OMS1 Course/Faculty Evaluation - Dec 2012

SurveyMonkey

1. Grades and feedback were delivered within:

	Less than one week	1 – 2 weeks	3 – 4 weeks	More than 4 weeks	RatingCount
Human Embryology/Genetics	45.5% (35)	**53.2% (41)**	1.3% (1)	0.0% (0)	77
				AnsweredQuestion	**77**
				SkippedQuestion	**1**

2. Opportunities were given for questions to be asked during class.

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	RatingCount
Human Embryology/Genetics	0.0% (0)	0.0% (0)	3.9% (3)	39.0% (30)	**57.1% (44)**	77
					AnsweredQuestion	**77**
					SkippedQuestion	**1**

3. Supplemental materials (e.g. books, videos, ETC) for this course were available at the WCU library.

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	RatingCount
Human Embryology/Genetics	4.3% (3)	14.5% (10)	**40.6% (28)**	24.6% (17)	15.9% (11)	69
					AnsweredQuestion	**69**
					SkippedQuestion	**9**

4. The COM-provided electronic textbook collection provided adequate resource material for the course.

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	RatingCount
Human Embryology/Genetics	3.9% (3)	2.6% (2)	28.9% (22)	**36.8% (28)**	27.6% (21)	76
					AnsweredQuestion	**76**
					SkippedQuestion	**2**

5. The course had adequate number of instructors for the LECTURE portion.

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	RatingCount
Human Embryology/Genetics	0.0% (0)	2.6% (2)	6.6% (5)	**52.6% (40)**	38.2% (29)	76
					AnsweredQuestion	**76**
					SkippedQuestion	**2**

6. The course had an adequate number of instructors for the LAB portion, if a lab accompanied the course.

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	Not applicable	RatingCount
Human Embryology/Genetics	0.0% (0)	0.0% (0)	9.9% (7)	18.3% (13)	4.2% (3)	**67.6% (48)**	71
						AnsweredQuestion	**71**
						SkippedQuestion	**7**

7. The course material was presented clearly.

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	RatingCount
Human Embryology/Genetics	5.3% (4)	17.1% (13)	23.7% (18)	**34.2% (26)**	19.7% (15)	76
					AnsweredQuestion	**76**
					SkippedQuestion	**2**

8. The course met the objectives as stated in the syllabus.

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	RatingCount
Human Embryology/Genetics	0.0% (0)	6.7% (5)	20.0% (15)	**44.0% (33)**	29.3% (22)	75
					AnsweredQuestion	**75**
					SkippedQuestion	**3**

9. The course syllabus clearly stated the expected goals/objectives competencies for the course.

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	RatingCount
Human Embryology/Genetics	0.0% (0)	2.7% (2)	17.6% (13)	**44.6% (33)**	35.1% (26)	74
					AnsweredQuestion	**74**
					SkippedQuestion	**4**

10. The course was presented in a well-organized fashion.

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	RatingCount
Human Embryology/Genetics	7.8% (6)	10.4% (8)	16.9% (13)	**42.9% (33)**	22.1% (17)	77
					AnsweredQuestion	**77**
					SkippedQuestion	**1**

11. The examinations reflected the material covered in the course.

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	RatingCount
Human Embryology/Genetics	4.0% (3)	13.3% (10)	21.3% (16)	**38.7% (29)**	22.7% (17)	75
					AnsweredQuestion	**75**
					SkippedQuestion	**3**

12. The grading criteria for the course were clearly outlined in the syllabus.

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	RatingCount
Human Embryology/Genetics	0.0% (0)	1.3% (1)	7.9% (6)	**48.7% (37)**	42.1% (32)	76
					AnsweredQuestion	**76**
					SkippedQuestion	**2**

13. The relevance of the material to the practice of Osteopathic Medicine was clearly explained.

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	RatingCount
Human Embryology/Genetics	2.6% (2)	15.8% (12)	26.3% (20)	**34.2% (26)**	21.1% (16)	76
					AnsweredQuestion	**76**
					SkippedQuestion	**2**

14. The teaching/learning aids/materials used in this course enhanced my understanding of the material.

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	RatingCount
Human Embryology/Genetics	6.5% (5)	11.7% (9)	27.3% (21)	**36.4% (28)**	18.2% (14)	77
					AnsweredQuestion	**77**
					SkippedQuestion	**1**

15. There was sufficient time allotted to cover the material in the course.

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	RatingCount
Human Embryology/Genetics	8.0% (6)	13.3% (10)	18.7% (14)	**32.0% (24)**	28.0% (21)	75
					AnsweredQuestion	**75**
					SkippedQuestion	**3**

16. This course encouraged me to think clearly and critically about the subject material.

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	RatingCount
Human Embryology/Genetics	3.9% (3)	15.6% (12)	22.1% (17)	**36.4% (28)**	22.1% (17)	77
					AnsweredQuestion	**77**
					SkippedQuestion	**1**

17. Faculty in this course appear well prepared for class.

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	RatingCount
Dr. Martin	2.6% (2)	6.4% (5)	5.1% (4)	35.9% (28)	**50.0% (39)**	78
Dr. Roark	0.0% (0)	1.3% (1)	7.8% (6)	31.2% (24)	**59.7% (46)**	77
Dr. Harris	0.0% (0)	0.0% (0)	5.2% (4)	32.5% (25)	**62.3% (48)**	77
					AnsweredQuestion	**78**
					SkippedQuestion	**0**

18. Faculty provide timely feedback on exams, reports, and other course activities

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	RatingCount
Dr. Martin	0.0% (0)	3.8% (3)	10.3% (8)	**43.6% (34)**	42.3% (33)	78
Dr. Roark	0.0% (0)	0.0% (0)	6.5% (5)	**49.4% (38)**	44.2% (34)	77
Dr. Harris	0.0% (0)	0.0% (0)	6.6% (5)	**51.3% (39)**	42.1% (32)	76
					AnsweredQuestion	**78**
					SkippedQuestion	**0**

19. Faculty communicate the subject matter clearly

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	RatingCount
Dr. Martin	7.7% (6)	16.7% (13)	12.8% (10)	30.8% (24)	**32.1% (25)**	78
Dr. Roark	2.6% (2)	9.1% (7)	9.1% (7)	33.8% (26)	**45.5% (35)**	77
Dr. Harris	0.0% (0)	1.3% (1)	6.5% (5)	33.8% (26)	**58.4% (45)**	77
					AnsweredQuestion	**78**
					SkippedQuestion	**0**

20. Faculty demonstrate professional competence

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	RatingCount
Dr. Martin	3.8% (3)	1.3% (1)	7.7% (6)	29.5% (23)	**57.7% (45)**	78
Dr. Roark	0.0% (0)	1.3% (1)	2.6% (2)	33.8% (26)	**62.3% (48)**	77
Dr. Harris	0.0% (0)	0.0% (0)	2.6% (2)	33.8% (26)	**63.6% (49)**	77
					AnsweredQuestion	**78**
					SkippedQuestion	**0**

21. Faculty members associated with this course are accessible for help outside of class either in person, by phone, or email

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	RatingCount
Dr. Martin	1.3% (1)	1.3% (1)	6.6% (5)	40.8% (31)	**50.0% (38)**	76
Dr. Roark	0.0% (0)	0.0% (0)	8.0% (6)	41.3% (31)	**50.7% (38)**	75
Dr. Harris	0.0% (0)	1.4% (1)	6.8% (5)	40.5% (30)	**51.4% (38)**	74
					AnsweredQuestion	**76**
					SkippedQuestion	**2**

22. Lectures, discussions, and/or demonstrations focus on the material outlined in the syllabus

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	RatingCount
Dr. Martin	2.7% (2)	2.7% (2)	8.0% (6)	38.7% (29)	**48.0% (36)**	75
Dr. Roark	0.0% (0)	0.0% (0)	8.1% (6)	37.8% (28)	**54.1% (40)**	74
Dr. Harris	0.0% (0)	0.0% (0)	6.8% (5)	39.2% (29)	**54.1% (40)**	74
					AnsweredQuestion	**75**
					SkippedQuestion	**3**

23. Faculty meet class at the regularly scheduled time

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	RatingCount
Dr. Martin	0.0% (0)	0.0% (0)	2.6% (2)	32.1% (25)	**65.4% (51)**	78
Dr. Roark	0.0% (0)	0.0% (0)	1.3% (1)	32.5% (25)	**66.2% (51)**	77
Dr. Harris	0.0% (0)	0.0% (0)	1.3% (1)	32.5% (25)	**66.2% (51)**	77
					AnsweredQuestion	**78**
					SkippedQuestion	**0**

24. Faculty seem to care about students' learning

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	RatingCount
Dr. Martin	1.3% (1)	0.0% (0)	5.2% (4)	24.7% (19)	**68.8% (53)**	77
Dr. Roark	0.0% (0)	2.6% (2)	5.3% (4)	28.9% (22)	**63.2% (48)**	76
Dr. Harris	0.0% (0)	0.0% (0)	6.6% (5)	30.3% (23)	**63.2% (48)**	76
					AnsweredQuestion	**77**
					SkippedQuestion	**1**

25. Faculty stimulate interest in the subject

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	RatingCount
Dr. Martin	6.4% (5)	11.5% (9)	11.5% (9)	33.3% (26)	**37.2% (29)**	78
Dr. Roark	2.6% (2)	7.8% (6)	10.4% (8)	36.4% (28)	**42.9% (33)**	77
Dr. Harris	1.3% (1)	3.9% (3)	11.7% (9)	36.4% (28)	**46.8% (36)**	77
					AnsweredQuestion	**78**
					SkippedQuestion	**0**

26. Please share additional evaluative comments:

	ResponseCount
	28

AnsweredQuestion	28
SkippedQuestion	50

Page 2, Q26. Please share additional evaluative comments:		
1	Course Evaluation: Combining embryology & genetics made for a very disorganized curriculum. I completely understand the rigors of medical school curriculum & the time commitment that is involved. However, this was not an open your mouth & get ready for the fire hydrant of material, it was more of a "were not sure how this fits in your first semester & we need to get it out of the way." Exam2 for embryology covered every organ system in the body. We were attempting to learn different anatomical structures and how they formed, which we had not even touched in Gross Anatomy. This does not facilitate an understanding of Embryology which is critical to 1) learning the course material (Embryology is much more than memorizing) & 2) being successful on the COMLEX. I am glad this year WCUCOM decided to have 2 exams for genetics (which I know required to cut short Embryology portion), but, along with Embryology, I could not see how Genetics fit into the bigger picture. Bigger picture meaning how it fit into medical applications & being successful on our COMLEX. I do very much appreciate Dr. Roar & Dr. Harris for brining in guest lecturers to speak about the medical applications of genetics. I would have rather seen embryology incorporated into Gross Anatomy (on a scale of how much it is touched on the COMLEX). Genetics should be incorporated with a clinical correlations class or possibly biochemistry or microbiology. Teacher Evaluation: Dr. Martin is a fantastic human being. He cares tremendously for the students. Sadly, I think he even felt rushed trying to cover the amount of material he had in the given time frame. Personally, I did not like his lectures. It's very hard to comprehend a ppt. that only has pictures and no words of something that is so obscure as Embryology. Videos of how things develop would have been very beneficial (our textbook should have come with this, but it did not work on vital source). A summary/flowchart of what we covered how it developed would also have been hugely beneficial. I do not want to be "spoon fed" in medical school. It is the responsibility of the student to learn the material. However, it is not feasible to read the text & grasp something that is so abstract as Embryology is in the given time frame that we had with our other course load that demands reading the text. Dr. Roark & Dr. Harris did very well in the sense that they were quick in presenting the subject material. I can't honestly say that everything was clear in what they were saying, but they got us out of class which allowed for self studying. They both cared about students & the students success. I was impressed that the lecture before an exam was a review question & answer (that was extremely helpful). To further the understanding of genetics a student self assessment should be added at the end of every lecture via turning point. It would give direct feedback to both lecturers if the material was presented clearly & provide the students with active learning which makes understanding how to study for the material much more effective.	Dec 28, 2012 3:23 PM
2	I know the course for embryology and genetics has been changed to allow an equal share of time for both subjects from last year which I believe was a great change. The main problem I found with this course though was that embryology almost consisted of no facts made relevant to our career as an osteopathic physician. Many crucial details were merely brushed upon and a lot more emphasis was placed on just memorizing diagrams and/or figures. The book provided to our class as a resource was entirely not beneficial to our studies as the lectures did not cover a large sum of the material. It would have also helped if there was a clear flow to the course to help us better understand the material presented in class.	Dec 21, 2012 8:09 PM
3	I love the genetics section of this course. We learned clearly relevant material	Dec 21, 2012 7:20 PM

Page 2, Q26. Please share additional evaluative comments:		
	that was presented in a very understandable way. The professors were great! However, the embryology portion of this class was very disorganized to me. I love Dr. Martin as a person, but as a professor I had trouble following along with his lectures. It just seemed to be a lot of information to learn on my own. Maybe presenting the development in a chronological way instead of divided by systems would help? I know that would have made more sense with the way I think. It just seemed like we jumped back and forth and I had to peice the clues together outside of class. Also, the exam portion was hit or miss to me. You never quite understood what the important peices were. I learned a lot of information outside of class that I thought would be very helpful for the key concepts as well as used a BRS review book to make sure I was understanding. But, this was not reflected in the exam material which disappointed me. I feel like it would be awesome to have time to learn everything presented; however, in medical school let's face it -- we are time and sleep deprived. I think that focusing on the key concepts, even if it is the random in depth details of those, would have been way more efficient. Also, I am fine with correlating the material in between classes; however, the 2nd embryo exam had a LOT of histological slides on it -- I do not feel that much of the actual exam portion --- reflecting my embryology understanding --- should have been focused on a different subject.	
4	The order of the genetics lectures needs improving. Basic material that was necessary to understand one lecture was presenting after that lecture. This was a common occurrence. The order needs to be completely overhauled and more communication between the professors would allow repetition to avoided. Also, if we're going to get out early at most lectures, then why not schedule it so that we could do two lectures in the two hours and skip the next day. Otherwise, thank you for the commitment to knowledge and education. All professors are kind and respectful and willing to answer questions. Thank you.	Dec 21, 2012 5:12 PM
5	For me the Embryo portion of the class was very confusing. I didn't really know what to study for a test. Though we were told we could go off the powerpoint I didn't feel it gave much direction because by the end of it it used almost every picture in the book. If that is the case I wouldn't suggest that people didn't have to read the book. I felt it was misleading coming into the first test. All in all, I enjoyed the class and was happy to have all three as my teachers.	Dec 21, 2012 10:59 AM
6	Dr. Roark and Dr. Harris are extremely knowledgeable and passionate about the material they present to the class. They both have unique styles of teaching, but they complement each other well. They are always friendly, approachable, and refreshing in the classroom. I learned alot in the Genetics portion of this course! Dr. Martin is incredible as well. I personally didn't like the subject matter of embryology as much. It was my fault not his that it all just seemed foreign to me. He presented it clearly though with one organ system at a time. I liked the first test period best when we went through the major occurrences by week. All of these professors were some of my favorites. Possibly need a new Medical Genetics textbook, though! It was useless. I used the online questions, though, and those were helpful. The Embryo text was good-- reinforced Dr. Martin's lectures.	Dec 21, 2012 10:29 AM
7	These survey question (along with the survey questions from other classes) need "Not applicable" and "I don't know" options!!	Dec 20, 2012 3:31 PM
8	The information present in lectures was not the same material that we were	Dec 19, 2012 12:15 PM

Page 2, Q26. Please share additional evaluative comments:		
	tested on. I believe that the embryo portion of the course is much better suited to taught along with histology and anatomy to better our understanding of the material. Both the histology and anatomy textbooks provide the embryological development of each organ system.	
9	While I think Dr. Martin is a very nice person I don't think he adequately organized his lectures. It made it hard to prepare for the exams because I was never should what would be on the exam.	Dec 18, 2012 7:08 PM
10	The presentation of this course in regards to the Embryology portion was much too confusing. The course was presented from a Systems standpoint after the first few weeks of development was covered. Although, this is a much easier way to prepare and present material for the teacher, it is much more difficult for a student to understand the big picture of development as it is happening as a whole. Systems do not stand alone with in the body - niether do thier development. Teaching the course from a developmental standpoint would seem a much better approach as once could see how each system is developing together within a particular time frame. This would make the information seem much more relavent, easier to comprehend, and remember. In the way it was presented, the information seems disconected and discontinous. In addition to this, while Dr. Martin is a very nice individual, his method of presentation of the materials is subpar. It does no good to anyone to place a picture on a power point that is already labeled, point at the picture and read the labels with not much further information. I can do this as a student myself. Although at times, Dr. Martin did attempt to give some insight into what was occurring in the pictures - for the most part - I felt quite lost. Dr. Martin also chose to utilize many illustrated pictures. While I understand this is a common method for teaching Embryology, the utilization of many ultrasound or sonagram pictures in conjunction with the illustrations would allow a student to have a better frame of reference for what he or she may be looking at in the illustration. In regards to Genetics, the information presented was in a much clearer format; however, even with this section of the course, there were times when the professor would say, "Just learn what is on this slide - don't bother learning the information in any more detail than this," only to give problems on the test which required much more understanding of the information than what the slide rendered. In addition to this, some of the material covered in the course seemed inappropriate for a Medical School genetics course. For example, it seems quite unclear to me as to why I need to understand which type of genetics test is going to be utilized to determine whether I am screening for RNA, a protein, or DNA (Western Blotting, Southern Blotting, Northern Blotting, PCR, etc....). My goal is to be a physician - not work in a lab performing DNA or RNA testing. It would seem more appropriate to explain how a physician should garner biological materials for different types of tests from a clinical standpoint and then how to evaluate results of a test placed in his or her hand - this was not even mentioned. Possibly it is because, NONE of our Genetics / Embryology professors have never worked in a clinic on in a lab. We are to be Clinical Physicians - we should be trained as such.	Dec 18, 2012 2:38 PM
11	Did appreciate the instructors motivation to teach subject. Would have preferred more videos or video links on understanding the folding of embryo. I feel that was the hardest portion to grasps. Would have preferred that instructors put key points or their talking points on their powerpoint slides (in addition to the pictures) as many of us needed to refer back to the instructors notes and lost the	Dec 18, 2012 1:39 PM

Page 2, Q26. Please share additional evaluative comments:		
	main points.	
12	I really enjoyed the teaching by all three professors and thought they did a great job of explaining material. I would however make a few changes in the organization and timing of the course. For the embryology part of the course, the second exam had disproportionately more information than the first exam and I felt did not adequately test my knowledge of the material. For the genetics part of the course, the professors seemed to cram as much information into the lectures and did not time them very well leaving the last half of the lecture to cram in before the exam. Overall I think the embryology exams were fair, but the genetics exam did not reflect the review we were given and adequate time was not given to take the exam. This was apparent by the fact that majority of our class was still taking the exam when time was done. I would just work on time management for the course organization because it seemed rushed towards the end of each block.	Dec 18, 2012 11:24 AM
13	Dr. Martin is the coolest guy on the planet.	Dec 18, 2012 10:15 AM
14	These are two very different courses and should be evaluated and grades accumulated separately.	Dec 18, 2012 9:15 AM
15	- In my opinion embryology should be taught with anatomy and physiology. The development of organs and organ systems seem more related to anatomy and make the material easier to understand. Consequently, the Anatomy course may need to be extended to to a year long course in order have a better grasp on the structure, function and development of the human body. As a result, the foundation of medicine is much stronger. Currently the course is so condensed that it is difficult to develop a solid grasp on concepts. - There needs to be more supplementary material for embryology. Development is an abstract concept. Many of my colleagues (students), including myself, are turning to the internet and finding material from other schools to supplement the lectures and the text. - Genetics is course needs to have more lectures, perhaps extend the course to a semester or make it 3 times a week. The direction in which medicine is moving has a lot to do with the application of personalized medicine and gene sequencing. Perhaps material can be tied into micro and physiology to make it Board related. Personally, I feel this course should be a semester long. - Genetics lecture needs to spend more time working problems and applications vs pure lecture.	Dec 16, 2012 1:23 PM
16	The sequence of lessons in Embryo is not conducive to learning nor is the teaching style, as any one of us med students can read thru figure legends to teach ourselves. Perhaps, a more beneficial teaching method would involve teaching embryo from a time sequence standpoint from conception to birth, rather than thru body system development. As for Genetics, I have enjoyed the guest lecturers. :-) I would suggest that Dr. Roark slow down when teaching-- yes, we do enjoy finishing early but not at the expense of our learning. I do believe we could cover the same amount of material in a day if he would slow down and let us think about what he is saying and comprehend to formulate questions. Dr. Harris is a great teacher and explains things well. Roark and Harris make a good team.	Dec 15, 2012 8:07 PM
17	Embryology - - Embryology is conceptually difficult to understand. Allowing more time for mastering of the material would be extremely beneficial. -	Dec 15, 2012 1:58 PM

Page 2, Q26. Please share additional evaluative comments:		
	Genetics, likewise, was very difficult to master given the time allotted for class. It is very difficult to digest and learn the material in a 90+ slide lecture when the information is incredibly dense. Having the information spread out over more lectures would enable students to learn the material better.	
18	These should be two separate courses or integrated with other concurrently.	Dec 15, 2012 1:38 PM
19	Embryology seemed VERY unorganized and chaotic throughout the course. Genetics has been great, both Dr. Roark and Dr. Harris are great professors. I really enjoyed to guest speakers. I also really enjoy the review sessions before each test.	Dec 15, 2012 11:27 AM
20	The course seemed directed towards students who had prior embryology/genetics studies. The embryology presentations were hard to follow or make sense of what we were to study in the exam block. Presenting only images did not elucidate the processes we were trying to learn, but only forced people to memorize them for the exams. There appears to be a disjunction between the goal of this course and what students actually get out of it.	Dec 15, 2012 12:48 AM
21	I enjoyed all 3 professors and especially liked the guest lectures given in the genetics portion of the class. They were good speakers with interesting information and their presentations were immediately relevant to course topics and allowed us to tie together academia and clinical! I will also say that this group of faculty were the most consistent in being available for in class questions and discussions and did the best job of following up with unknown issues addressed and responding to questions generated outside of class. I think the course order should be flipped and we should begin the semester with genetics and finish with embryo. Most people have had some form of genetics prior to medical school and adding a course you can ease into would be better at the beginning. I also think embryo should be longer and tied more closely to gross anatomy. Perhaps last the entire semester and meet one hour week to address the current topic being reviewed in gross. Embryo exams could be tied into anatomy (I.e give 25 questions each gross test) or the format of the embryo course needs to be reorganized into a systems based class. We could easily go through each main organ from start to finish and in a chronological order rather than jumping all over the body and the time scale.	Dec 15, 2012 12:14 AM
22	Would there be a better way to match the embryology material with the gross anatomy material at the same time during the semester? This would benefit learning in both classes	Dec 14, 2012 11:28 PM
23	Dr. Martin is the best profrosser I've ever had. His jokes were awesomely corny.	Dec 14, 2012 9:28 PM
24	.	Dec 14, 2012 9:20 PM
25	I found the Embryology portion of this class very poorly taught. The material was not explained well, and the concepts that had to be visualized weren't demonstrated. I ended up having to teach myself every bit of the material. I emailed the Professor a few times with no response. Still unable to figure out some parts of the embryology material, I went to his office multiple times but was unable to find him over a period of an entire day. Myself, and many others in the class ended up learning most of the material we should have been taught from	Dec 14, 2012 7:28 PM

Page 2, Q26. Please share additional evaluative comments:		
	YouTube videos. Genetics was a hard class, but the professors were clear and concise on what they wanted us to learn. The powerpoints were little long, sometimes more than 90 slides in an hour. This was terrible in class, but gave us something to study and learn from. They also led review sessions, and answered questions. This helped me a lot.	
26	A book was listed on one of the first few powerpoints. We were told that we have access to that book on vitalsource and later found out we do not. Would giving us access to one more book really have made that much of a difference? Are we missing out on a good source of information because the teachers were told to cut down on their required books? I feel as though all three professors are very competent. Dr Martin might be better with a bit of help doing all the embryo lectures but he clearly loves the topic and his students. I enjoyed his lectures especially- though I may just enjoy the topic of embryology better (though I think Drs Martin and Roark are both wonderful teachers).	Dec 14, 2012 7:06 PM
27	N/A	Dec 14, 2012 6:54 PM
28	The Embryology section of the course did not teach me anything. Most of what was presented in class was diagrams which were not fully explained. Most students thought the material was difficult to learn this way. Maybe integrating embryology into gross anatomy or histology would help connect the dots for students a little more. For me, I did not learn embryology from the course at all. It was too much information in too little time which was not presented to us in a way that we could understand. I don't believe the exams accurately assessed our knowledge of the material either. Dr. Roark - too many diagrams in the lectures without adequate explainations. Speaks too quickly. Genetics course as a whole - DO NOT ask the class if they have had a genetics course before. I personally did have a genetics course in undergrad, as well as around 88% of the class - but I feel that asking us this was a huge disadvantage to us as students. The lectures were taught as if we had genetics the semester before or better, with a lot of the topics being brushed over so quickly that I didn't even know what the professor was talking about. There were many topics that a general undergrad genetics course does not cover. I had trouble understanding those topics, and I know the 12% of the class that had never had genetics before was having a much harder time than me. I do not think the class should be taught execting any student to know anything, because I really think things should have been explained in more detail and more time should have been taken especially in the first few lectures. Dr. Roark normally finished his lectures in half the allotted time, but that was a result of him speeding through topics. If he took some time on each slide without powering through and speaking so quickly, there wouldn't have been as many confused students come test time. I think the genetics course was made more interesting by having guest lecturers, and I do believe this would be interesting in other subjects as well.	Dec 14, 2012 6:41 PM

Course Evaluation – Fall 2012
OMS 6110 Embryology – Genetics

1. Grades and feedback were delivered within:
   1- Less than one week
   2- 1 – 2 weeks
   3- 3 – 4 weeks
   4- More than 4 weeks

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1 = Strongly disagree 2 = Disagree 3 = Somewhat agree 4 = Agree 5 = Strongly agree

2. Opportunities were given for questions to be asked during class.
3. Supplemental materials (e.g. books, videos, ETC) for this course were available at the WCU library.
4. The COM-provided electronic textbook collection provided adequate resource material for the course.
5. The course had adequate number of instructors for the LECTURE portion.
6. The course had an adequate number of instructors for the LAB portion, if a lab accompanied the course.
7. The course material was presented clearly.
8. The course met the objectives as stated in the syllabus.
9. The course syllabus clearly stated the expected goals/objectives competencies for the course.
10. The course was presented in a well-organized fashion.
11. The examinations reflected the material covered in the course.
12. The grading criteria for the course were clearly outlined in the syllabus.
13. The relevance of the material to the practice of Osteopathic Medicine was clearly explained.
14. The teaching/learning aids/materials used in this course enhanced my understanding of the material.
15. There was sufficient time allotted to cover the material in the course.
16. This course encouraged me to think clearly and critically about the subject material.

		C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16
N	Valid	77	77	69	76	76	71	76	75	74	77	75	76	76	77	75	77
	Missing	2	2	10	3	3	8	3	4	5	2	4	3	3	2	4	2
Mean		1.56	4.53	3.33	3.82	4.26	5.30	3.46	3.96	4.12	3.61	3.63	4.32	3.55	3.48	3.59	3.57
Median		2.00	5.00	3.00	4.00	4.00	6.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Std. Deviation		.525	.575	1.053	1.003	.700	1.088	1.148	.877	.793	1.172	1.100	.677	1.076	1.119	1.253	1.117
Minimum		1	3	1	1	2	3	1	2	2	1	1	2	1	1	1	1
Maximum		3	5	5	5	5	6	5	5	5	5	5	5	5	5	5	5

Faculty Evaluation -Fall 2012
OMS 6110 Embryology-Genetics

1 = Strongly disagree
2 = Disagree
3 = Somewhat agree
4 = Agree
5 = Strongly agree

1. **Appears well prepared for class**
2. **Gives timely feedback on exams, reports, and other course activities**
3. **Communicates subject matter clearly**
4. **Demonstrates professional competence**
5. **Is accessible for help outside of class either in person, by phone, or email**
6. **Lectures, discussions, and/or demonstrations focus on the material outlined in the syllabus**
7. **Meets class at the regularly scheduled time**
8. **Seems to care about students' learning**
9. **Stimulates interest in the subject**

Open response item:

10. Please share additional comments:

Dr. Martin

		F1A	F2A	F3A	F4A	F5A	F6A	F7A	F8A	F9A
N	Valid	78	78	78	78	76	75	78	77	78
	Missing	1	1	1	1	3	4	1	2	1
Mean		4.24	4.24	3.63	4.36	4.37	4.27	4.63	4.60	3.83
Median		4.50	4.00	4.00	5.00	4.50	4.00	5.00	5.00	4.00
Std. Deviation		.996	.793	1.300	.967	.780	.920	.537	.712	1.232
Minimum		1	2	1	1	1	1	3	1	1
Maximum		5	5	5	5	5	5	5	5	5

Dr. Roark

		F1B	F2B	F3B	F4B	F5B	F6B	F7B	F8B	F9B
N	Valid	77	77	77	77	75	74	77	76	77
	Missing	2	2	2	2	4	5	2	3	2
Mean		4.49	4.38	4.10	4.57	4.43	4.46	4.65	4.53	4.09
Median		5.00	4.00	4.00	5.00	5.00	5.00	5.00	5.00	4.00
Std. Deviation		.700	.608	1.071	.616	.640	.645	.507	.721	1.041
Minimum		2	3	1	2	3	3	3	2	1
Maximum		5	5	5	5	5	5	5	5	5

Dr. Harris

		F1C	F2C	F3C	F4C	F5C	F6C	F7C	F8C	F9C
N	Valid	77	76	77	77	74	74	77	76	77
	Missing	2	3	2	2	5	5	2	3	2
Mean		4.57	4.36	4.49	4.61	4.42	4.47	4.65	4.57	4.23
Median		5.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00
Std. Deviation		.594	.605	.681	.542	.683	.624	.507	.618	.902
Minimum		3	3	2	3	2	3	3	3	1
Maximum		5	5	5	5	5	5	5	5	5

Comments:

- The order of the genetics lectures needs improving. Basic material that was necessary to understand one lecture was presenting after that lecture. This was a common occurrence. The order needs to be completely overhauled and more communication between the professors would allow repetition to avoided. Also, if we're going to get out early at most lectures, then why not schedule it so that we could do two lectures in the two hours and skip the next day. Otherwise, thank you for the commitment to knowledge and education. All professors are kind and respectful and willing to answer questions. Thank you.

- For me the Embryo portion of the class was very confusing. I didn't really know what to study for a test. Though we were told we could go off the powerpoint I didn't feel it gave much direction because by the end of it it used almost every picture in the book. If that is the case I wouldn't suggest that people didn't have to read the book. I felt it was misleading coming into the first test. All in all, I enjoyed the class and was happy to have all three as my teachers.

- Dr. Roark and Dr. Harris are extremely knowledgeable and passionate about the material they present to the class. They both have unique styles of teaching, but they complement each other well. They are always friendly, approachable, and refreshing in the classroom. I learned alot in the Genetics portion of this course! Dr. Martin is incredible as well. I personally didn't like the subject matter of embryology as much. It was my fault not his that it all just seemed foreign to me. He presented it clearly though with one organ system at a time. I liked the first test period best when we went through the major occurrences by week. All of these professors were some of my favorites. Possibly need a new Medical Genetics textbook, though! It was useless. I used the online questions, though, and those were helpful. The

- Embryo text was good-- reinforced Dr. Martin's lectures.

- These survey question (along with the survey questions from other classes) need "Not applicable" and "I don't know" options!!

- The information present in lectures was not the same material that we were tested on. I believe that the embryo portion of the course is much better suited to taught along with histology and anatomy to better our understanding of the material. Both the histology and anatomy textbooks provide the embryological development of each organ system.

- The presentation of this course in regards to the Embryology portion was much too confusing. The course was presented from a Systems standpoint after the first few weeks of development was covered. Although, this is a much easier way to prepare and present material for the teacher, it is much more difficult for a student to understand the big picture of development as it is happening as a whole. Systems do not stand alone with in the body - niether do thier development. Teaching the course from a developmental standpoint would seem a much better approach as once could see how each system is developing together within a particular time frame. This would make the information seem much more relavent,

easier to comprehend, and remember. In the way it was presented, the information seems disconected and discontinous. In addition to this, while Dr. Martin is a very nice individual, his method of presentation of the materials is subpar. It does no good to anyone to place a picture on a power point that is already labeled, point at the picture and read the labels with not much further information. I can do this as a student myself. Although at times, Dr. Martin did attempt to give some insight into what was occurring in the pictures - for the most part - I felt quite lost. Dr. Martin also chose to utilize many illustrated pictures. While I understand this is a common method for teaching Embryology, the utilization of many ultrasound or sonagram pictures in conjunction with the illustrations would allow a student to have a better frame of reference for what he or she may be looking at in the illustration. In regards to Genetics, the information presented was in a much clearer format; however, even with this section of the course, there were times when the professor would say, "Just learn what is on this slide - don't bother learning the information in any more detail than this," only to give problems on the test which required much more understanding of the information than what the slide rendered. In addition to this, some of the material covered in the course seemed inappropriate for a Medical School genetics course. For example, it seems quite unclear to me as to why I need to understand which type of genetics test is going to be utilized to determine whether I am screening for RNA, a protein, or DNA (Western Blotting, Southern Blotting, Northern Blotting, PCR, etc....). My goal is to be a physician - not work in a lab performing DNA or RNA testing. It would seem more appropriate to explain how a physician should garner biological materials for different types of tests from a clinical standpoint and then how to evaluate results of a test placed in his or her hand - this was not even mentioned. Possibly it is because, NONE of our Genetics / Embryology professors have never worked in a clinic on in a lab. We are to be Clinical Physicians - we should be trained as such.

- Did appreciate the instructors motivation to teach subject. Would have preferred more videos or video links on understanding the folding of embryo. I feel that was the hardest portion to grasps. Would have preferred that instructors put key points or their talking points on their powerpoint slides (in addition to the pictures) as many of us needed to refer back to the instructors notes and lost the main points.

- I really enjoyed the teaching by all three professors and thought they did a great job of explaining material. I would however make a few changes in the organization and timing of the course. For the embryology part of the course, the second exam had disproportionately more information than the first exam and I felt did not adequately test my knowledge of the material. For the genetics part of the course, the professors seemed to cram as much information into the lectures and did not time them very well leaving the last half of the lecture to cram in before the exam. Overall I think the embryology exams were fair, but the genetics exam did not reflect the review we were given and adequate time was not given to take the exam. This was apparent by the fact that majority of our class was still taking the exam when time was done. I would just work on time management for the course organization because it seemed rushed towards the end of each block.

- Dr. Martin is the coolest guy on the planet.

- These are two very different courses and should be evaluated and grades accumulated separately.

- In my opinion embryology should be taught with anatomy and physiology. The development of organs and organ systems seem more related to anatomy and make the material easier to understand. Consequently, the Anatomy course may need to be extended to to a year long course in order have a better grasp on the structure, function and development of the human body. As a result, the foundation of medicine is much stronger. Currently the course is so condensed that it is difficult to develop a solid grasp on concepts. - There needs to be more supplementary material for embryology. Development is an abstract concept. Many of my colleagues (students), including myself, are turning to the internet and finding material from other schools to supplement the lectures and the text. - Genetics is course needs to have more lectures, perhaps extend the course to a semester or make it 3 times a week. The direction in which medicine is moving has a lot to do with the application of personalized medicine and gene sequencing. Perhaps material can be tied into micro and physiology to make it Board related. Personally, I feel this course should be a semester long. - Genetics lecture needs to spend more time working problems and applications vs pure lecture.

- The sequence of lessons in Embryo is not conducive to learning nor is the teaching style, as any one of us med students can read thru figure legends to teach ourselves. Perhaps, a more beneficial teaching method would involve teaching embryo from a time sequence standpoint from conception to birth, rather than thru body system development. As for Genetics, I have enjoyed the guest lecturers. :-) I would suggest that Dr. Roark slow down when teaching--yes, we do enjoy finishing early but not at the expense of our learning. I do believe we could cover the same amount of material in a day if he would slow down and let us think about what he is saying and comprehend to formulate questions. Dr. Harris is a great teacher and explains things well. Roark and Harris make a good team.

- While I think Dr. Martin is a very nice person I don't think he adequately organized his lectures. It made it hard to prepare for the exams because I was never should what would be on the exam.

- Embryology - - Embryology is conceptually difficult to understand. Allowing more time for mastering of the material would be extremely beneficial. - Genetics, likewise, was very difficult to master given the time allotted for class. It is very difficult to digest and learn the material in a 90+ slide lecture when the information is incredibly dense. Having the information spread out over more lectures would enable students to learn the material better.

- These should be two separate courses or integrated with other concurrently.

- Embryology seemed VERY unorganized and chaotic throughout the course. Genetics has been great, both Dr. Roark and Dr. Harris are great professors. I really enjoyed to guest speakers. I also really enjoy the review sessions before each test.

- The course seemed directed towards students who had prior embryology/genetics studies. The embryology presentations were hard to follow or make sense of what we were to study in the exam block. Presenting only images did not elucidate the processes we were trying to learn, but only forced people to memorize them for the exams. There appears to be a disjunction between the goal of this course and what students actually get out of it.

- Would there be a better way to match the embryology material with the gross anatomy material at the same time during the semester? This would benefit learning in both classes

- Dr. Martin is the best profrosser I've ever had. His jokes were awesomely corny.

- I found the Embryology portion of this class very poorly taught. The material was not explained well, and the concepts that had to be visualized weren't demonstrated. I ended up having to teach myself every bit of the material. I emailed the Professor a few times with no response. Still unable to figure out some parts of the embryology material, I went to his office multiple times but was unable to find him over a period of an entire day. Myself, and many others in the class ended up learning most of the material we should have been taught from YouTube videos. Genetics was a hard class, but the professors were clear and concise on what they wanted us to learn. The powerpoints were little long, sometimes more than 90 slides in an hour. This was terrible in class, but gave us something to study and learn from. They also led review sessions, and answered questions. This helped me a lot.

- A book was listed on one of the first few powerpoints. We were told that we have access to that book on vitalsource and later found out we do not. Would giving us access to one more book really have made that much of a difference? Are we missing out on a good source of information because the teachers were told to cut down on their required books? I feel as though all three professors are very competent. Dr Martin might be better with a bit of help doing all the embryo lectures but he clearly loves the topic and his students. I enjoyed his lectures especially- though I may just enjoy the topic of embryology better (though I think Drs Martin and Roark are both wonderful teachers).

- N/A

- I enjoyed all 3 professors and especially liked the guest lectures given in the genetics portion of the class. They were good speakers with interesting information and their presentations were immediately relevant to course topics and allowed us to tie together academia and clinical! I will also say that this group of faculty were the most consistent in being available for in class questions and discussions and did the best job of following up with unknown issues addressed and responding to questions generated outside of class. I think the course order should be flipped and we should begin the semester with genetics and finish with embryo. Most people have had some form of genetics prior to medical school and adding a course you can ease into would be better at the beginning. I also think embryo should be longer and tied more closely to gross anatomy. Perhaps last the entire semester and meet one hour week to address the current topic being reviewed in gross. Embryo exams could be tied into anatomy (I.e give 25 questions each gross test) or the format of the embryo course needs to be reorganized into a systems based class. We could easily go through each main organ from start to finish and in a chronological order rather than jumping all over the body and the time scale.

- The Embryology section of the course did not teach me anything. Most of what was presented in class was diagrams which were not fully explained. Most students thought the material was difficult to learn this way. Maybe integrating embryology into gross anatomy or histology would help connect the dots for students a little more. For me, I did not learn embryology from the course at all. It was too much information in too little time which was not presented to us in a way that we could understand. I don't believe the exams accurately assessed our knowledge of the material either. Dr. Roark - too many diagrams in the lectures without adequate explainations. Speaks too quickly. Genetics course as a whole - DO NOT ask the class if they have had a genetics course before. I personally did have a genetics course in undergrad, as well as around 88% of the class - but I feel that asking us this was a huge disadvantage to us as students. The lectures were taught as if we had genetics the semester before or better, with a lot of the topics being brushed over so quickly that I didn't even know what the professor was talking about. There were many topics that a general undergrad genetics course does not cover. I had trouble understanding those topics, and I know the 12% of the class that had never had genetics before was having a much harder time than me. I do not think the class should be taught execting any student to know anything, because I really think things should have been explained in more detail and more time should have been taken especially in the first few lectures. Dr. Roark normally finished his lectures in half the allotted time, but that was a result of him speeding through topics. If he took some time on each slide without powering through and speaking so quickly, there wouldn't have been as many confused students come test time. I think the genetics course was made more interesting by having guest lecturers, and I do believe this would be interesting in other subjects as well.

- Course Evaluation: Combining embryology & genetics made for a very disorganized curriculum. I completely understand the rigors of medical school curriculum & the time commitment that is involved. However, this was not an open your mouth & get ready for the fire hydrant of material, it was more of a "were not sure how this fits in your first semester & we need to get it out of the way." Exam2 for embryology covered every organ system in the body. We were attempting to learn different anatomical structures and how they formed, which we had not even touched in Gross Anatomy. This does not facilitate an understanding of Embryology which is critical to 1) learning the course material (Embryology is much more than memorizing) & 2) being successful on the COMLEX. I am glad this year WCUCOM decided to have 2 exams for genetics (which I know required to cut short Embryology portion), but, along with Embryology, I could not see how Genetics fit into the bigger picture. Bigger picture meaning how it fit into medical applications & being successful on our COMLEX. I do very much appreciate Dr. Roar & Dr. Harris for brining in guest lecturers to speak about the medical applications of genetics. I would have rather seen embryology incorporated into Gross Anatomy (on a scale of how much it is touched on the COMLEX). Genetics should be incorporated with a clinical correlations class or possibly biochemistry or microbiology. Teacher Evaluation: Dr. Martin is a fantastic human being. He cares tremendously for the students. Sadly, I think he even felt rushed trying to cover the amount of material he had in the given time frame. Personally, I did not like his lectures. It's very hard to comprehend a ppt. that only has pictures and no words of something that is so obscure as Embryology. Videos of how things develop would have been very beneficial (our textbook should have come with this, but it did not work on vital source). A summary/flowchart of what we covered how it developed would also have been hugely beneficial. I do not want to be "spoon fed" in medical school. It is the responsibility of the student to learn the material. However, it is not feasible to read the text & grasp something that is so abstract as Embryology is in the given time frame that we had with our other course load that demands reading the text. Dr. Roark & Dr. Harris did very well in the sense that they were quick in presenting the subject material. I can't honestly

say that everything was clear in what they were saying, but they got us out of class which allowed for self studying. They both cared about students & the students success. I was impressed that the lecture before an exam was a review question & answer (that was extremely helpful). To further the understanding of genetics a student self assessment should be added at the end of every lecture via turning point. It would give direct feedback to both lecturers if the material was presented clearly & provide the students with active learning which makes understanding how to study for the material much more effective.

- I know the course for embryology and genetics has been changed to allow an equal share of time for both subjects from last year which I believe was a great change. The main problem I found with this course though was that embryology almost consisted of no facts made relevant to our career as an osteopathic physician. Many crucial details were merely brushed upon and a lot more emphasis was placed on just memorizing diagrams and/or figures. The book provided to our class as a resource was entirely not beneficial to our studies as the lectures did not cover a large sum of the material. It would have also helped if there was a clear flow to the course to help us better understand the material presented in class.
- I love the genetics section of this course. We learned clearly relevant material that was presented in a very understandable way. The professors were great! However, the embryology portion of this class was very disorganized to me. I love Dr. Martin as a person, but as a professor I had trouble following along with his lectures. It just seemed to be a lot of information to learn on my own. Maybe presenting the development in a chronological way instead of divided by systems would help? I know that would have made more sense with the way I think. It just seemed like we jumped back and forth and I had to peice the clues together outside of class. Also, the exam portion was hit or miss to me. You never quite understood what the important peices were. I learned a lot of information outside of class that I thought would be very helpful for the key concepts as well as used a BRS review book to make sure I was understanding. But, this was not reflected in the exam material which disappointed me. I feel like it would be awesome to have time to learn everything presented; however, in medical school let's face it -- we are time and sleep deprived. I think that focusing on the key concepts, even if it is the random in depth details of those, would have been way more efficient. Also, I am fine with correlating the material in between classes; however, the 2nd embryo exam had a LOT of histological slides on it -- I do not feel that much of the actual exam portion --- reflecting my embryology understanding --- should have been focused on a different subject.