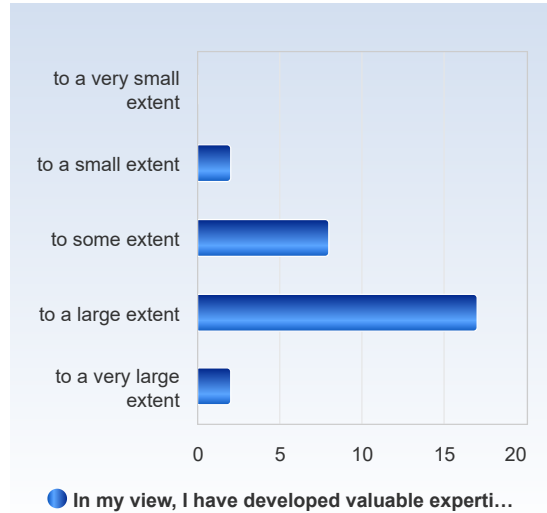


Report Introduction to Biomedical Science 2023

Respondents: 62
Answer Count: 29
Answer Frequency: 47%

In my view, I have developed valuable expertise/skills during the course.

In my view, I have developed valuable expertise/skills during the course.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	2 (6.9%)
to some extent	8 (27.6%)
to a large extent	17 (58.6%)
to a very large extent	2 (6.9%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, I have developed valuable expertise/skills during the course.	3.7	0.7	19.7 %	2.0	3.0	4.0	4.0	5.0

In my view, I have achieved all the intended learning outcomes of the course.

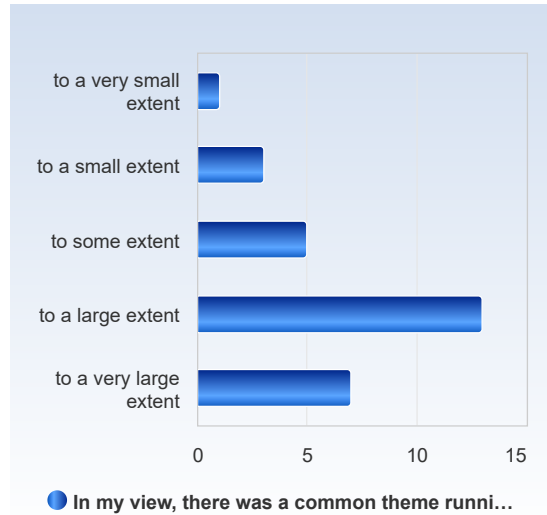
In my view, I have achieved all the intended learning outcomes of the course.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	1 (3.4%)
to some extent	6 (20.7%)
to a large extent	16 (55.2%)
to a very large extent	6 (20.7%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, I have achieved all the intended learning outcomes of the course.	3.9	0.8	19.1 %	2.0	4.0	4.0	4.0	5.0

In my view, there was a common theme running throughout the course – from learning outcomes to examinations.

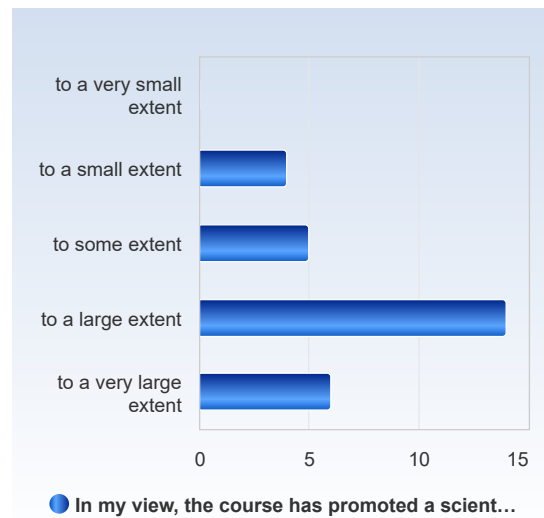
In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	Number of responses
to a very small extent	1 (3.4%)
to a small extent	3 (10.3%)
to some extent	5 (17.2%)
to a large extent	13 (44.8%)
to a very large extent	7 (24.1%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	3.8	1.1	28.1 %	1.0	3.0	4.0	4.0	5.0

In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).

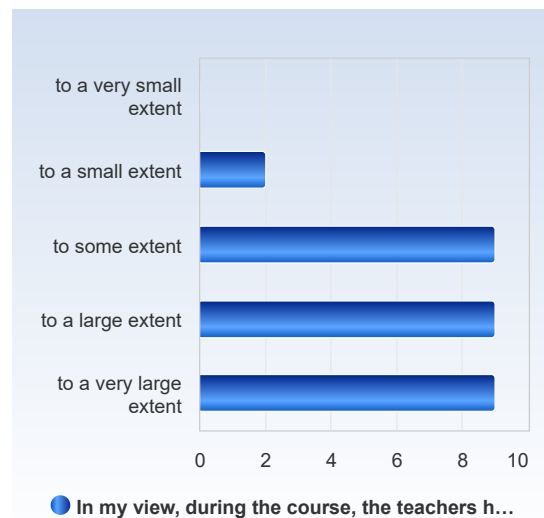
In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).	Number of responses
to a very small extent	0 (0.0%)
to a small extent	4 (13.8%)
to some extent	5 (17.2%)
to a large extent	14 (48.3%)
to a very large extent	6 (20.7%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).	3.8	1.0	25.3 %	2.0	3.0	4.0	4.0	5.0

In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.

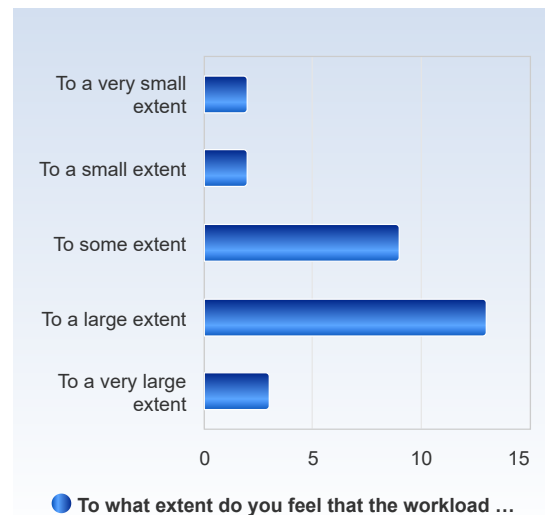
In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	2 (6.9%)
to some extent	9 (31.0%)
to a large extent	9 (31.0%)
to a very large extent	9 (31.0%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	3.9	1.0	24.7 %	2.0	3.0	4.0	5.0	5.0

To what extent do you feel that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded?

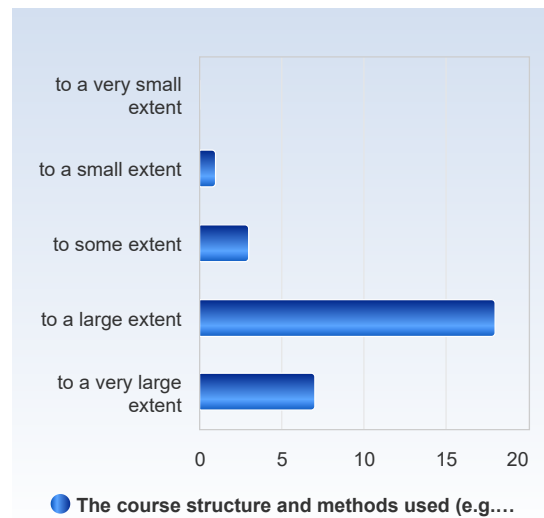
To what extent do you feel that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded?	Number of responses
To a very small extent	2 (6.9%)
To a small extent	2 (6.9%)
To some extent	9 (31.0%)
To a large extent	13 (44.8%)
To a very large extent	3 (10.3%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
To what extent do you feel that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded?	3.4	1.0	29.6 %	1.0	3.0	4.0	4.0	5.0

The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes.

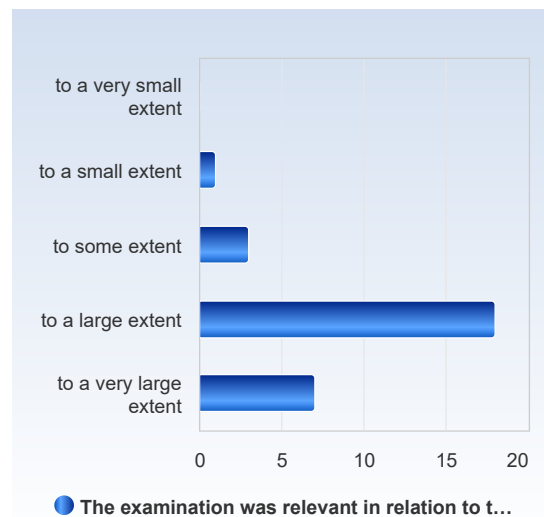
The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	1 (3.4%)
to some extent	3 (10.3%)
to a large extent	18 (62.1%)
to a very large extent	7 (24.1%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes.	4.1	0.7	17.3 %	2.0	4.0	4.0	4.0	5.0

The examination was relevant in relation to the learning outcomes.

The examination was relevant in relation to the learning outcomes.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	1 (3.4%)
to some extent	3 (10.3%)
to a large extent	18 (62.1%)
to a very large extent	7 (24.1%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The examination was relevant in relation to the learning outcomes.	4.1	0.7	17.3 %	2.0	4.0	4.0	4.0	5.0

I took responsibility for my own learning during this course.

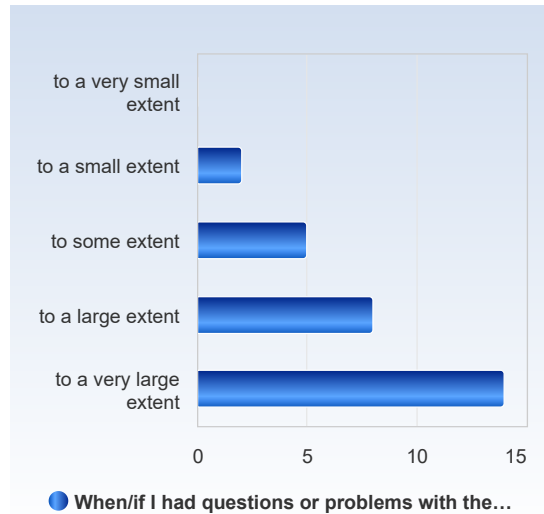
I took responsibility for my own learning during this course.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	3 (10.3%)
to a large extent	14 (48.3%)
to a very large extent	12 (41.4%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I took responsibility for my own learning during this course.	4.3	0.7	15.3 %	3.0	4.0	4.0	5.0	5.0

When/if I had questions or problems with the course content, I felt that I could turn to my teacher /supervisor for guidance.

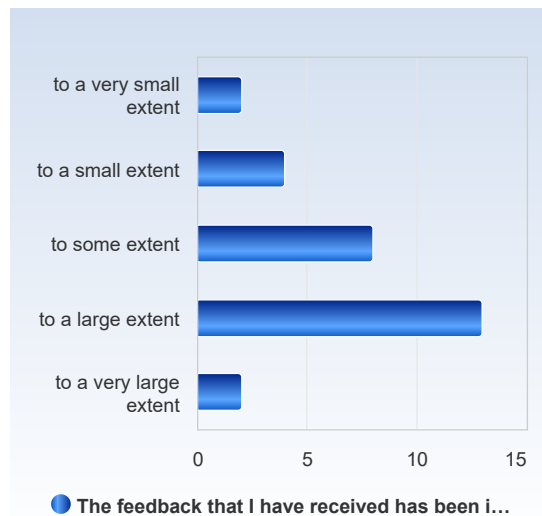
When/if I had questions or problems with the course content, I felt that I could turn to my teacher/supervisor for guidance.	Number of responses
to a very small extent	0 (0.0%)
to a small extent	2 (6.9%)
to some extent	5 (17.2%)
to a large extent	8 (27.6%)
to a very large extent	14 (48.3%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
When/if I had questions or problems with the course content, I felt that I could turn to my teacher /supervisor for guidance.	4.2	1.0	23.2 %	2.0	4.0	4.0	5.0	5.0

The feedback that I have received has been important for my development and learning.

The feedback that I have received has been important for my development and learning.	Number of responses
to a very small extent	2 (6.9%)
to a small extent	4 (13.8%)
to some extent	8 (27.6%)
to a large extent	13 (44.8%)
to a very large extent	2 (6.9%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The feedback that I have received has been important for my development and learning.	3.3	1.0	31.4 %	1.0	3.0	4.0	4.0	5.0

What were the strengths of this course?

What were the strengths of this course?
A lot of it was introductory. It has eased us well into the program.
the labs were great and useful
Provide a good transition from high school to university, help us revise/remember prior knowledge, basic fundamentals for the upcoming courses
The lectures about proteins were useful, as well as the labs.
It was a good introduction to basic biochemistry and anatomy and took into account the fact that students all come in with very different backgrounds and levels of understanding.
gave a broader understanding of the anatomy and functions of the human body
well organized, group work was helpful
The biochemistry content is condensed, outlining essential concepts in biochemistry and offering a good foundation for the basic mechanisms in our body. The lectures were interconnected and this offered a holistic perspective on the concepts discussed, which helped me understand better the content of the course. The anatomy course was very well structured and I found the group works extremely useful. These helped me understand the content of the lectures and develop my critical thinking, but I was also able to recognize the mechanisms I didn't fully understand and hone in on them.
I found the insulin project very interesting. Firstly, the knowledge I had was good enough to understand and filter the information we had from the resources. Secondly, I developed my ability to do my own research on a topic, to compare different sources and to synthesize the information I learnt. This skill is essential when it comes to doing research and I found it very valuable
-lab work opportunities
- brilliant lectures in anatomy !!!
- Good lecture slides
- Good outline of learning outcomes
- Easy to find course material in textbooks
You get a general idea of what the degree is going to be about, not focusing on many things but the general.
Good to go through some basics first. Would be nice with some cell biology since that's the first level and could've helped in the anatomy part but I understand you can't fit in everything we'll do over the years of course.
A lot of information packaged into a necessary foundation. Nice to also bring in anatomy since it presents an overview of where in the body one is working.
Introductory and general knowledge to help us in coming courses.
The lecturers
Group projects helped solidify course content.
The course offered a reinforcing introduction to Biomedicine and upcoming courses by supporting the practice and development of basic biochemistry and anatomy skills.
The teachers were always very available to answer any questions and always listened carefully to what any student had to say.
The lectures that contained relevant information for the examination
Lectures
The division between the Biochemistry and Anatomy parts was very well done. The way the lectures were put on the schedule allowed for a bit of break in order to study.
Concise and to the point, a good way to get started in the BioMed program.
encouraging group work as well as independent study equally as well

Do you have any suggestions as to how to improve this course? (Give as constructive suggestions as possible!)

Do you have any suggestions as to how to improve this course? (Give as constructive suggestions as possible!)

I think it would be a good idea to have academic support as tutors available. During the seminar it was noted that even though it was the same topic as seen during lectures, there wasn't a connection between the method suggested in lecture and in the seminar so it was somehow a little bit confusing, so I would suggest to have better communication between the lectures and the seminars.

The objectives need to be more well defined right from the start. Some of the first few lectures were very general and so it was difficult to determine which areas we needed to study/work on.

not trying to cover so much on the surface level, go more in depth into multiple topics so it's easier to understand; explain concepts more in detail in general; explain pH calculations more in detail; use more multiple choice questions on the test, in the example test there were, but in the real exam not at all

More detailed syllabus

Better materials for anatomy part of the course would be useful. In the presentations from lectures just a small part of information was given. Also, we did not receive the answers to assigned group works about anatomy and thus, we couldn't check whether our answers were correct (or whether they should be more/less detailed). This proved to make learning for anatomy more challenging than for other part of the course, and I believe it could be avoided.

I thought that the PowerPoints and explanations were not always clear enough, especially in the biochemistry part.

I would have liked to see more help with the equations we had to learn

Allocated group work time can be shorter, it doesn't take that long to answer all the questions, and also maybe publishing answers to the questions after the session. Maybe also more seminar practice on calculations.

I believe group work sessions for biochemistry would be a great addition to the course. Since biochemistry is more abstract than anatomy, some topics are more difficult to understand and I believe group work sessions would help tremendously. I personally studied with my friends and we were able to discuss together and clarify certain topics, but not all people have the privilege of having a study group and project work would solve this problem.

- Giving us the exact pages where the useful chapters in the textbooks are. I spent a lot of time scrolling through the pdfs of the books trying to find relevant information, which caused me to waste a lot of time.

In my opinion, in anatomy, learning the names of many anatomical parts of the body is not quite useful since we are not going to remember them long - term.

Also, in the pH classes, titrations... I think more practice seminars or exercises would be extremely helpful

Doesn't really have anything to do with the structure of the course, but the teacher said anatomy is mainly gonna be multiple choice questions and there wasn't a single multiple choice question on the exam. Why say that at all?

- Poor communication between teachers (e.g. feedback on insulin presentation that presentation should be memorized when it had been made clear that that was important; also one teacher said we had had an insulin lecture that was never held).

- Difficult to know what level we should know the material at; we were told general knowledge would be sufficient when test questions were more difficult.

- Last portion of the last question on the test did not pertain to any course material.

Less group studies, I did not benefit from those

IBS consisted of two smaller modules, Anatomy and Biochemistry. Anatomy was taught in the first half and biochemistry in the second half. This made the respective courses, especially Anatomy, feel very rushed. I would rather have both parallel to each other for the full month instead of packing Anatomy into the first two weeks.

I believe that the course could offer some more demanding concepts which more specifically relate to the human body. For example the detailed functioning of specific enzymes in physiology etc. This could present a better idea of what to expect in the future when it comes to the quantity of information as well as complexity of concepts. I believe the project work was a valuable experience, however, at the same time I think it could have been replaced by individual preparation of certain enzyme function and kinetics for oral examination. Since a large chunk of our future studies will rely on independent studying it could be beneficial to have project work relying on only myself. Overall the course was quite enjoyable and engaging and offers a unique structure of work which can always benefit from changes in group/individual work.

Not really

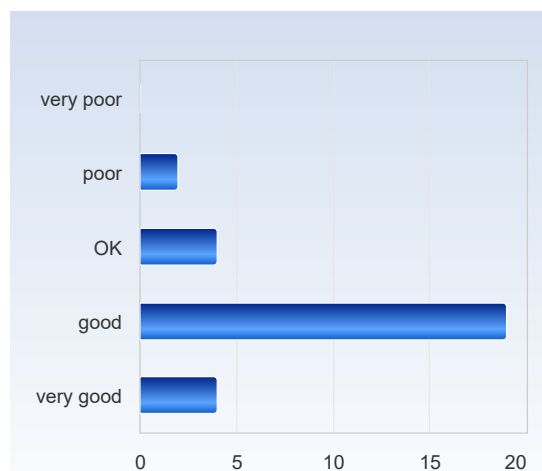
Include seminars for deeper understanding of some parts of the course e.g. biochemistry

Another biochemistry seminar would have been nice, and would have made it easier to understand the concepts.

provide the students with more real life examples of the content covered during lectures

What is your overall opinion of the course?

What is your overall opinion of the course?	Number of responses
very poor	0 (0.0%)
poor	2 (6.9%)
OK	4 (13.8%)
good	19 (65.5%)
very good	4 (13.8%)
Total	29 (100.0%)

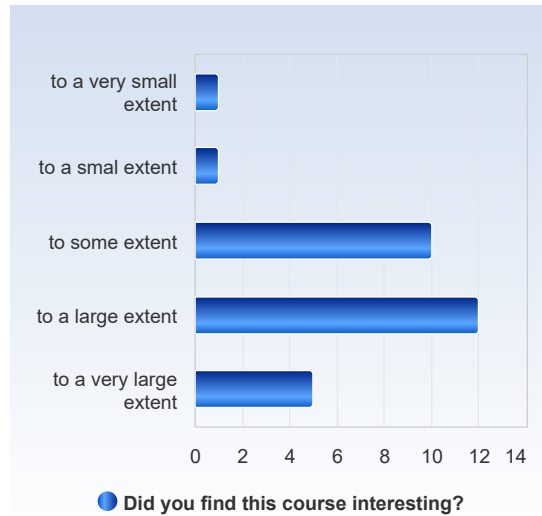


● What is your overall opinion of the course?

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
What is your overall opinion of the course?	3.9	0.7	19.2 %	2.0	4.0	4.0	4.0	5.0

Did you find this course interesting?

Did you find this course interesting?	Number of responses
to a very small extent	1 (3.4%)
to a small extent	1 (3.4%)
to some extent	10 (34.5%)
to a large extent	12 (41.4%)
to a very large extent	5 (17.2%)
Total	29 (100.0%)

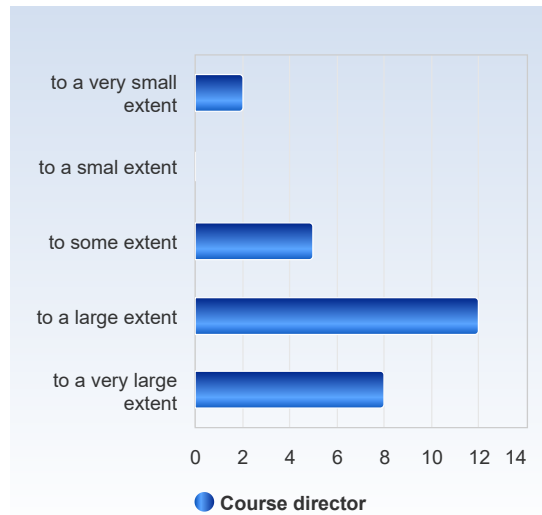


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Did you find this course interesting?	3.7	0.9	25.6 %	1.0	3.0	4.0	4.0	5.0

Did you find the personnel at the course you were in contact with helpful?

Course director

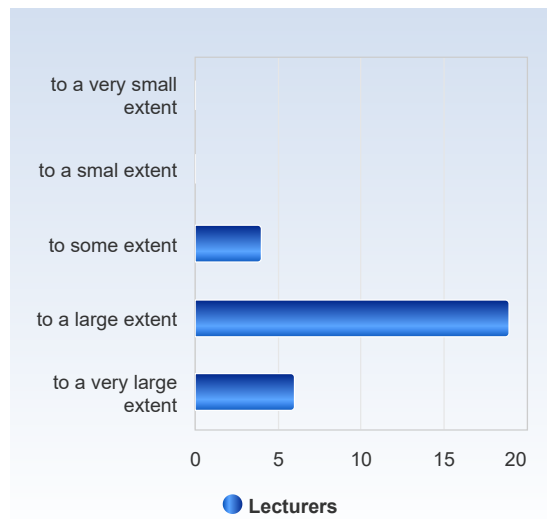
Course director	Number of responses
to a very small extent	2 (7.4%)
to a small extent	0 (0.0%)
to some extent	5 (18.5%)
to a large extent	12 (44.4%)
to a very large extent	8 (29.6%)
Total	27 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Course director	3.9	1.1	27.9 %	1.0	3.5	4.0	5.0	5.0

Lecturers

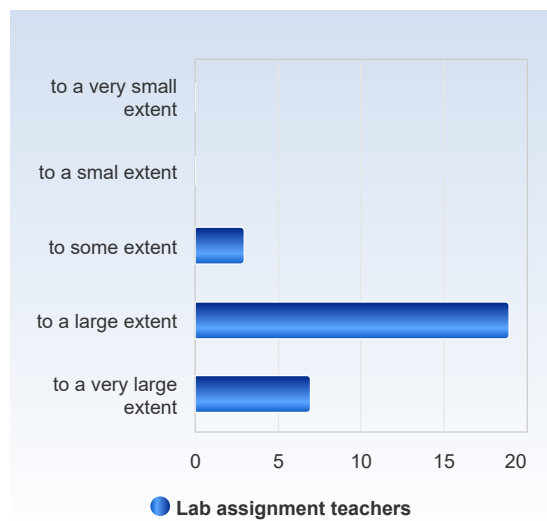
Lecturers	Number of responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	4 (13.8%)
to a large extent	19 (65.5%)
to a very large extent	6 (20.7%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Lecturers	4.1	0.6	14.6 %	3.0	4.0	4.0	4.0	5.0

Lab assignment teachers

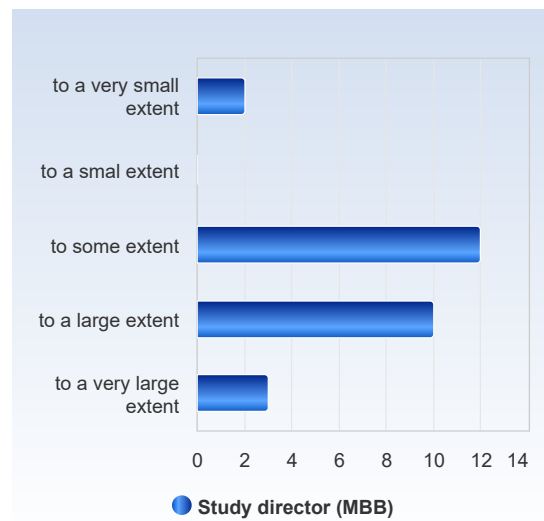
Lab assignment teachers	Number of responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	3 (10.3%)
to a large extent	19 (65.5%)
to a very large extent	7 (24.1%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Lab assignment teachers	4.1	0.6	14.0 %	3.0	4.0	4.0	4.0	5.0

Study director (MBB)

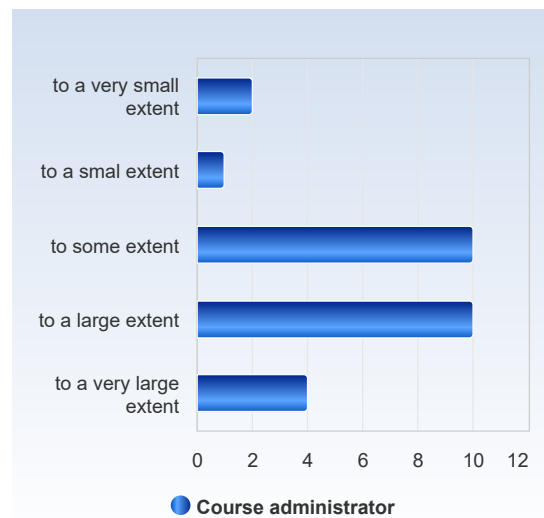
Study director (MBB)	Number of responses
to a very small extent	2 (7.4%)
to a small extent	0 (0.0%)
to some extent	12 (44.4%)
to a large extent	10 (37.0%)
to a very large extent	3 (11.1%)
Total	27 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Study director (MBB)	3.4	1.0	28.3 %	1.0	3.0	3.0	4.0	5.0

Course administrator

Course administrator	Number of responses
to a very small extent	2 (7.4%)
to a small extent	1 (3.7%)
to some extent	10 (37.0%)
to a large extent	10 (37.0%)
to a very large extent	4 (14.8%)
Total	27 (100.0%)

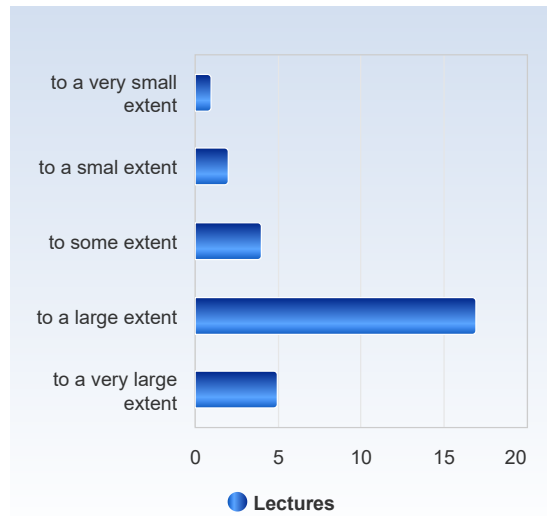


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Course administrator	3.5	1.1	30.2 %	1.0	3.0	4.0	4.0	5.0

Did the different teaching moments helped you to understand the content of the course?

Lectures

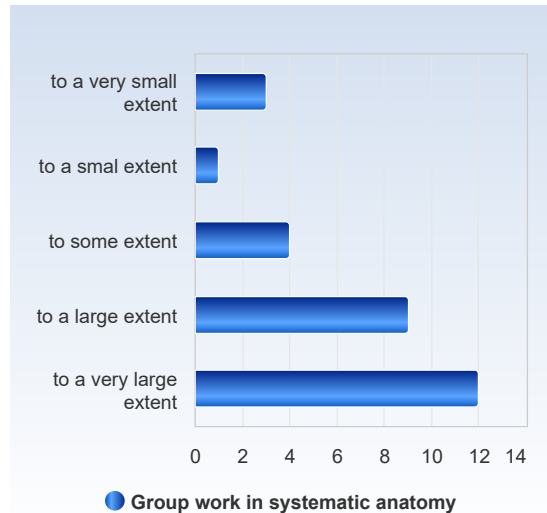
Lectures	Number of responses
to a very small extent	1 (3.4%)
to a smal extent	2 (6.9%)
to some extent	4 (13.8%)
to a large extent	17 (58.6%)
to a very large extent	5 (17.2%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Lectures	3.8	0.9	24.8 %	1.0	4.0	4.0	4.0	5.0

Group work in systematic anatomy

Group work in systematic anatomy	Number of responses
to a very small extent	3 (10.3%)
to a smal extent	1 (3.4%)
to some extent	4 (13.8%)
to a large extent	9 (31.0%)
to a very large extent	12 (41.4%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Group work in systematic anatomy	3.9	1.3	33.1 %	1.0	3.0	4.0	5.0	5.0

Laborations

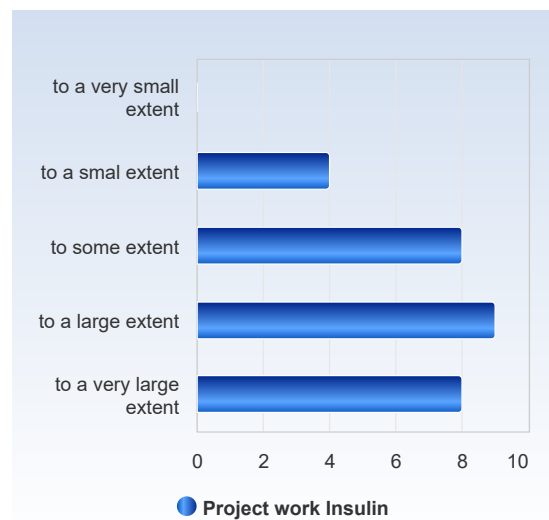
Laborations	Number of responses
to a very small extent	0 (0.0%)
to a smal extent	1 (3.4%)
to some extent	10 (34.5%)
to a large extent	14 (48.3%)
to a very large extent	4 (13.8%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Laborations	3.7	0.8	20.2 %	2.0	3.0	4.0	4.0	5.0

Project work Insulin

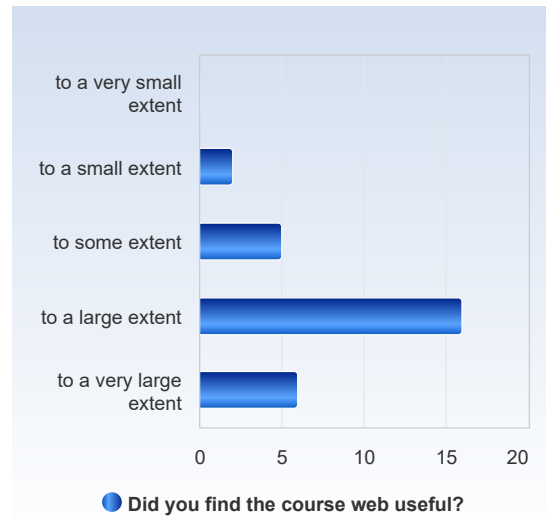
Project work Insulin	Number of responses
to a very small extent	0 (0.0%)
to a smal extent	4 (13.8%)
to some extent	8 (27.6%)
to a large extent	9 (31.0%)
to a very large extent	8 (27.6%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Project work Insulin	3.7	1.0	27.7 %	2.0	3.0	4.0	5.0	5.0

Did you find the course web useful?

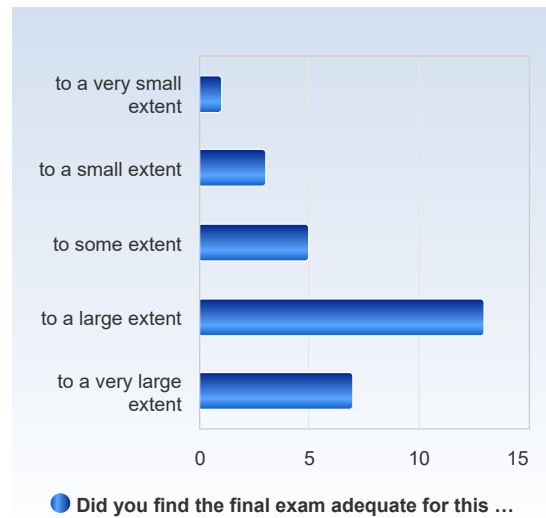
Did you find the course web useful?	Number of responses
to a very small extent	0 (0.0%)
to a small extent	2 (6.9%)
to some extent	5 (17.2%)
to a large extent	16 (55.2%)
to a very large extent	6 (20.7%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Did you find the course web useful?	3.9	0.8	21.0 %	2.0	4.0	4.0	4.0	5.0

Did you find the final exam adequate for this course?

Did you find the final exam adequate for this course?	Number of responses
to a very small extent	1 (3.4%)
to a small extent	3 (10.3%)
to some extent	5 (17.2%)
to a large extent	13 (44.8%)
to a very large extent	7 (24.1%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Did you find the final exam adequate for this course?	3.8	1.1	28.1 %	1.0	3.0	4.0	4.0	5.0

Do you have any suggestions for improvements?

Do you have any suggestions for improvements?

Give questions in exam that are not so niche

I think that perhaps the anatomy course could be modified; I found that learning for it was much more difficult for me than for other parts of the course, even though i don't have problems with memorising a lot of information. The group work sometimes left me more confused than I was at the beginning, because all of the students had different ideas for answers – we did not receive the correct ones, so we couldn't learn whether we were right or not (also we had no idea how detailed the answers should be). In comparison to biochemistry part of the course, the presentations from anatomy lectures were much more poorer in content. While learning from biochemistry presentation would allow me to pass the exam easily, the anatomy ones did not mention anything about functions (they were solely annoyed pictures of specific parts) which we also had to know. When studying for the exam I wasn't sure how detailed explanations I should know. Adding more information and content on slides would be extremely useful, at least for me (and I think it's fairly possibly to do).

the exam was a lot harder than suggested by the course director and included some questions about topics barley covered at lectures

I believe project work for Biochemistry would be a great addition to the course

Maybe it would be helpful to have more questions/worksheets to prepare for the exam!

The test exams were not like the real exam. I know you've changed the course since last year but it was sort of just confusing because I expected it to be like the two test exams we were given on canvas.

No

No

Add a Biochemistry seminar, give more background information on the lab.

more real life examples

What has been the most postive within this course?

What has been the most postive within this course?

The availability of the professors to explain

The group works were extremely useful

Course lab and Anatomy lectures

lectures about proteins and the insulin project

the anatomy part

anatomy group work and also insulin group work

The foundational knowledge offered and the enthusiasm of the lecturers

the anatomy lectures and labs

The lectures

Getting an insight in how the program will be

Overall good lectures encompassing everything needed to know and how it was published in canvas so you could go back and go over it again.

The opportunity to work in the lab as pur future courses will also rely on the skills obtained.

The availability of the teachers to answer questions and help.

Group works

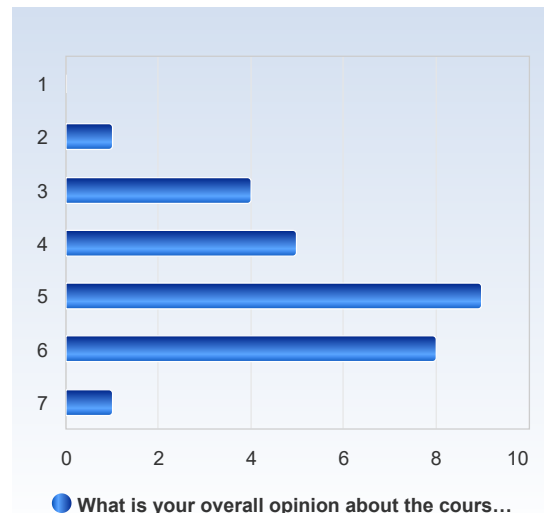
Group project

I enjoyed the pace, and how the project was pretty relevant (in terms of test questions), as well as lab.

group work

What is your overall opinion about the course?

What is your overall opinion about the course?	Number of responses
1	0 (0.0%)
2	1 (3.6%)
3	4 (14.3%)
4	5 (17.9%)
5	9 (32.1%)
6	8 (28.6%)
7	1 (3.6%)
Total	28 (100.0%)

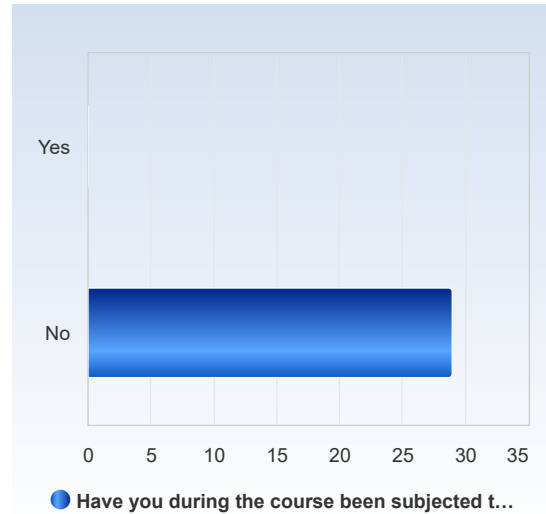


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
What is your overall opinion about the course?	4.8	1.2	25.7 %	2.0	4.0	5.0	6.0	7.0

Have you during the course been subjected to negative discrimination or insults because of your gender, ethnic origin, religion, disability or sexual orientation? If the answer is yes, the programme advises you to contact the study counsellor or the studentombudsman; see KI webpage for contact information.

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	Number of responses
Yes	0 (0.0%)
No	29 (100.0%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Have you during the course been subjected to negative discrimination or insults because of your gender, ethnic origin, religion, disability or sexual orientation? If the answer is yes, the programme advises you to contact the study counsellor or the studentombudsman; see KI webpage for contact information.	2.0	0.0	0.0 %	2.0	2.0	2.0	2.0	2.0

If yes above

If yes above	Number of responses
because of sex	0 (0.0%)
because of ethnicity	0 (0.0%)
because of religion	0 (0.0%)
because of sexual orientation	0 (0.0%)
Total	0 (0.0%)

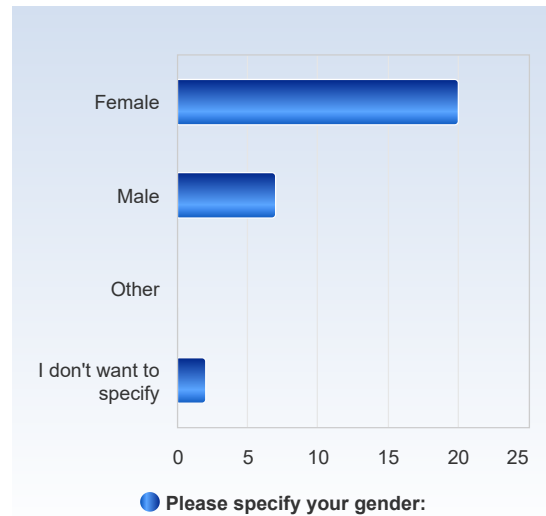


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
If yes above	0.0	0.0	NaN %	∞	0.0	0.0	0.0	-∞

The answers to the following two questions will be used only for validation purposes.

Please specify your gender:

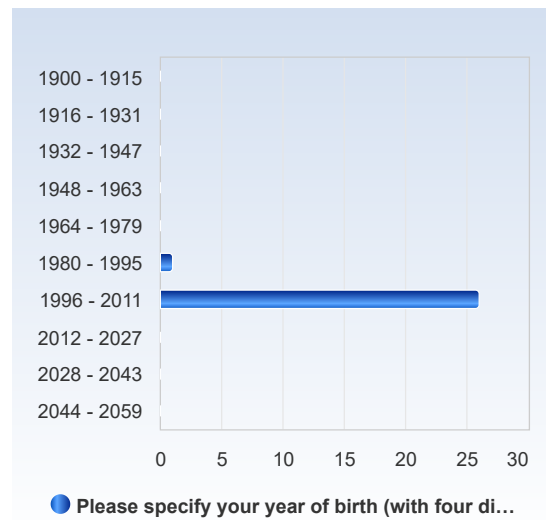
Please specify your gender:	Number of responses
Female	20 (69.0%)
Male	7 (24.1%)
Other	0 (0.0%)
I don't want to specify	2 (6.9%)
Total	29 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Please specify your gender:	1.4	0.8	57.1 %	1.0	1.0	1.0	2.0	4.0

Please specify your year of birth (with four digits):

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1900 - 1915	0 (0.0%)
1916 - 1931	0 (0.0%)
1932 - 1947	0 (0.0%)
1948 - 1963	0 (0.0%)
1964 - 1979	0 (0.0%)
1980 - 1995	1 (3.7%)
1996 - 2011	26 (96.3%)
2012 - 2027	0 (0.0%)
2028 - 2043	0 (0.0%)
2044 - 2059	0 (0.0%)
Total	27 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Please specify your year of birth (with four digits):	2002.8	2.9	0.1 %	1990.0	2002.5	2004.0	2004.0	2005.0