Question Analysis (Multiple Choice)

Filtered by: CATEGORIES, Course Evaluation

Exam Takers = 99   **KR20 = 0.98**   **Stdev = 22.95**   **Mean = 35.74 (47.65%)**   **Median = 33.00**   **Min = 0.00**   **Max = 70.00**   **Total Pts = 75.00**

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies (*Indicates correct answer)											Avg Answer Time
	Diff(p)	Upper	Lower				A	B	C	D	E	F	G	H	I	J	Unanswered	
1	0.48	88.89%	6.90%	0.82	0.62	A	*48	46	3	2	0	0	-	-	-	-	0	00:05
-	-	-	-	-	-	**% Selected**	48.48	46.46	3.03	2.02	0.00	0.00	-	-	-	-	0.00	-
-	-	-	-	-	-	**Point Biserial (rpb)**	0.62	-0.52	-0.22	-0.09	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	**Disc. Index**	0.82	-0.68	-0.10	-0.03	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	**Upper 27%**	0.89	0.11	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	**Lower 27%**	0.07	0.79	0.10	0.03	0.00	0.00	-	-	-	-	-	-

Q: The course syllabus clearly stated the expected goals/objectives/ competencies for the course.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	A	B	C	D	E	F	G	H	I	J	Unanswered	Avg Answer Time
2	0.48	92.59%	0.00%	0.93	0.69	A	*48	41	10	0	0	0	-	-	-	-	0	00:04
-	-	-	-	-	-	**% Selected**	48.48	41.41	10.10	0.00	0.00	0.00	-	-	-	-	0.00	-
-	-	-	-	-	-	**Point Biserial (rpb)**	0.69	-0.58	-0.19	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	**Disc. Index**	0.93	-0.79	-0.14	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	**Upper 27%**	0.93	0.04	0.04	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	**Lower 27%**	0.00	0.83	0.17	0.00	0.00	0.00	-	-	-	-	-	-

Q: The course syllabus clearly outlined the grading criteria for the course.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	A	B	C	D	E	F	G	H	I	J	Unanswered	Avg Answer Time
3	0.57	100.00%	6.90%	0.93	0.68	A	*56	37	4	1	1	0	-	-	-	-	0	00:04
-	-	-	-	-	-	**% Selected**	56.57	37.37	4.04	1.01	1.01	0.00	-	-	-	-	0.00	-
-	-	-	-	-	-	**Point Biserial (rpb)**	0.68	-0.59	-0.20	-0.13	0.01	0.00	-	-	-	-	-	-
-	-	-	-	-	-	**Disc. Index**	0.93	-0.76	-0.14	-0.03	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	**Upper 27%**	1.00	0.00	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	**Lower 27%**	0.07	0.76	0.14	0.03	0.00	0.00	-	-	-	-	-	-

Q: The course addressed the competencies as outlined in the syllabus.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	A	B	C	D	E	F	G	H	I	J	Unanswered	Avg Answer Time
4	0.38	85.19%	0.00%	0.85	0.70	A	*38	46	11	3	1	0	-	-	-	-	0	00:05
-	-	-	-	-	-	**% Selected**	38.38	46.46	11.11	3.03	1.01	0.00	-	-	-	-	0.00	-
-	-	-	-	-	-	**Point Biserial (rpb)**	0.70	-0.45	-0.28	-0.17	0.01	0.00	-	-	-	-	-	-
-	-	-	-	-	-	**Disc. Index**	0.85	-0.51	-0.24	-0.10	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	**Upper 27%**	0.85	0.15	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	**Lower 27%**	0.00	0.66	0.24	0.10	0.00	0.00	-	-	-	-	-	-

Q: The course was well organized.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	A	B	C	D	E	F	G	H	I	J	Unanswered	Avg Answer Time
5	0.45	100.00%	6.90%	0.93	0.74	A	*45	36	12	3	3	0	-	-	-	-	0	00:06
-	-	-	-	-	-	**% Selected**	45.45	36.36	12.12	3.03	3.03	0.00	-	-	-	-	0.00	-
-	-	-	-	-	-	**Point Biserial (rpb)**	0.74	-0.49	-0.32	-0.08	-0.09	0.00	-	-	-	-	-	-
-	-	-	-	-	-	**Disc. Index**	0.93	-0.59	-0.24	-0.03	-0.07	0.00	-	-	-	-	-	-
-	-	-	-	-	-	**Upper 27%**	1.00	0.00	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	**Lower 27%**	0.07	0.59	0.24	0.03	0.07	0.00	-	-	-	-	-	-

Q: Key lecture concepts were frequently summarized for emphasis

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies (*Indicates correct answer)										Avg Answer Time
	Diff(p)	Upper	Lower				A	B	C	D	E	F	G	H	I	J	Unanswered	
6	0.49	85.19%	10.34%	0.75	0.66	A	*49	33	13	3	1	0	-	-	-	-	0	00:05
-	-	-	-	-	-	% Selected	49.49	33.33	13.13	3.03	1.01	0.00	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.66	-0.50	-0.21	-0.08	-0.09	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.75	-0.51	-0.17	-0.03	-0.03	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.85	0.07	0.07	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.10	0.59	0.24	0.03	0.03	0.00	-	-	-	-	-	-

Q: Adequate class time was provided for questions and related discussion.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies (*Indicates correct answer)										Avg Answer Time
	Diff(p)	Upper	Lower				A	B	C	D	E	F	G	H	I	J	Unanswered	
7	0.49	96.30%	17.24%	0.79	0.69	A	*49	42	3	3	1	0	-	-	-	-	1	00:05
-	-	-	-	-	-	% Selected	49.49	42.42	3.03	3.03	1.01	0.00	-	-	-	-	1.01	-
-	-	-	-	-	-	Point Biserial (rpb)	0.69	-0.56	-0.23	-0.09	-0.09	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.78	-0.61	-0.11	-0.04	-0.04	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.96	0.04	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.18	0.64	0.11	0.04	0.04	0.00	-	-	-	-	-	-

Q: The course encouraged me to think critically about the content material.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies (*Indicates correct answer)										Avg Answer Time
	Diff(p)	Upper	Lower				A	B	C	D	E	F	G	H	I	J	Unanswered	
8	0.46	92.59%	6.90%	0.86	0.70	A	*46	40	7	1	3	1	-	-	-	-	1	00:06
-	-	-	-	-	-	% Selected	46.46	40.40	7.07	1.01	3.03	1.01	-	-	-	-	1.01	-
-	-	-	-	-	-	Point Biserial (rpb)	0.70	-0.53	-0.23	-0.13	-0.05	-0.09	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.86	-0.62	-0.14	-0.03	-0.03	-0.03	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.93	0.04	0.04	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.07	0.66	0.17	0.03	0.03	0.03	-	-	-	-	-	-

Q: The course included explanations or examples that illustrated the clinical relevance of the material presented.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies (*Indicates correct answer)										Avg Answer Time
	Diff(p)	Upper	Lower				A	B	C	D	E	F	G	H	I	J	Unanswered	
9	0.38	81.48%	13.79%	0.68	0.62	A	*38	37	16	3	1	4	-	-	-	-	0	00:05
-	-	-	-	-	-	% Selected	38.38	37.37	16.16	3.03	1.01	4.04	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.62	-0.43	-0.19	-0.09	-0.09	-0.02	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.68	-0.51	-0.10	-0.03	-0.03	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.81	0.07	0.07	0.00	0.00	0.04	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.14	0.59	0.17	0.03	0.03	0.03	-	-	-	-	-	-

Q: Case study assignments were used effectively to deliver course content.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies (*Indicates correct answer)										Avg Answer Time
	Diff(p)	Upper	Lower				A	B	C	D	E	F	G	H	I	J	Unanswered	
10	0.44	96.30%	6.90%	0.89	0.75	A	*44	43	9	1	1	1	-	-	-	-	0	00:05
-	-	-	-	-	-	% Selected	44.44	43.43	9.09	1.01	1.01	1.01	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.75	-0.57	-0.23	-0.01	-0.09	-0.13	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.89	-0.65	-0.17	0.00	-0.03	-0.03	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.96	0.04	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.07	0.69	0.17	0.00	0.03	0.03	-	-	-	-	-	-

Q: In-class presentations and demonstrations were used effectively to deliver course content.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies (*Indicates correct answer)											Avg Answer Time
	Diff(p)	Upper	Lower				A	B	C	D	E	F	G	H	I	J	Unanswered	
11	0.22	59.26%	3.45%	0.56	0.58	A	*22	22	28	13	7	7	-	-	-	-	0	00:05
-	-	-	-	-	-	% Selected	22.22	22.22	28.28	13.13	7.07	7.07	-	-	-	-	0.00	-
-	-	-	-	-	Point Biserial (rpb)		0.58	-0.29	-0.21	-0.09	-0.05	0.06	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.56	-0.24	-0.23	-0.06	-0.07	0.04	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.59	0.07	0.15	0.11	0.00	0.07	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.03	0.31	0.38	0.17	0.07	0.03	-	-	-	-	-	-

Q: The required textbook for this course was an effective learning resource.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies											Avg Answer Time
12	0.32	59.26%	6.90%	0.52	0.56	A	*32	19	21	8	4	15	-	-	-	-	0	00:06
-	-	-	-	-	-	% Selected	32.32	19.19	21.21	8.08	4.04	15.15	-	-	-	-	0.00	-
-	-	-	-	-	Point Biserial (rpb)		0.56	-0.33	-0.10	-0.13	-0.05	-0.13	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.52	-0.24	-0.06	-0.06	-0.03	-0.13	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.59	0.07	0.15	0.07	0.00	0.11	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.07	0.31	0.21	0.14	0.03	0.24	-	-	-	-	-	-

Q: Supplemental materials (e.g. books, journal articles, videos, online materials) improved my understanding of the subject matter.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies											Avg Answer Time
13	0.71	96.30%	37.93%	0.58	0.51	A	*70	26	2	0	1	0	-	-	-	-	0	00:05
-	-	-	-	-	-	% Selected	70.71	26.26	2.02	0.00	1.01	0.00	-	-	-	-	0.00	-
-	-	-	-	-	Point Biserial (rpb)		0.51	-0.50	-0.10	0.00	0.01	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.58	-0.55	-0.03	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.96	0.04	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.38	0.59	0.03	0.00	0.00	0.00	-	-	-	-	-	-

Q: There were opportunities for formative assessment (e.g., quizzes, discussion questions, practice questions, review questions).

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies											Avg Answer Time
14	0.35	77.78%	3.45%	0.74	0.63	A	*35	39	16	9	0	0	-	-	-	-	0	00:51
-	-	-	-	-	-	% Selected	35.35	39.39	16.16	9.09	0.00	0.00	-	-	-	-	0.00	-
-	-	-	-	-	Point Biserial (rpb)		0.63	-0.36	-0.23	-0.13	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.74	-0.33	-0.27	-0.14	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.78	0.19	0.04	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.03	0.52	0.31	0.14	0.00	0.00	-	-	-	-	-	-

Q: Exams accurately reflected course content.

- Great class - well organized and well taught
- The case studies were nice but I feel they would have been more helpful if we would have covered them when we were studying them in the integrated courses. Especially if they were covered toward the end of an integrated course block as a review. We'd be able to participate more and it wouldn't change what was covered on the specific OPP test. I did like that you guys posted more of the lectures in advance. I would prefer if the powerpoints were posted a few days early every week and instead of going over the powerpoint in lab, we'd just practice. Some of the reading doesn't help at all. It would be nice if it was more selective. I would look up examples but ExamSoft has control of my computer. One of them I remember from this block is reading about physical therapy to help strength chest muscles.
- You don't need to make exams harder. I think the exam difficulty level is at just the right place. The class doing well on previous exams does not mean that the tests are too easy. It (in my opinion) means that we are actually understanding the material and learning it.
- This is one of the best courses offered at our school in terms of actually preparing us for the board. That is a testament to our professors. The faculty convey material and concepts effectively and the quizzes/exams very accurately reflect the material seen in board review programs.
- My major critique of this class is that the professors are literally Nazis about attendance, and they offer absolutely no flexibility, even in cases of emergency, for students to miss class. For example, I've known students who are contagiously ill or have family emergencies, and their major concern is to attend class so they don't have to do the ridiculous make-up policy.... and this is to the detriment of their own health, the health of others, and also their family's well-being. What a shame. We are supposed to be osteopaths who evaluate the patient as a whole but the professors cannot evaluate our needs as students and as human beings as a whole.
- Lastly, class does begin on time, but lecture almost always runs past the allotted time. If you're going to make us get here on time, at least show us the same courtesy and let us out at 8:50 so we actually get a 10 minute break before we begin a 2 hour lab.
- Too many quizzes. if you are going to do that, you should take maybe five and drop the rest
- I would say too many quizzes, but that just might be whining.
- The exams for this class were saturated with errors.   Many times the pictures used in the questions did not match with the available answer choices.   With the large amount of faculty that are part of this course, it would be nice if they all could proofread the test before it is submitted.
- OP&P has always been one of the most organized courses that we have. I think of all of the classes, it is the one that best prepares us for the COMLEX. Dr. Margaitis as a course director has been GREAT, and even though the quizzes are a burden at the time, they really aid in understanding of the material.
- Hate clicker questions!
- I really appreciated the reduction in lab time. I felt that it motivated students to work when necessary and cutback on a lot of unnecessary conversation by both students and faculty.
- My main complaint with the class has to do with certain test questions and their inconsistency with the material we were presented in class. This was especially evident on exam 2 where I recall there being many mistakes with questions, questions with no correct answers, and overall confusing questions. I believe these were all amended but it is still frustrating to be taking an

exam that you prepared for and know the material for, and the questions either don't make sense or there is no correct answer. I think it would have been beneficial for the instructors in the beginning to emphasize how many quizzes there would be, and how important they are in one's overall grade. I also think the overall weight of 10% based off quizzes is too much.

- I would like more lab time
- Some of the tests had random questions about random anatomy things that had absolutely nothing to do with what we studied that block. I'm not sure why. But I didn't feel like that made sense. The 2 hour lab time is awesome! Much, much better than 3 hours. THANK YOU!
- Overall, I think that the course ran pretty smoothly. I felt challenged with the course material and was frequently encouraged to prepare for each class with the possibility of a graded formative quiz. One complaint I might address is that the powerpoints for each lab/lecture were frequently posted late. This was added stress for many of us students just before we were to take graded quizzes or block exams and were still missing pertinent information. Each of the instructors cares a great deal about our success as students.
- I think the course could be improved by allowing access to lecture material either in advance or at least the day of it being presented. If quizzes are going to be given almost every week then students should have the material from the week before for greater than 1 or 2 days before the quiz.
- The quizzes given during this semester to say the least were frustrating, we were told quizzes were to be on the previous weeks material - which was false some questions were on topics to be covered that week and some were 2 -3 weeks prior. I spent multiple hours studying for some of these and made worse on the ones I studied for then the ones I just winged. Not structured properly - exams should be on material that actually pertains to boards not off the wall muscle attachments just so the majority of the class doesn't make an "A." There were multiple questions on both tests this year that had no correct answers and had to be thrown out.
- The quizzes are great at making me study earlier for the exam, but they are greatly impacting my final grade in a negative way. The tests mainly benefit the people who are proficient at rote memorizing the power points, but do not truly require an understanding of the course material. I have made 100 on every OPP CSA and cannot make an A on the exam.   I try to understand and learn to apply the course material, but in doing that I do not memorize every little detail of the power points. Unfortunately the lecture tests are good at measuring who memorized the notes, but do not accurately measure a student's proficiency or understanding of the material. Having lab for 2 hours is a great improvement – it moves quickly and all the students are engaged.
- The OP&P course adapted to the reduction in seat time more efficiently than any other course. The 2 hour labs are more than sufficient, at least from a 2nd year perspective. Clickers are a terrible way to give quizzes. I have no doubt that had the quizzes been given via ExamSoft or on paper that my grade would have been at least a grade point higher. There just isn't a way to go back and change an answer if you realize at the last minute that you've misread the question and/or pushed the wrong button by mistake.
- The textbooks were a waste of money. The powerpoints presented are much better and often contradict the material presented in the assigned texts.   I normally read for other classes, but not this one for that reason. Reading the book hindered my learned in this class. The professors presented the material very well. The documents provided for us were amazingly well constructed.

- As much as I hated the quizzes every week, I think they definitely had a positive effect on my overall understanding of the material.   This class more than any other I feel preps us for boards (you can't argue with the fact that our students consistently score high on the OMM section of the boards).   Other classes should use OPP as a model for how to do this.
- I enjoyed the way the course was run this year. The 2 hour labs were better in my opinion as I often was kind of tired by the end of 3 hours labs whereas I feel time is much more efficiently utilized with the 2 hour slots. I really enjoy our new professor Dr. Rau, and I think he brings a different and very valuable way of doing things.
- Well organized
- I have really enjoyed OP&P this year. A lot of the material we are going over is mastery of last year's material. This has greatly increased my understanding of the techniques. I feel like it all makes more sense this year and have seen vast improvement in my techniques.
- Great professor!
- Too many quizzes, but the review that followed them was helpful.
- While the constant quizzes may help most people, they did not help me. At some point the balance of using them to solidify we learned the main points from the previous week and using them to teach us new concepts ended up together. I like them to a certain extent, but having them almost every single time we have lecture was a task. Especially not knowing when to have them, it threw off my study schedule to stay caught up in other classes as well. I almost with there was one every 2 weeks that was planned so that we knew for sure spending extra time studying would be worth it that week, even if it covered more material.
- I think this was a really well organized course. Much more concise that last year. May have also been better being as it was our 2nd time through the material and such.
- The course modifications with a 2 hour lab and one hour lecture have been good. It has forced the students to take a greater responsibility to learn on their own and be prepared for class as well as made the directors focus on the important concepts. I do not think we need to have a quiz for credit every week.
- Thank you
- I really liked the quizzes that were given because they made me keep studying for the material as we went along.   However, I would prefer to just have a quiz weekly rather than a pop quiz.   I don't understand putting students through the anxiety of the possibility of a quiz when we have limited time to study for everything.   If you could just make the quizzes a regular thing and then drop one at the end of the semester that would be really helpful.   Materials definitely need to be posted before a quiz is given though, telling a student "you learned this last year so I shouldn't have to post it" is not helpful and doesn't reaffirm the material or teach us anything.
- Dr. Rau is amazing.
- I wished the textbooks did a better job explaining subjects such as viscerosomatics and Chapman's reflexes more comprehensively. I feel that I had to scour through multiple sources to get an idea of what those theories meant.
- Exams weren't always intuitive, but required thorough understanding of the material. They were challenging, yet a good indicator of how well someone has grasped the material.
- We will be well prepared for COMLEX

- This is one of the best organized courses at our campus. However, grading for clinical seems subjective.   Would like to see more standardized grading.   Would like to see more time spent on viscerosomatic section.
- It is a good course overall. The professors are competent and teach really well, primarily a group of four. Thus in lab, it is hard to get a hold of these four professors. There is no point asking the other professors as they always seem lost in lab.
- I respectfully believe that three tasks on the CSA are too many to perform when given only fifteen minutes, especially since we are being trained to be as thorough as possible. I personally have a problem with rushing through tasks because I want to be as thorough as possible. With regard to the class, this is by far the most well-organized. Even with the large number of professors, key points are delivered effectively and in-class examples are more than adequate as a learning tool.
- Although I do see many benefits with the new curriculum, I believe for OPP, the time cut from our lab may have been detrimental to our ability to cover the material in the depth that OMT often requires.
- The quiz load was misrepresented at the beginning of the course and the random nature of these quizzes was not demonstrated seeing as how we had one pretty much every week. Also I feel that instead of leaving the case studies 'til the end of the semester there needs to be practical uses for techniques demonstrated in terms of treating patients from the very beginning.
- The department really has it together.
- Good course and I feel as though it will we prepare me from the OMM/Anatomy portions of the COMLEX.
- Please do not set a security on the pdf so that we can write notes in there. Many professors also have differing opinions on techniques which may vary widely.
- I did not appreciate the quizzes but did feel the exams contained representative information. Dr. Margaitis wrote questions very well to reflect COMLEX information tested.

Question Analysis (Multiple Choice)

Filtered by: CATEGORIES, Faculty Evaluation Jones

Exam Takers = 99 **KR20 = 0.98** **Stdev = 22.95** **Mean = 35.74 (47.65%)** **Median = 33.00** **Min = 0.00** **Max = 70.00** **Total Pts = 75.00**

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies (*Indicates correct answer)											Avg Answer Time
	Diff(p)	Upper	Lower				A	B	C	D	E	F	G	H	I	J	Unanswered	
16	0.47	81.48%	6.90%	0.75	0.59	A	*47	30	12	5	4	1	-	-	-	-	0	00:04
-	-	-	-	-	-	% Selected	47.47	30.30	12.12	5.05	4.04	1.01	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.59	-0.42	-0.21	-0.11	-0.03	-0.07	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.75	-0.40	-0.17	-0.07	-0.07	-0.03	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.81	0.15	0.00	0.04	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.07	0.55	0.17	0.10	0.07	0.03	-	-	-	-	-	-

Q: The following 15 questions pertain to Dr. Jones. Begins and ends class sessions on time.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies											Avg Answer Time
17	0.72	100.00%	27.59%	0.72	0.57	A	*71	21	5	2	0	0	-	-	-	-	0	00:04
-	-	-	-	-	-	% Selected	71.72	21.21	5.05	2.02	0.00	0.00	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.57	-0.52	-0.16	-0.06	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.72	-0.55	-0.14	-0.03	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	1.00	0.00	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.28	0.55	0.14	0.03	0.00	0.00	-	-	-	-	-	-

Q: Overall, effective as an instructor.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies											Avg Answer Time
18	0.59	96.30%	6.90%	0.89	0.67	A	*58	34	3	1	0	1	-	-	-	-	2	00:03
-	-	-	-	-	-	% Selected	58.59	34.34	3.03	1.01	0.00	1.01	-	-	-	-	2.02	-
-	-	-	-	-	-	Point Biserial (rpb)	0.67	-0.65	-0.07	-0.13	0.00	-0.02	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.93	-0.82	-0.07	-0.04	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	1.00	0.00	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.07	0.82	0.07	0.04	0.00	0.00	-	-	-	-	-	-

Q: Effectively communicates subject matter through use of well-organized lectures.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies											Avg Answer Time
19	0.57	100.00%	10.34%	0.90	0.73	A	*56	30	6	0	0	7	-	-	-	-	0	00:03
-	-	-	-	-	-	% Selected	56.57	30.30	6.06	0.00	0.00	7.07	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.73	-0.60	-0.24	0.00	0.00	-0.12	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.90	-0.62	-0.17	0.00	0.00	-0.10	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	1.00	0.00	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.10	0.62	0.17	0.00	0.00	0.10	-	-	-	-	-	-

Q: Effectively engages students in case-based discussions.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies											Avg Answer Time
20	0.70	100.00%	17.24%	0.83	0.64	A	*69	25	4	1	0	0	-	-	-	-	0	00:04
-	-	-	-	-	-	% Selected	69.70	25.25	4.04	1.01	0.00	0.00	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.64	-0.57	-0.18	-0.07	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.83	-0.69	-0.10	-0.03	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	1.00	0.00	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.17	0.69	0.10	0.03	0.00	0.00	-	-	-	-	-	-

Q: Effectively emphasizes key learning points.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies (*Indicates correct answer)											Avg Answer Time
	Diff(p)	Upper	Lower				A	B	C	D	E	F	G	H	I	J	Unanswered	
21	0.52	85.19%	10.34%	0.75	0.57	A	*51	25	15	6	0	2	-	-	-	-	0	00:04
-	-	-	-	-	-	% Selected	51.52	25.25	15.15	6.06	0.00	2.02	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.57	-0.45	-0.12	-0.14	0.00	-0.11	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.75	-0.44	-0.13	-0.10	0.00	-0.07	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.85	0.07	0.07	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.10	0.52	0.21	0.10	0.00	0.07	-	-	-	-	-	-

Q: Paces instruction according to the complexity of the material.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	A	B	C	D	E	F	G	H	I	J	Unanswered	Avg Answer Time
22	0.55	92.59%	6.90%	0.86	0.66	A	*54	33	6	5	0	0	-	-	-	-	1	00:03
-	-	-	-	-	-	% Selected	54.55	33.33	6.06	5.05	0.00	0.00	-	-	-	-	1.01	-
-	-	-	-	-	-	Point Biserial (rpb)	0.66	-0.57	-0.03	-0.21	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.85	-0.68	-0.03	-0.14	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.93	0.04	0.04	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.07	0.71	0.07	0.14	0.00	0.00	-	-	-	-	-	-

Q: Effectively organizes delivery of the material in a manner that is focused and succinct.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	A	B	C	D	E	F	G	H	I	J	Unanswered	Avg Answer Time
23	0.59	96.30%	6.90%	0.89	0.68	A	*58	32	4	1	0	1	-	-	-	-	3	00:04
-	-	-	-	-	-	% Selected	58.59	32.32	4.04	1.01	0.00	1.01	-	-	-	-	3.03	-
-	-	-	-	-	-	Point Biserial (rpb)	0.68	-0.62	-0.04	-0.11	0.00	-0.02	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.89	-0.81	-0.04	-0.04	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.96	0.04	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.07	0.85	0.04	0.04	0.00	0.00	-	-	-	-	-	-

Q: Effectively uses in-class demonstrations and/or clinical examples.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	A	B	C	D	E	F	G	H	I	J	Unanswered	Avg Answer Time
24	0.73	96.30%	27.59%	0.69	0.62	A	*72	25	1	0	0	0	-	-	-	-	1	00:04
-	-	-	-	-	-	% Selected	72.73	25.25	1.01	0.00	0.00	0.00	-	-	-	-	1.01	-
-	-	-	-	-	-	Point Biserial (rpb)	0.62	-0.59	-0.09	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.68	-0.64	-0.04	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.96	0.04	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.29	0.68	0.04	0.00	0.00	0.00	-	-	-	-	-	-

Q: Is responsive to student questions and interactions during class.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	A	B	C	D	E	F	G	H	I	J	Unanswered	Avg Answer Time
25	0.66	96.30%	17.24%	0.79	0.68	A	*65	31	2	1	0	0	-	-	-	-	0	00:03
-	-	-	-	-	-	% Selected	65.66	31.31	2.02	1.01	0.00	0.00	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.68	-0.64	-0.15	-0.07	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.79	-0.69	-0.07	-0.03	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.96	0.04	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.17	0.72	0.07	0.03	0.00	0.00	-	-	-	-	-	-

Q: Encourages critical thinking and analysis during class sessions.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies (*Indicates correct answer)												Avg Answer Time
	Diff(p)	Upper	Lower				A	B	C	D	E	F	G	H	I	J	Unanswered	
26	0.72	92.59%	20.69%	0.72	0.61	A	*71	25	2	1	0	0	-	-	-	-	0	00:03
-	-	-	-	-	-	% Selected	71.72	25.25	2.02	1.01	0.00	0.00	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.61	-0.62	0.00	-0.07	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.72	-0.69	0.00	-0.03	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.93	0.04	0.04	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.21	0.72	0.03	0.03	0.00	0.00	-	-	-	-	-	-

Q: Demonstrates courtesy and respect for students.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	A	B	C	D	E	F	G	H	I	J	Unanswered	Avg Answer Time
27	0.55	92.59%	13.79%	0.79	0.64	A	*54	34	2	1	0	7	-	-	-	-	1	00:03
-	-	-	-	-	-	% Selected	54.55	34.34	2.02	1.01	0.00	7.07	-	-	-	-	1.01	-
-	-	-	-	-	-	Point Biserial (rpb)	0.64	-0.52	-0.17	-0.01	0.00	-0.16	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.79	-0.65	-0.07	0.00	0.00	-0.07	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.93	0.04	0.00	0.00	0.00	0.04	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.14	0.69	0.07	0.00	0.00	0.10	-	-	-	-	-	-

Q: Is accessible for help outside of class during office hours or by appointment.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	A	B	C	D	E	F	G	H	I	J	Unanswered	Avg Answer Time
28	0.78	100.00%	31.03%	0.69	0.63	A	*77	19	1	1	0	0	-	-	-	-	1	00:03
-	-	-	-	-	-	% Selected	77.78	19.19	1.01	1.01	0.00	0.00	-	-	-	-	1.01	-
-	-	-	-	-	-	Point Biserial (rpb)	0.63	-0.61	-0.09	-0.07	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.69	-0.62	-0.03	-0.03	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	1.00	0.00	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.31	0.62	0.03	0.03	0.00	0.00	-	-	-	-	-	-

Q: Seems to care about students' learning.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	A	B	C	D	E	F	G	H	I	J	Unanswered	Avg Answer Time
29	0.81	96.30%	44.83%	0.51	0.51	A	*80	18	1	0	0	0	-	-	-	-	0	00:36
-	-	-	-	-	-	% Selected	80.81	18.18	1.01	0.00	0.00	0.00	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.51	-0.50	-0.09	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.51	-0.48	-0.03	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.96	0.04	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.45	0.52	0.03	0.00	0.00	0.00	-	-	-	-	-	-

Q: Demonstrates enthusiasm for the subject.

- Dr. Jones is a great instructor. Students can tell that he cares about the material and students success.
- Simple and easy: I have never met someone who knows their field of expertise as much as he does. Awesome.
- Doing a great job this semester of limiting his stories. Thank you.
- This is one of the best courses offered at our school in terms of actually preparing us for the boards. That is a testament to our professors. They convey material and concepts effectively and the quizzes/exams very accurately reflect the material seen in board review programs.
- I don't care what the other students say. I like listening to your stories about your experiences and the history of Osteopathy. It gives us more reason for why we are here.
- WCUCOM is lucky to have such a professor as Dr. Jones.   As a student body, we are all more prepared for our boards and will become better physicians having learned under Dr. Jones.   He is a great leader, an incredible instructor, and a mentor to us all.   I understand classes are not supposed to be taught for the boards (I do not expect this).   Dr. Jones does a great job in constantly incorporating boards material into his lectures/highlighting important topics that will be on the boards.   He does this to make sure that not only will we become better Physicians, but make sure we get there!
- Dr. Jones is so great. He is always encouraging and there to talk to us about anything related to medical school, not just OP&P. Out of all of the professors at WCUCOM, it is most evident that the he honestly cares about our learning and us as people. He is also very respectful to us, which is important because most of the professors LACK THIS QUALITY.
- Great prof and mentor.
- Keep up the good work teaching!
- Dr. Jones is one of my absolute favorite professors! I really hope that he remains with the COM for some time. He is polite and enthusiastic about teaching and a true pioneer of osteopathy. We are fortunate to have him!
- Good Job
- Best teacher at the school
- He is a great instructor. Explains difficult subjects well. In lab sometimes it gets a little confusing when he's up there teaching and doing the maneuvers at the same time though.
- Why is the school internet so slow?
- It's great to have Dr. Jones in class and lab. He is always willing to students in class or lab. He always takes the time to explain things with each student when they ask for more help.
- I could not say enough good things about Dr. Jones--I was very happy to have had him as an instructor. He frequently gives encouragement to us students and always gives up his valuable time for our benefit. He is an excellent instructor.
- Thank you for all that you do at WCUCOM. Thank you for being a student advocate and being a great instructor.
- One of the best instructors I've had at any level, and very helpful outside of class. Long winded, but adapted very efficiently to the 2 hour labs.
- Dr. Jones is a wonderful teacher and mentor.   He knows so much about the osteopathic profession, it encourages me to learn more.   However, I wish he didn't chase as many rabbits during his lectures.
- Very helpful and supportive. Was always ready and willing to answer questions inside and outside of class. He also always made a point to check up on the students to make sure they were doing all right and were in good spirits.

- I'm incredibly glad that I had the opportunity to be taught by Dr. Jones. Great teacher, clear passion for the subject. He's directly responsible for preserving the uniqueness of osteopathic medicine, and I appreciate his attitude. He's also not super anti-specialist like a lot of DOs that are big into DO politics, and I appreciate that
- Dr. Jones is such an incredible teacher! It is truly amazing to me that we have someone like him at the COM. I feel so lucky that I am being taught by such influential/knowledgeable faculty.
- The best professor on campus, hands down!
- Thank you for caring so much if we are learning; spending extra hours the night before the test in lab. Although we don't always have questions, it is so nice to know you are here for us!!!!
- I love Dr. Jones. He is a fantastic professor who does really care about each student's learning and success in medical school and as a physician. I really appreciate his expertise in the area of OMM and learn so much from him in one-on-one interactions. I also think he does a fantastic job as the director of the OPP department. I know that the professors are in a better place with him as their leadership.
- Dr. Jones has a teaching philosophy that the COM should work towards. Explain what will be taught and what is expected of students, teaching students, testing on what has been taught. He is available for help and clarity and shows an enthusiasm for teaching.
- Very energized lectures as he is very enthusiastic about the material.
- I think you all do a great job, keep up the good work.
- Nothing to add here.
- I think that Dr. Jones is a great instructor that explains the material very well. My only issue is the way that our time is spent during lab. There have been a lot of occasions where we spent too much time on simple diagnosis, which the majority of us know very well, and skim over the treatments. I can remember one lab session this semester when we had a crazy amount of material that we were covering in a short amount of time. We spent way too much time on counterstrain and spent next to no time on more difficult concepts like still technique or muscle energy. I think that our labs can be organized a little better in how we can effectively use our time in the lab depending on the difficulty of the material that we're covering.
- I love Dr. Jones and I think he really really knows his material. His only flaw is that he goes off on tangents in lab and wastes time and ends up teaching the important parts of the lecture in the last 10 minutes. He doesn't pace his lecture...his stories are too long and we only have 2 hrs
- Amazing instructor. Extremely knowledgeable.
- Dr Jones is a really good teacher. He knows his stuff! He also wastes quite a bit of time. I really like his stories and everything he has to say but it seems to rush us in the end of class. That's about all I have to say negative about him. Dr Jones is easy to talk to, approachable and helpful to people of all body shapes to learn effective treatment.
- Dr. Jones gives us more than just knowledge of medicine (although he does this VERY well!). His ways of encouraging and inspiring us have been invaluable aspects of his instruction.
- I came to this school because of Dr. Jones.
- I think Dr. Jones is not only an asset to this institution but one of the best professors I have had in medical school to date. He cares about understanding, learning, and creating an environment in which we can retain and comprehend complex OMM principles that can be applied to our future patients.
- Dr. Jones is a very valuable professor for OP&P
- Dr. Jones allows us to enjoy the instruction and knowledge he has taught us. He is very helpful in allowing us to harness our skills. Dr. Jones pushes us to our limits. Very happy Dr. Jones is teaching at this school and I got to learn from him.

Question Analysis (Multiple Choice)

Filtered by: CATEGORIES, Faculty Evaluation R. Margaitis

Exam Takers = 99 **KR20 = 0.98** **Stdev = 22.95** **Mean = 35.74 (47.65%)** **Median = 33.00** **Min = 0.00** **Max = 70.00** **Total Pts = 75.00**

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies (*Indicates correct answer)											Avg Answer Time
	Diff(p)	Upper	Lower				A	B	C	D	E	F	G	H	I	J	Unanswered	
31	0.57	92.59%	13.79%	0.79	0.66	A	*56	27	12	2	2	0	-	-	-	-	0	00:06
-	-	-	-	-	-	% Selected	56.57	27.27	12.12	2.02	2.02	0.00	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.66	-0.47	-0.28	-0.12	-0.05	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.79	-0.51	-0.17	-0.07	-0.03	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.93	0.04	0.04	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.14	0.55	0.21	0.07	0.03	0.00	-	-	-	-	-	-

Q: The following 15 questions pertain to Dr. Rick Margaitis. Begins and ends class sessions on time.

32	0.53	92.59%	6.90%	0.86	0.70	A	*52	37	8	0	1	0	-	-	-	-	1	00:04
-	-	-	-	-	-	% Selected	52.53	37.37	8.08	0.00	1.01	0.00	-	-	-	-	1.01	-
-	-	-	-	-	-	Point Biserial (rpb)	0.70	-0.59	-0.17	0.00	-0.09	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.85	-0.71	-0.11	0.00	-0.04	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.93	0.04	0.04	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.07	0.75	0.14	0.00	0.04	0.00	-	-	-	-	-	-

Q: Overall, effective as an instructor.

33	0.52	92.59%	3.45%	0.89	0.76	A	*51	37	6	3	1	0	-	-	-	-	1	00:03
-	-	-	-	-	-	% Selected	51.52	37.37	6.06	3.03	1.01	0.00	-	-	-	-	1.01	-
-	-	-	-	-	-	Point Biserial (rpb)	0.76	-0.62	-0.21	-0.09	-0.09	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.89	-0.68	-0.11	-0.07	-0.04	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.93	0.07	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.04	0.75	0.11	0.07	0.04	0.00	-	-	-	-	-	-

Q: Effectively communicates subject matter through use of well-organized lectures.

34	0.57	96.30%	17.24%	0.79	0.67	A	*56	34	5	1	1	1	-	-	-	-	1	00:03
-	-	-	-	-	-	% Selected	56.57	34.34	5.05	1.01	1.01	1.01	-	-	-	-	1.01	-
-	-	-	-	-	-	Point Biserial (rpb)	0.67	-0.58	-0.19	0.01	-0.09	-0.01	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.78	-0.68	-0.07	0.00	-0.04	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.96	0.04	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.18	0.71	0.07	0.00	0.04	0.00	-	-	-	-	-	-

Q: Effectively engages students in case-based discussions.

35	0.55	100.00%	13.79%	0.86	0.74	A	*54	34	8	0	2	0	-	-	-	-	1	00:04
-	-	-	-	-	-	% Selected	54.55	34.34	8.08	0.00	2.02	0.00	-	-	-	-	1.01	-
-	-	-	-	-	-	Point Biserial (rpb)	0.74	-0.63	-0.21	0.00	-0.05	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.86	-0.68	-0.14	0.00	-0.04	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	1.00	0.00	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.14	0.68	0.14	0.00	0.04	0.00	-	-	-	-	-	-

Q: Effectively emphasizes key learning points.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies (*Indicates correct answer)											Avg Answer Time
	Diff(p)	Upper	Lower				A	B	C	D	E	F	G	H	I	J	Unanswered	
36	0.45	92.59%	3.45%	0.89	0.74	A	*45	41	8	1	2	2	-	-	-	-	0	00:03
-	-	-	-	-	-	% Selected	45.45	41.41	8.08	1.01	2.02	2.02	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.74	-0.57	-0.19	-0.13	-0.05	-0.11	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.89	-0.65	-0.10	-0.03	-0.03	-0.07	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.93	0.04	0.04	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.03	0.69	0.14	0.03	0.03	0.07	-	-	-	-	-	-
Q: Paces instruction according to the complexity of the material.																		
37	0.51	92.59%	10.34%	0.82	0.73	A	*50	42	4	0	2	1	-	-	-	-	0	00:03
-	-	-	-	-	-	% Selected	50.51	42.42	4.04	0.00	2.02	1.01	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.73	-0.65	-0.16	0.00	-0.05	-0.07	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.82	-0.68	-0.07	0.00	-0.03	-0.03	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.93	0.07	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.10	0.76	0.07	0.00	0.03	0.03	-	-	-	-	-	-
Q: Effectively organizes delivery of the material in a manner that is focused and succinct.																		
38	0.55	96.30%	17.24%	0.79	0.70	A	*54	36	5	0	2	2	-	-	-	-	0	00:03
-	-	-	-	-	-	% Selected	54.55	36.36	5.05	0.00	2.02	2.02	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.70	-0.62	-0.12	0.00	-0.05	-0.14	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.79	-0.62	-0.07	0.00	-0.03	-0.07	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.96	0.00	0.04	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.17	0.62	0.10	0.00	0.03	0.07	-	-	-	-	-	-
Q: Effectively uses in-class demonstrations and/or clinical examples.																		
39	0.54	92.59%	10.34%	0.82	0.72	A	*53	32	9	2	3	0	-	-	-	-	0	00:03
-	-	-	-	-	-	% Selected	53.54	32.32	9.09	2.02	3.03	0.00	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.72	-0.57	-0.21	-0.10	-0.10	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.82	-0.62	-0.10	-0.03	-0.07	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.93	0.07	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.10	0.69	0.10	0.03	0.07	0.00	-	-	-	-	-	-
Q: Is responsive to student questions and interactions during class.																		
40	0.53	96.30%	13.79%	0.83	0.70	A	*52	38	6	0	2	1	-	-	-	-	0	00:03
-	-	-	-	-	-	% Selected	52.53	38.38	6.06	0.00	2.02	1.01	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.70	-0.61	-0.16	0.00	-0.05	-0.07	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.83	-0.69	-0.07	0.00	-0.03	-0.03	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.96	0.04	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.14	0.72	0.07	0.00	0.03	0.03	-	-	-	-	-	-
Q: Encourages critical thinking and analysis during class sessions.																		

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies (*Indicates correct answer)											Avg Answer Time
	Diff(p)	Upper	Lower				A	B	C	D	E	F	G	H	I	J	Unanswered	
41	0.43	88.89%	3.45%	0.85	0.71	A	*43	36	12	6	2	0	-	-	-	-	0	00:04
-	-	-	-	-	-	% Selected	43.43	36.36	12.12	6.06	2.02	0.00	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.71	-0.58	-0.07	-0.17	-0.05	0.00	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Disc. Index	0.85	-0.69	-0.03	-0.10	-0.03	0.00	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Upper 27%	0.89	0.04	0.07	0.00	0.00	0.00	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Lower 27%	0.03	0.72	0.10	0.10	0.03	0.00	-	-	-	-	-	-

Q: Demonstrates courtesy and respect for students.

42	0.49	96.30%	6.90%	0.89	0.76	A	*49	33	6	1	2	7	-	-	-	-	1	00:03
-	-	-	-	-	-	% Selected	49.49	33.33	6.06	1.01	2.02	7.07	-	-	-	-	1.01	-
-	-	-	-	-	-	Point Biserial (rpb)	0.76	-0.61	-0.08	-0.06	-0.05	-0.20	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.89	-0.71	-0.03	0.00	-0.04	-0.11	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Upper 27%	0.96	0.00	0.04	0.00	0.00	0.00	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Lower 27%	0.07	0.71	0.07	0.00	0.04	0.11	-	-	-	-	-	-

Q: Is accessible for help outside of class during office hours or by appointment.

43	0.57	92.59%	6.90%	0.86	0.73	A	*56	34	5	1	2	0	-	-	-	-	1	00:03
-	-	-	-	-	-	% Selected	56.57	34.34	5.05	1.01	2.02	0.00	-	-	-	-	1.01	-
-	-	-	-	-	-	Point Biserial (rpb)	0.73	-0.64	-0.19	-0.03	-0.05	0.00	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Disc. Index	0.85	-0.75	-0.07	0.00	-0.04	0.00	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Upper 27%	0.93	0.07	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Lower 27%	0.07	0.82	0.07	0.00	0.04	0.00	-	-	-	-	-	-

Q: Seems to care about students' learning.

44	0.59	96.30%	10.34%	0.86	0.75	A	*58	35	4	0	1	0	-	-	-	-	1	00:38
-	-	-	-	-	-	% Selected	58.59	35.35	4.04	0.00	1.01	0.00	-	-	-	-	1.01	-
-	-	-	-	-	-	Point Biserial (rpb)	0.75	-0.65	-0.21	0.00	-0.09	0.00	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Disc. Index	0.86	-0.71	-0.11	0.00	-0.04	0.00	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Upper 27%	0.96	0.04	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Lower 27%	0.11	0.75	0.11	0.00	0.04	0.00	-	-	-	-	-	-

Q: Demonstrates enthusiasm for the subject.

- Great instructor. His quizzes have help despite the annoyance of having a quiz every week. Maybe take it outside of the classroom.
- The quizzes have helped me know what you guys expected, but they are destroying my grade.
- Clicker question helps me keep up with the material (though I don't like being quizzed ever week, I think they are a good idea/way to get people to study and keep up with the material).
- This is one of the best courses offered at our school in terms of actually preparing us for the board. That is a testament to our professors. They convey material and concepts effectively and the quizzes/exams very accurately reflects the material seen in board review programs.
- Too many quizzes. Draconian punishment for missed attendance, please also understand that students have lives that may contribute to absences.
- Dr. Margaitis does a fantastic job leading and teaching OPP.
- Can be extremely sarcastic at times. Is not always willing to hear students' questions and respond.
- Dr. Margitis never returns emails.   Ever. He has a tendency to give sarcastic comments when students ask legitimate serious questions.
- Dr. Margaitis has been an amazing course director! He is well organized and really seems to have his stuff together. Our grades have been posted very quickly, also, which we all appreciate. Again, the quizzes that he mandated are no fun (at the time), but they have definitely aided in my understanding of the course and have helped the material not to build up. I would say that ALL of the powerpoints should be posted at least 24 hours before a quiz, which didn't happen a COUPLE of times during the semester.
- Tough but wants students to learn.
- Good job!
- I feel like Dr Margaitis is doing a good job at preparing me for boards because of how he weights and paces the topics and because he writes really good questions
- Dr. Margaitis can be extremely condescending to particular students, both in class and lab. Compared to his colleagues, he can have a poor attitude in regards to the work he does and toward students he is helping. Although, I do believe he is very knowledgeable in his area of expertise - a little bit of kindness and understanding would be appreciated. Otherwise, as a new course instructor, he is organizing the course and quizzes well.
- Too many quizzes. I make a 7 when I study and I make a 7 when I don't.
- Dr. Margaitis is a wonderful course instructor. His tests are fair and even though I hate having a quiz each week it has made me a better student in OPP. I seem to be tackling the material much better. Keep up the good work!!
- A quiz before every class is very helpful
- Great teacher! Seems to really care about the students learning. Listens when we have something to say!
- Please put powerpoints up early! I think you guys underestimate how useful it is to study ahead of time.
- Great instructor overall--I would just like to reiterate the issue with delayed posting of powerpoints.
- Please realize that although the COMLEX is timed, some questions take are short and some are long. The quizzes would be better if students were given a set amount of time to take the quizzes and could allocate our time accordingly.
- Clickers are a terrible way to perform quizzes. The questions aren't bad (most of the time), but it's impossible to change your answer if you misread the question or accidentally push the

wrong button. Your presentations on the CBL's is great, and would be very helpful in the Clinical Sciences course.

- Dr. Margaitis is punctual. Almost too punctual. If you walk in at 8:01am, you've missed at least one quiz question. Also, he's a good instructor, yet somehow still manages to make his test questions practically impossible.
- I think he does a great job as course director. He is very organized and presents information very well. The amount of quizzes we have is a little ridiculous, but they do force us to stay on top of the material. In the future I wish that the ppts for lectures would be posted sooner.
- Good course director. Tests more fair than last year (sorry Sloan).
- Too many quizzes. Although helpful, we had a quiz every week and that was excessive. Not sure what the whole bunny thing was about either.
- Very helpful! Great at presenting lectures
- Great professor!
- He challenges us to fully understand the material
- He is very clinically oriented which is fantastic! It makes it easier to conceptualize the information and material and apply it as necessary
- Has been good at incorporating the CBL cases into OPP and how/when to use the techniques. While the COM is pushing towards integrating, I think it is of greater benefit to re-hit topics and the staggering of the CBL topics outside of the block topics would be more useful. It would allow us the stay on top of material rather than quoting what we covered a day earlier.
- There is often a gap between what is taught/explained in class and what is expected on the exams (most especially the CSA).
- Dr. Margaitis is a great professor, I just wish he was more sensitive towards students.
- The quizzes are the reason I am going to now have a B instead of an A. My grade is actually going to worse this semester than the previous two in this course. That alone makes me question whether the quizzes are helpful. They may help to learn the material a little at a time, but my grade is going to suffer because of them.
- Very unsatisfied with the direction the course has taken this year of endless quizzing. It seems to be more about board prep than anything. Explanation seems to be lacking. Drilling and quizzing cannot replace effective instruction. The study of osteopathy is sullied and merely been turned into just another test to pass with the constant reminder about boards. While it is understood that it is important, for those who want to genuinely learn, it can become frustrating when everything goes back to hi-yield factoids. This may be great for boards, but how does this help those who want to incorporate this in the future. There needs to be more explanations, perhaps not through a case study every time, but through the use of more clinical examples. Something more concrete. Give insight into what is most common, what works, and how it is used in conjunction with modern medicine. Faculty are supposed to be inspiring us to want to go into profession. I don't feel that is the case, if anything, it is creating an aversion for many of us when it becomes a chore as opposed to something to look forward to every Thursday (in addition to out of class practice). There is no reason why it has to be taught like this. Last year was more enjoyable. The topics are already interesting, however, it is the professor's task to inspire us.
- Some of Dr. Margaitis's test questions seem unfair and not pertinent to the course (ex: When did AT still die)...he also needs to be more available in his office in case students have questions
- Definitely like the organization of this class.
- Dr Margaitis is a really good teacher. He articulates the points well. On an individual basis he's only helpful if you're shaped like him. He can't offer much help to smaller people on how to accomplish these treatments. He's well known for making fun of students. I'm okay with a bit of

poking fun but all I did was ask how to accomplish a test with a taller patient and he made fun of me and didn't answer! Also the teachers standing on the side talking while students are looking for help during class is really frustrating. It's rude to interrupt them but we have less time now. Also we aren't allowed to have our cell phones out in class but Margaitis does a lot of texting.

- I appreciated the ways Dr. Margaitis has challenged us this semester. I know for me the challenge has helped me grow.
- Great question writer!
- Great professor with good conceptual questions and very amazing level of competency within the clinic.
- Does a wonderful job of teaching practically. Formative assessments weekly are helpful for encouraging students to keep up with subject. Writes appropriate test questions.
- I have really enjoyed the quiz and discuss lecture style
- Great improvement in questions. At the beginning of the semester, Dr. Margaitis claimed that we will only have 5 quizzes the entire semester -- we have had up to 11 quizzes so far.
- Dr. Margaitis was very helpful and was very accessible to students. His open door policy and his leadership style allowed many of us to feel comfortable with material and the class. I feel that his leadership style was effective in teaching our class and students. I feel he helped many us to apply anatomy throughout the course. I look forward to next semesters course and his effective teaching style.

Question Analysis (Multiple Choice)

Filtered by: CATEGORIES, Faculty Evaluation Rau

Exam Takers = 99 **KR20 = 0.98** **Stdev = 22.95** **Mean = 35.74 (47.65%)** **Median = 33.00** **Min = 0.00** **Max = 70.00** **Total Pts = 75.00**

Question #	Diff(p)	Upper	Lower	Disc. Index	Point Biserial	Correct Answer	A	B	C	D	E	F	G	H	I	J	Unanswered	Avg Answer Time
46	0.42	85.19%	10.34%	0.75	0.61	A	*42	46	4	0	1	5	-	-	-	-	1	00:06
-	-	-	-	-	-	% Selected	42.42	46.46	4.04	0.00	1.01	5.05	-	-	-	-	1.01	-
-	-	-	-	-	-	Point Biserial (rpb)	0.61	-0.57	-0.02	0.00	-0.09	0.03	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.74	-0.75	0.00	0.00	-0.04	0.04	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.85	0.04	0.04	0.00	0.00	0.07	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.11	0.79	0.04	0.00	0.04	0.04	-	-	-	-	-	-

Q: The following 15 questions pertain to Dr. Rau. Begins and ends class sessions on time.

Question #	Diff(p)	Upper	Lower	Disc. Index	Point Biserial	Correct Answer	A	B	C	D	E	F	G	H	I	J	Unanswered	Avg Answer Time
47	0.37	81.48%	10.34%	0.71	0.59	A	*37	48	9	2	1	2	-	-	-	-	0	00:05
-	-	-	-	-	-	% Selected	37.37	48.48	9.09	2.02	1.01	2.02	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.59	-0.41	-0.22	-0.15	0.09	-0.05	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.71	-0.51	-0.14	-0.07	0.04	-0.03	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.81	0.15	0.00	0.00	0.04	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.10	0.66	0.14	0.07	0.00	0.03	-	-	-	-	-	-

Q: Overall, effective as an instructor.

Question #	Diff(p)	Upper	Lower	Disc. Index	Point Biserial	Correct Answer	A	B	C	D	E	F	G	H	I	J	Unanswered	Avg Answer Time
48	0.36	85.19%	3.45%	0.82	0.66	A	*36	44	12	1	1	3	-	-	-	-	2	00:04
-	-	-	-	-	-	% Selected	36.36	44.44	12.12	1.01	1.01	3.03	-	-	-	-	2.02	-
-	-	-	-	-	-	Point Biserial (rpb)	0.66	-0.55	-0.12	-0.12	-0.09	0.03	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.85	-0.69	-0.10	-0.03	-0.03	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.88	0.00	0.08	0.00	0.00	0.04	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.03	0.69	0.17	0.03	0.03	0.03	-	-	-	-	-	-

Q: Effectively communicates subject matter through use of well-organized lectures.

Question #	Diff(p)	Upper	Lower	Disc. Index	Point Biserial	Correct Answer	A	B	C	D	E	F	G	H	I	J	Unanswered	Avg Answer Time
49	0.38	88.89%	3.45%	0.85	0.69	A	*38	35	13	3	1	8	-	-	-	-	1	00:03
-	-	-	-	-	-	% Selected	38.38	35.35	13.13	3.03	1.01	8.08	-	-	-	-	1.01	-
-	-	-	-	-	-	Point Biserial (rpb)	0.69	-0.48	-0.26	0.01	-0.09	-0.02	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.85	-0.61	-0.21	0.00	-0.04	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.89	0.00	0.04	0.04	0.00	0.04	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.04	0.61	0.25	0.04	0.04	0.04	-	-	-	-	-	-

Q: Effectively engages students in case-based discussions.

Question #	Diff(p)	Upper	Lower	Disc. Index	Point Biserial	Correct Answer	A	B	C	D	E	F	G	H	I	J	Unanswered	Avg Answer Time
50	0.38	92.59%	10.34%	0.82	0.65	A	*38	46	9	3	1	2	-	-	-	-	0	00:04
-	-	-	-	-	-	% Selected	38.38	46.46	9.09	3.03	1.01	2.02	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.65	-0.42	-0.32	-0.10	0.09	-0.04	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.82	-0.58	-0.21	-0.07	0.04	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.93	0.04	0.00	0.00	0.04	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.10	0.62	0.21	0.07	0.00	0.00	-	-	-	-	-	-

Q: Effectively emphasizes key learning points.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies (*Indicates correct answer)											Avg Answer Time
	Diff(p)	Upper	Lower				A	B	C	D	E	F	G	H	I	J	Unanswered	
51	0.36	92.59%	0.00%	0.93	0.71	A	*36	44	13	2	2	2	-	-	-	-	0	00:04
-	-	-	-	-	-	% Selected	36.36	44.44	13.13	2.02	2.02	2.02	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.71	-0.51	-0.24	-0.04	0.00	-0.01	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Disc. Index	0.93	-0.72	-0.17	-0.03	0.00	0.00	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Upper 27%	0.93	0.04	0.00	0.00	0.04	0.00	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Lower 27%	0.00	0.76	0.17	0.03	0.03	0.00	-	-	-	-	-	-
Q: Paces instruction according to the complexity of the material.																		
52	0.35	92.59%	3.45%	0.89	0.69	A	*35	49	10	1	1	2	-	-	-	-	1	00:04
-	-	-	-	-	-	% Selected	35.35	49.49	10.10	1.01	1.01	2.02	-	-	-	-	1.01	-
-	-	-	-	-	-	Point Biserial (rpb)	0.69	-0.47	-0.22	-0.12	-0.09	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.89	-0.64	-0.18	-0.04	-0.04	0.00	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Upper 27%	0.93	0.07	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Lower 27%	0.04	0.71	0.18	0.04	0.04	0.00	-	-	-	-	-	-
Q: Effectively organizes delivery of the material in a manner that is focused and succinct.																		
53	0.39	88.89%	3.45%	0.85	0.69	A	*39	42	9	1	1	6	-	-	-	-	1	00:05
-	-	-	-	-	-	% Selected	39.39	42.42	9.09	1.01	1.01	6.06	-	-	-	-	1.01	-
-	-	-	-	-	-	Point Biserial (rpb)	0.69	-0.43	-0.28	0.09	-0.09	-0.17	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.85	-0.53	-0.21	0.04	-0.04	-0.11	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Upper 27%	0.89	0.07	0.00	0.04	0.00	0.00	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Lower 27%	0.04	0.61	0.21	0.00	0.04	0.11	-	-	-	-	-	-
Q: Effectively uses in-class demonstrations and/or clinical examples.																		
54	0.49	96.30%	6.90%	0.89	0.70	A	*49	37	9	3	0	1	-	-	-	-	0	00:04
-	-	-	-	-	-	% Selected	49.49	37.37	9.09	3.03	0.00	1.01	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.70	-0.55	-0.25	-0.09	0.00	0.01	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Disc. Index	0.89	-0.66	-0.17	-0.07	0.00	0.00	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Upper 27%	0.96	0.00	0.04	0.00	0.00	0.00	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Lower 27%	0.07	0.66	0.21	0.07	0.00	0.00	-	-	-	-	-	-
Q: Is responsive to student questions and interactions during class.																		
55	0.40	88.89%	3.45%	0.85	0.69	A	*40	45	11	2	0	1	-	-	-	-	0	00:03
-	-	-	-	-	-	% Selected	40.40	45.45	11.11	2.02	0.00	1.01	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.69	-0.50	-0.24	-0.12	0.00	0.01	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.85	-0.62	-0.17	-0.07	0.00	0.00	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Upper 27%	0.89	0.07	0.04	0.00	0.00	0.00	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Lower 27%	0.03	0.69	0.21	0.07	0.00	0.00	-	-	-	-	-	-
Q: Encourages critical thinking and analysis during class sessions.																		

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies (*Indicates correct answer)											Avg Answer Time
	Diff(p)	Upper	Lower				A	B	C	D	E	F	G	H	I	J	Unanswered	
56	0.35	88.89%	0.00%	0.89	0.71	A	*35	45	12	4	0	2	-	-	-	-	1	00:03
-	-	-	-	-	-	% Selected	35.35	45.45	12.12	4.04	0.00	2.02	-	-	-	-	1.01	-
-	-	-	-	-	-	Point Biserial (rpb)	0.71	-0.57	-0.15	-0.08	0.00	0.10	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Disc. Index	0.89	-0.78	-0.11	-0.04	0.00	0.04	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Upper 27%	0.89	0.04	0.04	0.00	0.00	0.04	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Lower 27%	0.00	0.82	0.14	0.04	0.00	0.00	-	-	-	-	-	-

Q: Demonstrates courtesy and respect for students.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies											Avg Answer Time
57	0.41	81.48%	6.90%	0.75	0.62	A	*41	36	6	1	0	13	-	-	-	-	2	00:03
-	-	-	-	-	-	% Selected	41.41	36.36	6.06	1.01	0.00	13.13	-	-	-	-	2.02	-
-	-	-	-	-	-	Point Biserial (rpb)	0.62	-0.47	-0.09	-0.09	0.00	-0.09	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Disc. Index	0.74	-0.63	0.00	-0.04	0.00	-0.07	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Upper 27%	0.81	0.07	0.04	0.00	0.00	0.07	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Lower 27%	0.07	0.70	0.04	0.04	0.00	0.15	-	-	-	-	-	-

Q: Is accessible for help outside of class during office hours or by appointment.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies											Avg Answer Time
58	0.45	88.89%	6.90%	0.82	0.64	A	*45	38	11	4	0	1	-	-	-	-	0	00:03
-	-	-	-	-	-	% Selected	45.45	38.38	11.11	4.04	0.00	1.01	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.64	-0.50	-0.25	-0.01	0.00	0.01	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Disc. Index	0.82	-0.62	-0.17	-0.03	0.00	0.00	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Upper 27%	0.89	0.07	0.00	0.04	0.00	0.00	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Lower 27%	0.07	0.69	0.17	0.07	0.00	0.00	-	-	-	-	-	-

Q: Seems to care about students' learning.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies											Avg Answer Time
59	0.53	92.59%	6.90%	0.86	0.63	A	*52	34	8	3	1	1	-	-	-	-	0	00:21
-	-	-	-	-	-	% Selected	52.53	34.34	8.08	3.03	1.01	1.01	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.63	-0.54	-0.06	-0.17	-0.09	0.01	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Disc. Index	0.86	-0.72	0.01	-0.10	-0.03	0.00	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Upper 27%	0.93	0.00	0.07	0.00	0.00	0.00	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	Lower 27%	0.07	0.72	0.07	0.10	0.03	0.00	-	-	-	-	-	-

Q: Demonstrates enthusiasm for the subject.

- Even though you are tough on us, I think it paid off in the end.
- Probably has one of best mastery of OMT techniques
- Dr. Rau has been a strong addition to the OPP staff.   He teaches things a little different and at times it can be confusing, but he really makes you think to understand the material.
- Dr. Rau is very easy to approach and always has helpful information to share.
- Great prof
- Dr. Rau does a good job at simplifying complicated topics
- Dr. Rau seems to have a knack for giving students tips and tricks to really understanding techniques. He helps the student "truly feel" what you effecting in the body in a technique, which I appreciated a lot. He is off to a great start!
- And a Happy New Year
- More Klingon costumes please
- Dr. Rau is always willing to share helpful information regarding the topic at hand. He also is very willing to help with demonstrations during lab.
- When asked a question you are the best at breaking down the explanation and helping student understand the material. You are a great instructor
- Very knowledgeable about the subject, however could stand to be more professional in the academic setting.
- Dr. Rau seems much more gentle and has great palpatory skills. Dr. Margiatis is more 'manly' rough kind of (since he does sports medicine I assume), so i think it's super valuble to have both ways of looking at things. One isn't better than the other necessarily, but it's a cool dichotomy
- Inappropriate comments to students sometimes.
- Dr. Rau has been a great addition to the OPP staff. He does things a little different from the other teachers, and it is helpful to see his new approach to techniques.
- One-on-one, a great professor! Clearly explains material very well.
- He has an innovative approach that's simplified and effective to the full understanding of the material.
- He is really good. Has a wonderful way of sharing the concepts that are very applicapble to adopting them in a unique way for tx
- I appreciate Dr Rau's unique approach to the course and enjoy learning from his experiences.
- Dr. Rau sometimes makes me feel uncomfortable.
- There have been a few instances where I felt this instructor was unprofessional.
- The teachers were very interested in the material and did a good job of explaining it. More review session would have been helpful as well as having less material for certain lab sections - as there was not enough time to cover the information.
- Dr. Rau has been a great lecturer and extremely helpful in lab.   He is one of the few people in lab that fully explains everything and keeps checking to make sure I understand everything.
- Dr. Rau is a great addition to the OPP staff and he is always very helpful.
- Overall the instructors are very nice and open.
- Dr. Rau overall is a good instructor. Even though I have never had him for the skills testing, I have heard other students say he doesn't test efficiently. Instead of observing, he starts teaching the students the techniques while they are being tested
- Very hands-on and gives excellent individual direction.
- I'm sure he knows what he's doing but I think maybe he should be given a talk about appropriateness and student/teacher boundaries.

- As with all of the other instructors for OPP, Dr. Rau has expressed a genuine concern and interest in our learning.
- Dr. Rau is a great addition to the OPP staff and if Dr Jones leaves in the future he needs to replace him as course director.
- Dr. Rau does an excellent job of explaining why you do something rather than just giving positioning direction.   It allows the student to think critically about the subject matter.
- Powerpoints are extremely lacking and some explanations are irrelevant to the course or may even contradict information presented in class.

Question Analysis (Multiple Choice)
Filtered by: CATEGORIES, Faculty Evaluation Sloan

Exam Takers = 99 **KR20 = 0.98** **Stdev = 22.95** **Mean = 35.74 (47.65%)** **Median = 33.00** **Min = 0.00** **Max = 70.00** **Total Pts = 75.00**

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies (*Indicates correct answer)											Avg Answer Time
	Diff(p)	Upper	Lower				A	B	C	D	E	F	G	H	I	J	Unanswered	
61	0.53	88.89%	17.24%	0.72	0.62	A	*52	39	6	1	1	0	-	-	-	-	0	00:07
-	-	-	-	-	-	% Selected	52.53	39.39	6.06	1.01	1.01	0.00	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.62	-0.59	-0.13	0.06	0.07	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.72	-0.68	-0.03	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.89	0.07	0.04	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.17	0.76	0.07	0.00	0.00	0.00	-	-	-	-	-	-

Q: The following 15 questions pertain to Dr. Sloan. Begins and ends class sessions on time.

62	0.55	96.30%	24.14%	0.72	0.60	A	*54	39	4	2	0	0	-	-	-	-	0	00:04
-	-	-	-	-	-	% Selected	54.55	39.39	4.04	2.02	0.00	0.00	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.60	-0.60	0.00	-0.02	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.72	-0.69	-0.03	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.96	0.04	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.24	0.72	0.03	0.00	0.00	0.00	-	-	-	-	-	-

Q: Overall, effective as an instructor.

63	0.53	100.00%	20.69%	0.79	0.67	A	*52	38	7	1	1	0	-	-	-	-	0	00:04
-	-	-	-	-	-	% Selected	52.53	38.38	7.07	1.01	1.01	0.00	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.67	-0.65	-0.04	-0.02	-0.07	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.79	-0.69	-0.07	0.00	-0.03	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	1.00	0.00	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.21	0.69	0.07	0.00	0.03	0.00	-	-	-	-	-	-

Q: Effectively communicates subject matter through use of well-organized lectures.

64	0.47	96.30%	13.79%	0.83	0.66	A	*47	45	5	1	0	1	-	-	-	-	0	00:03
-	-	-	-	-	-	% Selected	47.47	45.45	5.05	1.01	0.00	1.01	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.66	-0.59	-0.08	-0.02	0.00	-0.15	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.83	-0.69	-0.10	0.00	0.00	-0.03	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.96	0.04	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.14	0.72	0.10	0.00	0.00	0.03	-	-	-	-	-	-

Q: Effectively engages students in case-based discussions.

65	0.44	92.59%	6.90%	0.86	0.71	A	*44	46	5	4	0	0	-	-	-	-	0	00:03
-	-	-	-	-	-	% Selected	44.44	46.46	5.05	4.04	0.00	0.00	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.71	-0.62	-0.19	-0.01	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.86	-0.72	-0.14	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.93	0.07	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.07	0.79	0.14	0.00	0.00	0.00	-	-	-	-	-	-

Q: Effectively emphasizes key learning points.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies (*Indicates correct answer)											Avg Answer Time
	Diff(p)	Upper	Lower				A	B	C	D	E	F	G	H	I	J	Unanswered	
66	0.44	92.59%	3.45%	0.89	0.72	A	*44	40	13	0	1	1	-	-	-	-	0	00:05
-	-	-	-	-	-	% Selected	44.44	40.40	13.13	0.00	1.01	1.01	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.72	-0.62	-0.16	0.00	0.01	-0.02	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.89	-0.75	-0.14	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.93	0.07	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.03	0.83	0.14	0.00	0.00	0.00	-	-	-	-	-	-

Q: Paces instruction according to the complexity of the material.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	A	B	C	D	E	F	G	H	I	J	Unanswered	Avg Answer Time
67	0.46	100.00%	6.90%	0.93	0.73	A	*46	41	10	2	0	0	-	-	-	-	0	00:04
-	-	-	-	-	-	% Selected	46.46	41.41	10.10	2.02	0.00	0.00	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.73	-0.66	-0.13	-0.02	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.93	-0.83	-0.10	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	1.00	0.00	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.07	0.83	0.10	0.00	0.00	0.00	-	-	-	-	-	-

Q: Effectively organizes delivery of the material in a manner that is focused and succinct.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	A	B	C	D	E	F	G	H	I	J	Unanswered	Avg Answer Time
68	0.51	100.00%	10.34%	0.90	0.71	A	*50	37	11	0	0	1	-	-	-	-	0	00:04
-	-	-	-	-	-	% Selected	50.51	37.37	11.11	0.00	0.00	1.01	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.71	-0.61	-0.15	0.00	0.00	-0.13	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.90	-0.72	-0.14	0.00	0.00	-0.03	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	1.00	0.00	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.10	0.72	0.14	0.00	0.00	0.03	-	-	-	-	-	-

Q: Effectively uses in-class demonstrations and/or clinical examples.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	A	B	C	D	E	F	G	H	I	J	Unanswered	Avg Answer Time
69	0.61	100.00%	20.69%	0.79	0.66	A	*60	31	6	2	0	0	-	-	-	-	0	00:03
-	-	-	-	-	-	% Selected	60.61	31.31	6.06	2.02	0.00	0.00	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.66	-0.62	-0.14	-0.02	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.79	-0.72	-0.07	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	1.00	0.00	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.21	0.72	0.07	0.00	0.00	0.00	-	-	-	-	-	-

Q: Is responsive to student questions and interactions during class.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	A	B	C	D	E	F	G	H	I	J	Unanswered	Avg Answer Time
70	0.56	96.30%	10.34%	0.86	0.71	A	*55	37	7	0	0	0	-	-	-	-	0	00:03
-	-	-	-	-	-	% Selected	55.56	37.37	7.07	0.00	0.00	0.00	-	-	-	-	0.00	-
-	-	-	-	-	-	Point Biserial (rpb)	0.71	-0.65	-0.15	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.86	-0.76	-0.10	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.96	0.04	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.10	0.79	0.10	0.00	0.00	0.00	-	-	-	-	-	-

Q: Encourages critical thinking and analysis during class sessions.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	Response Frequencies (*Indicates correct answer)											Avg Answer Time
	Diff(p)	Upper	Lower				A	B	C	D	E	F	G	H	I	J	Unanswered	
71	0.57	92.59%	17.24%	0.75	0.65	A	*56	39	2	1	1	0	-	-	-	-	0	00:03
-	-	-	-	-	-	% Selected	56.57	39.39	2.02	1.01	1.01	0.00	-	-	-	-	0.00	-
-	-	-	-	-	Point Biserial (rpb)		0.65	-0.63	-0.02	-0.06	-0.06	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.75	-0.75	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.93	0.07	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.17	0.83	0.00	0.00	0.00	0.00	-	-	-	-	-	-

Q: Demonstrates courtesy and respect for students.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	A	B	C	D	E	F	G	H	I	J	Unanswered	Avg Answer Time
72	0.49	88.89%	13.79%	0.75	0.63	A	*49	36	5	2	1	6	-	-	-	-	0	00:03
-	-	-	-	-	-	% Selected	49.49	36.36	5.05	2.02	1.01	6.06	-	-	-	-	0.00	-
-	-	-	-	-	Point Biserial (rpb)		0.63	-0.62	0.01	-0.06	0.01	-0.06	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.75	-0.76	0.04	0.00	0.00	-0.03	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.89	0.04	0.04	0.00	0.00	0.04	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.14	0.79	0.00	0.00	0.00	0.07	-	-	-	-	-	-

Q: Is accessible for help outside of class during office hours or by appointment.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	A	B	C	D	E	F	G	H	I	J	Unanswered	Avg Answer Time
73	0.66	96.30%	31.03%	0.65	0.57	A	*65	30	2	2	0	0	-	-	-	-	0	00:03
-	-	-	-	-	-	% Selected	65.66	30.30	2.02	2.02	0.00	0.00	-	-	-	-	0.00	-
-	-	-	-	-	Point Biserial (rpb)		0.57	-0.57	-0.02	-0.06	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.65	-0.65	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	0.96	0.04	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.31	0.69	0.00	0.00	0.00	0.00	-	-	-	-	-	-

Q: Seems to care about students' learning.

Question #	Correct Responses			Disc. Index	Point Biserial	Correct Answer	A	B	C	D	E	F	G	H	I	J	Unanswered	Avg Answer Time
74	0.70	100.00%	31.03%	0.69	0.64	A	*69	29	1	0	0	0	-	-	-	-	0	00:30
-	-	-	-	-	-	% Selected	69.70	29.29	1.01	0.00	0.00	0.00	-	-	-	-	0.00	-
-	-	-	-	-	Point Biserial (rpb)		0.64	-0.64	-0.03	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Disc. Index	0.69	-0.69	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Upper 27%	1.00	0.00	0.00	0.00	0.00	0.00	-	-	-	-	-	-
-	-	-	-	-	-	Lower 27%	0.31	0.69	0.00	0.00	0.00	0.00	-	-	-	-	-	-

Q: Demonstrates enthusiasm for the subject.

- He is knowledgeable about the subject matter, does a good job of teaching students the material and his enthusiasm gets students excited.
- Great instructor. He will take time and give alternate instruction to emphasize students understanding
- Easy to talk to. Knows what he's doing and explains well. Can't think of what he can change at the moment, but I can tell him that directly to him too. (Another reason why I know he is easy to talk to).
- 75 questions is too many!
- This is one of the best courses offered at our school in terms of actually preparing us for the board. That is a testament to our professors. They convey material and concepts effectively and the quizzes/exams very accurately reflect the material seen in board review programs.
- Why are we failing students in CSA who did it right after a 2nd try? Why waste time with a 2nd try in the same session if they are going to be failed anyway?
- Dr. Sloan is a fantastic OPP instructor.   He explains content material to the students extremely well.
- Wish we had more of Dr. Sloan this semester!
- Dr. Sloan is extremely helpful and eager to teach us. He is extremely courteous to us and is respectful (again, this is a RARE QUALITY among professors). I appreciate what he brings to this school.
- Great prof but tough
- Keep up the good work!
- Dr. Sloan has made great strides in his growth as a professor! He does an excellent job preparing and communicating materials to the class. It also seems as though he generally enjoys his work and improving student learning and experiences.
- Good Job
- Please post your lectures on time. Thank you!! Great teacher. Always helps me when I'm confused!
- I really enjoyed Dr. Sloan as an instructor. His focus on anatomy is very helpful and integrates things well. He removed things on a lymphatic powerpoint that I was never able to find in the reading.
- Dr. Sloan is probably one of the most caring, effective, intellectual instructors I have ever had. He definitely encourages us as students to work hard and do our best and to think critically about different topics. He also is very encouraging to those students who are having difficulty with certain topics and/or demonstrations and does not respond critically to incorrect answers but encourages these students to think hard and try again. He also listens closely while talking to students. I am glad to have had him as an instructor.
- I realize that people have different learning styles and assigning a large magnitude of reading deters students from reading
- Keep making Brandon think you're out to get him. It's hilarious.
- Sometimes it can be hard to make an appointment with Dr. Sloan and the other OP&P professors because they are always in faculty meetings.
- By far the best instructor in this university.   He knows this subject extremely well, and all pertenant information from other subjects pertaining to his presentations.   Dr. Sloan is a lot of the reason I have been successful as I am in OPP.   He does a very good job in presenting the material in a conceptual way that discourages memorizing. He is always more than willing to stay after class and assist students or answer any questions we have in class.

- Knowledgeable and great teacher. Tests are super hard heh, so I've enjoyed not having his tests. Really cares about student learning and willing to go out of his way to make sure you understand stuff. Have asked him questions outside of class time, and he's very thoughtful and willing to help
- Dr. Sloan is an awesome instructor. He explains the techniques really well and is always willing to help. Only complaint is the posting of his lectures. They are never in full entirety and weeks after the lecture.
- Could work more individually in the OPP lab
- It is sometimes hard to follow Dr. Sloan. But I do think that he has improved drastically from last year to this year, must be the experience is seasoning his teaching style.
- Dr Sloan is very accessible outside of class and has been very willing to help with course issues and medical school in general. His lectures are sometimes too in depth and bogged down with details. I think he does a good job presenting key points and techniques during lab.
- Dr. Sloan is very helpful as a teacher
- Dr. Sloan is the best lecturer. He actually takes the time to explain what is going on.
- Nothing more to add.
- Great lecturer and provides information well. Overall a great teacher
- Difficult to understand in lecture.
- While Dr. Sloan does seem to care for the students' learning, I strongly do not agree with how he is trying to engage students in active learning by withholding information and not uploading relevant information presented in class.
- I think Dr. Sloan is the best OPP instructor overall. He is concise, to the point and relays the material in a coherent fashion. He doesn't go off on tangents and there have been several occasions where I had difficulties and he helped me understand the material in a simple way. He also showed me techniques catered to my body size and weight which I really appreciated
- Extremely knowledgeable and very personable.
- Dr. Sloan has always had a way of making difficult concepts more clear. If I ask for his help in lab, I always have a better understanding of the material.
- Dr. Sloan does a great job of explaining difficult concepts, and is helpful in visualization of techniques.
- He's a great professor. I want him to continue to be are part of this institution because I believe he fosters our education and advances are knowledge of Osteopathic Principles through OMM, physiology, anatomy, etc.