# **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**

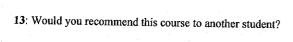
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Overall Ratings for the Course	Students Responded	1 2	3 4
1: Please rate the quality and usefulness of the course content	<u>;</u> 7	5.0	
2: Please rate the quality of teaching in the course	7	5.0	
3: Please provide an overall rating for the course	7	5.0	
Course Instructors	Students Responded		
Price, Alkes			
4: Overall effectiveness in class	7	4.7	
5: Accessibility outside of class	7		

# Course Format, Materials, Students **Assignments, and Feedback** Responded 6: How appropriate was the course format for the subject matter? 7 4.9 7: Course description (descriptiveness and accuracy) 4.7 8: Syllabus, course notes, slides, etc. 4.5 9: Textbook and other readings 4.7 10: Exercises, assignments, and exams 4.6 11: Quality of the feedback you received on your performance 4.0 ■ No Response: 29% More than 7 hours: 71% 12: On average, how many hours per week outside of class did you dedicate to this course?

# **Course Strengths and Areas for Improvement**

Students Responded



■ Definitely would: 71% Probably would: 29%

### Logout

# Course Evaluation Report - Comment Listings



NOTE: Depending on your printer options you may need to set to print in "landscape" mode.

[ Back to Current Course Listings ] [ Back to Course Details ]

# 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.

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Harvard T.H. Chan School of Public Health · 677 Huntington

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# Course Evaluation Report - Comment Listings



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# 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.

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# Course Evaluation Report - Comment Listings



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[ Back to Current Course Listings ] [ Back to Course Details ]

# 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.

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

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

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# Course Evaluation Report - Comment Listings



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[ Back to Current Course Listings ] [ Back to Course Details ]

# 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.

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.

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# Course Evaluation Report - Comment Listings



NOTE: Depending on your printer options you may need to set to print in "landscape" mode.

[ Back to Current Course Listings ] [ Back to Course Details ]

# 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.

Harvard T.H. Chan School of Public Health · 677 Huntington

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

### Spring 1 - 2012: EPI 511 - Adv Population & Med Genetics

### Price, Alkes

Students Enrolled: 10 Students Responded: 8 Response Rate: 80.0 % Overall Course Ratings

	Responded	Rating
Please rate the overall quality and usefulness of the course content.	8	<b>4.8</b> /5
Please rate the overall quality and effectiveness of teaching in the course.	8	<b>4.5</b> /5
Please provide an overall course rating.	8	<b>4.6</b> /5

### Course Design and Quality

	Responded	Rating
The course met the learning objectives stated in the syllabus.	8	<b>4.8</b> /5
The course was presented in an appropriate format for the subject matter.	8	<b>4.6</b> /5
The syllabus was clear, organized, and complete.	8	<b>4.9</b> /5
The skills and knowledge from the course will be useful in my professional life.	8	<b>4.6</b> /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  $\gg$ 

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

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

### Read the responses »

I dentify two or three aspects of the course that could be improved or enhanced. Read the responses  ${\color{blue} *}$ 

### Faculty/Instructors

1. Price, Alkes (Primary)	Responded	Rating	
Set high expectations.	8	<b>4.9</b> /5	
Effectively managed the class discussion.	8	<b>4.8</b> /5	
Was responsive to students' concerns.	8	<b>4.9</b> /5	
Was accessible to students outside of class.	7	<b>5.0</b> /5	
Provided quality feedback on your assignments and performance.	8	<b>4.8</b> /5	
The teaching in this course facilitated learning.	8	<b>4.8</b> /5	

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

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

### Guest Speakers

	Responded	Rating	
The guest speakers (if any) were relevant to the course.	2	<b>5.0</b> /5	
Guest speaker (if any) effectiveness in the classroom.	2	<b>5.0</b> /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 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.

# **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.

# **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.

# **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

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 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.

# **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.

# **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.

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

### Spring 1 - 2013: EPI 511 - Adv Population & Med Genetics

### Price, Alkes

Students Enrolled: 2 Students Responded: 2 Response Rate: 100.0 % Overall Course Ratings

	Responded	Rating	
Please rate the overall quality and usefulness of the course content.	2	<b>5.0</b> /5	
Please rate the overall quality and effectiveness of teaching in the course.	2	<b>5.0</b> /5	
Please provide an overall course rating.	2	<b>5.0</b> /5	

### Course Design and Quality

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

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

### Read the responses »

I dentify two or three aspects of the course that could be improved or enhanced. Read the responses  ${\color{blue} *}$ 

### Faculty/Instructors

1. Price, Alkes (Primary)	Responded	Rating
Set high expectations.	2	<b>5.0</b> /5
Effectively managed the class discussion.	2	<b>4.0</b> /5
Was responsive to students' concerns.	2	<b>4.5</b> /5
Was accessible to students outside of class.	2	<b>5.0</b> /5
Provided quality feedback on your assignments and performance.	1	<b>5.0</b> /5
The teaching in this course facilitated learning.	2	<b>5.0</b> /5

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

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

### Guest Speakers

	Responded	Rating
The guest speakers (if any) were relevant to the course.	0	<b>0.0</b> /5
Guest speaker (if any) effectiveness in the classroom.	0	<b>0.0</b> /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 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%** 

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	0.0%
< 2 years	100.0%
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.

# **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.

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

# Spring 1 - 2014: EPI511 - Adv Population & Med Genetics

### Price, Alkes

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

### Overall Course Ratings

	Responded	Rating
Please rate the overall quality and usefulness of the course content.	7	<b>4.9</b> /5
Please rate the overall quality and effectiveness of teaching in the course.	7	<b>4.9</b> /5
Please provide an overall course rating.	7	<b>4.9</b> /5

### Course Design and Quality

	Responded	Rating
The course met the learning objectives stated in the syllabus.	7	<b>5.0</b> /5
The course was presented in an appropriate format for the subject matter.	7	<b>4.9</b> /5
The syllabus was clear, organized, and complete.	7	<b>5.0</b> /5
The skills and knowledge from the course will be useful in my professional life.	7	<b>4.9</b> /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  $\gg$ 

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%

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	<b>4.7</b> /5
Effectively managed the class discussion.	7	<b>4.9</b> /5
Was responsive to students' concerns.	7	<b>4.9</b> /5
Was accessible to students outside of class.	7	<b>4.9</b> /5
Provided quality feedback on your assignments and performance.	6	<b>4.8</b> /5
The teaching in this course facilitated learning.	7	<b>4.7</b> /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**

	Responded	Rating
The guest speakers (if any) were relevant to the course.	5	<b>4.6</b> /5
Guest speaker (if any) effectiveness in the classroom.	5	<b>4.6</b> /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	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
 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%

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**

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, dont let them put you off (unless you dont 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.

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**

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

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, 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

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 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.

# **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.

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 things that the instructor should focus on to improve her/his classroom effectiveness.

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

goes through the slides pretty quickly

### Submitted on March 24, 2014 at 08:25:13 PM:

Sometimes Alkes 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.

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

# Spring 1 - 2015: EPI511 - Adv Population & Med Genetics

### Price, Alkes

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

### Overall Course Ratings

	Responded	Rating
Please rate the overall quality and usefulness of the course content.	5	<b>4.6</b> /5
Please rate the overall quality and effectiveness of teaching in the course.	5	<b>4.8</b> /5
Please provide an overall course rating.	5	<b>4.6</b> /5

### Course Design and Quality

	Responded	Rating
The course met the learning objectives stated in the syllabus.	5	<b>4.4</b> /5
The course was presented in an appropriate format for the subject matter.	5	<b>4.6</b> /5
The syllabus was clear, organized, and complete.	5	<b>5.0</b> /5
The skills and knowledge from the course will be useful in my professional life.	5	<b>4.6</b> /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%

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

7 - 12 hours

20.0%

No Response

0.0%

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

Yes **0.0%**No **0.0%**No Response **100.0%** 

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 **0.0%**No Response **100.0%** 

### 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 **0.0%** heard/saw someone in the class commit the slight/insult

No, the instructor was not aware of someone committing the slight/insult

0.0%

0.0%

The instructor committed the slight/insult and was aware

0.0%

committed the slight/insult and was not aware

The instructor

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%

### Faculty/Instructors

1. Price, Alkes (Primary)	Responded	Rating	
Set high expectations.	5	<b>4.6</b> /5	
Effectively managed the class discussion.	5	<b>5.0</b> /5	
Was responsive to students' concerns.	4	<b>5.0</b> /5	
Was accessible to students outside of class.	4	<b>5.0</b> /5	
Provided quality feedback on your assignments and performance.	4	<b>4.8</b> /5	
The teaching in this course facilitated learning.	5	<b>5.0</b> /5	

### **Guest Speakers**

	Responded	Rating	
The guest speakers (if any) were relevant to the course.	5	<b>4.8</b> /5	
Guest speaker (if any) effectiveness in the classroom.	5	<b>4.8</b> /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.

# **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.

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, 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.

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 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.

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 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.

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 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.

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

### 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

	Responded	Rating	
Please rate the overall quality and usefulness of the course content.	5	<b>4.6</b> /5	
Please rate the overall quality and effectiveness of teaching in the course.	5	<b>4.0</b> /5	
Please provide an overall course rating.	5	<b>4.4</b> /5	

### Course Design and Quality

	Responded	Rating
The course met the learning objectives stated in the syllabus.	5	<b>4.8</b> /5
The course was presented in an appropriate format for the subject matter.	5	<b>4.4</b> /5
The syllabus was clear, organized, and complete.	5	<b>4.6</b> /5
The skills and knowledge from the course will be useful in my professional life.	5	<b>4.6</b> /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  $\overset{\text{\tiny{w}}}{}$ 

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

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?

0.0%

0.0%

Yes, the instructor **0.0%** heard/saw someone in the class commit the slight/insult

No, the instructor was not aware of someone committing the slight/insult

The instructor committed the slight/insult and was aware

The instructor **0.0%** 

committed the slight/insult and was not aware

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.

Identify two or three aspects of the course that could be improved or enhanced. Read the responses  ${\color{black} >}$ 

## Faculty/Instructors

1. Price, Alkes (Primary)	Responded	Rating
Set high expectations.	5	<b>5.0</b> /5
Effectively managed the class discussion.	5	<b>4.4</b> /5
Was responsive to students' concerns.	5	<b>4.2</b> /5
Was accessible to students outside of class.	5	<b>4.2</b> /5
Provided quality feedback on your assignments and performance.	3	<b>4.3</b> /5
The teaching in this course facilitated learning.	5	<b>4.2</b> /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  $\gg$ 

### **Guest Speakers**

	Responded	Rating	
The guest speakers (if any) were relevant to the course.	5	<b>5.0</b> /5	
Guest speaker (if any) effectiveness in the classroom.	5	<b>4.8</b> /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 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 <u>old course evaluation system</u>.

# **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.

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**

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.

# **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.

# **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.

# **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.

# **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.

# **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.

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

# Spring 1 - 2017: EPI511 - Advanced Population & Med Genetics

#### Price, Alkes

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

## Overall Course Ratings

	Responded	Rating	
Please rate the overall quality and usefulness of the course content.	7	<b>4.9</b> /5	
Please rate the overall quality and effectiveness of teaching in the course.	7	<b>4.7</b> /5	
Please provide an overall course rating.	7	<b>4.7</b> /5	

## Course Design and Quality

	Responded	Rating
The course met the learning objectives stated in the syllabus.	7	<b>4.7</b> /5
The course was presented in an appropriate format for the subject matter.	7	<b>4.3</b> /5
The syllabus was clear, organized, and complete.	7	<b>4.7</b> /5
The skills and knowledge from the course will be useful in my professional life.	7	<b>4.7</b> /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  $\underline{*}$ 

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 nours 42.9% > 12 hours 42.9% No Response 0.0%

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

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%

was aware
The instructor

0.0%

committed the slight/insult and was not aware

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  ${\color{blue} *}$ 

### Faculty/Instructors

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

### **Guest Speakers**

	Responded	Rating	
The guest speakers (if any) were relevant to the course.	6	<b>4.8</b> /5	
Guest speaker (if any) effectiveness in the classroom.	5	<b>4.8</b> /5	

### Teaching Assistants

1. Schoech, Armin	Responded	Rating	
Please rate the overall effectiveness of the teaching assistant.	7	<b>5.0</b> /5	

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

Read the responses »

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

Read the responses »

#### 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.

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

# Spring 1 - 2017: EPI511 - Advanced Population & Med Genet

#### Price, Alkes

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

# Overall Course Ratings

	Responded	Rating	
Please rate the overall quality and usefulness of the course con	tent. 7	<b>4.9</b> /5	<b>国际政党员政党</b> 法院
Please rate the overall quality and effectiveness of teaching in t	he course. 7	<b>4.7</b> /5	数据基础工作联系 600 mm 1850
Please provide an overall course rating.	7 .	<b>4.7</b> /5	<b>数据数据数据数据数据数据数据数据数据数据数据数据数据数据数据数据数据数据数据</b>

### Course Design and Quality

	Responded	Rating	
The course met the learning objectives stated in the syllabus.	7	<b>4.7</b> /5	<b>国产业的</b> 经验的大学的特别的
The course was presented in an appropriate format for the subject matter.	7	<b>4.3</b> /5	50000000000000000000000000000000000000
The syllabus was clear, organized, and complete.	7	<b>4.7</b> /5	<b>20</b> 是 医人名英格兰 医克里克斯
The skills and knowledge from the course will be useful in my professional life.	7	<b>4.7</b> /5	<b>建设工程设置</b> 2.000000000000000000000000000000000000

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  $\gg$ 

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, Alkes (Primary)	Responded	Rating	
Set high expectations.	7	<b>4.9</b> /5	<b>直接的主要,这个特别是</b>
Effectively managed the class discussion.	7	<b>4.9</b> /5	<b>在</b> 在一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个一
Was responsive to students' concerns.	7	<b>4.9</b> /5	是 在
Was accessible to students outside of class.	7	<b>4.9</b> /5	<b>经验的数据</b>
Provided quality feedback on your assignments and performance.	7	<b>4.3</b> /5	AND DESCRIPTION OF THE PARTY OF
The teaching in this course facilitated learning.	7	<b>4.4</b> /5	是國際國際政策的

## **Guest Speakers**

	Responded	Rating	
The guest speakers (if any) were relevant to the course.	6	<b>4.8</b> /5	<b>李生是李书美人民工</b>
Guest speaker (if any) effectiveness in the classroom.	5	<b>4.8</b> /5	<b>拉克克拉尔克克克拉斯特尼</b> 森拉克

#### 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.

# 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 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 its was difficult to discern what was being asked in the problem sets without asking the TA or instructor for help.

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Harvard T H Chan School of Public Health

# 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 is 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.

# **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.

# **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:

Х

#### 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.

# **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

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Harvard T H Chan School of Public Health

#### 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 hazy. 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

# **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.

# **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. \_

# **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!

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

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

# Spring - 2019: EPI511 - Advanced Population & Med Genetics

Price, Alkes

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

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

	Responded	Rating	
Please rate the overall quality and usefulness of the course content.	10	<b>4.8</b> /5	知识的是我们也也是否
Please rate the overall quality and effectiveness of teaching in the course.	10	<b>4.6</b> /5	(1) (1) (1) (1) (1) (1) (1) (1) (1) (1)
Please provide an overall course rating.	10	4.7/5	

### Course Design and Quality (1 being "strongly disagree" and 5 being "strongly agree")

	Responded	Rating	
The course met the learning objectives stated in the syllabus.	10	<b>4.8/</b> 5	<b>医安特斯斯斯斯斯斯</b>
The course was presented in an appropriate format for the subject matter.	10	<b>4.7</b> /5	A B S CALL OF A S CALL
The syllabus was clear, organized, and complete.	10	<b>4.8</b> /5	<b>国域民党党王政治</b> 法院
The skills and knowledge from the course will be useful in my professional life.	10	<b>4.5</b> /5	<b>企业工作。</b> 在

### 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 othe statistical genetics classes - BST 227, EPI 293

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

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

1. Price, Alkes (Primary)	Responded	Rating
Set high expectations.	10	<b>4.8</b> /5
Effectively managed the class discussion.	10	<b>4.6</b> /5
Was responsive to students' concerns.	10	<b>4.7</b> /5
Was accessible to students outside of class.	10	<b>4.9</b> /5
Provided quality feedback on your assignments and performance.	10	<b>4.1</b> /5
The teaching in this course facilitated learning.	10	<b>4.7</b> /5

# $Guest\ Speakers$ (1 being "strongly disagree" and 5 being "strongly agree")

	Res	sponded	Rating	
The guest speakers (if any) were relevant to the course.		9	<b>4.9</b> /5	
Guest speaker (if any) effectiveness in the classroom.		9	<b>4.9</b> /5	是

# 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 is not be ideal for first years

#### Would you recommend this course to another student?

Definitely would	60.0%
Probably would	30.0%
Probably would not	10.0%
No Response	0.0%

#### Student Background

#### Was this course required for your degree?

Yes	30.0%
No	70.0%
No Response	0.0%

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

None	30.0%
Some	60.0%
Considerable	10.0%
No Response	0.0%

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

None	50.0%
< 2 years	50.0%
2 - 5 years	0.0%
> 5 years	0.0%
No Response	0.0%

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# Spring 2021 Instructor Report for EPI 511-1: Advanced Population & Med Genetics

#### **Report Comments**

Dear Instructor.

On behalf of Harvard Chan, thank you for supporting the educational mission of the school by teaching this past semester. We are grateful for your dedication to providing an excellent educational experience to our students.

As you know, at the end of the semester, students are invited to share their feedback on various aspects of each course, including course design, teaching effectiveness, and overall course quality, with the goal of providing information that will help to help improve teaching and learning at Harvard Chan.

This report contains the results of the student evaluations of your course. It is designed as a development tool, to help you identify strengths and areas for improvement in your course and your teaching. It includes student ratings, presented in tables and graphs, along with comparisons of your course to others offered in your department in the same term, and student comments.

The school has a variety of resources that may be useful to you as you review the course evaluations and think about potential changes to your course in the future:

- 1. Harvard Chan Instructional Designers: Sejal Vashi, Manager of Digital Learning, (vashi@hsph.harvard.edu) and her team of Harvard Chan instructional designers offer faculty assistance around every phase of course design, development, delivery, and revision. They can meet with you to discuss your teaching experience in confidence and help you to develop an action plan. Previous instructors who have met with an instructional designer found it helpful, and indeed have had course evaluations improve.
- 2. Faculty Coaching: The school has a faculty coaching program, in which senior faculty members with significant teaching experience at the school are available to meet one-on-one with other faculty members to troubleshoot courses and brainstorm new approaches. If you are interested in being paired with one of these coaches, please contact cep@hsph.harvard.edu
- 3. OED Teaching and Learning Resources: OED has compiled a variety of additional teaching resources that may be useful. You can find them here.

If you have any questions about the course evaluation process or other teaching and learning supports, please contact Jennifer Betancourt, Director of Educational Policy, at jbetanco@hsph.harvard.edu. Sincerely,

The Office of Education

Scales in this report:

- 1 being "poor" and 5 being "superior"
- 1 being "strongly disagree", 5 being "strongly agree"

Creation Date: Sunday, May 30, 2021



### **Response Rate**

Students Enrolled is displayed below as Invited Students Responded is displayed below as Responded Response Rate is displayed below as Response Ratio

Raters	students
Responded	9
Invited	12
Response Ratio	75%

### Instructors and Teaching Assistants included in this report \*

\* note: A response threshold of 5 must be met to receive feedback on this report.

First Name	Last Name	Role
Alkes	Price	Course Head
Yuxi	Liu	Teaching Assistant

### **Overall Course Ratings**

### **Overall Course Rating**

		Con	Content		Teaching			Overall		
Course	Enrolled	Responded	Rate	Mean	Responded	Rate	Mean	Responded	Rate	Mean
Overall	12	9	75%	4.8	9	75%	4.9	9	75%	4.9

### **Overall Course Ratings Score Block Table**

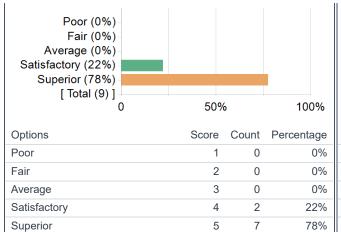
Question	Dept Ave current terr	0 /	Course Average (SPH-EPI 511- Advanced Population & Med Genetics 1)	
	Response Count	Mean	Response Count	Mean
Please rate the overall quality and usefulness of the course content.	574	4.4	9	4.8
Please rate the overall quality and effectiveness of teaching in the course.	574	4.3	9	4.9
Please provide an overall course rating.	574	4.4	9	4.9

Value 4.8

> 5.0 5

# **Overall Course Rating Frequency Block Chart and Table**

- 1. Please rate the overall quality and usefulness of the course content
- 2. Please rate the overall quality and effectiveness of teaching in the course



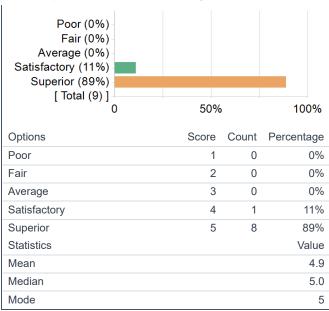
Poor (0%) Fair (0%) Average (0%) Satisfactory (11%) Superior (89%)  [ Total (9) ]	50%	)	100%
Options	Score	Count	Percentage
Poor	1	0	0%
Fair	2	0	0%
Average	3	0	0%
Satisfactory	4	1	11%
Superior	5	8	89%
Statistics			Value
Mean			4.9
Median			5.0
Mode			5

3. Please provide an overall course rating

**Statistics** 

Mean Median

Mode



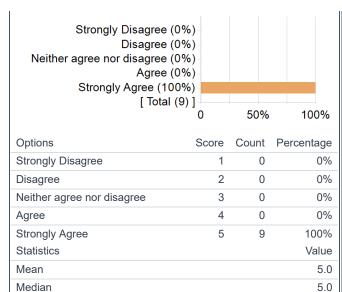
# **Course Design and Quality**

# **Course Design and Quality Score Block Table**

Question		rage, n (EPI)	Course Average (SPH-EPI 511- Advanced Population & Med Genetics 1)	
		Mean	Response Count	Mean
The course met the learning objectives stated in the syllabus.	550	4.5	9	5.0
The course was presented in an appropriate format for the subject	552	4.4	9	5.0
The syllabus was clear, organized, and complete.	551	4.4	9	5.0
The skills and knowledge from the course will be useful in my professional life.	552	4.5	9	4.9

#### **Course Design and Quality Frequency Block Chart and Table**

- 1. The course met the learning objectives stated in the syllabus.
- 2. The course was presented in an appropriate format for the subject

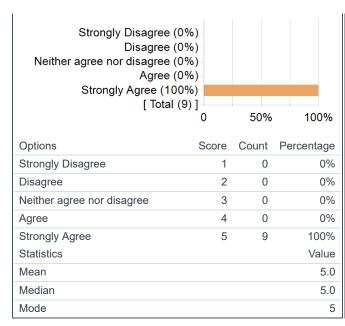


Strongly Disagree (0% Disagree (0% Neither agree nor disagree (0% Agree (0% Strongly Agree (100% [ Total (9)	6)- 6)- 6)- 6)-	50%	100%
Options	Score	Count	Percentage
Strongly Disagree	1	0	0%
Disagree	2	0	0%
Neither agree nor disagree	3	0	0%
Agree	4	0	0%
Strongly Agree	5	9	100%
Statistics			Value
Mean			5.0
Median			5.0
Mode			5

3. The syllabus was clear, organized, and complete.

Mode

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



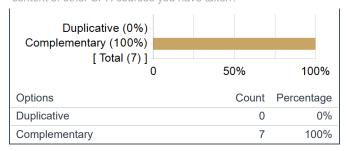
Strongly Disagree (0% Disagree (0% Neither agree nor disagree (0% Agree (11% Strongly Agree (89% [ Total (9)	6) - 6) - 6) - 6) -	50%	100%
Options	Score	Count	Percentage
Strongly Disagree	1	0	0%
Disagree	2	0	0%
Neither agree nor disagree	3	0	0%
Agree	4	1	11%
Strongly Agree	5	8	89%
Statistics			Value
Mean			4.9
Median			5.0
Mode			5

#### **Course Content and Workload**

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

5

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



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

Comments

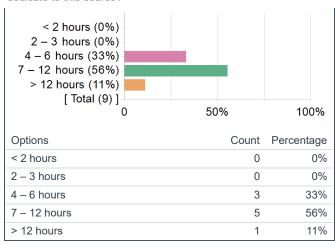
Complementary to BST227 and EPI507

Complementary to EPI507 but goes more in depth

This built on the introduction to statistical genetics course taught in the Fall—and notably much more difficult than its preceding class.

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

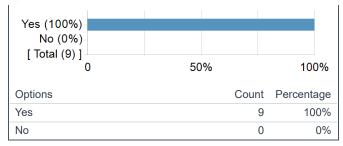
On average, how many hours per week outside of class did you dedicate to this course?



#### **Classroom Climate**

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

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



### Please explain:

Comments

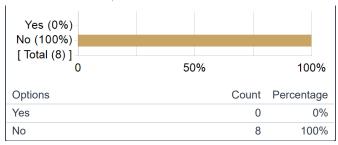
Questions and discussion were always encouraged during lectures.

Professor is very responsive and attentive to the students' questions, which I greatly appreciate!

Alkes was always very friendly and provided thoughtful and thorough answers to questions.

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.)

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.)



#### Course Effectiveness

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

#### Comments

- Slides are very informative with lots of citations. The slides make going back to confusing concepts doable and are a useful reference for research
- Journal presentations were nice, gave an opportunity for class discussion
- Alkes is good at asking thought provoking presentations that start a class discussion. Lots of professors try this, but Alkes is good at finding engaging questions that make it actually work.

Great lecturing style and presentation: Alkes was highly knowledgeable on the subject, technical topics were well explained.

The breadth of the topic covered was very helpful. The assignments (experiences) were well designed.

Intensive coding assignments every two weeks using real data, also final project on novel research

Discussions during class

The homework assignments were fairly effective in reinforcing material taught in class. I thought they were designed well and promoted independent understanding. The class atmosphere was comfortable and I felt encouraged to ask questions. Alkes is very detailed in his answers and I enjoy the class discussions. The course material is very useful and is taught in an organized and easily understandable manner.

I thought the coding assignments really drove home the main concepts from the lecture and I also liked the order of the topics chosen. Every concept seemed to nicely build on one another as the semester progressed.

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

#### Comments

- Material can be really dense, which can make staying focused for the entire class difficult. I'm not sure what the suggested change would be though, because it's kind of cool that we go some depth on some topics
- Alkes talks slowly most of the time, but when he gets too excited he'll talk too guickly. This happen pretty rarely, but it can be hard to follow when he does

Some questions in the Experiences seemed strange and irrelevant to the course, e.g. random variate generation, or implementation of standard routines, e.g. correlation calculation. References in the slides could be more up-to-date, particularly on the population genetic topics (first half of the course).

The pop quiz (opportunity) was a little stressful — perhaps it would be better if it could be a take-home short quiz for self-assessment, with a little more time, e.g., 30 minutes.

I thought the paper discussions could be more interactive, which I think would be helpful in understanding the content better. On one or two of the homework assignments, the questions asked us to calculate things that we had not learned about in class and could only know if we asked the TA or professor. I think this is just a matter of oversight and can hopefully be clarified within the homework problem or in class for the next iteration of the course. This may be a consequence of being an online course this semester, but I thought that there could have been more facilitated interaction in general within the class.

Maybe it's because my python skills are weaker than some of my colleagues, but maybe a lab component or something to help with the more practical implementation of the topics in code. I often felt that the assignments were quite difficult which made me solely focus on those lecture topics instead of the broader presentation.

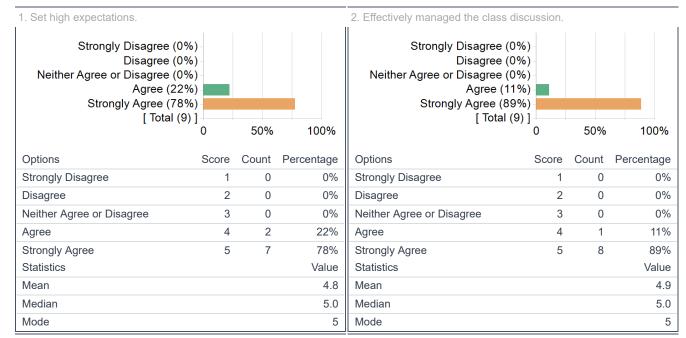
# Instructor

# **Instructor - Alkes Price**

# Instructor - Score Block Table - Alkes Price

Question	Dept Ave current terr	0 /	Instructor Rating this course	
	Response Count	Mean	Response Count	Mean
Set high expectations.	839	4.5	9	4.8
Effectively managed the class discussion.	837	4.5	9	4.9
Was responsive to students' concerns.	837	4.6	9	5.0
Was accessible to students outside of class.	833	4.5	9	4.9
Provided quality feedback on your assignments and performance	828	4.4	8	4.8
The teaching in this course facilitated learning.	831	4.5	9	5.0

#### Instructor Frequency Block Chart and Table - Alkes Price



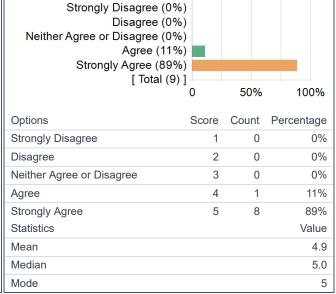
3. Was responsive to students' concerns.

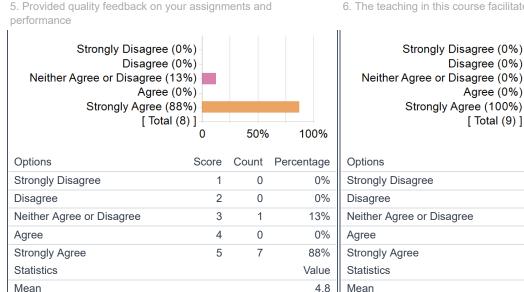
Strongly Disagree (0%) Disagree (0%)

Neither Agree or Disagree (0%) Agree (0%) Strongly Agree (100%) [ Total (9) 1

	[ 10(a) (9)	0	50%	100%
Options		Score	Count	Percentage
Strongly Disagree		1	0	0%
Disagree		2	0	0%
Neither Agree or Disagr	ee	3	0	0%
Agree		4	0	0%
Strongly Agree		5	9	100%
Statistics				Value
Mean				5.0
Median				5.0
Mode				5

4. Was accessible to students outside of class.





# 6. The teaching in this course facilitated learning.

Disagree (0%) Neither Agree or Disagree (0%) Agree (0%) Strongly Agree (100%)	_		
[ Total (9) ]	0	50%	100%
Options	Score	Count	Percentage
Strongly Disagree	1	0	0%
Disagree	2	0	0%
Neither Agree or Disagree	3	0	0%
Agree	4	0	0%
Strongly Agree	5	9	100%
Statistics			Value
Mean			5.0
Median			5.0
Mode			5

#### **Instructor Comments - Alkes Price**

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

Mean Median

Mode

Always encouraged students to interrupt and ask questions during lectures created a good learning atmosphere.

Alkes is very knowledgeable, and also gave detailed and thoughtful answers to all questions. I learned a lot in the class!

Extremely knowledgeable and passionate about the topics covered. To have such a professor was really motivating and engaging

5.0

5

Easy to understand lectures. Students have lots of access to the professor inside and outside of class hours. Very understanding of students' circumstances. Just a great person to have as a professor!

Did a great job facilitating conversations that arose out of questions and had very organized presentations.

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

Comments

When Alkes went over technical details, sometimes the pace was a little bit too fast. But there was also always room for questions and clarifications, so in the end it wasn't really an issue.

None!!

Honestly, the class was very well run—it was just quite difficult haha

# **Teaching Assistant**

#### **Teaching Assistant - Yuxi Liu**

Teaching Assistant Yuxi Liu - Frequency Block Chart and Table - Please rate the overall effectiveness of the teaching assistant.

stion	Instructor F this cou	0.	
	Response Count	Mean	
Please rate the overall effectiveness of the teaching assistant.	8	5.0	

# Teaching Assistant In what ways was the teaching assistant most effective? Why?

Comments

Yuxi gave really helpful and timely feedback on all homework assignments. And very helpful during office hours too.

Always accessible and ready to help students. TA would even go outside of her regular OH to help. Always answered emails and was very helpful.

Very helpful for homework questions, always available and responsive!

Very responsive to emails and questions, and was always encouraging in responses. Feedback on assignments was very helpful. Homework grading turnaround time was good. Extremely helpful with logistic concerns!

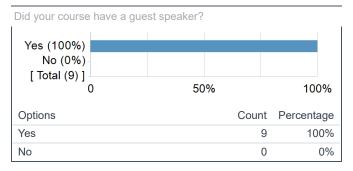
Very responsive to questions, very approachable, and very knowledgeable.

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

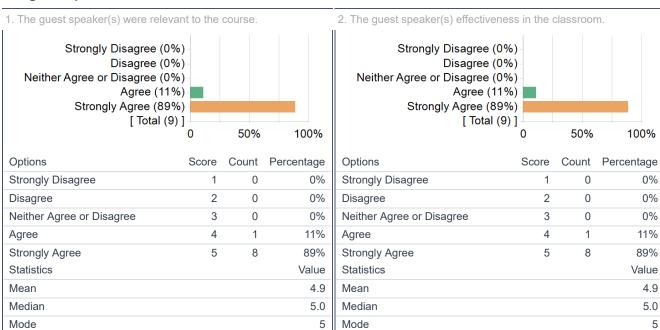
Comments	
Keep doing what you do!	
None—she's the best!	

### **Guest Speaker**

#### Did your course have a guest speaker?



#### The guest speaker...



#### **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.)

Comments

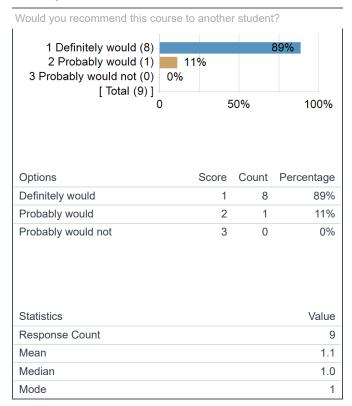
This class is quite dense, but you learn a lot about a range of statistical genetics topics. It can be difficult, but totally worth it.

Best course I've taken at HSPH so far! Would highly recommend if interested in statistical genetics!

This is an excellent course for those who are interested in learning a survey of topics in the field of statistical genetics.

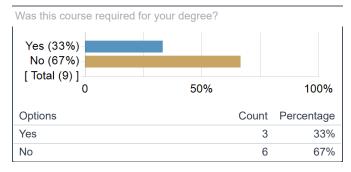
It's a very interesting class, but it's equally as difficult. If you're not very comfortable coding in python, this class might be overwhelming.

#### Would you recommend this course to another student?

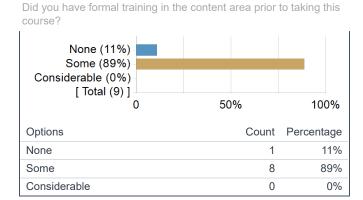


# **Student Background**

# Was this course required for your degree?

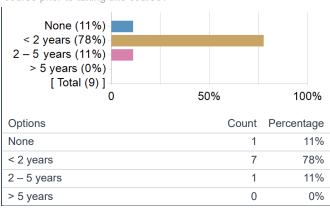


# Did you have formal training in the content area prior to taking this course?



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

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



# **Response Rate**

Students Enrolled is displayed below as Invited Students Responded is displayed below as Responded Response Rate is displayed below as Response Ratio

Raters	students
Responded	13
Invited	22
Response Ratio	59%

# Instructors and Teaching Fellows included in this report \*

First Name	Last Name	Role	
Alkes	Price	Course Head	
Jordan	Rossen	Teaching Fellow	

# **Overall Course Ratings**

# **Overall Course Rating**

		Content			Teaching		Overall			
Course	Enrolled	Responded	Rate	Mean	Responded	Rate	Mean	Responded	Rate	Mean
Overall	22	13	59%	4.8	13	59%	4.7	13	59%	4.8

# **Overall Course Ratings Score Block Table**

Question		rage, n (EPI)	Course Average (SPH-EPI 511- Advanced Population & Med Genetics 1)	
	Response Count	Mean	Response Count	Mean
Please rate the overall quality and usefulness of the course content.	645	4.4	13	4.8
Please rate the overall quality and effectiveness of teaching in the course.	645	4.3	13	4.7
Please provide an overall course rating.	645	4.3	13	4.8

4.8

5.0

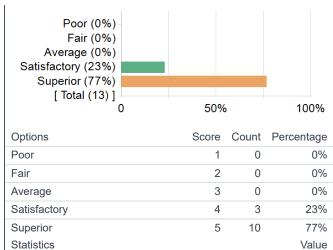
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Mean Median

Mode

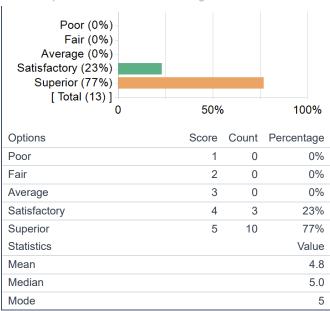
#### **Overall Course Rating Frequency Block Chart and Table**

- 1. Please rate the overall quality and usefulness of the course content
- 2. Please rate the overall quality and effectiveness of teaching in the course



Poor (0%) Fair (0%) Average (8%) Satisfactory (15%) Superior (77%)				
[ Total (13) ] - (	)	50	%	100%
Options		Score	Count	Percentage
Poor		1	0	0%
Fair		2	2 0	0%
Average		3	3 1	8%
Satisfactory		4	2	15%
Superior		5	5 10	77%
Statistics				Value
Mean				4.7
Median				5.0
Mode				5

3. Please provide an overall course rating



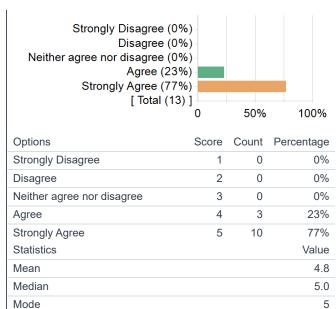
# **Course Design and Quality**

# **Course Design and Quality Score Block Table**

Question		Dept Average, current term (EPI)		
	Response Count	Mean	Response Count	Mean
The course met the learning objectives stated in the syllabus.	632	4.5	13	4.8
The course was presented in an appropriate format for the subject	632	4.4	13	4.8
The syllabus was clear, organized, and complete.	632	4.5	13	4.8
The skills and knowledge from the course will be useful in my professional life.	632	4.5	13	4.8

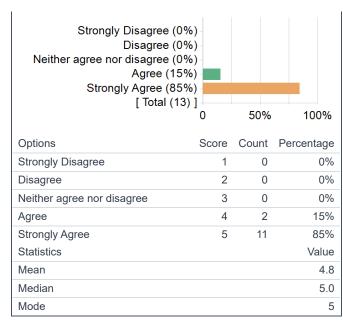
#### **Course Design and Quality Frequency Block Chart and Table**

- 1. The course met the learning objectives stated in the syllabus.
- 2. The course was presented in an appropriate format for the subject



Strongly Disagree (0% Disagree (0% Neither agree nor disagree (0% Agree (15% Strongly Agree (85% [ Total (13)	) - ) - ) - ) -		
	0	50%	100%
Options	Score	Count	Percentage
Strongly Disagree	1	0	0%
Disagree	2	0	0%
Neither agree nor disagree	3	0	0%
Agree	4	2	15%
Strongly Agree	5	11	85%
Statistics			Value
Mean			4.8
Median			5.0
Mode			5

- 3. The syllabus was clear, organized, and complete.
- 4. The skills and knowledge from the course will be useful in my professional life.

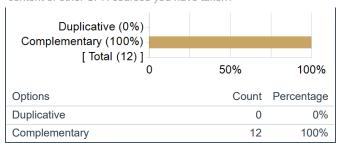


Strongly Disagree (0% Disagree (0% Neither agree nor disagree (0% Agree (15% Strongly Agree (85% [ Total (13)	) ) ) ) )	50%	100%
Options	Score	Count	Percentage
Strongly Disagree	1	0	0%
Disagree	2	0	0%
Neither agree nor disagree	3	0	0%
Agree	4	2	15%
Strongly Agree	5	11	85%
Statistics			Value
Mean			4.8
Median			5.0
Mode			5

# **Course Content and Workload**

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

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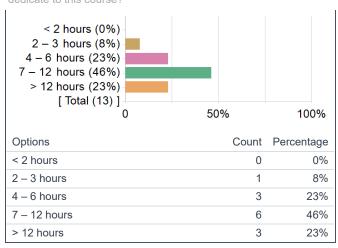


#### Please identify the course(s) where complementary content occurred.

Comments	
EPI 507, BST 227	
I've not taken any other SPH courses	
BST227	
EPI 507, BST 227 and EPI 293	
EPI293	
BST 227 Intro to Stat Genetics, EPI 507 Genetic Epidemiology	

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

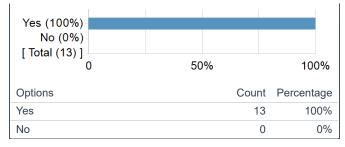
On average, how many hours per week outside of class did you dedicate to this course?



#### **Classroom Climate**

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

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



# Please explain why you chose 'Yes':

#### Comments

In my opinion, one of Alkes's greatest strengths as a teacher is not making any question feel silly or unimportant. This created an environment in which people felt comfortable asking any question, even if they did not feel fully confident in their understanding of the material.

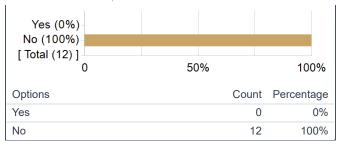
The course was full of open discuss of all topics and nobody was shut down for any opinion

The class discussions were always healthy

The instructor often pause for questions

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.)

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.)



#### **Course Effectiveness**

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

#### Comments

Coding everything from scratch in our biweekly problem sets was a really wonderful experience. With the abundance of packages available, we will probably never go back to basics and write our own functions for these well–established analysis strategies, and I felt that going under the hood in this way really solidified my understanding of the material.

Homeworks, Slides being available, Alkes's teaching style

Providing detailed lecture slides along with original source material for population genetics software/concepts

- 1. Journal club provided an opportunity to keep up with current research
- 2. Experiences these were well structured and provided an opportunity to really learn how the methods discussed in class work.

Homeworks were very helpful for learning how to apply content learned in class.

Dr.Price is a great at teaching the content. He encourages questions during lectures and inspires students to think about the content.

The journal sessions were helpful in deepening our understanding of the concepts. The course covered a wide range of topics relevant to the field.

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

#### Comments

I think the weekly journal clubs are a good idea for including a presentation / discussion aspect in the course, but I feel there may be room for improvement in their design. Because students presented on seminal papers that formed the basis of the weekly lecture slides, it was often the case that: 1) Alkes already covered the important material in lecture and the journal club felt redundant, or 2) Alkes skipped the important points from the paper in lecture, but we did not learn the material as well because it was presented by students that, like us, may not have an ironclad understanding of that topic.

One possible alternate approach would be to have Alkes cover the foundational / critical material (including the key takeaways from the weekly paper, which he already does in his slides) and have students present a simple modern paper (either of Alkes's or their choosing) to get us critically thinking about modern applications of that week's material (which would still be effective even if the students did not perfectly understand the paper).

The course would still be excellent with the journal clubs the way they are now! This just may be one component of the course that could still be tweaked (in this way or another).

Zoom office hours would be nice. Also quicker feedback on homeworks

More explanations of why the mathematics for a topic worked

A small lab component that focuses on coding would be a helpful addition to the course content.

I struggled with the coding portion of the assignemnts. Perhaps some sample code and lab session that can over the assignments would realy help!

A lab session could be included to assist students in bridging the gap between understanding the abstract concepts talk in class and coding these concepts in the Experiences.

# Instructor

# **Instructor - Alkes Price**

# Instructor - Score Block Table - Alkes Price

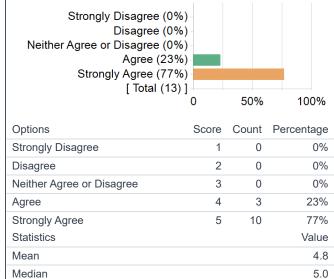
Question	Dept Ave current terr	0	Instructor F this cou	0.
Question		Mean	Response Count	Mean
Set high expectations.	1014	4.4	13	4.5
Effectively managed the class discussion.	1013	4.5	13	4.8
Was responsive to students' concerns.	1011	4.5	13	4.8
Was accessible to students outside of class.	1007	4.5	13	4.7
Provided quality feedback on your assignments and performance	993	4.4	12	4.5
The teaching in this course facilitated learning.	1008	4.5	13	4.8

#### Instructor - Frequency Block Chart and Table - Alkes Price

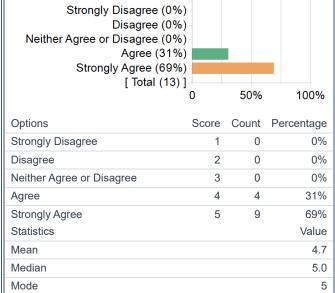
Set high expectations.				2. Effectively managed the class dis	cussion.		
Strongly Disagree (0 Disagree (0 Neither Agree or Disagree (8 Agree (31 Strongly Agree (62	0%)- 3%)- 1%)- 2%)-			Strongly Disagree (0% Disagree (0% Neither Agree or Disagree (0% Agree (15% Strongly Agree (85% [ Total (13)	6) - 6) - 6) - 6) -		
	0	50%	100%		0	50%	100%
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Strongly Disagree	1	0	0%	Strongly Disagree	1	0	0%
Disagree	2	0	0%	Disagree	2	0	0%
Neither Agree or Disagree	3	1	8%	Neither Agree or Disagree	3	0	0%
Agree	4	4	31%	Agree	4	2	15%
Strongly Agree	5	8	62%	Strongly Agree	5	11	85%
Statistics			Value	Statistics			Value
Mean			4.5	Mean			4.8
Median			5.0	Median			5.0
Mode			5	Mode			5

3. Was responsive to students' concerns.

Mode



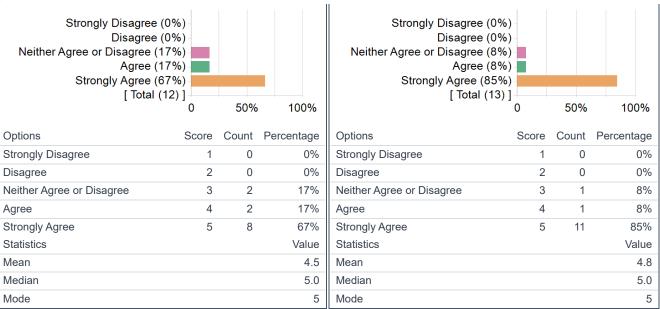
4. Was accessible to students outside of class.



5



6. The teaching in this course facilitated learning.



#### **Instructor Comments - Alkes Price**

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

#### Comments

- 1) Responds equally positively to all questions and very willing to admit when he does not know an answer to a question. This created a very comfortable and open environment for discussion!
- 2) GREAT pacing! Moved slowly enough for students to absorb material and took frequent pauses for questions.

Just about everything! Fantastic course!

The memes!!

- 1. The course was well structured and the topics were relevant
- 2. The experiences supplemented the class material perfectly

Lectures were very well put together, slides were helpful.

Slow down in his lectures, especially when explaining the math derivations.

The instructor was very enthusiastic about the material. The instructor did a great job explaining the concepts and answers questions when asked.

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

Comments

I have no suggestions related to classroom demeanor / effectiveness during presentations and discussions. Really wonderful!!

Zoom office hours would be nice

Explain why the mathematical concepts work the way they do

It would be helpful if the instructor slowed down or took more pauses for questions when explaining certain concepts.

# **Teaching Fellow**

# Teaching Fellow - Jordan Rossen

#### Jordan Rossen - Overall Effectiveness

#### Jordan Rossen - In what ways was the teaching fellow most effective? Why?

Comments

During office hours, Jordan was willing to get in the weeds with students but also effectively managed time by addressing basic / clarifying questions before helping students debug their code. Always very warm, understanding, and helpful!

I didn't interact with Jordan much, but he seemed very nice and competent whenever I did.

Jordan was extremely helpful in office hours

- 1. Jordan was very effective at helping me debug my code for the experiences.
- 2. Writing the methods made it easier to understand what was happening.

Jordan is an excellent TA, and did a great job answering student questions both in office hours and over email. He is very knowledgeable and really cares about students.

Super supportive and patient!

Extremely helpful in office hours. Jordan really helped me solidify the concepts that were taught in class. Thanks!

The TF was helpful when asking conceptual questions about the course and the experiences.

# Jordan Rossen - What recommendations would you make to the teaching fellow to strengthen teaching practices or to make the course more valuable?

Comments

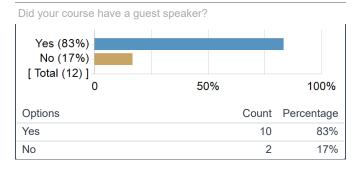
Nothing I can think of. Great job!!

Maybe reach out to students more? I'm not sure this is really needed though.

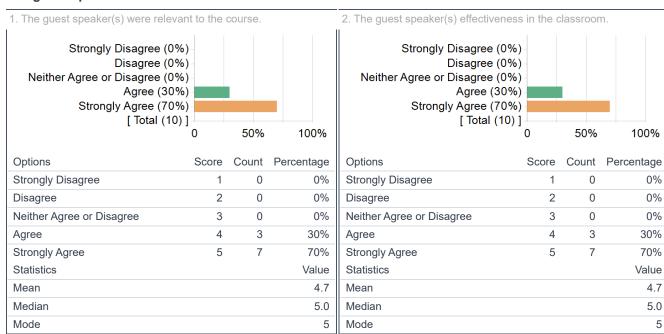
Be more accessible via email – Jordan rarely would check his emails.

### **Guest Speaker**

#### Did your course have a guest speaker?



#### The guest speaker...



#### 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.)

#### Comments

This is a really wonderful course! It is rooted in the basics / foundational material rather than the "cutting edge." You will go under the hood and code common analysis strategies from scratch, which really increases your understanding and builds your intuition for how to approach statistical genetics questions. Homework assignments are due every two weeks and took me ~15 hours each (6-8 hours per week if you pace yourself), and the final product was a short research paper (only 1 figure). Grading is not harsh, all assigned work feels very useful and relevant, and you will gain a lot from the effort you put in. One note about previous coding experience: the homework assignments (all in Python) do not necessarily demand advanced coding skills, but I imagine if you do not have a solid grasp of functions, vector/matrix math, NumPy, etc., you will need to devote significantly more time to complete the assignments. Alkes is a wonderful instructor, very even-tempered and encouraging of questions and discussion. Phenomenal course!!

An excellent course. Steep learning curve if you don't know Python ahead of time, but definitely worth it.

It is a fantastic introduction to both population and medical genetics. Alkes is very intelligent, and a great lecturer.

Take linear algebra first! Also be sure to ask questions if the phrasing on an "Experience" prompt is confusing

If you took BST227, I highly recommend EPI511. It is a great continuation of BST227 and provides more hands—on experience on methods development.

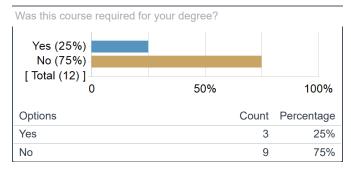
A really nice course on statistical genetics!

# Would you recommend this course to another student?

Would you recommend this co	urse to	another	student	?
1 Definitely would (11) 2 Probably would (1) 3 Probably would not (0) [ Total (12) ]	8% 0%		0%	92%
	,	J	0 70	100 /0
Options		Score	Count	Percentage
Definitely would		1	11	92%
Probably would		2	1	8%
Probably would not		3	0	0%
Statistics				Value
Response Count				12
Mean				1.1
Median				1.0
Mode				1

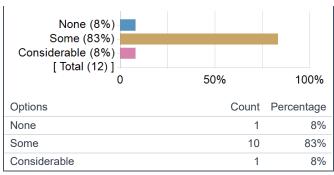
# **Student Background**

# Was this course required for your degree?



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

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



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

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

