applying the course material to real world issues or other disciplines.	15	100%							7.0
General intellectual development.	16	94%	6%						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. Yes. It told us how to take the skills we learned in theatrical acting and translate them into film.

2. Absolutely. I have learned more about film work and acting in general in such a short amount of time. And it transitioned to online formatting satisfactorily after COVID-19 issues.

3. Yes, this class was great. Bob is such a wonderful instructor he made the transition into online learning seamless and did a great job.

4. Yes, this class made me think about acting in ways I have never thought of before.

5. This class made me think about everything I need to be successful, very helpful.

6. YES! We utilized reading, writing, discussion, and performance to expand our critical thinking and our understanding of the craft.

7. I took this class to learn the art of acting in front of the camera and was not disappointed. I have a much more vast knowledge of film work now.

8. Acting for camera has been the most beneficial class I've taken here at UNT. I have learned more in this class about acting than any other class combined. I've had acting break-throughs as well as learned more about myself and who I am as an actor. I now know what it feels like to be truly invested in a scene, and I will take that with me throughout the rest of my career.

9. This class was extremely intellectually stimulating and it stretched my thinking a lot, because it wasn't just learning another lens through which to funnel the style of acting I already knew; it was learning an entirely different style of acting with its own fundamental elements that are vastly different from the style with which I'm more familiar.

10. Yes- a perfect introduction into a field that many of us are experiencing for the first time. This class left us much more prepared to enter into camera work, thanks to Bob.

11. Yes, it did. I really like when we're performing and Bob directs us. Whenever I would work on a piece with him, I would discover new ways to look at it, and having that discussion about the work was always really helpful. It helped me not only emotionally invest in the work but think about it intellectually.

12. As a theatre actor, have to change mediums of acting was difficult. Everything you learn on stage is almost completely different than on camera.

13. Yes, it was incredibly engaging, and the classroom environment was welcoming, always.

14. The class was really helpful and was taught well

What aspects of this class contributed most to your learning?

1. The exercises done in class, the monologues, and the readings taken from the book.

2. Class feedback and willingness to share their thoughts and stay open minded, instructor enthusiasm, class content was very useful and being able to get on my feet and do the work- not just hearing/writing about the work.

3. The professor was invaluable. I don't think this class would be the same if Bob wasn't teaching it.

4. Everything, but mainly the one on one work with Bob.

5. Bob, he does a great job of engaging students and helping them. He is always there and I really appreciated it.

6. His teaching style. As mentioned, we learned through several mediums: reading, writing, discussion, and performance. We also had the privilege of having guest speakers in the class.

7. Everything. All the work from reading Michael Caine's book to the commercial exercises and film monolgues were vital in this process. I learned so much from everyone in the class, the instructor, and everything we did together.

8. I loved how organized this class is. I knew exactly what we were doing each week, so I was able to be fully prepared for each class. This factor made the course easy to follow. Even though the class is 5 hours long, it never felt like it. We always jammed in so much and everything we did was beneficial to my education.

9. The fact that it was so completely different to what I already know and yet just similar enough stimulated me to learn more about it and yet to remain encouraged and to feel like I had at least a very base knowledge of what was going on. Plus, film acting is so ubiquitous in everyday life in our society; a vast majority of people have seen at least one movie in their life, and many many people have seen countless movies, so that was a natural hook into the class as far as interest level, since not only did we get to improve our own acting but we also got to analyze some professional performances--some very famous, some less well-known but no less impactful--and discuss as a class what made each performance impactful.

10. Stage to film monologues. I like that they're so early in the semester because it really puts everything else into perspective. It prepares you for all of the other work during the semester.

11. I really liked the format where someone would do a our own workshop and we'd also get to watch an actor work through their workshop. It's really useful being able to watch people work and learn from their experience as well as from your own.

12. The entire class as a whole contributed to my education.

13. The freedom to generate ideas and discussion on all of the topics that range the field. As our art is an imitation of life, we need a clear understanding of all of its challenges when they come into our work. The class encouraged this and that contributed to all of our manners of thinking.

14. Bob was really helpful and really helped get people to where they needed to be for the class

What aspects of this class detracted from your learning?

1. It translated to Zoom well, however the 4 hr Zoom call feels draining

2. N/A

3. None. Bob always made our time in and outside of the class beneficial.

4. COVID-19.

5. Zoom, it was okay for what it was and taught us how to work in this environment but gosh I loved in person class.

6. If anything, it was the adjustment period to this online format. It's difficult not being able to work with him and the rest of the class in person. It definitely created a shift.

7. None.

8. Naturally, moving the class to ZOOM took away many of the elements that made me take so much away from our exercises each week. Being able to watch Bob coach actors helped me learn and understand different approaches to characterization, and moving to ZOOM minimized that element because he would do private coaching with the actor, and then have that actor show us what they did, so we didn't get to see where the scene started and how it evolved. In contrast though, having those private coaching sessions were very beneficial if you were the actor being coached. So I am not faulting Bob for taking away that element for the rest of the class. I'm just not happy with the online transition. I really loved being closed off in a room with everyone for 5 hours each Friday. It was like an escape from life and all we had to focus our energy on was our scenes. The time always flew by. All the actors bonded with one another and felt the energy of the room whenever there was a really heavy performance. It was something I looked forward to each week. Now the class actually feels like it's 5 hours long, and I don't feel as connected to everyone. It just really takes away from the experience of this course, and I'm overall disappointed with the unfortunate circumstances because of how much I love this course.

9. The biggest detraction was the transition to remote learning due to the COVID-19 pandemic, but we were extremely fortunate in this class that most of its material required screens anyway. Plus, it's becoming more and more common in the film industry for actors to film themselves auditioning and send in their own tape, so this helped us practice that skill even more than we would have if we had just stuck with the one assignment that was going to help us practice that.

10. COVID. Just COVID. Everything else was perfect.

11. The only issues that ever came up was because our transition to an online format. It's hard to keep yourself engaged and focused when you're not physically in a classroom- especially when it comes to the performing arts. But, it helped that most of our work is on camera anyway.

12. Covid-19 gave me concerns. But professor Hess transitioned and did everything he could to allow our class to learn as much as possible.

13. Well. The pandemic certainly didn't add a positive spin on the subject matter, but Bob handled it best out of all of my professors, one of which has no one's engagement since the shift to online was enforced. This was unavoidable and I think Bob's commitment to his students really shone through.

14. Corona didn't effect this class negatively, I think the nature of the course let it work fine, and because of all the free time we actually had more time for coaching and I feel it helped us improve more

What suggestions do you have for improving the class?

1. Nothing, this class is perfect in every way

2. N/A

3. I genuinely don't have any suggestions. This class is orchestrated flawlessly.

4. Nothing

5. When we switched to zoom it went very well but I felt that some aspects of the class did not come through as well as they do in person. I think it was very beneficial in person to watch an actor go through the process of switching to camera, but on Zoom there were some problems with it. I felt less engaged with that because we couldn't see them as well and there were some internet issues happening with it. Overall LOVE the class but hopefully next semester they don't have to be on Zoom because this class is amazing and deserves to be in person.

6. ... I'm surprised to say none.

7. None. Bob Hess is a wonderful professor who knows what he is doing and treats his students with respect. The class as a whole is fun and very informative. I am so glad I took this class. My only regret is that I could'nt finish it in person.

8. Honestly, Bob is the best professor I have ever had. He is personable and always available for extra help whether it pertains to the course or not. The course structure does not need immediate improvement as far as I'm concerned. I love the structure of the course and the relationship he forms with his students.

9. I genuinely can't think of anything less than ideal in this class that was not caused by COVID-19. This was an excellently thought-through and wonderfully executed class, with ample opportunities to learn from multiple voices in the industry and practice multiple unique skills that are becoming more and more prevalent, such as teleprompter and ear prompter work.

10. None. It's so unfortunate that the class had to go online, but we worked with what we could. Thank you for an AMAZING semester!!!

11. I don't know what else could be improved upon to be honest, although the transition to an online format was not ideal, I think our professor really did his best make sure that the integrity of the course wasn't compromised

12. Nothing. Hiring Bob was the greatest thing the department has ever done.

13. I can only suggest that it is made certain that each of the students guarantee to do their part. We were fortunate to pull together an amazing group of individuals, however I've come to understand the class doesn't go so smoothly every semester. Make the students accountable, like Bob has, and you'll be surprised what strides they can make.

14. I'm not sure if it would actually be helpful, but possibly rearranging the order of assignments? It seems like all the things that people have likely never done before go first instead of things that we are more comfortable with. On the other hand, it does throw you in the deep end and force you to get comfortable

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.