Course Evaluation Details Report for Spring 1 - 2011
Results as of 03/23/2011

EPI511 - 01: Adv Population & Med Genetics
Price, Alkes
Students Enrolled: 8
Students Responded: 7
Response Rate: 87.5%

Report Detail Options
- Print this page
- View individual evaluations
- Export All to Word (.doc)

Overall Ratings for the Course

1: Please rate the quality and usefulness of the course content
   Students Responded: 7
   Rating: 5.0

2: Please rate the quality of teaching in the course
   Students Responded: 7
   Rating: 5.0

3: Please provide an overall rating for the course
   Students Responded: 7
   Rating: 5.0

Course Instructors

Price, Alkes

4: Overall effectiveness in class
   Students Responded: 7
   Rating: 4.7

5: Accessibility outside of class
   Students Responded: 7
   Rating: 4.7
Course Format, Materials, Assignments, and Feedback

6. How appropriate was the course format for the subject matter? 7 4.9

7. Course description (descriptiveness and accuracy) 7 4.7

8. Syllabus, course notes, slides, etc. 6 4.5

9. Textbook and other readings 6 4.7

10. Exercises, assignments, and exams 7 4.6

11. Quality of the feedback you received on your performance 7 4.0

12. On average, how many hours per week outside of class did you dedicate to this course? 5

Course Strengths and Areas for Improvement

13. Would you recommend this course to another student? 7
Comments for Future Students for EPI511 Adv Population & Med Genetics

This is an excellent class and by all means take it. So far, it has been the best class I have taken at the School of Public health. That being said, the class is programming intensive. So, if you don't have much experience programming, you should take a programming class before taking EPI 511.
Instructor Comments for EPI511 Adv Population & Med Genetics

The lectures were fast paced and packed with information. I am very satisfied that in only a half semester course Professor Price covered such a broad range of topics in Population Genetics. Also, unlike other classes, the topics and papers required for the class covered the current and relevant topics in Population Genetics.

Excellent course, it is clear that the professor put a lot of time into preparing for this course with excellent lecture slides and plenty of material.
Materials Comments for EPI511 Adv Population & Med Genetics

The homework was long and seemed a little bit overwhelming at first, but every assignment was rewarding and enjoyable. Moreover, I liked how every new assignment built upon the previous one, making it easier to relate it to the overall course content.

View evaluation containing this comment

The assignments were excellent. A lot of work but great fun.

View evaluation containing this comment

The assignments are a little long. The slides are clear and self-explanatory. The toy examples are very helpful.

View evaluation containing this comment
Strengths Comments for EPI511 Adv Population & Med Genetics

The programming approach was helpful to get a grasp of how research in population genetics is done. Also, the topics and readings were up to date with the current research areas of population genetics.

View evaluation containing this comment  Return to Top

The course is well-organized. Demonstrating the algorithms using toy examples and giving the students the chance to implement the algorithms themselves is very helpful in learning the material.

View evaluation containing this comment  Return to Top
This is an excellent class and by all means take it. So far, it has been the best class I have taken at the School of Public health. That being said, the class is programming intensive. So, if you don't have much experience programming, you should take a programming class before taking EPI 511.
# Course Evaluations Results

**Spring 1 - 2012: EPI511 - Adv Population & Med Genetics**

**Price, Alkes**

Students Enrolled: 10  
Students Responded: 8  
Response Rate: 80.0%

## Overall Course Ratings

<table>
<thead>
<tr>
<th>Responded</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>4.8/5</td>
</tr>
</tbody>
</table>

Please rate the overall quality and usefulness of the course content.

<table>
<thead>
<tr>
<th>Responded</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>4.5/5</td>
</tr>
</tbody>
</table>

Please rate the overall quality and effectiveness of teaching in the course.

<table>
<thead>
<tr>
<th>Responded</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>4.6/5</td>
</tr>
</tbody>
</table>

Please provide an overall course rating.

## Course Design and Quality

<table>
<thead>
<tr>
<th>Responded</th>
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</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>4.8/5</td>
</tr>
</tbody>
</table>

The course met the learning objectives stated in the syllabus.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>4.6/5</td>
</tr>
</tbody>
</table>

The course was presented in an appropriate format for the subject matter.

<table>
<thead>
<tr>
<th>Responded</th>
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</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>4.9/5</td>
</tr>
</tbody>
</table>

The syllabus was clear, organized, and complete.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>4.6/5</td>
</tr>
</tbody>
</table>

The skills and knowledge from the course will be useful in my professional life.

## Was the course content duplicative or complementary to the content of other HSPH courses you have taken?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Duplicative</td>
<td>0.0%</td>
</tr>
<tr>
<td>Complementary</td>
<td>0.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

If there was duplicative or complementary course content, please identify the courses where this occurred.

[Read the responses »]

## On average, how many hours per week outside of class did you dedicate to this course?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>&lt; 2 hours</td>
<td>0.0%</td>
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<tr>
<td>2 - 3 hour</td>
<td>0.0%</td>
</tr>
<tr>
<td>4 - 6 hours</td>
<td>0.0%</td>
</tr>
<tr>
<td>7 - 12 hours</td>
<td>62.5%</td>
</tr>
<tr>
<td>&gt; 12 hours</td>
<td>37.5%</td>
</tr>
<tr>
<td>No Response</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Identify two or three aspects of the course that you think were most effective.
Identify two or three aspects of the course that could be improved or enhanced.

Faculty/Instructors

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Responded</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set high expectations.</td>
<td>8</td>
<td>4.9</td>
</tr>
<tr>
<td>Effectively managed the class discussion.</td>
<td>8</td>
<td>4.8</td>
</tr>
<tr>
<td>Was responsive to students' concerns.</td>
<td>8</td>
<td>4.9</td>
</tr>
<tr>
<td>Was accessible to students outside of class.</td>
<td>7</td>
<td>5.0</td>
</tr>
<tr>
<td>Provided quality feedback on your assignments and performance.</td>
<td>8</td>
<td>4.8</td>
</tr>
<tr>
<td>The teaching in this course facilitated learning.</td>
<td>8</td>
<td>4.8</td>
</tr>
</tbody>
</table>

Identify two or three things that the instructor did well and should continue in the future.

Guest Speakers

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Responded</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The guest speakers (if any) were relevant to the course.</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Guest speaker (if any) effectiveness in the classroom.</td>
<td>2</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Course Recommendations

What would you like to tell a future student about this course? (Please note that your response to this question will be posted on the school’s website.)

Would you recommend this course to another student?

Definitely would 50.0%
Probably would 50.0%
Probably would not 0.0%
No Response 0.0%

Student Background

Was this course required for your degree?

Yes 37.5%
No 62.5%
No Response 0.0%

Did you have formal training in the content area prior to taking this course?

None 25.0%
Some 75.0%
Considerable 0.0%
No Response 0.0%

Did you have work experience related to the content area of this course prior to taking this course?

None 75.0%
< 2 years 25.0%
2 - 5 years 0.0%
> 5 years 0.0%
No Response 0.0%

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the old course evaluation system.
Course Evaluations Results

EPI511 - Adv Population & Med Genetics

If there was duplicative or complementary course content, please identify the courses where this occurred.

Submitted on March 5, 2012 at 10:21:52 PM:
Gene Mapping

Submitted on March 5, 2012 at 02:37:31 PM:
stat gen

Submitted on March 11, 2012 at 01:28:27 AM:
Very great course organization

Submitted on March 13, 2012 at 11:53:30 PM:
The content was complementary to an environmental genetics course I took as well as being complementary to any python programming course taken

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the old course evaluation system.

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Harvard T.H. Chan School of Public Health
Course Evaluations Results

EPI511 - Adv Population & Med Genetics

Identify two or three aspects of the course that you think were most effective.

Submitted on March 5, 2012 at 10:21:52 PM:
The references on all of the slides and the way the material was presented.

Submitted on March 5, 2012 at 02:37:31 PM:
homework

Submitted on March 11, 2012 at 01:28:27 AM:
Great teacher and very instructional homework

Submitted on March 13, 2012 at 11:53:30 PM:
the experiences and slides

Submitted on May 11, 2012 at 09:56:51 AM:
Lots of hands-on programming
Journal references in the slides

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the old course evaluation system.
Course Evaluations Results

EPI511 - Adv Population & Med Genetics

Identify two or three aspects of the course that could be improved or enhanced.

Submitted on March 5, 2012 at 10:21:52 PM:
Fewer homework questions should be assigned. Too much time was spent outside of class on homework questions that didn’t have a great impact on learning outcomes.

Submitted on March 11, 2012 at 01:28:27 AM:
Maybe less materials for each course so that we can get all.

Submitted on May 11, 2012 at 09:56:51 AM:
More realistic workload; reading the papers and doing the programming was not realistic for me with my other classes

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Harvard T.H. Chan School of Public Health
Course Evaluations Results

EPI511 - Adv Population & Med Genetics

Identify two or three things that the instructor did well and should continue in the future.

Submitted on March 11, 2012 at 01:28:27 AM:
Cover a lot of things

Submitted on March 13, 2012 at 11:53:30 PM:
The slides were good and the reference papers were helpful in reinforcing what we learned in class

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the old course evaluation system.
Course Evaluations Results

EPI511 - Adv Population & Med Genetics

Identify two or three things that the instructor should focus on to improve her/his classroom effectiveness.

Submitted on March 5, 2012 at 10:21:52 PM:
Maybe talking a little slower.

Submitted on March 11, 2012 at 01:28:27 AM:
Maybe more specific. Add more HMM in this course materials. At least let us do one MCMC homework though you don't like it.

Submitted on May 11, 2012 at 09:56:51 AM:
Making sure that formulas necessary for the homework are covered accurately in class.

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the old course evaluation system.
Course Evaluations Results

EPI511 - Adv Population & Med Genetics

What would you like to tell a future student about this course?

Submitted on March 5, 2012 at 10:21:52 PM:
Don't enroll in this course if you have not taken a course in Python. The homework assignments will be too difficult and take too much time.

Submitted on March 11, 2012 at 01:28:27 AM:
You want to learn population or statistical genetics? Then come to EPI 511. But before taking it, better have enough background in programming and BIO 222 level inference skill. Also, better to take EPI 294 in winter as a preparation. I believe EPI 294 -- EPI 511 -- BIO 520 is a very good way to go.

Submitted on March 13, 2012 at 11:53:30 PM:
Take this course. It's a lot of work and a lot of programming, but in the end worth it

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the old course evaluation system.
## Course Evaluations Results

If there is no data in this report, please click here

### Spring 1 - 2013: EPI511 - Adv Population & Med Genetics

**Price, Alkes**

- **Students Enrolled:** 2
- **Students Responded:** 2
- **Response Rate:** 100.0%

### Overall Course Ratings

<table>
<thead>
<tr>
<th>Responded</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>5.0/5</td>
</tr>
</tbody>
</table>

- Please rate the overall quality and usefulness of the course content.
- Please rate the overall quality and effectiveness of teaching in the course.
- Please provide an overall course rating.

### Course Design and Quality

<table>
<thead>
<tr>
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<tr>
<td>2</td>
<td>5.0/5</td>
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- The course met the learning objectives stated in the syllabus.
- The course was presented in an appropriate format for the subject matter.
- The syllabus was clear, organized, and complete.
- The skills and knowledge from the course will be useful in my professional life.

### Was the course content duplicative or complementary to the content of other HSPH courses you have taken?

- **Duplicative:** 0.0%
- **Complementary:** 0.0%
- **No Response:** 100.0%

If there was duplicative or complementary course content, please identify the courses where this occurred. Read the responses »

### On average, how many hours per week outside of class did you dedicate to this course?

- **< 2 hours:** 0.0%
- **2 - 3 hour:** 0.0%
- **4 - 6 hours:** 0.0%
- **7 - 12 hours:** 100.0%
- **> 12 hours:** 0.0%
- **No Response:** 0.0%

Identify two or three aspects of the course that you think were most effective.
Identify two or three aspects of the course that could be improved or enhanced.

Faculty/Instructors

<table>
<thead>
<tr>
<th>Faculty/Instructors</th>
<th>Responded</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price, Alkes (Primary)</td>
<td>2</td>
<td>5.0/5</td>
</tr>
<tr>
<td>Set high expectations.</td>
<td>2</td>
<td>5.0/5</td>
</tr>
<tr>
<td>Effectively managed the class discussion.</td>
<td>2</td>
<td>5.0/5</td>
</tr>
<tr>
<td>Was responsive to students' concerns.</td>
<td>2</td>
<td>5.0/5</td>
</tr>
<tr>
<td>Was accessible to students outside of class.</td>
<td>2</td>
<td>5.0/5</td>
</tr>
<tr>
<td>Provided quality feedback on your assignments and performance.</td>
<td>1</td>
<td>5.0/5</td>
</tr>
<tr>
<td>The teaching in this course facilitated learning.</td>
<td>2</td>
<td>5.0/5</td>
</tr>
</tbody>
</table>

Identify two or three things that the instructor did well and should continue in the future.

Identify two or three things that the instructor should focus on to improve her/his classroom effectiveness.

Guest Speakers

<table>
<thead>
<tr>
<th>Guest Speakers</th>
<th>Responded</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The guest speakers (if any) were relevant to the course.</td>
<td>0</td>
<td>0.0/5</td>
</tr>
<tr>
<td>Guest speaker (if any) effectiveness in the classroom.</td>
<td>0</td>
<td>0.0/5</td>
</tr>
</tbody>
</table>

Course Recommendations

What would you like to tell a future student about this course? (Please note that your response to this question will be posted on the school’s website.)

Would you recommend this course to another student?

| Definitely would | 100.0% |
| Probably would | 0.0% |
| Probably would not | 0.0% |
| No Response | 0.0% |

Student Background

Was this course required for your degree?

| Yes | 0.0% |
| No | 100.0% |
| No Response | 0.0% |

Did you have formal training in the content area prior to taking this course?

| None | 0.0% |
### Did you have work experience related to the content area of this course prior to taking this course?

<table>
<thead>
<tr>
<th>Experience</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>0.0%</td>
</tr>
<tr>
<td>&lt; 2 years</td>
<td>100.0%</td>
</tr>
<tr>
<td>2 - 5 years</td>
<td>0.0%</td>
</tr>
<tr>
<td>&gt; 5 years</td>
<td>0.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>0.0%</td>
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</table>

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the [old course evaluation system](http://webapps.sph.harvard.edu/internal/course-evals/course.cfm?courseid=2012Spring1E...).
Course Evaluations Results

EPI511 - Adv Population & Med Genetics

What would you like to tell a future student about this course?

Submitted on March 11, 2013 at 11:23:31 AM:
This is an excellent course. It is challenging, but you gain a good understanding of the material by actually implementing the algorithms on the homework.

Submitted on March 12, 2013 at 07:44:55 PM:
It's a lot of work, but it's well worth it.

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the old course evaluation system.
EPI511 - Adv Population & Med Genetics

Identify two or three aspects of the course that you think were most effective.

Submitted on March 11, 2013 at 11:23:31 AM:
The homework.

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the [old course evaluation system](https://cfapp.sph.harvard.edu/internal/course-evals/comments.cfm?CourseId=2012Spring1EPI51101&field=CourseEffectivenessComment).
Course Evaluations Results


Price, Alkes

Students Enrolled: 13
Students Responded: 7
Response Rate: 53.8%

Overall Course Ratings

<table>
<thead>
<tr>
<th>Question</th>
<th>Responded</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please rate the overall quality and usefulness of the course content.</td>
<td>7</td>
<td>4.9/5</td>
</tr>
<tr>
<td>Please rate the overall quality and effectiveness of teaching in the course.</td>
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<td>4.9/5</td>
</tr>
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Course Design and Quality

<table>
<thead>
<tr>
<th>Question</th>
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<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course met the learning objectives stated in the syllabus.</td>
<td>7</td>
<td>5.0/5</td>
</tr>
<tr>
<td>The course was presented in an appropriate format for the subject matter.</td>
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<td>4.9/5</td>
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<tr>
<td>The syllabus was clear, organized, and complete.</td>
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<td>5.0/5</td>
</tr>
<tr>
<td>The skills and knowledge from the course will be useful in my professional life.</td>
<td>7</td>
<td>4.9/5</td>
</tr>
</tbody>
</table>

Was the course content duplicative or complementary to the content of other HSPH courses you have taken?

- Duplicative: 0.0%
- Complementary: 0.0%
- No Response: 100.0%

If there was duplicative or complementary course content, please identify the courses where this occurred.

Read the responses »

On average, how many hours per week outside of class did you dedicate to this course?

- < 2 hours: 0.0%
- 2 - 3 hour: 0.0%
- 4 - 6 hours: 14.3%
- 7 - 12 hours: 42.9%
- > 12 hours: 42.9%
- No Response: 0.0%
Identify two or three aspects of the course that you think were most effective.
Read the responses »

Identify two or three aspects of the course that could be improved or enhanced.
Read the responses »

Faculty/Instructors

1. Price, Alkes (Primary)

<table>
<thead>
<tr>
<th>Response</th>
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<tbody>
<tr>
<td>Set high expectations.</td>
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<td>Effectively managed the class discussion.</td>
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<td>Was responsive to students’ concerns.</td>
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<td>Was accessible to students outside of class.</td>
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</tr>
<tr>
<td>Provided quality feedback on your assignments and performance.</td>
<td>6</td>
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<tr>
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<td>7</td>
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Identify two or three things that the instructor did well and should continue in the future.
Read the responses »

Identify two or three things that the instructor should focus on to improve her/his classroom effectiveness.
Read the responses »

Guest Speakers

<table>
<thead>
<tr>
<th>Response</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The guest speakers (if any) were relevant to the course.</td>
<td>5</td>
</tr>
<tr>
<td>Guest speaker (if any) effectiveness in the classroom.</td>
<td>5</td>
</tr>
</tbody>
</table>

Course Recommendations

What would you like to tell a future student about this course? (Please note that your response to this question will be posted on the school's website.)
Read the responses »

Would you recommend this course to another student?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely would</td>
<td>100.0%</td>
</tr>
<tr>
<td>Probably would</td>
<td>0.0%</td>
</tr>
<tr>
<td>Probably would not</td>
<td>0.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Student Background

Was this course required for your degree?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0.0%</td>
</tr>
<tr>
<td>No</td>
<td>100.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
Did you have formal training in the content area prior to taking this course?

- None: 14.3%
- Some: 85.7%
- Considerable: 0.0%
- No Response: 0.0%

Did you have work experience related to the content area of this course prior to taking this course?

- None: 42.9%
- < 2 years: 57.1%
- 2 - 5 years: 0.0%
- > 5 years: 0.0%
- No Response: 0.0%
Course Evaluations Results

EPI511 - Adv Population & Med Genetics

What would you like to tell a future student about this course?

Submitted on March 11, 2014 at 12:30:47 PM:
homeworks are long

Submitted on March 12, 2014 at 09:50:30 AM:
A lot of work but 100% worth it, learnt an extraordinary amount in half a semester. Classes were engaging, homeworks were time consuming but doable, don't let them put you off (unless you don't know python in which case DO NOT take this class for credit).

Submitted on March 24, 2014 at 08:25:13 PM:
You will spend more than 10 hours on some of the problem sets, but it will be worth it because you'll figure things out by doing rather than listening. I've learned more about human genetics in this course than in any other course at Harvard.

Submitted on March 24, 2014 at 01:33:51 PM:
Great course. Well taught. Very time consuming.

Submitted on March 24, 2014 at 11:36:57 PM:
This course is very helpful for learning general statistical concepts that one might encounter when doing computational genetics research. The hands-on exercises in the problem sets are especially useful for learning how to apply these concepts in real analyses.

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Harvard T.H. Chan School of Public Health
Course Evaluations Results

EPI511 - Adv Population & Med Genetics

If there was duplicative or complementary course content, please identify the courses where this occurred.

Submitted on March 11, 2014 at 12:30:47 PM:
bio227

Submitted on March 24, 2014 at 11:36:57 PM:
I have not taken other HSPH courses

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Course Evaluations Results

EPI511 - Adv Population & Med Genetics

Identify two or three aspects of the course that you think were most effective.

Submitted on March 11, 2014 at 12:30:47 PM:
labs were useful, homeworks were a good summary for lectures

Submitted on March 12, 2014 at 09:50:30 AM:
The experiences were very effective in solidifying knowledge learnt throughout the week. Everything was organized, learning was efficient.

Submitted on March 17, 2014 at 06:32:19 PM:
It was really great that we had to HapMap3 data for all the homeworks. It allowed us to gain hands-on experience with real data.

Submitted on March 24, 2014 at 08:25:13 PM:
Expertly designed problem sets that motivated me to spend time understanding the material. Lectures and slides with excellent organization and relevant content.

Submitted on March 24, 2014 at 11:36:57 PM:
The problem sets were very useful and helped me understand how to implement concepts covered in lectures to perform real analyses

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Course Evaluations Results

EPI511 - Adv Population & Med Genetics

Identify two or three aspects of the course that could be improved or enhanced.

Submitted on March 11, 2014 at 12:30:47 PM:
more time for homeworks

Submitted on March 12, 2014 at 09:50:30 AM:
This should be a semester long class, it feels like a semester long class crammed into half a semester. I think it would be easier to digest and take everything in if there was more time. Also would be great to have more time to for the final project to really explore the question fully.

Submitted on March 17, 2014 at 06:32:19 PM:
This is definitely one of the best courses on statistical genetics at HSPH, and it would be great if it could be extended to a full half-semester course, or if a sequel could be offered, since there was so much information taught in just 7 weeks, and I am sure there were a lot of interesting things that we did not have the time to touch on.

Submitted on March 24, 2014 at 01:33:51 PM:
The length of the assignments was too long. They took an unreasonable amount to complete. They were, however, effective.

Submitted on March 24, 2014 at 11:36:57 PM:
Sometimes there were too much materials covered in one lecture, making it hard to digest and understand everything in class.

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the old course evaluation system.
Course Evaluations Results

EPI511 - Adv Population & Med Genetics

Identify two or three things that the instructor did well and should continue in the future.

Submitted on March 11, 2014 at 12:30:47 PM:
answers questions well

Submitted on March 12, 2014 at 09:50:30 AM:
Lectures were clear and questions were encouraged.

Submitted on March 24, 2014 at 08:25:13 PM:
Alkes always paid close attention to questions in class, and addressed them fully. When things got confusing, he drew explanations on the board that were extremely helpful.

Submitted on March 24, 2014 at 11:36:57 PM:
Alkes was very good at answering questions and responding to ideas raised by students during class. He also explained most concepts very clearly, supplementing them with simple toy examples.

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Course Evaluations Results

EPI511 - Adv Population & Med Genetics

Identify two or three things that the instructor should focus on to improve her/his classroom effectiveness.

Submitted on March 11, 2014 at 12:30:47 PM:
go through the slides pretty quickly

Submitted on March 24, 2014 at 08:25:13 PM:
Sometimes Akes talks pretty quickly, but I didn’t mind very much.

Submitted on March 24, 2014 at 11:36:57 PM:
Sometimes he had to rush through some materials due to time.

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the old course evaluation system.
Course Evaluations Results

If there is no data in this report, please click here


Price, Alkes

Students Enrolled: 9
Students Responded: 5
Response Rate: 55.6%

Overall Course Ratings

<table>
<thead>
<tr>
<th>Responded</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4.6/5</td>
</tr>
</tbody>
</table>

Please rate the overall quality and usefulness of the course content.

Please rate the overall quality and effectiveness of teaching in the course.

Please provide an overall course rating.

Course Design and Quality

<table>
<thead>
<tr>
<th>Responded</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4.4/5</td>
</tr>
</tbody>
</table>

The course met the learning objectives stated in the syllabus.

The course was presented in an appropriate format for the subject matter.

The syllabus was clear, organized, and complete.

The skills and knowledge from the course will be useful in my professional life.

Was the course content duplicative or complementary to the content of other HSPH courses you have taken?

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Duplicative</td>
<td>0.0%</td>
</tr>
<tr>
<td>Complementary</td>
<td>0.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

On average, how many hours per week outside of class did you dedicate to this course?

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>&lt; 2 hours</td>
<td>0.0%</td>
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<tr>
<td>2 - 3 hours</td>
<td>0.0%</td>
</tr>
<tr>
<td>4 - 6 hours</td>
<td>0.0%</td>
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<tr>
<td>7 - 12 hours</td>
<td>20.0%</td>
</tr>
<tr>
<td>&gt; 12 hours</td>
<td>80.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>0.0%</td>
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</tbody>
</table>

Did the instructor promote a classroom culture in which you felt comfortable expressing differences in experiences and/or opinions?
In this course, do you believe there were any verbal or nonverbal slights/insults (whether intentional or unintentional) that negatively targeted a particular identity group? (An "identity group" would include, but not be limited to: age, disability status, gender, immigration status, linguistic background, nationality, political views, race/ethnicity, religious beliefs, sexual orientation, socioeconomic class.)

<table>
<thead>
<tr>
<th>Yes</th>
<th>0.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

If so, about how often?

<table>
<thead>
<tr>
<th>Once</th>
<th>0.0%</th>
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<tbody>
<tr>
<td>Two or three times</td>
<td>0.0%</td>
</tr>
<tr>
<td>More than 3 times</td>
<td>0.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Thinking about the slight/insult that stood out to you most during this course:

Was the instructor aware of the slight/insult?

| Yes, the instructor heard/saw someone in the class commit the slight/insult | 0.0% |
| No, the instructor was not aware of someone committing the slight/insult | 0.0% |
| The instructor committed the slight/insult and was aware | 0.0% |
| The instructor committed the slight/insult and was not aware | 0.0% |
| Don't know | 0.0% |
| No Response | 100.0% |

If the slight/insult was committed by someone else, and the instructor was aware of it, did the instructor do anything in the class to address it?

<table>
<thead>
<tr>
<th>Yes</th>
<th>0.0%</th>
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<tbody>
<tr>
<td>No</td>
<td>0.0%</td>
</tr>
<tr>
<td>Don't know</td>
<td>0.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
If the slight/insult was committed by the instructor, did anyone do anything during the class to address it?

- Yes 0.0%
- No 0.0%
- Don't know 0.0%
- No Response 100.0%

Faculty/Instructors

1. Price, Alkes (Primary)

- Set high expectations. 5 4.6/5
- Effectively managed the class discussion. 5 5.0/5
- Was responsive to students' concerns. 4 5.0/5
- Was accessible to students outside of class. 4 5.0/5
- Provided quality feedback on your assignments and performance. 4 4.8/5
- The teaching in this course facilitated learning. 5 5.0/5

Guest Speakers

- The guest speakers (if any) were relevant to the course. 5 4.8/5
- Guest speaker (if any) effectiveness in the classroom. 5 4.8/5

Course Recommendations

What would you like to tell a future student about this course? (Please note that your response to this question will be posted on the school's website.)

Read the responses »

Would you recommend this course to another student?

- Definitely would 60.0%
- Probably would 20.0%
- Probably would not 0.0%
- No Response 20.0%

Student Background

Was this course required for your degree?

- Yes 0.0%
- No 80.0%
No Response  20.0%

Did you have formal training in the content area prior to taking this course?

None  20.0%
Some  60.0%
Considerable  0.0%
No Response  20.0%

Did you have work experience related to the content area of this course prior to taking this course?

None  40.0%
< 2 years  40.0%
2 - 5 years  0.0%
> 5 years  0.0%
No Response  20.0%

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the old course evaluation system.
Course Evaluations Results

EPI511 - Adv Population & Med Genetics

What would you like to tell a future student about this course?

Submitted on March 11, 2015 at 12:53:29 PM:
As an EPI student with limited experience in programming, homework assignments are challenging to me. I spent >20 hours per week for this class, but I really enjoyed it and learned a lot. Highly recommend to people who are interested in population genetics and GWAS. Very useful and practical!

Submitted on March 11, 2015 at 01:24:54 PM:
If you want to understand medical genetics and SNP data this class is a must. It is time consuming due to the hands on nature of the assignments, but every hour spent on the class was worth it.

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Course Evaluations Results

EPI511 - Adv Population & Med Genetics

Identify two or three aspects of the course that you think were most effective.

Submitted on March 11, 2015 at 01:24:54 PM:
The combination of learning concepts in lecture, reading recent literature, and exercises made the class overall incredibly effective. This ensured that the class was incredibly active. Additionally Alkes's focus on intuitive explanations were excellent.

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Course Evaluations Results

EPI511 - Adv Population & Med Genetics

Identify two or three aspects of the course that could be improved or enhanced.

Submitted on March 11, 2015 at 01:24:54 PM:
I greatly enjoyed the class overall. I particularly enjoyed some of the times that Alkes went to the blackboard to explain and derive concepts and formulas. The course covers a lot of material so I know that it is difficult to balance breadth and depth, but I think more hands on derivations on the blackboard could help with those in the class looking for intuition about the math in addition to intuition about the concepts.

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https://cfapp.sph.harvard.edu/internal/course-evals/comments.cfm?CourseId=2014Spring1EPI51101&field=CourseImprovementComment
Course Evaluations Results

EPI511 - Adv Population & Med Genetics

Identify two or three things that the instructor did well and should continue in the future.

Submitted on March 11, 2015 at 01:24:54 PM:
Explained intuition behind concepts and responded to questions extremely well.

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Course Evaluations Results

EPI511 - Adv Population & Med Genetics

Identify two or three things that the instructor should focus on to improve her/his classroom effectiveness.

Submitted on March 11, 2015 at 01:24:54 PM:
As stated above more hands on time at the blackboard with mathematical concepts and derivations.

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Course Evaluations Results

If there is no data in this report, please click here

Spring 1 - 2016: EPI511 - Adv Population & Med Genetics

Price, Alkes

Students Enrolled: 7  
Students Responded: 5  
Response Rate: 71.4 %

Overall Course Ratings

<table>
<thead>
<tr>
<th>Rating</th>
<th>Responded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please rate the overall quality and usefulness of the course content.</td>
<td>4.6/5</td>
</tr>
<tr>
<td>Please rate the overall quality and effectiveness of teaching in the course.</td>
<td>4.0/5</td>
</tr>
<tr>
<td>Please provide an overall course rating.</td>
<td>4.4/5</td>
</tr>
</tbody>
</table>

Course Design and Quality

<table>
<thead>
<tr>
<th>Rating</th>
<th>Responded</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course met the learning objectives stated in the syllabus.</td>
<td>4.8/5</td>
</tr>
<tr>
<td>The course was presented in an appropriate format for the subject matter.</td>
<td>4.4/5</td>
</tr>
<tr>
<td>The syllabus was clear, organized, and complete.</td>
<td>4.6/5</td>
</tr>
<tr>
<td>The skills and knowledge from the course will be useful in my professional life.</td>
<td>4.6/5</td>
</tr>
</tbody>
</table>

Was the course content duplicative or complementary to the content of other HSPH courses you have taken?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Duplicative</th>
<th>Complementary</th>
<th>No Response</th>
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</thead>
<tbody>
<tr>
<td>0.0%</td>
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</table>

If there was duplicative or complementary course content, please identify the courses where this occurred.

Read the responses »

On average, how many hours per week outside of class did you dedicate to this course?

<table>
<thead>
<tr>
<th>Hours</th>
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<tr>
<td>&gt; 12 hours</td>
<td>100.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
Did the instructor promote a classroom culture in which you felt comfortable expressing differences in experiences and/or opinions?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>100.0%</td>
</tr>
<tr>
<td>No</td>
<td>0.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>0.0%</td>
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</tbody>
</table>

Please explain: [Read the responses »](https://cfapp.sph.harvard.edu/internal/course-evals/course.cfm?courseid=2015Spring1EPI51101)

In this course, do you believe there were any verbal or nonverbal slights/insults (whether intentional or unintentional) that negatively targeted a particular identity group?
(An "identity group" would include, but not be limited to: age, disability status, gender, immigration status, linguistic background, nationality, political views, race/ethnicity, religious beliefs, sexual orientation, socioeconomic class.)

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<tbody>
<tr>
<td>Yes</td>
<td>0.0%</td>
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<tr>
<td>No</td>
<td>100.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

If so, about how often?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once</td>
<td>0.0%</td>
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<tr>
<td>Two or three times</td>
<td>0.0%</td>
</tr>
<tr>
<td>More than 3 times</td>
<td>0.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Thinking about the slight/insult that stood out to you most during this course:

Was the instructor aware of the slight/insult?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, the instructor heard/saw someone in the class commit the slight/insult</td>
<td>0.0%</td>
</tr>
<tr>
<td>No, the instructor was not aware of someone committing the slight/insult</td>
<td>0.0%</td>
</tr>
<tr>
<td>The instructor committed the slight/insult and was aware</td>
<td>0.0%</td>
</tr>
<tr>
<td>The instructor committed the slight/insult and was not aware</td>
<td>0.0%</td>
</tr>
<tr>
<td>Don't know</td>
<td>0.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>100.0%</td>
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</tbody>
</table>

If the slight/insult was committed by someone else, and the instructor was aware of it, did the instructor do anything in the class to address it?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0.0%</td>
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</table>
If the slight/insult was committed by the instructor, did anyone do anything during the class to address it?

<table>
<thead>
<tr>
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<th>0.0%</th>
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<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>0.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Please briefly describe your experiences in this class with any instance(s) that negatively targeted an identity group:
Read the responses »

Identify two or three aspects of the course that you think were most effective.
Read the responses »

Identify two or three aspects of the course that could be improved or enhanced.
Read the responses »

**Faculty/Instructors**

1. Price, Alkes (Primary)

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Responded</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set high expectations.</td>
<td>5</td>
<td>5.0/5</td>
</tr>
<tr>
<td>Effectively managed the class discussion.</td>
<td>5</td>
<td>4.4/5</td>
</tr>
<tr>
<td>Was responsive to students' concerns.</td>
<td>5</td>
<td>4.2/5</td>
</tr>
<tr>
<td>Was accessible to students outside of class.</td>
<td>5</td>
<td>4.2/5</td>
</tr>
<tr>
<td>Provided quality feedback on your assignments and performance.</td>
<td>3</td>
<td>4.3/5</td>
</tr>
<tr>
<td>The teaching in this course facilitated learning.</td>
<td>5</td>
<td>4.2/5</td>
</tr>
</tbody>
</table>

Identify two or three things that the instructor did well and should continue in the future.
Read the responses »

Identify two or three things that the instructor should focus on to improve her/his classroom effectiveness.
Read the responses »

**Guest Speakers**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Responded</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The guest speakers (if any) were relevant to the course.</td>
<td>5</td>
<td>5.0/5</td>
</tr>
<tr>
<td>Guest speaker (if any) effectiveness in the classroom.</td>
<td>5</td>
<td>4.8/5</td>
</tr>
</tbody>
</table>

**Course Recommendations**

What would you like to tell a future student about this course? (Please note that your response to this question will be posted on the school's website.)
Read the responses »
Would you recommend this course to another student?

- Definitely would: 40.0%
- Probably would: 40.0%
- Probably would not: 20.0%
- No Response: 0.0%

Student Background

Was this course required for your degree?

- Yes: 40.0%
- No: 60.0%
- No Response: 0.0%

Did you have formal training in the content area prior to taking this course?

- None: 0.0%
- Some: 100.0%
- Considerable: 0.0%
- No Response: 0.0%

Did you have work experience related to the content area of this course prior to taking this course?

- None: 40.0%
- < 2 years: 60.0%
- 2 - 5 years: 0.0%
- > 5 years: 0.0%
- No Response: 0.0%

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the [old course evaluation system](https://cfapp.sph.harvard.edu/internal/course-evals/course.cfm?courseid=2015Spring1EPI51101).

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[Harvard T.H. Chan School of Public Health](https://www.hsph.harvard.edu)
Course Evaluations Results

EPI511 - Adv Population & Med Genetics

If there was duplicative or complementary course content, please identify the courses where this occurred.

Submitted on March 11, 2016 at 10:48:27 AM:
Complementary to other statistical genetics courses: EPI507, BIO227, EPI293. Similar topic areas, but the material was definitely complementary and isn't information we covered in much depth in those courses.

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Course Evaluations Results

EPI511 - Adv Population & Med Genetics

What would you like to tell a future student about this course?

Submitted on March 18, 2016 at 12:15:19 PM:
You get what you put into the course. Since the course requires extensive time to complete assignments, I feel I acquired extensive training and knowledge in the field.

Submitted on March 11, 2016 at 10:48:27 AM:
This course is a ton of work. Didn’t regret taking it, but if I had a busier schedule it would have been a challenge. Alkes is really stellar professor and you will learn an incredible amount.

Submitted on March 11, 2016 at 04:32:20 PM:
This course is a lot of work, but you’ll learn a lot.

Submitted on March 14, 2016 at 05:54:22 PM:
This course is extremely demanding and assumes a high level of knowledge in the areas of math and programming. I found it to be a valuable experience, but also frequently overwhelming.

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the old course evaluation system.
Course Evaluations Results

EPI511 - Adv Population & Med Genetics

Did the instructor promote a classroom culture in which you felt comfortable expressing differences in experiences and/or opinions?

Submitted on March 11, 2016 at 10:48:27 AM:
Facilitated discussions nicely.

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the old course evaluation system.

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Course Evaluations Results

EPI511 - Adv Population & Med Genetics

Identify two or three aspects of the course that you think were most effective.

Submitted on March 18, 2016 at 12:15:19 PM:
Discussion of the evolution of algorithms and improvements throughout the past decade was informative. Experiences provided a way to build out confidence and knowledge of the algorithms.

Submitted on March 11, 2016 at 10:48:27 AM:
(1) The experiences. These were by far the most helpful part of the course. They were a TON of work (10+ hours a week), but I feel very confident with manipulating genotype data and programming algorithms.
(2) The lectures. Alkes knows so much about statistical genetics. I'm a passive learner generally, and I got a ton out of listening to his lectures and taking notes. I will use this material in my future work for sure.
(3) Great guest lecture!

Submitted on March 14, 2016 at 05:54:22 PM:
Problem sets taught practical applications of the topics we discussed in the class
Office hours were extremely helpful

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the old course evaluation system.
Course Evaluations Results

EPI511 - Adv Population & Med Genetics

Identify two or three aspects of the course that could be improved or enhanced.

Submitted on March 18, 2016 at 12:15:19 PM:
Because the out-of-class experiences take a great deal of time, effort should be made to handle student progress beyond "office hours." For example, the first experience asked for an Armitage Trend Test, yet that concept had not been discussed prior to the experience. Additionally, it was difficult to develop accurate solutions to the experiences since example solutions were not provided. I suggest handing out exact solutions to the experiences, for example, show the Fst for CEU, TSI for chromosome 22 and ask the student to compute it exactly for chromosome 21. In this way the student can have a test-case to validate their code.

Submitted on March 11, 2016 at 10:48:27 AM:
(1) I think it would be nice to remove the last experience so people had more time to focus on the final research paper. Or restructure the experience order slightly as I actually found experience 6 to be really useful. Of all the experiences, experience 5 felt like it was more duplicative of other experiences -- perhaps merging that with experience 6 such that people had the last 2 weeks to focus on the paper. I found it challenging to be trying to work on Experience 5 and Experience 6 while also working on the research paper.

Submitted on March 11, 2016 at 04:32:20 PM:
A lot of work. Maybe cut down on experiences or give more time for them

Submitted on March 14, 2016 at 05:54:22 PM:
Instructor assumes a very high level of prior knowledge in numerous areas, perhaps excessively so.

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the old course evaluation system.
Course Evaluations Results

EPI511 - Adv Population & Med Genetics

Identify two or three things that the instructor did well and should continue in the future.

Submitted on March 18, 2016 at 12:15:19 PM:
Alkes did a good job explaining back a student's question to fully clarify the intention of the student. He also provided precise answers to most questions and adjusted lecture material around student's interests for a given day.

Submitted on March 11, 2016 at 10:48:27 AM:
(1) Really really good lecturer. Was explicitly concrete in descriptions which I really appreciated. Continue to provide the intuition behind different tests/analyses. The math can be hard to absorb immediately on the spot, but having the intuition behind the test let's me go back to the math later and see how it works together.
(2) Keep everything as organized as it was! I really appreciated how cleanly everything was organized. Having lectures ready all in advance was really helpful for me to keep on top of all the work. Really appreciate that.

Submitted on March 14, 2016 at 05:54:22 PM:
Always asked if people had questions

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the old course evaluation system.
Course Evaluations Results

EPI511 - Adv Population & Med Genetics

Identify two or three things that the instructor should focus on to improve her/his classroom effectiveness.

Submitted on March 18, 2016 at 12:15:19 PM:
The class might benefit from a more diverse set of interactions during the lecture time. For example, most classes were simply sitting and listening to the lecture. Perhaps some of class time could be used for small-group discussion of to address computational implementations of the material.

Submitted on March 11, 2016 at 10:48:27 AM:
(1) Perhaps slow down on some material. I know there's a lot to cover, but there were a few sections that went by quickly which I didn't get a chance to fully digest. For example, I could have used a little more time with the GRM information. I felt like we moved through the heritability estimates based on GRM's a little faster than I could take it all in and felt like I didn't leave with a perfect understanding of why the GRM likelihood makes sense.

Submitted on March 14, 2016 at 05:54:22 PM:
Explain the math behind concepts more slowly rather than assuming that students can connect the biological principles to the math instantly.

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the [old course evaluation system](https://cfapp.sph.harvard.edu/internal/course-evals/comments.cfm?CourseId=2015Spring1EPI51101&field=InstructorEffectivenessComment).
Course Evaluations Results

If there is no data in this report, please click here


Price, Alkes
Students Enrolled: 9
Students Responded: 7
Response Rate: 77.8%

Overall Course Ratings

Please rate the overall quality and usefulness of the course content.
7 4.9/5

Please rate the overall quality and effectiveness of teaching in the course.
7 4.7/5

Please provide an overall course rating.
7 4.7/5

Course Design and Quality

The course met the learning objectives stated in the syllabus.
7 4.7/5

The course was presented in an appropriate format for the subject matter.
7 4.3/5

The syllabus was clear, organized, and complete.
7 4.7/5

The skills and knowledge from the course will be useful in my professional life.
7 4.7/5

Was the course content duplicative or complementary to the content of other HSPH courses you have taken?

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duplicative</td>
<td>0.0%</td>
</tr>
<tr>
<td>Complementary</td>
<td>0.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

If there was duplicative or complementary course content, please identify the courses where this occurred.
Read the responses »

On average, how many hours per week outside of class did you dedicate to this course?

<table>
<thead>
<tr>
<th>Hours</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 2 hours</td>
<td>0.0%</td>
</tr>
<tr>
<td>2 - 3 hour</td>
<td>0.0%</td>
</tr>
<tr>
<td>4 - 6 hours</td>
<td>14.3%</td>
</tr>
<tr>
<td>&gt; 10 hours</td>
<td>85.7%</td>
</tr>
</tbody>
</table>
Did the instructor promote a classroom culture in which you felt comfortable expressing differences in experiences and/or opinions?

Yes 100.0%
No 0.0%
No Response 0.0%

Please explain: Read the responses »

In this course, do you believe there were any verbal or nonverbal slights/insults (whether intentional or unintentional) that negatively targeted a particular identity group? (An "identity group" would include, but not be limited to: age, disability status, gender, immigration status, linguistic background, nationality, political views, race/ethnicity, religious beliefs, sexual orientation, socioeconomic class.)

Yes 0.0%
No 100.0%
No Response 0.0%

If so, about how often?

Once 0.0%
Two or three times 0.0%
More than 3 times 0.0%
No Response 100.0%

Thinking about the slight/insult that stood out to you most during this course:

Was the instructor aware of the slight/insult?

Yes, the instructor heard/saw someone in the class commit the slight/insult 0.0%
No, the instructor was not aware of someone committing the slight/insult 0.0%
The instructor committed the slight/insult and was aware 0.0%
The instructor committed the slight/insult and was not aware 0.0%
Don't know 0.0%
No Response 100.0%

If the slight/insult was committed by someone else, and the instructor was aware of it, did the instructor do anything in the class to address it?
Yes 0.0%
No 0.0%
Don't know 0.0%
No Response 100.0%

If the slight/insult was committed by the instructor, did anyone do anything during the class to address it?
Yes 0.0%
No 0.0%
Don't know 0.0%
No Response 100.0%

Please briefly describe your experiences in this class with any instance(s) that negatively targeted an identity group:
Read the responses »

Identify two or three aspects of the course that you think were most effective.
Read the responses »

Identify two or three aspects of the course that could be improved or enhanced.
Read the responses »

Faculty/Instructors

1. Price, Alkes (Primary)  
   Responded  Rating
   Set high expectations. 7 4.9/5
   Effectively managed the class discussion. 7 4.9/5
   Was responsive to students’ concerns. 7 4.9/5
   Was accessible to students outside of class. 7 4.9/5
   Provided quality feedback on your assignments and performance. 7 4.3/5
   The teaching in this course facilitated learning. 7 4.4/5

Identify two or three things that the instructor did well and should continue in the future.
Read the responses »

Identify two or three things that the instructor should focus on to improve her/his classroom effectiveness.
Read the responses »

Guest Speakers
The guest speakers (if any) were relevant to the course.

Guest speaker (if any) effectiveness in the classroom.

<table>
<thead>
<tr>
<th>Responded</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.8/5</td>
</tr>
</tbody>
</table>

Teaching Assistants

1. Schoech, Armin

Please rate the overall effectiveness of the teaching assistant.

<table>
<thead>
<tr>
<th>Responded</th>
<th>Rating</th>
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<tbody>
<tr>
<td></td>
<td>5.0/5</td>
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</tbody>
</table>

In what ways was the teaching assistant most effective? Why?

What recommendations would you make to the teaching assistant to strengthen teaching practices or to make the course more valuable?

Course Recommendations

What would you like to tell a future student about this course? (Please note that your response to this question will be posted on the school's website.)

Would you recommend this course to another student?

<table>
<thead>
<tr>
<th>Definitely would</th>
<th>85.7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probably would</td>
<td>0.0%</td>
</tr>
<tr>
<td>Probably would not</td>
<td>14.3%</td>
</tr>
<tr>
<td>No Response</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Student Background

Was this course required for your degree?

| Yes | 0.0% |
| No  | 100.0% |
| No Response | 0.0% |

Did you have formal training in the content area prior to taking this course?

| None | 14.3% |
| Some | 71.4% |
| Considerable | 14.3% |
| No Response | 0.0% |

Did you have work experience related to the content area of this course prior to taking this course?
<table>
<thead>
<tr>
<th>Experience</th>
<th>Percentage</th>
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<tbody>
<tr>
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<td>2 - 5 years</td>
<td>14.3%</td>
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<tr>
<td>&gt; 5 years</td>
<td>0.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>0.0%</td>
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</table>

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the [old course evaluation system](https://cfapp.sph.harvard.edu/internal/course-evals/course.cfm?courseid=2016Spring1EPI51101).
Course Evaluations Results

If there is no data in this report, please click here


Price, Alkes

Students Enrolled: 9
Students Responded: 7
Response Rate: 77.8%

Overall Course Ratings

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>7</td>
<td>4.9/5</td>
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<tr>
<td>7</td>
<td>4.7/5</td>
</tr>
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</table>

Please rate the overall quality and usefulness of the course content.

Please rate the overall quality and effectiveness of teaching in the course.

Please provide an overall course rating.
Course Design and Quality

The course met the learning objectives stated in the syllabus. 7 4.7/5
The course was presented in an appropriate format for the subject matter. 7 4.3/5
The syllabus was clear, organized, and complete. 7 4.7/5
The skills and knowledge from the course will be useful in my professional life. 7 4.7/5

Was the course content duplicative or complementary to the content of other HSPH courses you have taken?

Duplicative 0.0%
Complementary 0.0%
No Response 100.0%

If there was duplicative or complementary course content, please identify the courses where this occurred.
Read the responses »

On average, how many hours per week outside of class did you dedicate to this course?

< 2 hours 0.0%
2 - 3 hour 0.0%
4 - 6 hours 14.3%
7 - 12 hours 42.9%
> 12 hours 42.9%
No Response 0.0%

Faculty/Instructors

1. Price, Aikes (Primary)

Set high expectations. 7 4.9/5
Effectively managed the class discussion. 7 4.9/5
Was responsive to students' concerns. 7 4.9/5
Was accessible to students outside of class. 7 4.9/5
Provided quality feedback on your assignments and performance. 7 4.3/5
The teaching in this course facilitated learning. 7 4.4/5

Guest Speakers

The guest speakers (if any) were relevant to the course. 6 4.8/5
Guest speaker (if any) effectiveness in the classroom. 5 4.8/5
Course Recommendations

What would you like to tell a future student about this course? (Please note that your response to this question will be posted on the school’s website.)
Read the responses »

Would you recommend this course to another student?
- Definitely would: 85.7%
- Probably would: 0.0%
- Probably would not: 14.3%
- No Response: 0.0%

Student Background

Was this course required for your degree?
- Yes: 0.0%
- No: 100.0%
- No Response: 0.0%

Did you have formal training in the content area prior to taking this course?
- None: 14.3%
- Some: 71.4%
- Considerable: 14.3%
- No Response: 0.0%

Did you have work experience related to the content area of this course prior to taking this course?
- None: 42.9%
- < 2 years: 42.9%
- 2 - 5 years: 14.3%
- > 5 years: 0.0%
- No Response: 0.0%

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the old course evaluation system.

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Harvard T.H. Chan School of Public Health
Course Evaluations Results

EPI511 - Adv Population & Med Genetics

Identify two or three aspects of the course that could be improved or enhanced.

Submitted on March 19, 2017 at 11:17:24 AM:
The assignments were unreasonably hard and it would be better if we had lab sessions to prepare us to the assignments.

Submitted on March 21, 2017 at 03:43:08 PM:
While I really think I got a lot out of working on the problem sets, I also think that they could’ve been written a little clearer. Sometimes it was difficult to discern what was being asked in the problem sets without asking the TA or instructor for help.

Submitted on March 7, 2017 at 04:18:08 PM:
- The pace of the course is exhausting. It would be far more effective (IMO) if offered over a full semester with the material diffused over this time period.
- A true “lab session” that allows students and a TA to interact and dive deeper into particularly confusing details would be beneficial for learning.

Submitted on March 7, 2017 at 05:36:19 PM:
It would be awesome if there is more drawing on the board: every time that happens, things became much clearer.

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the old course evaluation system.
Course Evaluations Results

EPI511 - Adv Population & Med Genetics

Identify two or three things aspects of the course that you think were most effective.

Submitted on March 21, 2017 at 03:43:08 PM:

I think the problem sets really helped solidify my understanding of the material being covered in the course.

Submitted on March 7, 2017 at 05:36:19 PM:

The experience problems are well made and very helpful; The references for each topic are very helpful; The lecture recordings are very helpful; I also appreciate that recordings last year were available to us, because we could cross-reference

Submitted on March 7, 2017 at 04:18:08 PM:

-Alkes makes a conscious and deliberate effort to promote an interactive classroom environment, encouraging students to participate and engage.
- The instructor and TA are exceedingly qualified to discuss the subject matter at hand and speak authoritatively on the topics at hand.
- Experiences directly compliment the lecture material, resulting in an outstanding reinforcement of the teaching modules.

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the old course evaluation system.
Course Evaluations Results

EPI511 - Advanced Population & Med Genetics

What would you like to tell a future student about this course?

Submitted on March 19, 2017 at 11:17:24 AM:
X

Submitted on March 21, 2017 at 03:43:08 PM:
It was a tougher course than I expected it to be but you'll learn useful things and the PSETs are pretty cool. Expect to spend around 10 hours on each problem set and I highly recommend going to office hours to clarify any questions you might have about them. I liked that we got to learn a lot about the current (or very recent) research, the course is structured around recent literature in population / medical genetics and you get to learn about it from an expert in the field!

Submitted on March 7, 2017 at 05:36:19 PM:
This is an excellent course on population and medical genetics, which has been driving many important biomedical discoveries in recent years. I highly recommend anyone working in related fields take this course.

Submitted on March 7, 2017 at 04:18:08 PM:
Alkes is unmistakably one of the leaders in this field worldwide. He is an author of a large proportion of the relevant papers discussed in the course, which means that 1) he knows this subject material extremely thoroughly and 2) he isn't afraid to dive into nuances or complexities associated with problems that others may shy away. The instructor has a pretty sound gauge as to what may be overkill when deriving or presenting complex material, but it may still be a bit intimidating due to the complexity of the problems and the pace of the course.

The course provides a second-to-none opportunity to enhance understanding of knowledge of the topics discussed but probably isn't appropriate for an first introduction to the material. With 1) a fair amount of background knowledge in the field, 2) genuine interest in the material, and 3) some familiarity in coding, new students will undoubtedly flourish in the environment of this course.

Overall, one of my 2-3 favorite courses taken @ HSPH.

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the old course evaluation system.
Course Evaluations Results

EPI511 - Adv Population & Med Genetics

Identify two or three things that the instructor should focus on to improve her/his classroom effectiveness.

Submitted on March 19, 2017 at 11:17:24 AM:
The professor talks too fast and he should slow down a little bit in presenting the material. Too complex and hard to understand sometimes.

Submitted on March 21, 2017 at 03:43:08 PM:
Writing more stuff on the white boards would've been helpful. It gets a little hard to look at a slide show for about 2 hours straight and whenever stuff was written on the white board, I felt that the classroom setting became a bit more dynamic.

Submitted on April 10, 2017 at 07:15:53 PM:
Although Alkes has mentioned the reason why he prefers journal paper rather than text books, I would still wish there are some good text books for reference because sometimes the methods covered in the class are pretty hard to understand, and I hope I can learn it thoroughly from text book (ideally from lecture as well).

Submitted on March 7, 2017 at 04:18:08 PM:
- More time in the classroom to transfer knowledge would be great.
- The required reading was a bit busy. Often, the papers were quite difficult and/or the instructor would fail to press students about takeaways from the paper. I'd recommend either scratching the concept of "required reading" and make everything option or add some teeth to the term to get students to spend more time out of class reviewing the material.
Course Evaluations Results

EPI511 - Adv Population & Med Genetics

Identify two or three things that the instructor did well and should continue in the future.

Submitted on March 21, 2017 at 03:43:08 PM:

The instructor taught the material at a manageable pace and had a good idea if students were grasping certain concepts. The amount of material covered per class felt like a good amount (not too much, not too little) and the 3 minute breaks were great!

Submitted on March 7, 2017 at 05:36:19 PM:

Discussion questions were helpful to understand key concepts.

Submitted on March 7, 2017 at 04:18:08 PM:

-- Undoubtedly an authoritative figure in the field, the instructor speaks confidently and thoroughly about the subject matters at hand.
-- The instructor checks his own pace by regularly asking questions and demanding answers of the students.
-- The instructor unabashedly shows his enthusiasm for the subject.

You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the old course evaluation system.
Course Evaluations Results

EPI511 - Adv Population & Med Genetics

In what ways was the teaching assistant most effective? Why?

Submitted on March 7, 2017 at 04:18:08 PM:
- Armin was thorough and eager to answer any questions. He was also extremely qualified to be a teaching assistant.
- Producing solutions and the ipynb with scaffolding to the problem sets was beneficial.
- Feedback on assignments was fair and complete.

Submitted on March 21, 2017 at 03:43:08 PM:
The TA was very helpful during office hours and very responsive to e-mails. I also liked that he guided us in the direction that we were supposed to be heading in for certain problems instead of just telling us what we needed to do. He was a very effective teacher.
Course Evaluations Results

EPI511 - Adv Population & Med Genetics

What recommendations would you make to the teaching assistant to strengthen teaching practices or to make the course more valuable?

Submitted on March 21, 2017 at 03:43:08 PM:
No recommendations here, Armin was a fantastic TA!
Course Evaluations Results

If there is no data in this report, please click here


Price, Alkes

Students Enrolled: 13
Students Responded: 10
Response Rate: 76.9 %

Overall Course Ratings (1 being "poor" and 5 being "superior")

<table>
<thead>
<tr>
<th>Responded</th>
<th>Rating</th>
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<tbody>
<tr>
<td>10</td>
<td>4.8/5</td>
</tr>
<tr>
<td>10</td>
<td>4.6/5</td>
</tr>
<tr>
<td>10</td>
<td>4.7/5</td>
</tr>
</tbody>
</table>

Please rate the overall quality and usefulness of the course content.
Please rate the overall quality and effectiveness of teaching in the course.
Please provide an overall course rating.
### Course Design and Quality (1 being "strongly disagree" and 5 being "strongly agree")

<table>
<thead>
<tr>
<th>Description</th>
<th>Responded</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course met the learning objectives stated in the syllabus.</td>
<td>10</td>
<td>4.8/5</td>
</tr>
<tr>
<td>The course was presented in an appropriate format for the subject matter.</td>
<td>10</td>
<td>4.7/5</td>
</tr>
<tr>
<td>The syllabus was clear, organized, and complete.</td>
<td>10</td>
<td>4.8/5</td>
</tr>
<tr>
<td>The skills and knowledge from the course will be useful in my professional</td>
<td>10</td>
<td>4.5/5</td>
</tr>
</tbody>
</table>

**Was the course content duplicative or complementary to the content of other HSPH courses you have taken?**

- Duplicative: 0.0%
- Complementary: 0.0%
- No Response: 100.0%

**If there was duplicative or complementary course content, please identify the courses where this occurred.**

*Submitted on May 13, 2019 at 01:18:17 PM:*
Complementary to EPI 293, BST 227. But this is definitely an advance and more complex one.

*Submitted on May 16, 2019 at 10:37:27 AM:*
EPI 507 should be better in order to properly prepare students for this class.

*Submitted on May 19, 2019 at 12:27:42 PM:*
Complementary to other statistical genetics classes - BST 227, EPI 293

### On average, how many hours per week outside of class did you dedicate to this course?

- < 2 hours: 0.0%
- 2 - 3 hours: 0.0%
- 4 - 6 hours: 30.0%
- 7 - 12 hours: 60.0%
- > 12 hours: 10.0%
- No Response: 0.0%

---

**Faculty/Instructors (1 being "strongly disagree" and 5 being "strongly agree")**

1. **Price, Alkes (Primary)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Responded</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set high expectations.</td>
<td>10</td>
<td>4.8/5</td>
</tr>
<tr>
<td>Effectively managed the class discussion.</td>
<td>10</td>
<td>4.6/5</td>
</tr>
<tr>
<td>Was responsive to students’ concerns.</td>
<td>10</td>
<td>4.7/5</td>
</tr>
<tr>
<td>Was accessible to students outside of class.</td>
<td>10</td>
<td>4.9/5</td>
</tr>
<tr>
<td>Provided quality feedback on your assignments and performance.</td>
<td>10</td>
<td>4.1/5</td>
</tr>
<tr>
<td>The teaching in this course facilitated learning.</td>
<td>10</td>
<td>4.7/5</td>
</tr>
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</table>

**Guest Speakers (1 being "strongly disagree" and 5 being "strongly agree")**

<table>
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<th>Description</th>
<th>Responded</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>The guest speakers (if any) were relevant to the course.</td>
<td>9</td>
<td>4.9/5</td>
</tr>
<tr>
<td>Guest speaker (if any) effectiveness in the classroom.</td>
<td>9</td>
<td>4.9/5</td>
</tr>
</tbody>
</table>
Course Evaluations Results - Harvard School of Public Health

Course Recommendations

What would you like to tell a future student about this course? (Please note that your response to this question will be posted on the school's website.)

Submitted on May 13, 2019 at 01:18:17 PM:
Really worth taking! Especially when you are a literature guy.

Submitted on May 15, 2019 at 08:41:50 AM:
If you are interested in learning about statistical genetics, this is a great course. You cover a lot of different topics, but they are all related. You are expected to code for your problem sets, so keep that in mind.

Submitted on May 16, 2019 at 10:37:27 AM:
This course is a lot of work. If you want to get better at Python, this class will force you to do so without you ever seeing a piece of code on the slides.

Submitted on May 19, 2019 at 10:31:31 AM:
This class is excellent, one of the best I’ve taken at HSPH! It is a lot of work but you will learn a lot. Also, would definitely recommend having programming experience before taking it.

Submitted on May 19, 2019 at 12:27:42 PM:
Great overview of many topics in statistical genetics. Somewhat technical, with a focus on applying equations. Being comfortable with Python is absolutely necessary.

Submitted on May 22, 2019 at 07:17:06 PM:
Even though this class doesn’t have many pre-requisites, you really need a strong statistical foundation beyond introductory biostats. In general, this class is quite advanced and is not ideal for first years

Would you recommend this course to another student?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Definitely would</td>
<td>60.0%</td>
</tr>
<tr>
<td>Probably would</td>
<td>30.0%</td>
</tr>
<tr>
<td>Probably would not</td>
<td>10.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Student Background

Was this course required for your degree?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>30.0%</td>
</tr>
<tr>
<td>No</td>
<td>70.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Did you have formal training in the content area prior to taking this course?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>30.0%</td>
</tr>
<tr>
<td>Some</td>
<td>60.0%</td>
</tr>
<tr>
<td>Considerable</td>
<td>10.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Did you have work experience related to the content area of this course prior to taking this course?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>50.0%</td>
</tr>
<tr>
<td>&lt; 2 years</td>
<td>50.0%</td>
</tr>
<tr>
<td>2 - 5 years</td>
<td>0.0%</td>
</tr>
<tr>
<td>&gt; 5 years</td>
<td>0.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
You are currently viewing the new course evaluation results. If you cannot find a course, then please visit the old course evaluation system.