

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	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%	-2.2%	
Question/Category/Scale Legend	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	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	-0.3	
Instructor communication of course requirements	6.3	6.3	6.4	6.4	6.4	6.4	6.5	6.4	6.4	0.1	
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	0.2	
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	0.2	
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	0.1	
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	0.2	
Instructor effectiveness in promoting student learning	6.2	6.3	6.4	6.4	6.4	6.4	6.5	6.0	6.4	0.2	
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	0.2	
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	0.2	
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	0.1	
Personal Study Time Per Week	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Change	
16+ hours				5%	6%	6%	7%	8%	8%	3.0%	
13-15 hours				5%	6%	8%	9%	10%	10%	5.0%	
9-12 hours				13%	15%	16%	18%	18%	18%	5.0%	
5-8 hours				24%	27%	27%	26%	27%	24%	0.0%	
1-4 hours				42%	38%	33%	31%	28%	32%	-10.0%	
10+ hours	7%	7%	7%							-6.8%	
7-9 hours	11%	11%	10%							-10.5%	
4-6 hours	26%	28%	28%							-26.4%	
1-3 hours	40%	37%	39%							-40.1%	
<1 hour	16%	16%	16%	11%	9%	10%	10%	7%	8%	-8.2%	

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.

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	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%	6.9%	
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%	5.9%	
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%	5.5%	
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%	9.8%	
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%	9.9%	
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%	14.8%	
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%	12.2%	
Percentage Not Used Question/Scale Legend	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	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%	-8.4%	
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%	-5.8%	
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%	-5.1%	
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%	-13.2%	
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%	-12.4%	
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%	-17.1%	
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%	-16.2%	

**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	Five Year Change	Trends
Percentage of Credit Hours Taught	100%	100%	100%	100%	100%	100%	100%	100%		
Percentage of Student Credit Hours Taught	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%	-0.3%	
Question/Category/Scale Legend	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2016	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	0.0	
Instructor communication of course requirements	6.4	6.4	6.4	6.3	6.4	6.4	6.5	6.4	0.1	
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	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	0.1	
Instructor ability to organize and present course materials	6.3	6.3	6.3	6.3	6.3	6.4	6.4	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	0.1	
Instructor effectiveness in promoting student learning	6.3	6.3	6.3	6.3	6.4	6.5	6.5	6.4	0.1	
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	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	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	0.0	
Personal Study Time Per Week	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Change	
16+ hours				5%	8%	6%	10%	9%	4%	
13-15 hours				6%	8%	9%	12%	10%	4%	
9-12 hours				16%	17%	18%	18%	19%	3%	
5-8 hours				26%	27%	29%	27%	26%	0%	
1-4 hours				38%	33%	31%	28%	31%	-7%	
10+ hours	10%	8%	7%						-3%	
7-9 hours	13%	11%	11%						-2%	
4-6 hours	28%	30%	27%						-1%	
1-3 hours	36%	39%	42%						6%	
<1 hour	13%	12%	12%	9%	7%	7%	5%	5%	-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.

Question/Scale Legend	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Five Year Change	
Percentage Effective/Very Effective	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017	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%	1.3%	
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%	-0.7%	
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%	-0.1%	
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%	3.9%	
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%	5.5%	
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%	4.2%	
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%	4.0%	
Percentage Not Used Question/Scale Legend	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017	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%	-3.9%	
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%	-2.7%	
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%	-1.9%	
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%	-6.6%	
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%	-7.4%	
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%	-6.6%	
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%	-5.9%	

**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%