

**Course Evaluation Comparison**

**Fall Trends**

<b>Summative Category</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Three Year Change</b>
Percentage of Credit Hours Taught	100%	100%	100%	
Percentage of Student Credit Hours Taught	100%	100%	100%	
Response Rate	42.9%	39.5%	44.9%	2.0%
<b>Question/Category/Scale Legend</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Three Year Change</b>
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective				
Standard Deviation	1.3	1.1	1.1	-0.2
Instructor communication of course requirements	6.3	6.3	6.4	0.1
Instructor availability for questions during class or online session	6.3	6.4	6.5	0.2
Instructor availability for questions outside of class or online session	6.2	6.2	6.3	0.1
Instructor ability to organize and present course materials	6.2	6.2	6.3	0.1
Instructor use of time during class or online session	6.2	6.3	6.4	0.2
Instructor effectiveness in promoting student learning	6.2	6.3	6.4	0.2
Course material effectiveness in helping me to learn course content	6.1	6.2	6.3	0.2
Use of lecture in helping me to learn course content	6.1	6.2	6.3	0.2
Use of examinations in evaluating my knowledge of course content	6.1	6.1	6.2	0.1
<b>Personal Study Time Per Week</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Three Year Change</b>
10+ hours	7%	7%	7%	0.2%
7-9 hours	11%	11%	10%	-0.5%
4-6 hours	26%	28%	28%	1.6%
1-3 hours	40%	37%	39%	-1.1%
<1 hour	16%	16%	16%	-0.2%
<b>The following questions are used to provide faculty an indication of use of/effective use of learning practices that are typically associated with higher order learning. The first table indicates the percentage of students rating the practice as effective or very effective. The second table indicates the percentage of students that indicated that the practice was not used in the course they were evaluating.</b>				
<b>Percentage Effective/Very Effective Question/Scale Legend</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Three Year Change</b>
Use of technology in helping me to learn course content	68.0%	68.2%	74.6%	6.6%
Use of written research assignments in helping me to learn course content	58.6%	59.7%	62.5%	3.9%
Use of individual projects in helping me to learn course content	62.4%	64.0%	65.9%	3.5%
Use of team projects in helping me to learn course content	42.2%	45.1%	48.1%	5.9%
Use of case studies in helping me to learn course content	42.5%	44.8%	46.4%	3.9%
Use of journals in helping me to learn course content	35.2%	40.1%	41.4%	6.2%
Use of role play in helping me to learn course content	33.4%	38.2%	40.8%	7.4%
<b>Percentage Not Used Question/Scale Legend</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Three Year Change</b>
Use of technology in helping me to learn course content	17.7%	15.8%	13.7%	-4.0%
Use of written research assignments in helping me to learn course content	27.1%	24.5%	24.3%	-2.8%
Use of individual projects in helping me to learn course content	24.4%	21.9%	22.4%	-2.0%
Use of team projects in helping me to learn course content	47.0%	42.6%	41.1%	-5.9%
Use of case studies in helping me to learn course content	47.7%	43.5%	43.8%	-3.9%
Use of journals in helping me to learn course content	55.3%	48.8%	48.6%	-6.7%
Use of role play in helping me to learn course content	58.7%	51.6%	50.0%	-8.7%

**Course Evaluation Comparison by College  
Fall 2011**

	Institution	Undergraduate	Graduate	College of Professional Studies (PRO)	College of Liberal Arts and Education (LAE)	College of Biblical Studies and Behavioral Sciences (BBS)	Distance Learning Programs (DSL)	Lecture Courses	Hybrid Courses	Online Courses	Long Undergraduate Courses	Short Undergraduate Courses
<b>Summative Category</b>												
Percentage of Credit Hours Taught	100%	83.4%	16.6%	36.9%	34.2%	24.2%	2.9%	66.5%	6.3%	14.9%	73.5%	9.7%
Percentage of Student Credit Hours Taught	100%	89.7%	10.3%	38.4%	30.2%	28.1%	1.3%	76.6%	6.4%	10.8%	80.7%	9.0%
Response Rate	44.9%	43.9%	52.1%	43.7%	44.9%	46.2%	51.9%	44.5%	51.3%	44.1%	40.7%	49.5%
<b>Question/Category/Scale Legend</b>	<b>Institutional Mean</b>	<b>Undergraduate Mean</b>	<b>Graduate Mean</b>	<b>PRO Mean</b>	<b>LAE Mean</b>	<b>BBS Mean</b>	<b>DSL Mean</b>	<b>Lecture Mean</b>	<b>Hybrid Mean</b>	<b>Online Mean</b>	<b>Long Undergraduate Course Mean</b>	<b>Short Undergraduate Course Mean</b>
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective												
Standard Deviation	1.1	1.1	1.0	1.0	1.1	1.1	1.2	1.1	0.9	1.1	1.1	1.1
Instructor communication of course requirements	6.4	6.4	6.4	6.4	6.4	6.3	6.3	6.4	6.5	6.4	6.4	6.4
Instructor availability for questions during class or online session	6.5	6.5	6.5	6.5	6.5	6.5	6.0	6.5	6.5	6.3	6.5	6.5
Instructor availability for questions outside of class or online session	6.3	6.3	6.4	6.4	6.3	6.2	5.9	6.3	6.5	6.2	6.3	6.4
Instructor ability to organize and present course materials	6.3	6.3	6.4	6.3	6.3	6.2	6.5	6.3	6.4	6.4	6.3	6.3
Instructor use of time during class or online session	6.4	6.4	6.5	6.5	6.4	6.3	6.1	6.4	6.6	6.3	6.4	6.4
Instructor effectiveness in promoting student learning	6.4	6.4	6.5	6.4	6.4	6.3	6.4	6.3	6.6	6.4	6.4	6.5
Course material effectiveness in helping me to learn course content	6.3	6.3	6.5	6.3	6.3	6.3	6.4	6.2	6.5	6.3	6.2	6.4
Use of lecture in helping me to learn course content	6.3	6.3	6.3	6.3	6.3	6.3	6.2	6.3	6.4	6.2	6.2	6.4
Use of examinations in evaluating my knowledge of course content	6.2	6.2	6.2	6.2	6.2	6.2	6.1	6.2	6.5	6.0	6.2	6.2
<b>Personal Study Time Per Week</b>	<b>Institutional Percentage</b>	<b>Undergraduate Percentage</b>	<b>Graduate Percentage</b>	<b>PRO Percentage</b>	<b>LAE Percentage</b>	<b>BBS Percentage</b>	<b>DSL Percentage</b>	<b>Lecture Percentage</b>	<b>Hybrid Percentage</b>	<b>Online Percentage</b>	<b>Long Undergraduate Course Percentage</b>	<b>Short Undergraduate Course Percentage</b>
10+ hours	7%	5%	24%	9%	5%	4%	65%	4%	13%	27%	3%	11%
7-9 hours	10%	9%	20%	12%	11%	8%	25%	9%	18%	19%	8%	14%
4-6 hours	28%	27%	32%	27%	32%	31%	9%	30%	25%	36%	28%	25%
1-3 hours	39%	41%	22%	40%	38%	43%	0%	43%	36%	17%	41%	40%
<1 hour	16%	18%	3%	13%	14%	14%	0%	15%	7%	1%	19%	10%

The following questions are used to provide faculty an indication of use of/effective use of learning practices that are typically associated with higher order learning. The first table indicates the percentage of students rating the practice as effective or very effective. The second table indicates the percentage of students that indicated that the practice was not used in the course they were evaluating.

<b>Question/Scale Legend</b>	<b>Institutional Percentage Effective or Very Effective</b>	<b>Undergraduate Percentage Used Effectively or Very Effectively</b>	<b>Graduate Percentage Used Effectively or Very Effectively</b>	<b>PRO Percentage Used Effectively or Very Effectively</b>	<b>LAE Percentage Used Effectively or Very Effectively</b>	<b>BBS Percentage Used Effectively or Very Effectively</b>	<b>DSL Percentage Used Effectively or Very Effectively</b>	<b>Lecture Percentage Used Effectively or Very Effectively</b>	<b>Hybrid Percentage Used Effectively or Very Effectively</b>	<b>Online Percentage Used Effectively or Very Effectively</b>	<b>Long Undergraduate Course Percentage Used Effectively or Very Effectively</b>	<b>Short Undergraduate Course Percentage Used Effectively or Very Effectively</b>
Use of technology in helping me to learn course content	74.6%	71.3%	82.1%	76.7%	71.9%	66.4%	92.7%	69.2%	89.9%	86.4%	69.2%	86.4%
Use of written research assignments in helping me to learn course content	62.5%	59.3%	85.6%	61.8%	62.1%	63.0%	92.7%	59.0%	86.0%	77.7%	56.6%	83.7%
Use of individual projects in helping me to learn course content	65.9%	63.6%	82.8%	65.3%	70.3%	62.4%	80.8%	63.6%	54.6%	73.2%	61.5%	81.8%
Use of team projects in helping me to learn course content	48.1%	32.3%	46.7%	51.5%	50.3%	38.0%	21.8%	46.1%	62.8%	28.3%	46.0%	57.5%
Use of case studies in helping me to learn course content	46.4%	29.6%	59.5%	47.4%	43.4%	46.9%	67.3%	44.0%	58.2%	45.6%	42.7%	61.0%
Use of journals in helping me to learn course content	41.4%	39.9%	52.7%	46.7%	39.4%	34.8%	50.9%	37.2%	62.8%	45.2%	36.5%	63.2%
Use of role play in helping me to learn course content	40.8%	41.3%	37.0%	41.8%	43.4%	36.0%	20.0%	41.0%	46.2%	27.6%	40.6%	47.3%
<b>Question/Scale Legend</b>	<b>Institutional Percentage Answering Not Used</b>	<b>Undergraduate Percentage Answering Not Used</b>	<b>Graduate Percentage Answering Not Used</b>	<b>PRO Percentage Answering Not Used</b>	<b>LAE Percentage Answering Not Used</b>	<b>BBS Percentage Answering Not Used</b>	<b>DSL Percentage Answering Not Used</b>	<b>Lecture Percentage Answering Not Used</b>	<b>Hybrid Percentage Answering Not Used</b>	<b>Online Percentage Answering Not Used</b>	<b>Short Undergraduate Course Percentage Answering Not Used</b>	<b>Short Undergraduate Course Percentage Answering Not Used</b>
Use of technology in helping me to learn course content	13.7%	14.5%	4.5%	10.8%	16.4%	15.7%	0.0%	15.6%	2.3%	2.8%	15.9%	2.7%
Use of written research assignments in helping me to learn course content	24.3%	26.7%	6.4%	26.6%	24.5%	22.1%	3.6%	26.7%	8.7%	9.3%	28.8%	6.0%
Use of individual projects in helping me to learn course content	22.4%	24.4%	40.2%	24.6%	17.1%	25.1%	12.7%	23.9%	11.0%	14.7%	25.5%	9.0%
Use of team projects in helping me to learn course content	41.1%	40.0%	48.8%	39.1%	38.1%	50.2%	74.6%	41.8%	31.0%	64.1%	41.6%	33.0%
Use of case studies in helping me to learn course content	43.8%	45.2%	33.3%	43.3%	47.6%	42.2%	27.3%	45.7%	37.9%	33.8%	46.8%	31.1%
Use of journals in helping me to learn course content	48.6%	49.9%	39.3%	44.5%	50.0%	54.6%	43.6%	52.3%	31.0%	45.5%	53.2%	27.8%
Use of role play in helping me to learn course content	50.0%	49.2%	56.6%	50.3%	46.6%	54.5%	73.4%	49.0%	49.3%	64.8%	49.2%	45.6%

**Course Evaluation Comparison by College  
Fall 2010**

Summative Category	Institution	Undergraduate	Graduate	College of Professional Studies (PRO)	College of Liberal Arts and Education (LAE)	College of Biblical Studies and Behavioral Sciences (BBS)	Lecture Courses	Hybrid Courses	Online Courses
Percentage of Credit Hours Taught	100%	84.6%	15.4%	39.8%	32.1%	28.1%	69.7%	6.3%	12.6%
Percentage of Student Credit Hours Taught	100%	90.3%	9.7%	43.1%	32.2%	24.6%	78.0%	6.3%	11.6%
Response Rate	39.5%	39.4%	40.8%	38.5%	38.1%	42.3%	39.5%	38.5%	41.9%
Question/Category/Scale Legend	Institutional Mean	Undergraduate Mean	Graduate Mean	PRO Mean	LAE Mean	BBS Mean	Lecture Mean	Hybrid Mean	Online Mean
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective									
Standard Deviation	1.1	1.1	1.1	1.1	1.1	1.0	1.0	1.2	1.1
Instructor communication of course requirements	6.3	6.3	6.3	6.4	6.3	6.3	6.3	6.5	6.1
Instructor availability for questions during class or online session	6.4	6.4	6.3	6.4	6.4	6.3	6.4	6.5	5.9
Instructor availability for questions outside of class or online session	6.2	6.2	6.1	6.3	6.2	6.1	6.2	6.4	5.9
Instructor ability to organize and present course materials	6.2	6.2	6.2	6.3	6.2	6.2	6.2	6.5	6.2
Instructor use of time during class or online session	6.3	6.3	6.3	6.3	6.3	6.2	6.3	6.5	6.0
Instructor effectiveness in promoting student learning	6.3	6.3	6.3	6.3	6.3	6.3	6.3	5.5	6.0
Course material effectiveness in helping me to learn course content	6.2	6.2	6.3	6.2	6.2	6.3	6.2	6.5	6.3
Use of lecture in helping me to learn course content	6.2	6.2	6.2	6.2	6.1	6.2	6.2	6.4	6.0
Use of examinations in evaluating my knowledge of course content	6.1	6.1	6.1	6.1	6.1	6.1	6.1	6.4	5.9
Personal Study Time Per Week	Institutional Percentage	Undergraduate Percentage	Graduate Percentage	PRO Percentage	LAE Percentage	BBS Percentage	Lecture Percentage	Hybrid Percentage	Online Percentage
10+ hours	7%	6%	21%	10%	6%	5%	4%	19%	22%
7-9 hours	11%	9%	21%	13%	11%	10%	9%	17%	22%
4-6 hours	28%	27%	37%	29%	30%	29%	28%	35%	35%
1-3 hours	37%	40%	16%	36%	38%	41%	43%	23%	19%
<1 hour	16%	18%	4%	12%	16%	15%	15%	5%	2%

The following questions are used to provide faculty an indication of use of/effective use of learning practices that are typically associated with higher order learning. The first table indicates the percentage of students rating the practice as effective or very effective. The second table indicates the percentage of students that indicated that the practice was not used in the course they were evaluating.

Question/Scale Legend	Institutional Percentage Effective or Very Effective	Undergraduate Percentage Used Effectively or Very Effectively	Graduate Percentage Used Effectively or Very Effectively	PRO Percentage Used Effectively or Very Effectively	LAE Percentage Used Effectively or Very Effectively	BBS Percentage Used Effectively or Very Effectively	Lecture Percentage Used Effectively or Very Effectively	Hybrid Percentage Used Effectively or Very Effectively	Online Percentage Used Effectively or Very Effectively
Use of technology in helping me to learn course content	68.2%	67.7%	73.2%	72.2%	66.2%	64.6%	65.9%	86.5%	78.8%
Use of written research assignments in helping me to learn course content	59.7%	57.7%	76.1%	58.9%	60.9%	59.4%	57.9%	82.5%	69.3%
Use of individual projects in helping me to learn course content	64.0%	62.3%	76.6%	34.7%	68.3%	58.5%	63.1%	82.0%	67.5%
Use of team projects in helping me to learn course content	45.1%	46.5%	34.4%	52.5%	46.0%	35.4%	44.7%	58.4%	28.8%
Use of case studies in helping me to learn course content	44.8%	44.3%	49.1%	50.6%	40.0%	42.9%	44.8%	52.1%	46.0%
Use of journals in helping me to learn course content	40.1%	39.3%	47.0%	45.6%	39.4%	33.7%	38.9%	58.4%	38.4%
Use of role play in helping me to learn course content	38.2%	39.3%	29.6%	41.7%	38.6%	32.4%	40.4%	43.7%	23.3%
Question/Scale Legend	Institutional Percentage Answering Not Used	Undergraduate Percentage Answering Not Used	Graduate Percentage Answering Not Used	PRO Percentage Answering Not Used	LAE Percentage Answering Not Used	BBS Percentage Answering Not Used	Lecture Percentage Answering Not Used	Hybrid Percentage Answering Not Used	Online Percentage Answering Not Used
Use of technology in helping me to learn course content	15.8%	16.3%	11.7%	13.6%	18.0%	16.6%	17.2%	5.3%	4.6%
Use of written research assignments in helping me to learn course content	24.5%	26.1%	10.9%	26.0%	22.8%	24.3%	25.4%	8.2%	12.7%
Use of individual projects in helping me to learn course content	21.9%	23.1%	12.0%	21.6%	18.5%	25.5%	21.9%	10.6%	17.7%
Use of team projects in helping me to learn course content	42.6%	40.4%	59.9%	37.3%	40.1%	56.6%	41.2%	34.7%	62.6%
Use of case studies in helping me to learn course content	43.5%	43.7%	42.1%	38.5%	48.6%	43.7%	42.9%	41.8%	4.1%
Use of journals in helping me to learn course content	48.8%	49.0%	46.5%	44.5%	50.5%	52.7%	49.5%	36.3%	50.8%
Use of role play in helping me to learn course content	51.6%	49.8%	66.2%	49.0%	50.3%	56.2%	48.4%	52.2%	68.6%

**Course Evaluation Comparison by College  
Fall 2009**

	Institution	Undergraduate	Graduate	College of Professional Studies (PRO)	College of Liberal Arts and Education (LAE)	College of Biblical Studies and Behavioral Sciences (BBS)	Lecture Courses	Hybrid Courses	Online Courses
Summative Category									
Percentage Hours Sold	100%	88.6%	11.4%	39.7%	32.8%	27.5%	39.7%	32.8%	27.5%
Percentage of Sample	100%	88.1%	11.9%	39.5%	35.8%	24.7%	84.2%	4.2%	11.6%
Response Rate	42.9%	41.5%	44.6%	40.7%	42.7%	44.3%	42.4%	44.2%	46.8%
<b>Question/Category/Scale Legend</b>	<b>Institutional Mean</b>	<b>Undergraduate Mean</b>	<b>Graduate Mean</b>	<b>PRO Mean</b>	<b>LAE Mean</b>	<b>BBS Mean</b>	<b>Lecture Mean</b>	<b>Hybrid Mean</b>	<b>Online Mean</b>
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective									
Standard Deviation	1.3	1.3	1.2	1.3	1.2	1.3	1.3	1	1.5
Instructor communication of course requirements	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.5	6.1
Instructor availability for questions during class or online session	6.3	6.4	6.2	6.3	6.4	6.3	6.4	6.5	5.9
Instructor availability for questions outside of class or online session	6.2	6.2	6.1	6.2	6.2	6	6.2	6.4	5.9
Instructor ability to organize and present course materials	6.2	6.2	6.3	6.2	6.2	6.1	6.2	6.4	6
Instructor use of time during class or online session	6.2	6.2	6.3	6.3	6.2	6.2	6.2	6.4	6.1
Instructor effectiveness in promoting student learning	6.2	6.2	6.3	6.3	6.2	6.2	6.2	6.4	6.1
Course material effectiveness in helping me to learn course content	6.1	6.1	6.3	6.2	6.1	6.1	6.1	6.3	6.1
Use of lecture in helping me to learn course content	6.1	6.1	6.2	6.1	6.1	6.1	6.1	6.3	5.9
Use of examinations in evaluating my knowledge of course content	6.1	6.1	6.2	6.1	6.1	6	6.1	6.3	5.9
<b>Personal Study Time Per Week</b>	<b>Institutional Percentage</b>	<b>Undergraduate Percentage</b>	<b>Graduate Percentage</b>	<b>PRO Percentage</b>	<b>LAE Percentage</b>	<b>BBS Percentage</b>	<b>Lecture Percentage</b>	<b>Hybrid Percentage</b>	<b>Online Percentage</b>
10+ hours	7%	5%	21%	8%	6%	6%	5%	7%	21%
7-9 hours	11%	9%	24%	13%	9%	10%	9%	16%	24%
4-6 hours	26%	25%	36%	30%	26%	23%	26%	39%	33%
1-3 hours	40%	43%	19%	38%	43%	42%	45%	34%	20%
<1 hour	16%	18%	1%	11%	16%	19%	16%	3%	2%

The following questions are used to provide faculty an indication of use of/effective use of learning practices that are typically associated with higher order learning. The first table indicates the percentage of students rating the practice as effective or very effective. The second table indicates the percentage of students that indicated that the practice was not used in the course they were evaluating.

	Institutional Percentage Effective or Very Effective	Undergraduate Percentage Used Effectively or Very Effectively	Graduate Percentage Used Effectively or Very Effectively	PRO Percentage Used Effectively or Very Effectively	LAE Percentage Used Effectively or Very Effectively	BBS Percentage Used Effectively or Very Effectively	Lecture Percentage Used Effectively or Very Effectively	Hybrid Percentage Used Effectively or Very Effectively	Online Percentage Used Effectively or Very Effectively
<b>Question/Scale Legend</b>									
Use of technology in helping me to learn course content	68.0%	66.0%	82.7%	71.8%	68.8%	62.3%	66.6%	87.6%	84.4%
Use of written research assignments in helping me to learn course content	58.6%	55.2%	82.7%	54.7%	59.3%	64.9%	58.1%	76.0%	67.7%
Use of individual projects in helping me to learn course content	62.4%	60.0%	79.9%	61.9%	65.2%	59.7%	61.6%	78.3%	68.4%
Use of team projects in helping me to learn course content	42.2%	42.5%	39.6%	43.0%	47.4%	32.8%	42.3%	61.2%	25.0%
Use of case studies in helping me to learn course content	42.5%	40.3%	58.3%	46.6%	38.9%	41.7%	41.0%	67.5%	50.3%
Use of journals in helping me to learn course content	35.2%	33.0%	50.6%	39.3%	34.0%	29.7%	34.1%	51.5%	34.2%
Use of role play in helping me to learn course content	33.4%	32.8%	37.5%	34.1%	35.9%	28.4%	34.4%	51.9%	23.2%
<b>Question/Scale Legend</b>	<b>Institutional Percentage Answering Not Used</b>	<b>Undergraduate Percentage Answering Not Used</b>	<b>Graduate Percentage Answering Not Used</b>	<b>PRO Percentage Answering Not Used</b>	<b>LAE Percentage Answering Not Used</b>	<b>BBS Percentage Answering Not Used</b>	<b>Lecture Percentage Answering Not Used</b>	<b>Hybrid Percentage Answering Not Used</b>	<b>Online Percentage Answering Not Used</b>
Use of technology in helping me to learn course content	17.7%	19.4%	5.3%	15.3%	17.7%	19.8%	18.6%	3.1%	1.9%
Use of written research assignments in helping me to learn course content	27.1%	30.1%	5.5%	33.2%	25.4%	18.9%	27.7%	7.0%	18.3%
Use of individual projects in helping me to learn course content	24.4%	26.6%	8.5%	26.3%	21.0%	25.3%	25.2%	12.4%	16.9%
Use of team projects in helping me to learn course content	47.0%	46.7%	49.5%	47.3%	40.5%	55.9%	46.2%	27.9%	65.3%
Use of case studies in helping me to learn course content	47.7%	49.7%	33.9%	43.2%	51.9%	48.3%	49.0%	24.8%	40.0%
Use of journals in helping me to learn course content	55.3%	57.4%	40.1%	51.3%	54.8%	62.5%	56.5%	37.5%	58.3%
Use of role play in helping me to learn course content	58.7%	59.0%	57.0%	58.2%	55.4%	64.4%	57.6%	40.3%	69.7%

**Course Evaluation Comparison  
Spring Trends**

<b>Summative Category</b>	<b>Spring 2010</b>	<b>Spring 2011</b>	<b>Spring 2012</b>	<b>Two Year Change</b>
Percentage of Credit Hours Taught	100%	100%	100%	
Percentage of Student Credit Hours Taught	100%	100%	100%	
Response Rate	31.0%	38.7%	38.1%	-0.6%
<b>Question/Category/Scale Legend</b>	<b>Spring 2010</b>	<b>Spring 2011</b>	<b>Spring 2012</b>	<b>Two Year Change</b>
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective				
Standard Deviation	1.2	1.2	1.1	-0.1
Instructor communication of course requirements	6.4	6.4	6.4	0.0
Instructor availability for questions during class or online session	6.4	6.4	6.5	0.1
Instructor availability for questions outside of class or online session	6.3	6.3	6.3	0.0
Instructor ability to organize and present course materials	6.3	6.3	6.3	0.0
Instructor use of time during class or online session	6.3	6.3	6.3	0.0
Instructor effectiveness in promoting student learning	6.3	6.3	6.3	0.0
Course material effectiveness in helping me to learn course content	6.3	6.2	6.3	0.1
Use of lecture in helping me to learn course content	6.2	6.2	6.2	0.0
Use of examinations in evaluating my knowledge of course content	6.2	6.2	6.2	0.0
<b>Personal Study Time Per Week</b>	<b>Spring 2010</b>	<b>Spring 2011</b>	<b>Spring 2012</b>	<b>Two Year Change</b>
10+ hours	10%	8%	7%	-1.0%
7-9 hours	13%	11%	11%	0.0%
4-6 hours	28%	30%	27%	-3.0%
1-3 hours	36%	39%	42%	3.0%
<1 hour	13%	12%	12%	0.0%
<p><b>The following questions are used to provide faculty an indication of use of/effective use of learning practices that are typically associated with higher order learning. The first table indicates the percentage of students rating the practice as effective or very effective. The second table indicates the percentage of students that indicated that the practice was not used in the course they were evaluating.</b></p>				
<b>Percentage Effective/Very Effective Question/Scale Legend</b>	<b>Spring 2010</b>	<b>Spring 2011</b>	<b>Spring 2012</b>	<b>Two Year Change</b>
Use of technology in helping me to learn course content	71.7%	69.7%	72.7%	3.0%
Use of written research assignments in helping me to learn course content	64.3%	60.7%	63.2%	2.5%
Use of individual projects in helping me to learn course content	67.9%	66.6%	68.1%	1.5%
Use of team projects in helping me to learn course content	46.8%	46.3%	48.9%	2.6%
Use of case studies in helping me to learn course content	48.5%	44.7%	46.1%	1.4%
Use of journals in helping me to learn course content	41.6%	39.3%	41.4%	2.1%
Use of role play in helping me to learn course content	39.4%	38.5%	39.4%	1.0%
<b>Percentage Not Used Question/Scale Legend</b>	<b>Spring 2010</b>	<b>Spring 2011</b>	<b>Spring 2012</b>	<b>Two Year Change</b>
Use of technology in helping me to learn course content	15.3%	16.7%	13.4%	-3.3%
Use of written research assignments in helping me to learn course content	23.7%	25.7%	22.8%	-2.9%
Use of individual projects in helping me to learn course content	21.2%	21.5%	20.4%	-1.1%
Use of team projects in helping me to learn course content	43.3%	43.6%	40.7%	-2.9%
Use of case studies in helping me to learn course content	43.6%	45.0%	44.4%	-0.6%
Use of journals in helping me to learn course content	50.4%	51.4%	49.3%	-2.1%
Use of role play in helping me to learn course content	53.9%	52.4%	51.6%	-0.8%

**Course Evaluation Comparison by College  
Spring 2012**

Summative Category	Institution	Undergraduate	Graduate	College of Professional Studies (PRO)	College of Liberal Arts and Education (LAE)	College of Biblical Studies and Behavioral Sciences (BBS)	Lecture Courses	Hybrid Courses	Online Courses
Percentage of Credit Hours Taught	100%	83.6%	16.4%	39.3%	32.2%	22.8%	77.9%	7.8%	14.3%
Percentage of Student Credit Hours Taught	100%	88.9%	10.1%	39.8%	31.0%	26.3%	81.1%	7.1%	11.8%
Response Rate	38.1%	29.6%	57.0%	37.1%	40.6%	37.3%	37.0%	52.0%	39.0%
Question/Category/Scale Legend	Institutional Mean	Undergraduate Mean	Graduate Mean	PRO Mean	LAE Mean	BBS Mean	Lecture Mean	Hybrid Mean	Online Mean
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective									
Standard Deviation	1.1	1.1	1.1	1.1	1.2	1.1	1.1	1.1	1.3
Instructor communication of course requirements	6.4	6.4	6.4	6.4	6.4	6.3	6.4	6.4	6.3
Instructor availability for questions during class or online session	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.1
Instructor availability for questions outside of class or online session	6.3	6.3	6.4	6.4	6.3	6.3	6.3	6.4	6.3
Instructor ability to organize and present course materials	6.3	6.3	6.4	6.2	6.3	6.3	6.3	6.4	6.3
Instructor use of time during class or online session	6.3	6.3	6.4	6.3	6.3	6.3	6.3	6.4	6.3
Instructor effectiveness in promoting student learning	6.3	6.3	6.4	6.3	6.3	6.3	6.3	6.4	6.1
Course material effectiveness in helping me to learn course content	6.3	6.2	6.4	6.3	6.2	6.2	6.2	6.4	6.2
Use of lecture in helping me to learn course content	6.2	6.2	6.2	6.2	6.3	6.2	6.2	6.2	6.1
Use of examinations in evaluating my knowledge of course content	6.2	6.2	6.3	6.2	6.2	6.1	6.2	6.3	6.0
Personal Study Time Per Week	Institutional Percentage	Undergraduate Percentage	Graduate Percentage	PRO Percentage	LAE Percentage	BBS Percentage	Lecture Percentage	Hybrid Percentage	Online Percentage
10+ hours	7%	5%	21%	9%	6%	5%	4%	13%	25%
7-9 hours	11%	10%	22%	13%	11%	8%	9%	15%	25%
4-6 hours	27%	26%	35%	28%	28%	25%	28%	30%	27%
1-3 hours	42%	45%	22%	41%	40%	46%	45%	36%	21%
<1 hour	12%	14%	1%	9%	14%	15%	14%	6%	3%

The following questions are used to provide faculty an indication of use of/effective use of learning practices that are typically associated with higher order learning. The first table indicates the percentage of students rating the practice as effective or very effective. The second table indicates the percentage of students that indicated that the practice was not used in the course they were evaluating.

Question/Scale Legend	Institutional Percentage Effective or Very Effective	Undergraduate Percentage Used Effectively or Very Effectively	Graduate Percentage Used Effectively or Very Effectively	PRO Percentage Used Effectively or Very Effectively	LAE Percentage Used Effectively or Very Effectively	BBS Percentage Used Effectively or Very Effectively	Lecture Percentage Used Effectively or Very Effectively	Hybrid Percentage Used Effectively or Very Effectively	Online Percentage Used Effectively or Very Effectively
Use of technology in helping me to learn course content	72.7%	72.0%	77.0%	76.9%	73.5%	63.7%	69.8%	84.7%	80.7%
Use of written research assignments in helping me to learn course content	63.2%	61.5%	79.7%	62.0%	67.1%	64.1%	61.0%	82.8%	71.8%
Use of individual projects in helping me to learn course content	68.1%	65.8%	81.5%	67.4%	74.8%	59.4%	64.9%	83.3%	71.4%
Use of team projects in helping me to learn course content	48.9%	48.2%	53.1%	54.5%	51.1%	34.4%	46.9%	73.3%	26.9%
Use of case studies in helping me to learn course content	46.1%	44.1%	57.4%	48.8%	43.4%	44.8%	43.3%	58.9%	52.3%
Use of journals in helping me to learn course content	41.4%	39.6%	51.8%	47.2%	39.7%	33.2%	35.9%	68.6%	40.9%
Use of role play in helping me to learn course content	39.4%	39.5%	38.7%	41.5%	40.6%	33.2%	39.4%	49.1%	26.7%
Question/Scale Legend	Institutional Percentage Answering Not Used	Undergraduate Percentage Answering Not Used	Graduate Percentage Answering Not Used	PRO Percentage Answering Not Used	LAE Percentage Answering Not Used	BBS Percentage Answering Not Used	Lecture Percentage Answering Not Used	Hybrid Percentage Answering Not Used	Online Percentage Answering Not Used
Use of technology in helping me to learn course content	13.4%	14.4%	7.8%	9.8%	13.8%	19.8%	15.7%	3.1%	5.4%
Use of written research assignments in helping me to learn course content	22.8%	25.3%	8.3%	25.5%	20.8%	20.3%	26.1%	6.0%	12.5%
Use of individual projects in helping me to learn course content	20.4%	22.9%	6.0%	20.9%	15.1%	27.3%	23.8%	5.4%	17.4%
Use of team projects in helping me to learn course content	40.7%	40.9%	40.1%	35.6%	38.5%	54.6%	42.0%	17.0%	67.7%
Use of case studies in helping me to learn course content	44.4%	46.2%	33.8%	42.1%	47.5%	44.0%	47.1%	31.7%	37.8%
Use of journals in helping me to learn course content	49.3%	50.9%	40.0%	44.2%	51.3%	56.2%	56.7%	22.1%	51.9%
Use of role play in helping me to learn course content	51.6%	51.1%	55.0%	49.5%	51.6%	55.8%	50.9%	43.5%	67.4%

**Course Evaluation Comparison by College  
Spring 2011**

Summative Category	Institution	Undergraduate	Graduate	College of Professional Studies (PRO)	College of Liberal Arts and Education (LAE)	College of Biblical Studies and Behavioral Sciences (BBS)	Lecture Courses	Hybrid Courses	Online Courses
Percentage of Credit Hours Taught	100%	85.5%	14.5%	40.9%	33.8%	25.3%	78.6%	7.2%	14.2%
Percentage of Student Credit Hours Taught	100%	89.7%	10.3%	39.7%	32.7%	27.6%	81.3%	6.1%	12.6%
Response Rate	38.7%	37.8%	45.4%	38.2%	37.5%	40.8%	37.1%	43.9%	45.0%
Question/Category/Scale Legend	Institutional Mean	Undergraduate Mean	Graduate Mean	PRO Mean	LAE Mean	BBS Mean	Lecture Mean	Hybrid Mean	Online Mean
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective									
Standard Deviation	1.2	1.2	1.0	1.1	1.3	1.1	1.2	1.0	1.2
Instructor communication of course requirements	6.4	6.4	6.3	6.4	6.3	6.4	6.3	6.5	6.3
Instructor availability for questions during class or online session	6.4	6.4	6.4	6.4	6.4	6.4	6.4	6.5	6.2
Instructor availability for questions outside of class or online session	6.3	6.3	6.3	6.3	6.2	6.3	6.2	6.4	6.2
Instructor ability to organize and present course materials	6.3	6.3	6.4	6.3	6.2	6.3	6.2	6.4	6.3
Instructor use of time during class or online session	6.3	6.3	6.3	6.4	6.2	6.4	6.3	6.5	6.2
Instructor effectiveness in promoting student learning	6.3	6.3	6.4	6.3	6.3	6.4	6.3	6.5	6.2
Course material effectiveness in helping me to learn course content	6.2	6.2	6.3	6.3	6.2	6.3	6.2	6.4	6.2
Use of lecture in helping me to learn course content	6.2	6.2	6.2	6.2	6.1	6.3	6.2	6.3	6.0
Use of examinations in evaluating my knowledge of course content	6.2	6.2	6.3	6.2	6.1	6.2	6.1	6.5	6.0
Personal Study Time Per Week	Institutional Percentage	Undergraduate Percentage	Graduate Percentage	PRO Percentage	LAE Percentage	BBS Percentage	Lecture Percentage	Hybrid Percentage	Online Percentage
10+ hours	8%	6%	22%	11%	5%	6%	3%	12%	25%
7-9 hours	11%	10%	24%	14%	11%	8%	8%	20%	22%
4-6 hours	30%	30%	31%	30%	31%	30%	32%	31%	31%
1-3 hours	39%	41%	20%	35%	40%	44%	44%	33%	20%
<1 hour	12%	13%	2%	11%	13%	12%	13%	3%	2%

The following questions are used to provide faculty an indication of use of/effective use of learning practices that are typically associated with higher order learning. The first table indicates the percentage of students rating the practice as effective or very effective. The second table indicates the percentage of students that indicated that the practice was not used in the course they were evaluating.

Question/Scale Legend	Institutional Percentage Effective or Very Effective	Undergraduate Percentage Used Effectively or Very Effectively	Graduate Percentage Used Effectively or Very Effectively	PRO Percentage Used Effectively or Very Effectively	LAE Percentage Used Effectively or Very Effectively	BBS Percentage Used Effectively or Very Effectively	Lecture Percentage Used Effectively or Very Effectively	Hybrid Percentage Used Effectively or Very Effectively	Online Percentage Used Effectively or Very Effectively
Use of technology in helping me to learn course content	69.7%	68.3%	77.2%	73.7%	67.9%	64.9%	65.4%	87.2%	78.2%
Use of written research assignments in helping me to learn course content	60.7%	58.6%	75.9%	61.4%	58.1%	63.9%	57.1%	77.0%	72.0%
Use of individual projects in helping me to learn course content	66.6%	64.5%	82.1%	66.8%	71.0%	62.5%	64.0%	82.3%	72.7%
Use of team projects in helping me to learn course content	46.3%	46.7%	43.4%	49.3%	47.6%	40.7%	45.0%	64.5%	34.0%
Use of case studies in helping me to learn course content	44.7%	43.9%	50.4%	48.0%	39.0%	46.8%	42.2%	52.1%	53.0%
Use of journals in helping me to learn course content	39.3%	39.3%	39.0%	43.5%	38.0%	34.6%	36.1%	60.4%	33.7%
Use of role play in helping me to learn course content	38.5%	38.9%	35.2%	40.1%	39.5%	35.2%	38.7%	51.2%	26.2%
Question/Scale Legend	Institutional Percentage Answering Not Used	Undergraduate Percentage Answering Not Used	Graduate Percentage Answering Not Used	PRO Percentage Answering Not Used	LAE Percentage Answering Not Used	BBS Percentage Answering Not Used	Lecture Percentage Answering Not Used	Hybrid Percentage Answering Not Used	Online Percentage Answering Not Used
Use of technology in helping me to learn course content	16.7%	17.7%	9.6%	13.2%	18.5%	19.0%	19.7%	3.0%	5.7%
Use of written research assignments in helping me to learn course content	25.7%	27.5%	12.7%	26.6%	27.0%	21.3%	27.9%	13.6%	14.0%
Use of individual projects in helping me to learn course content	21.5%	23.5%	7.3%	21.9%	16.6%	25.3%	22.9%	8.3%	15.0%
Use of team projects in helping me to learn course content	43.6%	43.1%	47.0%	42.4%	39.5%	49.2%	43.4%	27.9%	56.3%
Use of case studies in helping me to learn course content	45.0%	45.4%	41.8%	43.5%	47.8%	43.3%	45.6%	43.0%	38.5%
Use of journals in helping me to learn course content	51.4%	54.2%	52.7%	48.0%	51.1%	56.6%	53.9%	33.2%	56.1%
Use of role play in helping me to learn course content	52.4%	51.5%	58.5%	51.9%	50.2%	55.2%	50.8%	42.4%	66.7%

**Course Evaluation Comparison by College  
Spring 2010**

	Institution	Undergraduate	Graduate	College of Professional Studies (PRO)	College of Liberal Arts and Education (LAE)	College of Biblical Studies and Behavioral Sciences (BBS)	Lecture Courses	Hybrid Courses	Online Courses
<b>Summative Category</b>									
Percentage Hours Sold	100%	89.1%	10.9%	40.2%	32.6%	27.2%	74.6%	8.3%	11.2%
Percentage of Sample	100%	86.7%	13.3%	43.5%	33.3%	23.2%	77.7%	10.6%	11.7%
Response Rate	31.0%	30.2%	36.1%	31.1%	33.5%	28.9%	30.1%	33.8%	37.7%
<b>Question/Category/Scale Legend</b>	<b>Institutional Mean</b>	<b>Undergraduate Mean</b>	<b>Graduate Mean</b>	<b>PRO Mean</b>	<b>LAE Mean</b>	<b>BBS Mean</b>	<b>Lecture Mean</b>	<b>Hybrid Mean</b>	<b>Online Mean</b>
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective									
Standard Deviation	1.2	1.1	1.2	1.2	1.2	1.1	1.2	1.1	1.2
Instructor communication of course requirements	6.4	6.4	6.2	6.4	6.3	6.4	6.4	6.3	6.3
Instructor availability for questions during class or online session	6.4	6.5	6.3	6.5	6.5	6.4	6.5	6.4	6.2
Instructor availability for questions outside of class or online session	6.3	6.3	6.2	6.4	6.3	6.2	6.3	6.3	6.3
Instructor ability to organize and present course materials	6.3	6.3	6.2	6.3	6.2	6.3	6.2	6.3	6.2
Instructor use of time during class or online session	6.3	6.4	6.3	6.4	6.3	6.3	6.3	6.4	6.3
Instructor effectiveness in promoting student learning	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.4	6.2
Course material effectiveness in helping me to learn course content	6.3	6.3	6.3	6.3	6.2	6.2	6.2	6.3	6.2
Use of lecture in helping me to learn course content	6.2	6.3	6.2	6.2	6.2	6.3	6.2	6.3	6.1
Use of examinations in evaluating my knowledge of course content	6.2	6.2	6.1	6.2	6.1	6.2	6.2	6.3	5.9
<b>Personal Study Time Per Week</b>	<b>Institutional Percentage</b>	<b>Undergraduate Percentage</b>	<b>Graduate Percentage</b>	<b>PRO Percentage</b>	<b>LAE Percentage</b>	<b>BBS Percentage</b>	<b>Lecture Percentage</b>	<b>Hybrid Percentage</b>	<b>Online Percentage</b>
10+ hours	10%	7%	26%	15%	5%	8%	4%	20%	28%
7-9 hours	13%	11%	25%	15%	11%	12%	9%	22%	27%
4-6 hours	28%	27%	34%	26%	33%	26%	29%	29%	27%
1-3 hours	36%	40%	14%	34%	35%	39%	42%	25%	16%
<1 hour	13%	16%	2%	10%	17%	15%	16%	4%	2%
The following questions are used to provide faculty an indication of use of/effective use of learning practices that are typically associated with higher order learning. The first table indicates the percentage of students rating the practice as effective or very effective. The second table indicates the percentage of students that indicated that the practice was not used in the course they were evaluating.									
<b>Question/Scale Legend</b>	<b>Institutional Percentage Effective or Very Effective</b>	<b>Undergraduate Percentage Used Effectively or Very Effectively</b>	<b>Graduate Percentage Used Effectively or Very Effectively</b>	<b>PRO Percentage Used Effectively or Very Effectively</b>	<b>LAE Percentage Used Effectively or Very Effectively</b>	<b>BBS Percentage Used Effectively or Very Effectively</b>	<b>Lecture Percentage Used Effectively or Very Effectively</b>	<b>Hybrid Percentage Used Effectively or Very Effectively</b>	<b>Online Percentage Used Effectively or Very Effectively</b>
Use of technology in helping me to learn course content	71.7%	70.6%	77.5%	78.0%	69.7%	63.0%	67.2%	84.9%	82.2%
Use of written research assignments in helping me to learn course content	64.3%	61.1%	81.6%	62.5%	63.4%	68.7%	60.0%	82.3%	75.1%
Use of individual projects in helping me to learn course content	67.9%	65.3%	81.9%	68.0%	70.6%	64.2%	64.4%	83.1%	74.6%
Use of team projects in helping me to learn course content	46.8%	47.5%	42.3%	50.2%	46.1%	41.2%	47.3%	56.5%	33.7%
Use of case studies in helping me to learn course content	48.5%	47.4%	54.7%	51.9%	41.1%	51.7%	46.1%	57.1%	53.7%
Use of journals in helping me to learn course content	41.6%	40.1%	49.9%	46.7%	38.8%	35.8%	38.7%	63.3%	35.3%
Use of role play in helping me to learn course content	39.4%	40.4%	34.0%	41.2%	38.6%	36.8%	41.0%	41.9%	29.8%
<b>Question/Scale Legend</b>	<b>Institutional Percentage Answering Not Used</b>	<b>Undergraduate Percentage Answering Not Used</b>	<b>Graduate Percentage Answering Not Used</b>	<b>PRO Percentage Answering Not Used</b>	<b>LAE Percentage Answering Not Used</b>	<b>BBS Percentage Answering Not Used</b>	<b>Lecture Percentage Answering Not Used</b>	<b>Hybrid Percentage Answering Not Used</b>	<b>Online Percentage Answering Not Used</b>
Use of technology in helping me to learn course content	15.3%	16.4%	9.4%	10.2%	18.1%	20.9%	18.8%	3.9%	5.4%
Use of written research assignments in helping me to learn course content	23.7%	26.7%	7.1%	27.7%	23.9%	16.8%	27.1%	8.5%	12.7%
Use of individual projects in helping me to learn course content	21.2%	23.6%	7.6%	21.6%	19.1%	23.3%	23.9%	11.6%	11.0%
Use of team projects in helping me to learn course content	43.3%	42.7%	47.0%	41.6%	42.1%	48.9%	42.3%	33.9%	57.5%
Use of case studies in helping me to learn course content	43.6%	44.9%	36.3%	40.8%	50.7%	40.3%	45.9%	35.1%	37.9%
Use of journals in helping me to learn course content	50.4%	52.5%	38.9%	46.5%	53.1%	54.3%	53.8%	27.6%	53.1%
Use of role play in helping me to learn course content	53.9%	52.7%	60.4%	52.6%	53.6%	57.1%	51.9%	52.1%	62.8%