

IDEA Student Ratings of Instruction

Group Summary Report

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Institutional Summary
Lancaster Bible College
Fall 2011

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Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Analysis of the Group Summary Report: The highlighted sections within this Fall 2011 IDEA Group Summary Report include some overall observations and analysis for each section. It should be noted that the reporting for “Institution” throughout the report is NA since this designation is meant to be an average of the institution’s results from the previous five administrations LBC has not utilized the IDEA survey a minimum of five times. Therefore, all results reported in the “This Group” section are LBC’s data for this Fall 2011 administration of the IDEA.

Description of Courses Included in This Report

Number of Classes Included

Diagnostic Form	55
Short Form	0
Total	55
Number of Excluded Classes	1
Response Rate	
Classes below 65% Response Rate	6
Average Response Rate	83%
Class Size	
Average Class Size	19

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than ten percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75 percent response rate is desirable; 65 percent is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that three to five objectives be selected as Important or Essential for each class. When more than five objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

SECTION I Analysis: The twelve objectives below provide information about the degree to which various learning objectives are emphasized in courses. LBC ranked five percentage points or more higher than the IDEA System in four categories. "Developing a Clearer understanding of personal values" (objective 10) was where LBC ranked the highest at 26 percentage points above the IDEA system. LBC ranked seven percentage points higher in "Learning to analyze and critically evaluate ideas" (objective 11), six percentage points higher in "Acquiring an interest in learning" (objective 12), and five percentage points higher in "Developing specific skills, competencies and points of view" (objective 4). LBC ranked five percentage points or lower in only one objective; "Developing skill in expressing myself orally and in writing." (objective 8)

	Percent of Classes Selecting Objective as		
	This Group (n=55)	Difference	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	82%	+4 pts.	78%
Objective 2: Learning fundamental principles, generalizations, or theories	78%	+3 pts.	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	75%	0 pts.	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely	60%	+5 pts.	55%
Objective 5: Acquiring skills in working with others as a member of a team	31%	-1 pt.	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	27%	+2 pts.	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science,	33%	+6 pts.	27%
Objective 8: Developing skill in expressing myself orally or in writing	40%	-7 pts.	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	40%	-1 pt.	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	49%	+26 pts.	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	56%	+7 pts.	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	47%	+6 pts.	41%
Average Number of Objectives Selected As Important or Essential	6.2	+ .5 pts.	5.7

Section II Analysis: When compared to the IDEA Database in terms of the four categories LBC classes were rated "similar," "higher," or "much higher" than the expected distribution by twelve to seventeen percentage points higher: "Progress of relevant objectives" (12 points), "Excellence of Teacher" (17 points), "Excellence of Course" (15 points), and "Summary Evaluation" (17 points). Furthermore, the group's averages (part 2) were all higher than the IDEA system by .2 to .3 points higher on a 5 point scale. Part three of this section shows that LBC consistently ranked above sixty percent indicating the group's overall institutional effectiveness was unusually high and superior to that of the comparison group.

The quality of instruction in this unit is shown as judged by the four overall outcomes. "A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	0%	7%	9%	11%	16%	27%	4%	9%
Higher (56-62)	20%	27%	24%	36%	40%	38%	27%	36%	31%
Similar (45-55)	40%	58%	51%	45%	36%	29%	31%	49%	47%
Lower (38-44)	20%	13%	13%	2%	7%	13%	7%	9%	11%
Much Lower (37 or lower)	10%	2%	5%	7%	5%	4%	7%	2%	2%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	51	51	54	53	54	55	53	53
This Summary Report	51	51	54	53	54	55	53	53
IDEA System	51 ²	51 ²	50	50	50	50	50	51
5-point Scale	4.0	4.0	4.4	4.4	4.2	4.2	4.2	4.2
This Summary Report	4.0	4.0	4.4	4.4	4.2	4.2	4.2	4.2
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

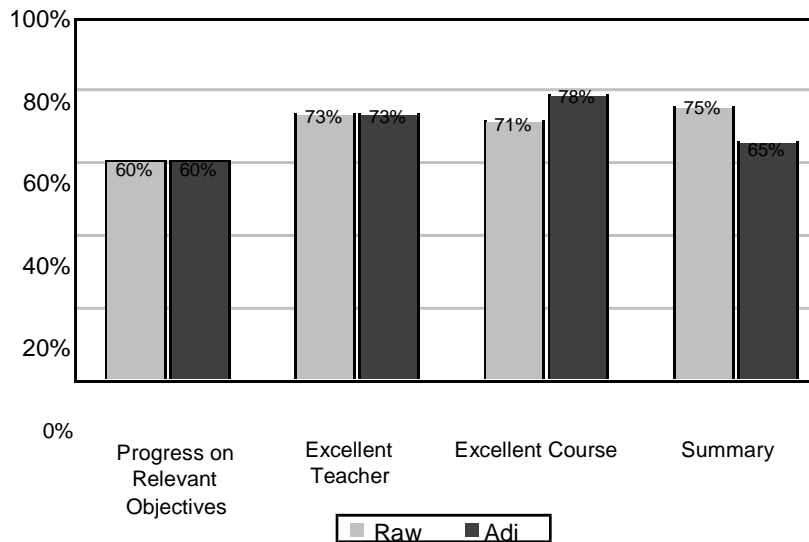
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30percent (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the five-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds sixty percent, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



This section is based upon the averages of an institution's five previous administrations of IDEA. LBC has not used IDEA five times yet.

Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the percentage of classes in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the averages for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	0%	0%	0%	0%	0%	0%	0%	0%
Higher (56–62)	20%	0%	0%	0%	0%	0%	0%	0%	0%
Similar (45–55)	40%	0%	0%	0%	0%	0%	0%	0%	0%
Lower (38–44)	20%	0%	0%	0%	0%	0%	0%	0%	0%
Much Lower (37 or lower)	10%	0%	0%	0%	0%	0%	0%	0%	0%

Part 2: Average Scores

Converted Score									
This Summary Report	NA	NA	NA	NA	NA	NA	NA	NA	NA
This Institution	NA	NA	NA	NA	NA	NA	NA	NA	NA
This Institution (compared to IDEA)	NA	NA	NA	NA	NA	NA	NA	NA	NA
5-point Scale									
This Summary Report	4.0	4.0	4.4	4.4	4.2	4.2	4.2	4.2	4.2
This Institution	NA	NA	NA	NA	NA	NA	NA	NA	NA

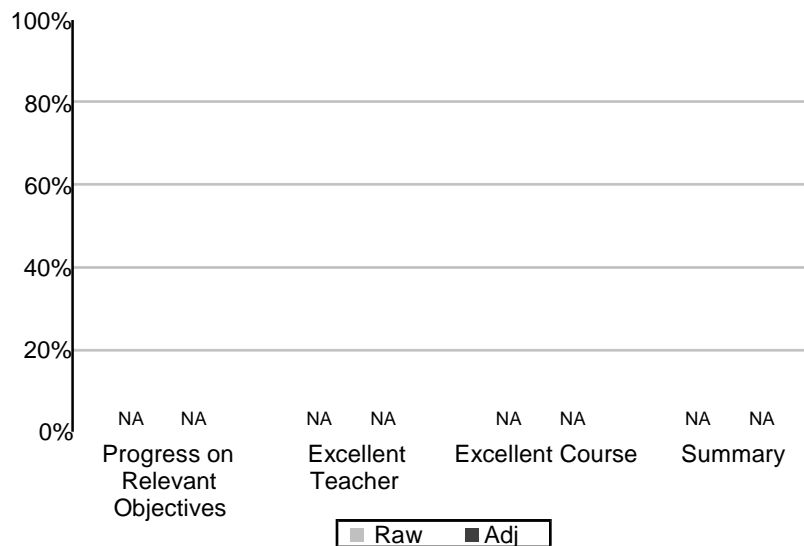
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings at or above the converted score of This Institution. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the twelve objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the twelve learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

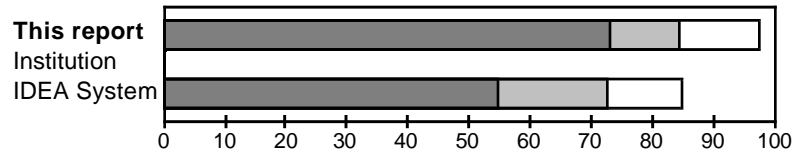
Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least fifty percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Section IV Analysis: This section compared ratings of progress and relevance for the 12 objectives for this group with all classes in the IDEA database. Of the 12 objectives, LBC ranked the same or slightly above the comparison group in 7 objectives. However, LBC ranked .3 points or more lower in 5 of the objectives: "Acquiring skills in working with others" (objective 5) -.3, "Developing creative capacities" (objective 6) -.4, "Developing skills in expressing myself" (objective 8) -.3 and "Learning how to find and use resources" (objective 9) -.3.

Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

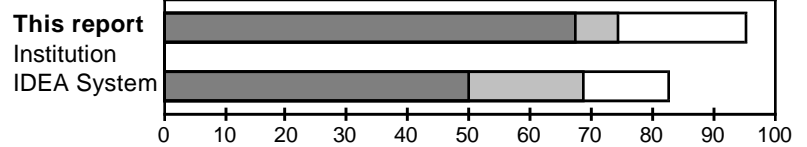
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	4.2	45
Institution	NA	NA	NA
IDEA System	4.0	4.0	31,991

Percent of classes where Raw Average was at least:
 4.00
 3.75
 3.50



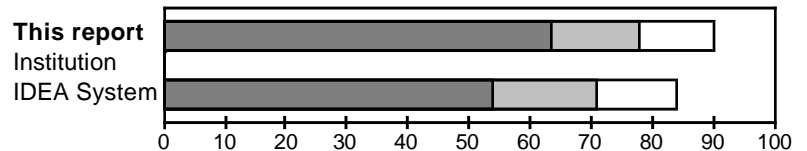
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	4.1	43
Institution	NA	NA	NA
IDEA System	3.9	3.9	30,398



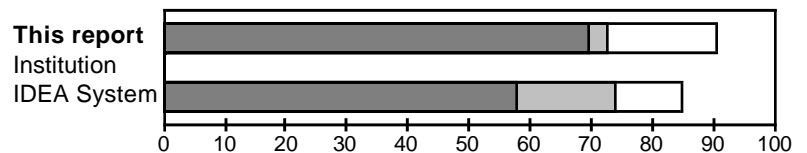
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	4.0	41
Institution	NA	NA	NA
IDEA System	4.0	4.0	30,442



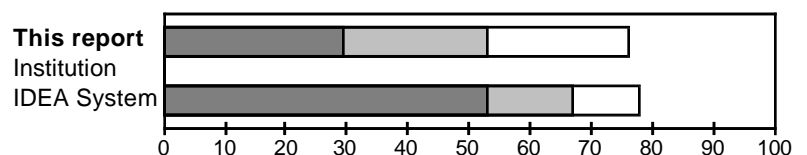
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	4.0	33
Institution	NA	NA	NA
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

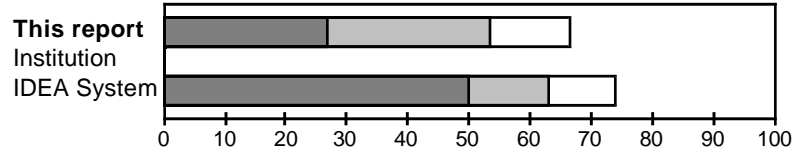
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.8	3.6	17
Institution	NA	NA	NA
IDEA System	3.9	3.9	12,088



Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

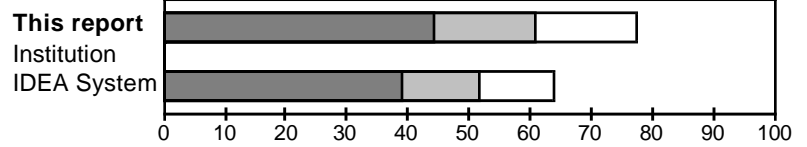
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.7	3.5	15
Institution	NA	NA	NA
IDEA System	3.9	3.9	9,290

Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 □



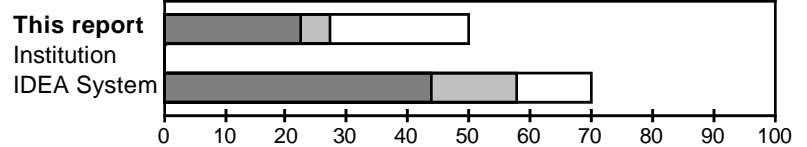
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.9	3.8	18
Institution	NA	NA	NA
IDEA System	3.7	3.7	10,256



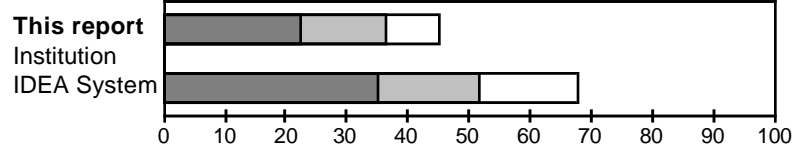
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.5	3.3	22
Institution	NA	NA	NA
IDEA System	3.8	3.8	18,174



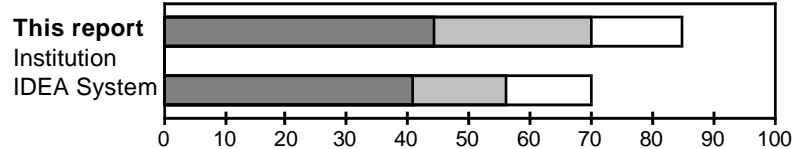
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.4	3.3	22
Institution	NA	NA	NA
IDEA System	3.7	3.7	15,656



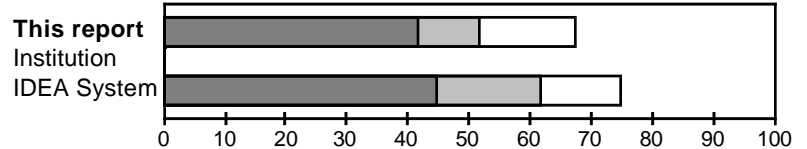
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.9	3.8	27
Institution	NA	NA	NA
IDEA System	3.8	3.8	8,715



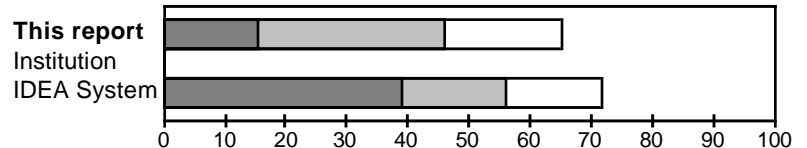
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.8	3.7	31
Institution	NA	NA	NA
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.6	3.6	26
Institution	NA	NA	NA
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The twenty teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than thirty percent, especially if the method is important to objectives in many classes (column 2).

55 classes in this Group used the Diagnostic Form.

Section V Analysis: This section rated twenty teaching methods and how frequently they were employed in the classes. Of the twenty methods analyzed, eleven were used more than fifty percent of the time at LBC. There were only two methods that were infrequently used; "Stimulation of students to intellectual effort beyond that required by most courses" and "Inspiring students to set and achieve goals which really challenged them."

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	55	4.6	0.4	
8. Stimulated students to intellectual effort beyond that required by most courses	55	3.9	0.4	
13. Introduced stimulating ideas about the subject	55	4.3	0.5	
15. Inspired students to set and achieve goals which really challenged them	55	3.8	0.5	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	17	4.1	0.6	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	47	3.7	0.5	
18. Asked students to help each other understand ideas or concepts	44	3.8	0.5	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	50	4.6	0.4	
2. Found ways to help students answer their own questions	55	4.2	0.4	
7. Explained the reasons for criticisms of students' academic performance	54	4.0	0.5	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	12	3.9	0.5	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	22	3.9	0.7	
11. Related course material to real life situations	48	4.5	0.4	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	27	4.2	0.5	
19. Gave projects, tests, or assignments that required original or creative thinking	45	4.1	0.5	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	21	4.3	0.5	
6. Made it clear how each topic fit into the course	55	4.4	0.4	
10. Explained course material clearly and concisely	54	4.4	0.5	
12. Gave tests, projects, etc. that covered the most important points of the course	47	4.5	0.4	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ± 1 standard deviation of the group's average.

Section VI Analysis: Part A of this section describes the student's motivation, work habits, and academic effort. LBC students rated themselves equally with those in the IDEA database, except in regards to why they chose a class. LBC students seemed more inclined to take a class based on who was teaching it (+.3) rather than taking it regardless of who was teaching it (-.1).

Part B provided student ratings of course characteristics. The average for LBC was lower in all three categories by .2 to .3 points lower on a five point scale. However, they are considered to be "similar" to the IDEA comparison group.

Part C summarized the student's attitude, and its improvement, towards the courses they have taken within their field. LBC students felt more improved as a result of the courses they had taken in their field than those in the IDEA comparison group.

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	3.8	15%	47%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	3.4	16%	13%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.7	13%	40%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.2	31%	15%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	3.6	0%	11%
	IDEA System	3.6	1%	15%

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.0	38%	9%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.2	27%	7%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.1	38%	5%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.2	4.3	55	57
IDEA System	3.9	3.9		

Section VII Analysis: Part A shows the relative frequency of various approaches to instruction. Lecture was rated as the most utilized form of instruction (51%), while Discussion followed with twenty percent and Skills or Activities being used (16%) of the time.

Part B shows the degree to which classes expose students to various academic activities. The students were exposed to Reading (58%) and Critical Thinking (53%) more than any other activity. Students had little or no exposure to Mathematical/quantitative work (87%), Creative or Artistic Design (56%) and Computer Application (49%).

Part C summarizes the impact on learning regarding various factors. Most all factors had a positive rating with Experience and Desire ranking the highest (96%). The only areas of negative or neither positive nor negative that are of interest, are Physical/Facilities Equipment (15% negative) and Student Background (10% negative).

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Number Rating: 55	Percent indicating instructional approach as:	
		Primary	Secondary
Lecture		51%	31%
Discussion/Recitation		20%	36%
Skill/Activity		16%	13%
Seminar		7%	7%
Laboratory		2%	7%
Field Experience		0%	0%
Studio		2%	0%
Multi-Media		2%	5%
Practicum/Clinic		0%	0%
Other/Not Indicated		0%	0%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	55	2%	64%	35%
Oral communication	55	9%	53%	38%
Computer application	55	49%	40%	11%
Group work	53	30%	53%	17%
Mathematical/quantitative work	55	87%	9%	4%
Critical thinking	55	5%	42%	53%
Creative/artistic/design	54	56%	35%	9%
Reading	55	5%	36%	58%
Memorization	55	35%	53%	13%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	53	15%	45%	40%
Experience teaching course	51	2%	2%	96%
Changes in approach	45	2%	51%	47%
Desire to teach the course	54	0%	4%	96%
Control over course management decisions	53	0%	19%	81%
Student background	50	10%	48%	42%
Student enthusiasm	50	2%	28%	70%
Student effort to learn	46	2%	24%	74%
Technical/instructional support	47	6%	45%	49%

Observations

LBC rated at or slightly above or below the vast majority of the many items under consideration in this report. The relatively few exceptions included the following:

Strengths

1. When it comes to the degree to which various learning objectives are emphasized in courses, Developing a Clearer Understanding of Personal Values was where LBC ranked the highest, 26 percentage points above the IDEA system. These results would be expected for a Bible college. (Section I)
2. LBC students consistently rated the achievement of overall outcomes above sixty percent inferring that LBC's "overall instructional effectiveness was unusually high" and superior to that of the comparison group. (Section II, Part 3)
3. LBC students felt somewhat more improved as a result of the courses they had taken within their field than those in the IDEA comparison group (57 with 50 being the norm). (Section VI)
4. When considering the degree to which classes expose students to various academic activities, LBC students were exposed to Reading (58%) and Critical Thinking (53%) more than any other activity. (Section VII, Part B)

Challenges / Recommendations

1. When it comes to the degree to which various learning objectives are emphasized in courses, LBC ranked five percentage points or more lower in only one objective; "Developing skill in expressing myself orally or in writing" (objective 8). The Academic Council should discuss how instructors might adjust their student learning outcomes and course activities to improve in this type of objective. The recent addition of writing intensive courses may be the first step, at least in the area of writing. (Section I)
2. With regard to ratings of progress and relevance for twelve objectives, LBC ranked .3 percent or more lower in five of the objectives: "developing creative capacities" (objective 6) -.4, "Acquiring skills in working with others" (objective 5) -.3, "Developing skills in expressing myself" (objective 8) -.3 and "Learning how to find and use resources" (objective 9) -.3. Since all four of these are desirable objectives for Bible college graduates, the Academic Council should discuss how a greater relevance can be placed on these types of objectives and how to increase progress toward meeting them. (Section IV)
3. Of the twenty teaching methods, there were only two methods that were infrequently used; "Stimulation of students to intellectual effort beyond that required by most courses" and "Inspiring students to set and achieve goals which really challenged them." The Academic Council should discuss whether or not faculty should be encouraged to increase the use of these types of methods and how to accomplish that. (Section V)
4. LBC students seemed more inclined to take a class based on who was teaching it (+.3) rather than taking it regardless of who was teaching it (-.1). While primarily unavoidable, advisors should continue to understand this tendency and assist students in making decisions based upon curricular needs. (Section VI, Part A)
5. Lecture is still the most utilized form of instruction at LBC (51%), while Discussion followed with twenty percent and Skills or Activities being used (16%) of the time. While 51 percent is actually a commendably low percentage, the Academic Council should still encourage all faculty (full-time, part-time, and adjunct), to consider more student-centered approaches whenever appropriate. Workshops should be offered to facilitate faculty in acquiring skills in student-centered methods. (Section VII, Part A)
6. Students had little or no exposure to Mathematical/quantitative work (87%), Creative or Artistic Design (56%) and Computer Application (49%). The Academic Council should discuss whether or not steps need to be taken to improve these numbers. (Section VII, Part B)
7. Of the nine circumstantial factors listed, the two lowest factors as rated by faculty were Physical/Facilities Equipment (15% negative and 45% neither negative nor positive) and Student Background (10% negative and 48% neither negative nor positive). Considering the fairly recent upgrades in classroom technology, the Academic Council should consider polling the faculty for more specific feedback on this issue. Likewise, more specific feedback from faculty on Student Background may help to determine if the lower rating was due primarily to academic background of incoming freshmen, or whether some of this rating may be due to lack of prerequisite courses for particular classes. (Section VII, Part C)

