

# Department of Athletic Training 2010-2011 Assessment Report

## Introduction

The Department of Athletic Training is committed to course, instruction, and outcomes assessment. The following are categories, with functional descriptions of each, which the department utilizes when evaluating each course, instructor and the department's overall success in completing its academic goals.

## Goals and Objectives

The department's "Educational Goals" are based on the twelve educational content areas of the athletic training profession. The department utilizes the 4<sup>th</sup> Edition of the *NATA Educational Competencies* for its educational objectives per each course. This next year the Department will begin to implement the 5<sup>th</sup> Edition of the *NATA Educational Competencies*. The BOC performs a role delineation study to determine the roles that Certified Athletic Trainers' are performing within society. Based on this information the NATA Education Council authors and modifies the competencies. CAATE requires that each program educate the student on the competencies throughout the curriculum. This cycle updates itself based on the cycle of the *BOC Role Delineation Study*. Due to the need from North Central Accreditation and the ever-changing profession of athletic training, the department chose to have the competencies be our educational objectives. Each student portfolio houses the assessment tools and results for the competencies. Due to the bulk of each portfolio, they can be viewed upon request, but the evidence is not included within the Assessment notebook.

## Senior Surveys/Exit Interviews

The department utilizes the Senior Survey. The surveys are collected and compared to determine the collective perceived deficiencies within the program. The deficiencies are noted and compared to the BOC exam results. Any common areas of weaknesses within the professional domains are noted and the program is adjusted accordingly.

## BOC Results

This is a report from the students' results on the BOC (Board of Certification). The BOC requires at least six students to sit for the exam during a year to receive such a report. The department anticipates receiving the report each year.

## Clinical Education

The department performs an analysis of the clinical education aspect of the program. The department feels the clinical education of the student is a cornerstone in the education, skill acquisition and subsequent skill mastery of the student.

## CAATE Annual Report

This is the report that is required to CAATE (Commission on Accreditation of Athletic Training Education). It is mandatory for maintaining accreditation.

CAATE requires a comprehensive (master) assessment plan to evaluate all aspects of the educational program. Assessments used for this purpose may include, but are not limited to, clinical site evaluations, clinical instructor evaluations, completed clinical proficiency evaluations, academic course performance, employer and/or alumni surveys, senior exit evaluations, and BOC examination passing rates.

**H2.1** The evaluation plan must include, minimally, assessments that are designed to evaluate:

**H2.11** achievement outcomes relative to the educational mission and goals of the program,

**H2.12** effectiveness of learning,

**H2.13** quality of didactic instruction, and

**H2.14** quality of clinical instruction.

**H2.2** The ATEP must provide data that demonstrates effectiveness as related to:

**H2.21** achievement of the programs educational mission and goals,

**H2.22** effectiveness of learning,

**H2.23** quality of didactic instruction, and

**H2.24** quality of clinical instruction.

**H2.3** The program must document an ongoing plan for obtaining the outcome data delineated in H2.2

Based on the above requirements the Department of Athletic Training author's an **Annual Assessment Report**, which is given to the Dean and the Officer of Assessment. The following are categories, with functional descriptions of each, which the Department utilizes when evaluating each course, instructor and the Department's overall success in completing its goals.

CAATE is attempting to modify the above category of Standards. The major item that was discussed was the program must have a 50% first time-pass rate of the BOC Exam. It remains to be seen if they will implement this.

### **Annual Summary of Courses and Instructor**

The Office of Assessment is responsible for the distribution and collection of this data. This data will begin to be collected on-line beginning this year. The Department analyzes the data via the SOAP evaluation technique.

*Subjective* section comments on any open-ended comments offered within any course, instructor, surveys and site evaluations.

*Objective* section comments on the DATA or hard numbers for the course, instructor, clinical instructor, Senior Survey/Exit Interview, CAATE annual report, and BOC exam results.

*Assessment* is the department's overall impression of the subjective and objective information.

*Plan* is the goals, changes the department is implementing to strengthen the program. This will include the next one and five year goals for the next year.

This report will NOT have the individual course results, but will comment on changes made to the program, based on feedback from students.

### **Department's Academic Objectives**

The Academic Objectives are based on the seven domains the athletic training profession.

Goal #1: The student demonstrates appropriate knowledge and skill in the area of risk management and injury/illness prevention

Goal #2: The student demonstrates appropriate knowledge and skill in the area of pathology of injury/illness.

Goal #3: The student demonstrates appropriate knowledge and skill in the area of assessment of injury/illness.

Goal #4: The student demonstrates appropriate knowledge and skill in the area of general medical conditions and disabilities.

Goal #5: The student demonstrates appropriate knowledge and skill in the area of therapeutic exercise; rehabilitative techniques.

Goal #6: The student demonstrates appropriate knowledge and skill in the area of health care administration.

Goal #7 The student demonstrates appropriate knowledge and skill in the area of professional development and responsibilities.

## **5-Year Review of the Board of Certification Reports**

Objectives are ultimately measured through the Board of Certification Report. The following is an analysis of the results of the report's last five years. It is noted that not all five years are recorded. This is due to the infancy of the program. The program has only been CAATE Accredited for the past 5-years. The BOC Reports are created by the BOC, with the data generated from Castle Worldwide. In order for the program to receive an annual report of this nature, the program must have at least six students sit for the BOC exam in that perspective year.

The following is an assessment of the data from the report. This report will also offer strategic initiatives to

improve performance on the BOC exam. The interpretation of the reports and initiatives were generated within multiple meetings the Department had upon receiving these reports.

The BOC exam has two different parts, the written and written simulation sections. The written exam consists of 150 multiple choice questions. The simulation exam gives the student eight different scenarios and evaluates the students decision making processes and knowledge of application within each scenario.

## **How AT Education Stay's Current**

There following is a description of the three main groups within the AT profession responsible for how the AT Education stay's current.

Board of Certification (BOC) is responsible for administering the BOC exam, and studying what Certified Athletic Trainers' are doing within the profession, i.e. work-settings, to functional skills required for job. Based on what the ATC's are doing, the BOC authors the Role Delineation Study.

Education Council is responsible for taking the Role Delineation Study and authoring the current 4<sup>th</sup> Edition of the AT Competencies and Proficiencies document.

CAATE requires the AT program author and implement an AT curriculum that educates the current 4<sup>th</sup> Edition of the AT Competencies and Proficiencies document.

One major issue, which is up for national debate, is the lack of healthy communication between the BOC and the Education Council in regards to what exactly we need to be instructing the AT students' on in regards to the BOC Exam. This is reflected by the low national average of the first time pass rate, which is 39%.

Assessment issues on how little the BOC gives each program, include the following questions: How does each student perform on the BOC exam? How does each student perform on each domain of the BOC exam? How does each student perform on retaking the exam? , etc. It is our hope the BOC will start giving the program's better feedback on the BOC Exam results pertaining to the program, and how the program performs compared to other programs.

## **Department of Athletic Training BOC Reports**

### **Introduction**

The *Report for the Board of Certification (BOC) Athletic Trainers' Certification Examination* was created by the BOC, with the data generated from Castle Worldwide. Again, in order for the program to receive an annual report of this nature, the program must have at least six examinations for the BOC exam in that perspective year.

NOTE: The BOC never will report on individual outcomes of each student, nor will they report on students who sit for the exam multiple times. The national average of the 1<sup>st</sup> time pass rate for the exam is 39.1 percent. The following data is only for SBU students who sit for the exam for a the first time. Data is based on the students performance for 1<sup>st</sup> time test results. Many of the program's top students do not sit for the exam, which will be discussed in the Alumni section of the 5-Year Review.

The following is an assessment of the data from the reports. This 5-Year Review will also offer strategic initiatives to improve performance on the BOC exam. The interpretation of the report and initiatives were generated within multiple meetings the Department had upon receiving these reports.

**Data:****Average Scores Per Each Domain – 2010-2011**

Average Scores	Prevention	Clinical Evaluation and Diagnosis	Immediate Care	Treatment Rehab, and Recond.	Organization and Admin.	Professional Responsibility
SBU	13.1	17.3	13.3	17.9	9.4	8.0
National	13.4	20	14.9	19.8	10.3	7.9
Difference	-0.3	-2.7	-1.6	-1.9	-0.9	0.1

**Average Scores Per Each Domain – 2009-2010**

Average Scores	Prevention	Clinical Evaluation and Diagnosis	Immediate Care	Treatment Rehab, and Recond.	Organization and Admin.	Professional Responsibility
SBU	11.1	19.4	13.8	16.6	10.0	7.4
National	12.4	21.8	15.9	18.0	10.6	7.3
Difference	-1.3	-2.4	-2.1	-1.4	-0.6	0.1

**Average Scores Per Each Domain – 2008-2009**

Average Scores	Prevention	Clinical Evaluation and Diagnosis	Immediate Care	Treatment Rehab, and Recond.	Organization and Admin.	Professional Responsibility
SBU	12.4	17.9	13.9	15.6	9.7	6.9
National	12.7	20.1	14.4	17.7	10.1	7.7
Difference	-0.3	-2.2	-0.5	-2.1	-0.4	-0.8

**Average Scores Per Each Domain – 2007-2008**

Average Scores	Prevention	Clinical Evaluation and Diagnosis	Immediate Care	Treatment Rehab, and Recond.	Organization and Admin.	Professional Responsibility
SBU	12.6	18.4	14.1	16.6	10.0	7.7
National	12.7	20.2	14.8	17.9	10.2	7.8
Difference	-0.1	-1.8	-0.7	-1.3	-0.2	-0.1

**Average Scores Per Each Domain – 2006-2007**

Average Scores	Prevention	Clinical Evaluation and Diagnosis	Immediate Care	Treatment Rehab, and Recond.	Organization and Admin.	Professional Responsibility
SBU	12.67	19.67	13.22	19.56	11.78	8.33
National	13.73	22.44	15.77	20.76	11.34	8.92
Difference	-1.06	-2.77	-2.55	-1.2	0.44	-0.59

**Comparison of the Difference 2007, 2008, 2009, 2010 Scores from above charts**

	<b>Prevention</b>	<b>Clinical Evaluation and Diagnosis</b>	<b>Immediate Care</b>	<b>Treatment Rehab, and Recond.</b>	<b>Organization and Admin.</b>	<b>Professional Responsibility</b>
<b>2006-2007</b>	<b>-1.06</b>	<b>-2.77</b>	<b>-2.55</b>	<b>-1.2</b>	<b>0.44</b>	<b>-0.59</b>
<b>2007-2008</b>	<b>-0.1</b>	<b>-1.8</b>	<b>-0.7</b>	<b>-1.3</b>	<b>-0.2</b>	<b>-0.1</b>
<b>2008-2009</b>	<b>-0.3</b>	<b>-2.2</b>	<b>-0.5</b>	<b>-2.1</b>	<b>-0.4</b>	<b>-0.8</b>
<b>2009-2010</b>	<b>-1.3</b>	<b>-2.4</b>	<b>-2.1</b>	<b>-1.4</b>	<b>-0.6</b>	<b>0.1</b>
<b>2010-2011</b>	<b>-0.3</b>	<b>-2.7</b>	<b>-1.6</b>	<b>-1.9</b>	<b>-0.9</b>	<b>0.1</b>

**2010-2011 Interpretation**

The numbers over the past 5 years have been fairly steady. I believe the key to improving numbers further lies within the Clinical Education of the student. The student's ability to bring information from the classroom to the patient is key for their development. Students who have done well on the BOC exam have been able to apply the curriculums information. Students who put an emphasis into their clinical hours also fair better on the exam. The program does NOT receive individual reports from the BOC. I would base this interpretation from the past 5 years of observation and tracking how students do on the BOC exam (i.e. pass or fail). Not every student lets the program know if they pass or fail the exam. Facebook has allowed the program to access information if the student passes the exam. Students will post a status up-date if they pass the exam. The Department Chair tries to track this information.

It is a primary strategic initiative of the program to enhance the clinical education of the student, specifically within the Practicum and Field Experience courses. Mike Wolhoy has been appointed the task of coordinating the information and delivery of the following courses: ATH 3022 AT Practicum I, ATH 3122 AT Practicum II, ATH 4022 AT Practicum III, and ATH 4122 AT Practicum IV. I believe this will bring an increase to the quality of work from the other ACI's.

The program has also made Jason Halverson the CIE (Clinical Instructor Educator). Taking this role from TJ John, Department Chair/Director of Sports Medicine will better deliver and coordinate the clinical education of the student. TJ John has added the role of Director of Sports Medicine, which has increased his responsibility on the athletic health care component of SBU Athletic Training. This added role in conjunction with some upcoming CAATE Standards changes has required the program to make this modification.

The program still has one ATC/ACI position that has seen progressive turnover. This position is assigned to work with Womens sports and has typically been a female ATC. It is difficult for the program to secure a female ATC. This is due to the small size of the community, along with the ability of the female to deal with the demands of the coaching staff. For the first time SBU has hired a male ATC to take on this role. It is the hope of the program that there will be stability to this one position.

The curriculum was modified this past year to decrease the Practicum courses from 3 credit-hours to 2 credit hours. This change should allow the students more flexibility to take courses required for the DPT Track and Pre-Med Track, which is utilized by approximately 80% of the students.

## **Strategic Initiatives**

1. Implement curriculum changes as stated above, which should not show up in the data until 2012's BOC Report.

Jason Halverson becoming the CIE, and Mike Wolhoy coordinating the course work will aid to the accomplishment of:

1. Write more case studies, scenarios and have more quizzes that challenge the students in various pathologies and injuries.
2. Stress the importance of building on their education versus compartmentalizing, by giving the students and annual comprehensive exams that test them on the courses they have taken up to that point.
3. Give the students requirements of documentation of injuries and rehabilitation notes. Have the ACI's and the students perform the evaluation and treatment cycle each time they treat an athlete. Have the students create home exercise programs for injured athletes.
4. Create an orientation on "Strategies for the ATS to engage the ACIs and Physicians", as well as an orientation on "Strategies for the ACI to engage the ATS".
5. Continue to exhort the ACI on methods and strategies to make the most of every teachable moment.
6. Give the ACI's direction and coordination with the Practicum courses.
7. Create a plan on getting the senior students their general medical rotations, while maintaining their athletic training skill acquisition

## **Previous Interpretation(S)**

The curriculum is designed to instruct students within Prevention, Clinical Evaluation and Diagnosis and Immediate Care their sophomore year, while Treatment, Rehabilitation and Reconditioning, Organization and Administration and Professional Responsibility are instructed their junior year. The student's senior year is spent gaining experience in the application of the newly required skills, as well as fulfilling their general medical experiences within the local physicians and physical therapy practices. Students have a tendency to compartmentalize their education, versus retaining and applying their knowledge throughout the curriculum. The program's faculty members stress the building and application of the information, but for many students they are not retaining the information.

The students do not understand the different mechanisms of injury and pathologies associated with those mechanisms. There are pathologies that carry a person's name, i.e. Jones fracture, Colles' fracture etc. Within the practicum courses the ACI's recognized the students had not retained any of this vital information that the BOC exam requires within the Clinical Evaluation and Diagnosis domain. The program will be making a curriculum change by deleting the ATH 2243 Nutrition course and replacing it with ATH 3133 General Medical and Pharmacology course. The program will move the nutrition competencies to ATH 3103 Sports Performance course. The program will move the pharmacology competencies out of ATH 3103 Sports Performance. The program will also move all the general medical competencies from ATH 3114 and ATH 3124 AT Evaluation courses to ATH 3133 General Medical and Pharmacology course. This will free time for ATH 3114 and ATH 3124 to cover the pathologies that carry a person's name, i.e. Jones fracture, Colles' fracture etc. . The program is excited about this curriculum change!

Also, the students are not retaining the application of many special tests that require the student to understand when and why to apply this test. The program feels it is doing an adequate job of teaching how to apply the test, but when it comes to the when, why and differentiation of results the students are falling short. When the student understands "how" to apply the special test, they are deemed proficient. When the student understands the when, why and differentiation of the results, then they have mastered the skill. The program does a great job on making students proficient at the skill and a poor job on teaching towards mastery of the skills, specifically the when's, whys and differentiation. The program feels this is linked to the previous compartmentalizing, as well as the lack of retaining the pathologies for specific injuries.

The graduating class of 2008 will be the programs last class of students who did NOT have any competition to get into the program. This will result in one more BOC exam results that will not be a good representation of the students who earned a spot and have put a real effort into their education, clinically and academically.

### **Strategic Initiatives**

2. Implement curriculum changes as stated above, which should not show up in the data until 2012's BOC Report.
3. Write more case studies, scenarios and have more quizzes that challenge the students in various pathologies and injuries.
4. Stress the importance of building on their education versus compartmentalizing, by giving the students and annual comprehensive exams that test them on the courses they have taken up to that point.
5. Give the students requirements of documentation of injuries and rehabilitation notes. Have the ACI's and the students perform the evaluation and treatment cycle each time they treat an athlete. Have the students create home exercise programs for injured athletes.
6. Create an orientation on "Strategies for the ATS to engage the ACIs and Physicians", as well as an orientation on "Strategies for the ACI to engage the ATS".
7. Continue to exhort the ACI on methods and strategies to make the most of every teachable moment.
8. Create a plan on getting the senior students their general medical rotations, while maintaining their athletic training skill acquisition.
9. Give the ACI's direction and coordination with the Practicum courses.

## **Assessment/Analysis of Educational Goals and Objectives:**

The following goals are correlated with the results of the BOC Exam Report.

### ***Goal #1: The student demonstrates appropriate knowledge and skill in the area of risk management and injury/illness prevention.***

The student's received an average score of 13.1 with the national average being 13.4. In order to improve these scores the faculty responsible for ATH 3013 Athletic Training Techniques I course, has modified the course to emphasize sports trauma, which did enhance with these scores.

### ***Goal #2: The student demonstrates appropriate knowledge and skill in the area of pathology of injury/illness.***

The student's received a 17.3, with the national average being 20.0. In order to improve the student's assessment skills and recognition of various pathologies, the faculty are going to modify ATH 3114 Athletic Training Evaluation: Above Diaphragm, ATH 3124 Athletic Training Evaluation: Below Diaphragm, ATH 3123 Athletic Training Practicum II, and ATH 4023 Athletic Training Practicum III courses. They are going to create additional scenarios to improve the students understanding of various pathologies, and improve their application and differentiation of assessment skills.

Improvement should also come via the changes to Mike and Jason's previously stated responsibilities.

### ***Goal #3: The student demonstrates appropriate knowledge and skill in the area of assessment of injury/illness.***

The student's received a 13.3, with the national average being 14.9. In order to improve the student's assessment skills and recognition of various pathologies, the faculty are going to modify ATH 3114 Athletic Training Evaluation: Above Diaphragm, ATH 3124 Athletic Training Evaluation: Below Diaphragm, ATH 3123 Athletic Training Practicum II, and ATH 4023 Athletic Training Practicum III courses. They are going to create additional scenarios to improve the students understanding of various pathologies, and improve their application and differentiation of assessment skills.

The program made the curriculum change by deleting the ATH 2243 Nutrition course and replacing it with ATH 3133 General Medical and Pharmacology course. The program will move the nutrition competencies to ATH 3103 Sports Performance course. The program will move the pharmacology competencies out of ATH 3103 Sports Performance. The program will also move all the general medical competencies from ATH 3114 and ATH 3124 AT Evaluation courses to ATH 3133 General Medical and Pharmacology course. This will free time for ATH 3114 and ATH 3124 to cover the pathologies that carry a person's name, i.e. Jones fracture, Colles' fracture etc. . The program is excited about this curriculum change! This should not impact the exam results until 2012.

Improvement should also come via the changes to Mike and Jason's previously stated responsibilities.

### ***Goal #4: The student demonstrates appropriate knowledge and skill in the area of general medical conditions and disabilities.***

The general medical conditions are incorporated within the clinical evaluation and diagnosis section of the BOC exam report. These should improve with the modifications taking place within Goal #2 and #3 of this section of the report. The program will be adding ATH 3133 General Medical and Pharmacology course. This should improve the students recognition and treatment of general medical conditions.

Improvement should also come via the changes to Mike and Jason's previously stated responsibilities.

### ***Goal #5: The student demonstrates appropriate knowledge and skill in the area of therapeutic exercise; rehabilitative techniques.***

The student's received a 17.9, with the national average being 19.8. In order to improve the student's therapeutic exercise, treatment and rehabilitation of injuries of various pathologies, the faculty are going to; modify ATH 4014 Therapeutic Modalities course is going to change text books; stress the importance of

rehabilitation and documentation of rehabilitation within the athletic training lab in creating more home exercise programs and rehabilitation programs for the injured athlete.

The program also added Citizens Memorial Healthcare Sports Medicine Center as a formal clinical site. We added Morgan Simpson, ATC/L as an Approved Clinical Instructor. The students will have a formal rotation through the Sports Medicine Center. These modifications should improve the scores within this domain. The program is excited about this addition.

Improvement should also come via the changes to Mike and Jason's previously stated responsibilities.

***Goal #6: The student demonstrates appropriate knowledge and skill in the area of health care administration.***

The student's received a score of 9.4, with the national average being 10.3. The program plans on having the student take on more documentation and charting responsibilities within the athletic training lab. This should have an improvement on the student's scores within Goal #2, #3, and #5, as well as this particular goal.

***Goal #7 The student demonstrates appropriate knowledge and skill in the area of professional development and responsibilities.***

The student's received a 8.0, with the national average being 7.9. The factors that impact these scores are ATH 4133 Professional Seminar, the student's clinical education experience, and the student's interaction with the AT faculty.

## Clinical Education Analysis

### Weakness

1. Having the students understand pathologies and specific injuries, their various mechanisms and names.
2. Making the most of every teachable moment. The ACI must give the student opportunities to acquire and master skills necessary to become a competent entry-level professional, and yet maintain quality health care delivery to the patient. This requires the ACI to obtain a deep level of understanding the athletic training curriculum, while assessing the each individual student's capabilities.
3. Engaging the student in the documentation of assessments and rehabilitation.
4. Motivating and educating the students on the importance of building on their education, not just memorize information and move on, but rather apply and retain the information and skills in a continuum.
5. The senior students required general medical rotations conflicting with their mastery of entry-level skill mastery within the athletic training setting. We are implementing a new rotation cycle this 09-10 year need to get the senior students the required general medical rotations, while continuing to engage the student in the athletic training setting.

### Strengths

1. The ACI's are faculty providing athletic training services to the athletes versus staff athletic trainers providing their expertise to the student. The ACI within the department has a vested interest in and duty to educate the student.
2. Positive attitude of the faculty within the department.
3. Leadership skills and educational skills of the ACI's. Their clinical experience and ability to provide quality health care is excellent.
4. The ACI's care for and love the students. They view the students as a blessing, not a burden.
5. The ACI's work ethic is tremendous; their willingness to go above and beyond is excellent.
6. The interpersonal skills of the ACI's are excellent. They have the ability to properly engage the student and relate to their trials and successes.
7. The addition of CMHSMC to the program as a formal clinical rotation.
8. The addition of Morgan Simpson, Director of CMHSMC to the program as an adjunct ACI.

### Action Plan

1. **Make Jason Halverson the CIE, and Mike Wolhoy the Coordinator of Practicum Courses. (New 2011-2012 Action Plan). This should allow the Department to better implement 2-7 of the previous "Action Plan Points".**
2. Write more case studies, scenarios and have more quizzes that challenge the students in various pathologies and injuries.
3. Give the students requirements of documentation of injuries and rehabilitation notes. Have the ACI's and the students perform the evaluation and treatment cycle each time they treat an athlete. Have the students create home exercise programs for injured athletes.
4. Create an orientation on "Strategies for the ATS to engage the ACIs and Physicians", as well as an orientation on "Strategies for the ACI to engage the ATS".
5. Continue to exhort the ACI on methods and strategies to make the most of every teachable moment.
6. Create a plan on getting the senior students their general medical rotations, while maintaining their athletic training skill acquisition.
7. Give the ACI's direction and coordination with the Practicum courses.

## **One and Five Year Goals and Objectives**

### **One year goals:**

1. Maintain CAATE Accreditation.
2. Improve educational involvement of team physician(s).
3. Continue/Improve Retention and Recruitment Plan.
4. Maintain the program's human resources. (Specifically, address Burn-out issues with the ATC/ACI)
5. Bring ACI's on the same page with syllabi, evaluations, professional expectations of students, clinical education of the student etc.
6. Stress to the students – motivation and learning over time.

### **Five year goals:**

1. Maintain CAATE accreditation
2. 50% 1<sup>st</sup> time pass on BOC – current national pass rate is 30%
3. Maintain student capacity in program.
4. Have a successful CAATE Site visit (This was completed on October 18-19. The Department had one minor non-compliance regarding a policy)

## Alumni

2008	2007	2006	2005
Danielle Bragg Clint Carroz, ATC Stephanie Horton, ATC Matt Jacobs Stephanie Lilly Sarah Meyer, ATC Sean Tatro	Abigail Aycock, ATC Tony Harris, ATC Dana Raynard, ATC Elizabeth Wilkins Emily Yates Lindsey Yellman, ATC Beth Miller	Courtney Anding Kristen Bailey Bekah Caldwell Niki Kicklighter Ashley Perkins Caleb Wooderson, ATC	Kianna Barnum Chrissie Gliedt, ATC Stephanie Smiley
2012	2011	2010	2009
	Chaely Anderson Sarah Brison Tiffinay Cleeton, ATC Brandt Derrickson Kristen Dykstra Cherise Endres, ATC Brianna Fugitt Mandi Howell, ATC Austin Matlock, ATC Alicia Oyler Jacque Winter	Jolee Cook, ATC Melissa Stephens, ATC Kelsey Ledford Danny Yocum, ATC Erin Blake Ashley Wilson Susan Bowman Molly Bryan Malinda Heinz	Chara Hoffman, ATC Cortney Shoemaker, ATC Andrea Capel Zarah McPike Carla Graves, ATC Jeffrey Horton Ashley Combs Elizabeth Duncon

The Alumni of the program typically go on to the DPT program at SBU, or other medical professions. There is a small percentage of students who pursue solely the AT Profession. This is common for most undergraduate AT programs and is a key debate nationally. The debate being the ATEP's across the US being more of a pre-med stepping stone to other programs versus being an entry into the profession of athletic training. The question most programs struggle with, "Is graduate school in PT, or PA school considered a poor outcome?", which is a different question of, "Is graduate school in PT, or PA school considered a poor AT education outcome?"

This being said, there are many students who are considered top of their class, who never sit for the BOC exam. The program has started accepting students who have a strong interest into the profession, but who may not quite be the top of the entry pool academically. The program will not see the outcomes of this change until the 2013-2013 academic year.

## **Changes (2010-2011)**

Based on the needs to best serve our students, enhancing the BOC Exam Results, and to best provide athletic healthcare, the Department made the following changes...

1. Send Jason Halverson for Clinical Instructor Educator Training/Certification.
2. Assign Mike Wolhoy as the coordinator of the Practicum Courses
3. Decreased the number of credit hours from 3 hours to 2 hours for the following Practicum courses.
  - a. ATH 3022(was ATH 3023) AT Practicum I
  - b. ATH 3122(was ATH 3123) AT Practicum II
  - c. ATH 4022(was ATH 4023) AT Practicum III
  - d. ATH 4122(was ATH 4123) AT Practicum IV
4. Implementing the 5<sup>th</sup> Edition of the Competencies and Proficiencies.
5. TJ John adds role of Director of Sports Medicine
6. Hired Clint Carroz (SBU Alumni) as an ATC/ACI to provide health care to the Womens sports.

Note: I believe it was important to keep the previously stated changes over the past 5-years to best demonstrate how the program has developed.

## **Changes over the past 5 years (2005-2010)**

Our assessment plan has elicited some curriculum changes over the past 5 years. Changes made, were based on the following

1. Student results on the BOC Report's
2. Student feedback from courses, exit interviews, etc.
3. Faculty feedback from both didactic and clinical education
4. Moving from the 3<sup>rd</sup> Edition of the Competencies and Proficiencies to the 4<sup>th</sup> Edition of the Competencies and Proficiencies
5. Faculty discussions on student's strengths and weaknesses
6. Faculty discussions on the programs strengths and weaknesses

The one curriculum change over the past five years was to eliminate ATH 2243 Nutrition, and add ATH 3133 General Medical and Pharmacology. Nutrition competencies were shifted to ATH 3103 Sports Performance and the General Medical and Pharmacology competencies were shifted from ATH 3114 AT Above Diaphragm Assessment and ATH 3124 Below Diaphragm Assessment to ATH 3133 General Medical and Pharmacology course. This allowed the student to have a better educational experience in learning General Medical and Pharmacology competencies, as well as expand their understanding of orthopedic pathologies within the ATH 3114 and ATH 3124 courses.

Other changes which impacted the education of the athletic training students included,

1. The addition of Dr. Nathan Melton, who spent approximately 2 years, and has subsequently left. The program is dependent on CMH to supply the orthopedic surgeon to interact with the athletic training student. It is difficult to find an sports medicine orthopedic surgeon to live in Bolivar and take a strong interest in the program. CMH has since added Dr. Hicks and Dr. Rogers to supply sports medicine services to the athletes, as well as interact with the athletic training student.
2. The addition of Dr. Juris Simanis, a family practice sports medicine trained physician. CMH added Dr. Simanis to be SBU's Team Physician, and come to the Athletic Training Room every Monday afternoon to evaluate SBU athletes, and educate the student in those teachable moments. Dr. Siminas has been a great addition to the program.
3. The addition of CMH Sports Medicine Center as a patient care clinical site. The addition of Morgan Simpson as an ACI and the clinical setting, where students are able to provide care to the athletes has greatly enhanced the education of the student. This addition has also enabled the program to increase the enrollment of 10 students per class to 12 students per class.
4. The program still has to make modifications based on changes within the athletic realm. Coaching changes always impacts the clinical education of the student. The students have

seen some of the best and worse coaches and have gained an understanding of how to communicate and interact with the coach. These changes are very fluid. It is the program's hope that the hiring of Mike Pitts as the Athletics Director will bring stability to the Athletics Department.

5. The instability of the Athletics Department caused the restructuring of the Department of Athletic Training. The Head and Assistant Athletic Trainers were 60% responsible to Athletics, and 40% responsible to Academics. The poor leadership within the Athletics Department causes had the negative impact of ATC/ACI's leaving the program. The Athletic Training Education Program (ATEP) is dependent on these ATC/ACI's to be clinical instructors to the students. CAATE requires a ratio of 8 students per 1 ACI. When the program would lose an ATC/ACI due to athletics poor management and/or treatment of the ATC/ACI, the academic program would be jeopardized of being non-compliant on this 8:1 ratio. Therefore, the Department is now working with athletics to provide athletic health care, but is no longer evaluated and/or contracted by athletics. This structural change brought stability to the AT Department, and prevented the continual loss of quality ATC/ACI's.
6. The restructuring of the program added the position of Head Athletic Trainer. This position is the communication liaison between Athletics and the Department Chair. The Department has recently modified this structure to make the Director of Sports Medicine (TJ John) to be the point of access for Athletic Training Services. This role is designed to eliminate the go-between role of the Head Athletic Trainer. Going between the Athletics Director and the Department Chair.
7. The University has supplied the program with \$40k of money to hire part-time ATC's, who are typically Doctorate of Physical Therapy students. These ATC's become Clinical Instructors to the program, thus enhancing the education of the student. This revolving door of clinical instructors brings a diverse group of professionals, which bring various experiences to enrich the education of the student. These part-time ATC's provide athletic health care to Athletics. This is challenging for the Department and Athletics, because the continual change brings many communication and relationship challenges for the coaches and faculty ATC's.
8. The remodeling of the primary AT classroom has enabled the AT students to have the proper amount of learning space. This has added the ability to teach a subject matter, and demonstrate it within the classroom.
9. The program moving from the Wheeler Building to the Meyer Center has been the appropriate change to enhance the education of the student. However, it is a challenge to schedule the appropriate classroom space for the athletic training courses. These courses must take place in the morning, due to the clinical education of the student taking place in athletic practices and games, which occur in the afternoon and evenings.

The Following Pages Contain the Didactic Course Evaluations – Quantitative and Qualitative

Student Evaluation of Instructor and Course - Fall 2010

12/15/2010

T J John ATH-2013 (9071) Intro to Athletic Training Over-All Mean of All Questions: 1.29

1. Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree N/A. Not Applicable (\* no point value)

Faculty Evaluation Questions						
1	2	3	4	5	N/A	Mean
<b>Course Evaluation**</b>						
29	2	1	0	1	0	1.24
1. The course syllabus included a clear description of the course content, objectives, and requirements of the course.						
22	8	2	0	1	0	1.48
2. The course content was well organized.						
24	6	1	1	1	0	1.45
3. The course resources (textbook, handouts, reading materials, external resources, etc.) contributed to my understanding of the subject.						
25	7	0	0	1	0	1.33
4. Course assignments (projects, papers, exams, performances, attendance, etc.) and examinations were clear and relevant to the objectives of the course.						
						<b>1.38</b>
						<b>Course Mean</b>
1	2	3	4	5	N/A	Mean
<b>Instructor Evaluation**</b>						
31	1	0	0	1	0	1.15
8. The instructor demonstrated a thorough knowledge of the subject matter.						
26	5	1	0	1	0	1.33
9. The instructor was well prepared and adequately answered questions.						
25	7	0	0	1	0	1.33
10. The instructor used instructional techniques that supported the learning goals of the course.						
27	5	0	0	1	0	1.27
11. The instructor's oral and written communication skills were adequate for the course.						
32	0	0	0	1	0	1.12
12. The instructor assigned grades according to the evaluation criteria in the syllabus.						
28	1	1	0	1	2	1.23
13. The instructor respected student viewpoints that differed from the instructor's.						
28	4	0	0	1	0	1.24
14. The instructor returned my graded course work (assignments, exams, etc.) within a reasonable amount of time considering the nature of the course work.						
27	4	1	0	1	0	1.30
15. The instructor's manner was compatible with the values and Christian emphasis of SBU.						
29	2	1	0	1	0	1.24
16. Overall, I rate this instructor as a good teacher.						
						<b>1.25</b>
						<b>Instructor Mean</b>
						<b>1.29</b>
						<b>Over-All Mean</b>

\*\*N/A\* has no point value.

\*\*Comment questions: 5, 6, 17, and 18 (see attached)

7. How much time outside of class on a weekly basis was required for this course?					
0 hours	1-3 hours	4-6 hours	7-9 hours	10+ hours	Blank
1	28	0	0	2	0

**T J John**

**ATH-2013 (9071) Intro to Athletic Training Fall 2010**

**5. Describe the strengths of this course content.**

- 1 The D.O. hours, we get to go hands on and feel and see what its like to be an athletic trainer.
- 2 teacher is very passionate about what he does and the major. Makes the class very interesting and exciting
- 3 To teach the requirements of an Athletic Trainer and what they actually do.
- 4 It is a very interactive class which helps learning the material. I like the way TJ uses in class examples to teach us about different things that we are talking about. It also was nice that there was no book that we had to buy but was optional because I believe we covered everything in class and in the notes that were also available on angel.
- 5 Instructor is passionate!!!
- 6 The strengths of the course content were that we are learning exactly what an athletic trainer deals with on a daily basis. We are learning about the injuries and equipment that is used. This really fits with the course because this is the time when we decide whether or not this is what we really want to do.
- 7 how in depth he is
- 8 Gives an indepth analysis of what is provided in Athletic Training
- 9 learning alot about the body and how it functions.
- 10 Helps get us prepared to become good Athletic Trainers
- 11 It was a lot of fun and very well organized
- 12 In the course I learned what being an Athletic Trainer is about and what will be done in the profession. TJ did an outstanding job telling the class about different settings within AT and giving life experiences to help the class.
- 13 It informs straight forward what athletic training is and what you need to do to be in the profession.
- 14 it is point blank information that is easy to follow.
- 15 helps students to see what athletic trainers really do
- 16 TJ loves what he does. He loves athletic training and loves to teach others about it.
- 17 Very good at teaching what is necessary for athletic training education. Effectively introduces the profession.
- 18 The teacher is very knowledgeable about the subject he teaches. He makes class interesting and fun.
- 19 TJ makes it easy to understand by explaining it with examples.
- 20 it is a very fun learning environment!
- 21 gives clear view of what an AT does/ is involved in; gives detailed understanding of the AT profession
- 22 It was a fun class but we still learned a lot.
- 23 very good overview of athletic training
- 24 fun
- 25 very informative
- 26 It is very clear and easily understood.
- 27 This course was desinged to show the student what it will be like to be a athletic trainer. this is exactly what the course does.
- 28 This course's content was very useful and applicable to the major's background
- 29 this course describes what athletic training is and whats involved in the course.

Student Evaluation of Instructor and Course - Fall 2010

12/15/2010

T J John ATH-4014 (9075) Therapeutic Modalities

Over-All Mean of All Questions: 1.18

1. Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree N/A. Not Applicable (\* no point value)

Faculty Evaluation Questions						
1	2	3	4	5	N/A	Mean
<b>Course Evaluation**</b>						
7	1	0	0	0	0	1.13
1. The course syllabus included a clear description of the course content, objectives, and requirements of the course.						
7	1	0	0	0	0	1.13
2. The course content was well organized.						
8	0	0	0	0	0	1.00
3. The course resources (textbook, handouts, reading materials, external resources, etc.) contributed to my understanding of the subject.						
8	0	0	0	0	0	1.00
4. Course assignments (projects, papers, exams, performances, attendance, etc.) and examinations were clear and relevant to the objectives of the course.						
						<b>1.06</b>
						<b>Course Mean</b>
1	2	3	4	5	N/A	Mean
<b>Instructor Evaluation**</b>						
7	1	0	0	0	0	1.13
8. The instructor demonstrated a thorough knowledge of the subject matter.						
7	0	1	0	0	0	1.25
9. The instructor was well prepared and adequately answered questions.						
7	0	1	0	0	0	1.25
10. The instructor used instructional techniques that supported the learning goals of the course.						
5	2	0	1	0	0	1.63
11. The instructor's oral and written communication skills were adequate for the course.						
7	1	0	0	0	0	1.13
12. The instructor assigned grades according to the evaluation criteria in the syllabus.						
7	0	0	1	0	0	1.38
13. The instructor respected student viewpoints that differed from the instructor's.						
8	0	0	0	0	0	1.00
14. The instructor returned my graded course work (assignments, exams, etc.) within a reasonable amount of time considering the nature of the course work.						
7	1	0	0	0	0	1.13
15. The instructor's manner was compatible with the values and Christian emphasis of SBU.						
7	0	1	0	0	0	1.25
16. Overall, I rate this instructor as a good teacher.						
						<b>1.24</b>
						<b>Instructor Mean</b>
						<b>1.18</b>
						<b>Over-All Mean</b>

\*\*N/A\* has no point value.

\*\*Comment questions: 5, 6, 17, and 18 (see attached)

7. How much time outside of class on a weekly basis was required for this course?					
0 hours	1-3 hours	4-6 hours	7-9 hours	10+ hours	Blank
0	4	3	1	0	0

**T J John**

**ATH-4014 (9075) Therapeutic Modalities Fall 2010**

**5. Describe the strengths of this course content.**

- 1 the classroom lectures combined with hands on lab experience researching the treatment modalities ourselves and teaching the class some days
- 2 I always feel like I am going to be applying what I am learning to athletic training.
- 3 lab base3d but supported with the knowledge of how things work
- 4 teacher cares
- 5 More than enough time to understand the material being taught

**6. What constructive suggestions could you make about how the course could be changed to improve understanding of the course content?**

- 1 none
- 2 none

**17. Describe the strengths of the instructor in relation to teaching this course.**

- 1 TJ is very smart and knows the ins and outs of this course
- 2 always either knew or was willing to find out answers to our questions
- 3 cares that you retain what you learn
- 4 He cares about us enough to make sure we understand what we are being taught. He loves input and chat among the classroom, which in turn helps him understand what we are understanding and not quite getting. He is very flexible and understanding.

**18. What constructive suggestions could you make regarding how the instructor**

- 1 Sometimes it's hard to understand how the book and TJ explain the material so maybe find a way to put the more complex material in to simpler terms
- 2 none

**T J John**

**ATH-4014 (9075) Therapeutic Modalities Fall 2010**

**5. Describe the strengths of this course content.**

- 1 the classroom lectures combined with hands on lab experience researching the treatment modalities ourselves and teaching the class some days
- 2 I always feel like I am going to be applying what I am learning to athletic training.
- 3 lab base3d but supported with the knowledge of how things work
- 4 teacher cares
- 5 More than enough time to understand the material being taught

**6. What constructive suggestions could you make about how the course could be changed to improve understanding of the course content?**

- 1 none
- 2 none

**17. Describe the strengths of the instructor in relation to teaching this course.**

- 1 TJ is very smart and knows the ins and outs of this course
- 2 always either knew or was willing to find out answers to our questions
- 3 cares that you retain what you learn
- 4 He cares about us enough to make sure we understand what we are being taught. He loves input and chat among the classroom, which in turn helps him understand what we are understanding and not quite getting. He is very flexible and understanding.

**18. What constructive suggestions could you make regarding how the instructor**

- 1 Sometimes it's hard to understand how the book and TJ explain the material so maybe find a way to put the more complex material in to simpler terms
- 2 none

Student Evaluation of Instructor and Course - Fall 2010

12/16/2010

Jason Halverson ATH-4034 (9077) Sports Rehabilitation

Over-All Mean of All Questions: 1.03

1. Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree N/A. Not Applicable (\* no point value)

Faculty Evaluation Questions						
1	2	3	4	5	N/A	Mean
<b>Course Evaluation**</b>						
8	0	0	0	0	0	1.00
8	0	0	0	0	0	1.00
7	0	0	1	0	0	1.38
8	0	0	0	0	0	1.00
<b>1.09 Course Mean</b>						
1	2	3	4	5	N/A	Mean
<b>Instructor Evaluation**</b>						
8	0	0	0	0	0	1.00
8	0	0	0	0	0	1.00
8	0	0	0	0	0	1.00
8	0	0	0	0	0	1.00
8	0	0	0	0	0	1.00
8	0	0	0	0	0	1.00
8	0	0	0	0	0	1.00
8	0	0	0	0	0	1.00
8	0	0	0	0	0	1.00
<b>1.00 Instructor Mean</b>						
<b>1.03 Over-All Mean</b>						

\*\*N/A\* has no point value.

\*\*Comment questions: 5, 6, 17, and 18 (see attached)

7. How much time outside of class on a weekly basis was required for this course?					
0 hours	1-3 hours	4-6 hours	7-9 hours	10+ hours	Blank
0	4	4	0	0	0

**Jason Halverson**

**ATH-4034 (9077) Sports Rehabilitation Fall 2010**

**5. Describe the strengths of this course content.**

- 1 great job of balancing out classroom lectures with hands on lab time
- 2 I feel like I learn every time I walk out of this class
- 3 A lot of lab and hands on work that helps us practice what we learn in the classroom
- 4 Everything was well organized, we have been taught the material and are allowed to get hands on opportunity to educate ourselves even more.
- 5 essential to the major

**6. What constructive suggestions could you make about how the course could be changed to improve understanding of the course content?**

- 1 nothing...Awesome job Jr!
- 2 The tests are difficult, but I think it shows what the boards test is going to be like.
- 3 i hate the book it is not easy to read...

**17. Describe the strengths of the instructor in relation to teaching this course.**

- 1 Jr really knows the material and has the ability to explain it to where I understand it
- 2 was able to demonstrate what he was teaching us without having to stop and look it up
- 3 He really cares about us learning the material for our future. He makes sure we understand what we are being taught. He will not give up on you, but help you overcome your struggles.

**18. What constructive suggestions could you make regarding how the instructor could improve student learning within this course?**

- 1 nothing

Student Evaluation of Instructor and Course - Fall 2010

12/15/2010

Jason Halverson ATH-3114 (9074) AT Eval: Above Diaphragm

Over-All Mean of All Questions: 1.43

1. Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree N/A. Not Applicable (\* no point value)

Faculty Evaluation Questions						
1	2	3	4	5	N/A	Mean
<b>Course Evaluation**</b>						
8	3	0	0	1	0	1.58
1. The course syllabus included a clear description of the course content, objectives, and requirements of the course.						
7	3	0	1	1	0	1.83
2. The course content was well organized.						
9	2	0	0	1	0	1.50
3. The course resources (textbook, handouts, reading materials, external resources, etc.) contributed to my understanding of the subject.						
9	2	0	0	1	0	1.50
4. Course assignments (projects, papers, exams, performances, attendance, etc.) and examinations were clear and relevant to the objectives of the course.						
						<b>1.60</b>
						<b>Course Mean</b>
1	2	3	4	5	N/A	Mean
<b>Instructor Evaluation**</b>						
11	0	0	0	1	0	1.33
8. The instructor demonstrated a thorough knowledge of the subject matter.						
11	0	0	0	1	0	1.33
9. The instructor was well prepared and adequately answered questions.						
11	0	0	0	1	0	1.33
10. The instructor used instructional techniques that supported the learning goals of the course.						
11	0	0	0	1	0	1.33
11. The instructor's oral and written communication skills were adequate for the course.						
11	0	0	0	1	0	1.33
12. The instructor assigned grades according to the evaluation criteria in the syllabus.						
11	0	0	0	1	0	1.33
13. The instructor respected student viewpoints that differed from the instructor's.						
10	1	0	0	1	0	1.42
14. The instructor returned my graded course work (assignments, exams, etc.) within a reasonable amount of time considering the nature of the course work.						
10	1	0	0	1	0	1.42
15. The instructor's manner was compatible with the values and Christian emphasis of SBU.						
11	0	0	0	1	0	1.33
16. Overall, I rate this instructor as a good teacher.						
						<b>1.35</b>
						<b>Instructor Mean</b>
						<b>1.43</b>
						<b>Over-All Mean</b>

\*\*N/A\* has no point value.

\*\*Comment questions: 5, 6, 17, and 18 (see attached)

7. How much time outside of class on a weekly basis was required for this course?					
0 hours	1-3 hours	4-6 hours	7-9 hours	10+ hours	Blank
0	1	6	2	1	0

Jason Halverson

ATH-3114 (9074) AT Eval: Above Diaphragm Fall 2010

**5. Describe the strengths of this course content.**

- 1 The hands on part is extremely helpful. Learning about it and putting it to practice helps tremendously.
- 2 very applicable to AT, lots of hands on
- 3 The hands on approach to the course content was very helpful in learning.
- 4 The textbooks are very informative and go hand in hand with the teachers powerpoints.
- 5 Functionable and hands on
- 6 It allowed us to thoroughly cover all aspects of an above diaphragm evaluation.
- 7 I really enjoyed the insite of the visiting doctors, and the course was organized well.
- 8 good

**6. What constructive suggestions could you make about how the course could be changed to improve understanding of the course content?**

- 1 The format of the syllabus was kinda funky
- 2 I would suggest a quiz/test after every chapter instead of lumping 4 chapters together. I feel like that would help everyone learn the content of each chapter more in depth. There is a lot of information in this course to retain and I think that if we tested more often then the test could be more specific instead of a broad overview of several chapters.
- 3 n/a
- 4 none
- 5 N/A

**17. Describe the strengths of the instructor in relation to teaching this course.**

- 1 very helpful in explaining pathologies and mechanisms of how they occur
- 2 He is very knowlegable of the material.
- 3 Enthusiam for the material. Knowledge of the Material. Positive attitude and classroom atmosphere.
- 4 His love for the subject matter shows in his passion in teaching.
- 5 Explains material well and in a manner that challenges us to research on our own for information.
- 6 Answered any questions i have and has great insite.
- 7 good

**18. What constructive suggestions could you make regarding how the instructor could improve student learning within this course?**

- 1 No suggestions
- 2 N/A
- 3 none
- 4 N/A

Student Evaluation of Instructor and Course - Fall 2010

12/15/2010

Jason Halverson ATH-3013 (9072) Athletic Training Techniques I Over-All Mean of All Questions: 1.43

1. Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree N/A. Not Applicable (\* no point value)

Faculty Evaluation Questions						
1	2	3	4	5	N/A	Mean
<b>Course Evaluation**</b>						
9	1	0	0	1	0	1.46
8	1	1	0	1	0	1.64
8	1	1	0	1	0	1.64
8	2	0	0	1	0	1.55
						<b>1.57</b>
						<b>Course Mean</b>
1	2	3	4	5	N/A	Mean
<b>Instructor Evaluation**</b>						
10	0	0	0	1	0	1.36
10	0	0	0	1	0	1.36
10	0	0	0	1	0	1.36
10	0	0	0	1	0	1.36
10	0	0	0	1	0	1.36
10	0	0	0	1	0	1.36
10	0	0	0	1	0	1.36
9	1	0	0	1	0	1.45
10	0	0	0	1	0	1.36
						<b>1.37</b>
						<b>Instructor Mean</b>
						<b>1.43</b>
						<b>Over-All Mean</b>

\*\*N/A\* has no point value.

\*\*Comment questions: 5, 6, 17, and 18 (see attached)

7. How much time outside of class on a weekly basis was required for this course?					
0 hours	1-3 hours	4-6 hours	7-9 hours	10+ hours	Blank
0	6	4	0	1	0

Jason Halverson

ATH-3013 (9072) Athletic Training Techniques I Fall 2010

**5. Describe the strengths of this course content.**

- 1 Learned a lot
- 2 I learned a lot from the hands on approach to the material.
- 3 Hands-on involvement aided in learning
- 4 Functionable and hands on
- 5 It correlated with our Practicum course so that we're able to ensure our knowledge over the content covered.
- 6 Teacher Knowledge.
- 7 The content of the course is organized very nicely, and the resources are great
- 8 good

**6. What constructive suggestions could you make about how the course could be changed to improve understanding of the course content?**

- 1 No suggestions
- 2 N/A
- 3 N/A

**17. Describe the strengths of the instructor in relation to teaching this course.**

- 1 knowledgeable, fun, hands on, learned a lot
- 2 He is very knowledgeable of the material. He is also very approachable when you need help with the work.
- 3 Humor
- 4 His love for the subject matter shows in the passion while teaching.
- 5 Went by the book so that we're able to refer back to it in the case of misunderstanding.
- 6 n/a
- 7 very approachable, and finds great ways to explain the material.
- 8 doing good

**18. What constructive suggestions could you make regarding how the instructor could improve student learning within this course?**

- 1 No suggestions
- 2 none
- 3 N/A
- 4 n/a

Student Evaluation of Instructor and Course - Spring 2011

6/20/2011

Jason Halverson

ATH 3124

Online

Over-All Mean of All Questions:

1.48

Athletic Training Evaluation

1. Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree N/A. Not Applicable (\* no point value)

Faculty Evaluation Questions							Course Evaluation**	
1	2	3	4	5	N/A	Mean		
7	1	0	0	1	0	1.56	1. The course syllabus included a clear description of the course content, objectives, and requirements of the course.	
7	1	0	1	0	0	1.44	2. The course content was well organized.	
8	0	0	0	1	0	1.44	3. The course resources (textbook, handouts, reading materials, external resources, etc.) contributed to my understanding of the subject.	
8	0	0	0	1	0	1.44	4. Course assignments (projects, papers, exams, performances, attendance, etc.) and examinations were clear and relevant to the objectives of the course.	
						<b>1.47</b>	<b>Course Mean</b>	
1	2	3	4	5	N/A	Mean	Instructor Evaluation**	
8	0	0	0	1	0	1.44	8. The instructor demonstrated a thorough knowledge of the subject matter.	
8	0	0	0	1	0	1.44	9. The instructor was well prepared and adequately answered questions.	
8	0	0	0	1	0	1.44	10. The instructor used instructional techniques that supported the learning goals of the course.	
8	0	0	0	1	0	1.44	11. The instructor's oral and written communication skills were adequate for the course.	
8	0	0	0	1	0	1.44	12. The instructor assigned grades according to the evaluation criteria in the syllabus.	
7	0	0	0	1	1	1.50	13. The instructor respected student viewpoints that differed from the instructor's.	
7	1	0	0	1	0	1.56	14. The instructor returned my graded course work (assignments, exams, etc.) within a reasonable amount of time considering the nature of the course work.	
7	0	1	0	1	0	1.67	15. The instructor's manner was compatible with the values and Christian emphasis of SBU.	
8	0	0	0	1	0	1.44	16. Overall, I rate this instructor as a good teacher.	
						<b>1.49</b>	<b>Instructor Mean</b>	
						<b>1.48</b>	<b>Over-All Mean</b>	

\*\*N/A\* has no point value.

\*\*Comment questions: 5, 6, 17, and 18 (see attached)

7. How much time outside of class on a weekly basis was required for this course?					
0 hours	1-3 hours	4-6 hours	7-9 hours	10+ hours	Blank
0	2	4	0	1	1

**Jason Halverson**

ATH 3124-1 Athletic Training Evaluation Spring 2011

**5. Describe the strengths of this course content.**

- 1 Content was put in a form that was understandable, and easy to apply in a career format.
- 2 The way the book is set up and the activity packets are very well set up. They teach the material in the best order (building on anatomy first, then moving on to the special tests).
- 3 Very in depth, lots of hands on experience
- 4 hands on, performing learned skills helped apply what we know
- 5 Prepares us for future testing
- 6 Accurately instructs the special tests and eval process
- 7 The course content goes together with what you have learned before each new assignment.

**6. What constructive suggestions could you make about how the course could be changed to improve understanding of the course content?**

- 1 I liked having competencies to use as reviews, not having them forced me to do it on my own which was good, but it would still be nice to have at least a guideline as to what we are tested on. (seeing as some of the chapters were really long)
- 2 n/a
- 3 Give competencies in order that we can narrow down the content we need to study
- 4 i see no room for improvement
- 5 There could be a little more time spent on subjects that are longer and takes more time to comprehend.

**17. Describe the strengths of the instructor in relation to teaching this course.**

- 1 Very knowledgeable, and willing to help. He doesn't just teach the subject matter, but he helps you understand it.
- 2 Able to teach and describe the "little things" that help us make connections and understand the body better. Goes beyond what the book teaches; gives extra tips and pathologies you may see.
- 3 Fun, knowledgeable, helped a lot with the learning process
- 4 Ability to relate with students and apply humor was superb!
- 5 Very knowledgeable and passionate about the curriculum.
- 6  
The instructor knows a lot about the information he is teaching, helps the students understand the things they don't understand, and he explains to us the things we have done wrong so we understand it better.

**18. What constructive suggestions could you make regarding how the instructor could improve student learning within this course?**

- 1 n/a
- 2 Give a study guide or list of possible testing essays or questions besides one quiz.
- 3 :)
- 4 n/a
- 5 NA
- 6 none
- 7 Nothing!! He does a great job!!

Student Evaluation of Instructor and Course - Spring 2011

6/20/2011

Jason Halverson

ATH 3103-1

Online

Over-All Mean of All Questions:

1.55

Sports Performance

1. Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree N/A. Not Applicable (\* no point value)

Faculty Evaluation Questions							Course Evaluation**	
1	2	3	4	5	N/A	Mean		
8	0	0	0	1	0	1.44	1. The course syllabus included a clear description of the course content, objectives, and requirements of the course.	
6	1	1	0	1	0	1.78	2. The course content was well organized.	
5	1	0	2	1	0	2.22	3. The course resources (textbook, handouts, reading materials, external resources, etc.) contributed to my understanding of the subject.	
7	1	0	0	1	0	1.56	4. Course assignments (projects, papers, exams, performances, attendance, etc.) and examinations were clear and relevant to the objectives of the course.	
						<b>1.75</b>	<b>Course Mean</b>	
1	2	3	4	5	N/A	Mean	Instructor Evaluation**	
8	0	0	0	1	0	1.44	8. The instructor demonstrated a thorough knowledge of the subject matter.	
8	0	0	0	1	0	1.44	9. The instructor was well prepared and adequately answered questions.	
7	1	0	0	1	0	1.56	10. The instructor used instructional techniques that supported the learning goals of the course.	
8	0	0	0	1	0	1.44	11. The instructor's oral and written communication skills were adequate for the course.	
8	0	0	0	1	0	1.44	12. The instructor assigned grades according to the evaluation criteria in the syllabus.	
8	0	0	0	1	0	1.44	13. The instructor respected student viewpoints that differed from the instructor's.	
8	0	0	0	1	0	1.44	14. The instructor returned my graded course work (assignments, exams, etc.) within a reasonable amount of time considering the nature of the course work.	
8	0	0	0	1	0	1.44	15. The instructor's manner was compatible with the values and Christian emphasis of SBU.	
8	0	0	0	1	0	1.44	16. Overall, I rate this instructor as a good teacher.	
						<b>1.46</b>	<b>Instructor Mean</b>	
						<b>1.55</b>	<b>Over-All Mean</b>	

\*\*N/A\* has no point value.

\*\*Comment questions: 5, 6, 17, and 18 (see attached)

7. How much time outside of class on a weekly basis was required for this course?					
0 hours	1-3 hours	4-6 hours	7-9 hours	10+ hours	Blank
0	7	1	0	0	1

**Jason Halverson**

ATH 3103-1 Sports Performance Spring 2011

**5. Describe the strengths of this course content.**

- 1 Some of the monotonous tasks are made fun.
- 2 Useful skills to practice were taught
- 3 n/a
- 4 Prepares you for ACSM testing
- 5 This course content allows us to learn in classroom settings and also lab settings. It gives us hands on learning.
- 6 Good strength and conditioning and nutrition coverage

**6. What constructive suggestions could you make about how the course could be changed to improve understanding of the course content?**

- 1 Change the book. The book currently in use is very hard to follow and pull out what you are actually supposed to be learning. It mainly contains many statistics. Not a lot of teachable material.
- 2 I didnt really like the text book, it was hard to read. i could not comprehend many concepts the book presented, and had to rely singularly on the teaching and practice to prepare me for tests
- 3 n/a
- 4 NA
- 5 There really isn't anything that needs to be changed because everything fits together.
- 6 none

**17. Describe the strengths of the instructor in relation to teaching this course.**

- 1 He is fun, and that makes it easier to want to participate.
- 2 fun, knowledgable, helpful
- 3 n/a
- 4 Very knowledgable about content
- 5 The instructor knows what he is teaching and helps us with any problems we have by explaining what we don't understand in more depth.
- 6 Good at getting the information across and making the content fun to learn.

**18. What constructive suggestions could you make regarding how the instructor could improve student learning within this course?**

- 1 Concerning the book along with the instructor; Instructor should give important pages/ charts to use when students are trying to complete projects or for tests.
- 2 nothing other than textbook complaint
- 3 n/a
- 4 NA
- 5 Nothing
- 6 none

Student Evaluation of Instructor and Course - Spring 2011

6/20/2011

Jason Halverson

ATH 3124

Online

Over-All Mean of All Questions:

1.48

Athletic Training Evaluation

1. Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree N/A. Not Applicable (\* no point value)

Faculty Evaluation Questions							Course Evaluation**	
1	2	3	4	5	N/A	Mean		
7	1	0	0	1	0	1.56	1. The course syllabus included a clear description of the course content, objectives, and requirements of the course.	
7	1	0	1	0	0	1.44	2. The course content was well organized.	
8	0	0	0	1	0	1.44	3. The course resources (textbook, handouts, reading materials, external resources, etc.) contributed to my understanding of the subject.	
8	0	0	0	1	0	1.44	4. Course assignments (projects, papers, exams, performances, attendance, etc.) and examinations were clear and relevant to the objectives of the course.	
						<b>1.47</b>	<b>Course Mean</b>	
1	2	3	4	5	N/A	Mean	Instructor Evaluation**	
8	0	0	0	1	0	1.44	8. The instructor demonstrated a thorough knowledge of the subject matter.	
8	0	0	0	1	0	1.44	9. The instructor was well prepared and adequately answered questions.	
8	0	0	0	1	0	1.44	10. The instructor used instructional techniques that supported the learning goals of the course.	
8	0	0	0	1	0	1.44	11. The instructor's oral and written communication skills were adequate for the course.	
8	0	0	0	1	0	1.44	12. The instructor assigned grades according to the evaluation criteria in the syllabus.	
7	0	0	0	1	1	1.50	13. The instructor respected student viewpoints that differed from the instructor's.	
7	1	0	0	1	0	1.56	14. The instructor returned my graded course work (assignments, exams, etc.) within a reasonable amount of time considering the nature of the course work.	
7	0	1	0	1	0	1.67	15. The instructor's manner was compatible with the values and Christian emphasis of SBU.	
8	0	0	0	1	0	1.44	16. Overall, I rate this instructor as a good teacher.	
						<b>1.49</b>	<b>Instructor Mean</b>	
						<b>1.48</b>	<b>Over-All Mean</b>	

\*\*N/A\* has no point value.

\*\*Comment questions: 5, 6, 17, and 18 (see attached)

7. How much time outside of class on a weekly basis was required for this course?					
0 hours	1-3 hours	4-6 hours	7-9 hours	10+ hours	Blank
0	2	4	0	1	1

**Jason Halverson**

ATH 3124-1 Athletic Training Evaluation Spring 2011

**5. Describe the strengths of this course content.**

- 1 Content was put in a form that was understandable, and easy to apply in a career format.
- 2 The way the book is set up and the activity packets are very well set up. They teach the material in the best order (building on anatomy first, then moving on to the special tests).
- 3 Very in depth, lots of hands on experience
- 4 hands on, performing learned skills helped apply what we know
- 5 Prepares us for future testing
- 6 Accurately instructs the special tests and eval process
- 7 The course content goes together with what you have learned before each new assignment.

**6. What constructive suggestions could you make about how the course could be changed to improve understanding of the course content?**

- 1 I liked having competencies to use as reviews, not having them forced me to do it on my own which was good, but it would still be nice to have at least a guideline as to what we are tested on. (seeing as some of the chapters were really long)
- 2 n/a
- 3 Give competencies in order that we can narrow down the content we need to study
- 4 i see no room for improvement
- 5 There could be a little more time spent on subjects that are longer and takes more time to comprehend.

**17. Describe the strengths of the instructor in relation to teaching this course.**

- 1 Very knowledgeable, and willing to help. He doesn't just teach the subject matter, but he helps you understand it.
- 2 Able to teach and describe the "little things" that help us make connections and understand the body better. Goes beyond what the book teaches; gives extra tips and pathologies you may see.
- 3 Fun, knowledgeable, helped a lot with the learning process
- 4 Ability to relate with students and apply humor was superb!
- 5 Very knowledgeable and passionate about the curriculum.
- 6  
The instructor knows a lot about the information he is teaching, helps the students understand the things they don't understand, and he explains to us the things we have done wrong so we understand it better.

**18. What constructive suggestions could you make regarding how the instructor could improve student learning within this course?**

- 1 n/a
- 2 Give a study guide or list of possible testing essays or questions besides one quiz.
- 3 :)
- 4 n/a
- 5 NA
- 6 none
- 7 Nothing!! He does a great job!!

Student Evaluation of Instructor and Course - Spring 2011

6/20/2011

Jason Halverson      ATH-3133-1      Online      Over-All Mean of All Questions:      1.82  
 Gen Med & Pharmacology

1. Strongly Agree   2. Agree   3. Undecided   4. Disagree   5. Strongly Disagree   N/A. Not Applicable (\* no point value)

Faculty Evaluation Questions						
1	2	3	4	5	N/A	Mean
<b>Course Evaluation**</b>						
8	0	0	0	2	0	1.80
7	1	0	1	1	0	1.80
7	0	1	0	2	0	2.00
8	0	0	0	2	0	1.80
1. The course syllabus included a clear description of the course content, objectives, and requirements of the course. 2. The course content was well organized. 3. The course resources (textbook, handouts, reading materials, external resources, etc.) contributed to my understanding of the subject. 4. Course assignments (projects, papers, exams, performances, attendance, etc.) and examinations were clear and relevant to the objectives of the course.						
<b>1.85</b>						<b>Course Mean</b>
1	2	3	4	5	N/A	Mean
<b>Instructor Evaluation**</b>						
8	0	0	0	2	0	1.80
8	0	0	1	1	0	1.70
7	1	0	0	2	0	1.90
8	0	0	0	2	0	1.80
7	1	0	0	2	0	1.90
7	0	0	0	2	1	1.89
8	0	0	0	2	0	1.80
8	0	0	1	1	0	1.70
8	0	0	0	2	0	1.80
8. The instructor demonstrated a thorough knowledge of the subject matter. 9. The instructor was well prepared and adequately answered questions. 10. The instructor used instructional techniques that supported the learning goals of the course. 11. The instructor's oral and written communication skills were adequate for the course. 12. The instructor assigned grades according to the evaluation criteria in the syllabus. 13. The instructor respected student viewpoints that differed from the instructor's. 14. The instructor returned my graded course work (assignments, exams, etc.) within a reasonable amount of time considering the nature of the course work. 15. The instructor's manner was compatible with the values and Christian emphasis of SBU. 16. Overall, I rate this instructor as a good teacher.						
<b>1.81</b>						<b>Instructor Mean</b>
<b>1.82</b>						<b>Over-All Mean</b>

\*\*N/A\* has no point value.

\*\*Comment questions: 5, 6, 17, and 18 (see attached)

7. How much time outside of class on a weekly basis was required for this course?					
0 hours	1-3 hours	4-6 hours	7-9 hours	10+ hours	Blank
1	7	1	0	0	1

**Jason Halverson**

ATH-3133-1 Gen Med & Pharmacology Spring 2011

**5. Describe the strengths of this course content.**

- 1 Book was easy to follow
- 2 well organized
- 3 Course content was very useful and helped me gain knowledge
- 4 n/a
- 5 Learn medical terminology
- 6 The course content follows closely to the syllabus that we were given at the beginning of the year.
- 7 Good cover of the general med and pharm aspects we need to know as ATs

**6. What constructive suggestions could you make about how the course could be changed to improve understanding of the course content?**

- 1 :)
- 2 n/a
- 3 NA
- 4 There really isn't anything that needs to be changed.
- 5 none

**17. Describe the strengths of the instructor in relation to teaching this course.**

- 1 Very knowledgeable of course material. Went beyond the book's teachings.
- 2 Presents the information so that it is easy to understand.
- 3 Fun, knowledgeable, helpful
- 4 n/a
- 5 Knows content well
- 6 The instructor knows a lot of the material he is teaching us. He not only teaches us but also learns new thing with us.
- 7 Teacher is knowledgeable and makes the class entertaining with his humor.

**18. What constructive suggestions could you make regarding how the instructor could improve student learning within this course?**

- 1 :)
- 2 n/a
- 3 NA
- 4 Nothing...he trys several different learning techniques with us.
- 5 none

Student Evaluation of Instructor and Course - Spring 2011

6/20/2011

TJ John

ATH-4113-1

Online

Over-All Mean of All Questions: 1.13

Athletic Training Administration

1. Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree N/A. Not Applicable (\* no point value)

Faculty Evaluation Questions							Course Evaluation**	
1	2	3	4	5	N/A	Mean		
6	2	0	0	0	0	1.25	1. The course syllabus included a clear description of the course content, objectives, and requirements of the course.	
8	0	0	0	0	0	1.00	2. The course content was well organized.	
6	2	0	0	0	0	1.25	3. The course resources (textbook, handouts, reading materials, external resources, etc.) contributed to my understanding of the subject.	
8	0	0	0	0	0	1.00	4. Course assignments (projects, papers, exams, performances, attendance, etc.) and examinations were clear and relevant to the objectives of the course.	
						1.13	<b>Course Mean</b>	
1	2	3	4	5	N/A	Mean	Instructor Evaluation**	
7	1	0	0	0	0	1.13	8. The instructor demonstrated a thorough knowledge of the subject matter.	
7	1	0	0	0	0	1.13	9. The instructor was well prepared and adequately answered questions.	
8	0	0	0	0	0	1.00	10. The instructor used instructional techniques that supported the learning goals of the course.	
4	2	2	0	0	0	1.75	11. The instructor's oral and written communication skills were adequate for the course.	
6	2	0	0	0	0	1.25	12. The instructor assigned grades according to the evaluation criteria in the syllabus.	
8	0	0	0	0	0	1.00	13. The instructor respected student viewpoints that differed from the instructor's.	
8	0	0	0	0	0	1.00	14. The instructor returned my graded course work (assignments, exams, etc.) within a reasonable amount of time considering the nature of the course work.	
8	0	0	0	0	0	1.00	15. The instructor's manner was compatible with the values and Christian emphasis of SBU.	
8	0	0	0	0	0	1.00	16. Overall, I rate this instructor as a good teacher.	
						1.14	<b>Instructor Mean</b>	
						1.13	<b>Over-All Mean</b>	

\*\*N/A\* has no point value.

\*\*Comment questions: 5, 6, 17, and 18 (see attached)

7. How much time outside of class on a weekly basis was required for this course?					
0 hours	1-3 hours	4-6 hours	7-9 hours	10+ hours	Blank
0	6	2	0	0	0

**TJ John**

ATH 4113-1 Athletic Training Administration Spring 2011

**5. Describe the strengths of this course content.**

- 1 real world situations used to illustrate course content
- 2 Clear and useful
- 3 Powepoints, fun atmosphere
- 4 I felt like I learned a lot about the administration aspect of Athletic Training.

**6. What constructive suggestions could you make about how the course could be changed to improve understanding of the course content?**

- 1 none, just keep up the good work
- 2 More involvement with the book
- 3 none

**17. Describe the strengths of the instructor in relation to teaching this course.**

- 1 can tell he cares
- 2 his ADD actually helps in this class because it breaks up the monotony of the subject matter.
- 3 He enjoys teaching us
- 4 He has a very good understanding and knowledge in this aspect of Athletic Training.

**18. What constructive suggestions could you make regarding how the instructor could improve student learning within this course?**

- 1 none
- 2 Stay away from so much real life stories, and stick to the book, or make the tests like real life stories, not based off the book.
- 3 none

Student Evaluation of Instructor and Course - Spring 2011

6/20/2011

TJ John

ATH-4133-1

Online

Over-All Mean of All Questions: 1.08

Professional Seminar

1. Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree N/A. Not Applicable (\* no point value)

Faculty Evaluation Questions							Course Evaluation**	
1	2	3	4	5	N/A	Mean		
6	2	0	0	0	0	1.25	1. The course syllabus included a clear description of the course content, objectives, and requirements of the course.	
7	1	0	0	0	0	1.13	2. The course content was well organized.	
7	1	0	0	0	0	1.13	3. The course resources (textbook, handouts, reading materials, external resources, etc.) contributed to my understanding of the subject.	
6	2	0	0	0	0	1.25	4. Course assignments (projects, papers, exams, performances, attendance, etc.) and examinations were clear and relevant to the objectives of the course.	
						<b>1.19</b>	<b>Course Mean</b>	
Faculty Evaluation Questions							Instructor Evaluation**	
1	2	3	4	5	N/A	Mean		
8	0	0	0	0	0	1.00	8. The instructor demonstrated a thorough knowledge of the subject matter.	
8	0	0	0	0	0	1.00	9. The instructor was well prepared and adequately answered questions.	
7	1	0	0	0	0	1.13	10. The instructor used instructional techniques that supported the learning goals of the course.	
8	0	0	0	0	0	1.00	11. The instructor's oral and written communication skills were adequate for the course.	
7	1	0	0	0	0	1.13	12. The instructor assigned grades according to the evaluation criteria in the syllabus.	
8	0	0	0	0	0	1.00	13. The instructor respected student viewpoints that differed from the instructor's.	
8	0	0	0	0	0	1.00	14. The instructor returned my graded course work (assignments, exams, etc.) within a reasonable amount of time considering the nature of the course work.	
8	0	0	0	0	0	1.00	15. The instructor's manner was compatible with the values and Christian emphasis of SBU.	
8	0	0	0	0	0	1.00	16. Overall, I rate this instructor as a good teacher.	
						<b>1.03</b>	<b>Instructor Mean</b>	
						<b>1.08</b>	<b>Over-All Mean</b>	

\*\*N/A\* has no point value.

\*\*Comment questions: 5, 6, 17, and 18 (see attached)

7. How much time outside of class on a weekly basis was required for this course?					
0 hours	1-3 hours	4-6 hours	7-9 hours	10+ hours	Blank
0	7	0	0	0	1

**TJ John**

ATH 4133-1 Professional Seminar

**5. Describe the strengths of this course content.**

- 1 is really useful on a daily basis
- 2 Professional seminar was informative with professionalism, we needed to know and we found out what we need to do.
- 3 This course really helps you to understand the professional aspect of Athletic Training.

**6. What constructive suggestions could you make about how the course could be changed to improve understanding of the course content?**

- 1 none
- 2 none

**17. Describe the strengths of the instructor in relation to teaching this course.**

- 1 always has good examples
- 2 TJ has a lot of knowledge about this class and really knows what he is talking about.

**18. What constructive suggestions could you make regarding how the instructor could improve student learning within this course?**

- 1 none
- 2 none

The Following Pages Contain the Clinical Education Course Evaluations – Quantitative and Qualitative

Student Evaluation of Instructor and Course - Fall 2010

12/15/2010

ATH-3023 (9073)

Athletic Training Practicum I

Over-All Mean of All Questions: 1.30

1. Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree N/A. Not Applicable (\* no point value)

Faculty Evaluation Questions							Course Evaluation**	
1	2	3	4	5	N/A	Mean		
5	3	0	1	0	0	1.67	1.	The course syllabus included a clear description of the course content, objectives, and requirements of the course.
2	6	0	1	0	0	2.00	2.	The course content was well organized.
7	2	0	0	0	0	1.22	3.	The course resources (textbook, handouts, reading materials, external resources, etc.) contributed to my understanding of the subject.
6	3	0	0	0	0	1.33	4.	Course assignments (projects, papers, exams, performances, attendance, etc.) and examinations were clear and relevant to the objectives of the course.
						1.56	Course Mean	
Faculty Evaluation Questions							Instructor Evaluation**	
1	2	3	4	5	N/A	Mean		
7	1	0	0	0	0	1.13	8.	The clinical instructor demonstrated a thorough knowledge of the subject matter.
7	1	0	0	0	0	1.13	9.	The clinical instructor was well prepared and adequately answered questions.
8	0	0	0	0	0	1.00	10.	The clinical instructor used instructional techniques that supported the learning goals of the course.
7	1	0	0	0	0	1.13	11.	The clinical instructor's oral and written communication skills were adequate for the course.
7	1	0	0	0	0	1.13	12.	The clinical instructor assigned grades according to the evaluation criteria in the syllabus.
7	1	0	0	0	0	1.13	13.	The clinical instructor respected student viewpoints that differed from the instructor's.
6	0	2	0	0	0	1.50	14.	The clinical instructor returned my graded course work (assignments, exams, etc.) within a reasonable amount of time considering the nature of the course work.
6	2	0	0	0	0	1.25	15.	The clinical instructor's manner was compatible with the values and Christian emphasis of SBU.
6	2	0	0	0	0	1.25	16.	Overall, I rate this clinical instructor as a good teacher.
						1.18	Instructor Mean	
						1.30	Over-All Mean	

\*\*N/A" has no point value.

\*\*Comment questions: 5, 6, 17, 18, 19, and 20 (see attached)

7. How much time outside of class on a weekly basis was required for this course?					
0 hours	1-3 hours	4-6 hours	7-9 hours	10+ hours	Blank
2	7	0	0	0	0

**ATH-3023 (9073) Athletic Training Practicum I Fall 2010**

**5. Describe the strengths of this course content.**

- 1 Lots of practice and hands on. Good
- 2 Hands on approach is very helpful in learning.
- 3 Love morgan hes incredibly knowledgeable.
- 4 It correlated and reemphasized with our techniques class so that we knew the material well.
- 5 Application of the learned techniques.

**6. What constructive suggestions could you make about how the course could be changed to improve understanding of the course content?**

- 1 it would be more helpful if the handbook had the modules in the order that we would perform them
- 2 The course could have been a little more organized, I never felt like i was as prepared to come to this class as i could have been.
- 3 No suggestions
- 4 none
- 5 Dates on the syllabus were a little off.

**17. Describe the strengths of the clinical instructor in relation to teaching this course.**

- 1 He is very approachable and easy to learn from.
- 2 His knowlegde and humor make him a good reacher
- 3 Thorough knowledge of material.
- 4 Very personable, and knowledgeable

**18. What constructive suggestions could you make regarding how the clinical instructor could improve student learning within this course?**

- 1 No suggestions
- 2 none
- 3 N/A

**19. What are the strongest attributes of the clinical experience?**

- 1 Getting hands-on experience
- 2 Closer to what "real life" situations will be
- 3 You get to learn how is deal with situations in a real athletic training environment.
- 4 Gettin to experience the clinical PT kind of aspect has been a good experience.
- 5 Because it was so hands-on and repetitive of our techniques class, we were able to better understand and perform what we were learning.
- 6 Prepares the students for situations they may face, and students get accustomed to interacting with patients
- 7 You get to have your hands on.

**20. What are the weakest attributes of the clinical experience?**

- 1 Cant always remember exactly how a skill should be performed, not a lot of pictures or easy to understand wording to help study out of clinic
- 2 it gets kind of crowded and unorganized.
- 3 Because we don't have a lot of knowledge with combo, stem, etc, we are limited on what we can do and not do during our clinicals and practices.
- 4 It is slow
- 5 N/A

**Erin Thiltgen**  
**ATH-3023 (9073) Athletic Training Practicum I Fall 2010**

**5. Describe the strengths of this course content.**

1 good

**6. What constructive suggestions could you make about how the course could be changed to improve understanding of the course content?**

No response

**17. Describe the strengths of the instructor in relation to teaching this course.**

1 good

**18. What constructive suggestions could you make regarding how the instructor could improve student learning within this course?**

No response

**Mike Wolhoy**  
**ATH-3023 (9073) Athletic Training Practicum I Fall 2010**

No responses

Student Evaluation of Instructor and Course - Fall 2010

12/15/2010

David Gordon ATH-3023 (9073) Athletic Training Practicum I Over-All Mean of All Questions: 2.00

1. Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree N/A. Not Applicable (\* no point value)

Faculty Evaluation Questions						
1	2	3	4	5	N/A	Mean
<b>Course Evaluation**</b>						
0	1	0	0	0	0	2.00
1. The course syllabus included a clear description of the course content, objectives, and requirements of the course.						
0	1	0	0	0	0	2.00
2. The course content was well organized.						
0	1	0	0	0	0	2.00
3. The course resources (textbook, handouts, reading materials, external resources, etc.) contributed to my understanding of the subject.						
0	1	0	0	0	0	2.00
4. Course assignments (projects, papers, exams, performances, attendance, etc.) and examinations were clear and relevant to the objectives of the course.						
						<b>2.00</b>
						<b>Course Mean</b>
1	2	3	4	5	N/A	Mean
<b>Instructor Evaluation**</b>						
0	1	0	0	0	0	2.00
8. The instructor demonstrated a thorough knowledge of the subject matter.						
0	1	0	0	0	0	2.00
9. The instructor was well prepared and adequately answered questions.						
0	1	0	0	0	0	2.00
10. The instructor used instructional techniques that supported the learning goals of the course.						
0	1	0	0	0	0	2.00
11. The instructor's oral and written communication skills were adequate for the course.						
0	1	0	0	0	0	2.00
12. The instructor assigned grades according to the evaluation criteria in the syllabus.						
0	1	0	0	0	0	2.00
13. The instructor respected student viewpoints that differed from the instructor's.						
0	1	0	0	0	0	2.00
14. The instructor returned my graded course work (assignments, exams, etc.) within a reasonable amount of time considering the nature of the course work.						
0	1	0	0	0	0	2.00
15. The instructor's manner was compatible with the values and Christian emphasis of SBU.						
0	1	0	0	0	0	2.00
16. Overall, I rate this instructor as a good teacher.						
						<b>2.00</b>
						<b>Instructor Mean</b>
						<b>2.00</b>
						<b>Over-All Mean</b>

\*\*N/A\* has no point value.

\*\*Comment questions: 5, 6, 17, and 18 (see attached)

7. How much time outside of class on a weekly basis was required for this course?					
0 hours	1-3 hours	4-6 hours	7-9 hours	10+ hours	Blank
0	1	0	0	0	0

**Morgan Simpson**  
**ATH-3023 (9073) Athletic Training Practicum I Fall 2010**

**5. Describe the strengths of this course content.**

1 N/A

**6. What constructive suggestions could you make about how the course could be changed to improve understanding of the course content?**

1 N/A

**17. Describe the strengths of the instructor in relation to teaching this course.**

1 Knowledge on subject

**18. What constructive suggestions could you make regarding how the instructor**

1 N/A

Student Evaluation of Instructor and Course - Fall 2010

12/15/2010

David Gordon ATH-3023 (9073) Athletic Training Practicum I Over-All Mean of All Questions: 2.00

1. Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree N/A. Not Applicable (\* no point value)

Faculty Evaluation Questions						
1	2	3	4	5	N/A	Mean
<b>Course Evaluation**</b>						
0	1	0	0	0	0	2.00
1. The course syllabus included a clear description of the course content, objectives, and requirements of the course.						
0	1	0	0	0	0	2.00
2. The course content was well organized.						
0	1	0	0	0	0	2.00
3. The course resources (textbook, handouts, reading materials, external resources, etc.) contributed to my understanding of the subject.						
0	1	0	0	0	0	2.00
4. Course assignments (projects, papers, exams, performances, attendance, etc.) and examinations were clear and relevant to the objectives of the course.						
						<b>2.00</b>
						<b>Course Mean</b>
1	2	3	4	5	N/A	Mean
<b>Instructor Evaluation**</b>						
0	1	0	0	0	0	2.00
8. The instructor demonstrated a thorough knowledge of the subject matter.						
0	1	0	0	0	0	2.00
9. The instructor was well prepared and adequately answered questions.						
0	1	0	0	0	0	2.00
10. The instructor used instructional techniques that supported the learning goals of the course.						
0	1	0	0	0	0	2.00
11. The instructor's oral and written communication skills were adequate for the course.						
0	1	0	0	0	0	2.00
12. The instructor assigned grades according to the evaluation criteria in the syllabus.						
0	1	0	0	0	0	2.00
13. The instructor respected student viewpoints that differed from the instructor's.						
0	1	0	0	0	0	2.00
14. The instructor returned my graded course work (assignments, exams, etc.) within a reasonable amount of time considering the nature of the course work.						
0	1	0	0	0	0	2.00
15. The instructor's manner was compatible with the values and Christian emphasis of SBU.						
0	1	0	0	0	0	2.00
16. Overall, I rate this instructor as a good teacher.						
						<b>2.00</b>
						<b>Instructor Mean</b>
						<b>2.00</b>
						<b>Over-All Mean</b>

\*\*N/A\* has no point value.

\*\*Comment questions: 5, 6, 17, and 18 (see attached)

7. How much time outside of class on a weekly basis was required for this course?					
0 hours	1-3 hours	4-6 hours	7-9 hours	10+ hours	Blank
0	1	0	0	0	0

**David Gordon**  
**ATH-3023 (9073) Athletic Training Practicum I Fall 2010**

**Course and Instructor evaluation taken but no responses (one student response to evaluation).**

Note: This is a synopsis of Mike Wolhoy, Clint Carroz, David Gordon, and Morgan Simpson. It is not assigned to TJ John.

Student Evaluation of Instructor and Course - Spring 2011

6/20/2011

TJ John

ATH-3123-1

Online

Over-All Mean of All Questions: 1.69

Athletic Training Pract II

1. Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree N/A. Not Applicable (\* no point value)

Faculty Evaluation Questions							Course Evaluation**	
1	2	3	4	5	N/A	Mean		
6	0	0	1	0	0	1.43	1. The course syllabus included a clear description of the course content, objectives, and requirements of the course.	
5	1	0	1	0	0	1.57	2. The course content was well organized.	
3	2	1	0	1	0	2.14	3. The course resources (textbook, handouts, reading materials, external resources, etc.) contributed to my understanding of the subject.	
5	1	0	0	1	0	1.71	4. Course assignments (projects, papers, exams, performances, attendance, etc.) and examinations were clear and relevant to the objectives of the course.	
						<b>1.71</b>	<b>Course Mean</b>	
Faculty Evaluation Questions							Instructor Evaluation**	
1	2	3	4	5	N/A	Mean		
6	0	0	0	1	0	1.57	8. The instructor demonstrated a thorough knowledge of the subject matter.	
5	1	0	0	1	0	1.71	9. The instructor was well prepared and adequately answered questions.	
6	0	0	0	1	0	1.57	10. The instructor used instructional techniques that supported the learning goals of the course.	
6	0	0	0	1	0	1.57	11. The instructor's oral and written communication skills were adequate for the course.	
5	1	0	0	1	0	1.71	12. The instructor assigned grades according to the evaluation criteria in the syllabus.	
5	1	0	1	0	0	1.57	13. The instructor respected student viewpoints that differed from the instructor's.	
4	2	0	0	1	0	1.86	14. The instructor returned my graded course work (assignments, exams, etc.) within a reasonable amount of time considering the nature of the course work.	
5	0	1	0	1	0	1.86	15. The instructor's manner was compatible with the values and Christian emphasis of SBU.	
5	1	0	0	1	0	1.71	16. Overall, I rate this instructor as a good teacher.	
						<b>1.68</b>	<b>Instructor Mean</b>	
						<b>1.69</b>	<b>Over-All Mean</b>	

\*\*N/A\* has no point value.

\*\*Comment questions: 5, 6, 17, and 18 (see attached)

7. How much time outside of class on a weekly basis was required for this course?					
0 hours	1-3 hours	4-6 hours	7-9 hours	10+ hours	Blank
0	4	2	0	0	1

Note: This is a synopsis of Mike Wolhoy, Clint Carroz, David Gordon, and Morgan Simpson. It is not assigned to TJ John.

**TJ John**

**ATH 3123-1 Athletic Training Pract II Spring 2011**

**5. Describe the strengths of this course content.**

- 1 Great review of the past semester's Above Diaphragm Evaluation.
- 2 It helps rationalize why we learn what we learn
- 3 the demands to know pathologies is extremely important. Each ACI drills us until we are deemed proficient.
- 4 Reviewed material we need to know
- 5 The content allows there to be extra time to learn everything and review it.
- 6 Teacher is patient and adequately teaches material.

**6. What constructive suggestions could you make about how the course could be changed to improve understanding of the course content?**

- 1 n/a
- 2 NA
- 3 The course content could be changed to where we learn things that go together instead of skipping around.
- 4 none

**17. Describe the strengths of the instructor in relation to teaching this course.**

- 1 Very knowledgeable about course info
- 2 He has high expectations, but is helpful when you mess up. This created a good learning environment for me.
- 3 n/a
- 4 Looked up material if need be and did so in timely manner
- 5 The instructors for this course know a lot about everything they teach us. If they don't know what something is then they look it up.
- 6 Patient and very helpful.

**18. What constructive suggestions could you make regarding how the instructor could improve student learning within this course?**

- 1 n/a
- 2 NA
- 3 The instructors could talk and get together on which subject they are going to test on and when the tests will be.
- 4 none
- 5

Student Evaluation of Instructor and Course - Fall 2010

12/15/2010

ATH-4023 (9076)

Athletic Train Practicum III LEC

Over-All Mean of All Questions: 1.21

1. Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree N/A. Not Applicable (\* no point value)

Faculty Evaluation Questions						
1	2	3	4	5	N/A	Mean
<b>Course Evaluation**</b>						
3	1	0	0	0	0	1.25
1. The course syllabus included a clear description of the course content, objectives, and requirements of the course.						
3	1	0	0	0	0	1.25
2. The course content was well organized.						
3	1	0	0	0	0	1.25
3. The course resources (textbook, handouts, reading materials, external resources, etc.) contributed to my understanding of the subject.						
3	1	0	0	0	0	1.25
4. Course assignments (projects, papers, exams, performances, attendance, etc.) and examinations were clear and relevant to the objectives of the course.						
						<b>1.25</b>
						<b>Course Mean</b>
1	2	3	4	5	N/A	Mean
<b>Instructor Evaluation**</b>						
3	1	0	0	0	0	1.25
8. The clinical instructor demonstrated a thorough knowledge of the subject matter.						
3	1	0	0	0	0	1.25
9. The clinical instructor was well prepared and adequately answered questions.						
3	1	0	0	0	0	1.25
10. The clinical instructor used instructional techniques that supported the learning goals of the course.						
3	1	0	0	0	0	1.25
11. The clinical instructor's oral and written communication skills were adequate for the course.						
4	0	0	0	0	0	1.00
12. The clinical instructor assigned grades according to the evaluation criteria in the syllabus.						
3	1	0	0	0	0	1.25
13. The clinical instructor respected student viewpoints that differed from the instructor's.						
4	0	0	0	0	0	1.00
14. The clinical instructor returned my graded course work (assignments, exams, etc.) within a reasonable amount of time considering the nature of the course work.						
3	1	0	0	0	0	1.25
15. The clinical instructor's manner was compatible with the values and Christian emphasis of SBU.						
3	1	0	0	0	0	1.25
16. Overall, I rate this clinical instructor as a good teacher.						
						<b>1.19</b>
						<b>Instructor Mean</b>
						<b>1.21</b>
						<b>Over-All Mean</b>

\*\*N/A" has no point value.

7. How much time outside of class on a weekly basis was required for this course?					
0 hours	1-3 hours	4-6 hours	7-9 hours	10+ hours	Blank
0	3	1	0	0	0

\*\*Comment questions: 5, 6, 17, 18, 19, and 20 (see attached)

**ATH-4023 (9076) Athletic Train Practicum III LEC Fall 2010**

**5. Describe the strengths of this course content.**

- 1 helps review a lot of what we learned last year and how to apply it to athletic training
- 2 practical experience was gained through our lab hours
- 3 Having hands on opportunity

**6. What constructive suggestions could you make about how the course could be changed to improve understanding of the course content?**

- 1 none
- 2 more clear syllabus and course outline from beginning of class
- 3 slower pace maybe

**17. Describe the strengths of the clinical instructor in relation to teaching this course.**

- 1 follows the modules really well
- 2 He wants you to learn, he will not give you the answers, which in turn makes you a better student and better understand the content

**18. What constructive suggestions could you make regarding how the clinical instructor could improve student learning within this course?**

- 1 none
- 2 be more willing to answer questions rather than expecting us to always know and find answers

**19. What are the strongest attributes of the clinical experience?**

- 1 being able to apply what I've learned in the classroom to the athletic training profession and actually doing the kinds of things I'll be doing as an ATC and getting to work with all sports and all types of athletes
- 2 I love being able to apply it to Athletic Training in what we are learning.
- 3 we learn to practice as an athletic trainer in a real, functioning environment
- 4 Hands on opportunity, learning for yourself and not what others say

**20. What are the weakest attributes of the clinical experience?**

- 1 seeing numerous athletes on a daily basis and trying to remember each athlete's individual injuries and needs
- 2 Dealing with when the sports change their times of practices, but the course cant change that.
- 3 time

**Mike Wolhoy**  
**ATH-4023 (9076) Athletic Train Practicum III LEC Fall 2010**

No responses

Student Evaluation of Instructor and Course - Fall 2010

12/15/2010

Mike Wolhoy ATH-4023 (9076) Athletic Train Practicum III LEC Over-All Mean of All Questions: 1.23

1. Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree N/A. Not Applicable (\* no point value)

Faculty Evaluation Questions						
1	2	3	4	5	N/A	Mean
<b>Course Evaluation**</b>						
0	1	0	0	0	0	2.00
0	1	0	0	0	0	2.00
1	0	0	0	0	0	1.00
1	0	0	0	0	0	1.00
						1.50
						<b>Course Mean</b>
1	2	3	4	5	N/A	Mean
<b>Instructor Evaluation**</b>						
1	0	0	0	0	0	1.00
1	0	0	0	0	0	1.00
1	0	0	0	0	0	1.00
1	0	0	0	0	0	1.00
0	1	0	0	0	0	2.00
1	0	0	0	0	0	1.00
1	0	0	0	0	0	1.00
1	0	0	0	0	0	1.00
1	0	0	0	0	0	1.00
1	0	0	0	0	0	1.00
1	0	0	0	0	0	1.00
						1.11
						<b>Instructor Mean</b>
						1.23
						<b>Over-All Mean</b>

\*\*N/A\* has no point value.

\*\*Comment questions: 5, 6, 17, and 18 (see attached)

7. How much time outside of class on a weekly basis was required for this course?					
0 hours	1-3 hours	4-6 hours	7-9 hours	10+ hours	Blank
0	0	0	0	1	0

**Mike Wolhoy**

**ATH-4023 (9076) Athletic Train Practicum III LEC Fall 2010**

**5. Describe the strengths of this course content.**

- 1 very hands on

**6. What constructive suggestions could you make about how the course could be changed to improve understanding of the course content?**

No response

**17. Describe the strengths of the instructor in relation to teaching this course.**

- 1 very good at figuring out how each student best learns and teaching that way.

**18. What constructive suggestions could you make regarding how the instructor**

No response

Student Evaluation of Instructor and Course - Fall 2010

12/16/2010

Morgan Simpson ATH-4023 (9076) Athletic Train Practicum III LEC Over-All Mean of All Questions: 1.69

1. Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree N/A. Not Applicable (\* no point value)

Faculty Evaluation Questions						
1	2	3	4	5	N/A	Mean
<b>Course Evaluation**</b>						
1	0	0	0	0	0	1.00
1. The course syllabus included a clear description of the course content, objectives, and requirements of the course.						
1	0	0	0	0	0	1.00
2. The course content was well organized.						
1	0	0	0	0	0	1.00
3. The course resources (textbook, handouts, reading materials, external resources, etc.) contributed to my understanding of the subject.						
1	0	0	0	0	0	1.00
4. Course assignments (projects, papers, exams, performances, attendance, etc.) and examinations were clear and relevant to the objectives of the course.						
						<b>1.00</b>
						<b>Course Mean</b>
1	2	3	4	5	N/A	Mean
<b>Instructor Evaluation**</b>						
0	1	0	0	0	0	2.00
8. The instructor demonstrated a thorough knowledge of the subject matter.						
0	1	0	0	0	0	2.00
9. The instructor was well prepared and adequately answered questions.						
0	1	0	0	0	0	2.00
10. The instructor used instructional techniques that supported the learning goals of the course.						
0	1	0	0	0	0	2.00
11. The instructor's oral and written communication skills were adequate for the course.						
0	1	0	0	0	0	2.00
12. The instructor assigned grades according to the evaluation criteria in the syllabus.						
0	1	0	0	0	0	2.00
13. The instructor respected student viewpoints that differed from the instructor's.						
0	1	0	0	0	0	2.00
14. The instructor returned my graded course work (assignments, exams, etc.) within a reasonable amount of time considering the nature of the course work.						
0	1	0	0	0	0	2.00
15. The instructor's manner was compatible with the values and Christian emphasis of SBU.						
0	1	0	0	0	0	2.00
16. Overall, I rate this instructor as a good teacher.						
						<b>2.00</b>
						<b>Instructor Mean</b>
						<b>1.69</b>
						<b>Over-All Mean</b>

\*\*N/A\* has no point value.

\*\*Comment questions: 5, 6, 17, and 18 (see attached)

7. How much time outside of class on a weekly basis was required for this course?					
0 hours	1-3 hours	4-6 hours	7-9 hours	10+ hours	Blank
0	1	0	0	0	0

**Morgan Simpson**

**ATH-4023 (9076) Athletic Train Practicum III LEC Fall 2010**

**5. Describe the strengths of this course content.**

- 1 helps well to review skills we've learned

**6. What constructive suggestions could you make about how the course could be changed to improve understanding of the course content?**

No response

**17. Describe the strengths of the instructor in relation to teaching this course.**

- 1 Helped us to review, and showed us different ways to help with the class.

**18. What constructive suggestions could you make regarding how the instructor could improve student learning within this course?**

No response

Student Evaluation of Instructor and Course - Spring 2011

6/20/2011

TJ John

ATH-4123-1

Online

Over-All Mean of All Questions: 1.17

Athletic Training Pract IV

1. Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree N/A. Not Applicable (\* no point value)

Faculty Evaluation Questions							Course Evaluation**	
1	2	3	4	5	N/A	Mean		
8	0	0	0	0	0	1.00	1. The course syllabus included a clear description of the course content, objectives, and requirements of the course.	
7	1	0	0	0	0	1.13	2. The course content was well organized.	
7	0	0	0	0	1	1.00	3. The course resources (textbook, handouts, reading materials, external resources, etc.) contributed to my understanding of the subject.	
5	2	0	1	0	0	1.63	4. Course assignments (projects, papers, exams, performances, attendance, etc.) and examinations were clear and relevant to the objectives of the course.	
						<b>1.19</b>	<b>Course Mean</b>	
1	2	3	4	5	N/A	Mean	Instructor Evaluation**	
8	0	0	0	0	0	1.00	8. The instructor demonstrated a thorough knowledge of the subject matter.	
7	1	0	0	0	0	1.13	9. The instructor was well prepared and adequately answered questions.	
7	1	0	0	0	0	1.13	10. The instructor used instructional techniques that supported the learning goals of the course.	
5	3	0	0	0	0	1.38	11. The instructor's oral and written communication skills were adequate for the course.	
7	1	0	0	0	0	1.13	12. The instructor assigned grades according to the evaluation criteria in the syllabus.	
8	0	0	0	0	0	1.00	13. The instructor respected student viewpoints that differed from the instructor's.	
5	2	0	1	0	0	1.63	14. The instructor returned my graded course work (assignments, exams, etc.) within a reasonable amount of time considering the nature of the course work.	
8	0	0	0	0	0	1.00	15. The instructor's manner was compatible with the values and Christian emphasis of SBU.	
7	1	0	0	0	0	1.13	16. Overall, I rate this instructor as a good teacher.	
						<b>1.17</b>	<b>Instructor Mean</b>	
						<b>1.17</b>	<b>Over-All Mean</b>	

\*\*N/A\* has no point value.

\*\*Comment questions: 5, 6, 17, and 18 (see attached)

7. How much time outside of class on a weekly basis was required for this course?					
0 hours	1-3 hours	4-6 hours	7-9 hours	10+ hours	Blank
0	6	1	0	0	1

**Jason Halverson**

ATH 4973-1 At Field Experience II Spring 2011

**5. Describe the strengths of this course content.**

- 1 Pertained to the profession that I will be eventually practicing. The content added to my overall understanding and knowledge of the practice and provided me with the tools I need.
- 2 Provide another chance to practice the skills we have learned over the past three years.
- 3 I like the mini project assignments and its a nice review of everything.
- 4 I like that we are reviewing some of the things that we, as a class have learned in the past few years.
- 5 That we got to be actively involved in everything that we did in the classroom. And that the students we're the ones who were teaching the class
- 6 The strengths of the courses prepare us for the BOC exam and help us better prepare ourselves to go out into the work force with confidence. I feel that by going over everything that have done the past two years have helped tremendously.
- 7 well prepared
- 8 This course is a good review of the material we will need to know for the BOC. I liked how we could give our input of what we thought we would need to review as a class.
- 9 It helps prepare you and give you confidence in knowing all skills.

**6. What constructive suggestions could you make about how the course could be changed to improve understanding of the course content?**

- 1 The course content is arranged in a manner that it is readily understandable and accessible to all students.
- 2 None. the course is understandable and the content of the course is as effective as you make it. this course is very beneficial.
- 3 I feel that more quizzes would be beneficial to improve the understanding and review.
- 4 I really enjoyed the quizzes that were given to us at the beginning of the semester to help better prepare us for our BOC exam. I understand that everyone needs to study the material on their own time, but I think it would be very beneficial to go through the exam book that we purchased. Those are the types of questions and things that should be the main focus for the class, it may not be the easiest way to get through the course, but many students would find it to be very rewarding.
- 5 I do not have any constructive comments because I think the course is fine the way it is.
- 6 more thorough
- 7 I think the course should focus on primarily the subject matter that the class says they need to cover. I think it is a little pointless to cover heat packs, ice bags, etc (the "easy" things) that we have known about since we were freshmen in the into class. I would rather focus on reviewing pathologies, administration, special tests, etc.
- 8 I think there should be more focus on the exam review book more than gen med, and journal articles.

Student Evaluation of Instructor and Course - Fall 2010

12/16/2010

Jason Halverson ATH-4963 (9078) AT Field Experience I

Over-All Mean of All Questions: 1.67

1. Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree N/A. Not Applicable (\* no point value)

Faculty Evaluation Questions						
1	2	3	4	5	N/A	Mean
<b>Course Evaluation**</b>						
10	0	0	0	2	0	1.67
10	0	0	0	2	0	1.67
10	0	0	0	2	0	1.67
10	0	0	0	2	0	1.67
						1.67
<b>Course Mean</b>						
1	2	3	4	5	N/A	Mean
<b>Instructor Evaluation**</b>						
10	0	0	0	2	0	1.67
10	0	0	0	2	0	1.67
10	0	0	0	2	0	1.67
10	0	0	0	2	0	1.67
10	0	0	0	2	0	1.67
10	0	0	0	2	0	1.67
10	0	0	0	2	0	1.67
10	0	0	0	2	0	1.67
9	0	0	0	2	0	1.73
						1.67
<b>Instructor Mean</b>						
						1.67
<b>Over-All Mean</b>						

\*\*N/A\* has no point value.

\*\*Comment questions: 5, 6, 17, and 18 (see attached)

7. How much time outside of class on a weekly basis was required for this course?					
0 hours	1-3 hours	4-6 hours	7-9 hours	10+ hours	Blank
0	9	0	0	1	0

**Jason Halverson**  
**ATH-4963 (9078) AT Field Experience I Fall 2010**

**5. Describe the strengths of this course content.**

- 1 for well organized and gives us much needed facts
- 2 Junior is an instructor that works toward a common goal. He is very insightful and provides us with many opportunities to further ourselves as students and individuals.
- 3 Good review of what we have learned the past two years!
- 4 This class is a great review of what we have learned over the past three years.
- 5 This course is a good review of material we should already know. It is a good reminder of things that we need to study for the BOC exam.
- 6 N/A
- 7  
The strengths of this course is that it helps us prepare for the BOC exam. The course assignments make it easy to continue our education through the rest of our last year in the athletic training program.
- 8 Laid back atmosphere, fun class. Junior is great!
- 9 Good review
- 10 good instructor
- 11 Very laid back atmosphere. Junior is a great teacher!

**6. What constructive suggestions could you make about how the course could be changed to improve understanding of the course content?**

- 1 nothing
- 2 None.
- 3 None at this point in time.
- 4 At this time there is nothing that I would suggest changing.
- 5 I think more quizzes would be a plus. I don't really like taking quizzes, but I know that in the long run it will help.
- 6 N/A
- 7 There is not any constructive suggestions for this course that I could make.
- 8 None. Junior is great!
- 9 nothing
- 10 none
- 11 None

**17. Describe the strengths of the instructor in relation to teaching this course.**

- 1 he is very factual, and his techniques are well organized.
- 2 Exceptional personality that helps bring life to his lessons. Compassionate toward what he does and teaches us the values of being a good student as well as a good person.
- 3 He knows the information and is will to help if you need help or have questions!
- 4 He is very knowledgeable and is willing to help in anyway that he can.
- 5 Junior really knows his stuff and can thoroughly answer questions. He treats us like adults, which gives us a feeling of respect and makes us respect him.
- 6 N/A
- 7 Mr. Halverson has been very good in helping us prepare for our BOC exam.
- 8 He knows his stuff!!
- 9 knowledgeable

Student Evaluation of Instructor and Course - Spring 2011

6/20/2011

Jason Halverson

ATH-4973-1

Online

Over-All Mean of All Questions:

1.69

At Field Experience II

1. Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree N/A. Not Applicable (\* no point value)

Faculty Evaluation Questions							Course Evaluation**	
1	2	3	4	5	N/A	Mean		
9	1	0	0	2	0	1.75	1. The course syllabus included a clear description of the course content, objectives, and requirements of the course.	
10	0	0	0	2	0	1.67	2. The course content was well organized.	
10	0	0	0	2	0	1.67	3. The course resources (textbook, handouts, reading materials, external resources, etc.) contributed to my understanding of the subject.	
10	0	0	0	2	0	1.67	4. Course assignments (projects, papers, exams, performances, attendance, etc.) and examinations were clear and relevant to the objectives of the course.	
						1.69	Course Mean	
Faculty Evaluation Questions							Instructor Evaluation**	
1	2	3	4	5	N/A	Mean		
10	0	0	0	2	0	1.67	8. The instructor demonstrated a thorough knowledge of the subject matter.	
10	0	0	0	2	0	1.67	9. The instructor was well prepared and adequately answered questions.	
10	0	0	0	2	0	1.67	10. The instructor used instructional techniques that supported the learning goals of the course.	
10	0	0	0	2	0	1.67	11. The instructor's oral and written communication skills were adequate for the course.	
10	0	0	0	2	0	1.67	12. The instructor assigned grades according to the evaluation criteria in the syllabus.	
10	0	0	0	2	0	1.67	13. The instructor respected student viewpoints that differed from the instructor's.	
9	0	1	0	2	0	1.83	14. The instructor returned my graded course work (assignments, exams, etc.) within a reasonable amount of time considering the nature of the course work.	
10	0	0	0	2	0	1.67	15. The instructor's manner was compatible with the values and Christian emphasis of SBU.	
10	0	0	0	2	0	1.67	16. Overall, I rate this instructor as a good teacher.	
						1.69	Instructor Mean	
						1.69	Over-All Mean	

\*\*N/A\* has no point value.

\*\*Comment questions: 5, 6, 17, and 18 (see attached)

7. How much time outside of class on a weekly basis was required for this course?					
0 hours	1-3 hours	4-6 hours	7-9 hours	10+ hours	Blank
0	12	0	0	0	0

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6/20/2011

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ATH-4973-1

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0	12	0	0	0	0

**Jason Halverson**

ATH 4973-1 At Field Experience II Spring 2011

**5. Describe the strengths of this course content.**

- 1 Pertained to the profession that I will be eventually practicing. The content added to my overall understanding and knowledge of the practice and provided me with the tools I need.
- 2 Provide another chance to practice the skills we have learned over the past three years.
- 3 I like the mini project assignments and its a nice review of everything.
- 4 I like that we are reviewing some of the things that we, as a class have learned in the past few years.
- 5 That we got to be actively involved in everything that we did in the classroom. And that the students we're the ones who were teaching the class
- 6 The strengths of the courses prepare us for the BOC exam and help us better prepare ourselves to go out into the work force with confidence. I feel that by going over everything that have done the past two years have helped tremendously.
- 7 well prepared
- 8 This course is a good review of the material we will need to know for the BOC. I liked how we could give our input of what we thought we would need to review as a class.
- 9 It helps prepare you and give you confidence in knowing all skills.

**6. What constructive suggestions could you make about how the course could be changed to improve understanding of the course content?**

- 1 The course content is arranged in a manner that it is readily understandable and accessible to all students.
- 2 None. the course is understandable and the content of the course is as effective as you make it. this course is very beneficial.
- 3 I feel that more quizzes would be beneficial to improve the understanding and review.
- 4 I really enjoyed the quizzes that were given to us at the beginning of the semester to help better prepare us for our BOC exam. I understand that everyone needs to study the material on their own time, but I think it would be very beneficial to go through the exam book that we purchased. Those are the types of questions and things that should be the main focus for the class, it may not be the easiest way to get through the course, but many students would find it to be very rewarding.
- 5 I do not have any constructive comments because I think the course is fine the way it is.
- 6 more thorough
- 7 I think the course should focus on primarily the subject matter that the class says they need to cover. I think it is a little pointless to cover heat packs, ice bags, etc (the "easy" things) that we have known about since we were freshmen in the into class. I would rather focus on reviewing pathologies, administration, special tests, etc.
- 8 I think there should be more focus on the exam review book more than gen med, and journal articles.

