

## Course Evaluation Comparison

### Fall Trends

Summative Category	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Five Year Change	Trends
Percentage of Credit Hours Taught	100%	100%	100%	100%	100%	100%	0.0%	
Percentage of Student Credit Hours Taught	100%	100%	100%	100%	100%	100%	0.0%	
Response Rate	38.4%	31.4%	40.7%	40.7%	44.2%	46.3%	14.9%	
Question/Category/Scale Legend	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	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	1.1	1.2	1.0	1.0	1.1	1.1	-0.1	
Instructor communication of course requirements	6.5	6.4	6.4	6.5	6.4	6.4	0.0	
Instructor availability for questions during class or online session	6.6	6.5	6.5	6.6	6.6	6.5	0.0	
Instructor availability for questions outside of class or online session	6.4	6.4	6.4	6.5	6.4	6.3	-0.1	
Instructor ability to organize and present course materials	6.4	6.3	6.3	6.4	6.4	6.4	0.1	
Instructor use of time during class or online session	6.4	6.4	6.4	6.5	6.4	6.4	0.0	
Instructor effectiveness in promoting student learning	6.5	6.0	6.4	6.5	6.5	6.4	0.4	
Course material effectiveness in helping me to learn course content	6.3	6.3	6.3	6.4	6.3	6.3	0.0	
Use of lecture in helping me to learn course content	6.3	6.3	6.3	6.4	6.3	6.3	0.0	
Use of examinations in evaluating my knowledge of course content	6.2	6.2	6.2	6.3	6.2	6.2	0.0	
Personal Study Time Per Week	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Five Year Change	
16+ hours	7%	8%	8%	8%	6%	6%	-2.0%	
13-15 hours	9%	10%	10%	9%	8%	8%	-2.0%	
9-12 hours	18%	18%	18%	20%	17%	18%	0.0%	
5-8 hours	26%	27%	24%	28%	28%	26%	-1.0%	
1-4 hours	31%	28%	32%	27%	32%	34%	6.0%	
10+ hours								
7-9 hours								
4-6 hours								
1-3 hours								
<1 hour	10%	7%	8%	9%	9%	8%	1.0%	

<p>The following questions are used to provide faculty an indication of use of/effective use of learning practices that are typically associated with higher order learning. The first table indicates the percentage of students rating the practice as effective or very effective. The second table indicates the percentage of students that indicated that the practice was not used in the course they were evaluating.</p>								
Percentage Effective/Very Effective Question/Scale Legend	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Five Year Change	
Use of technology in helping me to learn course content	74.2%	74.4%	74.9%	81.0%	78.2%	81.2%	6.8%	
Use of written research assignments in helping me to learn course content	64.9%	64.0%	64.5%	69.2%	70.1%	68.1%	4.1%	
Use of individual projects in helping me to learn course content	68.9%	67.4%	67.9%	71.7%	74.1%	72.5%	5.1%	
Use of team projects in helping me to learn course content	51.5%	51.9%	52.0%	59.7%	61.0%	57.7%	5.8%	
Use of case studies in helping me to learn course content	50.5%	51.9%	52.4%	52.9%	59.2%	59.8%	7.9%	
Use of journals in helping me to learn course content	46.3%	46.6%	50.0%	52.0%	56.7%	56.4%	9.8%	
Use of role play in helping me to learn course content	43.8%	44.6%	45.6%	47.1%	53.7%	52.0%	7.4%	
Percentage Not Used Question/Scale Legend	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Five Year Change	
Use of technology in helping me to learn course content	10.7%	9.4%	9.3%	8.4%	5.6%	3.1%	-6.3%	
Use of written research assignments in helping me to learn course content	21.0%	21.3%	21.3%	20.2%	13.5%	14.7%	-6.6%	
Use of individual projects in helping me to learn course content	19.6%	19.5%	19.3%	18.0%	11.6%	12.2%	-7.3%	
Use of team projects in helping me to learn course content	36.2%	33.7%	33.8%	29.3%	22.0%	25.0%	-8.7%	
Use of case studies in helping me to learn course content	38.2%	37.3%	35.3%	37.7%	24.7%	24.0%	-13.3%	
Use of journals in helping me to learn course content	42.1%	42.3%	38.2%	38.9%	26.1%	27.2%	-15.1%	
Use of role play in helping me to learn course content	45.6%	45.0%	42.5%	43.9%	29.1%	31.7%	-13.3%	

**Course Evaluation Comparison by College  
Fall 2020**

					College of Liberal Arts and Education (LAE)	College of Biblical Studies (BIB)	Honors College (HON)	Lecture Courses	Hybrid Courses	Online Courses
<b>Summative Category</b>	<b>Institution</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>College of Professional Studies (PRO)</b>						
Percentage of Credit Hours Taught	100%	87.1%	12.9%	41.9%	44.1%	11.1%	1.5%	66.7%	5.8%	12.4%
Percentage of Student Credit Hours Taught	100%	91.7%	8.3%	48.9%	35.1%	14.0%	0.6%	75.5%	5.8%	10.3%
Response Rate	46.3%	46.1%	48.8%	46.8%	43.8%	45.0%	61.9%	46.3%	46.4%	46.0%
<b>Question/Category/Scale Legend</b>	<b>Institutional Mean</b>	<b>Undergraduate Mean</b>	<b>Graduate Mean</b>	<b>PRO Mean</b>	<b>LAE Mean</b>	<b>BIB Mean</b>	<b>HON Mean</b>	<b>Lecture Mean</b>	<b>Hybrid Mean</b>	<b>Online Mean</b>
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective										
Standard Deviation	1.1	1.1	1.1	1.1	1.1	1.2	0.8	1.1	1.1	1.3
Instructor communication of course requirements	6.4	6.4	6.4	6.4	6.4	6.4	6.2	6.5	6.4	6.2
Instructor availability for questions during class or online session	6.5	6.5	6.5	6.5	6.5	6.5	6.6	6.5	6.5	6.1
Instructor availability for questions outside of class or online session	6.3	6.3	6.4	6.3	6.4	6.3	6.5	6.4	6.4	6.1
Instructor ability to organize and present course materials	6.4	6.4	6.4	6.4	6.4	6.3	6.2	6.4	6.3	6.2
Instructor use of time during class or online session	6.4	6.4	6.3	6.4	6.4	6.4	6.4	6.5	6.2	6.2
Instructor effectiveness in promoting student learning	6.4	6.5	6.4	6.4	6.5	6.4	6.7	6.5	6.4	6.2
Course material effectiveness in helping me to learn course content	6.3	6.3	6.5	6.3	6.4	6.2	6.3	6.3	6.4	6.3
Use of lecture in helping me to learn course content	6.3	6.3	6.2	6.2	6.3	6.3	6.6	6.3	6.2	5.7
Use of examinations in evaluating my knowledge of course content	6.2	6.2	6.2	6.2	6.2	6.2	5.7	6.2	6.2	6.1
<b>Personal Study Time Per Week</b>	<b>Institutional Percentage</b>	<b>Undergraduate Percentage</b>	<b>Graduate Percentage</b>	<b>PRO Percentage</b>	<b>LAE Percentage</b>	<b>BIB Percentage</b>	<b>HON Percentage</b>	<b>Lecture Percentage</b>	<b>Hybrid Percentage</b>	<b>Online Percentage</b>
16+ hours	6%	5%	19%	7%	6%	2%	0%	5%	14%	11%
13-15 hours	8%	8%	14%	9%	10%	5%	0%	8%	12%	11%
9-12 hours	18%	17%	25%	20%	18%	14%	3%	17%	25%	22%
5-8 hours	26%	27%	23%	28%	28%	22%	16%	25%	31%	34%
1-4 hours	34%	35%	17%	31%	32%	48%	46%	37%	14%	19%
<1 hour	8%	9%	3%	4%	6%	8%	35%	9%	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.

<b>Question/Scale Legend</b>	<b>Institutional Percentage Effective or Very Effective</b>	<b>Undergraduate Percentage Used Effectively or Very Effectively</b>	<b>Graduate Percentage Used Effectively or Very Effectively</b>	<b>PRO Percentage Used Effectively or Very Effectively</b>	<b>LAE Percentage Used Effectively or Very Effectively</b>	<b>BIB Percentage Used Effectively or Very Effectively</b>	<b>HON Percentage Used Effectively or Very Effectively</b>	<b>Lecture Percentage Used Effectively or Very Effectively</b>	<b>Hybrid Percentage Used Effectively or Very Effectively</b>	<b>Online Percentage Used Effectively or Very Effectively</b>
Use of technology in helping me to learn course content	81.2%	80.6%	88.0%	82.7%	81.1%	73.9%	76.9%	80.1%	88.8%	86.2%
Use of written research assignments in helping me to learn course content	68.1%	66.9%	81.7%	64.5%	71.8%	70.3%	82.1%	66.5%	80.5%	75.6%
Use of individual projects in helping me to learn course content	72.5%	71.5%	84.3%	69.4%	77.0%	70.1%	74.4%	71.4%	83.7%	76.0%
Use of team projects in helping me to learn course content	57.7%	58.2%	53.2%	54.6%	59.3%	59.8%	43.6%	58.6%	63.9%	45.1%
Use of case studies in helping me to learn course content	59.8%	59.1%	68.2%	61.8%	57.4%	55.5%	63.2%	58.9%	68.1%	63.3%
Use of journals in helping me to learn course content	56.4%	56.5%	54.8%	55.8%	55.9%	54.0%	59.5%	56.3%	65.3%	51.1%
Use of role play in helping me to learn course content	52.0%	52.0%	52.5%	52.0%	51.8%	53.6%	35.1%	52.5%	58.9%	42.2%
<b>Question/Scale Legend</b>	<b>Institutional Percentage Answering Not Used</b>	<b>Undergraduate Percentage Answering Not Used</b>	<b>Graduate Percentage Answering Not Used</b>	<b>PRO Percentage Answering Not Used</b>	<b>LAE Percentage Answering Not Used</b>	<b>BIB Percentage Answering Not Used</b>	<b>HON Percentage Answering Not Used</b>	<b>Lecture Percentage Answering Not Used</b>	<b>Hybrid Percentage Answering Not Used</b>	<b>Online Percentage Answering Not Used</b>
Use of technology in helping me to learn course content	3.1%	3.0%	3.8%	2.4%	4.2%	3.5%	5.1%	3.3%	1.5%	1.8%
Use of written research assignments in helping me to learn course content	14.7%	15.1%	10.5%	17.9%	13.3%	9.1%	0.0%	15.7%	8.2%	9.3%
Use of individual projects in helping me to learn course content	12.2%	12.6%	7.5%	14.7%	10.8%	9.1%	5.1%	12.8%	6.6%	10.4%
Use of team projects in helping me to learn course content	25.0%	24.0%	36.2%	28.0%	24.5%	18.7%	38.5%	23.7%	22.7%	39.4%
Use of case studies in helping me to learn course content	24.0%	24.1%	23.5%	22.6%	27.9%	25.7%	18.4%	24.4%	22.5%	21.9%
Use of journals in helping me to learn course content	27.2%	26.7%	33.1%	28.0%	29.2%	25.1%	29.7%	27.2%	23.7%	30.2%
Use of role play in helping me to learn course content	31.7%	31.3%	36.1%	32.3%	32.6%	30.0%	43.2%	30.8%	32.6%	40.1%

## Course Evaluation Comparison by College

Fall 2019

					College of Liberal Arts and Education (LAE)	College of Biblical Studies (BIB)	Honors College (HON)	Lecture Courses	Hybrid Courses	Online Courses
<b>Summative Category</b>	<b>Institution</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>College of Professional Studies (PRO)</b>						
Percentage of Credit Hours Taught	100%	87.9%	12.1%	42.2%	44.3%	9.4%	2.8%	61.6%	20.3%	9.3%
Percentage of Student Credit Hours Taught	100%	92.5%	7.5%	47.0%	37.4%	12.7%	1.4%	70.0%	20.6%	8.3%
Response Rate	44.2%	44.1%	46.7%	44.1%	42.3%	41.3%	51.1%	42.1%	47.3%	33.3%
<b>Question/Category/Scale Legend</b>	<b>Institutional Mean</b>	<b>Undergraduate Mean</b>	<b>Graduate Mean</b>	<b>PRO Mean</b>	<b>LAE Mean</b>	<b>BIB Mean</b>	<b>HON Mean</b>	<b>Lecture Mean</b>	<b>Hybrid Mean</b>	<b>Online Mean</b>
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective										
Standard Deviation	1.1	1.1	1.1	1.2	1.0	1.2	0.8	1.2	1.1	1.1
Instructor communication of course requirements	6.4	6.5	6.4	6.4	6.5	6.4	6.5	6.4	6.5	6.0
Instructor availability for questions during class or online session	6.6	6.6	6.6	6.5	6.6	6.6	6.7	6.6	6.5	5.9
Instructor availability for questions outside of class or online session	6.4	6.4	6.5	6.4	6.4	6.4	6.5	6.4	6.4	6.0
Instructor ability to organize and present course materials	6.4	6.4	6.4	6.3	6.5	6.3	6.5	6.3	6.4	6.4
Instructor use of time during class or online session	6.4	6.4	6.5	6.4	6.6	6.3	6.6	6.4	6.5	6.5
Instructor effectiveness in promoting student learning	6.5	6.4	6.5	6.4	6.6	6.4	6.7	6.4	6.5	6.5
Course material effectiveness in helping me to learn course content	6.3	6.3	6.5	6.2	6.5	6.3	6.6	6.3	6.4	6.7
Use of lecture in helping me to learn course content	6.3	6.3	6.3	6.2	6.4	6.3	6.5	6.3	6.3	5.1
Use of examinations in evaluating my knowledge of course content	6.2	6.2	6.1	6.1	6.3	6.3	6.3	6.2	6.2	6.3
<b>Personal Study Time Per Week</b>	<b>Institutional Percentage</b>	<b>Undergraduate Percentage</b>	<b>Graduate Percentage</b>	<b>PRO Percentage</b>	<b>LAE Percentage</b>	<b>BIB Percentage</b>	<b>HON Percentage</b>	<b>Lecture Percentage</b>	<b>Hybrid Percentage</b>	<b>Online Percentage</b>
16+ hours	6%	6%	9%	7%	7%	4%	6%	6%	7%	20%
13-15 hours	8%	8%	18%	10%	10%	3%	0%	9%	10%	0%
9-12 hours	17%	16%	29%	19%	18%	16%	14%	19%	19%	30%
5-8 hours	28%	27%	30%	29%	29%	29%	19%	29%	32%	30%
1-4 hours	32%	34%	13%	31%	29%	42%	38%	32%	29%	20%
<1 hour	9%	10%	1%	4%	7%	7%	23%	6%	3%	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.

<b>Question/Scale Legend</b>	<b>Institutional Percentage Effective or Very Effective</b>	<b>Undergraduate Percentage Used Effectively or Very Effectively</b>	<b>Graduate Percentage Used Effectively or Very Effectively</b>	<b>PRO Percentage Used Effectively or Very Effectively</b>	<b>LAE Percentage Used Effectively or Very Effectively</b>	<b>BIB Percentage Used Effectively or Very Effectively</b>	<b>HON Percentage Used Effectively or Very Effectively</b>	<b>Lecture Percentage Used Effectively or Very Effectively</b>	<b>Hybrid Percentage Used Effectively or Very Effectively</b>	<b>Online Percentage Used Effectively or Very Effectively</b>
Use of technology in helping me to learn course content	78.2%	77.3%	89.7%	79.1%	79.5%	73.0%	66.2%	76.0%	84.4%	90.0%
Use of written research assignments in helping me to learn course content	70.1%	69.0%	84.4%	66.1%	76.1%	69.8%	77.9%	67.5%	78.9%	90.0%
Use of individual projects in helping me to learn course content	74.1%	73.2%	85.7%	70.4%	81.5%	63.6%	85.3%	71.7%	80.8%	80.0%
Use of team projects in helping me to learn course content	61.0%	61.3%	57.5%	56.9%	64.4%	64.2%	54.6%	58.3%	58.7%	30.0%
Use of case studies in helping me to learn course content	59.2%	57.9%	74.9%	59.2%	59.4%	56.0%	63.6%	57.7%	62.2%	50.0%
Use of journals in helping me to learn course content	56.7%	56.2%	63.9%	54.4%	59.0%	55.4%	65.2%	52.8%	64.0%	50.0%
Use of role play in helping me to learn course content	53.7%	53.7%	54.1%	49.5%	57.6%	57.4%	58.2%	52.5%	54.5%	20.0%
<b>Question/Scale Legend</b>	<b>Institutional Percentage Answering Not Used</b>	<b>Undergraduate Percentage Answering Not Used</b>	<b>Graduate Percentage Answering Not Used</b>	<b>PRO Percentage Answering Not Used</b>	<b>LAE Percentage Answering Not Used</b>	<b>BIB Percentage Answering Not Used</b>	<b>HON Percentage Answering Not Used</b>	<b>Lecture Percentage Answering Not Used</b>	<b>Hybrid Percentage Answering Not Used</b>	<b>Online Percentage Answering Not Used</b>
Use of technology in helping me to learn course content	5.6%	6.0%	0.9%	4.5%	6.4%	5.9%	17.7%	6.0%	3.1%	0.0%
Use of written research assignments in helping me to learn course content	13.5%	14.0%	7.6%	16.8%	10.1%	11.5%	8.8%	15.2%	8.2%	0.0%
Use of individual projects in helping me to learn course content	11.6%	12.1%	5.4%	14.4%	7.3%	13.2%	5.9%	13.0%	7.6%	0.0%
Use of team projects in helping me to learn course content	22.0%	21.2%	33.0%	25.2%	21.1%	16.0%	30.3%	23.6%	23.9%	60.0%
Use of case studies in helping me to learn course content	24.7%	25.1%	20.1%	24.4%	27.0%	25.2%	18.2%	25.9%	22.9%	40.0%
Use of journals in helping me to learn course content	26.1%	26.0%	27.4%	28.5%	25.5%	24.6%	21.2%	29.4%	21.0%	40.0%
Use of role play in helping me to learn course content	29.1%	28.6%	35.5%	32.2%	27.5%	24.2%	29.9%	30.0%	29.1%	60.0%

## Course Evaluation Comparison by College

Fall 2018

					College of Liberal Arts and Education (LAE)	College of Biblical Studies (BIB)	Honors College (HON)	Lecture Courses	Hybrid Courses	Online Courses
<b>Summative Category</b>	<b>Institution</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>College of Professional Studies (PRO)</b>						
Percentage of Credit Hours Taught	100%	85.1%	14.9%	42.1%	46.7%	4.6%	0.9%	62.6%	7.4%	11.5%
Percentage of Student Credit Hours Taught	100%	90.9%	9.1%	47.8%	36.3%	13.6%	0.9%	73.4%	7.3%	9.5%
Response Rate	36.0%	36.3%	32.9%	35.4%	38.2%	29.7%	36.3%	36.0%	37.5%	32.2%
<b>Question/Category/Scale Legend</b>	<b>Institutional Mean</b>	<b>Undergraduate Mean</b>	<b>Graduate Mean</b>	<b>PRO Mean</b>	<b>LAE Mean</b>	<b>BIB Mean</b>	<b>HON Mean</b>	<b>Lecture Mean</b>	<b>Hybrid Mean</b>	<b>Online Mean</b>
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective										
Standard Deviation	1.0	1.0	0.8	1.1	1.0	0.9	0.8	1.0	1.0	1.2
Instructor communication of course requirements	6.5	6.5	6.6	6.5	6.5	6.5	6.7	6.5	6.6	6.3
Instructor availability for questions during class or online session	6.6	6.5	6.7	6.5	6.6	6.6	6.8	6.6	6.6	6.4
Instructor availability for questions outside of class or online session	6.5	6.5	6.7	6.4	6.5	6.5	6.6	6.5	6.5	6.4
Instructor ability to organize and present course materials	6.4	6.4	6.6	6.4	6.5	6.4	6.5	6.4	6.4	6.3
Instructor use of time during class or online session	6.5	6.4	6.7	6.4	6.5	6.5	6.4	6.5	6.5	6.3
Instructor effectiveness in promoting student learning	6.5	6.5	6.7	6.5	6.5	6.5	6.6	6.5	6.5	6.3
Course material effectiveness in helping me to learn course content	6.4	6.4	6.6	6.4	6.4	6.4	6.4	6.4	6.5	6.2
Use of lecture in helping me to learn course content	6.4	6.4	6.6	6.3	6.5	6.4	6.4	6.4	6.4	6.2
Use of examinations in evaluating my knowledge of course content	6.3	6.3	6.5	6.3	6.4	6.3	6.3	6.3	6.4	6.1
<b>Personal Study Time Per Week</b>	<b>Institutional Percentage</b>	<b>Undergraduate Percentage</b>	<b>Graduate Percentage</b>	<b>PRO Percentage</b>	<b>LAE Percentage</b>	<b>BIB Percentage</b>	<b>HON Percentage</b>	<b>Lecture Percentage</b>	<b>Hybrid Percentage</b>	<b>Online Percentage</b>
16+ hours	8%	6%	20%	8%	10%	2%	3%	6%	10%	14%
13-15 hours	9%	8%	18%	8%	10%	7%	3%	8%	11%	14%
9-12 hours	20%	20%	22%	23%	19%	20%	10%	20%	24%	29%
5-8 hours	28%	27%	28%	30%	27%	26%	23%	29%	38%	23%
1-4 hours	27%	29%	11%	26%	27%	36%	26%	30%	14%	20%
<1 hour	9%	9%	1%	4%	7%	8%	36%	6%	2%	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.

<b>Question/Scale Legend</b>	<b>Institutional Percentage Effective or Very Effective</b>	<b>Undergraduate Percentage Used Effectively or Very Effectively</b>	<b>Graduate Percentage Used Effectively or Very Effectively</b>	<b>PRO Percentage Used Effectively or Very Effectively</b>	<b>LAE Percentage Used Effectively or Very Effectively</b>	<b>BIB Percentage Used Effectively or Very Effectively</b>	<b>HON Percentage Used Effectively or Very Effectively</b>	<b>Lecture Percentage Used Effectively or Very Effectively</b>	<b>Hybrid Percentage Used Effectively or Very Effectively</b>	<b>Online Percentage Used Effectively or Very Effectively</b>
Use of technology in helping me to learn course content	81.0%	79.6%	95.0%	80.9%	82.1%	76.9%	65.0%	79.6%	92.1%	87.4%
Use of written research assignments in helping me to learn course content	69.2%	67.4%	88.1%	67.5%	72.2%	64.9%	62.5%	67.3%	86.4%	77.4%
Use of individual projects in helping me to learn course content	71.7%	70.0%	89.5%	70.6%	75.6%	63.6%	50.0%	69.1%	82.9%	82.0%
Use of team projects in helping me to learn course content	59.7%	60.1%	54.8%	56.8%	62.4%	55.8%	27.5%	59.3%	63.2%	39.2%
Use of case studies in helping me to learn course content	52.9%	50.9%	73.5%	56.9%	50.9%	42.7%	25.0%	51.0%	64.6%	60.6%
Use of journals in helping me to learn course content	52.0%	50.4%	68.0%	52.0%	53.3%	44.4%	32.5%	48.5%	68.7%	51.6%
Use of role play in helping me to learn course content	47.1%	47.2%	46.8%	46.8%	49.6%	42.5%	23.1%	48.3%	56.2%	32.1%
<b>Question/Scale Legend</b>	<b>Institutional Percentage Answering Not Used</b>	<b>Undergraduate Percentage Answering Not Used</b>	<b>Graduate Percentage Answering Not Used</b>	<b>PRO Percentage Answering Not Used</b>	<b>LAE Percentage Answering Not Used</b>	<b>BIB Percentage Answering Not Used</b>	<b>HON Percentage Answering Not Used</b>	<b>Lecture Percentage Answering Not Used</b>	<b>Hybrid Percentage Answering Not Used</b>	<b>Online Percentage Answering Not Used</b>
Use of technology in helping me to learn course content	8.4%	9.0%	2.3%	8.2%		7.9%	22.5%	8.8%	1.3%	3.7%
Use of written research assignments in helping me to learn course content	20.2%	21.5%	6.0%	21.9%		24.4%	27.5%	21.0%	9.2%	10.0%
Use of individual projects in helping me to learn course content	18.0%	19.0%	7.8%	18.7%		24.4%	45.0%	19.1%	13.6%	9.5%
Use of team projects in helping me to learn course content	29.3%	28.3%	38.8%	32.1%		28.5%	60.0%	28.4%	30.7%	51.9%
Use of case studies in helping me to learn course content	37.7%	39.1%	23.3%	34.4%		49.0%	67.5%	38.4%	31.9%	31.9%
Use of journals in helping me to learn course content	38.9%	39.8%	29.2%	38.9%		44.0%	62.5%	41.4%	27.8%	39.0%
Use of role play in helping me to learn course content	43.9%	43.3%	50.0%	44.0%		47.5%	66.7%	42.1%	38.1%	62.5%



**Course Evaluation Comparison by College  
Fall 2017**

					College of Liberal Arts and Education (LAE)	College of Biblical Studies (BBS)	Honors College (HON)	Lecture Courses	Hybrid Courses	Online Courses
<b>Summative Category</b>	<b>Institution</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>College of Professional Studies (PRO)</b>						
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%
<b>Question/Category/Scale Legend</b>	<b>Institutional Mean</b>	<b>Undergraduate Mean</b>	<b>Graduate Mean</b>	<b>PRO Mean</b>	<b>LAE Mean</b>	<b>BBS Mean</b>	<b>HON Mean</b>	<b>Lecture Mean</b>	<b>Hybrid Mean</b>	<b>Online Mean</b>
7=Very Effective; 6=Effective; 5=Somewhate 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
<b>Personal Study Time Per Week</b>	<b>Institutional Percentage</b>	<b>Undergraduate Percentage</b>	<b>Graduate Percentage</b>	<b>PRO Percentage</b>	<b>LAE Percentage</b>	<b>BBS Percentage</b>	<b>HON Percentage</b>	<b>Lecture Percentage</b>	<b>Hybrid Percentage</b>	<b>Online Percentage</b>
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.

<b>Question/Scale Legend</b>	<b>Institutional Percentage Effective or Very Effective</b>	<b>Undergraduate Percentage Used Effectively or Very Effectively</b>	<b>Graduate Percentage Used Effectively or Very Effectively</b>	<b>PRO Percentage Used Effectively or Very Effectively</b>	<b>LAE Percentage Used Effectively or Very Effectively</b>	<b>BBS Percentage Used Effectively or Very Effectively</b>	<b>HON Percentage Used Effectively or Very Effectively</b>	<b>Lecture Percentage Used Effectively or Very Effectively</b>	<b>Hybrid Percentage Used Effectively or Very Effectively</b>	<b>Online Percentage Used Effectively or Very Effectively</b>
Use of technology in helping me to learn course content	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%
<b>Question/Scale Legend</b>	<b>Institutional Percentage Answering Not Used</b>	<b>Undergraduate Percentage Answering Not Used</b>	<b>Graduate Percentage Answering Not Used</b>	<b>PRO Percentage Answering Not Used</b>	<b>LAE Percentage Answering Not Used</b>	<b>BBS Percentage Answering Not Used</b>	<b>HON Percentage Answering Not Used</b>	<b>Lecture Percentage Answering Not Used</b>	<b>Hybrid Percentage Answering Not Used</b>	<b>Online Percentage Answering Not Used</b>
Use of technology in helping me to learn course content	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**

					College of Liberal Arts and Education (LAE)	College of Biblical Studies (BBS)	Honors College (HON)	Lecture Courses	Hybrid Courses	Online Courses
<b>Summative Category</b>	<b>Institution</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>College of Professional Studies (PRO)</b>						
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%
<b>Question/Category/Scale Legend</b>	<b>Institutional Mean</b>	<b>Undergraduate Mean</b>	<b>Graduate Mean</b>	<b>PRO Mean</b>	<b>LAE Mean</b>	<b>BBS Mean</b>	<b>HON Mean</b>	<b>Lecture Mean</b>	<b>Hybrid Mean</b>	<b>Online Mean</b>
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective										
Standard Deviation	1.2	1.2	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
<b>Personal Study Time Per Week</b>	<b>Institutional Percentage</b>	<b>Undergraduate Percentage</b>	<b>Graduate Percentage</b>	<b>PRO Percentage</b>	<b>LAE Percentage</b>	<b>BBS Percentage</b>	<b>HON Percentage</b>	<b>Lecture Percentage</b>	<b>Hybrid Percentage</b>	<b>Online Percentage</b>
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.

<b>Question/Scale Legend</b>	<b>Institutional Percentage Effective or Very Effective</b>	<b>Undergraduate Percentage Used Effectively or Very Effectively</b>	<b>Graduate Percentage Used Effectively or Very Effectively</b>	<b>PRO Percentage Used Effectively or Very Effectively</b>	<b>LAE Percentage Used Effectively or Very Effectively</b>	<b>BBS Percentage Used Effectively or Very Effectively</b>	<b>HON Percentage Used Effectively or Very Effectively</b>	<b>Lecture Percentage Used Effectively or Very Effectively</b>	<b>Hybrid Percentage Used Effectively or Very Effectively</b>	<b>Online Percentage Used Effectively or Very Effectively</b>
Use of technology in helping me to learn course content	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%
<b>Question/Scale Legend</b>	<b>Institutional Percentage Answering Not Used</b>	<b>Undergraduate Percentage Answering Not Used</b>	<b>Graduate Percentage Answering Not Used</b>	<b>PRO Percentage Answering Not Used</b>	<b>LAE Percentage Answering Not Used</b>	<b>BBS Percentage Answering Not Used</b>	<b>HON Percentage Answering Not Used</b>	<b>Lecture Percentage Answering Not Used</b>	<b>Hybrid Percentage Answering Not Used</b>	<b>Online Percentage Answering Not Used</b>
Use of technology in helping me to learn course content	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**

					College of Liberal Arts and Education (LAE)	College of Biblical Studies and Behavioral Sciences (BBS)			
<b>Summative Category</b>	<b>Institution</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>College of Professional Studies (PRO)</b>			<b>Lecture Courses</b>	<b>Hybrid Courses</b>	<b>Online Courses</b>
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%
<b>Question/Category/Scale Legend</b>	<b>Institutional Mean</b>	<b>Undergraduate Mean</b>	<b>Graduate Mean</b>	<b>PRO Mean</b>	<b>LAE Mean</b>	<b>BBS Mean</b>	<b>Lecture Mean</b>	<b>Hybrid Mean</b>	<b>Online Mean</b>
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective									
Standard Deviation	1.1	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
<b>Personal Study Time Per Week</b>	<b>Institutional Percentage</b>	<b>Undergraduate Percentage</b>	<b>Graduate Percentage</b>	<b>PRO Percentage</b>	<b>LAE Percentage</b>	<b>BBS Percentage</b>	<b>Lecture Percentage</b>	<b>Hybrid Percentage</b>	<b>Online Percentage</b>
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.

<b>Question/Scale Legend</b>	<b>Institutional Percentage Effective or Very Effective</b>	<b>Undergraduate Percentage Used Effectively or Very Effectively</b>	<b>Graduate Percentage Used Effectively or Very Effectively</b>	<b>PRO Percentage Used Effectively or Very Effectively</b>	<b>LAE Percentage Used Effectively or Very Effectively</b>	<b>BBS Percentage Used Effectively or Very Effectively</b>	<b>Lecture Percentage Used Effectively or Very Effectively</b>	<b>Hybrid Percentage Used Effectively or Very Effectively</b>	<b>Online Percentage Used Effectively or Very Effectively</b>
Use of technology in helping me to learn course content	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%
<b>Question/Scale Legend</b>	<b>Institutional Percentage Answering Not Used</b>	<b>Undergraduate Percentage Answering Not Used</b>	<b>Graduate Percentage Answering Not Used</b>	<b>PRO Percentage Answering Not Used</b>	<b>LAE Percentage Answering Not Used</b>	<b>BBS Percentage Answering Not Used</b>	<b>Lecture Percentage Answering Not Used</b>	<b>Hybrid Percentage Answering Not Used</b>	<b>Online Percentage Answering Not Used</b>
Use of technology in helping me to learn course content	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

### Spring Trends

Summative Category	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Five Year Change	Trends
Percentage of Credit Hours Taught	100%	100%	100%	100%	100%	100%		
Percentage of Student Credit Hours Taught	100%	100%	100%	100%	100%	100%		
Response Rate	32.2%	34.6%	40.1%	36.0%	23.6%	39.9%	5.3%	
Question/Category/Scale Legend	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Five Year Change	
7=Very Effective; 6=Effective; 5=Somewhate Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective								
Standard Deviation	1.0	1.1	1.1	0.9	1.1	1.1	0.0	
Instructor communication of course requirements	6.5	6.4	6.4	6.5	6.5	6.5	0.0	
Instructor availability for questions during class or online session	6.6	6.5	6.5	6.6	6.6	6.6	0.1	
Instructor availability for questions outside of class or online session	6.5	6.4	6.4	6.5	6.5	6.4	0.0	
Instructor ability to organize and present course materials	6.4	6.3	6.3	6.5	6.4	6.4	0.1	
Instructor use of time during class or online session	6.5	6.4	6.4	6.5	6.4	6.4	0.0	
Instructor effectiveness in promoting student learning	6.5	6.4	6.4	6.5	6.5	6.5	0.1	
Course material effectiveness in helping me to learn course content	6.4	6.3	6.3	6.4	6.4	6.4	0.1	
Use of lecture in helping me to learn course content	6.4	6.3	6.3	6.5	6.3	6.4	0.0	
Use of examinations in evaluating my knowledge of course content	6.2	6.2	6.2	6.3	6.3	6.2	0.0	
Personal Study Time Per Week	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Five Year Change	
16+ hours	10%	9%	8%	9%	8%	7%	-2%	
13-15 hours	12%	10%	10%	11%	11%	9%	-1%	
9-12 hours	18%	19%	19%	19%	20%	20%	1%	
5-8 hours	27%	26%	26%	27%	28%	27%	1%	
1-4 hours	28%	31%	31%	28%	28%	31%	0%	
<1 hour	5%	5%	6%	6%	5%	5%	0%	

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

Percentage Effective/Very Effective Question/Scale Legend	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Five Year Change	
Use of technology in helping me to learn course content	78.6%	74.6%	76.6%	79.4%	83.5%	81.8%	7.2%	
Use of written research assignments in helping me to learn course content	68.7%	62.9%	66.1%	69.5%	69.5%	73.2%	10.3%	
Use of individual projects in helping me to learn course content	73.0%	68.7%	71.3%	75.0%	75.3%	77.1%	8.4%	
Use of team projects in helping me to learn course content	55.1%	54.3%	55.6%	73.3%	57.6%	63.6%	9.3%	
Use of case studies in helping me to learn course content	52.4%	52.6%	52.4%	60.3%	78.1%	63.8%	11.2%	
Use of journals in helping me to learn course content	48.4%	48.4%	47.9%	56.2%	53.6%	60.5%	12.1%	
Use of role play in helping me to learn course content	44.4%	46.1%	47.0%	54.2%	48.7%	57.6%	11.5%	
Percentage Not Used Question/Scale Legend	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Five Year Change	
Use of technology in helping me to learn course content	8.5%	9.9%	10.3%	7.1%	3.7%	6.1%	-3.8%	
Use of written research assignments in helping me to learn course content	19.6%	22.0%	21.0%	15.9%	15.7%	13.5%	-8.6%	
Use of individual projects in helping me to learn course content	17.6%	18.8%	18.0%	13.1%	13.1%	11.4%	-7.4%	
Use of team projects in helping me to learn course content	35.3%	33.3%	32.4%	15.0%	27.8%	23.8%	-9.5%	
Use of case studies in helping me to learn course content	39.0%	36.6%	38.3%	27.9%	29.1%	25.7%	-10.9%	
Use of journals in helping me to learn course content	42.5%	40.2%	41.3%	31.2%	33.4%	27.5%	-12.7%	
Use of role play in helping me to learn course content	48.3%	43.9%	44.1%	34.4%	36.8%	30.3%	-13.6%	



**Course Evaluation Comparison by College  
Spring 2021**

Summative Category	Institution	Undergraduate	Graduate	College of Professional Studies (PRO)	College of Liberal Arts (LA)	College of Biblical Studies (BIB)	Honors College (HON)	School of Business (SoB)	School of Education (SoE)	Lecture Courses	Hybrid Courses	Online Courses
Percentage of Credit Hours Taught	100%	86.1%	13.9%	32.6%	34.8%	11.0%	1.0%	11.5%	9.0%	64.0%	5.5%	14.1%
Percentage of Student Credit Hours Taught	100%	89.7%	10.4%	36.9%	28.4%	13.4%	0.7%	12.9%	7.7%	71.4%	6.1%	13.9%
Response Rate	39.9%	38.6%	51.0%	43.3%	36.4%	38.9%	36.3%	34.1%	43.8%	39.2%	54.7%	34.9%
Question/Category/Scale Legend	Institutional Mean	Undergraduate Mean	Graduate Mean	PRO Mean	LA Mean	BIB Mean	HON Mean	SoB Mean	SoE Mean	Lecture Mean	Hybrid Mean	Online Mean
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective												
Standard Deviation	1.1	1.1	1.1	1.0	1.1	1.2	1.2	1.3	0.9	1.1	0.7	1.2
Instructor communication of course requirements	6.5	6.5	6.5	6.5	6.5	6.3	6.2	6.2	6.6	6.4	6.7	6.3
Instructor availability for questions during class or online session	6.6	6.6	6.6	6.6	6.6	6.6	6.5	6.4	6.7	6.6	6.7	6.3
Instructor availability for questions outside of class or online session	6.4	6.4	6.5	6.5	6.4	6.4	6.2	6.3	6.6	6.4	6.6	6.3
Instructor ability to organize and present course materials	6.4	6.4	6.4	6.5	6.4	6.3	6.2	6.2	6.6	6.4	6.6	6.3
Instructor use of time during class or online session	6.4	6.4	6.5	6.5	6.5	6.4	6.3	6.1	6.6	6.4	6.6	6.2
Instructor effectiveness in promoting student learning	6.5	6.5	6.5	6.5	6.5	6.4	6.4	6.2	6.6	6.5	6.7	6.3
Course material effectiveness in helping me to learn course content	6.4	6.4	6.4	6.4	6.3	6.3	6.2	6.1	6.7	6.3	6.6	6.3
Use of lecture in helping me to learn course content	6.4	6.4	6.2	6.4	6.3	6.5	6.6	6.0	6.5	6.4	6.6	6.0
Use of examinations in evaluating my knowledge of course content	6.2	6.3	6.1	6.3	6.2	6.2	6.0	6.0	6.5	6.2	6.4	6.1
Personal Study Time Per Week	Institutional Percentage	Undergraduate Percentage	Graduate Percentage	PRO Percentage	LA Percentage	BIB Percentage	HON Percentage	SoB Percentage	SoE Percentage	Lecture Percentage	Hybrid Percentage	Online Percentage
16+ hours	7%	5%	15%	8%	6%	2%	6%	6%	8%	6%	8%	10%
13-15 hours	9%	9%	11%	11%	10%	5%	0%	8%	10%	9%	12%	9%
9-12 hours	20%	19%	30%	21%	20%	14%	18%	21%	27%	19%	24%	27%
5-8 hours	27%	27%	28%	28%	26%	21%	33%	27%	28%	27%	30%	25%
1-4 hours	31%	34%	16%	29%	30%	45%	24%	35%	25%	33%	24%	27%
<1 hour	5%	6%	1%	3%	7%	14%	18%	4%	0%	6%	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	LA Percentage Used Effectively or Very Effectively	BIB Percentage Used Effectively or Very Effectively	HON Percentage Used Effectively or Very Effectively	SoB Percentage Used Effectively or Very Effectively	SoE 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	81.8%	80.8%	88.5%	84.9%	79.6%	71.6%	43.8%	84.6%	91.3%	78.9%	94.8%	90.2%

Use of written research assignments in helping me to learn course content	73.2%	72.0%	80.8%	74.9%	72.8%	68.8%	56.3%	62.6%	84.7%	69.5%	94.4%	78.9%
Use of individual projects in helping me to learn course content	77.1%	75.7%	86.5%	78.3%	76.6%	71.8%	53.1%	67.8%	92.7%	74.0%	95.6%	81.5%
Use of team projects in helping me to learn course content	63.6%	63.6%	63.4%	65.5%	58.9%	61.2%	63.6%	54.2%	78.4%	63.0%	85.2%	46.8%
Use of case studies in helping me to learn course content	63.8%	62.6%	71.9%	66.0%	62.0%	52.4%	57.6%	60.4%	76.6%	59.9%	80.0%	68.9%
Use of journals in helping me to learn course content	60.5%	60.0%	63.8%	63.6%	59.3%	53.0%	50.0%	50.7%	69.5%	57.6%	82.0%	60.1%
Use of role play in helping me to learn course content	57.6%	57.0%	61.2%	58.2%	54.1%	54.7%	34.4%	52.0%	77.1%	56.5%	77.7%	46.0%
<b>Question/Scale Legend</b>	<b>Institutional Percentage Answering Not Used</b>	<b>Undergraduate Percentage Answering Not Used</b>	<b>Graduate Percentage Answering Not Used</b>	<b>PRO Percentage Answering Not Used</b>	<b>LA Percentage Answering Not Used</b>	<b>BIB Percentage Answering Not Used</b>	<b>HON Percentage Answering Not Used</b>	<b>SoB Percentage Answering Not Used</b>	<b>SoE Percentage Answering Not Used</b>	<b>Lecture Percentage Answering Not Used</b>	<b>Hybrid Percentage Answering Not Used</b>	<b>Online Percentage Answering Not Used</b>
Use of technology in helping me to learn course content	6.1%	6.8%	1.3%	4.2%	7.9%	12.6%	31.3%	3.5%	1.9%	7.8%	0.0%	0.0%
Use of written research assignments in helping me to learn course content	13.5%	14.2%	8.7%	13.2%	11.2%	15.2%	28.1%	19.8%	9.4%	15.9%	0.8%	7.9%
Use of individual projects in helping me to learn course content	11.4%	12.3%	6.1%	12.2%	10.3%	12.6%	31.3%	14.5%	2.9%	13.5%	1.6%	6.3%
Use of team projects in helping me to learn course content	23.8%	23.4%	26.5%	23.1%	28.2%	24.3%	15.2%	26.9%	14.7%	24.0%	10.0%	36.4%
Use of case studies in helping me to learn course content	25.7%	26.4%	21.7%	24.3%	25.3%	36.4%	39.4%	26.0%	18.9%	27.9%	14.4%	21.7%
Use of journals in helping me to learn course content	27.5%	27.5%	27.2%	26.3%	25.4%	33.6%	50.0%	33.0%	22.5%	29.6%	11.6%	28.1%
Use of role play in helping me to learn course content	30.3%	30.4%	29.3%	30.9%	32.2%	32.2%	59.4%	30.4%	15.4%	31.2%	15.5%	38.1%

**Course Evaluation Comparison by College  
Spring 2020**

					College of Liberal Arts and Education (LAE)	College of Biblical Studies (BIB)	Honors College (HON)	Lecture Courses	Hybrid Courses	Online Courses
<b>Summative Category</b>	<b>Institution</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>College of Professional Studies (PRO)</b>						
Percentage of Credit Hours Taught	100%	87.7%	12.3%	44.6%	42.7%	10.4%	2.2%	62.0%	18.8%	8.6%
Percentage of Student Credit Hours Taught	100%	92.2%	7.8%	49.9%	35.5%	13.9%	0.7%	70.1%	20.0%	8.7%
Response Rate	23.6%	23.3%	26.8%	23.5%	25.3%	20.2%	41.2%	21.9%	35.7%	28.6%
<b>Question/Category/Scale Legend</b>	<b>Institutional Mean</b>	<b>Undergraduate Mean</b>	<b>Graduate Mean</b>	<b>PRO Mean</b>	<b>LAE Mean</b>	<b>BBS Mean</b>	<b>HON Mean</b>	<b>Lecture Mean</b>	<b>Hybrid Mean</b>	<b>Online Mean</b>
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective										
Standard Deviation	1.1	1.1	1.2	1.1	1.0	1.2	1.1	1.0	1.1	1.2
Instructor communication of course requirements	6.5	6.5	6.4	6.5	6.6	6.4	6.6	6.5	6.4	6.4
Instructor availability for questions during class or online session	6.6	6.6	6.5	6.6	6.7	6.6	6.7	6.7	6.5	6.4
Instructor availability for questions outside of class or online session	6.5	6.5	6.4	6.4	6.5	6.4	6.3	6.5	6.3	6.3
Instructor ability to organize and present course materials	6.4	6.4	6.3	6.4	6.5	6.3	6.5	6.5	6.4	6.2
Instructor use of time during class or online session	6.4	6.4	6.3	6.4	6.4	6.5	6.3	6.5	6.4	6.3
Instructor effectiveness in promoting student learning	6.5	6.5	6.4	6.4	6.5	6.5	6.6	6.5	6.5	6.3
Course material effectiveness in helping me to learn course content	6.4	6.4	6.4	6.4	6.5	6.4	6.2	6.4	6.4	6.3
Use of lecture in helping me to learn course content	6.3	6.4	6.2	6.3	6.4	6.5	6.4	6.4	6.3	6.0
Use of examinations in evaluating my knowledge of course content	6.3	6.3	6.1	6.2	6.3	6.3	6.3	6.3	6.2	6.2
<b>Personal Study Time Per Week</b>	<b>Institutional Percentage</b>	<b>Undergraduate Percentage</b>	<b>Graduate Percentage</b>	<b>PRO Percentage</b>	<b>LAE Percentage</b>	<b>BIB Percentage</b>	<b>HON Percentage</b>	<b>Lecture Percentage</b>	<b>Hybrid Percentage</b>	<b>Online Percentage</b>
16+ hours	8%	7%	18%	9%	8%	1%	10%	8%	9%	4%
13-15 hours	11%	10%	16%	12%	11%	5%	5%	10%	14%	14%
9-12 hours	20%	19%	24%	18%	22%	21%	33%	19%	16%	26%
5-8 hours	28%	28%	23%	29%	27%	28%	14%	27%	29%	33%
1-4 hours	28%	29%	19%	28%	26%	38%	19%	29%	30%	21%
<1 hour	5%	6%	0%	3%	6%	6%	19%	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.

<b>Question/Scale Legend</b>	<b>Institutional Percentage Effective or Very Effective</b>	<b>Undergraduate Percentage Used Effectively or Very Effectively</b>	<b>Graduate Percentage Used Effectively or Very Effectively</b>	<b>PRO Percentage Used Effectively or Very Effectively</b>	<b>LAE Percentage Used Effectively or Very Effectively</b>	<b>BBS Percentage Used Effectively or Very Effectively</b>	<b>HON Percentage Used Effectively or Very Effectively</b>	<b>Lecture Percentage Used Effectively or Very Effectively</b>	<b>Hybrid Percentage Used Effectively or Very Effectively</b>	<b>Online Percentage Used Effectively or Very Effectively</b>
Use of technology in helping me to learn course content	83.5%	83.7%	82.0%	86.0%	82.3%	76.6%	75.0%	82.1%	88.5%	87.9%
Use of written research assignments in helping me to learn course content	69.5%	67.7%	87.1%	67.5%	71.9%	71.5%	80.0%	67.8%	76.2%	74.4%
Use of individual projects in helping me to learn course content	75.3%	74.4%	85.0%	75.1%	78.5%	64.3%	80.0%	73.4%	82.5%	81.0%
Use of team projects in helping me to learn course content	57.6%	58.1%	53.2%	56.3%	58.6%	61.8%	50.0%	60.5%	53.6%	41.6%
Use of case studies in helping me to learn course content	78.1%	56.4%	73.6%	61.5%	54.0%	54.1%	65.0%	57.2%	57.4%	64.0%
Use of journals in helping me to learn course content	53.6%	52.7%	62.9%	53.4%	62.6%	49.8%	60.0%	52.5%	58.2%	56.7%
Use of role play in helping me to learn course content	48.7%	48.9%	46.8%	47.6%	50.0%	49.4%	45.0%	49.9%	47.8%	41.4%
<b>Question/Scale Legend</b>	<b>Institutional Percentage Answering Not Used</b>	<b>Undergraduate Percentage Answering Not Used</b>	<b>Graduate Percentage Answering Not Used</b>	<b>PRO Percentage Answering Not Used</b>	<b>LAE Percentage Answering Not Used</b>	<b>BBS Percentage Answering Not Used</b>	<b>HON Percentage Answering Not Used</b>	<b>Lecture Percentage Answering Not Used</b>	<b>Hybrid Percentage Answering Not Used</b>	<b>Online Percentage Answering Not Used</b>
Use of technology in helping me to learn course content	3.7%	3.1%	3.6%	2.1%	4.5%	7.0%	15.0%	4.5%	1.1%	1.2%
Use of written research assignments in helping me to learn course content	15.7%	16.8%	5.7%	17.0%	15.2%	10.1%	10.0%	17.2%	10.3%	11.6%
Use of individual projects in helping me to learn course content	13.1%	13.7%	7.1%	13.7%	10.7%	17.8%	10.0%	14.9%	7.1%	7.4%
Use of team projects in helping me to learn course content	27.8%	26.9%	36.7%	29.9%	27.0%	18.5%	40.0%	25.2%	33.3%	41.0%
Use of case studies in helping me to learn course content	29.1%	29.8%	21.4%	25.0%	33.8%	32.5%	25.0%	29.7%	30.1%	23.8%
Use of journals in helping me to learn course content	33.4%	34.2%	25.0%	33.2%	34.3%	29.9%	40.0%	34.0%	32.6%	29.9%
Use of role play in helping me to learn course content	36.8%	36.8%	36.7%	37.7%	35.5%	34.6%	55.0%	35.9%	39.0%	40.7%

**Course Evaluation Comparison by College  
Spring 2019**

					College of Liberal Arts and Education (LAE)	College of Biblical Studies (BIB)	Honors College (HON)	Lecture Courses	Hybrid Courses	Online Courses
<b>Summative Category</b>	<b>Institution</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>College of Professional Studies (PRO)</b>						
Percentage of Credit Hours Taught	100%	85.5%	14.5%	43.4%	45.8%	9.7%	1.2%	63.6%	6.7%	12.4%
Percentage of Student Credit Hours Taught	100%	90.6%	9.4%	48.6%	37.8%	12.6%	1.0%	72.7%	6.5%	11.3%
Response Rate	36.0%	35.6%	41.7%	37.3%	37.0%	25.3%	51.2%	35.0%	48.0%	37.0%
<b>Question/Category/Scale Legend</b>	<b>Institutional Mean</b>	<b>Undergraduate Mean</b>	<b>Graduate Mean</b>	<b>PRO Mean</b>	<b>LAE Mean</b>	<b>BBS Mean</b>	<b>HON Mean</b>	<b>Lecture Mean</b>	<b>Hybrid Mean</b>	<b>Online Mean</b>
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective										
Standard Deviation	0.9	0.9	0.8	0.9	0.8	1.3	0.8	0.8	0.8	1.1
Instructor communication of course requirements	6.5	6.5	6.4	6.6	6.6	6.4	6.6	6.7	6.6	6.3
Instructor availability for questions during class or online session	6.6	6.6	6.7	6.6	6.7	6.5	6.8	6.7	6.6	6.4
Instructor availability for questions outside of class or online session	6.5	6.5	6.6	6.5	6.6	6.2	6.3	6.6	6.5	6.3
Instructor ability to organize and present course materials	6.5	6.5	6.5	6.5	6.6	6.2	6.5	6.6	6.5	6.3
Instructor use of time during class or online session	6.5	6.5	6.5	6.5	6.6	6.2	6.2	6.6	6.6	6.3
Instructor effectiveness in promoting student learning	6.5	6.5	6.6	6.6	6.6	6.4	6.6	6.6	6.6	6.4
Course material effectiveness in helping me to learn course content	6.4	6.4	6.5	6.5	6.5	6.2	6.4	6.5	6.5	6.3
Use of lecture in helping me to learn course content	6.5	6.5	6.5	6.5	6.6	6.2	6.2	6.6	6.5	6.2
Use of examinations in evaluating my knowledge of course content	6.3	6.3	6.2	6.3	6.4	6.0	6.0	6.5	6.3	6.0
<b>Personal Study Time Per Week</b>	<b>Institutional Percentage</b>	<b>Undergraduate Percentage</b>	<b>Graduate Percentage</b>	<b>PRO Percentage</b>	<b>LAE Percentage</b>	<b>BIB Percentage</b>	<b>HON Percentage</b>	<b>Lecture Percentage</b>	<b>Hybrid Percentage</b>	<b>Online Percentage</b>
16+ hours	9%	7%	20%	9%	10%	2%	5%	8%	16%	7%
13-15 hours	11%	10%	17%	9%	14%	8%	9%	10%	10%	17%
9-12 hours	19%	19%	20%	18%	22%	20%	9%	20%	17%	27%
5-8 hours	27%	27%	26%	30%	23%	24%	32%	27%	31%	23%
1-4 hours	28%	30%	16%	30%	24%	37%	36%	29%	23%	24%
<1 hour	6%	6%	0%	4%	7%	10%	9%	6%	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.

<b>Question/Scale Legend</b>	<b>Institutional Percentage Effective or Very Effective</b>	<b>Undergraduate Percentage Used Effectively or Very Effectively</b>	<b>Graduate Percentage Used Effectively or Very Effectively</b>	<b>PRO Percentage Used Effectively or Very Effectively</b>	<b>LAE Percentage Used Effectively or Very Effectively</b>	<b>BBS Percentage Used Effectively or Very Effectively</b>	<b>HON Percentage Used Effectively or Very Effectively</b>	<b>Lecture Percentage Used Effectively or Very Effectively</b>	<b>Hybrid Percentage Used Effectively or Very Effectively</b>	<b>Online Percentage Used Effectively or Very Effectively</b>
Use of technology in helping me to learn course content	79.4%	78.0%	90.6%	82.2%	80.6%	70.1%	67.4%	74.5%	93.5%	92.1%
Use of written research assignments in helping me to learn course content	69.5%	67.3%	86.7%	80.0%	73.3%	67.9%	61.9%	66.9%	85.7%	78.3%
Use of individual projects in helping me to learn course content	75.0%	73.1%	91.0%	67.0%	81.0%	66.9%	60.5%	73.0%	84.9%	75.1%
Use of team projects in helping me to learn course content	73.3%	59.8%	70.0%	57.5%	67.1%	59.1%	44.2%	62.4%	69.1%	39.3%
Use of case studies in helping me to learn course content	60.3%	58.7%	73.8%	63.6%	59.4%	49.5%	35.7%	59.9%	73.7%	58.6%
Use of journals in helping me to learn course content	56.2%	54.8%	67.1%	57.1%	58.4%	47.6%	23.8%	53.5%	68.3%	57.1%
Use of role play in helping me to learn course content	54.2%	54.0%	56.7%	52.5%	58.5%	50.0%	41.5%	56.4%	64.0%	39.4%
<b>Question/Scale Legend</b>	<b>Institutional Percentage Answering Not Used</b>	<b>Undergraduate Percentage Answering Not Used</b>	<b>Graduate Percentage Answering Not Used</b>	<b>PRO Percentage Answering Not Used</b>	<b>LAE Percentage Answering Not Used</b>	<b>BBS Percentage Answering Not Used</b>	<b>HON Percentage Answering Not Used</b>	<b>Lecture Percentage Answering Not Used</b>	<b>Hybrid Percentage Answering Not Used</b>	<b>Online Percentage Answering Not Used</b>
Use of technology in helping me to learn course content	7.1%	7.7%	2.4%	7.0%	7.8%	9.1%	16.3%	9.2%	0.4%	0.8%
Use of written research assignments in helping me to learn course content	15.9%	17.3%	5.1%	6.0%	15.2%	11.2%	28.6%	16.5%	6.5%	9.1%
Use of individual projects in helping me to learn course content	13.1%	14.5%	2.0%	17.1%	9.6%	16.6%	30.2%	14.2%	8.2%	12.3%
Use of team projects in helping me to learn course content	15.0%	25.3%	21.0%	28.1%	20.7%	21.0%	30.2%	23.0%	18.3%	47.2%
Use of case studies in helping me to learn course content	27.9%	28.9%	18.7%	24.4%	29.4%	0.5%	52.4%	27.7%	17.5%	29.1%
Use of journals in helping me to learn course content	31.2%	32.1%	23.4%	29.9%	30.2%	36.2%	61.9%	33.5%	20.7%	29.8%
Use of role play in helping me to learn course content	34.4%	34.5%	33.7%	34.3%	32.7%	38.5%	51.2%	32.9%	23.6%	45.8%

**Course Evaluation Comparison by College  
Spring 2018**

					College of Liberal Arts and Education (LAE)	College of Biblical Studies and Behavioral Sciences (BBS)	Honors College (HON)	Lecture Courses	Hybrid Courses	Online Courses
<b>Summative Category</b>	<b>Institution</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>College of Professional Studies (PRO)</b>						
Percentage of Credit Hours Taught	100%	84.0%	16.0%	42.1%	47.8%	8.9%	1.0%	80.0%	8.0%	12.0%
Percentage of Student Credit Hours Taught	100%	89.2%	10.8%	47.1%	38.8%	13.2%	0.9%	80.0%	8.0%	12.0%
Response Rate	40.1%	39.6%	45.0%	40.5%	41.8%	32.5%	59.0%	39.6%	54.9%	34.0%
<b>Question/Category/Scale Legend</b>	<b>Institutional Mean</b>	<b>Undergraduate Mean</b>	<b>Graduate Mean</b>	<b>PRO Mean</b>	<b>LAE Mean</b>	<b>BBS Mean</b>	<b>HON Mean</b>	<b>Lecture Mean</b>	<b>Hybrid Mean</b>	<b>Online Mean</b>
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective										
Standard Deviation	1.1	1.1	1.1	1.0	1.1	1.3	1.7	1.1	0.9	1.3
Instructor communication of course requirements	6.4	6.4	6.4	6.5	6.4	6.1	5.5	6.4	6.6	6.3
Instructor availability for questions during class or online session	6.5	6.6	6.5	6.6	6.5	6.4	6.2	6.6	6.6	6.3
Instructor availability for questions outside of class or online session	6.4	6.4	6.4	6.4	6.4	6.0	6.0	6.4	6.5	6.3
Instructor ability to organize and present course materials	6.3	6.3	6.4	6.4	6.3	6.0	5.2	6.3	6.5	6.2
Instructor use of time during class or online session	6.4	6.4	6.4	6.4	6.4	6.2	5.6	6.4	6.6	6.3
Instructor effectiveness in promoting student learning	6.4	6.4	6.4	6.4	6.4	6.2	5.1	6.4	6.6	6.2
Course material effectiveness in helping me to learn course content	6.3	6.3	6.4	6.4	6.3	6.1	5.3	6.3	6.6	6.2
Use of lecture in helping me to learn course content	6.3	6.3	6.3	6.3	6.3	6.1	5.4	6.3	6.5	6.1
Use of examinations in evaluating my knowledge of course content	6.2	6.2	6.3	6.3	6.2	6.0	5.1	6.2	6.4	6.1
<b>Personal Study Time Per Week</b>	<b>Institutional Percentage</b>	<b>Undergraduate Percentage</b>	<b>Graduate Percentage</b>	<b>PRO Percentage</b>	<b>LAE Percentage</b>	<b>BBS Percentage</b>	<b>HON Percentage</b>	<b>Lecture Percentage</b>	<b>Hybrid Percentage</b>	<b>Online Percentage</b>
16+ hours	8%	7%	17%	8%	10%	4%	3%	7%	11%	11%
13-15 hours	10%	9%	16%	9%	12%	6%	0%	9%	11%	14%
9-12 hours	19%	18%	22%	20%	19%	13%	17%	18%	21%	26%
5-8 hours	26%	26%	26%	26%	26%	25%	42%	26%	27%	29%
1-4 hours	31%	33%	18%	32%	28%	42%	22%	34%	27%	19%

<1 hour	6%	7%	1%	5%	5%	10%	16%	6%	3%	1%
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The following questions are used to provide faculty an indication of use of/effective use of learning practices that are typically associated with higher order learning. The first table indicates the percentage of students rating the practice as effective or very effective. The second table indicates the percentage of students that indicated that the practice was not used in the course they were evaluating.

Question/Scale Legend	Institutional Percentage Effective or Very Effective	Undergraduate Percentage Used Effectively or Very Effectively	Graduate Percentage Used Effectively or Very Effectively	PRO Percentage Used Effectively or Very Effectively	LAE Percentage Used Effectively or Very Effectively	BBS Percentage Used Effectively or Very Effectively	HON Percentage Used Effectively or Very Effectively	Lecture Percentage Used Effectively or Very Effectively	Hybrid Percentage Used Effectively or Very Effectively	Online Percentage Used Effectively or Very Effectively
Use of technology in helping me to learn course content	76.6%	76.0%	81.4%	80.9%	75.4%	64.5%	36.1%	72.4%	90.0%	87.0%
Use of written research assignments in helping me to learn course content	66.1%	64.3%	79.8%	66.2%	67.8%	61.5%	52.8%	65.1%	78.8%	76.1%
Use of individual projects in helping me to learn course content	71.3%	69.4%	85.5%	71.8%	74.6%	59.2%	44.5%	67.8%	89.7%	76.1%
Use of team projects in helping me to learn course content	55.6%	55.8%	54.4%	58.0%	55.0%	47.2%	47.2%	56.2%	65.7%	31.9%
Use of case studies in helping me to learn course content	52.4%	50.5%	66.7%	55.5%	52.7%	39.5%	22.2%	51.8%	59.1%	59.5%
Use of journals in helping me to learn course content	47.9%	46.9%	55.3%	48.8%	48.5%	44.7%	13.9%	46.1%	57.8%	46.6%
Use of role play in helping me to learn course content	47.0%	47.3%	44.7%	48.3%	47.7%	38.9%	33.3%	48.5%	53.7%	34.2%
Question/Scale Legend	Institutional Percentage Answering Not Used	Undergraduate Percentage Answering Not Used	Graduate Percentage Answering Not Used	PRO Percentage Answering Not Used	LAE Percentage Answering Not Used	BBS Percentage Answering Not Used	HON Percentage Answering Not Used	Lecture Percentage Answering Not Used	Hybrid Percentage Answering Not Used	Online Percentage Answering Not Used
Use of technology in helping me to learn course content	10.3%	10.5%	8.5%	8.2%	11.7%	15.9%	8.3%	12.5%	4.9%	3.1%
Use of written research assignments in helping me to learn course content	21.0%	22.6%	9.2%	22.8%	18.8%	21.5%	13.9%	21.3%	12.7%	8.4%
Use of individual projects in helping me to learn course content	18.0%	19.6%	6.0%	17.9%	15.3%	26.8%	33.3%	20.4%	5.5%	11.0%
Use of team projects in helping me to learn course content	32.4%	31.6%	38.4%	31.0%	34.1%	36.2%	8.3%	30.3%	27.1%	60.1%
Use of case studies in helping me to learn course content	38.3%	39.7%	28.3%	35.6%	37.6%	51.3%	69.4%	37.8%	35.2%	31.8%
Use of journals in helping me to learn course content	41.3%	41.8%	37.4%	40.8%	39.6%	45.5%	83.3%	42.1%	35.0%	40.2%
Use of role play in helping me to learn course content	44.1%	43.1%	51.3%	43.3%	43.0%	51.2%	52.8%	41.3%	41.1%	58.6%



**Course Evaluation Comparison by College  
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<b>Summative Category</b>	<b>Institution</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>College of Professional Studies (PRO)</b>	<b>College of Liberal Arts and Education (LAE)</b>	<b>College of Biblical Studies and Behavioral Sciences (BBS)</b>	<b>Honors College (HON)</b>	<b>Lecture Courses</b>	<b>Hybrid Courses</b>	<b>Online Courses</b>
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%
<b>Question/Category/Scale Legend</b>	<b>Institutional Mean</b>	<b>Undergraduate Mean</b>	<b>Graduate Mean</b>	<b>PRO Mean</b>	<b>LAE Mean</b>	<b>BBS Mean</b>	<b>HON Mean</b>	<b>Lecture Mean</b>	<b>Hybrid Mean</b>	<b>Online Mean</b>
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective										
Standard Deviation	1.1	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
<b>Personal Study Time Per Week</b>	<b>Institutional Percentage</b>	<b>Undergraduate Percentage</b>	<b>Graduate Percentage</b>	<b>PRO Percentage</b>	<b>LAE Percentage</b>	<b>BBS Percentage</b>	<b>HON Percentage</b>	<b>Lecture Percentage</b>	<b>Hybrid Percentage</b>	<b>Online Percentage</b>
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.

<b>Question/Scale Legend</b>	<b>Institutional Percentage Effective or Very Effective</b>	<b>Undergraduate Percentage Used Effectively or Very Effectively</b>	<b>Graduate Percentage Used Effectively or Very Effectively</b>	<b>PRO Percentage Used Effectively or Very Effectively</b>	<b>LAE Percentage Used Effectively or Very Effectively</b>	<b>BBS Percentage Used Effectively or Very Effectively</b>	<b>HON Percentage Used Effectively or Very Effectively</b>	<b>Lecture Percentage Used Effectively or Very Effectively</b>	<b>Hybrid Percentage Used Effectively or Very Effectively</b>	<b>Online Percentage Used Effectively or Very Effectively</b>
Use of technology in helping me to learn course content	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%
<b>Question/Scale Legend</b>	<b>Institutional Percentage Answering Not Used</b>	<b>Undergraduate Percentage Answering Not Used</b>	<b>Graduate Percentage Answering Not Used</b>	<b>PRO Percentage Answering Not Used</b>	<b>LAE Percentage Answering Not Used</b>	<b>BBS Percentage Answering Not Used</b>	<b>HON Percentage Answering Not Used</b>	<b>Lecture Percentage Answering Not Used</b>	<b>Hybrid Percentage Answering Not Used</b>	<b>Online Percentage Answering Not Used</b>
Use of technology in helping me to learn course content	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**

<b>Summative Category</b>	<b>Institution</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>College of Professional Studies (PRO)</b>	<b>College of Liberal Arts and Education (LAE)</b>	<b>College of Biblical Studies and Behavioral Sciences (BBS)</b>	<b>Lecture Courses</b>	<b>Hybrid Courses</b>	<b>Online Courses</b>
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%
<b>Question/Category/Scale Legend</b>	<b>Institutional Mean</b>	<b>Undergraduate Mean</b>	<b>Graduate Mean</b>	<b>PRO Mean</b>	<b>LAE Mean</b>	<b>BBS Mean</b>	<b>Lecture Mean</b>	<b>Hybrid Mean</b>	<b>Online Mean</b>
7=Very Effective; 6=Effective; 5=Somewhat Effective; 4=Neither Effective nor Ineffective; 3=Somewhat Ineffective; 2=Ineffective; 1=Very Ineffective									
Standard Deviation	1.0	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
<b>Personal Study Time Per Week</b>	<b>Institutional Percentage</b>	<b>Undergraduate Percentage</b>	<b>Graduate Percentage</b>	<b>PRO Percentage</b>	<b>LAE Percentage</b>	<b>BBS Percentage</b>	<b>Lecture Percentage</b>	<b>Hybrid Percentage</b>	<b>Online Percentage</b>
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.

<b>Question/Scale Legend</b>	<b>Institutional Percentage Effective or Very Effective</b>	<b>Undergraduate Percentage Used Effectively or Very Effectively</b>	<b>Graduate Percentage Used Effectively or Very Effectively</b>	<b>PRO Percentage Used Effectively or Very Effectively</b>	<b>LAE Percentage Used Effectively or Very Effectively</b>	<b>BBS Percentage Used Effectively or Very Effectively</b>	<b>Lecture Percentage Used Effectively or Very Effectively</b>	<b>Hybrid Percentage Used Effectively or Very Effectively</b>	<b>Online Percentage Used Effectively or Very Effectively</b>
Use of technology in helping me to learn course content	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%
<b>Question/Scale Legend</b>	<b>Institutional Percentage Answering Not Used</b>	<b>Undergraduate Percentage Answering Not Used</b>	<b>Graduate Percentage Answering Not Used</b>	<b>PRO Percentage Answering Not Used</b>	<b>LAE Percentage Answering Not Used</b>	<b>BBS Percentage Answering Not Used</b>	<b>Lecture Percentage Answering Not Used</b>	<b>Hybrid Percentage Answering Not Used</b>	<b>Online Percentage Answering Not Used</b>
Use of technology in helping me to learn course content	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%