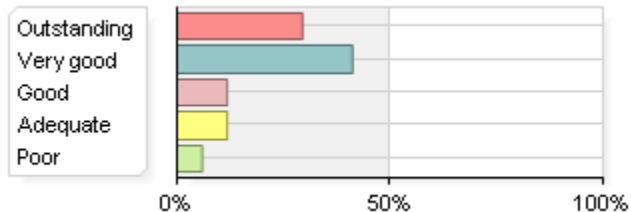| Statistics	Value
Mean	3.76
Standard Deviation	+/-1.35

Relative to your knowledge at the beginning of this course, how would you rate the learning that you have achieved in the subject?

Options	Score	Count	Percentage
Outstanding	5	5	29.4%
Very good	4	7	41.2%
Good	3	2	11.8%
Adequate	2	2	11.8%
Poor	1	1	5.9%

Statistics	Value
Mean	3.76
Standard Deviation	+/-1.20

Additional Comments for Jeffrey Elhai

Comment
I believe this course should have some prerequisites such as cell biology and basic chemistry. I think it would let people feel more comfortable with the material, and possibly expand their horizons when it comes to finding a research topic.
Very smart professor, an interesting guy. Funniest teacher I've ever met but could be a little rude to students sometimes. This course was extremely difficult.
I feel that this class needs more structure.
Very patient I wish the course was more conducive to people who have no experience in research. When a student asks a question it would be helpful to actually answer the question or provide a clear path to how to get to the question "Just do the experiment" when a student asks a question is not as helpful as trying to find out what in the experiment they find puzzling
Although, I appreciated the way you pushed me to work hard. I felt like you saw my potential and just pushed me that much farther. This class was very frustrating for me & it was not easy. I did learn a lot, especially how to read research papers and I am starting to learn how to ask questions, how to figure out or look for the problem, which brings me closer to finding out how to solve the problem or where to look for clues.
Tends to come off as very condescending, help offered is very cryptic (you're very smart, but were undergraduate students). Tries to use the Socratic method but comes off as completely condescending. Makes students feel stupid consistently, and has unrealistic expectations for an undergraduate pass/fail class. Class time was not valuable at all and was spent spoon feeding basic molecular biology topics to students with confusing questions that when answered 'incorrectly' weren't allowed time to correct themselves. My grade in the class seems extremely subjective to his opinion

of me which is based on very little class time spent with me and the very small amount of assignments that he decides to look at. That being said, the class seems to be intended to teach independent thought and as far as preparing me for my future in science, I feel the class did better prepare me to write my proposal and understand the amount of work and understanding that has to go into designing experiments and coming up with meaningful and testable questions. But I don't think that the problem sets or exams are the best gauge of a students progress in these areas, but also I'm not sure what alternative I would propose to trying to accomplish the goals of the class. I wish the class had spent more time preparing me for my proposal and had a more clear timeline on where I needed to be in my proposal over the course of the semester, due dates seemed to be changed a lot and it would have been nice to dedicate 2 or 3 classes to the specifics of writing a proposal, even if that were by breaking up into groups and reading proposals so we could understand what made proposals good/bad and the amount of research that needed to be put into these proposals earlier in the semester especially. Personally, I picked a topic that I was very interested in but had pretty much no prior knowledge on, so the amount of work that I had to put into getting a good background understanding of the material meant that getting to my question took more time and research than I had anticipated. It would have been nice to have assignments that gave more feedback on proposal progress on a student to student basis. It seemed that until the proposal was very close to being due, students were all at different places in their progress and needed different guidance for what the class expectations were for their proposal. I love my mentor and he was very helpful in helping me arrive at my question, but the expectations for the class and my proposal were things that I would've liked to have better understood from my instructor. Also, after the first meeting I had with you I cried because I was so frustrated with the lack of guidance that I felt I had received.

As a side note, if possible I would definitely make cell bio a prerequisite for the course. I don't think I could've been successful in the course if I had not come in with a good understanding of the basics of molecular biology.

A great course which I wish I could have given more time to.

I cannot accurately fill this out

The best course I have ever taken (and probably will ever take). Everything in the course was expertly placed and designed. I loved every moment of it, and my only regret was that I didn't have more time to spend exploring the ideas and concepts presented in this course. Perfect for aspiring scientists!

Dr. Elhai knows exactly what he is doing and how to accomplish his goal. I think that the course reputation in the VCU Bioinformatics undergraduate society leads to slacking off and some of the students not living up to their potential. Because the class is pass/fail and the assignments are not explicitly required, students feel like this course is secondary to some of the other courses they are taking which have a direct impact upon the GPA. The GPA system is ridiculous to me and not a good representation of the human being student. That being said, I believe that the structure of this course could and should be implemented in other areas of study.

Thank you to Dr. Elhai for allowing me to obtain a glimpse of what it is actually like to be a scientist in a result-based world.