

TO: Academic Affairs Leadership Team
FROM: Committee for Institutional Research & Assessment
DATE: September 15, 2008
RE: SUMMA Observations & Recommendations (2007&2008)

Cross-Divisional SUMMA Observations & Recommendations

The following are observations and recommendations made by the Committee for Institutional Research & Assessment (CIRA) concerning the 2008 SUMMA summaries. Any responses to these observations and recommendations, as well as any additional observations and recommendations should be forwarded to CIRA for review.

[See accompanying graphs of six general areas for the following.]

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, well within the standard deviation.
3. The two areas where LBC scored highest above the national mean were:
 - “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 graphs, while the national means in all six general 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 general areas, well within the standard deviation.
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. Therefore, some regression is expected.
2. There is no distinction between full-time, part-time, and adjunct faculty ratings in the SUMMA Summaries. Therefore, it is impossible to say how part-time or adjunct faculty might have influenced the results.

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 are more fatigued at then of the year rather than at the end of the fall semester? Spring administration hits a whole different set of courses. (Although the previous administration of SUMMAs was also a spring term (2007) 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 the 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”?
3. The Director of Institutional Research & Assessment should determine if the current and/or future SUMMA data can be broken down by faculty status. If not, a study should be conducted to determine if more part-time and adjunct faculty were utilized in Spring 2008.
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 – LBC Overall

Instructor Commitment to Student Learning: LBC = 4.35; National = 4.36; Standard Deviation = 0.924

	Arts & Sciences S-08 = 4.33			Biblical S-08 = 4.31			Professional S-08 = 4.42			LBC S-08 = 4.35			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 decline this past year, the Professional Division excels in **Instructor Commitment to Student Learning**.
- LBC overall is extremely close to the national mean and the other two divisions are less than .25 behind in all areas.

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 and brought down the LBC overall average. Since this issue would tend to be prevalent in the larger Bible courses, some discuss 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 instructor 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.

Instructor Preparation and Organization: LBC = 4.40; National = 4.39; Standard Deviation = 0.893

	Arts & Sciences S-08 = 4.33			Biblical S-08 = 4.52			Professional S-08 = 4.36			LBC S-08 = 4.40			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 decline this past year, the Biblical Division excels in **Instructor Preparation and Organization**.
- LBC overall and the other two divisions exceed the national average overall

Instructor / Student Interaction: LBC = 3.97; National = 4.09; Standard Deviation = 1.084

	Arts & Sciences S-08 = 3.84			Biblical S-08 = 4.06			Professional S-08 = 4.06			LBC S-08 = 3.97			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

- Overall, LBC
- 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.

Testing: LBC = 4.20; National = 4.27; Standard Deviation = .950

	Arts & Sciences S-08 = 4.15			Biblical S-08 = 4.19			Professional S-08 = 4.27			LBC S-08 = 4.20			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 we 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 discussion to determine possible reasons. Maybe, due to larger classes, Biblical Divisions instructors simplify their exams in some way? Maybe there require fewer essays?

Course Objectives: LBC = 4.30; National = 4.36; Standard Deviation = 0.873

	Arts & Sciences S-08 = 4.23			Biblical S-08 = 4.36			Professional S-08 = 4.31			LBC S-08 = 4.30			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
12. Course objectives being achieved	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
15. Objectives are expressed clearly	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 we are still within .20 of the national mean.

Course Assignments: LBC = 4.20; National = 4.23; Standard Deviation = 0.956

	Arts & Sciences S-08 = 4.14			Biblical S-08 = 4.28			Professional S-08 = 4.20			LBC S-08 = 4.20			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
2. Assignments contribute to understanding	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
19. Assignments are challenging	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**.

Committee for Institutional Research & Assessment
Recommendations Concerning SUMMA Summaries (2007&2008)
Professional Division Observations & Recommendations
September 2008

See accompanying Professional Division SUMMA Summaries Comparisons chart.

Celebration Points

1. Despite a decline this past year, the Professional Division still excels in the general category of **Instructor Commitment to Student Learning** (see graph).
2. Professional Division scored 4.50 or above on the following:
 - “Adequate opportunity to ask questions” (#7), 4.69
 - “Clarity and audibility of instructor’s speech” (#1), 4.60
 - “Instructor cares about my learning” (#10), 4.60
 - “Instructor committed to high level of professional competence” (#16), 4.54
 - “Adequate time for exams” (#24), 4.53
 - “Instructor seems well prepared” (#9), 4.52
3. Professional Division scored above the national norm on 11 out of 22 items. Of the remaining 11, they scored within .10 of the national mean on 9 of them.
4. While dropping significantly from 2005 to 2007, “Exam questions phrased clearly” (#25) rose this past year by .10.
5. While dropping significantly from 2005 to 2007, “Manual explains procedures for lab” (#32) rose this past year by .33.

General Observations

- Historically the Professional Division has scored higher than the other two divisions on SUMMA Surveys. In 2007 the division dropped (albeit slightly) on all but four items, while the other two divisions increased overall. In 2008 the division continued to decline in ratings, along with the rest of the college.

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. Historically, the Professional Division has been earning ratings above the 4.25 mark so some regression is expected.
2. It should be noted that the divisional summaries include not only adjuncts from outside LBC but also LBC instructors that teach courses across the divisions. Since these would be included as “full-time” faculty, it disguises the fact that they are teaching just one or two courses in that division.

General Recommendations

1. Since no decrease is drastic, the division should just continue to monitor SUMMA scores to see if decline continues.

2. Individual instructors should examine their own SUMMA score for each of the items to determine if this is an issue they should address individually.
3. The division may want to set aside some time in their monthly meetings to brainstorm possible causes of the challenges noted under Instructor Commitment to Student Learning and Exams cover material from the course.” The division may want to discuss which areas need to be addressed and how they should be addressed.

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	1.06	-3.16	4.16	0.06	4.21	-3.15
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 decline this past year, the Professional Division still excels in **Instructor Commitment to Student Learning**.

Observation: “Instructor gives useful feedback” (#17) dropped .21 from previous year and is now .13 below the national mean.

Recommendations: Attempts should be made to determine if the increased use of Moodle in blended classes is causing students to have higher expectations of more immediate feedback in all classes.

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

- The Professional Division fell only slightly in this area and is still above or very close the both the LBC and National Means.

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

- The Professional Division fell slightly in this area but is still above or close to both the LBC and National Means with the exception of question #14 which is a pretty ‘course specific’ question.

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 material 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				

- The Professional Division fell only slightly in this area and is still above or very close to both the LBC and National means.

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
12. Course objectives being achieved	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
15. Objectives are expressed clearly	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 across the board but we 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
2. Assignments contribute to understanding	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
19. Assignments are challenging	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 all three divisions are still within an acceptable range of the national means in **Course Assignments**.

Committee for Institutional Research & Assessment
Recommendations Concerning SUMMA Summaries (2007&2008)
Biblical Division Observations & Recommendations
September 2008

See accompanying Biblical Division SUMMA Summaries Comparisons.

Celebration Points

1. Despite a decline this past year, the Biblical Division excels in the general category of Instructor Preparation and Organization (see graphs).
2. Biblical Division scored above 4.50 on the following:
 - Clarity and audibility of instructor's speech (#1), 4.57
 - Adequate opportunity to ask questions (#7), 4.57
 - Instructor seems well prepared (#9), 4.66
 - Instructor committed to high professional competence (#16), 4.61
 - Overall good teacher (#22), 4.51
 - Exams cover materials from course (#23), 4.54
 - Adequate time for exams (#24), 4.59
3. Biblical Division scored above the national norm on 12 of the 22 items. Of the remaining 10, they scored within .10 of the national mean on 7 of them.

General Observations

General Considerations

1. It should be noted that the divisional summaries include not only adjuncts from outside LBC but also LBC instructors that teach courses across the divisions. Since these would be included as "full-time" faculty, it disguises the fact that they are teaching just one or two courses in that division.

General Recommendations

2. Individual instructors should examine their own SUMMA score for each of the items to determine if this is an issue they should address individually.
4. The division may want to set aside some time in their monthly meetings to brainstorm possible causes of the challenges noted under Instructor Commitment to Student Learning and Exams cover material from the course." The division may want to discuss which areas need to be addressed and how they should be addressed.

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	1.06	-3.16	4.16	0.06	4.21	-3.15
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 decline this past year, the Professional Division excels in **Instructor Commitment to Student Learning**. Two areas may need addressing:

Observation: The Biblical Division scored a 3.67 on “Instructor gives useful feedback” (#17), dropping .03 from the previous year. This is the third year in a row that this has been rated 3.70 or below and places this item .20 below the LBC mean and .43 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 discuss 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 instructor 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.

Observation: The Biblical Division scored a 3.90 on “Instructor helps without taking over” (#20), dropping .24 from the previous year. This is .16 below the LBC mean and .31 below the national mean.

Recommendations: Some effort should be made to clarify what the students think this means. Could it be that the instructor ‘takes over’ by not allowing for differences of opinion? A focus group of students might shed some light on this.

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 decline this past year, the Biblical Division still excels 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 a decline this past year, the Biblical Division is still very close to or exceeds both the LBC and National means in the area of **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 the Biblical Division is still within .15 of the two questions with national means.

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
12. Course objectives being achieved	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
15. Objectives are expressed clearly	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 the Biblical Division is right at or slightly above 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
2. Assignments contribute to understanding	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
19. Assignments are challenging	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 by LBC and all three divisions, the Biblical Divisions decline was ever so slight and they remain right at or slightly above the national means in **Course Assignments**.

Committee for Institutional Research & Assessment
Recommendations Concerning SUMMA Summaries (2007&2008)
Arts & Sciences Division Observations & Recommendations
September 2008

See accompanying Arts & Sciences Division SUMMA Summaries Comparisons.

Celebration Points

1. Arts & Sciences Division scored above 4.50 on the following:
 - Clarity and audibility of instructor's speech (#1), 4.52
 - Adequate opportunity to ask questions (#7), 4.56
 - Instructor committed to high professional competence (#16), 4.56
 - Instructor cares about my learning (#10), 4.54
2. Arts & Sciences Division scored above the national norm on 5 of the 22 items. Of the remaining 17, they scored within .10 of the national mean on 5 of them.

Challenges

1. Observation from the graphs: 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.
2. Observation: "Assignments are challenging" (#19) dropped .22 from the previous year and is .13 below the national mean.

Recommendations:

3. Observation: While still above 4.0, "Equipment is ready for labs" (#32) dropped .18 from the previous year.

Recommendations:

4. Observation: "Instructor seems well prepared" (#9) .17 from the previous year. However, this is just .05 below the LBC mean and .04 above the national mean.

Recommendations:

5. Observation: "Adequate time for exams" (#24) dropped .17 from the previous year and sits at .12 below the LBC mean (no national mean comparison).

Recommendations:

6. Observation: “Instructor helps without taking over” (#20) dropped .16 from the previous year. While .01 over the LBC, it falls .14 below the national mean.

Recommendations:

7. Observation: “Course objectives being achieved” (#12) dropped .15 from the previous year. However, this is still just .03 below the LBC mean and .08 below the national mean.

Recommendations:

8. Observation: “The effort I put into this course equals other courses” (#14) dropped .15 from the previous year. This places this item .14 below the LBC mean and .39 below the national mean.

Recommendations:

9. Observation: “Objectives are expressed clearly” (#15) dropped .15 from the previous year making it .10 below the LBC mean and .17 below the national mean.

Recommendations:

10. Observation: “Assignments increase understanding for lab work” and “Equipment is ready for labs” both dropped by .14 (no National Mean for comparison).

Recommendations:

Overall Recommendations:

- Individual instructors should examine their own SUMMA score for each of the items to determine if this is an issue they should address individually.
- The division may want to set aside some time in their monthly meetings to brainstorm ways to help each other in these areas.

It should be noted that the divisional summaries include not only adjuncts from outside LBC but also LBC instructors that teach courses across the divisions. Since these would be included as “full-time” faculty, it disguises the fact that they are teaching just one or two courses in that division.

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	1.06	-3.16	4.16	0.06	4.21	-3.15
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 decline this past year, the Professional Division excels in **Instructor Commitment to Student Learning**.

1. 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 discuss 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 instructor 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.

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 decline this past year, the Biblical Division excels 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.

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 we are still within .20 of the national mean.
2. 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 discussion to determine possible reasons. Maybe, due to larger classes, Biblical Divisions instructors simplify their exams in some way? Maybe there require fewer essays?

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
12. Course objectives being achieved	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
15. Objectives are expressed clearly	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 we 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
2. Assignments contribute to understanding	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
19. Assignments are challenging	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**.

Committee for Institutional Research & Assessment
Recommendations Concerning SUMMA Summaries (2007&2008)
Cross-Divisional Observations & Recommendations
September 2008

See accompanying graphs of six general areas for the following:

General Observations

- 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.
- Despite a decline this past year, the Professional Division excels in **Instructor Commitment to Student Learning**.
- Despite a decline this past year, the Biblical Division excels in **Instructor Preparation and Organization**.
- 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.
- Until this past year, LBC and all three divisions were generally rated higher in **Testing**. This past year showed a noticeable decline but we are still within .20 of the national mean.
- Until this past year, LBC and all three divisions were rated higher in **Course Objectives**. This past year showed a noticeable decline but we are still within .20 of the national mean.
- Despite a decline this past year, LBC and the three divisions are within an acceptable range of the national means in **Course Assignments**.

See accompanying Summa Summaries Comparisons for the following:

Celebration Points

4. LBC scored higher than the national norms in 9 of the 22 areas.
5. Of the other 13 areas, 8 were less than .10 from the national mean.
6. 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.

Challenges

3. Observation: 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”).

Recommendations:

4. Observation: Of the 22 items with national means, LBC scored lower on 13 of them.

Recommendations:

5. Observation: While still rated somewhat high at 4.0, “Presentations cause me to think in depth” (#4) dropped by .12 from the previous year and was .13 below the national mean.

Recommendations:

6. Observation: “The effort I put into this course equals other courses” (#14) dropped .12 from the previous year and sits .25 below the national mean.

Recommendations:

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

Recommendations:

8. Observation: “Instructor helps without taking over” (#20) dropped .16 from previous year and is now .15 below the national mean.

Recommendations:

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

Recommendations:

10. Observation: There is no distinction between full-time, part-time, and adjunct faculty ratings.

Recommendation:

- The Director of Institutional Research & Assessment should determine if the current and/or future SUMMA data can be broken down by faculty status.

11. Observation: 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.

Recommendation:

- 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.

Committee for Institutional Research & Assessment
Recommendations Concerning SUMMA Summaries (2007&2008)
Professional Division Observations & Recommendations
September 2008

See accompanying Professional Division SUMMA Summaries Comparisons chart.

Celebration Points

6. Despite a decline this past year, the Professional Division still excels in the general category of **Instructor Commitment to Student Learning** (see graph).
7. Professional Division scored 4.50 or above on the following:
 - “Adequate opportunity to ask questions” (#7), 4.69
 - “Clarity and audibility of instructor’s speech” (#1), 4.60
 - “Instructor cares about my learning” (#10), 4.60
 - “Instructor committed to high level of professional competence” (#16), 4.54
 - “Adequate time for exams” (#24), 4.53
 - “Instructor seems well prepared” (#9), 4.52
8. Professional Division scored above the national norm on 11 out of 22 items. Of the remaining 11, they scored within .10 of the national mean on 9 of them.
9. While dropping significantly from 2005 to 2007, “Exam questions phrased clearly” (#25) rose this past year by .10.
10. While dropping significantly from 2005 to 2007, “Manual explains procedures for lab” (#32) rose this past year by .33.

Challenges

1. Observation: “Instructor gives useful feedback” (#17) dropped .21 and is now .13 below the national mean.

Recommendations:

2. Observation: “Instructor relates theory to practice” (#21) dropped .15 but is still a bit over the national mean.

Recommendations:

3. Observation: “Overall good teacher” (#22) dropped .14 but is only .02 below the national mean.

Recommendations:

4. Exams cover materials for the course (#23) dropped .15 (no national means for comparisons).

Recommendations:

5. Observation: Historically the Professional Division has scored higher than the other two divisions on SUMMA Surveys. In 2007 the division dropped (albeit slightly) on all but four items, while the other two divisions increased overall. In 2008 the division continued to decline in ratings, along with the rest of the college.

Clarification: 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. Historically, the Professional Division has been earning ratings above the 4.25 mark so some regression is expected.

Recommendations: Since no decrease of over .14, the division should just continue to monitor SUMMA scores to see if decline continues.

Overall Recommendations:

- Individual instructors should examine their own SUMMA score for each of the items to determine if this is an issue they should address individually.
- The division may want to set aside some time in their monthly meetings to brainstorm ways to help each other in these areas.

It should be noted that the divisional summaries include not only adjuncts from outside LBC but also LBC instructors that teach courses across the divisions. Since these would be included as “full-time” faculty, it disguises the fact that they are teaching just one or two courses in that division.

Committee for Institutional Research & Assessment
Recommendations Concerning SUMMA Summaries (2007&2008)
Biblical Division Observations & Recommendations
September 2008

See accompanying Biblical Division SUMMA Summaries Comparisons.

Celebration Points

4. Despite a decline this past year, the Biblical Division excels in the general category of Instructor Preparation and Organization (see graphs).
5. Biblical Division scored above 4.50 on the following:
 - Clarity and audibility of instructor's speech (#1), 4.57
 - Adequate opportunity to ask questions (#7), 4.57
 - Instructor seems well prepared (#9), 4.66
 - Instructor committed to high professional competence (#16), 4.61
 - Overall good teacher (#22), 4.51
 - Exams cover materials from course (#23), 4.54
 - Adequate time for exams (#24), 4.59
6. Biblical Division scored above the national norm on 12 of the 22 items. Of the remaining 10, they scored within .10 of the national mean on 7 of them.

Challenges

1. Observation: The Biblical Division scored a 3.67 on "Instructor gives useful feedback" (#17), dropping .03 from the previous year. This is the third year in a row that this has been rated 3.70 or below and places this item .20 below the LBC mean and .43 below the national mean.

Recommendations:

2. Observation: The Biblical Division scored a 3.90 on "Instructor helps without taking over" (#20), dropping .24 from the previous year. This is .16 below the LBC mean and .31 below the national mean.

Recommendations:

2. Observation: "The effort I put into this course equals other courses" (#14) dropped .19 from the previous year. While this is slightly above the LBC mean, it is .22 below the national mean.

Recommendations:

3. Observation: “Presentations cause me to think in depth” (#4) dropped .21 from the previous year but this matches the drop in the LBC mean so the division is .11 above the LBC mean and just .02 below the national mean.

Recommendations:

4. Observation: “Instructor explains techniques clearly” (#29) dropped .34 from the previous year, making it the second year in a row that this item has declined for the division. The division is now .32 below the LBC mean (no national mean for comparison).

Recommendations:

5. Observation: “Experiences meet learning needs” (#28) dropped .19 and is .21 below the LBC mean (no national mean for comparison).

Recommendations:

6. Observation: “Adequate time for exams” (#24) dropped .21 from the previous year. However, since the mean dropped .18 on this item, the biblical divisions is still .11 above the LBC mean (no national mean for comparison).

Recommendations:

Overall Recommendations:

- Individual instructors should examine their own SUMMA score for each of the items to determine if this is an issue they should address individually.
- The division may want to set aside some time in their monthly meetings to brainstorm ways to help each other in these areas.

It should be noted that the divisional summaries include not only adjuncts from outside LBC but also LBC instructors that teach courses across the divisions. Since these would be included as “full-time” faculty, it disguises the fact that they are teaching just one or two courses in that division.

Committee for Institutional Research & Assessment
Recommendations Concerning SUMMA Summaries (2007&2008)
Arts & Sciences Division Observations & Recommendations
September 2008

See accompanying Arts & Sciences Division SUMMA Summaries Comparisons.

Celebration Points

3. Arts & Sciences Division scored above 4.50 on the following:
 - Clarity and audibility of instructor's speech (#1), 4.52
 - Adequate opportunity to ask questions (#7), 4.56
 - Instructor committed to high professional competence (#16), 4.56
 - Instructor cares about my learning (#10), 4.54

4. Arts & Sciences Division scored above the national norm on 5 of the 22 items. Of the remaining 17, they scored within .10 of the national mean on 5 of them.

Challenges

11. Observation from the graphs: 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.

12. Observation: "Assignments are challenging" (#19) dropped .22 from the previous year and is .13 below the national mean.

Recommendations:

13. Observation: While still above 4.0, "Equipment is ready for labs" (#32) dropped .18 from the previous year.

Recommendations:

14. Observation: "Instructor seems well prepared" (#9) .17 from the previous year. However, this is just .05 below the LBC mean and .04 above the national mean.

Recommendations:

15. Observation: "Adequate time for exams" (#24) dropped .17 from the previous year and sits at .12 below the LBC mean (no national mean comparison).

Recommendations:

16. Observation: “Instructor helps without taking over” (#20) dropped .16 from the previous year. While .01 over the LBC, it falls .14 below the national mean.

Recommendations:

17. Observation: “Course objectives being achieved” (#12) dropped .15 from the previous year. However, this is still just .03 below the LBC mean and .08 below the national mean.

Recommendations:

18. Observation: “The effort I put into this course equals other courses” (#14) dropped .15 from the previous year. This places this item .14 below the LBC mean and .39 below the national mean.

Recommendations:

19. Observation: “Objectives are expressed clearly” (#15) dropped .15 from the previous year making it .10 below the LBC mean and .17 below the national mean.

Recommendations:

20. Observation: “Assignments increase understanding for lab work” and “Equipment is ready for labs” both dropped by .14 (no National Mean for comparison).

Recommendations:

Overall Recommendations:

- Individual instructors should examine their own SUMMA score for each of the items to determine if this is an issue they should address individually.
- The division may want to set aside some time in their monthly meetings to brainstorm ways to help each other in these areas.

It should be noted that the divisional summaries include not only adjuncts from outside LBC but also LBC instructors that teach courses across the divisions. Since these would be included as “full-time” faculty, it disguises the fact that they are teaching just one or two courses in that division.

Are Student Satisfaction Inventory Challenges Supported By SUMMA Results?

The results of the Spring 2007 Student Satisfaction Survey (SSI) indicated the following three challenges for faculty. When presented with these findings, some questioned the validity of the SSI data and suggested a comparison with data from similar SUMMA items. Below you will find a comparison based upon the 2007 SSI and the 2007 SUMMA data.

Summary: While the data is inconclusive for the last two SSI challenges, both sources seem to indicate that faculty need to give better and timelier feedback to students.

Recommendations: Individual instructors should examine their own SUMMA score for item #17 “Instructor gives useful feedback” to determine if this is an issue they should address individually. The divisions may wish to brainstorm ways in which instructors can give useful feedback in courses, especially in the large multiple section courses.

SSI Challenges for Faculty	Similar SUMMA Questions	Comments
<ul style="list-style-type: none"> Faculty provide timely feedback about student progress in a course 	#17 Instructor gives useful feedback	<ul style="list-style-type: none"> While one question deals with timeliness and the other usefulness, both deal with feedback. Ratings increased by .06 from 2005 to 2007 SUMMA rating for this item was 31 out of 33, i.e. third lowest rating for LBC in 2007. LBC rating was .08 point below the national mean. The SUMMA results seem to support the SSI results
<ul style="list-style-type: none"> Faculty are fair and unbiased in their treatment of individual students 	#10 Instructor cares about my learning	<ul style="list-style-type: none"> While there is no closely related question on the SUMMA, caring about student learning should result in the faculty member being fair and unbiased. The SUMMA results on this question increased by .15 between 2005 & 2007. The score on this question is tied for fourth highest LBC score. The score is .28 above the national norm. The SUMMA results seem to contradict the SSI results.
<ul style="list-style-type: none"> Faculty take into consideration student differences as they teach a course 	#7 Adequate opportunity to ask questions.	<ul style="list-style-type: none"> While there is no closely related question on SUMMA, allowing adequate time for students to ask questions is one way faculty take into consideration students with differences. The SUMMA rating is in a three-way tie for highest LBC score. The SUMMA rating is .18 higher than national norm The SUMMA findings seem to contradict the SSI findings.
	#29 Instructor explains techniques clearly.	<ul style="list-style-type: none"> While there is no closely related question on SUMMA, explaining techniques clearly is one way faculty take into consideration students with differences. The SUMMA rating ranks 27 out of 33, i.e. seventh lowest score. No national norm is available The SUMMA findings seem to support the SSI findings.