

TO: Academic Affairs Leadership Team  
FROM: Dr. G. Gordon Gregory, Dean of Undergraduate Education  
DATE: October 22, 2008  
RE: SUMMA Observations & Recommendations

The Committee for Institutional Research & Assessment (CIRA) was asked to look at the aggregate data from the 2007/2008 SUMMA Summaries. The CIRA has compiled the following data along with initial observations and recommendations concerning **Cross-Divisional** issues. Please note that SUMMA does not indicate whether variances on individual items are statistically significant. Therefore, all variances referenced are presented for the sake of putting comparisons into perspective.

### **General Celebration Points**

1. LBC scored higher than the national norms in 9 of the 22 areas.
2. Of the other 13 areas, 8 were less than .10 from the national mean.
3. LBC scored especially high on the following:
  - “Instructor cares about my learning” (#10): 0.11 above the national mean.
  - “Instructor committed to high professional competence” (#16): 0.13 above the national mean.

### **General Observations**

1. As evidenced in the charts, while the national means in all six areas increased from 2007 to 2008, LBC overall and all three divisions declined in all areas. Nevertheless, LBC and all three divisions were within .20 of the national means in all six areas.
2. While the national means increased this past year, LBC overall received lower ratings than the previous year in 31 of the 33 areas (all except #26 “Textbooks” and #32 “Lab Manuals”).
3. Of the 22 items with national means, LBC scored lower on 13 of them

### **General Considerations**

1. On a five-point rating scale, statistical regression occurs as the numbers get closer to the 5.0 and the averages are pulled down over time. For the last few years, LBC has been increasing in most areas and are topping 4.20 in almost all areas, so some regression is expected.
2. There is no distinction between full-time, part-time, and adjunct faculty ratings.
3. Could the addition of blended courses have caused the decline for Spring 2007?
4. Instructors are allowed to choose in which courses they will administer SUMMA Surveys. SUMMA Surveys are administered to only one course per instructor per year.
5. Could the administration of SUMMA in the spring have caused the decline? Are students more fatigued at the end of the year rather than at the end of the fall semester? Spring administration also hits a whole different set of courses. [Note: While most administrations have been in the fall, 2007 was also a spring administration and it showed an increase across the board.]

## **General Recommendations**

1. Continue to monitor SUMMA scores to see if decline continues.
2. Consideration should be given to developing a “key” on how students are to interpret some of the unclear terms in the questions. Examples include: What is a “presentation” in question #4? How should students respond to questions that are not-applicable like questions #28-33 which refer to “laboratory” and “clinical experiences”? Does a “laboratory” refer to just science labs, or does it include computer labs?
3. The Director of Institutional Research & Assessment should determine if the current and/or future SUMMA data can be broken down by faculty status.
4. An LBC Course Evaluation instrument should be re-instituted. These evaluations will be given at the end of each course during alternating semesters with results being compared to SUMMA.

# Six Factors

## Instructor Commitment to Student Learning

	Arts & Sciences			Biblical			Professional			LBC			2007		2008	
	2007 A&S	2008 A&S	Incr/Decr	2007 Bib.	2008 Bib.	Incr/Decr	2007 Prof.	2008 Prof.	Incr/Decr	2007 LBC	2008 LBC	Incr/Decr	Nat. Mean	LBC vs Nat. Mean	Nat. Mean	LBC vs Nat. Mean
1. Clarity and audibility of instructor's speech	4.44	4.52	0.08	4.57	4.57	0.00	4.70	4.60	-0.10	4.57	4.56	-0.01	4.45	0.12	4.49	0.07
7. Adequate opportunity to ask questions	4.64	4.56	-0.08	4.63	4.57	-0.06	4.73	4.69	-0.04	4.66	4.60	-0.06	4.48	0.18	4.53	0.07
8. Instructor teaches clearly	4.35	4.25	-0.10	4.52	4.41	-0.11	4.48	4.39	-0.09	4.45	4.35	-0.10	4.27	0.18	4.32	0.03
10. Instructor cares about my learning	4.60	4.54	-0.06	4.63	4.47	-0.16	4.72	4.60	-0.12	4.65	4.54	-0.11	4.37	0.28	4.43	0.11
16. Instructor committed to high professional competence	4.62	4.56	-0.06	4.69	4.61	-0.08	4.65	4.54	-0.11	4.66	4.57	-0.09	4.40	0.26	4.44	0.13
17. Instructor gives useful feedback	4.08	3.93	-0.15	3.70	3.67	-0.03	4.18	3.97	-0.21	3.98	3.87	-0.11	4.06	-0.08	4.10	-0.23
20. Instructor helps without taking over	4.23	4.07	-0.16	4.14	3.90	-0.24	4.28	4.20	-0.08	4.22	4.06	-0.16	4.16	0.06	4.21	-0.15
21. Instructor relates theory to practice	4.23	4.14	-0.09	4.39	4.25	-0.14	4.45	4.30	-0.15	4.35	4.22	-0.13	4.25	0.10	4.29	-0.07

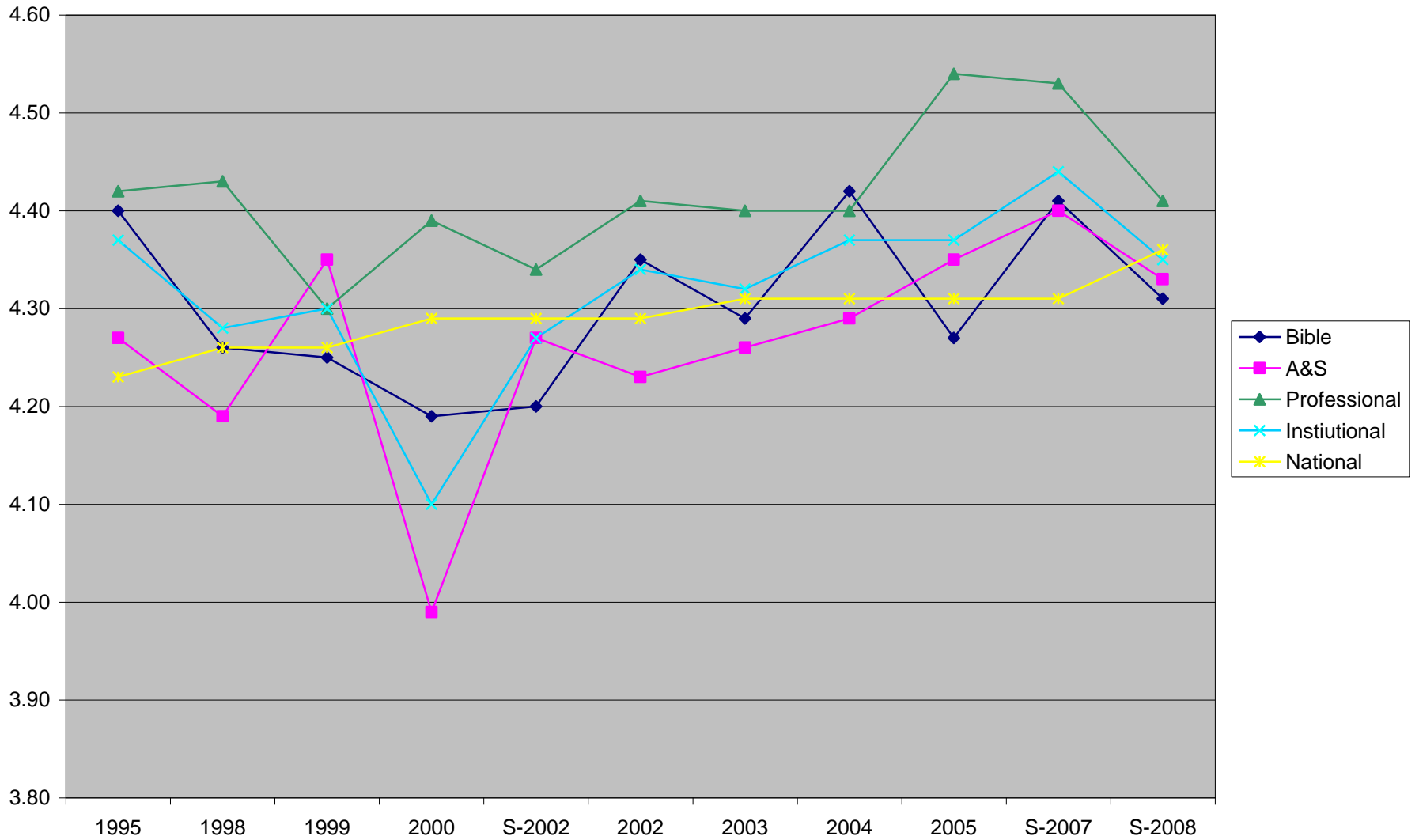
- Despite a general decline across the board, all three divisions are still close to national means with the Professional Division still excelling in **Instructor Commitment to Student Learning**.

Observation: “Instructor gives useful feedback” (#17) dropped .11 from previous year and is now .23 below the national mean.

Recommendations: The Biblical Division scored the lowest on this. Since this issue would tend to be prevalent in the larger Bible courses, some discussion at the divisional level could concentrate on how to give useful feedback in lecture courses. For instance, if a majority of students are in need of similar feedback, a general in-class announcement could be made or emails sent out to the class as a whole. Blended courses could take advantage of a discussion forum for providing generic feedback.

AALT comments, observations, recommendations: \_\_\_\_\_  
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## INSTRUCTOR COMMITMENT to STUDENT LEARNING



**Instructor Preparation and Organization**

	Arts & Sciences			Biblical			Professional			LBC			2007		2008	
	2007 A&S	2008 A&S	Incr/Decr	2007 Bib.	2008 Bib.	Incr/Decr	2007 Prof.	2008 Prof.	Incr/Decr	2007 LBC	2008 LBC	Incr/Decr	Nat. Mean	LBC vs Nat. Mean	Nat. Mean	LBC vs Nat. Mean
3. Course requirements explained fully	4.19	4.16	-0.03	4.40	4.40	0.00	4.33	4.26	-0.07	4.31	4.26	-0.05	4.32	-0.01	4.35	-0.09
9. Instructor seems well prepared	4.67	4.50	-0.17	4.73	4.66	-0.07	4.53	4.52	-0.01	4.65	4.55	-0.10	4.42	0.23	4.46	0.09
11. Course appears well planned	4.50	4.33	-0.17	4.62	4.49	-0.13	4.41	4.31	-0.10	4.51	4.37	-0.14	4.30	0.21	4.35	0.02

- Despite a general decline across the board, all three divisions are still close to or above national means with the Biblical Division still excelling in **Instructor Preparation and Organization**.

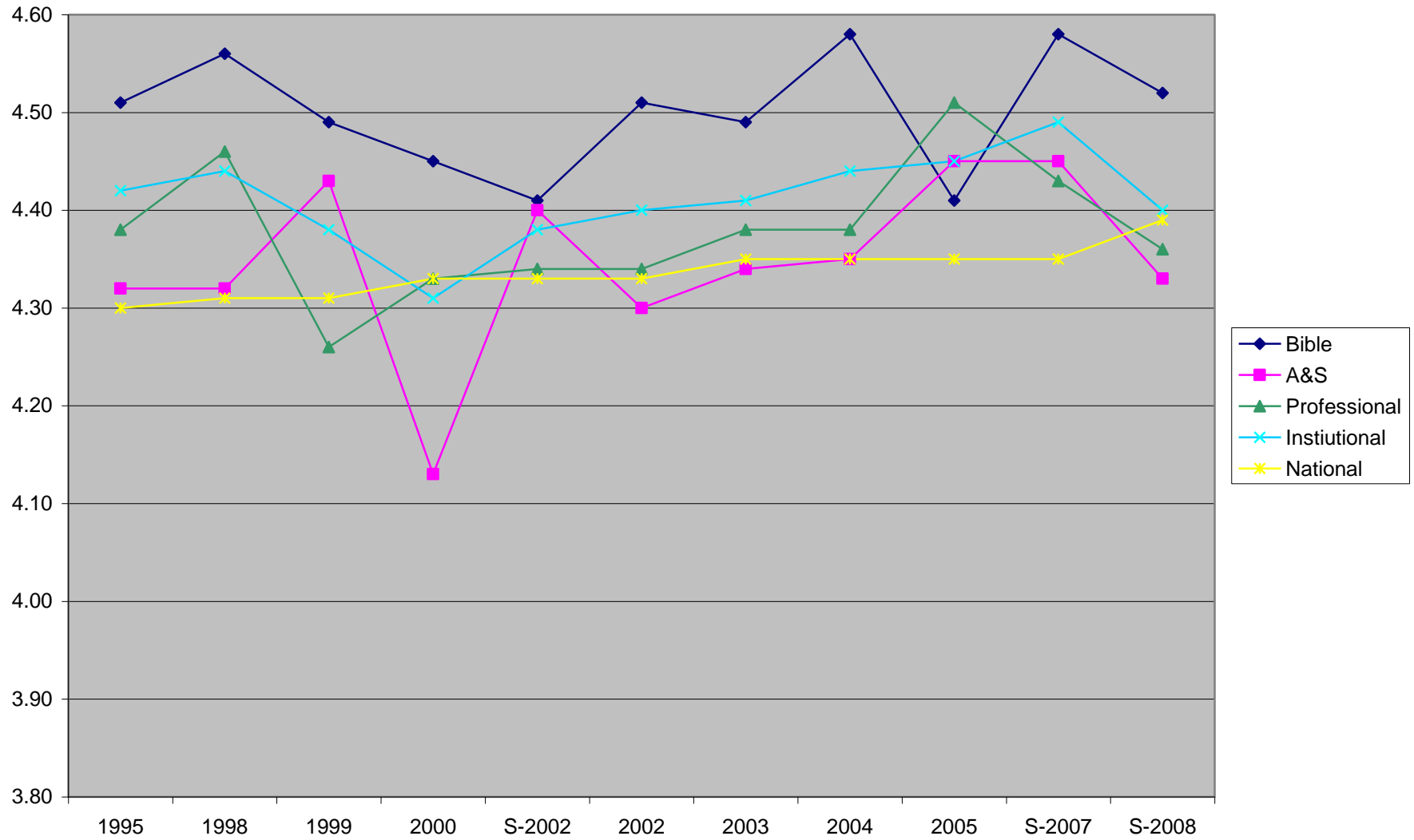
**Instructor / Student Interaction**

	Arts & Sciences			Biblical			Professional			LBC			2007		2008	
	2007 A&S	2008 A&S	Incr/Decr	2007 Bib.	2008 Bib.	Incr/Decr	2007 Prof.	2008 Prof.	Incr/Decr	2007 LBC	2008 LBC	Incr/Decr	Nat. Mean	LBC vs Nat. Mean	Nat. Mean	LBC vs Nat. Mean
4. Presentations cause me to think in depth	3.89	3.88	-0.01	4.32	4.11	-0.21	4.15	4.05	-0.10	4.12	4.00	-0.12	4.09	0.03	4.13	-0.13
13. I look forward to class	3.56	3.65	0.09	4.02	3.85	-0.17	4.02	3.92	-0.10	3.86	3.79	-0.07	3.83	0.03	3.87	-0.08
14. The effort I put in to this course equals other courses	3.91	3.76	-0.15	4.12	3.93	-0.19	4.02	4.05	0.03	4.02	3.90	-0.12	4.11	-0.09	4.15	-0.25
18. I am learning much	4.18	4.07	-0.11	4.39	4.33	-0.06	4.27	4.24	-0.03	4.28	4.20	-0.08	4.18	0.10	4.23	-0.03

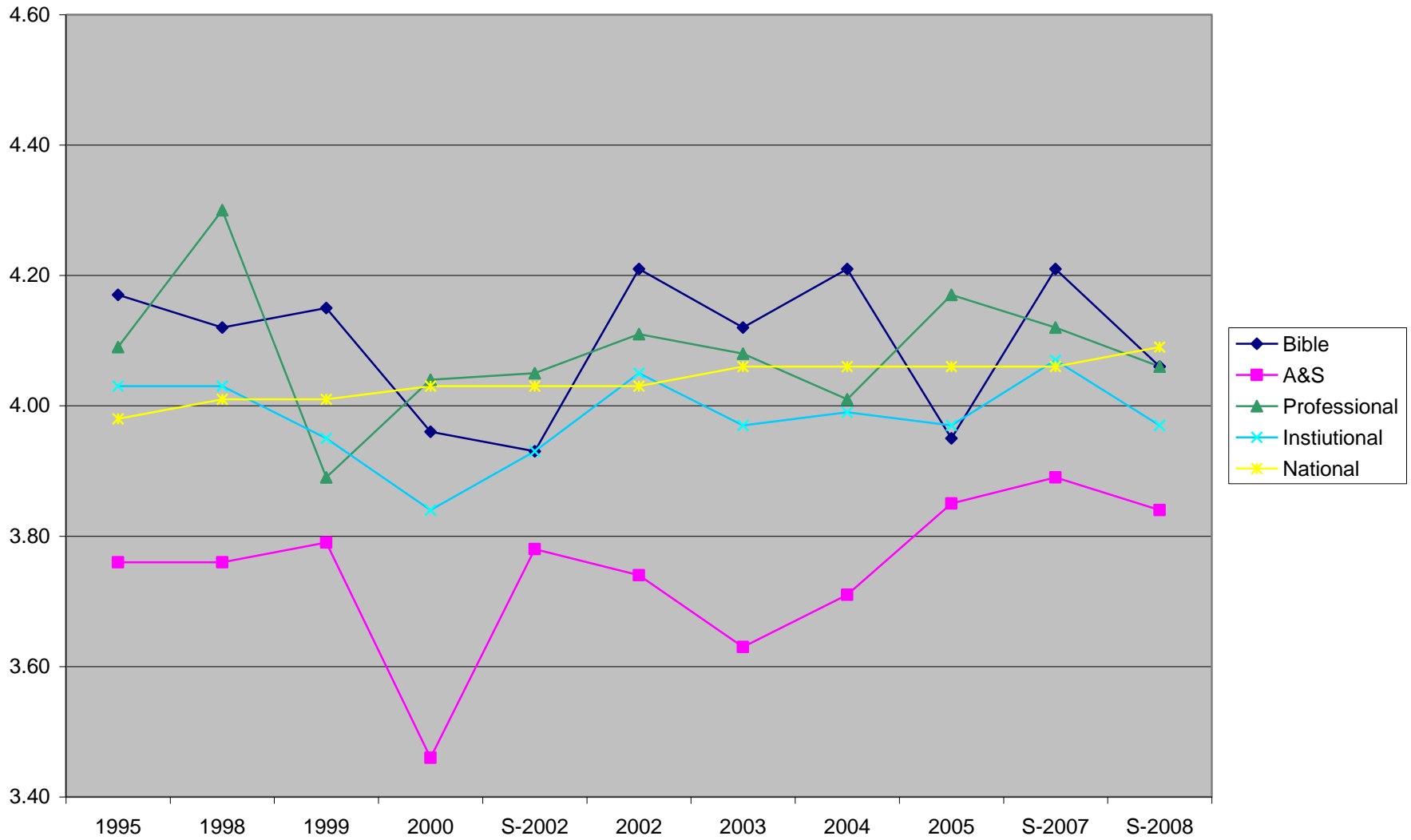
- Despite an overall gradual increase over the past five years, the Arts & Sciences Division continues to be rated significantly lower in **Instructor / Student Interaction** while LBC overall and the other two divisions are within range of the national mean.

AALT comments, observations, recommendations: \_\_\_\_\_  
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## INSTRUCTOR PREPARATION and ORGANIZATION



## INSTRUCTOR / STUDENT INTERACTION



## Testing

	Arts & Sciences			Biblical			Professional			LBC			2007		2008	
	2007 A&S	2008 A&S	Incr/Decr	2007 Bib.	2008 Bib.	Incr/Decr	2007 Prof.	2008 Prof.	Incr/Decr	2007 LBC	2008 LBC	Incr/Decr	Nat. Mean	LBC vs Nat. Mean	Nat. Mean	LBC vs Nat. Mean
5. Adequate means to evaluate my learning	4.27	4.15	-0.12	4.24	4.12	-0.12	4.34	4.22	-0.12	4.28	4.16	-0.12	4.22	0.06	4.27	-0.11
6. Methods for evaluating are reasonable	4.28	4.15	-0.13	4.38	4.26	-0.12	4.37	4.32	-0.05	4.34	4.23	-0.11	4.24	0.10	4.28	-0.05
23. Exams cover materials from course	4.41	4.41	0.00	4.62	4.54	-0.08	4.48	4.33	-0.15	4.51	4.43	-0.08				
24. Adequate time for exams	4.53	4.36	-0.17	4.80	4.59	-0.21	4.61	4.53	-0.08	4.66	4.48	-0.18				
25. Exam questions phrased clearly	4.21	4.09	-0.12	4.18	4.16	-0.02	4.07	4.17	0.10	4.16	4.14	-0.02				

- Until this past year, LBC and all three divisions were generally rated higher in **Testing**. This past year showed a noticeable decline, but all divisions are still within .20 of the national mean.

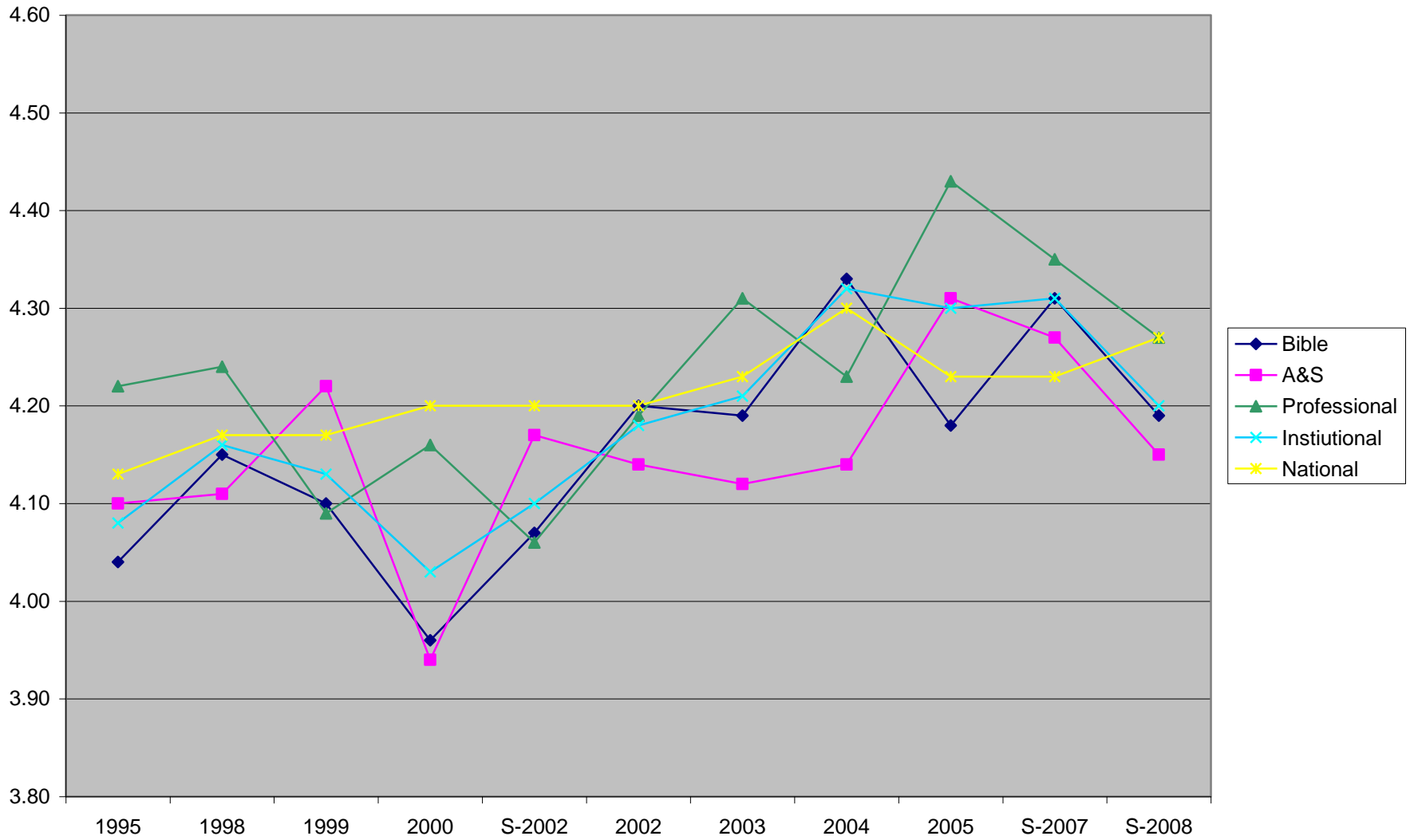
Observation: “Adequate time for exams” (#24) dropped .18 from previous year (no national means).

Recommendations: Since Biblical Division scores higher on this than the other two divisions, conduct some cross-divisional discussions to determine possible reasons. Maybe, due to larger classes, Biblical Division instructors simplify their exams in some way? Could it be they require fewer essays which take more time with some students needing more times than others?

AALT comments, observations, recommendations: \_\_\_\_\_  
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# TESTING



**Course Objectives**

	Arts & Sciences			Biblical			Professional			LBC			2007		2008	
	2007 A&S	2008 A&S	Incr/Decr	2007 Bib.	2008 Bib.	Incr/Decr	2007 Prof.	2008 Prof.	Incr/Decr	2007 LBC	2008 LBC	Incr/Decr	Nat. Mean	LBC vs Nat. Mean	Nat. Mean	LBC vs Nat. Mean
<b>12. Course objectives being achieved</b>	4.43	4.28	-0.15	4.40	4.34	-0.06	4.39	4.32	-0.07	4.43	4.31	-0.12	4.31	0.12	4.36	-0.05
<b>15. Objectives are expressed clearly</b>	4.33	4.18	-0.15	4.47	4.38	-0.09	4.40	4.31	-0.09	4.40	4.28	-0.12	4.30	0.10	4.35	-0.07

- Until this past year, LBC and all three divisions were rated higher in **Course Objectives**. This past year showed a noticeable decline, but all three divisions are still within .20 of the national mean.

**Course Assignments**

	Arts & Sciences			Biblical			Professional			LBC			2007		2008	
	2007 A&S	2008 A&S	Incr/Decr	2007 Bib.	2008 Bib.	Incr/Decr	2007 Prof.	2008 Prof.	Incr/Decr	2007 LBC	2008 LBC	Incr/Decr	Nat. Mean	LBC vs Nat. Mean	Nat. Mean	LBC vs Nat. Mean
<b>2. Assignments contribute to understanding</b>	4.38	4.25	-0.13	4.46	4.45	-0.01	4.47	4.39	-0.08	4.44	4.36	-0.08	4.31	0.13	4.34	0.02
<b>19. Assignments are challenging</b>	4.21	3.99	-0.22	4.12	4.10	-0.02	4.08	4.01	-0.07	4.14	4.03	-0.11	4.12	0.02	4.12	-0.09

- Despite a decline this past year, LBC and the three divisions are within an acceptable range of the national means in **Course Assignments** with Biblical Division showing only a slight decline and still falling above the national mean.

AALT comments, observations, recommendations: \_\_\_\_\_

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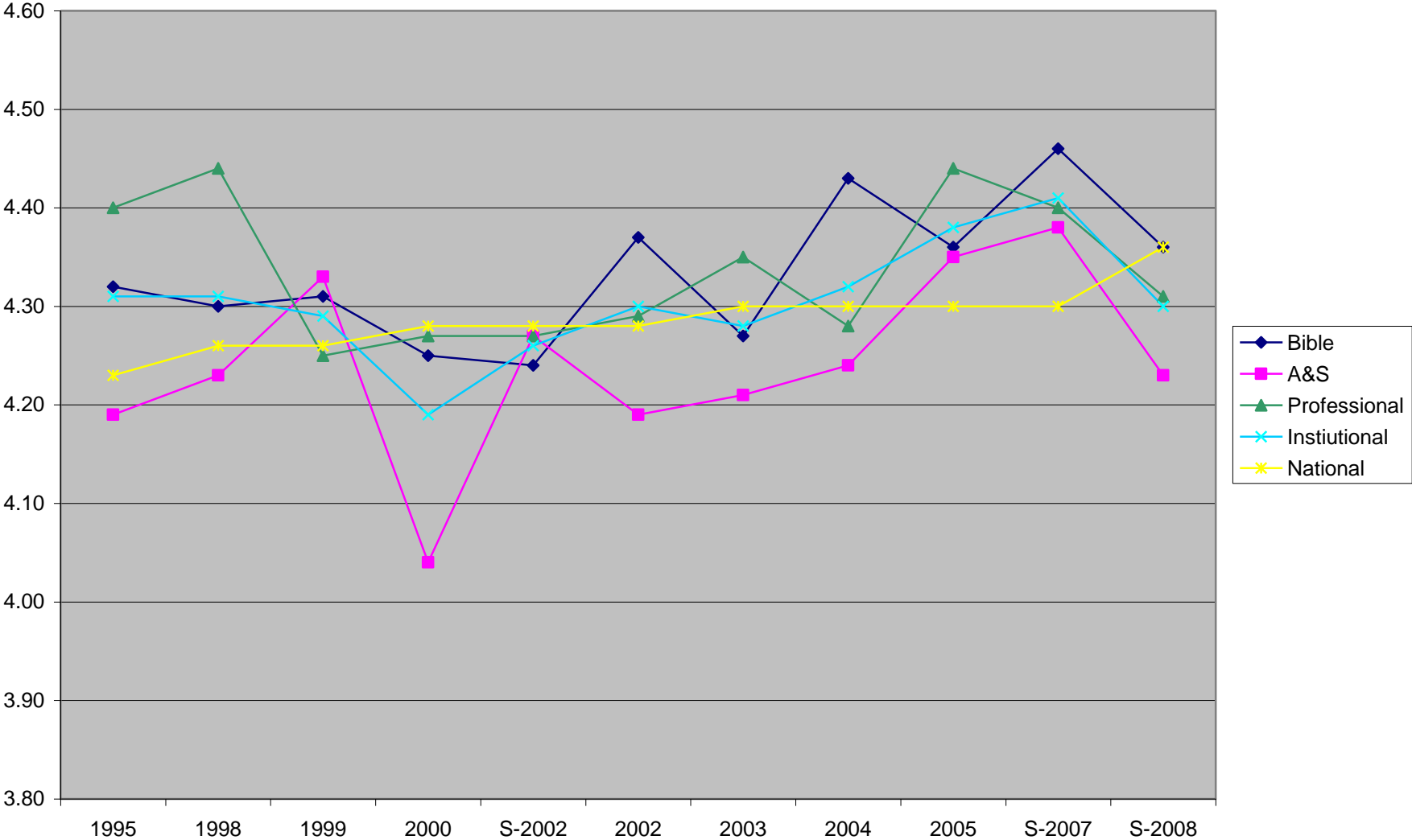
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# COURSE OBJECTIVES



## COURSE ASSIGNMENTS

