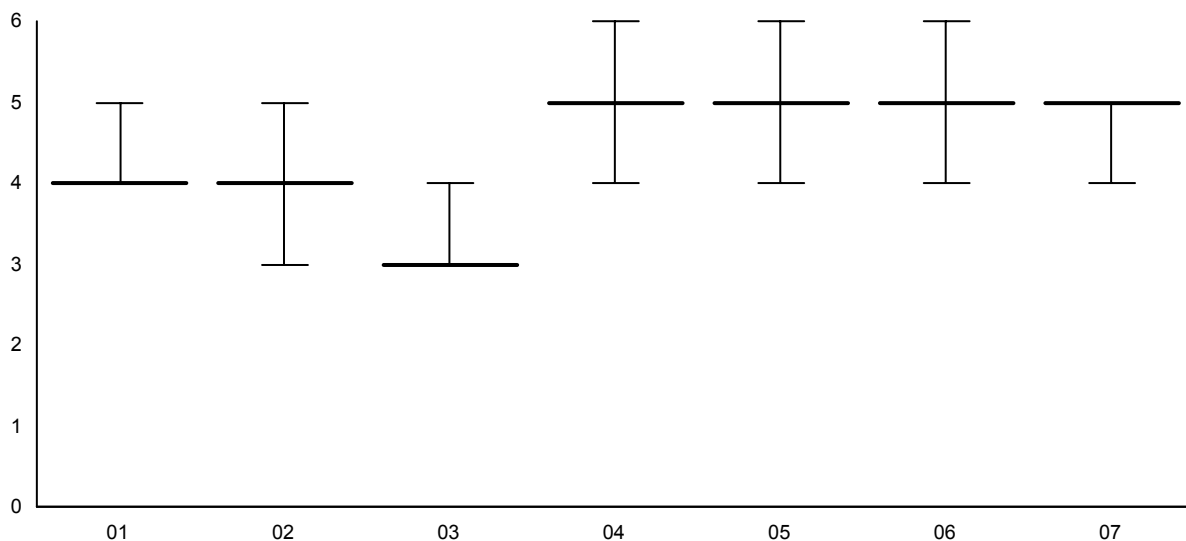


Students gave feedback regarding the course using the following scale:  
1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent, 6=Outstanding

	Responses	Median	Range*
<b>Overall Course Evaluation</b>	<b>135</b>	<b>5.00</b>	<b>4.00 - 5.00</b>

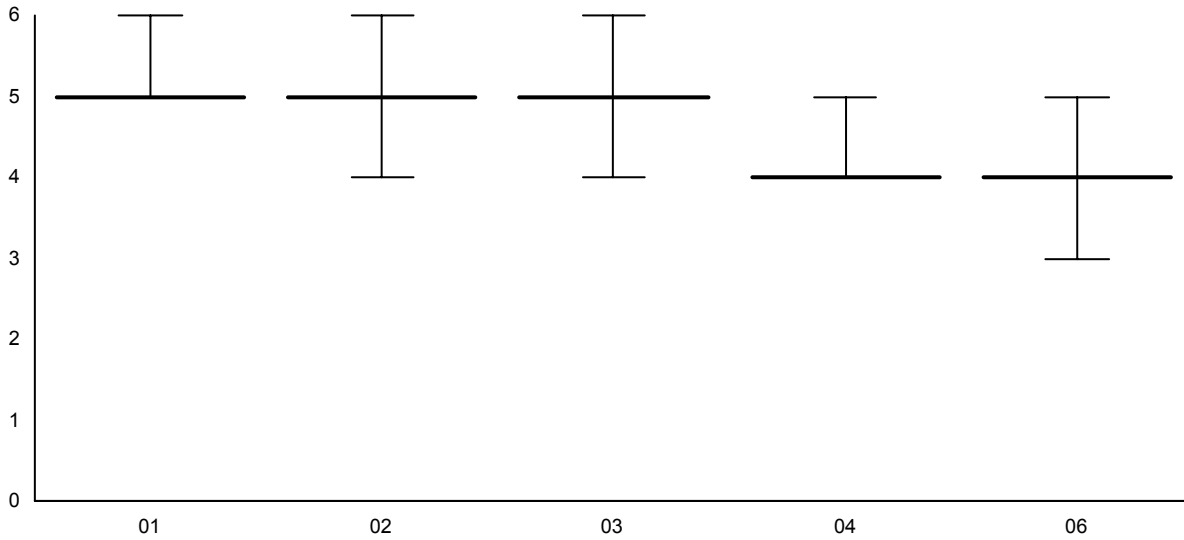
### General Committee Components



	Responses	Median	Range*
01. Clarity of subject committee goals, objectives and expectations	136	4.00	4.00 - 5.00
02. Overall course organization and coherency	135	4.00	3.00 - 5.00
03. Helpful Required Readings	112	3.00	3.00 - 4.00
04. Syllabus as a useful Learning Resource	135	5.00	4.00 - 6.00
05. Commitment of Subject Committee Chair(s)	134	5.00	4.00 - 6.00
06. Educational value/amount learned	134	5.00	4.00 - 6.00
07. How well the subject committee achieved stated goals	135	5.00	4.00 - 5.00

\* The interquartile range includes responses 25% above and 25% below the median

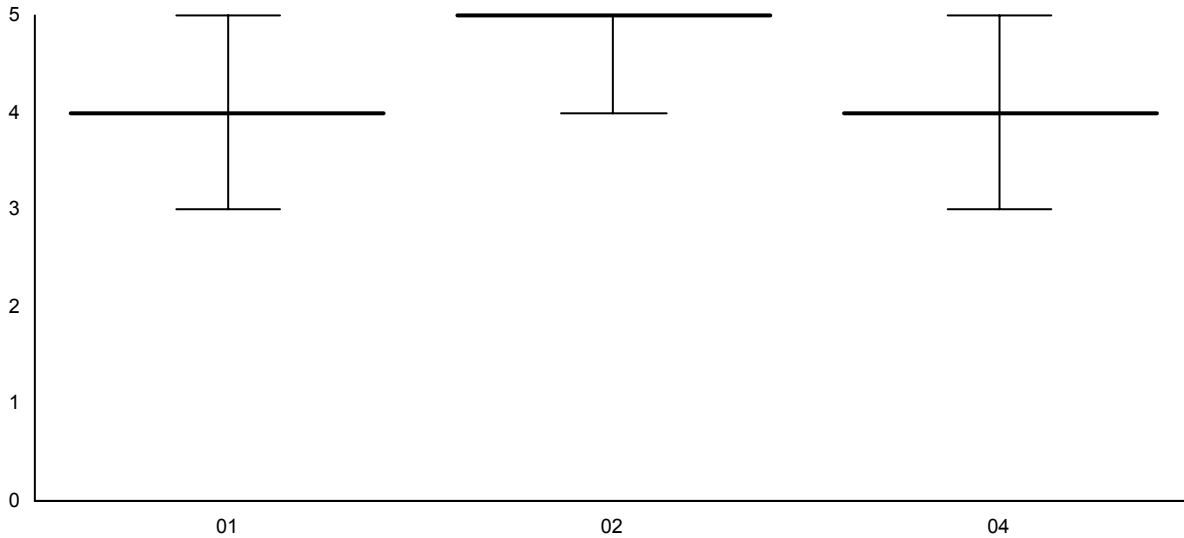
## Effectiveness Of Teaching



	Responses	Median	Range*
01. Approachability of Faculty	<b>133</b>	<b>5.00</b>	<b>5.00 - 6.00</b>
02. Respectfulness of Faculty	<b>134</b>	<b>5.00</b>	<b>4.00 - 6.00</b>
03. Large group leaders (such as Lecturers)	<b>134</b>	<b>5.00</b>	<b>4.00 - 6.00</b>
04. Small group leaders	<b>133</b>	<b>4.00</b>	<b>4.00 - 5.00</b>
06. Histopathology lab instructors	<b>132</b>	<b>4.00</b>	<b>3.00 - 5.00</b>

\* The interquartile range includes responses 25% above and 25% below the median

## Student Assessment



	Responses	Median	Range*
01. Understanding of how you would be assessed	132	4.00	3.00 - 5.00
02. Emphasis on Core Concepts rather Basic Facts	131	5.00	4.00 - 5.00
04. How well the workload challenged you/level of material appropriate	132	4.00	3.00 - 5.00

### Selected Comments:

- 1 Although the course was taught very well, it was much too fast, and there was not enough time to absorb all the material. This was partly because of so many beginning-of-year activities taking up afternoons during this committee. more review quizzes/homeworks would be helpful.

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- 2 Histopathology lab is very poorly run, and many people did not know what to look for or how to learn the material during lab time. I would suggest having small groups with instructors/leaders to go through specific slides and show students what to look for and where to find structures. The large lecture was ineffective for this, and independent time during lab periods were unhelpful and confusing.

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- 3 I learned a lot more in this course than I ever imagined I would learn. I thought the faculty were all excellent teachers and seemed extremely devoted to the students and their ability to understand the material. The only thing that I thought made the course difficult was the organization. For example, I thought it might have been better to teach glycolysis, TCA and ETC in that order since that is the order in which they occur. Also, I thought the membrane lectures could have been tied in better with the phospholipid lectures and endocytosis lecture. Also, it might be nice to start by giving a general overview of what goes on in the cell so we get a better idea of how everything comes together and then go into details on each topic.

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- 4 Imagine that no topic (TCA, Enzymes, etc) was ever broken up or interspersed between any other topic. Then, when sequential lectures jump from topic to topic, students would switch to the appropriate page range for the given topic. This makes finding information easier, but requires requires that SYLLABUS PAGE NUMBERS SHOULD BE SEQUENTIAL FOR AN ENTIRE TOPIC.

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- 5 The lecturers are excellent and knowledgeable. The content is fine, but MCQ seem to emphasize 'trivia-pursuit' like questions. Core issues are emphasized in class, but only tested in essay questions. Course structure was slightly

\* The interquartile range includes responses 25% above and 25% below the median