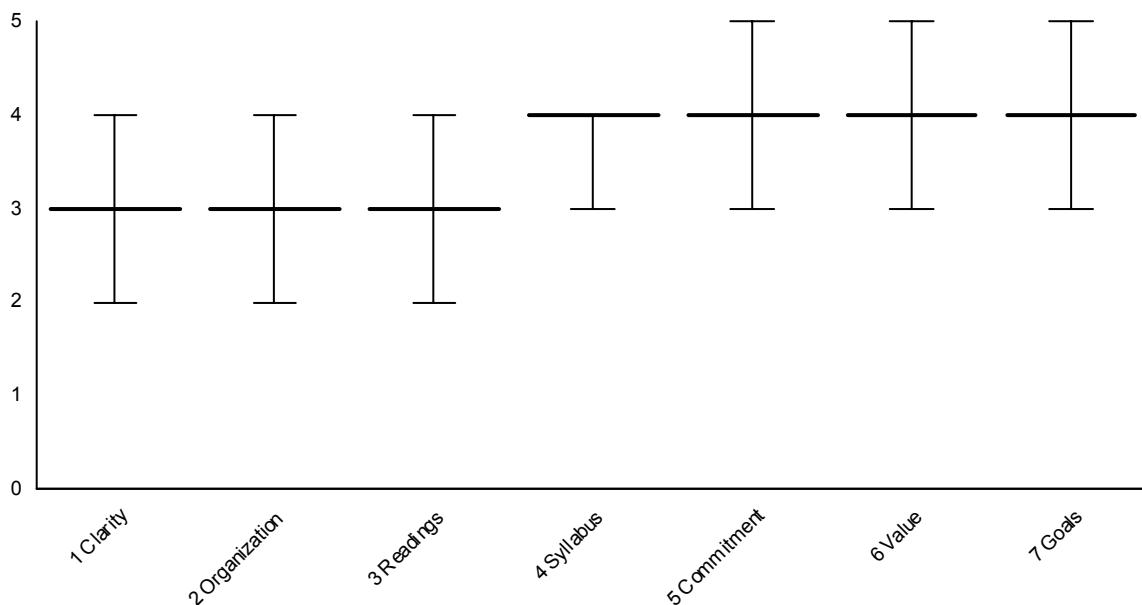


Students gave feedback regarding the course using the following scale:
1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent, 6=Outstanding

	Responses	Median	Range*
Overall Course Evaluation	135	3.00	3.00 - 4.00

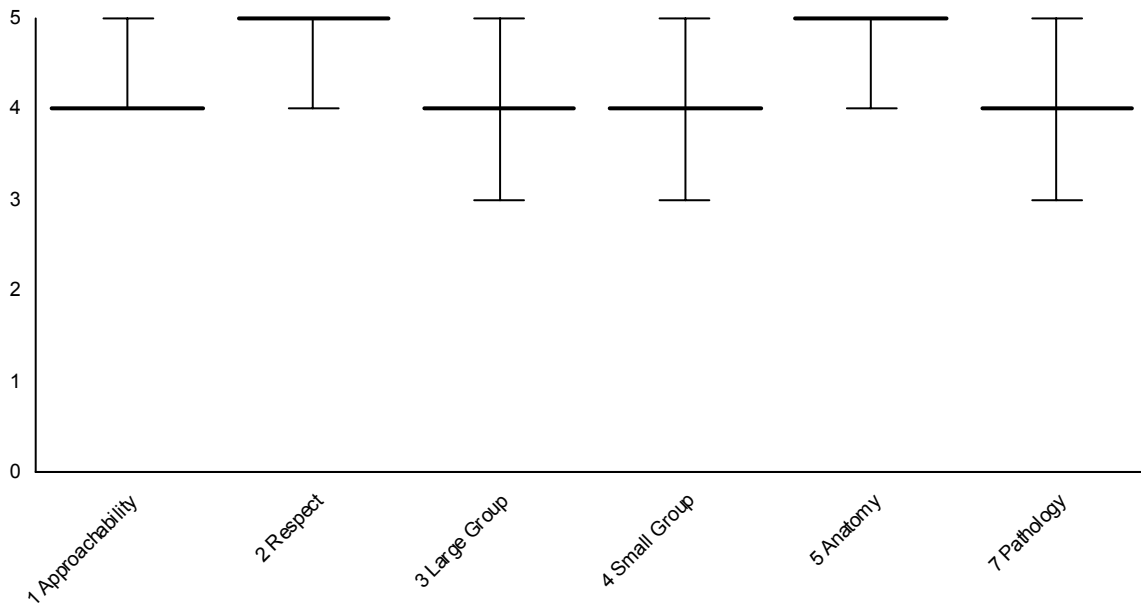
General Committee Components



	Responses	Median	Range*
01. Clarity of subject committee goals, objectives and expectations	135	3.00	2.00 - 4.00
02. Overall course organization and coherency	136	3.00	2.00 - 4.00
03. Helpful Required Readings	113	3.00	2.00 - 4.00
04. Syllabus as a useful Learning Resource	135	4.00	3.00 - 4.00
05. Commitment of Subject Committee Chair(s)	134	4.00	3.00 - 5.00
06. Educational value/amount learned	134	4.00	3.00 - 5.00
07. How well the subject committee achieved stated goals	125	4.00	3.00 - 5.00

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

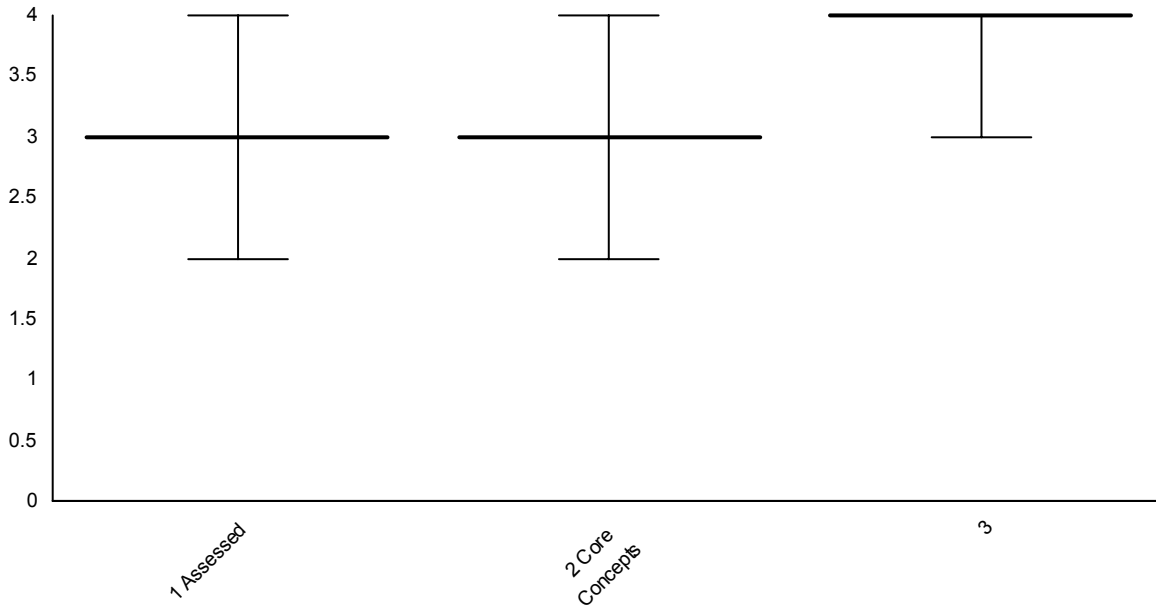
Effectiveness Of Teaching



	Responses	Median	Range*
01. Approachability of Faculty	132	4.00	4.00 - 5.00
02. Respectfulness of Faculty	135	5.00	4.00 - 5.00
03. Large group leaders (such as Lecturers)	135	4.00	3.00 - 5.00
04. Small group leaders	134	4.00	3.00 - 5.00
05. Anatomy lab instructors	135	5.00	4.00 - 5.00
07. Pathology lab instructors	125	4.00	3.00 - 5.00

* 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	134	3.00	2.00 - 4.00
02. Emphasis on Core Concepts rather Basic Facts	130	3.00	2.00 - 4.00
03. How well the workload challenged you/level of material appropriate	132	4.00	3.00 - 4.00

Selected Comments:

- 1 I strongly feel that the organization of the committee lectures is not in such a manner to allow a cohesive, natural transition from one subject topic to another. This was the most conceptually disorganized committee that we have had to date. My peers and I have discussed several times the need for better "big picture" lectures at the beginning of the committee and each time a new pathway or organ system is introduced.

- 2 It appears that the syllabus may have changed without consideration of the coherency for this particular version. For example, phrases like neocortex will be used in one lecture, only to be defined a few days later. Or a clinical case will discuss Alzheimer's and fronto-temporal disease, only to have the lecture on that the day afterwards. I think more overviews and coordination between different lectures would help the students learn more easily.

- 3 It's strange that many of the lectures are treated as review sessions for material we had not learned, and that there were review sessions held for the purpose of teaching us material we otherwise were unaware of (yet was still heavily tested).

- 4 The first half of neuro (mostly neuroanatomy) was excellent. The cohesiveness of the committee and effort by the faculty to assist the learning process was obvious and effective. The second half of neuro (mostly pathology) has been mediocre. The primary complaint is disjointedness. Syllabus materials for second half are inconsistent from lecture to lecture, in terms of format and even content. Every lecturer prefaces certain subjects by saying "as this was explained in SOMEBODY ELSE'S lecture" then glosses over the explanation. With that said, I really like the neuro subject matter, and I will leave this committee with a solid future interest in neurology.

- 5 This has been the most challenging committee by far. I feel that it would be good to tell students earlier on about the lesions chapters and exercises in Manter & Gatz as well as Neuroanatomy Made Ridiculously Simple. Also, doing the brain dissection lab and the last anatomy lab earlier than the week of the exam would be very much helpful.

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