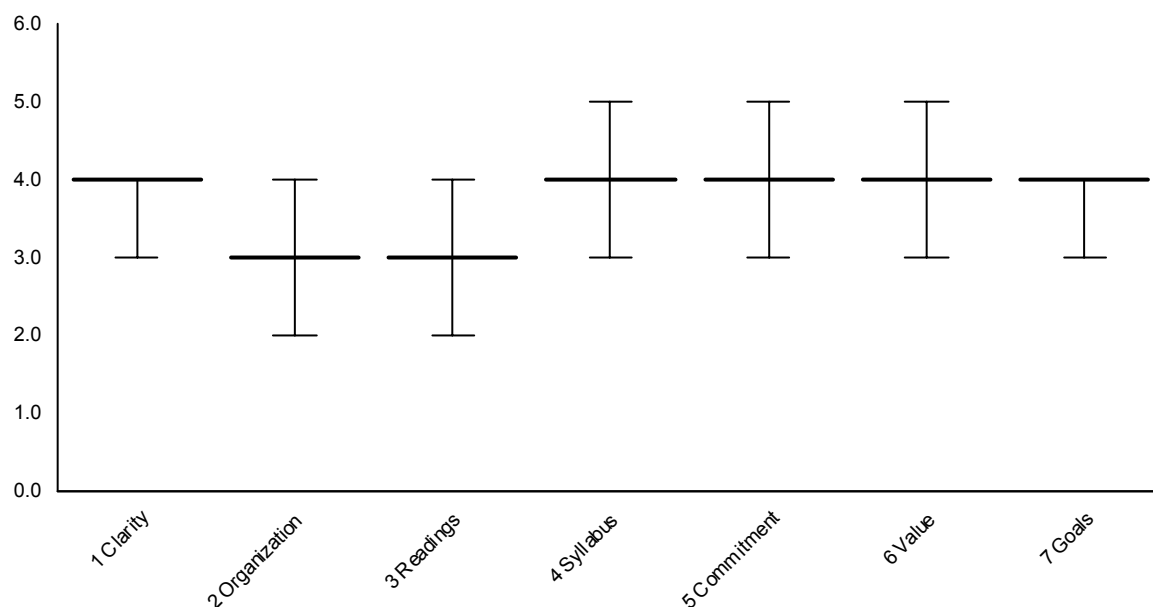


Students gave feedback regarding the course using the following scale:
1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent, 6=Outstanding

	Responses(n)	Median	IQR*
Overall Course Evaluation	138	3.0	3.0 - 4.0

General Committee Components

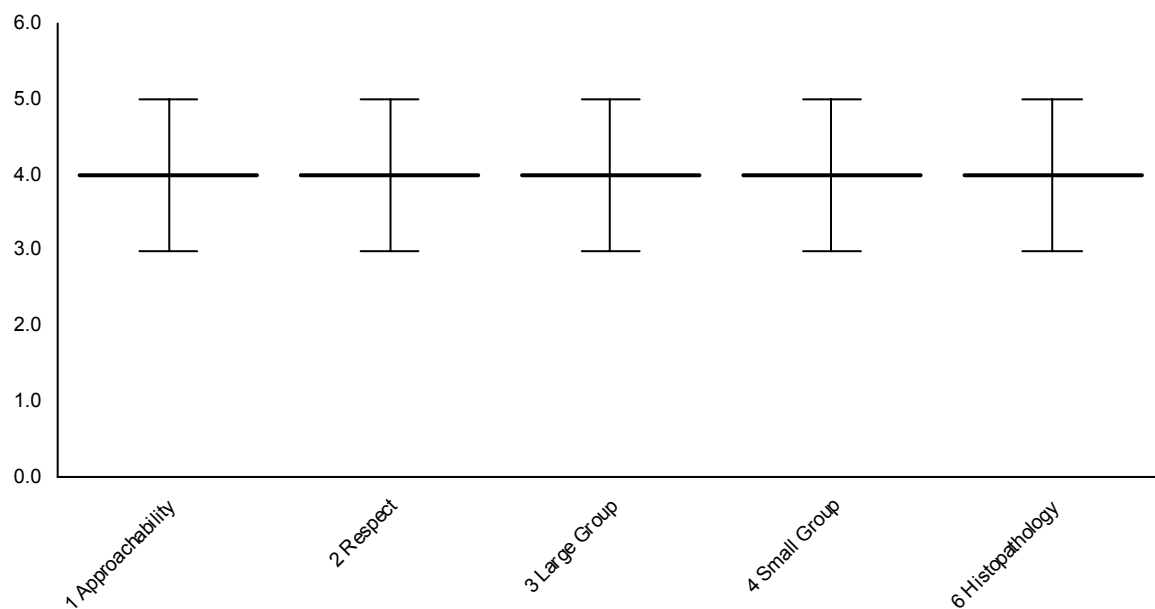


	Responses(n)	Median	Range*
01. Clarity of subject committee goals, objectives and expectations	138	4.0	3.0 - 4.0
02. Overall course organization and coherency	138	3.0	2.0 - 4.0
03. Helpful Required Readings	115	3.0	2.0 - 4.0
04. Syllabus as a useful Learning Resource	138	4.0	3.0 - 5.0
05. Commitment of Subject Committee Chair(s)	135	4.0	3.0 - 5.0
06. Educational value/amount learned	136	4.0	3.0 - 5.0
07. How well the subject committee achieved stated goals	134	4.0	3.0 - 4.0

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

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

Effectiveness Of Teaching

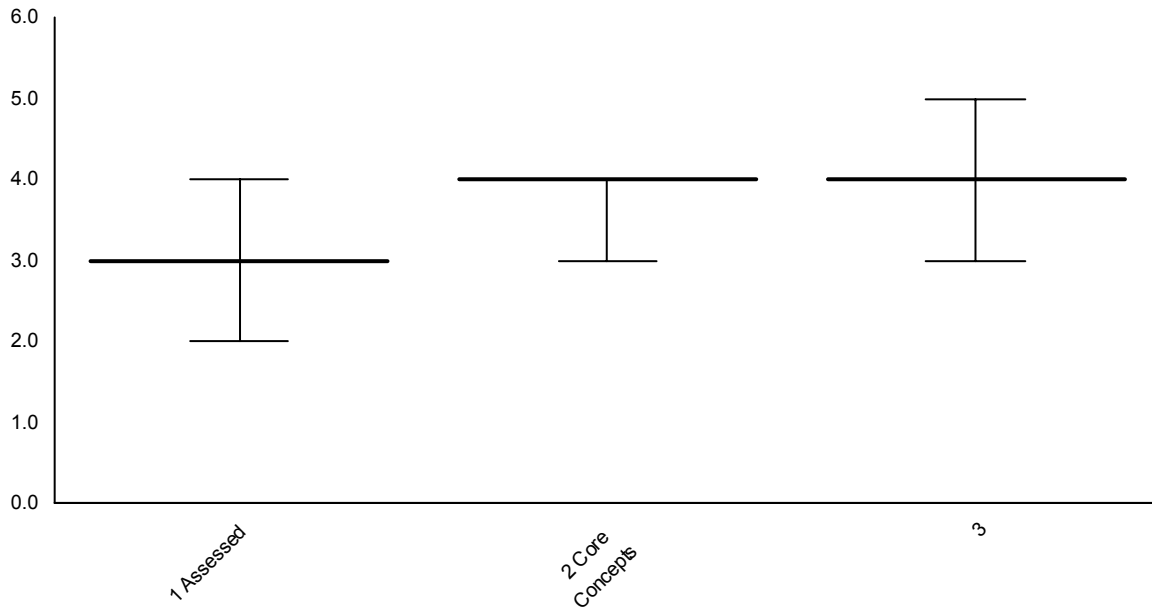


	Responses(n)	Median	Range*
01. Approachability of Faculty	129	4.0	3.0 - 5.0
02. Respectfulness of Faculty	136	4.0	3.0 - 5.0
03. Large group leaders (such as Lecturers)	137	4.0	3.0 - 5.0
04. Small group leaders	134	4.0	3.0 - 5.0
06. Histopathology lab instructors	137	4.0	3.0 - 5.0

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

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

Student Assessment



	Responses(n)	Median	Range*
01. Understanding of how you would be assessed	134	3.0	2.0 - 4.0
02. Emphasis on Core Concepts rather Basic Facts	133	4.0	3.0 - 4.0
03. How well the workload challenged you/level of material appropriate	133	4.0	3.0 - 5.0

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

Selected Comments:

- 1 Access to problem sets would be helpful to give us a sense of how well we are understanding the material, as well as the the depth of understanding that is expected of us. With a rotating schedule of lecturers, I also think that the committee lacked an overall cohesiveness. However, the material was presented in a clear and straightforward way, and small groups were some of the time helpful for clarifying points from lecture.**

- 2 Constant changes/alterations to the syllabus made coming to class prepared a challenge sometimes. Also, although small groups were helpful, certain technologies like PCR and the blots perhaps should have been introduced in a large group lecture before hand, such that small groups were problem basd sessions, rather than hald lecture, half problem solving.**

- 3 Small groups could often be inefficient because of the very wide range of prior knowledge among students. The only general complaint in regards to the committee as a whole was that a fair number of lectures went over time. Often in these cases, the professors would spend too much time either reviewing previous material (as was the case with multi-part lectures) or would take a long time to get through half the material and then would need to rush through the latter half, which was often where a lot of the information was actually applied, and frequently, more interesting. Many of the additional materials provided by the faculty were quite helpful in explaining/reinforcing material, but there was frequently just too much extra material. For future committees, it may be helpful to reduce the amount of extra material to those sources that are most helpful (which I understand can vary among students).**

- 4 The course was not organized very well. Material on genetic testing and screening was presented on one of the last days, when it would have been more helpful at the beginning of the course. Small group sessions were also not well utilized. The problems were too difficult to attempt without prior subject knowledge and often the lectures on the material came after the small group sessions, especially in the first week. The facilitators in the small group had to teach the material before we could address the questions and thus the purpose of small groups to re-enforce knowledge and learning did not occur. Some lectures were too full of detail as well and not enough conceptual questions thus making it difficult to know what would be tested and what should be taken away.**

- 5 The small groups had quality leaders. I took a lot away from them, in terms of everyday application and usefulness of the material.**
