

Course Evaluation Comparison

Fall Trends

| Summative Category | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Five Year Change | Trends |
|---|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------------|---------------|
| Percentage of Credit Hours Taught | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 0.0% | |
| Percentage of Student Credit Hours Taught | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 0.0% | |
| Response Rate | 42.9% | 39.5% | 44.9% | 38.5% | 40.7% | 41.6% | 38.4% | 31.4% | 40.7% | 0.0% | |
| Question/Category/Scale Legend | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Five Year Change | |
| 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 | 1.2 | 1.1 | 1.2 | 1.1 | 1.2 | 1.0 | -0.1 | |
| Instructor communication of course requirements | 6.3 | 6.3 | 6.4 | 6.4 | 6.4 | 6.4 | 6.5 | 6.4 | 6.4 | 0.0 | |
| Instructor availability for questions during class or online session | 6.3 | 6.4 | 6.5 | 6.5 | 6.5 | 6.5 | 6.6 | 6.5 | 6.5 | 0.0 | |
| Instructor availability for questions outside of class or online session | 6.2 | 6.2 | 6.3 | 6.3 | 6.4 | 6.3 | 6.4 | 6.4 | 6.4 | 0.0 | |
| Instructor ability to organize and present course materials | 6.2 | 6.2 | 6.3 | 6.4 | 6.3 | 6.3 | 6.4 | 6.3 | 6.3 | 0.0 | |
| Instructor use of time during class or online session | 6.2 | 6.3 | 6.4 | 6.4 | 6.4 | 6.4 | 6.4 | 6.4 | 6.4 | 0.0 | |
| Instructor effectiveness in promoting student learning | 6.2 | 6.3 | 6.4 | 6.4 | 6.4 | 6.4 | 6.5 | 6.0 | 6.4 | 0.0 | |
| Course material effectiveness in helping me to learn course content | 6.1 | 6.2 | 6.3 | 6.2 | 6.3 | 6.3 | 6.3 | 6.3 | 6.3 | 0.0 | |
| Use of lecture in helping me to learn course content | 6.1 | 6.2 | 6.3 | 6.2 | 6.3 | 6.3 | 6.3 | 6.3 | 6.3 | 0.0 | |
| Use of examinations in evaluating my knowledge of course content | 6.1 | 6.1 | 6.2 | 6.2 | 6.2 | 6.2 | 6.2 | 6.2 | 6.2 | 0.0 | |
| Personal Study Time Per Week | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Five Year Change | |
| 16+ hours | | | | 5% | 6% | 6% | 7% | 8% | 8% | 2.0% | |
| 13-15 hours | | | | 5% | 6% | 8% | 9% | 10% | 10% | 4.0% | |
| 9-12 hours | | | | 13% | 15% | 16% | 18% | 18% | 18% | 3.0% | |
| 5-8 hours | | | | 24% | 27% | 27% | 26% | 27% | 24% | -3.0% | |
| 1-4 hours | | | | 42% | 38% | 33% | 31% | 28% | 32% | -6.0% | |
| 10+ hours | 7% | 7% | 7% | | | | | | | | |
| 7-9 hours | 11% | 11% | 10% | | | | | | | | |
| 4-6 hours | 26% | 28% | 28% | | | | | | | | |
| 1-3 hours | 40% | 37% | 39% | | | | | | | | |
| <1 hour | 16% | 16% | 16% | 11% | 9% | 10% | 10% | 7% | 8% | -1.0% | |

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.

| Percentage Effective/Very Effective Question/Scale Legend | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Five Year Change | |
|---|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------------|--|
| Use of technology in helping me to learn course content | 68.0% | 68.2% | 74.6% | 72.3% | 74.7% | 70.7% | 74.2% | 74.4% | 74.9% | 0.2% | |
| Use of written research assignments in helping me to learn course content | 58.6% | 59.7% | 62.5% | 64.9% | 64.4% | 62.5% | 64.9% | 64.0% | 64.5% | 0.1% | |
| Use of individual projects in helping me to learn course content | 62.4% | 64.0% | 65.9% | 68.3% | 68.8% | 66.3% | 68.9% | 67.4% | 67.9% | -0.9% | |
| Use of team projects in helping me to learn course content | 42.2% | 45.1% | 48.1% | 52.3% | 53.7% | 53.5% | 51.5% | 51.9% | 52.0% | -1.7% | |
| Use of case studies in helping me to learn course content | 42.5% | 44.8% | 46.4% | 51.7% | 50.7% | 50.3% | 50.5% | 51.9% | 52.4% | 1.7% | |
| Use of journals in helping me to learn course content | 35.2% | 40.1% | 41.4% | 46.0% | 45.8% | 46.1% | 46.3% | 46.6% | 50.0% | 4.2% | |
| Use of role play in helping me to learn course content | 33.4% | 38.2% | 40.8% | 44.4% | 45.5% | 44.9% | 43.8% | 44.6% | 45.6% | 0.1% | |
| Percentage Not Used Question/Scale Legend | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Five Year Change | |
| Use of technology in helping me to learn course content | 17.7% | 15.8% | 13.7% | 12.6% | 10.6% | 11.6% | 10.7% | 9.4% | 9.3% | -1.3% | |
| Use of written research assignments in helping me to learn course content | 27.1% | 24.5% | 24.3% | 22.3% | 21.1% | 23.9% | 21.0% | 21.3% | 21.3% | 0.2% | |
| Use of individual projects in helping me to learn course content | 24.4% | 21.9% | 22.4% | 20.3% | 18.8% | 21.9% | 19.6% | 19.5% | 19.3% | 0.5% | |
| Use of team projects in helping me to learn course content | 47.0% | 42.6% | 41.1% | 36.0% | 33.7% | 34.8% | 36.2% | 33.7% | 33.8% | 0.1% | |
| Use of case studies in helping me to learn course content | 47.7% | 43.5% | 43.8% | 37.8% | 38.6% | 39.4% | 38.2% | 37.3% | 35.3% | -3.3% | |
| Use of journals in helping me to learn course content | 55.3% | 48.8% | 48.6% | 43.0% | 42.1% | 42.2% | 42.1% | 42.3% | 38.2% | -3.9% | |
| Use of role play in helping me to learn course content | 58.7% | 51.6% | 50.0% | 46.2% | 43.0% | 44.8% | 45.6% | 45.0% | 42.5% | -0.5% | |

**Course Evaluation Comparison by College
Fall 2017**

| | Institution | Undergraduate | Graduate | College of Professional Studies (PRO) | College of Liberal Arts and Education (LAE) | College of Biblical Studies (BBS) | Honors College (HON) | Lecture Courses | Hybrid Courses | Online Courses |
|---|---------------------------------|---------------------------------|----------------------------|---------------------------------------|---|-----------------------------------|-----------------------|---------------------------|--------------------------|--------------------------|
| Summative Category | | | | | | | | | | |
| Percentage of Credit Hours Taught | 100% | 83.4% | 16.6% | 41.6% | 46.9% | 9.5% | 0.7% | 79.8% | 7.1% | 13.0% |
| Percentage of Student Credit Hours Taught | 100% | 89.7% | 10.1% | 46.4% | 37.2% | 14.4% | 0.2% | 82.1% | 6.5% | 11.5% |
| Response Rate | 40.7% | 40.6% | 42.5% | 40.1% | 42.9% | 33.6% | 29.0% | 41.1% | 41.2% | 34.7% |
| Question/Category/Scale Legend | Institutional Mean | Undergraduate Mean | Graduate Mean | PRO Mean | LAE Mean | BBS Mean | HON 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 | 1.0 | 1.2 | 1.0 | 1.1 | 1.0 | 1.4 | 0.7 | 1.1 | 0.9 | 1.3 |
| Instructor communication of course requirements | 6.4 | 6.4 | 6.5 | 6.4 | 6.5 | 6.2 | 6.6 | 6.5 | 6.6 | 6.3 |
| Instructor availability for questions during class or online session | 6.5 | 6.5 | 6.6 | 6.5 | 6.6 | 6.2 | 6.3 | 6.6 | 6.7 | 6.3 |
| Instructor availability for questions outside of class or online session | 6.4 | 6.4 | 6.6 | 6.4 | 6.4 | 6.0 | 6.6 | 6.4 | 6.5 | 6.3 |
| Instructor ability to organize and present course materials | 6.3 | 6.3 | 6.4 | 6.4 | 6.4 | 5.9 | 6.3 | 6.3 | 6.6 | 6.1 |
| Instructor use of time during class or online session | 6.4 | 6.4 | 6.4 | 6.4 | 6.5 | 6.0 | 6.6 | 6.4 | 6.6 | 6.2 |
| Instructor effectiveness in promoting student learning | 6.4 | 6.4 | 6.5 | 6.4 | 6.5 | 6.1 | 6.3 | 6.4 | 6.6 | 6.2 |
| Course material effectiveness in helping me to learn course content | 6.3 | 6.3 | 6.4 | 6.3 | 6.4 | 6.0 | 6.2 | 6.3 | 6.5 | 6.1 |
| Use of lecture in helping me to learn course content | 6.3 | 6.3 | 6.4 | 6.3 | 6.4 | 6.0 | 6.1 | 6.3 | 6.5 | 6.0 |
| Use of examinations in evaluating my knowledge of course content | 6.2 | 6.2 | 6.3 | 6.3 | 6.3 | 6.0 | 6.1 | 6.3 | 6.4 | 6.0 |
| Personal Study Time Per Week | Institutional Percentage | Undergraduate Percentage | Graduate Percentage | PRO Percentage | LAE Percentage | BBS Percentage | HON Percentage | Lecture Percentage | Hybrid Percentage | Online Percentage |
| 16+ hours | 8% | 7% | 23% | 10% | 9% | 3% | 11% | 6% | 18% | 16% |
| 13-15 hours | 10% | 8% | 18% | 9% | 12% | 6% | 11% | 9% | 10% | 14% |
| 9-12 hours | 18% | 18% | 21% | 19% | 20% | 14% | 11% | 19% | 22% | 23% |
| 5-8 hours | 24% | 24% | 23% | 26% | 25% | 23% | 11% | 26% | 28% | 27% |
| 1-4 hours | 32% | 34% | 14% | 31% | 29% | 46% | 0% | 35% | 20% | 18% |
| <1 hour | 8% | 9% | 1% | 5% | 5% | 8% | 56% | 5% | 2% | 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 | HON 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 | 74.9% | 73.7% | 86.1% | 77.5% | 76.4% | 57.9% | 66.7% | 72.1% | 89.9% | 54.4% |
| Use of written research assignments in helping me to learn course content | 64.5% | 62.5% | 83.6% | 63.1% | 70.1% | 54.1% | 33.3% | 63.0% | 83.6% | 74.9% |
| Use of individual projects in helping me to learn course content | 67.9% | 66.3% | 83.2% | 65.8% | 76.5% | 48.7% | 34.4% | 64.3% | 86.5% | 73.8% |
| Use of team projects in helping me to learn course content | 52.0% | 52.2% | 50.5% | 50.2% | 56.6% | 38.9% | 55.6% | 51.3% | 66.0% | 34.1% |
| Use of case studies in helping me to learn course content | 52.4% | 50.1% | 73.9% | 55.0% | 54.6% | 33.8% | 55.6% | 51.2% | 65.8% | 54.8% |
| Use of journals in helping me to learn course content | 50.0% | 49.1% | 58.1% | 49.8% | 52.2% | 42.3% | 44.4% | 47.6% | 68.5% | 50.5% |
| Use of role play in helping me to learn course content | 45.6% | 45.6% | 45.8% | 46.2% | 48.5% | 30.1% | 66.7% | 46.2% | 57.6% | 31.5% |
| 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 | HON 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 | 9.3% | 9.9% | 3.6% | 6.8% | 11.0% | 15.4% | 11.1% | 10.9% | 0.8% | 2.9% |
| Use of written research assignments in helping me to learn course content | 21.3% | 22.7% | 7.7% | 22.7% | 18.1% | 27.0% | 33.3% | 23.1% | 6.3% | 9.0% |
| Use of individual projects in helping me to learn course content | 19.3% | 20.3% | 9.4% | 21.9% | 13.6% | 29.2% | 33.3% | 22.2% | 7.6% | 12.5% |
| Use of team projects in helping me to learn course content | 33.8% | 32.8% | 43.1% | 36.3% | 30.8% | 40.4% | 22.2% | 33.7% | 25.6% | 52.7% |
| Use of case studies in helping me to learn course content | 35.3% | 37.0% | 20.0% | 33.6% | 33.9% | 49.0% | 44.4% | 36.4% | 25.3% | 28.5% |
| Use of journals in helping me to learn course content | 38.2% | 38.2% | 38.7% | 38.8% | 37.1% | 41.7% | 44.4% | 40.4% | 23.1% | 38.7% |
| Use of role play in helping me to learn course content | 42.5% | 41.7% | 49.7% | 42.5% | 41.1% | 51.6% | 22.2% | 41.6% | 33.6% | 55.4% |

**Course Evaluation Comparison by College
Fall 2016**

| | Institution | Undergraduate | Graduate | College of Professional Studies (PRO) | College of Liberal Arts and Education (LAE) | College of Biblical Studies (BBS) | Honors College (HON) | Lecture Courses | Hybrid Courses | Online Courses |
|---|---------------------------------|---------------------------------|----------------------------|---------------------------------------|---|-----------------------------------|-----------------------|---------------------------|--------------------------|--------------------------|
| Summative Category | | | | | | | | | | |
| Percentage of Credit Hours Taught | 100% | 84.8% | 15.2% | 43.7% | 44.6% | 9.0% | 1.6% | 63.7% | 6.3% | 11.4% |
| Percentage of Student Credit Hours Taught | 100% | 88.8% | 11.1% | 46.0% | 37.1% | 13.7% | 2.3% | 73.8% | 5.7% | 11.1% |
| Response Rate | 31.4% | 30.4% | 39.6% | 30.0% | 36.1% | 24.8% | 22.2% | 31.5% | 39.2% | 29.7% |
| Question/Category/Scale Legend | Institutional Mean | Undergraduate Mean | Graduate Mean | PRO Mean | LAE Mean | BBS Mean | HON 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 | 1.1 | 1.1 | 1.1 | 1.5 | 2.3 | 1.1 | 1.0 | 1.3 |
| Instructor communication of course requirements | 6.4 | 6.4 | 6.4 | 6.5 | 6.4 | 6.2 | 6.2 | 6.4 | 6.6 | 6.2 |
| Instructor availability for questions during class or online session | 6.5 | 6.5 | 6.5 | 6.6 | 6.5 | 6.4 | 6.6 | 6.6 | 6.7 | 6.2 |
| Instructor availability for questions outside of class or online session | 6.4 | 6.4 | 6.4 | 6.5 | 6.4 | 6.3 | 6.3 | 6.5 | 6.6 | 6.2 |
| Instructor ability to organize and present course materials | 6.4 | 6.3 | 6.3 | 6.4 | 6.4 | 6.0 | 6.3 | 6.4 | 6.6 | 6.0 |
| Instructor use of time during class or online session | 6.4 | 6.4 | 6.4 | 6.4 | 6.4 | 6.1 | 6.4 | 6.4 | 6.7 | 6.1 |
| Instructor effectiveness in promoting student learning | 6.5 | 6.4 | 6.3 | 6.4 | 6.4 | 6.2 | 6.4 | 6.5 | 6.6 | 6.1 |
| Course material effectiveness in helping me to learn course content | 6.3 | 6.3 | 6.4 | 6.3 | 6.4 | 6.0 | 6.3 | 6.3 | 6.5 | 6.1 |
| Use of lecture in helping me to learn course content | 6.3 | 6.3 | 6.3 | 6.3 | 6.3 | 6.0 | 6.4 | 6.3 | 6.5 | 5.9 |
| Use of examinations in evaluating my knowledge of course content | 6.2 | 6.2 | 6.1 | 6.2 | 6.2 | 6.0 | 6.1 | 6.3 | 6.3 | 5.8 |
| Personal Study Time Per Week | Institutional Percentage | Undergraduate Percentage | Graduate Percentage | PRO Percentage | LAE Percentage | BBS Percentage | HON Percentage | Lecture Percentage | Hybrid Percentage | Online Percentage |
| 16+ hours | 8% | 6% | 21% | 9% | 9% | 6% | 7% | 6% | 14% | 17% |
| 13-15 hours | 10% | 9% | 18% | 10% | 14% | 6% | 0% | 10% | 10% | 20% |
| 9-12 hours | 18% | 17% | 25% | 19% | 19% | 17% | 9% | 18% | 23% | 27% |
| 5-8 hours | 27% | 27% | 27% | 28% | 29% | 24% | 15% | 29% | 30% | 24% |
| 1-4 hours | 28% | 31% | 10% | 29% | 24% | 37% | 60% | 31% | 23% | 12% |
| <1 hour | 7% | 9% | 0% | 5% | 5% | 10% | 9% | 6% | 0% | 0% |

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 | HON 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 | 74.4% | 72.7% | 85.5% | 77.5% | 75.8% | 65.4% | 32.1% | 72.7% | 90.6% | 81.3% |
| Use of written research assignments in helping me to learn course content | 64.0% | 61.1% | 82.8% | 65.0% | 67.9% | 51.5% | 48.2% | 61.5% | 85.7% | 74.2% |
| Use of individual projects in helping me to learn course content | 67.4% | 65.3% | 81.4% | 65.2% | 75.1% | 53.0% | 48.2% | 65.5% | 84.7% | 74.6% |
| Use of team projects in helping me to learn course content | 51.9% | 52.8% | 46.3% | 55.2% | 53.4% | 36.4% | 23.2% | 51.9% | 68.3% | 32.2% |
| Use of case studies in helping me to learn course content | 51.9% | 49.4% | 68.1% | 55.6% | 53.9% | 36.2% | 16.1% | 50.3% | 66.8% | 59.1% |
| Use of journals in helping me to learn course content | 46.6% | 45.9% | 51.2% | 50.7% | 45.3% | 37.0% | 26.8% | 44.7% | 73.8% | 37.2% |
| Use of role play in helping me to learn course content | 44.6% | 45.8% | 36.8% | 46.9% | 46.1% | 36.2% | 26.8% | 47.8% | 56.7% | 21.5% |
| 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 | HON 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 | 9.4% | 10.4% | 3.0% | 8.0% | 8.4% | 13.0% | 39.3% | 10.9% | 0.5% | 2.1% |
| Use of written research assignments in helping me to learn course content | 21.3% | 23.6% | 6.8% | 21.6% | 19.1% | 24.2% | 35.7% | 23.6% | 8.4% | 10.2% |
| Use of individual projects in helping me to learn course content | 19.5% | 21.2% | 8.6% | 22.0% | 13.5% | 25.2% | 42.9% | 21.2% | 9.9% | 11.4% |
| Use of team projects in helping me to learn course content | 33.7% | 32.6% | 41.0% | 32.2% | 32.7% | 42.0% | 66.1% | 34.0% | 24.3% | 50.4% |
| Use of case studies in helping me to learn course content | 37.3% | 39.1% | 25.2% | 34.9% | 35.2% | 48.9% | 73.2% | 38.6% | 29.2% | 29.8% |
| Use of journals in helping me to learn course content | 42.3% | 42.3% | 42.6% | 39.4% | 44.3% | 44.4% | 67.9% | 43.7% | 23.8% | 52.6% |
| Use of role play in helping me to learn course content | 45.0% | 43.3% | 56.7% | 43.9% | 44.2% | 48.0% | 64.3% | 42.1% | 36.8% | 69.1% |

**Course Evaluation Comparison by College
Fall 2015**

| | 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 of Credit Hours Taught | 100% | 83.3% | 16.7% | 37.7% | 34.5% | 25.2% | 80.0% | 8.2% | 11.8% |
| Percentage of Student Credit Hours Taught | 100% | 88.3% | 11.7% | 41.1% | 27.4% | 29.2% | 81.2% | 7.5% | 11.3% |
| Response Rate | 38.4% | 38.5% | 37.7% | 37.4% | 43.2% | 33.9% | 39.7% | 41.6% | 27.3% |
| 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 | 1.0 | 1.2 | 1.1 | 0.9 | 1.2 | 1.0 | 1.2 | 1.5 |
| Instructor communication of course requirements | 6.5 | 6.5 | 6.4 | 6.4 | 6.6 | 6.4 | 6.5 | 6.5 | 6.1 |
| Instructor availability for questions during class or online session | 6.6 | 6.6 | 6.5 | 6.6 | 6.6 | 6.4 | 6.6 | 6.6 | 5.9 |
| Instructor availability for questions outside of class or online session | 6.4 | 6.4 | 6.4 | 6.4 | 6.5 | 6.3 | 6.4 | 6.6 | 5.9 |
| Instructor ability to organize and present course materials | 6.4 | 6.4 | 6.3 | 6.3 | 6.5 | 6.3 | 6.4 | 6.3 | 5.9 |
| Instructor use of time during class or online session | 6.4 | 6.4 | 6.4 | 6.4 | 6.5 | 6.4 | 6.5 | 6.4 | 6.0 |
| Instructor effectiveness in promoting student learning | 6.5 | 6.5 | 6.3 | 6.4 | 6.6 | 6.3 | 6.5 | 6.4 | 5.8 |
| Course material effectiveness in helping me to learn course content | 6.3 | 6.4 | 6.2 | 6.3 | 6.5 | 6.3 | 6.4 | 6.3 | 5.8 |
| Use of lecture in helping me to learn course content | 6.3 | 6.3 | 6.3 | 6.3 | 6.5 | 6.3 | 6.4 | 6.1 | 5.8 |
| Use of examinations in evaluating my knowledge of course content | 6.2 | 6.3 | 5.9 | 6.2 | 6.3 | 6.2 | 6.3 | 6.3 | 5.5 |
| Personal Study Time Per Week | Institutional Percentage | Undergraduate Percentage | Graduate Percentage | PRO Percentage | LAE Percentage | BBS Percentage | Lecture Percentage | Hybrid Percentage | Online Percentage |
| 16+ hours | 7% | 5% | 20% | 7% | 7% | 7% | 4% | 12% | 17% |
| 13-15 hours | 9% | 8% | 14% | 8% | 10% | 8% | 9% | 6% | 18% |
| 9-12 hours | 18% | 17% | 20% | 16% | 19% | 16% | 19% | 15% | 23% |
| 5-8 hours | 26% | 26% | 25% | 28% | 28% | 26% | 27% | 34% | 22% |
| 1-4 hours | 31% | 33% | 16% | 32% | 28% | 34% | 33% | 31% | 15% |
| <1 hour | 10% | 11% | 5% | 9% | 8% | 8% | 8% | 3% | 5% |

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 |
|---|--|---|--|---|---|---|---|--|--|
| Question/Scale Legend | | | | | | | | | |
| Use of technology in helping me to learn course content | 74.2% | 73.2% | 81.1% | 78.6% | 76.4% | 68.3% | 73.0% | 92.8% | 72.2% |
| Use of written research assignments in helping me to learn course content | 64.9% | 63.4% | 76.0% | 64.4% | 68.3% | 61.9% | 63.2% | 86.6% | 65.1% |
| Use of individual projects in helping me to learn course content | 68.9% | 68.0% | 75.1% | 67.6% | 78.4% | 61.7% | 68.1% | 86.3% | 59.6% |
| Use of team projects in helping me to learn course content | 51.5% | 53.1% | 39.9% | 54.1% | 61.7% | 34.9% | 51.2% | 63.5% | 25.0% |
| Use of case studies in helping me to learn course content | 50.5% | 49.1% | 61.2% | 54.4% | 49.5% | 47.7% | 49.2% | 63.1% | 50.4% |
| Use of journals in helping me to learn course content | 46.3% | 46.2% | 47.2% | 48.8% | 48.8% | 37.2% | 43.8% | 66.9% | 37.8% |
| Use of role play in helping me to learn course content | 43.8% | 44.9% | 36.0% | 44.0% | 39.8% | 35.2% | 45.0% | 53.1% | 20.3% |
| 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 | 10.7% | 11.4% | 5.6% | 8.0% | 11.4% | 11.6% | 11.3% | 0.8% | 3.7% |
| Use of written research assignments in helping me to learn course content | 21.0% | 22.4% | 10.7% | 23.3% | 18.9% | 19.9% | 21.8% | 9.2% | 12.0% |
| Use of individual projects in helping me to learn course content | 19.6% | 20.0% | 16.5% | 20.1% | 12.5% | 24.8% | 20.0% | 7.6% | 23.3% |
| Use of team projects in helping me to learn course content | 36.2% | 34.1% | 51.6% | 33.9% | 26.1% | 51.8% | 35.3% | 27.7% | 61.7% |
| Use of case studies in helping me to learn course content | 38.2% | 39.1% | 31.1% | 35.1% | 38.9% | 41.2% | 38.7% | 29.2% | 37.5% |
| Use of journals in helping me to learn course content | 42.1% | 41.6% | 45.9% | 40.1% | 40.1% | 50.1% | 43.6% | 26.9% | 51.7% |
| Use of role play in helping me to learn course content | 45.6% | 44.0% | 57.3% | 45.8% | 38.0% | 53.5% | 43.3% | 39.5% | 70.9% |

**Course Evaluation Comparison by College
Fall 2014**

| | 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 of Credit Hours Taught | 100% | 81.6% | 18.4% | 36.4% | 32.9% | 28.0% | 78.8% | 4.4% | 16.8% |
| Percentage of Student Credit Hours Taught | 100% | 88.2% | 11.8% | 38.7% | 27.6% | 31.1% | 84.1% | 4.2% | 11.7% |
| Response Rate | 41.6% | 41.1% | 46.5% | 44.1% | 42.7% | 36.8% | 41.9% | 53.6% | 32.2% |
| 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 | 1.1 | 1.0 | 1.1 | 1.0 | 1.3 | 1.1 | 0.7 | 1.5 |
| Instructor communication of course requirements | 6.4 | 6.4 | 6.4 | 6.4 | 6.5 | 6.3 | 6.4 | 6.7 | 6.2 |
| Instructor availability for questions during class or online session | 6.5 | 6.5 | 6.5 | 6.4 | 6.6 | 6.4 | 6.5 | 6.7 | 6.1 |
| Instructor availability for questions outside of class or online session | 6.3 | 6.3 | 6.4 | 6.3 | 6.4 | 6.2 | 6.3 | 6.6 | 6.0 |
| Instructor ability to organize and present course materials | 6.3 | 6.3 | 6.4 | 6.3 | 6.4 | 6.2 | 6.3 | 6.6 | 6.0 |
| Instructor use of time during class or online session | 6.4 | 6.4 | 6.5 | 6.3 | 6.5 | 6.3 | 6.4 | 6.6 | 6.1 |
| Instructor effectiveness in promoting student learning | 6.4 | 6.4 | 6.6 | 6.3 | 6.5 | 6.4 | 6.4 | 6.7 | 6.1 |
| Course material effectiveness in helping me to learn course content | 6.3 | 6.3 | 6.5 | 6.2 | 6.4 | 6.3 | 6.2 | 6.6 | 6.2 |
| Use of lecture in helping me to learn course content | 6.3 | 6.2 | 6.4 | 6.2 | 6.4 | 6.3 | 6.3 | 6.5 | 6.3 |
| Use of examinations in evaluating my knowledge of course content | 6.2 | 6.2 | 6.4 | 6.2 | 6.3 | 6.2 | 6.2 | 6.7 | 6.1 |
| Personal Study Time Per Week | Institutional Percentage | Undergraduate Percentage | Graduate Percentage | PRO Percentage | LAE Percentage | BBS Percentage | Lecture Percentage | Hybrid Percentage | Online Percentage |
| 16+ hours | 6% | 5% | 18% | 7% | 7% | 4% | 5% | 13% | 11% |
| 13-15 hours | 8% | 7% | 13% | 8% | 9% | 6% | 8% | 13% | 9% |
| 9-12 hours | 16% | 15% | 23% | 16% | 17% | 18% | 16% | 20% | 26% |
| 5-8 hours | 27% | 27% | 32% | 28% | 29% | 29% | 29% | 27% | 34% |
| 1-4 hours | 33% | 35% | 13% | 32% | 31% | 36% | 34% | 26% | 16% |
| <1 hour | 10% | 11% | 1% | 9% | 7% | 7% | 8% | 1% | 4% |

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 |
|---|--|---|--|---|---|---|---|--|--|
| Question/Scale Legend | | | | | | | | | |
| Use of technology in helping me to learn course content | 70.7% | 71.5% | 83.8% | 73.4% | 75.8% | 69.7% | 70.2% | 94.8% | 83.8% |
| Use of written research assignments in helping me to learn course content | 62.5% | 60.4% | 81.8% | 60.4% | 66.3% | 63.1% | 60.5% | 89.1% | 76.5% |
| Use of individual projects in helping me to learn course content | 66.3% | 64.3% | 85.2% | 64.7% | 74.6% | 60.2% | 64.0% | 90.5% | 70.6% |
| Use of team projects in helping me to learn course content | 53.5% | 53.9% | 49.7% | 54.0% | 59.7% | 42.6% | 51.6% | 67.6% | 28.9% |
| Use of case studies in helping me to learn course content | 50.3% | 48.3% | 69.0% | 50.4% | 47.6% | 54.3% | 49.3% | 66.2% | 55.1% |
| Use of journals in helping me to learn course content | 46.1% | 45.3% | 53.0% | 46.5% | 45.1% | 46.1% | 43.3% | 68.4% | 42.7% |
| Use of role play in helping me to learn course content | 44.9% | 44.5% | 48.7% | 43.5% | 49.4% | 41.2% | 45.6% | 54.1% | 27.4% |
| 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 | 11.6% | 12.4% | 5.1% | 10.8% | 10.2% | 13.6% | 13.0% | 0.0% | 0.7% |
| Use of written research assignments in helping me to learn course content | 23.9% | 25.1% | 12.8% | 24.5% | 23.3% | 22.6% | 25.0% | 6.7% | 12.5% |
| Use of individual projects in helping me to learn course content | 21.9% | 23.1% | 11.1% | 22.0% | 16.1% | 28.4% | 23.7% | 6.2% | 19.1% |
| Use of team projects in helping me to learn course content | 34.8% | 34.1% | 41.6% | 33.1% | 30.4% | 45.6% | 35.8% | 26.7% | 64.4% |
| Use of case studies in helping me to learn course content | 39.4% | 40.7% | 28.0% | 38.2% | 42.2% | 38.2% | 39.4% | 31.4% | 37.5% |
| Use of journals in helping me to learn course content | 42.2% | 42.4% | 40.2% | 41.2% | 43.9% | 43.1% | 44.0% | 28.7% | 50.7% |
| Use of role play in helping me to learn course content | 44.8% | 44.8% | 45.3% | 45.5% | 40.8% | 50.1% | 43.6% | 41.2% | 66.7% |

**Course Evaluation Comparison by College
Fall 2013**

| | 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 of Credit Hours Taught | 100% | 82.2% | 17.8% | 38.0% | 34.2% | 25.4% | 81.2% | 5.1% | 13.7% |
| Percentage of Student Credit Hours Taught | 100% | 88.6% | 11.4% | 40.2% | 28.9% | 28.9% | 75.9% | 4.8% | 11.6% |
| Response Rate | 40.7% | 39.8% | 48.6% | 39.3% | 45.7% | 36.8% | 40.4% | 53.7% | 36.9% |
| 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 | 0.8 | 1.0 | 1.2 | 1.2 | 1.1 | 0.6 | 1.5 |
| Instructor communication of course requirements | 6.4 | 6.4 | 6.6 | 6.5 | 6.3 | 6.4 | 6.4 | 6.8 | 6.2 |
| Instructor availability for questions during class or online session | 6.5 | 6.5 | 6.7 | 6.6 | 6.5 | 6.5 | 6.5 | 6.8 | 6.2 |
| Instructor availability for questions outside of class or online session | 6.4 | 6.3 | 6.6 | 6.5 | 6.3 | 6.3 | 6.4 | 6.8 | 6.1 |
| Instructor ability to organize and present course materials | 6.3 | 6.3 | 6.6 | 6.4 | 6.3 | 6.2 | 6.3 | 6.8 | 6.1 |
| Instructor use of time during class or online session | 6.4 | 6.4 | 6.6 | 6.5 | 6.4 | 6.3 | 6.4 | 6.8 | 6.1 |
| Instructor effectiveness in promoting student learning | 6.4 | 6.4 | 6.6 | 6.5 | 6.4 | 6.3 | 6.4 | 6.8 | 6.1 |
| Course material effectiveness in helping me to learn course content | 6.3 | 6.3 | 6.6 | 6.3 | 6.3 | 6.2 | 6.2 | 6.7 | 6.0 |
| Use of lecture in helping me to learn course content | 6.3 | 6.3 | 6.5 | 6.4 | 6.3 | 6.3 | 6.3 | 6.7 | 5.7 |
| Use of examinations in evaluating my knowledge of course content | 6.2 | 6.2 | 6.5 | 6.3 | 6.1 | 6.1 | 6.2 | 6.7 | 5.8 |
| Personal Study Time Per Week | Institutional Percentage | Undergraduate Percentage | Graduate Percentage | PRO Percentage | LAE Percentage | BBS Percentage | Lecture Percentage | Hybrid Percentage | Online Percentage |
| 16+ hours | 6% | 5% | 15% | 7% | 7% | 3% | 5% | 13% | 7% |
| 13-15 hours | 6% | 5% | 12% | 6% | 8% | 4% | 6% | 6% | 11% |
| 9-12 hours | 15% | 13% | 25% | 14% | 19% | 12% | 15% | 18% | 23% |
| 5-8 hours | 27% | 26% | 29% | 28% | 23% | 31% | 27% | 29% | 29% |
| 1-4 hours | 38% | 41% | 18% | 39% | 34% | 42% | 40% | 32% | 27% |
| <1 hour | 9% | 10% | 1% | 6% | 9% | 7% | 7% | 2% | 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 |
|---|--|---|--|---|---|---|---|--|--|
| Question/Scale Legend | | | | | | | | | |
| Use of technology in helping me to learn course content | 74.7% | 73.0% | 87.7% | 80.8% | 72.2% | 67.7% | 72.3% | 93.9% | 82.5% |
| Use of written research assignments in helping me to learn course content | 64.4% | 61.1% | 89.4% | 66.1% | 64.1% | 62.7% | 62.6% | 86.3% | 71.5% |
| Use of individual projects in helping me to learn course content | 68.8% | 66.1% | 89.1% | 70.3% | 71.2% | 62.8% | 66.8% | 86.0% | 72.2% |
| Use of team projects in helping me to learn course content | 53.7% | 53.5% | 55.6% | 55.2% | 59.6% | 43.3% | 52.6% | 73.0% | 30.0% |
| Use of case studies in helping me to learn course content | 50.7% | 49.4% | 60.6% | 53.6% | 47.4% | 50.3% | 49.3% | 66.2% | 53.3% |
| Use of journals in helping me to learn course content | 45.8% | 44.2% | 48.1% | 49.7% | 44.1% | 40.0% | 42.9% | 55.2% | 36.6% |
| Use of role play in helping me to learn course content | 45.5% | 45.4% | 46.7% | 47.1% | 47.5% | 39.6% | 45.9% | 57.7% | 27.3% |
| 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 | 10.6% | 11.4% | 5.0% | 7.4% | 12.2% | 12.6% | 11.0% | 1.8% | 2.7% |
| Use of written research assignments in helping me to learn course content | 21.1% | 23.3% | 5.0% | 21.1% | 21.3% | 20.4% | 21.4% | 8.3% | 12.6% |
| Use of individual projects in helping me to learn course content | 18.8% | 20.4% | 6.4% | 18.1% | 17.1% | 22.0% | 19.5% | 9.4% | 12.6% |
| Use of team projects in helping me to learn course content | 33.7% | 33.0% | 39.1% | 33.6% | 27.4% | 41.4% | 32.8% | 20.5% | 62.3% |
| Use of case studies in helping me to learn course content | 38.6% | 38.9% | 36.3% | 37.4% | 40.5% | 37.0% | 38.6% | 32.0% | 33.0% |
| Use of journals in helping me to learn course content | 42.1% | 42.7% | 37.7% | 39.0% | 42.9% | 47.9% | 43.5% | 29.5% | 55.2% |
| Use of role play in helping me to learn course content | 43.0% | 42.2% | 48.6% | 41.8% | 40.5% | 48.6% | 41.5% | 38.3% | 62.3% |

Course Evaluation Comparison by College

Fall 2012

| | 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 of Credit Hours Taught | 100% | 82.0% | 18.0% | 39.3% | 32.9% | 25.6% | 77.5% | 6.7% | 15.8% |
| Percentage of Student Credit Hours Taught | 100% | 88.3% | 11.7% | 39.4% | 29.4% | 29.4% | 82.3% | 6.4% | 11.3% |
| Response Rate | 38.5% | 37.2% | 48.0% | 39.2% | 37.4% | 36.1% | 37.6% | 47.0% | 35.9% |
| 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 | 1.2 | 1.2 | 1.0 | 1.1 | 1.2 | 1.2 | 1.1 | 1.0 | 1.5 |
| Instructor communication of course requirements | 6.4 | 6.4 | 6.5 | 6.4 | 6.4 | 6.3 | 6.4 | 6.4 | 6.2 |
| Instructor availability for questions during class or online session | 6.5 | 6.5 | 6.6 | 6.5 | 6.5 | 6.4 | 6.5 | 6.6 | 6.2 |
| Instructor availability for questions outside of class or online session | 6.4 | 6.3 | 6.5 | 6.4 | 6.3 | 6.3 | 6.4 | 6.5 | 6.1 |
| Instructor ability to organize and present course materials | 6.3 | 6.3 | 6.4 | 6.3 | 6.3 | 6.2 | 6.3 | 6.4 | 6.2 |
| Instructor use of time during class or online session | 6.4 | 6.4 | 6.5 | 6.4 | 6.4 | 6.3 | 6.4 | 6.5 | 6.3 |
| Instructor effectiveness in promoting student learning | 6.4 | 6.3 | 6.5 | 6.4 | 6.4 | 6.3 | 6.4 | 6.5 | 6.1 |
| Course material effectiveness in helping me to learn course content | 6.2 | 6.2 | 6.4 | 6.3 | 6.2 | 6.1 | 6.2 | 6.4 | 6.2 |
| Use of lecture in helping me to learn course content | 6.2 | 6.2 | 6.3 | 6.3 | 6.3 | 6.2 | 6.2 | 6.4 | 6.0 |
| Use of examinations in evaluating my knowledge of course content | 6.2 | 6.2 | 6.4 | 6.3 | 6.3 | 6.2 | 6.2 | 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 |
| 16+ hours | 5% | 4% | 13% | 6% | 4% | 3% | 3% | 8% | 14% |
| 13-15 hours | 5% | 4% | 12% | 7% | 4% | 5% | 4% | 7% | 15% |
| 9-12 hours | 13% | 11% | 26% | 14% | 12% | 14% | 12% | 20% | 25% |
| 5-8 hours | 24% | 24% | 25% | 26% | 24% | 25% | 25% | 27% | 26% |
| 1-4 hours | 42% | 45% | 23% | 41% | 45% | 44% | 47% | 34% | 20% |
| <1 hour | 11% | 12% | 1% | 7% | 11% | 10% | 10% | 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 |
|---|--|---|--|---|---|---|---|--|--|
| Question/Scale Legend | | | | | | | | | |
| Use of technology in helping me to learn course content | 72.3% | 70.4% | 85.3% | 77.2% | 71.1% | 67.5% | 70.5% | 88.6% | 83.2% |
| Use of written research assignments in helping me to learn course content | 64.9% | 61.7% | 85.7% | 65.4% | 64.9% | 63.6% | 61.5% | 84.8% | 74.5% |
| Use of individual projects in helping me to learn course content | 68.3% | 65.3% | 87.8% | 69.2% | 72.9% | 61.0% | 65.4% | 85.4% | 71.9% |
| Use of team projects in helping me to learn course content | 52.3% | 53.0% | 47.9% | 54.6% | 54.4% | 42.1% | 49.6% | 69.4% | 27.7% |
| Use of case studies in helping me to learn course content | 51.7% | 49.5% | 65.8% | 55.2% | 46.9% | 50.0% | 49.3% | 66.7% | 57.2% |
| Use of journals in helping me to learn course content | 46.0% | 43.2% | 63.6% | 50.6% | 33.1% | 41.3% | 41.6% | 71.1% | 44.9% |
| Use of role play in helping me to learn course content | 44.4% | 44.5% | 43.6% | 45.7% | 45.0% | 39.0% | 43.4% | 55.7% | 29.5% |
| 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 | 12.6% | 14.1% | 2.9% | 9.3% | 14.0% | 14.4% | 13.4% | 0.9% | 2.4% |
| Use of written research assignments in helping me to learn course content | 22.3% | 24.9% | 5.9% | 23.2% | 24.0% | 19.6% | 24.7% | 8.3% | 11.1% |
| Use of individual projects in helping me to learn course content | 20.3% | 22.3% | 6.5% | 20.0% | 18.2% | 23.7% | 22.4% | 7.2% | 16.7% |
| Use of team projects in helping me to learn course content | 36.0% | 34.9% | 43.1% | 35.2% | 34.4% | 42.4% | 37.7% | 20.3% | 64.5% |
| Use of case studies in helping me to learn course content | 37.8% | 39.5% | 27.2% | 35.2% | 43.7% | 37.2% | 39.3% | 27.3% | 33.7% |
| Use of journals in helping me to learn course content | 43.0% | 45.2% | 29.0% | 39.7% | 48.0% | 44.2% | 46.6% | 22.1% | 46.5% |
| Use of role play in helping me to learn course content | 46.2% | 45.3% | 51.8% | 45.4% | 46.3% | 49.2% | 46.3% | 39.4% | 63.9% |

**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 |
|---|---------------------------------|---------------------------------|----------------------------|---------------------------------------|---|---|----------------------------------|---------------------------|--------------------------|--------------------------|
| Summative Category | | | | | | | | | | |
| Percentage of Credit Hours Taught | 100% | 83.4% | 16.6% | 36.9% | 34.2% | 24.2% | 2.9% | 78.8% | 6.3% | 14.9% |
| Percentage of Student Credit Hours Taught | 100% | 89.7% | 10.3% | 38.4% | 30.2% | 28.1% | 1.3% | 82.8% | 6.4% | 10.8% |
| Response Rate | 44.9% | 43.9% | 52.1% | 43.7% | 44.9% | 46.2% | 51.9% | 44.5% | 51.3% | 44.1% |
| Question/Category/Scale Legend | Institutional Mean | Undergraduate Mean | Graduate Mean | PRO Mean | LAE Mean | BBS Mean | DSL 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 | 1.0 | 1.0 | 1.1 | 1.1 | 1.2 | 1.1 | 0.9 | 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| Personal Study Time Per Week | Institutional Percentage | Undergraduate Percentage | Graduate Percentage | PRO Percentage | LAE Percentage | BBS Percentage | DSL Percentage | Lecture Percentage | Hybrid Percentage | Online Percentage |
| 10+ hours | 7% | 5% | 24% | 9% | 5% | 4% | 65% | 4% | 13% | 27% |
| 7-9 hours | 10% | 9% | 20% | 12% | 11% | 8% | 25% | 9% | 18% | 19% |
| 4-6 hours | 28% | 27% | 32% | 27% | 32% | 31% | 9% | 30% | 25% | 36% |
| 1-3 hours | 39% | 41% | 22% | 40% | 38% | 43% | 0% | 43% | 36% | 17% |
| <1 hour | 16% | 18% | 3% | 13% | 14% | 14% | 0% | 15% | 7% | 1% |

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 | DSL 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 | 74.6% | 71.3% | 82.1% | 76.7% | 71.9% | 66.4% | 92.7% | 69.2% | 89.9% | 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% |
| 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% |
| 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% |
| 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% |
| 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% |
| 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% |
| 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 | DSL 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 | 13.7% | 14.5% | 4.5% | 10.8% | 16.4% | 15.7% | 0.0% | 15.6% | 2.3% | 2.8% |
| 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% |
| 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% |
| 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% |
| 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% |
| 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% |
| 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% |

Course Evaluation Comparison by College

Fall 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 |
|---|---------------------------------|---------------------------------|----------------------------|---------------------------------------|---|---|---------------------------|--------------------------|--------------------------|
| Summative Category | | | | | | | | | |
| Percentage of Credit Hours Taught | 100% | 84.6% | 15.4% | 39.8% | 32.1% | 28.1% | 81.1% | 6.3% | 12.6% |
| Percentage of Student Credit Hours Taught | 100% | 90.3% | 9.7% | 43.1% | 32.2% | 24.6% | 82.1% | 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% | 83.5% | 4.9% | 11.6% |
| Percentage of Sample | 100% | 88.1% | 11.9% | 39.5% | 35.8% | 24.7% | 84.3% | 4.5% | 11.2% |
| Response Rate | 42.9% | 41.5% | 44.6% | 40.7% | 42.7% | 44.3% | 42.4% | 44.2% | 46.8% |
| 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 | 1.3 | 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 |
| 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% | 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.

| 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 | 68.0% | 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% |

| 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 | 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

| Summative Category | Spring 2010 | Spring 2011 | Spring 2012 | Spring 2013 | Spring 2014 | Spring 2015 | Spring 2016 | Spring 2017 | Spring 2018 | Five Year Change | Trends |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|--------|
| Percentage of Credit Hours Taught | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | | |
| Percentage of Student Credit Hours Taught | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | | |
| Response Rate | 31.0% | 38.7% | 38.1% | 34.9% | 38.9% | 39.2% | 32.2% | 34.6% | 40.1% | 1.2% | |
| Question/Category/Scale Legend | Spring 2010 | Spring 2011 | Spring 2012 | Spring 2013 | Spring 2014 | Spring 2015 | Spring 2016 | Spring 2017 | Spring 2018 | Five Year Change | |
| 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 | 1.1 | 1.1 | 1.1 | 1.0 | 1.1 | 1.1 | 0.0 | |
| Instructor communication of course requirements | 6.4 | 6.4 | 6.4 | 6.3 | 6.4 | 6.4 | 6.5 | 6.4 | 6.4 | 0.0 | |
| Instructor availability for questions during class or online session | 6.4 | 6.4 | 6.5 | 6.5 | 6.5 | 6.5 | 6.6 | 6.5 | 6.5 | 0.0 | |
| Instructor availability for questions outside of class or online session | 6.3 | 6.3 | 6.3 | 6.3 | 6.4 | 6.4 | 6.5 | 6.4 | 6.4 | 0.0 | |
| Instructor ability to organize and present course materials | 6.3 | 6.3 | 6.3 | 6.3 | 6.3 | 6.4 | 6.4 | 6.3 | 6.3 | 0.0 | |
| Instructor use of time during class or online session | 6.3 | 6.3 | 6.3 | 6.3 | 6.3 | 6.4 | 6.5 | 6.4 | 6.4 | 0.1 | |
| Instructor effectiveness in promoting student learning | 6.3 | 6.3 | 6.3 | 6.3 | 6.4 | 6.5 | 6.5 | 6.4 | 6.4 | 0.0 | |
| Course material effectiveness in helping me to learn course content | 6.3 | 6.2 | 6.3 | 6.3 | 6.3 | 6.3 | 6.4 | 6.3 | 6.3 | 0.0 | |
| Use of lecture in helping me to learn course content | 6.2 | 6.2 | 6.2 | 6.3 | 6.3 | 6.3 | 6.4 | 6.3 | 6.3 | 0.0 | |
| Use of examinations in evaluating my knowledge of course content | 6.2 | 6.2 | 6.2 | 6.2 | 6.2 | 6.2 | 6.2 | 6.2 | 6.2 | 0.0 | |
| Personal Study Time Per Week | Spring 2010 | Spring 2011 | Spring 2012 | Spring 2013 | Spring 2014 | Spring 2015 | Spring 2016 | Spring 2017 | Spring 2018 | Five Year Change | |
| 16+ hours | | | | 5% | 8% | 6% | 10% | 9% | 8% | 0% | |
| 13-15 hours | | | | 6% | 8% | 9% | 12% | 10% | 10% | 2% | |
| 9-12 hours | | | | 16% | 17% | 18% | 18% | 19% | 19% | 2% | |
| 5-8 hours | | | | 26% | 27% | 29% | 27% | 26% | 26% | -1% | |
| 1-4 hours | | | | 38% | 33% | 31% | 28% | 31% | 31% | -2% | |
| 10+ hours | 10% | 8% | 7% | | | | | | | | |
| 7-9 hours | 13% | 11% | 11% | | | | | | | | |
| 4-6 hours | 28% | 30% | 27% | | | | | | | | |
| 1-3 hours | 36% | 39% | 42% | | | | | | | | |
| <1 hour | 13% | 12% | 12% | 9% | 7% | 7% | 5% | 5% | 6% | -1% | |
| <p>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.</p> | | | | | | | | | | | |
| Percentage Effective/Very Effective Question/Scale Legend | Spring 2010 | Spring 2011 | Spring 2012 | Spring 2013 | Spring 2014 | Spring 2015 | Spring 2016 | Spring 2017 | Spring 2018 | Five Year Change | |
| Use of technology in helping me to learn course content | 71.7% | 69.7% | 72.7% | 73.3% | 73.7% | 73.9% | 78.6% | 74.6% | 76.6% | 2.9% | |
| Use of written research assignments in helping me to learn course content | 64.3% | 60.7% | 63.2% | 63.6% | 65.9% | 66.4% | 68.7% | 62.9% | 66.1% | 0.2% | |
| Use of individual projects in helping me to learn course content | 67.9% | 66.6% | 68.1% | 68.8% | 70.5% | 72.3% | 73.0% | 68.7% | 71.3% | 0.8% | |
| Use of team projects in helping me to learn course content | 46.8% | 46.3% | 48.9% | 50.4% | 55.0% | 55.9% | 55.1% | 54.3% | 55.6% | 0.6% | |
| Use of case studies in helping me to learn course content | 48.5% | 44.7% | 46.1% | 47.1% | 49.6% | 53.9% | 52.4% | 52.6% | 52.4% | 2.8% | |
| Use of journals in helping me to learn course content | 41.6% | 39.3% | 41.4% | 44.2% | 48.1% | 50.7% | 48.4% | 48.4% | 47.9% | -0.2% | |
| Use of role play in helping me to learn course content | 39.4% | 38.5% | 39.4% | 42.1% | 44.2% | 37.7% | 44.4% | 46.1% | 47.0% | 2.8% | |
| Percentage Not Used Question/Scale Legend | Spring 2010 | Spring 2011 | Spring 2012 | Spring 2013 | Spring 2014 | Spring 2015 | Spring 2016 | Spring 2017 | Spring 2018 | Five Year Change | |
| Use of technology in helping me to learn course content | 15.3% | 16.7% | 13.4% | 13.8% | 12.3% | 12.5% | 8.5% | 9.9% | 10.3% | -2.0% | |
| Use of written research assignments in helping me to learn course content | 23.7% | 25.7% | 22.8% | 24.7% | 22.3% | 21.9% | 19.6% | 22.0% | 21.0% | -1.3% | |
| Use of individual projects in helping me to learn course content | 21.2% | 21.5% | 20.4% | 20.7% | 18.5% | 16.7% | 17.6% | 18.8% | 18.0% | -0.5% | |
| Use of team projects in helping me to learn course content | 43.3% | 43.6% | 40.7% | 39.9% | 33.4% | 33.4% | 35.3% | 33.3% | 32.4% | -1.0% | |
| Use of case studies in helping me to learn course content | 43.6% | 45.0% | 44.4% | 44.0% | 40.9% | 36.4% | 39.0% | 36.6% | 38.3% | -2.6% | |
| Use of journals in helping me to learn course content | 50.4% | 51.4% | 49.3% | 46.8% | 42.0% | 39.4% | 42.5% | 40.2% | 41.3% | -0.7% | |
| Use of role play in helping me to learn course content | 53.9% | 52.4% | 51.6% | 49.8% | 46.6% | 40.8% | 48.3% | 43.9% | 44.1% | -2.5% | |

**Course Evaluation Comparison by College
Spring 2018**

| 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) | Honors College (HON) | Lecture Courses | Hybrid Courses | Online Courses |
|--|---|--|---|--|--|--|--|--|---|---|
| Percentage of Credit Hours Taught | 100% | 84.0% | 16.0% | 42.1% | 47.8% | 8.9% | 1.0% | 80.0% | 8.0% | 12.0% |
| Percentage of Student Credit Hours Taught | 100% | 89.2% | 10.8% | 47.1% | 38.8% | 13.2% | 0.9% | 80.0% | 8.0% | 12.0% |
| Response Rate | 40.1% | 39.6% | 45.0% | 40.5% | 41.8% | 32.5% | 59.0% | 39.6% | 54.9% | 34.0% |
| Question/Category/Scale Legend | Institutional Mean | Undergraduate Mean | Graduate Mean | PRO Mean | LAE Mean | BBS Mean | HON 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 | 1.0 | 1.1 | 1.3 | 1.7 | 1.1 | 0.9 | 1.3 |
| Instructor communication of course requirements | 6.4 | 6.4 | 6.4 | 6.5 | 6.4 | 6.1 | 5.5 | 6.4 | 6.6 | 6.3 |
| Instructor availability for questions during class or online session | 6.5 | 6.6 | 6.5 | 6.6 | 6.5 | 6.4 | 6.2 | 6.6 | 6.6 | 6.3 |
| Instructor availability for questions outside of class or online session | 6.4 | 6.4 | 6.4 | 6.4 | 6.4 | 6.0 | 6.0 | 6.4 | 6.5 | 6.3 |
| Instructor ability to organize and present course materials | 6.3 | 6.3 | 6.4 | 6.4 | 6.3 | 6.0 | 5.2 | 6.3 | 6.5 | 6.2 |
| Instructor use of time during class or online session | 6.4 | 6.4 | 6.4 | 6.4 | 6.4 | 6.2 | 5.6 | 6.4 | 6.6 | 6.3 |
| Instructor effectiveness in promoting student learning | 6.4 | 6.4 | 6.4 | 6.4 | 6.4 | 6.2 | 5.1 | 6.4 | 6.6 | 6.2 |
| Course material effectiveness in helping me to learn course content | 6.3 | 6.3 | 6.4 | 6.4 | 6.3 | 6.1 | 5.3 | 6.3 | 6.6 | 6.2 |
| Use of lecture in helping me to learn course content | 6.3 | 6.3 | 6.3 | 6.3 | 6.3 | 6.1 | 5.4 | 6.3 | 6.5 | 6.1 |
| Use of examinations in evaluating my knowledge of course content | 6.2 | 6.2 | 6.3 | 6.3 | 6.2 | 6.0 | 5.1 | 6.2 | 6.4 | 6.1 |
| Personal Study Time Per Week | Institutional Percentage | Undergraduate Percentage | Graduate Percentage | PRO Percentage | LAE Percentage | BBS Percentage | HON Percentage | Lecture Percentage | Hybrid Percentage | Online Percentage |
| 16+ hours | 8% | 7% | 17% | 8% | 10% | 4% | 3% | 7% | 11% | 11% |
| 13-15 hours | 10% | 9% | 16% | 9% | 12% | 6% | 0% | 9% | 11% | 14% |
| 9-12 hours | 19% | 18% | 22% | 20% | 19% | 13% | 17% | 18% | 21% | 26% |
| 5-8 hours | 26% | 26% | 26% | 26% | 26% | 25% | 42% | 26% | 27% | 29% |
| 1-4 hours | 31% | 33% | 18% | 32% | 28% | 42% | 22% | 34% | 27% | 19% |
| <1 hour | 6% | 7% | 1% | 5% | 5% | 10% | 16% | 6% | 3% | 1% |
| 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 | HON 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 | 76.6% | 76.0% | 81.4% | 80.9% | 75.4% | 64.5% | 36.1% | 72.4% | 90.0% | 87.0% |
| Use of written research assignments in helping me to learn course content | 66.1% | 64.3% | 79.8% | 66.2% | 67.8% | 61.5% | 52.8% | 65.1% | 78.8% | 76.1% |
| Use of individual projects in helping me to learn course content | 71.3% | 69.4% | 85.5% | 71.8% | 74.6% | 59.2% | 44.5% | 67.8% | 89.7% | 76.1% |
| Use of team projects in helping me to learn course content | 55.6% | 55.8% | 54.4% | 58.0% | 55.0% | 47.2% | 47.2% | 56.2% | 65.7% | 31.9% |
| Use of case studies in helping me to learn course content | 52.4% | 50.5% | 66.7% | 55.5% | 52.7% | 39.5% | 22.2% | 51.8% | 59.1% | 59.5% |
| Use of journals in helping me to learn course content | 47.9% | 46.9% | 55.3% | 48.8% | 48.5% | 44.7% | 13.9% | 46.1% | 57.8% | 46.6% |
| Use of role play in helping me to learn course content | 47.0% | 47.3% | 44.7% | 48.3% | 47.7% | 38.9% | 33.3% | 48.5% | 53.7% | 34.2% |
| 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 | HON 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 | 10.3% | 10.5% | 8.5% | 8.2% | 11.7% | 15.9% | 8.3% | 12.5% | 4.9% | 3.1% |
| Use of written research assignments in helping me to learn course content | 21.0% | 22.6% | 9.2% | 22.8% | 18.8% | 21.5% | 13.9% | 21.3% | 12.7% | 8.4% |
| Use of individual projects in helping me to learn course content | 18.0% | 19.6% | 6.0% | 17.9% | 15.3% | 26.8% | 33.3% | 20.4% | 5.5% | 11.0% |
| Use of team projects in helping me to learn course content | 32.4% | 31.6% | 38.4% | 31.0% | 34.1% | 36.2% | 8.3% | 30.3% | 27.1% | 60.1% |
| Use of case studies in helping me to learn course content | 38.3% | 39.7% | 28.3% | 35.6% | 37.6% | 51.3% | 69.4% | 37.8% | 35.2% | 31.8% |
| Use of journals in helping me to learn course content | 41.3% | 41.8% | 37.4% | 40.8% | 39.6% | 45.5% | 83.3% | 42.1% | 35.0% | 40.2% |
| Use of role play in helping me to learn course content | 44.1% | 43.1% | 51.3% | 43.3% | 43.0% | 51.2% | 52.8% | 41.3% | 41.1% | 58.6% |

**Course Evaluation Comparison by College
Spring 2017**

| 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) | Honors College (HON) | Lecture Courses | Hybrid Courses | Online Courses |
|--|---|--|---|--|--|--|--|--|---|---|
| Percentage of Credit Hours Taught | 100% | 82.5% | 17.5% | 43.3% | 46.4% | 8.8% | 1.4% | 79.1% | 7.5% | 13.4% |
| Percentage of Student Credit Hours Taught | 100% | 87.9% | 12.1% | 47.9% | 38.4% | 12.7% | 0.8% | 80.7% | 7.2% | 12.1% |
| Response Rate | 34.6% | 34.4% | 36.1% | 34.1% | 35.8% | 33.7% | 26.5% | 35.8% | 35.8% | 28.8% |
| Question/Category/Scale Legend | Institutional Mean | Undergraduate Mean | Graduate Mean | PRO Mean | LAE Mean | BBS Mean | HON 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 | 1.0 | 1.1 | 1.1 | 1.7 | 0.9 | 1.2 | 0.9 | 1.2 |
| Instructor communication of course requirements | 6.4 | 6.4 | 6.5 | 6.5 | 6.4 | 6.0 | 6.5 | 6.4 | 6.6 | 6.3 |
| Instructor availability for questions during class or online session | 6.5 | 6.5 | 6.5 | 6.6 | 6.5 | 6.2 | 6.7 | 6.6 | 6.6 | 6.3 |
| Instructor availability for questions outside of class or online session | 6.4 | 6.4 | 6.4 | 6.5 | 6.4 | 6.0 | 6.7 | 6.4 | 6.5 | 6.3 |
| Instructor ability to organize and present course materials | 6.3 | 6.3 | 6.5 | 6.4 | 6.4 | 5.7 | 6.3 | 6.3 | 6.6 | 6.3 |
| Instructor use of time during class or online session | 6.4 | 6.3 | 6.4 | 6.4 | 6.4 | 6.0 | 6.5 | 6.4 | 6.6 | 6.3 |
| Instructor effectiveness in promoting student learning | 6.4 | 6.4 | 6.6 | 6.4 | 6.5 | 6.0 | 6.3 | 6.4 | 6.6 | 6.3 |
| Course material effectiveness in helping me to learn course content | 6.3 | 6.2 | 6.5 | 6.3 | 6.4 | 5.8 | 6.4 | 6.3 | 6.5 | 6.3 |
| Use of lecture in helping me to learn course content | 6.3 | 6.2 | 6.5 | 6.3 | 6.4 | 5.9 | 6.1 | 6.3 | 6.6 | 6.2 |
| Use of examinations in evaluating my knowledge of course content | 6.2 | 6.2 | 6.2 | 6.2 | 6.2 | 5.8 | 6.5 | 6.2 | 6.2 | 6.1 |
| Personal Study Time Per Week | Institutional Percentage | Undergraduate Percentage | Graduate Percentage | PRO Percentage | LAE Percentage | BBS Percentage | HON Percentage | Lecture Percentage | Hybrid Percentage | Online Percentage |
| 16+ hours | 9% | 7% | 25% | 9% | 10% | 5% | 0% | 6% | 22% | 17% |
| 13-15 hours | 10% | 9% | 14% | 8% | 12% | 8% | 8% | 9% | 14% | 17% |
| 9-12 hours | 19% | 19% | 20% | 20% | 20% | 15% | 15% | 20% | 18% | 22% |
| 5-8 hours | 26% | 26% | 26% | 27% | 24% | 30% | 31% | 27% | 28% | 26% |
| 1-4 hours | 31% | 33% | 14% | 30% | 29% | 37% | 31% | 33% | 17% | 17% |
| <1 hour | 5% | 6% | 1% | 6% | 5% | 5% | 15% | 5% | 1% | 1% |
| 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 | HON 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 | 74.6% | 72.5% | 88.3% | 76.9% | 75.2% | 62.2% | 53.9% | 71.8% | 88.7% | 87.4% |
| Use of written research assignments in helping me to learn course content | 62.9% | 59.1% | 88.5% | 61.0% | 68.8% | 50.9% | 84.6% | 59.6% | 83.9% | 79.3% |
| Use of individual projects in helping me to learn course content | 68.7% | 65.6% | 89.8% | 65.5% | 77.6% | 52.3% | 84.6% | 63.5% | 83.9% | 55.3% |
| Use of team projects in helping me to learn course content | 54.3% | 53.2% | 61.2% | 53.5% | 58.2% | 43.1% | 84.6% | 54.7% | 55.4% | 43.3% |
| Use of case studies in helping me to learn course content | 52.6% | 49.9% | 70.4% | 53.3% | 56.7% | 36.1% | 46.2% | 51.3% | 68.1% | 61.1% |
| Use of journals in helping me to learn course content | 48.4% | 46.5% | 70.7% | 47.2% | 50.4% | 46.6% | 53.9% | 46.2% | 61.6% | 51.8% |
| Use of role play in helping me to learn course content | 46.1% | 46.2% | 45.5% | 43.6% | 52.3% | 37.7% | 38.5% | 49.1% | 49.2% | 37.1% |
| 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 | HON 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 | 9.9% | 11.0% | 3.2% | 8.1% | 12.1% | 10.5% | 23.1% | 11.7% | 2.2% | 1.8% |
| Use of written research assignments in helping me to learn course content | 22.0% | 24.7% | 4.1% | 24.5% | 19.1% | 21.7% | 0.0% | 24.8% | 6.5% | 8.1% |
| Use of individual projects in helping me to learn course content | 18.8% | 20.1% | 5.7% | 21.6% | 14.0% | 23.3% | 7.7% | 21.4% | 8.6% | 6.3% |
| Use of team projects in helping me to learn course content | 33.3% | 33.7% | 30.6% | 35.6% | 30.7% | 33.3% | 7.7% | 31.9% | 38.2% | 46.4% |
| Use of case studies in helping me to learn course content | 36.6% | 38.6% | 23.3% | 35.3% | 35.0% | 46.2% | 53.9% | 37.7% | 24.9% | 29.9% |
| Use of journals in helping me to learn course content | 40.2% | 41.1% | 34.2% | 42.3% | 40.4% | 29.7% | 38.5% | 42.0% | 34.6% | 35.6% |
| Use of role play in helping me to learn course content | 43.9% | 43.2% | 48.4% | 46.8% | 39.6% | 43.8% | 53.9% | 40.4% | 46.5% | 55.2% |

**Course Evaluation Comparison by College
Spring 2016**

| | 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 of Credit Hours Taught | 100% | 83.2% | 16.8% | 37.3% | 32.9% | 27.1% | 77.3% | 8.8% | 13.9% |
| Percentage of Student Credit Hours Taught | 100% | 87.1% | 87.2% | 41.3% | 27.4% | 29.3% | 78.0% | 8.9% | 13.1% |
| Response Rate | 32.2% | 30.7% | 42.2% | 32.5% | 37.1% | 27.4% | 31.2% | 43.1% | 31.9% |
| 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 | 1.0 | 1.0 | 1.1 | 1.0 | 1.0 | 1.1 | 1.0 | 0.8 | 1.4 |
| Instructor communication of course requirements | 6.5 | 6.5 | 6.5 | 6.6 | 6.5 | 6.4 | 6.5 | 6.7 | 6.2 |
| Instructor availability for questions during class or online session | 6.6 | 6.6 | 6.5 | 6.6 | 6.6 | 6.5 | 6.6 | 6.8 | 6.2 |
| Instructor availability for questions outside of class or online session | 6.5 | 6.5 | 6.4 | 6.6 | 6.5 | 6.3 | 6.5 | 6.7 | 6.2 |
| Instructor ability to organize and present course materials | 6.4 | 6.5 | 6.4 | 6.5 | 6.4 | 6.4 | 6.4 | 6.7 | 6.2 |
| Instructor use of time during class or online session | 6.5 | 6.5 | 6.5 | 6.6 | 6.5 | 6.4 | 6.5 | 6.7 | 6.2 |
| Instructor effectiveness in promoting student learning | 6.5 | 6.5 | 6.4 | 6.5 | 6.5 | 6.4 | 6.5 | 6.7 | 6.0 |
| Course material effectiveness in helping me to learn course content | 6.4 | 6.4 | 6.4 | 6.4 | 6.4 | 6.3 | 6.4 | 6.7 | 6.1 |
| Use of lecture in helping me to learn course content | 6.4 | 6.4 | 6.3 | 6.4 | 6.4 | 6.4 | 6.4 | 6.6 | 6.0 |
| Use of examinations in evaluating my knowledge of course content | 6.2 | 6.3 | 6.0 | 6.3 | 6.3 | 6.1 | 6.3 | 6.6 | 5.7 |
| Personal Study Time Per Week | Institutional Percentage | Undergraduate Percentage | Graduate Percentage | PRO Percentage | LAE Percentage | BBS Percentage | Lecture Percentage | Hybrid Percentage | Online Percentage |
| 16+ hours | 10% | 8% | 20% | 9% | 10% | 11% | 6% | 8% | 19% |
| 13-15 hours | 12% | 11% | 17% | 11% | 12% | 14% | 12% | 10% | 16% |
| 9-12 hours | 18% | 18% | 21% | 18% | 19% | 20% | 18% | 19% | 21% |
| 5-8 hours | 27% | 27% | 27% | 28% | 27% | 24% | 27% | 33% | 27% |
| 1-4 hours | 28% | 31% | 13% | 29% | 27% | 25% | 32% | 28% | 14% |
| <1 hour | 5% | 6% | 2% | 5% | 5% | 6% | 5% | 4% | 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.

| | 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 |
|---|--|---|--|---|---|---|---|--|--|
| Question/Scale Legend | | | | | | | | | |
| Use of technology in helping me to learn course content | 78.6% | 77.5% | 83.9% | 82.5% | 80.4% | 70.2% | 74.6% | 82.9% | 79.6% |
| Use of written research assignments in helping me to learn course content | 68.7% | 66.9% | 77.4% | 67.4% | 72.3% | 66.7% | 65.9% | 87.7% | 71.3% |
| Use of individual projects in helping me to learn course content | 73.0% | 72.0% | 77.9% | 72.6% | 79.7% | 65.4% | 70.4% | 85.6% | 79.3% |
| Use of team projects in helping me to learn course content | 55.1% | 56.5% | 48.3% | 57.7% | 67.1% | 35.0% | 55.5% | 75.0% | 34.8% |
| Use of case studies in helping me to learn course content | 52.4% | 51.5% | 56.5% | 53.4% | 53.4% | 51.1% | 49.9% | 64.8% | 57.4% |
| Use of journals in helping me to learn course content | 48.4% | 48.8% | 46.5% | 51.2% | 54.5% | 36.7% | 45.8% | 74.1% | 35.2% |
| Use of role play in helping me to learn course content | 44.4% | 46.8% | 30.7% | 44.0% | 55.6% | 30.3% | 47.0% | 53.1% | 23.8% |

| | 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 |
|---|---|---|--|-----------------------------------|-----------------------------------|-----------------------------------|---------------------------------------|--------------------------------------|--------------------------------------|
| Question/Scale Legend | | | | | | | | | |
| Use of technology in helping me to learn course content | 8.5% | 9.2% | 5.0% | 6.6% | 6.9% | 13.6% | 10.6% | 2.7% | 1.7% |
| Use of written research assignments in helping me to learn course content | 19.6% | 21.4% | 10.9% | 22.4% | 16.3% | 18.3% | 21.6% | 6.5% | 12.5% |
| Use of individual projects in helping me to learn course content | 17.6% | 18.6% | 13.0% | 19.5% | 11.1% | 22.1% | 19.5% | 8.6% | 16.2% |
| Use of team projects in helping me to learn course content | 35.3% | 33.2% | 45.5% | 33.9% | 23.5% | 53.0% | 34.0% | 20.6% | 55.9% |
| Use of case studies in helping me to learn course content | 39.0% | 39.5% | 36.5% | 40.0% | 37.4% | 37.0% | 40.4% | 31.0% | 32.2% |
| Use of journals in helping me to learn course content | 42.5% | 41.7% | 46.2% | 40.0% | 36.4% | 53.7% | 44.1% | 22.8% | 24.7% |
| Use of role play in helping me to learn course content | 48.3% | 45.0% | 63.8% | 49.0% | 37.3% | 59.6% | 44.2% | 42.4% | 70.0% |

**Course Evaluation Comparison by College
Spring 2015**

| | 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 of Credit Hours Taught | 100% | 80.5% | 19.5% | 37.2% | 33.7% | 27.7% | 78.0% | 4.9% | 17.2% |
| Percentage of Student Credit Hours Taught | 100% | 87.1% | 12.9% | 39.4% | 28.2% | 30.8% | 81.4% | 5.3% | 13.3% |
| Response Rate | 39.2% | 38.7% | 43.0% | 41.3% | 40.8% | 33.6% | 39.3% | 54.9% | 31.9% |
| 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 | 1.2 | 1.1 | 1.0 | 1.0 | 1.0 | 0.9 | 1.4 |
| Instructor communication of course requirements | 6.4 | 6.5 | 6.3 | 6.4 | 6.5 | 6.6 | 6.5 | 6.4 | 6.2 |
| Instructor availability for questions during class or online session | 6.5 | 6.6 | 6.4 | 6.5 | 6.6 | 6.6 | 6.6 | 6.6 | 6.0 |
| Instructor availability for questions outside of class or online session | 6.4 | 6.4 | 6.3 | 6.4 | 6.4 | 6.4 | 6.4 | 6.5 | 6.0 |
| Instructor ability to organize and present course materials | 6.4 | 6.4 | 6.3 | 6.3 | 6.4 | 6.5 | 6.4 | 6.4 | 6.1 |
| Instructor use of time during class or online session | 6.4 | 6.4 | 6.4 | 6.4 | 6.4 | 6.5 | 6.4 | 6.5 | 6.2 |
| Instructor effectiveness in promoting student learning | 6.5 | 6.5 | 6.4 | 6.4 | 6.5 | 6.6 | 6.5 | 6.6 | 6.2 |
| Course material effectiveness in helping me to learn course content | 6.3 | 6.3 | 6.3 | 6.3 | 6.4 | 6.5 | 6.3 | 6.5 | 6.1 |
| Use of lecture in helping me to learn course content | 6.3 | 6.4 | 6.3 | 6.3 | 6.4 | 6.5 | 6.4 | 6.4 | 6.0 |
| Use of examinations in evaluating my knowledge of course content | 6.2 | 6.2 | 6.2 | 6.2 | 6.3 | 6.3 | 6.2 | 6.6 | 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 |
| 16+ hours | 6% | 5% | 16% | 7% | 7% | 5% | 5% | 8% | 17% |
| 13-15 hours | 9% | 8% | 15% | 9% | 10% | 9% | 9% | 10% | 14% |
| 9-12 hours | 18% | 17% | 23% | 21% | 18% | 13% | 17% | 19% | 27% |
| 5-8 hours | 29% | 29% | 25% | 28% | 27% | 32% | 29% | 33% | 25% |
| 1-4 hours | 31% | 32% | 19% | 29% | 30% | 36% | 33% | 28% | 14% |
| <1 hour | 7% | 8% | 1% | 7% | 8% | 6% | 7% | 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. | | | | | | | | | |
| 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 | 73.9% | 72.6% | 84.2% | 80.7% | 74.0% | 69.7% | 71.3% | 93.0% | 79.7% |
| Use of written research assignments in helping me to learn course content | 66.4% | 64.4% | 82.0% | 67.3% | 63.7% | 68.3% | 65.0% | 84.0% | 73.1% |
| Use of individual projects in helping me to learn course content | 72.3% | 70.7% | 85.6% | 72.9% | 74.8% | 69.1% | 70.1% | 88.1% | 71.5% |
| Use of team projects in helping me to learn course content | 55.9% | 55.0% | 62.7% | 61.0% | 56.0% | 44.5% | 55.5% | 75.7% | 32.2% |
| Use of case studies in helping me to learn course content | 53.9% | 52.2% | 67.7% | 56.0% | 49.2% | 56.8% | 52.9% | 71.2% | 54.7% |
| Use of journals in helping me to learn course content | 50.7% | 49.4% | 61.3% | 55.6% | 45.5% | 49.3% | 48.2% | 72.8% | 45.6% |
| Use of role play in helping me to learn course content | 37.7% | 48.9% | 56.2% | 52.5% | 48.4% | 46.6% | 51.0% | 59.5% | 37.8% |
| 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 | 12.5% | 13.3% | 5.6% | 9.7% | 11.8% | 18.0% | 13.7% | 1.7% | 4.7% |
| Use of written research assignments in helping me to learn course content | 21.9% | 23.6% | 8.1% | 21.6% | 22.0% | 22.7% | 22.6% | 9.5% | 12.3% |
| Use of individual projects in helping me to learn course content | 16.7% | 18.2% | 4.2% | 16.6% | 13.3% | 21.2% | 18.3% | 6.2% | 11.1% |
| Use of team projects in helping me to learn course content | 33.4% | 33.8% | 30.3% | 28.8% | 32.6% | 44.5% | 33.5% | 17.3% | 53.2% |
| Use of case studies in helping me to learn course content | 36.4% | 37.9% | 24.6% | 34.2% | 40.8% | 34.4% | 37.5% | 24.3% | 27.3% |
| Use of journals in helping me to learn course content | 39.4% | 40.4% | 31.3% | 36.0% | 42.4% | 41.0% | 41.8% | 22.2% | 39.2% |
| Use of role play in helping me to learn course content | 40.8% | 41.3% | 36.8% | 38.5% | 40.5% | 46.0% | 39.7% | 34.3% | 48.3% |

**Course Evaluation Comparison by College
Spring 2014**

| | 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 of Credit Hours Taught | 100% | 81.9% | 18.1% | 35.8% | 33.9% | 21.9% | 79.8% | 5.5% | 14.7% |
| Percentage of Student Credit Hours Taught | 100% | 88.0% | 12.0% | 37.7% | 29.6% | 26.3% | 82.4% | 5.2% | 12.4% |
| Response Rate | 38.9% | 37.4% | 53.3% | 41.2% | 39.3% | 33.8% | 37.0% | 58.1% | 38.0% |
| 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 | 0.9 | 1.1 | 1.1 | 1.0 | 1.1 | 0.9 | 1.2 |
| Instructor communication of course requirements | 6.4 | 6.4 | 6.5 | 6.4 | 6.3 | 6.4 | 6.4 | 6.4 | 6.3 |
| Instructor availability for questions during class or online session | 6.5 | 6.5 | 6.6 | 6.5 | 6.5 | 6.5 | 6.5 | 6.6 | 6.3 |
| Instructor availability for questions outside of class or online session | 6.4 | 6.3 | 6.5 | 6.4 | 6.3 | 6.3 | 6.3 | 6.5 | 6.2 |
| Instructor ability to organize and present course materials | 6.3 | 6.3 | 6.4 | 6.3 | 6.3 | 6.3 | 6.2 | 6.4 | 6.2 |
| Instructor use of time during class or online session | 6.3 | 6.3 | 6.5 | 6.4 | 6.3 | 6.4 | 6.3 | 6.5 | 6.2 |
| Instructor effectiveness in promoting student learning | 6.4 | 6.4 | 6.5 | 6.4 | 6.4 | 6.4 | 6.4 | 6.5 | 6.2 |
| Course material effectiveness in helping me to learn course content | 6.3 | 6.2 | 6.5 | 6.3 | 6.2 | 6.3 | 6.2 | 6.5 | 6.3 |
| Use of lecture in helping me to learn course content | 6.3 | 6.2 | 6.5 | 6.3 | 6.2 | 6.3 | 6.2 | 6.5 | 6.0 |
| Use of examinations in evaluating my knowledge of course content | 6.2 | 6.2 | 6.4 | 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 |
| 16+ hours | 8% | 7% | 15% | 8% | 11% | 5% | 7% | 12% | 8% |
| 13-15 hours | 8% | 7% | 13% | 9% | 8% | 5% | 7% | 11% | 13% |
| 9-12 hours | 17% | 16% | 27% | 18% | 17% | 16% | 16% | 23% | 17% |
| 5-8 hours | 27% | 27% | 26% | 28% | 25% | 27% | 27% | 24% | 40% |
| 1-4 hours | 33% | 35% | 19% | 31% | 31% | 41% | 36% | 27% | 21% |
| <1 hour | 7% | 8% | 0% | 6% | 8% | 6% | 7% | 3% | 1% |

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 |
|---|--|---|--|---|---|---|---|--|--|
| Question/Scale Legend | | | | | | | | | |
| Use of technology in helping me to learn course content | 73.7% | 72.1% | 84.2% | 78.5% | 71.2% | 67.2% | 68.8% | 88.1% | 87.0% |
| Use of written research assignments in helping me to learn course content | 65.9% | 62.8% | 86.2% | 68.4% | 62.5% | 65.9% | 62.1% | 84.3% | 68.9% |
| Use of individual projects in helping me to learn course content | 70.5% | 67.9% | 88.6% | 72.5% | 70.0% | 67.5% | 67.1% | 85.7% | 70.6% |
| Use of team projects in helping me to learn course content | 55.0% | 54.0% | 61.5% | 59.5% | 55.4% | 43.8% | 50.2% | 78.8% | 35.6% |
| Use of case studies in helping me to learn course content | 49.6% | 47.8% | 62.4% | 55.2% | 41.2% | 51.0% | 45.8% | 67.5% | 46.9% |
| Use of journals in helping me to learn course content | 48.1% | 46.2% | 61.7% | 53.0% | 42.4% | 47.5% | 42.3% | 70.3% | 48.3% |
| Use of role play in helping me to learn course content | 44.2% | 44.3% | 44.0% | 46.4% | 44.0% | 41.3% | 42.9% | 54.9% | 29.7% |
| 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 | 12.3% | 13.4% | 4.5% | 8.1% | 14.3% | 18.8% | 14.2% | 3.4% | 4.0% |
| Use of written research assignments in helping me to learn course content | 22.3% | 24.6% | 6.8% | 19.7% | 25.8% | 22.4% | 24.5% | 8.5% | 13.6% |
| Use of individual projects in helping me to learn course content | 18.5% | 20.5% | 4.2% | 16.2% | 19.9% | 21.3% | 20.6% | 7.2% | 14.7% |
| Use of team projects in helping me to learn course content | 33.4% | 33.5% | 32.9% | 30.6% | 32.5% | 42.1% | 34.8% | 15.2% | 58.2% |
| Use of case studies in helping me to learn course content | 40.9% | 42.1% | 32.8% | 36.6% | 48.9% | 37.0% | 42.6% | 27.1% | 42.9% |
| Use of journals in helping me to learn course content | 42.0% | 43.8% | 29.7% | 38.1% | 46.6% | 42.4% | 46.0% | 23.7% | 44.3% |
| Use of role play in helping me to learn course content | 46.6% | 46.2% | 49.7% | 44.9% | 46.7% | 49.0% | 46.4% | 37.8% | 62.9% |

**Course Evaluation Comparison by College
Spring 2013**

| | 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 of Credit Hours Taught | 100% | 82.2% | 17.8% | 39.1% | 33.5% | 22.2% | 79.2% | 6.5% | 14.3% |
| Percentage of Student Credit Hours Taught | 100% | 87.1% | 12.9% | 40.1% | 28.9% | 25.8% | 79.5% | 7.1% | 13.4% |
| Response Rate | 34.9% | 33.5% | 44.3% | 35.7% | 33.1% | 33.2% | 34.0% | 42.3% | 38.7% |
| 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 | 1.1 | 1.1 | 1.2 | 1.2 | 1.1 | 1.1 | 1.5 |
| Instructor communication of course requirements | 6.3 | 6.3 | 6.4 | 6.4 | 6.3 | 6.3 | 6.4 | 6.5 | 6.0 |
| Instructor availability for questions during class or online session | 6.5 | 6.5 | 6.5 | 6.5 | 6.4 | 6.4 | 6.5 | 6.5 | 6.0 |
| Instructor availability for questions outside of class or online session | 6.3 | 6.3 | 6.3 | 6.4 | 6.2 | 6.2 | 6.3 | 6.4 | 6.0 |
| Instructor ability to organize and present course materials | 6.3 | 6.3 | 6.4 | 6.3 | 6.2 | 6.2 | 6.3 | 6.5 | 5.9 |
| Instructor use of time during class or online session | 6.3 | 6.4 | 6.3 | 6.4 | 6.3 | 6.4 | 6.4 | 6.4 | 6.0 |
| Instructor effectiveness in promoting student learning | 6.3 | 6.3 | 6.4 | 6.4 | 6.3 | 6.3 | 6.4 | 6.5 | 5.9 |
| Course material effectiveness in helping me to learn course content | 6.3 | 6.2 | 6.4 | 6.3 | 6.2 | 6.3 | 6.3 | 6.4 | 6.0 |
| Use of lecture in helping me to learn course content | 6.3 | 6.3 | 6.3 | 6.3 | 6.2 | 6.3 | 6.3 | 6.4 | 5.9 |
| Use of examinations in evaluating my knowledge of course content | 6.2 | 6.2 | 6.3 | 6.3 | 6.2 | 6.2 | 6.2 | 6.4 | 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 |
| 16+ hours | 5% | 4% | 9% | 6% | 4% | 4% | 4% | 6% | 10% |
| 13-15 hours | 6% | 5% | 11% | 8% | 5% | 5% | 6% | 9% | 11% |
| 9-12 hours | 16% | 14% | 26% | 17% | 17% | 15% | 15% | 19% | 22% |
| 5-8 hours | 26% | 25% | 32% | 29% | 24% | 24% | 26% | 33% | 29% |
| 1-4 hours | 38% | 41% | 21% | 35% | 39% | 44% | 40% | 31% | 24% |
| <1 hour | 9% | 10% | 1% | 6% | 12% | 9% | 9% | 2% | 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.

| | 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 |
|---|--|---|--|---|---|---|---|--|--|
| Question/Scale Legend | | | | | | | | | |
| Use of technology in helping me to learn course content | 73.3% | 72.0% | 80.1% | 77.8% | 71.3% | 66.4% | 78.2% | 88.1% | 78.2% |
| Use of written research assignments in helping me to learn course content | 63.6% | 60.5% | 79.1% | 64.0% | 60.5% | 67.2% | 63.0% | 78.4% | 63.0% |
| Use of individual projects in helping me to learn course content | 68.8% | 66.1% | 83.2% | 69.6% | 71.1% | 65.2% | 68.3% | 82.5% | 59.5% |
| Use of team projects in helping me to learn course content | 50.4% | 50.4% | 50.1% | 54.4% | 50.9% | 40.4% | 50.2% | 66.5% | 21.9% |
| Use of case studies in helping me to learn course content | 47.1% | 45.8% | 54.0% | 48.2% | 43.9% | 49.2% | 47.0% | 54.3% | 48.8% |
| Use of journals in helping me to learn course content | 44.2% | 30.9% | 51.5% | 48.3% | 42.2% | 38.0% | 43.2% | 59.2% | 36.4% |
| Use of role play in helping me to learn course content | 42.1% | 42.3% | 41.1% | 42.5% | 42.5% | 40.6% | 44.1% | 49.8% | 27.1% |
| 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 | 13.8% | 14.9% | 8.2% | 10.2% | 15.2% | 19.1% | 15.7% | 1.8% | 2.8% |
| Use of written research assignments in helping me to learn course content | 24.7% | 27.4% | 10.8% | 25.4% | 26.8% | 19.4% | 25.7% | 11.2% | 15.3% |
| Use of individual projects in helping me to learn course content | 20.7% | 22.9% | 9.1% | 20.8% | 18.0% | 23.1% | 21.6% | 7.9% | 22.1% |
| Use of team projects in helping me to learn course content | 39.9% | 39.3% | 43.1% | 38.3% | 37.2% | 47.0% | 39.4% | 25.6% | 67.9% |
| Use of case studies in helping me to learn course content | 44.0% | 45.1% | 38.6% | 44.0% | 46.8% | 39.9% | 43.5% | 39.6% | 40.9% |
| Use of journals in helping me to learn course content | 46.8% | 48.0% | 40.6% | 43.4% | 47.9% | 52.6% | 47.9% | 34.3% | 54.7% |
| Use of role play in helping me to learn course content | 49.8% | 49.1% | 53.1% | 50.8% | 49.0% | 48.2% | 47.2% | 44.4% | 64.5% |

**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**

| | 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 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 |
|---|---------------------------------|---------------------------------|----------------------------|---------------------------------------|---|---|---------------------------|--------------------------|--------------------------|
| Summative Category | | | | | | | | | |
| 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% |
| 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 | 1.1 | 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 |
| 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 | 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.

| 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 | 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% |
| 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 | 15.3% | 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% |