

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

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

[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.
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 increase 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 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.
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 decline this past year, the Professional Division excels 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 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.

AALT comments, observations, recommendations: _____

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.

AALT comments, observations, recommendations: _____

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.

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?

AALT comments, observations, recommendations: _____

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**.

AALT comments, observations, recommendations: _____

TO: Professional Division
FROM: Committee for Institutional Research & Assessment
DATE: September 2008
RE: SUMMA Observations & Recommendations

**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 (#1, 7, 8, 10, 16, 17, 20, 21)

PROFESSIONAL Division SUMMA Summaries Comparisons

	2005 Prof.	2007 Prof.	Incr/ Decr	2008 Prof.	Incr/ Decr.	2005 LBC	2007 LBC	Incr/ Decr	2008 LBC	Incr/ Decr	2008 Prof. Over/ Under LBC	2008 National Mean	2008 Over/ Under National
1. Clarity and audibility of instructor's speech	4.71	4.70	-0.01	4.60	-0.10	4.51	4.57	0.06	4.56	-0.01	0.04	4.49	0.11
7. Adequate opportunity to ask questions	4.71	4.73	0.02	4.69	-0.04	4.63	4.66	0.03	4.60	-0.06	0.09	4.53	0.16
8. Instructor teaches clearly	4.53	4.48	-0.05	4.39	-0.09	4.40	4.45	0.05	4.35	-0.10	0.04	4.32	0.07
10. Instructor cares about my learning	4.66	4.72	0.06	4.60	-0.12	4.50	4.65	0.15	4.54	-0.11	0.06	4.43	0.17
16. Instructor committed to high professional competence	4.63	4.65	0.02	4.54	-0.11	4.56	4.66	0.10	4.57	-0.09	-0.03	4.44	0.10
17. Instructor gives useful feedback	4.15	4.18	0.03	3.97	-0.21	3.92	3.98	0.06	3.87	-0.11	0.10	4.10	-0.13
20. Instructor helps without taking over	4.39	4.28	-0.11	4.20	-0.08	4.15	4.22	0.07	4.06	-0.16	3.14	4.21	-0.01
21. Instructor relates theory to practice	4.50	4.45	-0.05	4.30	-0.15	4.29	4.35	0.06	4.22	-0.13	0.08	4.29	0.01

- 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.

Divisional comments, observations, recommendations: _____

Instructor Preparation and Organization (#3, 9, 11)

PROFESSIONAL Division SUMMA Summaries Comparisons

	2005 Prof.	2007 Prof.	Incr/ Decr	2008 Prof.	Incr/ Decr.	2005 LBC	2007 LBC	Incr/ Decr	2008 LBC	Incr/ Decr	2008 Prof. Over/ Under LBC	2008 National Mean	2008 Over/ Under National
3. Course requirements explained fully	4.41	4.33	-0.08	4.26	-0.07	4.29	4.31	0.02	4.26	-0.05	0.00	4.35	-0.09
9. Instructor seems well prepared	4.63	4.53	-0.10	4.52	-0.01	4.61	4.65	0.04	4.55	-0.10	-0.03	4.46	0.06
11. Course appears well planned	4.49	4.41	-0.08	4.31	-0.10	4.46	4.51	0.05	4.37	-0.14	-0.06	4.35	-0.04

- 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 (#4, 13, 14, 18)

PROFESSIONAL Division SUMMA Summaries Comparisons

	2005 Prof.	2007 Prof.	Incr/ Decr	2008 Prof.	Incr/ Decr.	2005 LBC	2007 LBC	Incr/ Decr	2008 LBC	Incr/ Decr	2008 Prof. Over/ Under LBC	2008 National Mean	2008 Over/ Under National
4. Presentations cause me to think in depth	4.19	4.15	-0.04	4.05	-0.10	4.03	4.12	0.09	4.00	-0.12	0.05	4.13	-0.08
13. I look forward to class	4.09	4.02	-0.07	3.92	-0.10	3.79	3.86	0.07	3.79	-0.07	0.13	3.87	0.05
14. The effort I put in to this course equals other courses	4.05	4.02	-0.03	4.05	0.03	3.89	4.02	0.13	3.90	-0.12	0.15	4.15	-0.10
18. I am learning much	4.36	4.27	-0.09	4.24	-0.03	4.18	4.28	0.10	4.20	-0.08	0.04	4.23	0.01

- 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.

Divisional comments, observations, recommendations: _____

Testing (#5, 6, 23, 24, 25)

PROFESSIONAL Division SUMMA Summaries Comparisons

	2005 Prof.	2007 Prof.	Incr/ Decr	2008 Prof.	Incr/ Decr.	2005 LBC	2007 LBC	Incr/ Decr	2008 LBC	Incr/ Decr	2008 Prof. Over/ Under LBC	2008 National Mean	2008 Over/ Under National
5. Adequate means to evaluate my learning	4.37	4.34	-0.03	4.22	-0.12	4.24	4.28	0.04	4.16	-0.12	0.06	4.27	-0.05
6. Methods for evaluating are reasonable	4.50	4.37	-0.13	4.32	-0.05	4.36	4.34	-0.02	4.23	-0.11	0.09	4.28	0.04
23. Exams cover materials from course	4.62	4.48	-0.14	4.33	-0.15	4.52	4.51	-0.01	4.43	-0.08	-0.10	No National	
24. Adequate time for exams	4.67	4.61	-0.06	4.53	-0.08	4.63	4.66	0.03	4.48	-0.18	0.05	Means Available	
25. Exam questions phrased clearly	4.43	4.07	-0.36	4.17	0.10	4.27	4.16	-0.11	4.14	-0.02	0.03	for #23 through 33	

- 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 (#12, 15)

PROFESSIONAL Division SUMMA Summaries Comparisons

	2005 Prof.	2007 Prof.	Incr/ Decr	2008 Prof.	Incr/ Decr.	2005 LBC	2007 LBC	Incr/ Decr	2008 LBC	Incr/ Decr	2008 Prof. Over/ Under LBC	2008 National Mean	2008 Over/ Under National
12. Course objectives being achieved	4.45	4.39	-0.06	4.32	-0.07	4.39	4.43	0.04	4.31	-0.12	0.01	4.36	-0.04
15. Objectives are expressed clearly	4.42	4.40	-0.02	4.31	-0.09	4.36	4.40	0.04	4.28	-0.12	0.03	4.35	-0.04

- 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.

Divisional comments, observations, recommendations: _____

Course Assignments (#2, 19)

PROFESSIONAL Division SUMMA Summaries Comparisons

	2005 Prof.	2007 Prof.	Incr/ Decr	2008 Prof.	Incr/ Decr.	2005 LBC	2007 LBC	Incr/ Decr	2008 LBC	Incr/ Decr	2008 Prof. Over/ Under LBC	2008 National Mean	2008 Over/ Under National
2. Assignments contribute to understanding	4.49	4.47	-0.02	4.39	-0.08	4.35	4.44	0.09	4.36	-0.08	0.03	4.34	0.05
19. Assignments are challenging	4.10	4.08	-0.02	4.01	-0.07	3.99	4.14	0.15	4.03	-0.11	-0.02	4.12	-0.11

- Despite a decline this past year, LBC and all three divisions are still within an acceptable range of the national means in **Course Assignments**.

Divisional comments, observations, recommendations: _____

TO: Biblical Division
FROM: Committee for Institutional Research & Assessment
DATE: September 2008
RE: SUMMA Observations & Recommendations

**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

- 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. Individual instructors should examine their own SUMMA score for each of the items to determine if this is an issue they should address individually.

2. 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**. The division may want to discuss whether these two observations need to be addressed and how they should be addressed.

Six Factors

Instructor Commitment to Student Learning (#1, 7, 8, 10, 16, 17, 20, 21)

BIBLICAL Division SUMMA Summaries Comparisons

	2005 Bib.	2007 Bib.	Incr/ Decr	2008 Bib	Incr/ Decr	2005 LBE	2007 LBE	Incr/ Decr	2008 LBE	Incr/ Decr	2008 Bib. Over/ Under LBE	2008 National Mean	2008 Bib. Over/ Under National
1. Clarity and audibility of instructor's speech	4.71	4.70	-0.01	4.60	-0.10	4.51	4.57	0.06	4.56	-0.01	0.04	4.49	0.11
7. Adequate opportunity to ask questions	4.60	4.63	0.03	4.57	-0.06	4.63	4.66	0.03	4.60	-0.06	-0.03	4.53	0.04
8. Instructor teaches clearly	4.29	4.52	0.23	4.41	-0.11	4.40	4.45	0.05	4.35	-0.10	0.06	4.32	0.09
16. Instructor committed to high professional competence	4.50	4.69	0.19	4.61	-0.08	4.56	4.66	0.10	4.57	-0.09	0.04	4.44	0.17
17. Instructor gives useful feedback	3.70	3.70	0.00	3.67	-0.03	3.92	3.98	0.06	3.87	-0.11	-0.20	4.10	-0.43
20. Instructor helps without taking over	3.99	4.14	0.15	3.90	-0.24	4.15	4.22	0.07	4.06	-0.16	2.84	4.21	-0.31
21. Instructor relates theory to practice	4.23	4.39	0.16	4.25	-0.14	4.29	4.35	0.06	4.22	-0.13	0.03	4.29	-0.04

- 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.

Divisional comments, observations, recommendations: _____

Instructor Preparation and Organization (#3, 9, 11)

BIBLICAL Division SUMMA Summaries Comparisons

	2005 Bib.	2007 Bib.	Incr/ Decr	2008 Bib	Incr/ Decr	2005 LBE	2007 LBE	Incr/ Decr	2008 LBE	Incr/ Decr	2008 Bib. Over/ Under LBE	2008 National Mean	2008 Bib. Over/ Under National
3. Course requirements explained fully	4.24	4.40	0.16	4.40	0.00	4.29	4.31	0.02	4.26	-0.05	0.14	4.35	0.05
9. Instructor seems well prepared	4.57	4.73	0.16	4.66	-0.07	4.61	4.65	0.04	4.55	-0.10	0.11	4.46	0.20
11. Course appears well planned	4.43	4.62	0.19	4.49	-0.13	4.46	4.51	0.05	4.37	-0.14	0.12	4.35	0.14

- Despite a decline this past year, the Biblical Division still excels in **Instructor Preparation and Organization**.

Instructor / Student Interaction (#4, 13, 14, 18)

BIBLICAL Division SUMMA Summaries Comparisons

	2005 Bib.	2007 Bib.	Incr/ Decr	2008 Bib	Incr/ Decr	2005 LBE	2007 LBE	Incr/ Decr	2008 LBE	Incr/ Decr	2008 Bib. Over/ Under LBE	2008 National Mean	2008 Bib. Over/ Under National
4. Presentations cause me to think in depth	4.05	4.32	0.27	4.11	-0.21	4.03	4.12	0.09	4.00	-0.12	0.11	4.13	-0.02
13. I look forward to class	3.77	4.02	0.25	3.85	-0.17	3.79	3.86	0.07	3.79	-0.07	0.06	3.87	-0.02
14. The effort I put in to this course equals other courses	3.84	4.12	0.28	3.93	-0.19	3.89	4.02	0.13	3.90	-0.12	0.03	4.15	-0.22
18. I am learning much	4.14	4.39	0.25	4.33	-0.06	4.18	4.28	0.10	4.20	-0.08	0.13	4.23	0.10

- 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**.

Divisional comments, observations, recommendations: _____

Testing (#5, 6, 23, 24, 25)

BIBLICAL Division SUMMA Summaries Comparisons

	2005 Bib.	2007 Bib.	Incr/ Decr	2008 Bib	Incr/ Decr	2005 LBE	2007 LBE	Incr/ Decr	2008 LBE	Incr/ Decr	2008 Bib. Over/ Under LBE	2008 National Mean	2008 Bib. Over/ Under National
5. Adequate means to evaluate my learning	4.11	4.24	0.13	4.12	-0.12	4.24	4.28	0.04	4.16	-0.12	-0.04	4.27	-0.15
6. Methods for evaluating are reasonable	4.26	4.38	0.12	4.26	-0.12	4.36	4.34	-0.02	4.23	-0.11	0.03	4.28	-0.02
23. Exams cover materials from course	4.47	4.62	0.15	4.54	-0.08	4.52	4.51	-0.01	4.43	-0.08	0.11	No National	
24. Adequate time for exams	4.73	4.80	0.07	4.59	-0.21	4.63	4.66	0.03	4.48	-0.18	0.11	Means Available	
25. Exam questions phrased clearly	4.18	4.18	0.00	4.16	-0.02	4.27	4.16	-0.11	4.14	-0.02	0.02	for #23 through 33	

- 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 (#12, 15)

BIBLICAL Division SUMMA Summaries Comparisons

	2005 Bib.	2007 Bib.	Incr/ Decr	2008 Bib	Incr/ Decr	2005 LBE	2007 LBE	Incr/ Decr	2008 LBE	Incr/ Decr	2008 Bib. Over/ Under LBE	2008 National Mean	2008 Bib. Over/ Under National
12. Course objectives being achieved	4.34	4.40	0.06	4.34	-0.06	4.39	4.43	0.04	4.31	-0.12	0.03	4.36	-0.02
15. Objectives are expressed clearly	4.39	4.47	0.08	4.38	-0.09	4.36	4.40	0.04	4.28	-0.12	0.10	4.35	0.03

- 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.

Divisional comments, observations, recommendations: _____

Course Assignments (#2, 19)

BIBLICAL Division SUMMA Summaries Comparisons

	2005 Bib.	2007 Bib.	Incr/ Decr	2008 Bib	Incr/ Decr	2005 LBE	2007 LBE	Incr/ Decr	2008 LBE	Incr/ Decr	2008 Bib. Over/ Under LBE	2008 National Mean	2008 Bib. Over/ Under National
2. Assignments contribute to understanding	4.31	4.46	0.15	4.45	-0.01	4.35	4.44	0.09	4.36	-0.08	0.09	4.34	0.11
19. Assignments are challenging	3.98	4.12	0.14	4.10	-0.02	3.99	4.14	0.15	4.03	-0.11	0.07	4.12	-0.02

- 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**.

Divisional comments, observations, recommendations: _____

TO: Arts & Sciences Division
FROM: Committee for Institutional Research & Assessment
DATE: September 2008
RE: SUMMA Observations & Recommendations

**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.

General Observations**General Considerations**

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

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 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 (#1, 7, 8, 10, 16, 17, 20, 21)

ARTS & SCIENCES Division SUMMA Summaries Comparisons

	2005 A&S	2007 A&S	Incr/ Decr	2008 A&S	Incr/ Decr	2005 LBC	2007 LBC	Incr/ Decr	2008 LBC	Incr/ Decr	2008 A&S Over/ Under LBC	2008 National Mean	2008 A&S Over/ Under National
1. Clarity and audibility of instructor's speech	4.46	4.44	-0.02	4.52	0.08	4.51	4.57	0.06	4.56	-0.01	-0.04	4.49	0.03
7. Adequate opportunity to ask questions	4.60	4.64	0.04	4.56	-0.08	4.63	4.66	0.03	4.60	-0.06	-0.04	4.53	0.03
8. Instructor teaches clearly	4.37	4.35	-0.02	4.28	-0.07	4.40	4.45	0.05	4.35	-0.10	-0.07	4.32	-0.04
10. Instructor cares about my learning	4.50	4.60	0.10	4.54	-0.06	4.50	4.65	0.15	4.54	-0.11	0.00	4.43	0.11
16. Instructor committed to high professional competence	4.53	4.62	0.09	4.56	-0.06	4.56	4.66	0.10	4.57	-0.09	-0.01	4.44	0.12
17. Instructor gives useful feedback	3.97	4.08	0.11	3.93	-0.15	3.92	3.98	0.06	3.87	-0.11	0.06	4.10	-0.17
20. Instructor helps without taking over	4.12	4.23	0.11	4.07	-0.16	4.15	4.22	0.07	4.06	-0.16	3.01	4.21	-0.15
21. Instructor relates theory to practice	4.19	4.23	0.04	4.14	-0.09	4.29	4.35	0.06	4.22	-0.13	-0.08	4.29	-0.15

- Despite a decline this past year, the Arts & Sciences Division falls very close to the LBC means and fairly close to the national means for **Instructor Commitment to Student Learning**.

Divisional comments, observations, recommendations: _____

Instructor Preparation and Organization (#3, 9, 11)

ARTS & SCIENCES Division SUMMA Summaries Comparisons

	2005 A&S	2007 A&S	Incr/ Decr	2008 A&S	Incr/ Decr	2005 LBC	2007 LBC	Incr/ Decr	2008 LBC	Incr/ Decr	2008 A&S Over/ Under LBC	2008 National Mean	2008 A&S Over/ Under National
3. Course requirements explained fully	4.23	4.19	-0.04	4.16	-0.03	4.29	4.31	0.02	4.26	-0.05	-0.10	4.35	-0.19
9. Instructor seems well prepared	4.65	4.67	0.02	4.50	-0.17	4.61	4.65	0.04	4.55	-0.10	-0.05	4.46	0.04
11. Course appears well planned	4.46	4.50	0.04	4.33	-0.17	4.46	4.51	0.05	4.37	-0.14	-0.04	4.35	-0.02

- Despite a decline this past year, the Arts & Sciences Division falls very close to the LBC means and fairly close to the national means for **Instructor Preparation and Organization**.

Divisional comments, observations, recommendations: _____

Instructor / Student Interaction (#4, 13, 14, 18)

ARTS & SCIENCES Division SUMMA Summaries Comparisons

	2005 A&S	2007 A&S	Incr/ Decr	2008 A&S	Incr/ Decr	2005 LBC	2007 LBC	Incr/ Decr	2008 LBC	Incr/ Decr	2008 A&S Over/ Under LBC	2008 National Mean	2008 A&S Over/ Under National
4. Presentations cause me to think in depth	3.39	3.89	0.50	3.88	-0.01	4.03	4.12	0.09	4.00	-0.12	-0.12	4.13	-0.25
13. I look forward to class	3.58	3.56	-0.02	3.65	0.09	3.79	3.86	0.07	3.79	-0.07	-0.14	3.87	-0.22
14. The effort I put in to this course equals other courses	3.31	3.91	0.60	3.76	-0.15	3.89	4.02	0.13	3.90	-0.12	-0.14	4.15	-0.39
18. I am learning much	4.09	4.18	0.09	4.07	-0.11	4.18	4.28	0.10	4.20	-0.08	-0.13	4.23	-0.16

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

Consideration: Of the three divisions, it is expected that the Professional Division would score the highest in this area as they are they serve as advisors to the students. It might also be argued that the Biblical Division professors would interact more with students due to the fact that the college’s emphasis on Biblical teaching

Recommendation: The Arts & Sciences Division may still want to brainstorm ways in which they can provide better Instructor / Student Interaction.

Divisional comments, observations, recommendations: _____

Testing (#5, 6, 23, 24, 25)

ARTS & SCIENCES Division SUMMA Summaries Comparisons

	2005 A&S	2007 A&S	Incr/ Decr	2008 A&S	Incr/ Decr	2005 LBC	2007 LBC	Incr/ Decr	2008 LBC	Incr/ Decr	2008 A&S Over/ Under LBC	2008 National Mean	2008 A&S Over/ Under National
5. Adequate means to evaluate my learning	4.27	4.27	0.00	4.15	-0.12	4.24	4.28	0.04	4.16	-0.12	-0.01	4.27	-0.12
6. Methods for evaluating are reasonable	4.36	4.28	-0.08	4.15	-0.13	4.36	4.34	-0.02	4.23	-0.11	-0.08	4.28	-0.13
23. Exams cover materials from course	4.50	4.41	-0.09	4.41	0.00	4.52	4.51	-0.01	4.43	-0.08	-0.02	No National	
24. Adequate time for exams	4.50	4.53	0.03	4.36	-0.17	4.63	4.66	0.03	4.48	-0.18	-0.12	Means Available	
25. Exam questions phrased clearly	4.22	4.21	-0.01	4.09	-0.12	4.27	4.16	-0.11	4.14	-0.02	-0.05	for #23 through 33	

- 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).

Course Objectives (#12, 15)

ARTS & SCIENCES Division SUMMA Summaries Comparisons

	2005 A&S	2007 A&S	Incr/ Decr	2008 A&S	Incr/ Decr	2005 LBC	2007 LBC	Incr/ Decr	2008 LBC	Incr/ Decr	2008 A&S Over/ Under LBC	2008 National Mean	2008 A&S Over/ Under National
12. Course objectives being achieved	4.41	4.43	0.02	4.28	-0.15	4.39	4.43	0.04	4.31	-0.12	-0.03	4.36	-0.08
15. Objectives are expressed clearly	4.29	4.33	0.04	4.18	-0.15	4.36	4.40	0.04	4.28	-0.12	-0.10	4.35	-0.17

- Until this past year, LBC and all three divisions were rated higher in **Course Objectives**. This past year showed a noticeable decline but the Arts & Sciences Division is still within .17 of the national mean.

Divisional comments, observations, recommendations: _____

Course Assignments (#2, 19)

ARTS & SCIENCES Division SUMMA Summaries Comparisons

	2005 A&S	2007 A&S	Incr/ Decr	2008 A&S	Incr/ Decr	2005 LBC	2007 LBC	Incr/ Decr	2008 LBC	Incr/ Decr	2008 A&S Over/ Under LBC	2008 National Mean	2008 A&S Over/ Under National
2. Assignments contribute to understanding	4.30	4.38	0.08	4.28	-0.10	4.35	4.44	0.09	4.36	-0.08	-0.08	4.34	-0.06
19. Assignments are challenging	3.93	4.21	0.28	3.99	-0.22	3.99	4.14	0.15	4.03	-0.11	-0.04	4.12	-0.13

- Despite a decline this past year by LBC and all three divisions, the Arts & Sciences Division is still within .13 of the national means in **Course Assignments**.

Unclassified Questions (#26-33)

ARTS & SCIENCES Division SUMMA Summaries Comparisons

	2005 A&S	2007 A&S	Incr/ Decr	2008 A&S	Incr/ Decr	2005 LBC	2007 LBC	Incr/ Decr	2008 LBC	Incr/ Decr	2008 A&S Over/ Under LBC	2008 National Mean	2008 A&S Over/ Under National
26. Textbooks contribute to understanding	4.00	4.06	0.06	4.13	0.07	4.11	4.14	0.03	4.20	0.06	-0.07		
27. Course is practical for students	4.26	4.28	0.02	4.22	-0.06	4.37	4.43	0.06	4.33	-0.10	-0.11		
28. Experiences meet learning needs	3.87	4.10	0.23	3.98	-0.12	3.93	4.07	0.14	3.96	-0.11	0.02		
29. Instructor explains techniques clearly	3.98	4.00	0.02	3.93	-0.07	4.04	4.08	0.04	3.98	-0.10	-0.05		
30. Assignments increase understanding for lab work	3.60	3.98	0.38	3.92	-0.06	3.78	3.99	0.21	3.85	-0.14	0.07		
31. Labs contribute to understanding	3.70	3.94	0.24	4.10	0.16	3.93	3.99	0.06	3.92	-0.07	0.18		
32. Manual explains procedures for lab	3.77	4.03	0.26	3.97	-0.06	3.87	3.70	-0.17	3.90	0.20	0.07		
33. Equipment is ready for labs	4.07	4.31	0.24	4.13	-0.18	4.08	4.15	0.07	4.01	-0.14	0.12		

Observation: “Equipment is ready for labs” (#33) dropped by .18 (no National Mean for comparison).

Recommendations: While the question has to do with the equipment being ready and available for laboratory times, this committee discussed whether or not the quality of the equipment might not have influenced the answers to this question. The division should consider conducting a focus group of students currently using the science lab with this issue in mind.

Divisional comments, observations, recommendations: _____

